SCHOOL OF GRADUATE
AND CONTINUING STUDIES
THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

Graduate Bulletin
2008-2010

ABOUT THE BULLETIN
The Stockton Graduate Bulletin, produced every two years, is an official 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 (content) for the Graduate Bulletin was prepared as of the spring of 2008. While every effort has been made to ensure the accuracy of the information contained, 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, without prior notice. As such, 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. Changes do govern current and formerly enrolled students and are published in the most up-to-date version of the Graduate Bulletin which is housed on the College’s Web site: www.stockton.edu.

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DEGREES OFFERED

BACHELOR OF ARTS

Arts, Studies in the
Biology
Business Studies
Chemistry
Communications
Computer Science and Information Systems
Criminal Justice
Economics
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
Teacher Education

BACHELOR OF SCIENCE

Biochemistry/Molecular Biology
Biology
Business Studies
Chemistry
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 Instructional Technology
Master of Business Administration
Master of Science in Computational Science
Master of Science in Nursing
Master of Science in Occupational Therapy
Professional Science Master’s in Environmental Science

POST-BACCALAUREATE CERTIFICATE PROGRAMS

Preparation for the Health Professions
Paralegal Studies
Summer-to-Summer Teacher Education
English as a Second Language
New Jersey Supervisor Endorsement
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 nationally ranked, public liberal arts and professional studies institution of the New Jersey system of higher education. 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**  
*Adopted by the Board of Trustees February 18, 1998*  
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.

**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 partnership 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 Social Work Program has been accredited by the Council on Social Work Education. 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 has been 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 has been accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association. The Environmental Health Track of the Public Health Program has been accredited by the National Environmental Health Sciences and Protection Accreditation Council, and that program’s Health Administration Track has been accredited by the Association of University Programs in Health Administration. 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.

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 nine 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.

STUDENT FINANCIAL AID
In fall 2007, 83 percent of the entering freshmen applied for aid. Seventy-seven percent of that number demonstrated financial need, 52 percent received grants or scholarships and 75 percent of freshman financial aid applicants received loans. Students holding Federal Work Study jobs averaged 15 hours weekly, earning $500 to $2,400, per student, annually.

TEACHING STAFF
Stockton has 256 full-time faculty positions, and 199 part-time and adjunct faculty. Ninety-six percent of full-time faculty hold terminal degrees.

FALL 2007 ENROLLMENTS
The College’s fall 2007 enrollment numbered 6,766 undergraduates (freshmen, sophomores, juniors, seniors, non-matriculated students): 2,793 men, 3,973 women; 5,783 full-time, 893 part-time. The mean freshman combined SAT score for regularly admitted students was 1105 (verbal 547, math 558). Stockton’s graduate enrollment for fall 2007 was at 589 students.

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, swimming 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 and volleyball; and men’s and women’s cross-country and track and field. The College has an Olympic-size swimming pool, weight rooms, racquetball courts and outdoor recreational facilities.

More than 80 clubs and organizations operate on campus: social clubs, such as the Film Committee, Concert Committee, and Performing Arts Committee; service clubs, including the Social Work Club, Speech and Hearing Association, and Unified Black Students’ Society; special-interest clubs, such as the Accounting and Finance Society, Dance Club, and Photography Club; and independent organizations, including the Jewish Student Union, New Life Christian Fellowship, and more than 20 sororities and fraternities. 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 book collections and archives focusing on New Jersey and the Pine Barrens, and is a depository for federal and state documents and the New Jersey Pinelands Commission.

The library has study areas on all three floors. Every seat has access to a wireless computer network. Laptop computers and wireless network cards are available for circulation. There are also more than 90 public-access computers available in the building. The library’s resources and services are provided 89 hours per week during the fall and spring semesters.

BUILDINGS AND GROUNDS
The College’s grounds comprise 1,600 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.

INFORMATION ABOUT GRADUATE STUDIES
Dean of the School of Graduate and Continuing Studies
The Richard Stockton College of New Jersey
Pomona, NJ 08240-0195
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E-mail address: gradschool@stockton.edu
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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 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 multipurpose 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.

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.
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.

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.

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.

May 2008
The College awards its first doctoral degrees (DPT) during the spring commencement ceremony.
ADMISSIONS AND FINANCES

THE 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 Office of Enrollment Management for the fall or spring term. Each graduate program also has a committee that evaluates completed files. Students should contact the Office of Enrollment Management 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 non-matriculated students should complete the Non-Matriculated Graduate Student Registration Information Form and provide the documents required. At the time that the non-matriculated student wishes to change his or her student status to matriculated, he or she must formally apply to the College through the Office of Enrollment Management. 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 Office of Enrollment Management 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.

NON-MATRICULATED
In all graduate programs except the Doctor of Physical Therapy and the Master of Science in Occupational Therapy programs, a student who is interested in taking credit courses but who is not presently working toward a degree may enroll as a non-matriculated student. An application for non-matriculated (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.

No more than 9 graduate credits may be attempted in non-matriculated status. Note that all grades and notations (such as W) count as an attempt. To register beyond the limit of 9 graduate credits, the non-matriculant must apply and be admitted as a matriculated student.

Non-matriculated students are not eligible for financial aid or graduate assistantships, nor are they eligible to live in on-campus housing.

Though a non-matriculated student is expected to have a strong academic record, a non-matriculated student does not automatically qualify for matriculation after completion of course work in non-matriculated status. Evaluation of the student will include satisfactory completion of work taken as a non-matriculant.

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 Enrollment Management. 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.

APPLICANT STATUS

TRANSFER
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 Office of Enrollment Management 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 Science in Occupational Therapy 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 $100.00 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 Enrollment Management
   PO Box 195
   Pomona NJ 08240-0195
   (609) 652-4261
7. All requests for non-matriculated 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 on the Stockton Web site, www.stockton.edu.

INTERNATIONAL STUDENT ADMISSION
Stockton encourages international applicants. An international applicant is defined as one who requires a visa for the purposes of study in the United States.

International applicants must file complete applications to receive consideration for admission. International applicants 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:

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 graduate examination results as required by the specific program to which application is made
5. Official copies of all college/university transcripts
6. Evaluation of credentials by World Education Services
7. 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, high school/college transcripts, and any other material requested by the Office of Enrollment Management 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.

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/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. For further information, please see the LAP Web page or call 609-652-4988.

FINANCES
The College Board of Trustees is responsible for passing resolutions setting tuition, fees, housing rent and board plan rates. Tuition and fees schedules are subject to change without notice and upon action of the Board of Trustees. Students may refer to the current schedule of charges for an estimate of costs.

PAYMENT OF CHARGES

General Information:
1. Payment of Tuition and Fees must be made at the time of registration for courses.
2. Payment of Housing and/or Board Plan must be made at the time of assignment.
3. Payment may be made by using one of the options made available below.
4. Dishonored checks constitute non-payment and will immediately result in cancellation of course enrollments, housing, and/or board plan. There are no refunds for canceled items.

The due dates established for payment of tuition, fees, housing, meal plan and service charges are announced for each term in the Schedule of Classes brochure and preregistration instructions. Checks should be made payable to: The Richard Stockton College of NJ. Students are advised to wait until the day of registration to complete blank checks, for cost may vary depending on course availability.

PAYMENT OPTIONS AVAILABLE

Full Payment
Payment for a student’s bill may be made with cash (in person only), check, money order, MasterCard and/or Discover. Checks shall be made payable to: The Richard Stockton College of NJ. The student’s name and ID number should appear on the check for proper application.

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 of $60 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.

Personal Deferment
Personal deferments 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 deferment plan option to students based on past payment history. Students may apply for a deferred payment of the full semester by paying 50 percent of the semester charges by the due date and submitting a $45 non-refundable deferment fee. Students electing the deferment plan option will be charged Housing and Board rates based on the Option III installment plan. All remaining charges for students electing the deferment option will be due in 30 days. All processed financial aid will be credited to a student’s account prior to determining the amount to be deferred. Any additional monies credited to a student’s account (including financial aid, scholarships, stipends, credits, etc.), will be applied first to any balances due to the College. If charges remain after the due date, the deferment plan will automatically become a budget plan. Students then will be charged an additional fee of $15 and will be responsible for all applicable late fees associated with the budget plan. 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. Personal deferments are not permitted for Drop/Add transactions.

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

1. Go to www.stockton.edu
2. Under “Administration” click on “Bursar’s Office.”
3. Click on “Your Student Account.”
4. Follow the instructions listed.
5. Click on “Make Payment/Apply for Payment Plan.”

Budget Plan
Budget 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 budget plan option to students based on past payment history. Students may apply for a budget plan by paying 25 percent of the pre-registration bill semester charges (50 percent for subsequent registration of courses) and submitting a $60 non-refundable budget plan fee. Students electing the budget plan option will be charged Housing and Board rates based on the Option III installment plan. Students should refer to their budget plan applications for payment dates. All processed financial aid will be credited to a student’s account prior to determining the amount to be budgeted. Any additional monies credited to a student’s account (including financial aid, scholarships, stipends, credits, etc.) will be applied first to any balances due to the College, regardless of assigned due dates. Students may pay on or before assigned due dates. A $50 late fee will be charged for each payment made after the due date. Failure to make payments on any plan may warrant cancellation of courses, housing and/or board plan. 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 budget plan is not paid in full. Budget Plans are not permitted for Drop/Add transactions.

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

1. Go to www.stockton.edu
2. Under “Administration” click on “Bursar’s Office.”
3. Click on “Your Student Account.”
4. Follow the instructions listed.
5. Click on “Make a 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. Students should refer to the Payment Options Available section. No personal deferments and/or budget plans will be offered.

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.

Declining Balance Cards
The Declining Balance Option Card is available to the entire Richard Stockton College community. Funds may be applied to this card for food service, convenience store services and/or the Bookstore by completing a declining balance card application. The application can be obtained at the bursar’s office. 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. Monies may be added at any time by submitting an additional application with appropriate funds to the bursar’s office. Funds also may be added to the card online, and the application may be completed online. Students should be sure a credit is on their account to cover the additional funds requested. If needed to bring an account to a credit balance, students may make a payment to the account online with a Web check (no additional fee) or credit card (2.75% fee applies). A more detailed information pamphlet describing the benefits and options associated with this card is available at the bursar’s office. Declining balance funds will automatically be available a week before classes begin for students who submitted a completed declining balance application to the bursar’s office.

Outstanding Financial Obligations
A student must pay all prior debts owed to the College before she/he is able to preregister for classes, housing or board plan for any subsequent term. The 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 for more detailed information.
TUITION/FEES
2007-2008 (per credit)

<table>
<thead>
<tr>
<th>Tuition Level</th>
<th>Student Status</th>
<th>Tuition Rate</th>
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<tbody>
<tr>
<td>Graduate Tuition</td>
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<td>(non-State resident)</td>
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<td></td>
<td>(non-State resident)</td>
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<table>
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<tr>
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<tr>
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<td>General Service Fee</td>
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<td>Technology Fee</td>
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<td>Recreation Fee</td>
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<td>Facilities Fee</td>
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Current information on tuition and fees may be found on the College’s Web site: [www.stockton.edu](http://www.stockton.edu). (See Bursar’s Office).

Non-matriculated fee: A $50 fee is charged to all nonmatriculated students who register for the term. A one time transcript fee of $30 is also charged. This entitles the student to unlimited transcripts. Other additional special course fees, such as the Teacher Education Fee or Technology Assisted Instruction Fee, will be assessed as appropriate.

All matriculated graduate students must pay the graduate tuition rate for all courses. Any graduate student enrolling for 15 or more credits will be charged a flat rate for tuition/fees based on the cost of 15 credits.

<table>
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<tr>
<th>Housing Rent (annual)</th>
<th>Apartments/Double</th>
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<th>Housing V</th>
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<tr>
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<td>Installment Plan-Option III</td>
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<tr>
<th>Meal Plan (annual)</th>
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<tr>
<td>Standard Rate-Option II</td>
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<td>Installment Plan-Option III</td>
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<tr>
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<td>Payment Plan - Option I</td>
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<td>Standard Rate - Option II</td>
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<tr>
<td>Installment Plan - Option III</td>
<td>$2,879.00</td>
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</table>
**EXPLANATION OF OPTION CHOICE**

**Option I - Prepayment Plan:** Payment in full for the academic year (two semesters)

**Option II - Standard Rate:** This option should be selected only if the student pays in full for one semester at a time by cash, check, money order, MasterCard, Discover, American Express, etc. and/or any type of Financial Aid/Assistance/Scholarship, etc.

**Option III - Installment Plan:** This option should be selected if the student wishes to make more than one payment per term using personal deferments, budget plans and/or other special arrangement transactions.

**Note:** If a student resides in Residence Halls, it is mandatory to select the 19-meal plan or 120 or 180 Block Plans.

**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, he/she will not be considered a permanent resident of the state, according to the New Jersey Administrative Code.

Students with additional questions concerning the above information should contact the Bursar’s Office during the hours of 8:30 AM and 5:00 PM, Monday through Friday; summer hours are 8:30 a.m. to 5 p.m., Monday through Thursday. The Bursar’s Office may also be contacted by phone at (609) 652-4597, by fax at (609) 626-5587, or visited during office hours in Room J-102. It also can be accessed online at www.stockton.edu.

**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 at www.stockton.edu/financial_aid. 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 at 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 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 12 to 15 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 non-profit 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 is a low-interest loan for both undergraduate and graduate students with exceptional financial need. The school is the lender and the loan is made with government funds. Repayment is made to the school.

FEDERAL STAFFORD LOANS
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. Students who do not qualify for the subsidized loan may be eligible for an unsubsidized loan. The unsubsidized loan, unlike the subsidized loan, is not based on financial need. When added to other financial aid resources, the loan amount may not exceed the cost of education for the academic year. Students are charged interest from the time the loan is disbursed. Additional information regarding the Federal Stafford Loan Program is available at www.ed.gov/studentaid.

NEW JERSEY’S SUPPLEMENTAL LOAN PROGRAM FOR COLLEGE STUDENTS (NJCLASS)
The NJCLASS loan may not exceed the cost of attendance less any financial aid received. Borrowers must be creditworthy or provide an acceptable co-signer. There is no interest subsidy and repayment must be made within fifteen years from the date of the first disbursement, including periods of deferment.

PLUS LOAN
Parents and graduate or professional students are eligible to borrow under the PLUS Loan program up to their cost of attendance minus other financial assistance.

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; the National Merit Scholarship Program and Stockton’s Financial Aid Web site: www.stockton.edu/financial_aid.
VETERANS ADMINISTRATION
The Office of Veteran Affairs is part of the Office of Financial Aid and 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). 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 Veterans Affairs Office 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 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:

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 at www.stockton.edu/financial_aid.

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

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.

FELLOWSHIPS AND SCHOLARSHIPS
Merit-based College fellowships and scholarships are available on a competitive basis to graduate students. Fellowships and scholarships do not require the student to work for the College and are awarded without regard to financial need.

Application for fellowship and scholarship awards (except where otherwise specified) is made by checking the appropriate box on the first page of the admission application. To receive full consideration for College fellowships, scholarships and assistantships, applicants should be sure that their applications and supporting documents (transcripts, letters of recommendation and test scores where applicable) are filed as early as possible to allow time for the most careful consideration.

All awardees must maintain good academic standing according to the standards set by the individual graduate program, and a grade average of B or better.
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 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 Studies 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 as 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 the Graduate Bulletin. In no case will the responsibilities of an assistant provide access to the content of student records, including those found in the student information system. 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 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 published 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 fee, 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 Graduate and Continuing Studies.
GRADUATE REGISTRATION AND RECORDS

REGISTRATION

REGISTRATION FOR COURSES
Registration for courses occurs each term prior to the opening of classes. Matriculated students register on a priority basis. Non-matriculated students are only permitted to register on a space-available basis and 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 in the Schedule of Classes, which is available 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., EDUC 5415 or BSNS 5230).

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—independent study or senior project
9—internship or practicum

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 schedule of courses and course catalog on the Student Web Services pages of Stockton’s Web site.

COREQUISITES
Several courses have corequisites. These are other courses in which a student must enroll concurrently. Corequisites are listed in the schedule of courses and course catalog on the Student Web Services pages of Stockton’s Web site.

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, or acquire the permission of the instructor of the course they wish to audit informally. 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, whether formally or informally, 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 posted on the College’s Web site. Students have the ability to adjust their schedules using the Student Web Services pages of the College’s Web site. 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 on the Student Web Services pages of the Stockton Web site. 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 on the College’s Web site. 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 their Student Web Services account, go to "Add/Drop Classes," and choose the "Drop" option under "Action." 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 e-mail 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 other 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.

MAINTENANCE OF MATRICULATION REQUIREMENT FOR GRADUATE STUDENTS
Once admitted to a degree program, graduate students must either be continuously registered 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 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. 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 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, fill out and submit it to that office.

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 different from 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 for financial aid recipients.
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.

RECORDS
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:
1. Demographic Data:
   a. Name
   b. Identification number
   c. Mailing address and phone number
   d. Military veteran status
2. Academic Data:
   a. Declared major
   b. Preceptor name and identification number
   c. Date of matriculation
   d. Grade changes
   e. Course enrollments
   f. Transcript of previous academic work
3. Transcript Data:
   a. Name
   b. Mailing address
   c. Date of birth
   d. Identification number
   e. Major
   f. Admittance status
   g. Degree(s) with date(s) granted
   h. All courses attempted, credits earned, grades received
   i. Transfer credits accepted from other institutions
   j. Record of leave of absence, withdrawal and academic actions
4. Admissions Correspondence:
   All such correspondence placed in the file after January 1, 1975, is not confidential.
5. Violations of the Campus Conduct Code and/or other College regulations.
   The record includes the following:
   a. The College regulation(s) violated
   b. The sanction(s) applied
6. Academic materials that the student wishes to have placed in the file.
7. Exclusions:
   A student’s record does not include, without written consent of the student, any indication of the following:
   a. Religion
   b. Race
   c. Political views and affiliations
   d. Membership in any organization other than professional and honorary organizations
   e. Marital status
   f. 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.

1. **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 to the Office of the Vice President for Student Affairs.

2. **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.

3. **Community Access**

   Properly identified officials from federal, state or local government agencies are supplied the following information upon request.
   
   a. Verification of date of birth
   b. Major and class level
   c. Degree(s) earned, graduation date(s) and honors received
   d. Verification of permanent and local addresses and telephone numbers
   e. Verification of signature
   f. 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.

4. **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.

5. **Emergency Requests**

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

6. **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

1. 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.

2. 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.

3. 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:
   a. The final official transcript.
   b. Official transcripts from other institutions received by Richard Stockton College regardless of whether the credits were applied to the academic history at Stockton.
   c. 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 the Student Web Services pages of 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:

1. Job or Graduate School Placement File—Director of Career Services
2. Official Educational Record—Registrar
3. Financial Aid Report—Director of Financial Aid
4. Housing Record—Director of Housing and Residential Life
5. Security and Safety/Campus Police Record—Director of Security/Safety/Campus Police
6. Campus Hearing Board/Campus Conduct Code Record—Dean of Students
7. Academic Irregularity Record—Provost
8. Student Accounting Record—Supervisor of Bursar’s Office
9. Educational Opportunity Fund Student—Director of Educational Opportunity Fund Program
10. 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.

The main academic complex consists of 14 buildings, or wings, alternating along an interior gallery. These include seven large classroom-office buildings, a library, two college centers, a lecture hall, gymnasium, swimming pool and the Performing Arts Center (PAC). These buildings are located in wings labeled A through N. Adjacent to the main academic complex are two facilities that support specialized programs or activities, the Arts and Sciences Building and the West Quad Academic Building.

The classroom-office wings feature highly flexible facilities that are adaptable to changing needs of the College.

In addition, Stockton has extensive laboratories serving a variety of academic programs. The lower level of F-wing contains the College’s interdisciplinary natural sciences laboratories. Additional science laboratory areas are found in lower C-Wing, lower B-Wing and in the Arts and Sciences building. The College’s marine science laboratories can be found at the Nacote Creek site. Laboratories for the health professions programs are located in the West Quad Building with additional labs in F-Wing.

Visual art studios are located in the Arts and Sciences building. The College’s Art Gallery is located in lower H-Wing, along with a dance studio, music studios and various music lab and practice rooms. Stockton’s Performing Arts Center (PAC), located in M-Wing, includes two theatres, a variety of scene and costume shops, and dressing rooms.

The College has more than 30 computer laboratories, including 24-hour labs located at the two student residential life centers and at the Housing IV Commons Building. In addition, Stockton has a large and growing percentage of classrooms with electronic capabilities.

Stockton’s library is located in E-Wing and includes extensive collections, as well as public computers, study and meeting rooms. Media facilities are located in lower E-Wing and include audio and video production studios as well as an Interactive Television (ITV) classroom. The College’s Bookstore and the mailroom are located on the lower E- and F-Wing corridor.

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, a pool, tennis courts, intramural fields, and intercollegiate baseball and softball fields.

The College also 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 Lakeside Center, 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 are garden apartments providing housing to 246 students. The Commons is located adjacent to the Housing IV apartment complex. The newly-completed Housing V Apartment Complex consists of six newly constructed residential complexes, each
with a gross area of approximately 26,000 square feet. The buildings are three storey, wood-frame structures with flat roofs, and will house 64 students per building for a total of 384 new beds.

Stockton also has student centers located in G-Wing and N-Wing. Both facilities offer dining services and provide offices and technical support for student groups, meeting rooms and television lounges. The G-Wing dining area provides à la carte dining serving both students and faculty. The N-Wing dining room primarily serves students participating in the four meal plans. The N-Wing facility also houses the Osprey’s Nest, a game area, a lounge area, a TV area, a meeting room, a classroom and the student television studio.

Limited food options are available at Richard’s Café, located in lower C-Wing. The College also has two convenience stores located in the Townsend Residential Life Center and the Lakeside Center. The Lakeside Center provides hot and cold subs and pizza in the evening.

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 end entrance to the College, off Vera King Farris Drive (formerly College 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 with participation of faculty, administration, students and representatives of the College’s Board of Trustees, local jurisdictions and neighboring institutions. Re-envisioning the physical environment, finally addressing a chronic space shortage and positioning the College to grow in a dynamic and diverse way were overarching goals. The recommendations support 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 South Jersey.

In addition to mitigating a major space shortage and creating facilities that make Stockton a compelling choice for students and a destination for visitors, the plan addresses:

- Image, visitor experience, landscape transitions and a way-finding system to create a more traditional feeling of a college campus
- Traffic management, parking and pedestrian circulation to accommodate an increasing number of cars and visitors and encourage walking
- Infrastructure, utilities, landscaping and signage to integrate the plan and create the framework for sustainable development and enhanced biodiversity to which the College is committed.

A comprehensive project list includes:

- F-Wing Expansion: 29,000 gross square feet (gsf) of academic space (completed)
- Student Center: 150,000 gsf, includes academic space
- Sport Center Addition: 10,000 gsf
- Lakeside Building: 75,000 gsf, a five-story academic and academic-support building with a view of the lake and campus
- West Quad Academic Buildings: 75,000 GSF to complete the West Quadrangle
- Science Center: 150,000 gsf
- Academic Facilities and Support: 165,000 gsf in several buildings
- Gymnasium Addition: 30,000 GSF

Parking and housing facilities are also involved; a new housing complex (Housing V) has recently been completed. Infrastructure projects include telecommunication upgrades, redundant electric distribution and emergency power, and roadway alterations to improve traffic safety and circulation. A campus-wide signage program to improve the experience for the first-time visitor and landscaping to return the Lakeside Lane courtyards to more natural states and provide good transitions from natural to developed and back to natural at lakeside are recommended.

The President’s Office maintains a Web site at [http://president.stockton.edu/masterplan.html](http://president.stockton.edu/masterplan.html) that details the plan and its progress.
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, an assistant vice president, deans and the registrar. They administer offices that encompass a broad spectrum of student life issues ranging from enrollment and financial aid through housing, health-care needs and co-curricular programming. Anyone with concerns, suggestions or questions about these areas should contact the appropriate director or dean.

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 Housing and 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, students may visit the Event Services Web site at www.stockton.edu/event services.

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 sought to provide audiences with a wide variety of cultural programming by professional touring companies of regional, national and international stature. By emphasizing those companies and artists whose established or emerging reputation within the areas of music, dance and theater reflects the highest artistic standards, the Center has come to occupy a unique position among multidisciplinary performing organizations serving the southern New Jersey region.

The Performing Arts Center’s strikingly continental design provides an intimate setting for its 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.

Performers in recent years have included Harry Connick Jr., Judy Collins, Marvin Hamlisch, the Vienna Boys Choir, Michael Feinstein, and The Chieftans.

Tickets to most events sponsored at the Center can be purchased on either a subscription series or single-event basis. Events are priced affordably for all members of the community with a special discount offered to Stockton faculty, staff and students.

The Richard Stockton College of New Jersey Performing Arts Center is a state-of-the-art, multi-disciplinary 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 the 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, 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, art critics and other specialists in the field. Recent highlights have included lectures and exhibits by prominent sculptor Chakaia Booker, photographer Linda Connor and illustrator Murray Tinkelman; prints exhibited by nationally recognized artists Ben Shahn, Romare Bearden, and Barry Moser; award-winning illustrations from the Society of Illustrators; cutting-edge graphics from the Art Directors Club; traditional Chinese paintings from Beijing; and work by numerous contemporary artists working in a wide range of media and styles.

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 is one of the most successful programs in the country over the last 20 years and 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 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 non-competitive to moderately competitive.

**Athletics Web Page and Hotline**
The Athletics Web page (www.stockton.edu/ospreys) 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), five part-time ATCs, one graduate assistant ATC 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 the scene for fishing. A fishing 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 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 Services**
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 Office of Career Services. The Office 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 College 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. Career Services also provides internship and job search assistance to students.

In addition, the Office 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, credential services, career fairs and special networking events, a fully automated 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. Career Services is located in J-204.

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), under the auspices of Counseling Services, 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. The LAP program is located in WQ-110 and can be reached at (609) 652-4988. Further information is available from the LAP Web page at www.stockton.edu/wellness/lap.

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.

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, travel 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.

Student Health Insurance
All matriculated students at The Richard Stockton College of New Jersey are required to maintain basic health insurance coverage. Accordingly, students who do not have their own coverage will be required to purchase a low-cost student accident and sickness insurance plan offered through the College. Students will be billed for this insurance plan unless an electronic waiver is submitted indicating other coverage. Students must file an Insurance Waiver form within 30 days from the start of a semester or they will be enrolled in the College’s insurance plan and be responsible for the annual premium. Further details are available in the Office of Health Services located in Room WQ-108 or by calling (609) 652-4701.
**Student Immunizations**
New Jersey State Law requires that all students born January 1, 1957 or after and enrolled at The Richard Stockton College of New Jersey must submit to the College a valid record of two doses of immunization against MMR (measles, mumps, and rubella). All students residing in on-campus housing must also submit proof of a meningitis vaccine prior to moving into housing facilities. Stockton requires these documents as a condition of admission or continued enrollment. Students should contact the Office of Health Services located in Room WQ-108, (609) 652-4701 regarding any questions or immunization requirements.

**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 a 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 *Argo* office is located in upper G-Wing and can be reached at (609) 652-4560.

**WELLNESS SERVICES**

**Health Services**
The campus Office of Health Services is an outpatient facility providing free, confidential health care to all Stockton students. Two part-time physicians, one nurse practitioner, two registered nurses, a health educator, a nutritionist, a Health Services manager, a secretary and a receptionist staff Health Services. The facility 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.

The Health Center is open Monday through Friday. The physician is on campus Monday through Thursday. The nurse practitioner provides services on Friday. The registered nurses are on duty Monday through Friday. 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**
The Campus 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, 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 (877) 947-4222.

**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 p.m., Monday through Thursday, and 8:30 a.m. to 5 p.m., Fridays. For more information, students may stop by or access the Web page at www.stockton.edu/wellness or call Counseling Services at (609) 652-4722.

**Alcohol/Drug Prevention Services**
The Office of Alcohol/Drug Prevention maintains anonymity 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 classroom 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.

Through the Hope for Kids Program local elementary school children receive training on peer-pressure-resistance skills in workshops facilitated by Stockton Alcohol/Drug Peer Educators. 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, contact the Office of Alcohol/Drug Prevention at (609) 652-4722, located in Counseling Services, WQ-110.

**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. 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 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.

Block-Meal Plan—Provides 180 meals per semester, in which students control when and where these meals are used. Block meals can be used to treat friends or family to a meal at the student restaurant and may also be exchanged at any of the retail locations. The plan includes $50 in Dining Dollars.*

19-Meal Plan†—Entitles a student to any 19 meals per week, Monday breakfast through Sunday dinner and includes a $75 Flex Fund. ‡‡

15-Meal Plan†—Entitles a student to any 15 meals per week, Monday breakfast through Sunday dinner and includes a $50 Flex Fund. ‡‡

10-Meal Plan†—Entitles a student to any 10 meals per week, Monday breakfast through Sunday dinner.

7-Meal Plan†—Entitles a student to any 7 meals per week, Monday breakfast through Sunday dinner.

*Dining Dollars can be added to any meal plan at any time in increments of $25. Dining Dollars can be used to purchase additional items at all food service locations and may be added to all meal plans or purchased separately. Details are available from the Bursar’s Office or Dining Services office. Dining Dollar accounts that have unused balances from the fall term will be carried over to the spring term for use. All Dining Dollar balances at the end of the spring term will be forfeited.

† Any meals remaining at week’s end will not be refundable.
‡‡Flex Fund dollars are credited on a per-semester basis. Any remaining balance at the end of each semester will not be refundable.

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, on-campus extension 4205, or (609) 652-4205 off campus.

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.

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 on-campus extension 4205, or (609) 652-4205 off campus.

Jewish Student Advising is provided through advisors to the Jewish Student Union. They may be accessed by dialing on-campus extension 4205, or (609) 652-4205 off campus.

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 Department 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 yearbook for Richard Stockton College is The Path. Supported by funds from the College’s graduation fee, The Path is published annually for early October delivery to all seniors, free of charge. The yearbook office is located in upper G-Wing.

SPECIAL ACADEMIC FACILITIES

CAREER LIBRARY
The Career Library contains materials on graduate and professional schools, careers, the job search, 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 hardware are available to students, faculty and staff.

The College’s central computing facilities include 80 servers hosting a wide array of applications in a variety of operating systems. Additionally, approximately 925 microcomputers and workstations are dispersed throughout more than 30 computer laboratories, 50 electronic classrooms on the main campus and at the Carnegie Center (including instructional labs), 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 20 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 traditional classrooms. All traditional classrooms are wired for Internet access that could 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. Science laboratories, the Library and several classrooms support wireless networking. Laptop computers are available for use in these areas. 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 DS-3 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, e-mail and the Internet.

Further information regarding Computer and Telecommunication Services can be found on the Internet at http://compserv.stockton.edu.
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.

A renovation of the F-Wing laboratories in 1991 increased the amount of research space available to students and faculty. During the renovation, the ventilation system was modernized and 22 fume hoods were installed.

The F-Wing science laboratories accommodate general and organic chemistry; analytical and inorganic chemistry; advanced chemistry; introductory biology and genetics; biology lab methods; histology, microbiology, and molecular biology; anatomy and field biology; and physiology. Specialized instrumentation and research rooms are located adjacent to the chemistry and biology instructional laboratories.

A preparation room, greenhouse, environmental chambers, stock area, marine and fresh water aquaria, mechanic shop and animal rooms support the functions of the laboratories. An adjacent, chemical storage building houses a chemical preparation room and chemical storage facilities. Chemistry instrumentation includes, among others, 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, a flame atomic absorption spectrometer, a graphite-furnace atomic absorption spectrometer, a spectrofluorometer, multiple ultraviolet-visible spectrometers including basic, high-throughput and research-grade instruments, a high-performance liquid chromatograph, an ion chromatograph and 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.

The biology research and teaching facilities include a nucleic acid hybridization facility, an aseptic cell and tissue culture facility, three walk-in temperature control 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. The physics laboratories in lower C-Wing include two microcomputer-equipped laboratories, an advanced laboratory and projects room, a seminar room and a lecture demonstration room. The laboratories are fully equipped, having two infrared cameras, a computer-based processing system, a tracer gas detector for monitoring energy used in buildings, and a microcomputer-based data acquisition and analysis system. Nearby, the College maintains 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. This effort is now focusing on the intermediate level courses in Physical Geography, Principles of Ecology and Issues in Environmental Studies, with the goal of using the computer facilities and field data collection technology in all labs within the next two years. 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. The facility also houses the offices of the Field Station Manager and the Coastal Research Center. Waterfront docking for the fleet of five research vessels (ranging from 16-27 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 and marine surveying equipment. The 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

Located on the Jersey Shore, 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 as a teaching and training facility for Stockton students, and is used by Stockton graduates 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. Bi-annual 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 half million dollars. Work undertaken by the CRC through 2007 includes:

- Federal Government Projects - Total Funding $368,553:
  - U.S. Army Corps of Engineers
  - Federal Emergency Management Agency

- Congressional Special Appropriation – Total Funding $464,000
  - 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 $ 2,555,521:
  - 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.
- New Jersey Department of Transportation
  - Dredge material management for the four oceanfront counties
  - Diamondback terrapin habitat enhancement using dredge materials
- County and Municipal Government Projects - Total Funding $1,968,956
  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 the College's motto, "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 683,000 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 also more than 80 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 89 hours per week during the fall and spring semesters.

CENTER FOR INSTRUCTIONAL MEDIA AND TECHNOLOGY
Located on the ground floor of the library, the Center for Instructional Media and Technology provides the academic community with a wide range of media materials, facilities and services in support of instructional and educational objectives. Professional and technical staff are on hand to assist in locating materials, using equipment and scheduling specialized facilities.

The Center’s offerings include collections of audio-visual resource materials, public carrels and equipment for individual or group viewing and listening, video and audio production studios, post-production facilities, an Interactive Television classroom, a sophisticated campus-wide electronic media delivery system, and a store of AV equipment for use throughout the campus environs. Additionally, Stockton’s educational access channel is also located within the Media Center.

The substantial media collections support the College’s interdisciplinary approach to education and are accessible through the Library’s online catalog. All of the resources may be used in the Media Center and scheduled for instructional classroom use. The advanced electronic delivery system enhances the use of instructional media by allowing users to control the medium remotely from the classroom.

Hours of operation are Monday through Thursday 8 a.m. to 10 p.m.; Friday 8 a.m. to 5 p.m.; closed on weekends. Access to the Media Center is through the main library entrance and down one level.

THE OFFICE OF DISTANCE EDUCATION
Located in the lower E-Wing gallery, the Office of Distance Education facilitates distributed delivery technologies that usually incorporate online instruction and other emerging technologies.

An online/distance course 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 live videoconference). A technology instruction fee may be charged.

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. A technology instruction fee may be charged.

Additional delivery methods, such as telecourse, ITV delivery, Horizon Wimba and others, may be included as part of distance education and hybrid courses.
For additional information, students may visit the Distance Education Web site at www.stockton.edu/distance.

**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 or to 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.

**STUDIO FACILITIES AND PERFORMING ARTS CENTER**
Well-equipped studio facilities located throughout the College meet 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**
Acknowledging the enormous success of the Atlantic County Educational Technology Training Center (ETTC), the New Jersey Department of Education (NJDOE) designated the ETTC as the Southern Regional ETTC in July 2002. Shortly thereafter, the NJDOE charged The Richard Stockton College of New Jersey to develop the Southern Regional Institute (SRI) devoted to the study and delivery of professional development for the K–12 sector.

The primary mission of the SRI is to provide professional development opportunities for pre-K-12 educators and other professionals who offer support services to schools. The overall goals of the SRI are to improve student academic achievement, organization effectiveness, employee performance and user satisfaction.

The Southern Regional ETTC, whose main facility is located in Mays Landing, New Jersey, is a vital departmental component of the SRI and continues to offer state-of-the-art educational technology training. In November 2002, the ETTC received one of 13 National Telecommunications Partnership Awards, which acknowledged and endorsed the consistently high quality of professional development offered. The ETTC provides pre-K-12 teachers and school administrators with training opportunities on relevant subjects including the New Jersey Core Curriculum Content Standards, instructional technology, computer technologies, telecommunications and distance learning. The ETTC also provides a state-of-the-art demonstration facility and clearinghouse where teachers can explore the latest trends in educational technologies.

Currently, the SRI/ETTC Consortium represents 80 organizations, of which 68 are school districts throughout southern New Jersey. This Consortium encompasses some 165 schools, over 7,500 professional educators, and approximately 90,000 pre-K-12 pupils. Since the Consortium’s inception in 1996, some 30,000 participants have attended approximately 4,000 workshops.

More information is available through the ETTC Web site at www.ettc.net, 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 PDCE-HSHS); 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 at www.stockton.edu/scosa or by contacting the Director, David C. Burdick at (609)652-4311.

COLLEGE CENTERS

A 23,000-square-foot College Center is housed in G-Wing. The lower-level offers a variety of dining settings and a vending area. The upper level of the center includes a lounge, vending and reception areas, a conference room, meeting space, office space for student groups, administrative offices, and a Club/Organization Resource Room with computers, fax machine, typewriters and photocopier. The N-Wing Center has a cafeteria accommodating meal-plan subscribers and seating 300. Also located at the ground level of the N-Wing College Center is the Osprey’s Nest, which serves pizza, snacks, soft-drinks, and a variety of grill items from 7 p.m. to midnight, Sunday through Thursday. The upper level contains two classrooms, the offices of the College Center and Event Services, a spacious lounge with a television and work tables, small conference/meeting area, Stockton Student Television (SSTV) office and studio, vending area and a computer lab.

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 meets national standards for quality care and is accredited by the National Academy of Early Childhood Programs. 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 Store

The College Store, located on the ground floor of E-Wing, 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 price levels competitive with local area bookstores.

College Food Services

Food and vending services are operated by recipients of state-wide competitive contracts. Vending machines are located throughout the College.

There is a retail cafeteria and a snack bar located on the first floor of G-Wing. Breakfast, lunch and dinner are served during the academic year by the College food service. Hours of operation and prices are
posted in the respective serving areas. Additional mobile service units are in operation throughout the
galleries during the luncheon period. Also, the meal-plan cafeteria (N-Wing) may be used by the Stockton
community through the cash purchase of single-meal tickets. The Osprey’s Nest, located on the first floor of
N-Wing, is open Sunday through Thursday evenings, and serves various entrees and beverages. Prices are
posted.

Information Booths
Persons wishing for information about the College 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 Residence Life staff and Stockton Residents Association 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, two 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 Housing and 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 Housing and 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. Employees of the College
will be considered for on-campus housing only after student requirements have been met.

For specific information, students may contact:
Office of Housing and Residence Life
A-100 Central Office
P.O. Box 195
The Richard Stockton College of New Jersey
Pomona, NJ 08240-0195
(609) 652-4332 email: www.stockton.edu/housing

Once students have been accepted by the College, they will receive an application for on-campus housing.
The returned application should list preferred roommates. 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
Housing and 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.

Note: In conformity with New Jersey statutes, all occupants of a unit must be of the same sex, with the
exception of married couples and their children residing in an apartment.
Students wishing to contact the Office of Housing and Residential Life to find information about their room assignment may do so by logging onto HousingNET at http://Frodo.stockton.edu/housingnet.

Housing Priorities
As at many other colleges, demand for on-campus housing often exceeds the supply. 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 reservation/damage deposit. First-year students live in Housing II and III. Upper-class and graduate students seeking housing must turn in an application and payment by the Friday prior to Spring Break. Upper class and graduate students are assigned to Housing I and IV and to the remaining spots in Housing II and III on a space-available basis. A new housing complex, Housing V, also serves a large number of students. Some students will 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 overflow list as determined by the lottery.
2. Freshmen students who apply prior to May 1.
3. Transfer and other currently enrolled students who apply prior to May 1.
4. Renewal students who failed to meet the prescribed date for the submission of their housing application.
5. All students who apply after June 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/Lease Terminations
Residential hall and apartment contracts/leases and garden apartment leases are in effect for the entire academic year and may only be cancelled under certain specific conditions. Please see the In Black and White or the Contract/Lease for specific details. The Office of Housing and Residential Life retains the right to terminate a contract/lease agreement 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 Housing and Residential Life makes a judgment that the presence of an alleged student violator of the Campus Conduct Code or Housing and 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 Housing and 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. For students residing in the residence halls, the meal plan is mandatory. Information on cost and types of plans available can be obtained from the Office of Housing and Residence Life.
Housing for Student 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 Housing and Residence 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 Housing and Residence Life publishes on their Web site a list of housing available in the area each semester. All inquiries regarding housing on or off campus should begin with the housing Web site. Roommate information and a roommate match service are available continuously.

Stockton is committed to non-discriminatory, equal-opportunity housing and expects local property owners and realtors listed with the College’s service to uphold similar standards. Information about housing will be provided, but 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 Housing and Residence Life. Visit their Web site at www.stockton.edu/housing.

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 with a kitchenette, a microcomputer lab, and the StockMarket (mini-food convenience store). It is staffed by Office of Housing and Residence Life personnel during evenings and weekends.

The Lakeside Center
The Lakeside Center is a student-life building located behind C-Court between the Housing I apartments and Lake Fred. The center 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 center serves as a
focal point for student programming and co-curricular activities. The Lakeside Center 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**
Public phones are available at each level of the gallery and in the housing areas. Additionally, 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.

Stockton provides telephone service to all resident students. Each residential room is equipped with a telephone and a telephone/data jack (two phones and jacks per student apartment). Each student in College housing is provided a personal identification number (PIN) that is used to make certain local and long-distance calls. Students are billed monthly for telephone charges. Students are asked to register the phone number they have selected on HousingNet. Also, there are telephones for deaf or hearing impaired students. These telephones are located in the College’s Central Telecommunications Office (652-4935), the Library circulation area (652-4457), the Speech and Hearing Clinic (652-4591) and the Campus Police Office (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: [www.stockton.edu](http://www.stockton.edu). Virtual tours of the residence halls and on-campus apartments are viewable online under Residential Life at [www.stockton.edu](http://www.stockton.edu).
COLLEGE GOVERNANCE AND PROCEDURES

This section of the Bulletin provides general significant information on governance, policies and procedures at Stockton. Additional and/or more specific information about the College and its policies and procedures can be found in the Stockton faculty/staff and student handbooks and Policy and Procedures Manuals, available in the Stockton library.

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.

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 consisting of 12 members. The nine lay members 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 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, 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 organizes itself annually in September. Its business is conducted in public sessions set at the Board’s discretion. The Board usually schedules seven 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. Members of the Board of Trustees are listed in the back of this Bulletin.

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 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 development and alumni affairs, graphics production, the print shop operation, public relations, and the Office of Affirmative Action/Ethical Standards.

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.

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, the media center, academic advising, institutional research, 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 and grades.

Office 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.

Office 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, student records and the scheduling and registration functions at the College. 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.

POLICIES AND ADMINISTRATIVE BODIES
The following is a list of committees and boards that assist in the governance of the College. Students are eligible to serve on most of the committees.

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 this Bulletin.

A description of the Campus Hearing Board and the most recent changes (if any) in policies and procedures can also be found in the current annual edition of the student handbook, In Black and White, available in print and on the College’s Web site at www.stockton.edu/studenthandbook.

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. The complete Academic Honesty policy appears in the chapter on Academic Policies in this Bulletin, and on the College’s Web site under Academics, and Policies.

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, elsewhere in this Bulletin. 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 ASSEMBLY
Faculty at the College participate in shared governance through the Faculty Assembly. All full-time and
half-time faculty are voting members of the Faculty Assembly, which considers and votes on academic
matters, and other issues relevant to faculty (except those involving the terms and conditions of
employment). Regularly scheduled meetings provide a forum for faculty discussion and action, including
recommendations to governing bodies.
The Faculty Assembly is headed by an elected steering committee, consisting of a president,
representatives from each of the school faculties and the library, chairs of the standing committees, and an ex
officio representative from the faculty/staff employee organization. The Steering Committee acts as liaison
between the Stockton faculty and the College administration, presenting faculty recommendations to
appropriate administrative units as approved 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.

THE OFFICE OF DEVELOPMENT AND ALUMNI AFFAIRS
The Office of Development and Alumni 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. The Office of 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 the Office of
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 the Office of Alumni Affairs at (609) 652-4469 or visit
www.stockton.edu/alumni
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 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.

The Student Senate is composed of 27 students and a three-member advisory council composed of one faculty member, one classified staff member, and one unclassified staff member.

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 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 hold 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 following regulations govern the conduct of all administrators, faculty, staff, other employees and 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.

Procedures for charges involving academic honesty are listed under the section “Academic Honesty” found in the Academic Policies chapter in this publication.

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 harms, 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 terroristic 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.

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 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’ television/video 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, substantial theft or fraud, the distribution of illegal drugs or the possession of substantial quantities 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.

CAMPUS HEARING BOARD
Violations of the Campus Conduct Code are reviewed by the Campus Hearing Board, which consists of students, faculty, unclassified and classified staff members. Comprehensive information about how to file a complaint, what happens after a complaint is filed, the conduct of hearings, methods of resolution, and possible sanctions can be found in the student handbook, In Black and White, available on the College Web site and in the Office of the Dean of Students.

CIVIL LAW, CRIMINAL 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 so serious as to demonstrate that the person can no longer effectively contribute to the College community. Generally 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.”
B. Permission to Serve Alcoholic Beverages: No programming event will be approved where consumption of alcohol is the primary or sole purpose of gathering.

C. 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 outlined 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.

D. 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.

E. 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.

F. 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.

G. 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).

H. 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.

I. 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.

J. 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 now 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 Housing and 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 that 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 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, ext. 4701.

**SMOKING POLICY**
Smoking poses a significant risk to the health of both the smoker and the non-smoker. Pursuant to NJSA 26:3D, effective March 1, 1986, the legislature found that the right of the non-smoker to breathe clean air supersedes the right of the smoker to smoke. Effective March 28, 1994, the academic buildings of Stockton College became smoke-free. Smoking is prohibited in all academic buildings and vestibules (Wings A through M). Smoking is also prohibited in the connectways between buildings and vestibules.

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. In addition all violators are subject to prosecution under NJAC 2C:33-13 (Smoking in Public Places), which permits imposition of a fine of up to $200.

P.L. 1981, C320 states that smoking shall be prohibited in any building used as a student dormitory that is owned and operated by a school or institution of higher education. All buildings in the Residential Hall Complex are designated as smoke-free. No smoking is permitted in these facilities at any time. In addition, no candles or incense are permitted in any buildings. Residents and guests are prohibited from smoking in all residence hall/apartment buildings.

Employee complaints or inquiries should be directed to the employee’s immediate supervisor. Students may direct complaints or inquiries to the Campus Hearing Board. In addition, anyone may register a complaint with a campus police officer.

Some additional designations:
- Elevators and restrooms: smoking is prohibited.
- College vehicles: The right of the non-smoker prevails, (i.e., if one or more persons object, smoking is prohibited).
- Public areas (library, theatre, gymnasium, pool and locker rooms): Smoking is prohibited.

*In specific locations not mentioned here, signs will indicate whether or not smoking is permitted.*

The entire campus community shares in the responsibility for adhering to this policy. It does not supersede any other College policy relating to areas where smoking is prohibited by law and/or safety rules.
The College periodically will offer Stop Smoking Clinics under the auspices of the Office of Human Resources.

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 the HousingNET 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 the 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 Lakeside Center for Housing I and IV.

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. The riding and storage of bicycles inside college buildings is prohibited.

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.

Eligibility for Parking.

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.

Residents of Housing II and III are required to park in lots 6 and 7. Residents of Housing I and IV are required to use apartment-area parking lots. Residential students are prohibited from parking in lots 1, 2, 3, 4, 5 and the Arts and Sciences west and east lots, Monday through Friday, 8 a.m. to 5 p.m. Handicapped residential students must register their vehicle on the HousingNet, but are exempt from this regulation with the proper display and use of a valid handicapped parking tag.

Guests of Residential Students.
Guests must register if they are in a residential area after 10:00 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), and must display a vehicle guest pass while parked in any of the residential lots.

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.

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. 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 Summonses.** 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 Summonses.** 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 at www.stockton.edu/police. 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 Affirmative Action Officer, in H-201. 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 Affirmative Action Officer. All such complaints will be promptly reviewed according to the following principles:

a. The person bringing the complaint will not suffer any retaliation;

b. 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;

c. The review will be conducted as quickly as is reasonable and the conclusions reported to the complainant;

d. If the complaint is found to be appropriate, the perpetrator of discrimination will receive appropriate counseling, referral and/or disciplinary action.

ACADEMIC HONESTY

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.
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 Diane 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 expediently. 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.

_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 schools, 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 school in which the course is taught, a faculty member from outside the school, 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. 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 for the program. Steps 2 and 3 of the procedure outlined above in the Graduate Bulletin describe 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 the School of Graduate & 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 Appeal 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 Appeal Board can be found earlier in this chapter (see Campus Conduct Code).
GRADUATE STUDIES AT A GLANCE

- Admission of matriculated students in the fall and spring terms occurs through the Dean of Enrollment Management and graduate degree program.

- A mandatory Graduate Student Orientation program for newly admitted graduate students occurs twice per year.

- Non-matriculated students are limited to 9 credit hours of attempted study, without the possibility of repeating a course; applications for non-matriculated status are processed through the Office of the Registrar.

- Registration is Web-based.

- Full-time status is 9 credits per semester, but individual degree programs may require a higher credit load.

- Financial aid is available, including Graduate Assistantships (matriculated students only).

- Campus facilities and offices 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) must convert to a grade in 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 e-mail 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 Graduate School Dean, for each fall or spring term for which the student is not enrolled. Students continuing their Masters 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 our Web site for program and policy updates: www.stockton.edu/grad.
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 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)
- 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 non-matriculated, 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 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:
  • If they are registered for between 6 and 8 credits in a semester.
  • If 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.
  • If 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 non-matriculated 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 non-matriculated student. The College sets an upper limit of 9 credits attempted in non-matriculated 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 in their degree program (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 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 the Maintenance of Matriculation.
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:

- A  =  4.0
- A-  =  3.7
- B+  =  3.3
- B  =  3.0
- B-  =  2.7
- C+  =  2.3
- C  =  2.0
- C-  =  1.7
- D+  =  1.3
- D  =  1.0
- D-  =  0.7
- F  =  0

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 subterm, 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.

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 of Graduate and Continuing Studies.

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 (Masters and doctoral) tuition and fees for graduate courses.
- Dual Degree students and other students fulfilling pre-requisites, 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. (Please note that students 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 and has the 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. That is, 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 non-matriculated 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 School of Graduate and Continuing Studies and the Office of the Registrar.

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, please see 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 in the program section of this Bulletin.
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, 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  
M.S. (St. Joseph’s 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.

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.  
M.S. (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.
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 health problems and potential health problems. Typical problems treated by physical therapists include impaired movement, pain and decreased ability to carry out daily activities. 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 (CAPTE) 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. Please go to Post professional “transitional” DPT Program in the Graduate Bulletin for details about this program.

PROFESSIONAL DPT PROGRAM
Stockton College’s Professional Doctor of Physical Therapy (DPT) program is designed for those students who are not currently licensed physical therapists. The program is six semesters plus 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 (www.apta.org).

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 (2) opportunities to officially apply for admission and consideration by the DPT Admissions Committee. Students are considered once per year (check with the College for deadlines) because the DPT program is run as a “cohort” where new students’ DPT coursework begins every fall.

In order to assist a student decide when she/he elects to exercise their option to file an application, the Program and the College will publish 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 in science courses (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, where appropriate, high school counselors or Stockton academic advisors, their Stockton (or college) preceptor or faculty in the Biology program that advise pre-PT students, and 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 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. 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 invited to officially apply to the DPT program; a short supplemental admissions application will be required. Applicants will then be screened by the DPT Admissions Committee.

- The students accepted and enrolled in direct entry will have to maintain published and contractual requirements for satisfactory academic progress to retain their conditional admission status; their academic progress will be carefully monitored. Failure to maintain successful academic progress will result in dismissal from the direct entry program, but those students will remain eligible to apply once more later on.
- The academically eligible students who apply for early, conditional admission but who are not accepted for direct entry will have their second opportunity to apply to the DPT program.

The second possible entry gate and opportunity to apply 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 (2) opportunities to officially apply for admission to the DPT program, it is recommended that a student 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 DPT application, including 3 recommendations, at least 1 from a licensed physical therapist.
• 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 student 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 at www.stockton.edu/dpt in the Physical Therapy Program website admissions section:
  - 1 year of biology with labs as BIOL 1100, 1105, 1200, and 1205 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 at www.stockton.edu/dpt in the Physical Therapy Program website, 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. Despite the length of field experience, a physical therapist letter of recommendation is required.

• Strongly recommended for all applicants:
  - combined SAT score of at least 1130
  - cumulative GPA of 3.2 or above (based on a 4.0 scale).
  - top grades in GPA in high school and College science courses

• Admission to The Richard Stockton College of New Jersey and selection by the DPT Admissions Committee.

Length of the Program
Our DPT Program is 6 semesters + summer session courses. Stockton students often apply the prerequisite and most DPT semester 1 and 2 courses to their undergraduate degree to achieve their undergraduate and DPT degrees in 6 years.

If you apply:
  - as a High School senior, it will take 6 years for an undergraduate degree & DPT
  - as a Stockton junior, it will take 3 more years for an undergraduate degree & DPT
  - As a Baccalaureate degree graduate/candidate, it will take 3 more years for the DPT

Note that the length of time to achieve an undergraduate degree is based on a majoring in biology (a B.S. in Biology) and 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 client/patient 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. Students must receive a minimum grade of C in all these courses. 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, 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 http://www.stockton.edu/dpt in the Physical Therapy Program website 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: See the chapter on admissions and finance in this Graduate Bulletin for 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

Statistics

Additional undergraduate courses toward a non-PT baccalaureate degree

BIOL 4150 Advanced Physiology 4 credits
PHTH 5001 Kinesiology, Basic PT Evaluation 7 credits
PHTH 5025 Pathology II 2 credits

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 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 6610 Physical Therapy Management 2 credits
PHTH 6620 Research III 1 credit
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PHTH 6805</td>
<td>Pre-Clinical Experience II</td>
<td>0 credits</td>
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<tr>
<td></td>
<td><strong>Spring Semester DPT Courses</strong></td>
<td></td>
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<tr>
<td></td>
<td>Semester begins early: first 10 weeks are full-time, off-campus.</td>
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<tr>
<td>PHTH 6810</td>
<td>Clinical Experience II</td>
<td>5 credits</td>
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<td>The last 6 weeks of the semester are on-campus:</td>
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<tr>
<td>PHTH 6530</td>
<td>Other Systems in Physical Therapy</td>
<td>7 credits</td>
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<tr>
<td>PHTH 6630</td>
<td>Research IV</td>
<td>1 credit</td>
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<tr>
<td>PHTH 6640</td>
<td>Education Practicum</td>
<td>2 credits</td>
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<tr>
<td>PHTH 6650</td>
<td>Issues in Health Care</td>
<td>2 credits</td>
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<tr>
<td>PHTH 6660</td>
<td>Health Promotion and Wellness</td>
<td>2 credits</td>
</tr>
<tr>
<td>PHTH 6815</td>
<td>Pre-Clinical Experience III</td>
<td>0 credits</td>
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<tr>
<td></td>
<td><strong>Summer Session</strong></td>
<td></td>
</tr>
<tr>
<td>PHTH 6820</td>
<td>Clinical Experience III</td>
<td>5 credits</td>
</tr>
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<td></td>
<td>(10 weeks full-time, off-campus)</td>
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*Credits for Doctor of Physical Therapy = 9-13 required undergraduate credits and 104 DPT graduate credits.*

**INFORMATION ABOUT THE DPT PROFESSIONAL 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

**INFORMATION ABOUT THE DPT POST-PROFESSIONAL PROGRAM**
Associate 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
COURSES IN PHYSICAL THERAPY (PHTH)

PHTH 5010         E. Bukowski
Human Gross Anatomy 4 credits
Prerequisite: Only open DPT students.
Advanced study of the human body with emphasis on the neuromusculoskeletal and vascular systems.

PHTH 5020         N. Davis
Pathology I 3 credits
Prerequisite: Only open to DPT students.
An in-depth study of abnormal structure and function of the body.

PHTH 5025         N. Davis
Pathology II 2 credits
Prerequisite: PHTH 5020.
An in-depth study of abnormal structure and function of the body.

PHTH 5001         E. Bukowski,
Kinesiology and Basic G. von der Luft,
Physical Therapy T. Nolan
Evaluation 8 credits
Prerequisite: All previous required course work; open only to DPT students.
PHTH 5001 cannot be applied to an undergraduate degree
A regional study of human motion including biomechanics, gait, movement patterns, and physical therapy assessment of the normal musculoskeletal system. Laboratory component will emphasize the practice of basic physical therapy evaluation procedures.

PHTH 5500         E. Bukowski,
Musculoskeletal B. Kathrins,
Physical Therapy I A. Mastrangelo,
T. Nolan
8 credits
Prerequisites: Baccalaureate degree; PHTH 5001; successful completion of all other previous required course work; open only to DPT students.
Concurrent with PHTH 5510, this course is an in-depth study of normal and abnormal structure and function of the musculoskeletal system. This course will follow a problem-solving format using case studies to guide the learning of physical therapy examination, evaluation, intervention, and outcome assessment of musculoskeletal impairments, functional deficits and disability. Students will be expected to apply principles of physics, anatomy, physiology, pathology, psychology, pharmacology and kinesiology. This course will include the following modules: general concepts and principles and electrotherapy. Lab sessions will include demonstration and practice of physical therapy examination techniques and treatment interventions. There will be assignments, written examinations and a practical examination.

PHTH 5510         E. Bukowski,
Musculoskeletal T. Nolan
Physical Therapy II 7 credits
Prerequisites: Baccalaureate degree; PHTH 5001; successful completion of all other previous required course work; open only to DPT students.
Concurrent with PHTH 5520, this course is an in-depth study of normal and abnormal structure and function of the musculoskeletal system. This course will follow a problem-solving format using case studies to guide the learning of physical therapy examination, evaluation, intervention and outcome assessment of musculoskeletal impairments, functional deficits and disability. Students will be expected to apply principles in such areas as physics, anatomy, physiology, pathology, psychology, pharmacology, clinical decision-making, evidence-based practice and kinesiology. Lab sessions will include demonstration and practice of
physical therapy examination techniques and treatment interventions. This course will include the following modules: soft tissue inflammation and trauma and neoplastic and infectious conditions. There will be assignments, graded care plans, written examinations for each module and a comprehensive practical examination.

**PHTH 5520**
Musculoskeletal T. Nolan,
Physical Therapy III G. von der Luft,

7 credits

*Prerequisite: Successful completion of all previous required course work; open only to DPT students.*

Concurrent with PHTH 5530, this course is an in-depth study of normal and abnormal structure and function of the musculoskeletal system. This course will follow a problem-solving format using case studies to guide the learning of physical therapy examination, evaluation, intervention and outcome assessment of musculoskeletal impairments, functional deficits and disability. Students will be expected to apply principles in such areas as physics, anatomy, physiology, pathology, psychology, pharmacology, clinical decision-making, evidence-based practice, kinesiology and all knowledge and skills learned in PHTH 5500 and 5510. Lab sessions will include demonstration and practice of physical therapy examination techniques and treatment interventions. This course will include a pediatric orthopaedics module and a module on neck and back trauma, pain and dysfunction. There will be assignments, graded care plans and written exams for each module and a practical exam on upper- and lower-quarter screening.

**PHTH 5530**
Musculoskeletal E. Bukowski,
Physical Therapy IV A. Mastrangelo,

7 credits

*Prerequisite: Successful completion of all previous required course work; open only to DPT students.*

Concurrent with PHTH 5520, this course is an in-depth study of normal and abnormal structure and function of the musculoskeletal system. This course will follow a problem-solving format using case studies to guide the learning of physical therapy examination, evaluation, intervention and outcome assessment of musculoskeletal impairments, functional deficits and disability. Students will be expected to apply principles in such areas as physics, anatomy, physiology, pathology, psychology, pharmacology, clinical decision-making, evidence-based practice, kinesiology and all knowledge and skills learned in PHTH 5500 and 5510. Lab sessions will include demonstration and practice of physical therapy examination techniques and treatment interventions. This course will include a module on bone and joint trauma and a module on degenerative, metabolic and immunologic conditions. There will be assignments, graded care plans and written exams for each module and a comprehensive practical exam.

**PHTH 5600**
Research I M.L. Galantinio

3 credits

*Prerequisite: Successful completion of all previous required course work; open only to DPT students.*

Students will prepare a research project, including a review of the literature, an outline of methodology and data analysis, and an explanation of clinical relevance.

**PHTH 5610**
Research II M.L. Galantinio

3 credits

*Prerequisite: Successful completion of all previous required course work; open only to DPT students.*

Students will prepare a research project, including a review of the literature, an outline of methodology and data analysis, and an explanation of clinical relevance.

**PHTH 5805**
Pre-Clinical Experience I L.A. Guenther

0 credits

Course in preparation for PHTH 5810-Clinical Experience I.
PHTH 5810       L.A. Guenther
Clinical Experience I       5 credits
Prerequisite: Successful completion of all previous required course work; open only to DPT students.
Weekly seminar on campus during the spring semester followed by enrollment during the summer session in a 10-week, full-time assignment of clinical experience off campus in a department of physical therapy under the supervision of a licensed physical therapist. Students will participate in the evaluation and treatment of clients. Related participation will include note writing, participation in conferences and socialization to the role of the physical therapist within the clinical environment.

PHTH 6500       P.Q. McGinnis
Neuromuscular       G. von der Luft
Physical Therapy I       7 credits
Prerequisite: Successful completion of all previous required course work; open only to DPT students.
An in-depth study of the normal structure and function, pathology, psychosocial factors, medical and selected neuromuscular disorders. Client care programs are emphasized with a problem-oriented/case-study format. An emphasis is placed on the team approach and indirect and preventive care. Students will be expected to apply previously learned concepts and skills to the patients/clients with neuromuscular disorders as a result of genetic/pediatric disorders. Laboratory work will emphasize the practice of physical therapy interventions for these populations.

PHTH 6510       L.A. Guenther,
Neuromuscular       P.Q. McGinnis
Physical Therapy II       G. von der Luft
7 credits
Prerequisite: Successful completion of all previous required course work; open only to DPT students.
An in-depth study of the normal structure and function, pathology, psychosocial factors, medical and selected neuromuscular disorders. Client care programs are emphasized with a problem-oriented/case-study format. An emphasis is placed on the team approach and indirect and preventive care. Students will be expected to apply previously learned concepts and skills to the patients/clients with neuromuscular disorders as a result of hemodynamic, traumatic and degenerative disorders. Laboratory work will emphasize the practice of physical therapy interventions for these populations.

PHTH 6520       B. Kathrins,
Cardiopulmonary       A. Mastrangelo, PQ McGinnis
Physical Therapy       7 credits
Prerequisite: Successful completion of all previous required course work including DPT students and PHTH 6510; open only to DPT students.
An in-depth study of the normal structure and function, pathology, psychosocial factors, medical, and physical therapy evaluation and treatment procedures for the management of selected cardiopulmonary disorders. Patient/client programs are presented with a problem-oriented/case-study format. An emphasis is placed on team approach and indirect and preventive care. Students will be expected to apply previously learned concepts and skills to the cardiopulmonary patient/client. Laboratory work will emphasize the practice of the physical therapy procedures.

PHTH 6530       M.L. Galantino,
Other Systems in       P.Q. McGinnis
Physical Therapy       7 credits
Prerequisite: Successful completion of all previous required course work including PHTH 6810; open only to DPT students.
The study of normal structure and function, pathology, psychosocial factors, medical and physical therapy evaluation and treatment procedures for the management of selected systems (vascular, genitourinary, renal, immune, integumentary, gastrointestinal, and endocrine). Client care problems are emphasized with a problem-solving/case-study format. An emphasis is placed on team approach and on indirect and preventive care. Laboratory work will include the practice of physical therapy procedures.
PHTH 6610                     L.A. Guenther
Physical Therapy Management
An investigation of management principles and skills for the clinician. This course includes the investigation of management principles and skills for the clinician. It includes the APTA “LAMP” initiative with an emphasis on ethics and core professional values.

PHTH 6620                     research advisor
Research III                  1 credit
Prerequisite: Successful completion of Research II.
Students work with the faculty research advisor on the continuation of the research project.

PHTH 6630                     research advisor
Research IV                   1 credit
Prerequisite: Successful completion of Research III.
Students work with their faculty research advisor on the final phase of preparation of the research project.

PHTH 6640                     B. Kathrins
Education Practicum           2 credit
Prerequisite: Successful completion of all previous required course work; open only to DPT students.
This course is the culmination of four semesters of study related to the principles of teaching and learning as they apply to the physical therapist. Students then apply the learned principles to academic and clinical settings.

PHTH 6650                     G. von der Luft
Issues in Health Care         2 credits
Prerequisite: Successful completion of all previous required course work; open only to DPT students.
This course will involve an in-depth study of the health care system, its structure, controls, finance and effectiveness. The course will examine the relationship of the health care system at the local, state and federal levels. Issues facing the profession of physical therapy will be emphasized. Specific focus is on the role of Physical Therapy in the identified issues. Topics for review include the following: the malpractice crisis; the nursing shortage; the under- and uninsured; public policy and health care as a pendulum; ethical delivery of the health care; sexual harassment; foreign-educated practitioners and business practices.

PHTH 6660                     B. Kathrins, A. Mastrangelo
Health Promotion and Wellness 2 credits
Prerequisite: Successful completion of all previous required course work; open only to DPT students.
This course is the culmination of four semesters of study on the practical application of learned skills to a well client/patient and producing a wellness program for a client/patient. Topics will emphasize the physical aspects of wellness including the musculoskeletal, neuromuscular, cardiovascular, pulmonary and other systems. Students will complete a capstone wellness project. The project will include a comprehensive wellness program for a well client, involving the six aspects of wellness.

PHTH 6805                     LA Guenther
Pre-Clinical Experience III   0 credits
Course in preparation for PHTH 6810-Clinical Experience I.

PHTH 6810                     L.A. Guenther
Clinical Experience II         5 credits
Prerequisite: Successful completion of all previous required course work; open only to DPT students.
Weekly seminar on campus during the fall semester followed by enrollment during the spring session for ten-week, full-time, off-campus clinical experience supervised by a licensed physical therapist. Please note the spring semester will begin early. Application of physical therapy for the solution of client problems.
PHTH 6815       L.A Guenther
Pre-Clinical Experience III       0 credits
Course in preparation for PHTH 6820-Clinical Experience I.II

PHTH 6820       L.A. Guenther
Clinical Experience III       5 credits
Prerequisite: Successful completion of all previous program course work.
Weekly seminar on campus during the spring semester followed by enrollment during the summer session for the final 10-week, full-time, off-campus clinical experience supervised by a licensed physical therapist. Students will apply the theories and principles of physical therapy in preparation for practice as a qualified physical therapist.
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
M.S. (St. Joseph’s 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.

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.
M.S. (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 U.S.A.
  (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 (7) 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. Students will be required to attend on-campus sessions approximately 1 - 2 times per semester or 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 non-matriculated 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 one-to-three 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
For further information about the program or an application, visit our Web site at: http://www.stockton.edu/dpt. Follow the link for the Post-Professional DPT Program. Applications are available on the Web site.

Associate Director of Post-Professional DPT Program
The Richard Stockton College of New Jersey
P.O. Box 195
Pomona, NJ 08240-0195
Telephone: 609-652-4416
E-mail: Elaine.Bukowski@stockton.edu

Dean of Enrollment Management
The Richard Stockton College of New Jersey
P.O. Box 195
Pomona, NJ 08240-0195
Telephone: 609-652-4261
E-mail: graduate.admissions@stockton.edu
COURSES IN POST PROFESSIONAL DPT PROGRAM (tDPT)

**PHTH 6670**  E. Bukowski  
Physical Therapy Diagnostics  
3 credits  
Study of indications and implications of commonly used diagnostic imaging tests related to physical therapy practice, such as radiographs, MRI, CT scans, PET scans, bone scans, and ultrasound. Understanding indications for diagnostic tests as well as implications of abnormal findings for patients and clients with physical therapy diagnoses. Open only to tDPT students.

**PHTH 6690**  A. Mastrangelo  
Health Promotion and Wellness  
3 credits  
Study of wellness principles with practical application of skills to enhance a physical therapist’s ability to practice and consult in the area of health promotion and wellness. Specific fitness and wellness strategies for physical therapy populations will be discussed, including basic nutrition and marketing strategies. Students will identify a potential need and develop a proposal related to their clinical setting. Principles of community education will also be addressed. Open only to tDPT students.

**PHTH 5675**  P.Q. McGinnis  
Evidence-Based Practice in Physical Therapy  
3 credits  
Study of clinical reasoning and decision-making including the patient management model as presented in the Guide to Physical Therapist Practice. Students develop an understanding of evidence-based practice, including how to generate clinical questions, search the literature, critically apply the literature to determine its application to patients. Using case examples, students will discuss how critical appraisal of the literature in the areas of physical therapy diagnosis, prognosis and intervention influence clinical decision-making. Open only to tDPT students.

**PHTH 6685**  M.L. Galantino  
Clinical Decision Making  
3 credits  
The study of normal structure and function, pathology, psychosocial factors, medical and physical therapy evaluation and treatment procedures for the management of selected systems. This includes the musculoskeletal, neuromuscular, cardiopulmonary and systemic diseases where a differential diagnosis is important for the successful outcome of rehabilitation interventions for clients. Emphasis is placed on critical thinking skills for medically complex patients. Indirect and preventive care will also be incorporated. Evidence based practice will focus on a review and critique of physical therapy literature for research design, including validity and reliability of measurement and sampling procedures. Students will conduct literature searches relevant to the development of researchable questions and appropriate research designs as well as become critical consumers. Open only to tDPT students.

**PHTH 6675**  L.A. Guenther  
Business and Ethics in Physical Therapy Practice  
3 credits  
This course will study the business aspects and ethics of successful physical therapy practice with an emphasis on the enhancement of managerial and business skill. Topics covered include managerial and supervisory principles, effective staffing, maximizing reimbursement, marketing, strategic planning, ethics, and more. Open only to tDPT students.

**PHTH 6680**  Staff  
Health Care in the 21st Century  
3 credits  
The study of current issues that face the autonomous physical therapist in clinical practice. Issues will include cultural competency, ethics, prevention/wellness, Vision 2020, federal health care initiatives and complimentary/alternative medicine. Open only to tDPT students.
PHTH 5670 L.A. Guenther
Pharmacology 3 credits
The study of the use and effects of drugs for the treatment and prevention of illness. Emphasis will be on the
administration of drugs by physical therapists (e.g. phonophoresis, iontophoresis), the effects of drugs on
physical therapy interventions, and the therapeutic and adverse effects of drugs. Prescription drugs, non-
prescription drugs (over-the-counter), and the use of herbs and other alternative drugs will be included.
Students will be required to write an analysis of the effect of a category of drugs on a patient population of
their choice, including how the category of drugs can enhance, detract, or replace the effects of physical
therapy interventions. Open only to tDPT students.
MASTER OF ARTS IN CRIMINAL JUSTICE (MACJ)

IN THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

THE FACULTY

Mark Anarumo
Ph.D. (Rutgers University), Visiting Associate Professor of Criminal Justice: terrorism, disaster preparedness, theories of crime, incivilities, public and private security.

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.

David Emmons
Ph.D. (University of Chicago), Professor of Criminal Justice: criminal justice policy, terrorism, violence, social movements, social problems, criminal justice education, visual criminology.

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, deterrence, criminology, sociological theory.

Harry M. Rhea
M.S. (St. Joseph's University), Assistant Professor of Criminal Justice: international law, human rights, genocide, theology, international and transnational courts, federal, state and military criminal law.

Laurel J. Rodriguez
Ph.D. (University of California, Irvine), Assistant Professor of Criminal Justice: white collar crime, criminological theory, sociology of law, victims of crime, qualitative methods.

Rupendra Simlot
Ph.D. (University of Rajasthan), Associate Professor of Criminal Justice: forensic science, criminal justice administration, security management, international culture and management, police management.

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 University), Associate Professor of Criminal Justice: corrections, research methods and statistics, violence in correctional facilities, suicide in correctional facilities, program evaluation.

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 Degree Program in Criminal Justice is designed to offer students a broad, multidisciplinary and multidimensional perspective of the criminal justice system. Criminal justice is not an isolated discipline, and the program functions in the same liberal arts spirit that has characterized the program’s undergraduate offerings since the founding of the College. The program is an assimilation of:
1. The behavioral sciences such as psychology, sociology and the law, relative to police management, ethics and cultural diversity;
2. The technological innovations developed both for the good of humanity and for malevolent purposes.

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:

• Equip students with the necessary knowledge, insight and sensitivity to occupy positions in public and private criminal justice agencies.
• Prepare students to continue their graduate work at the Ph.D. level.
• Have students apply criminal justice theories, concepts or principles to criminological problems.
• Prepare students to use criminal justice theories to critically analyze criminal justice problems.
• Have students understand principles of criminal justice research and data analysis.
• Effectively use information technology to gather and disseminate information.
• 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.
• Teach students the tools and techniques for designing effective criminal justice policy while sensitizing them to how politics tends to affect this process.
• Familiarize students with theoretical and practical issues related to the administration and management of criminal justice organizations.
• Have students understand the ethical issues involved in the dilemmas confronting the criminal justice system.
• 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 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 three courses (9 credits) as non-degree (non-matriculated) students. An application for non-matriculated status is required, and registration for classes is on a space-available basis. Non-matriculated students must complete the undergraduate course prerequisites before taking graduate program classes.

DEGREE REQUIREMENTS
The program requires 36 credits for completion. Students typically will 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. Students planning to complete the forensic psychology or homeland security track will be required to write a thesis.

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. The essay shall synthesize 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.

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
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
Five electives* and the thesis or six electives and the comprehensive exam
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**

**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 5208 Forensic Psychology
- CRIM 5210 Forensic Psychopathology
- CRIM 5880 Thesis

**Forensic Psychology Track electives (track students must take three of these):**
- 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
- CRIM 5990 Graduate Internship

**HOMELAND SECURITY TRACK**

**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 5508 Crisis, Emergency and Disaster Management
- CRIM 5505 Terrorism
- CRIM 5880 Thesis
- CRIM 5800 Independent study
- CRIM 5990 Graduate Internship

**Homeland Security Track electives (track students must take three of these):**
- CRIM 5306 Crime Mapping
- CRIM 5510 Homeland Security and Information Technology
- CRIM 5520 Legal Issues in Homeland Security
- CRIM 5532 Religious Foundations of Terrorism
- CRIM 5528 Western Democracy and Homeland Security
- CRIM 5530 Foundations of Asymmetric Warfare
- CRIM 5518 The Intelligence Community and Homeland Security
- CRIM 5522 Airport/Seaport Security Fundamentals
- CRIM 5525 Casino, Utility and Corporate Security
- CRIM 5800 Independent Study
- CRIM 5990 Graduate Internship
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 undergraduate 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. If students decide to major in an area other than Criminal Justice or graduate with a B.A. degree only, they may do so by notifying the Criminal Justice program and the College in writing.

ELIGIBLE STUDENTS
Two types of students may apply for admission to the accelerated dual degree program:
1. The first group consists of high schools seniors who apply to Stockton. Students who express an interest in majoring in Criminal Justice, who are in the top 20 percent of their high school class 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 cumulative GPA of 3.2 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 cumulative GPA of 3.2 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.) All students must complete their General Studies and 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 only have six credits of cognates (social and behavioral science courses) remaining.

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 Enrollment Management. 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 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 Enrollment Management and/or the Dean of Graduate 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 consists 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; and
- 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 may be counted toward the bachelor’s degree. Dual-degree students will then either take five graduate electives and write a thesis, take six graduate courses and take a comprehensive exam, or take the five forensic psychology classes and write a forensic psychology thesis.

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
COURSES IN THE MASTER OF ARTS IN CRIMINAL JUSTICE

Core Courses

CRIM 5204  L. Nutt
Advanced Issues in Criminal Justice  3 credits
This course will be an introduction to the discipline and methods of Criminal Justice as an academic field, as well as an overview of the criminal justice system and of the issues it confronts. It will look at the ways that criminal justice as a field has enhanced our understanding of the criminal justice system. It will focus on the research strategies that have led to the knowledge we have, and on fertile areas for further study. In addition, the course will include an examination of ethical dilemmas that confront the criminal justice system.

CRIM 5206  L. Rodriguez
Criminological Theory  3 credits
This course will intensively examine major criminological theories from sociological, psychological, and biological perspectives, will discuss the logic and relationships of the theories, and examine the current state of research in the several theoretical traditions. Ethical and moral implications of policy areas suggested by the various research traditions will be discussed as well.

CRIM 5312  M. Levy
Quantitative Reasoning in Criminal Justice  3 credits
This course will focus on statistical techniques that are useful in criminal justice research. Statistical methods that are applicable to the evaluation of criminal justice policy initiatives and other interests of criminal justice practitioners will also be addressed.

CRIM 5316  C. Tartaro
Graduate Research and Evaluation in Criminal Justice  3 credits
This course will cover the research design and quantitative and qualitative methods appropriate to research, policy evaluation and policy development in the criminal justice field.

CRIM 5410  D. Emmons, C. Tartaro
Criminal Justice Policy and Planning  3 credits
This course will focus on the development in criminal justice agencies of planning and policy that is informed by research data and is subject to rigorous evaluation as to its effects. Problems confronting the policy maker from both the political and the legal system as well as ethical issues will be discussed.

CRIM 5414  L. Rodriguez, R. Simlot
Criminal Justice Administration  3 credits
This course will focus on administration issues such as personnel management, budgeting, and supervision, with an emphasis on the application of general management techniques to the particular problems confronting criminal justice agencies.

Forensic psychology track (These courses are available as electives to all students in the MACJ graduate program).

Forensic psychology is a burgeoning field in the social and behavioral sciences. It explores the application of the science and the profession of psychology to questions and issues relating to crime, the law, and legal systems. The criminal offender is continually influenced by multiple systems within the psychosocial environment. By taking this track, students will be able to 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. Criminal
justice professionals will be better able to reconstruct crime scenes from a psychological perspective that will help them capture offenders and testify in court. Mental health professionals will better understand the complex nature of criminal behavior in a therapeutic setting that will serve as a catalyst for proper treatment and prevention. Students are encouraged to select one or two areas of expertise to study during their master's degree experience to further enhance their marketability to outside consultants, law enforcement, and mental health agencies. Courses are also designed to help students easily transition into doctoral programs.

CRIM 5120 J. White
Sex Offenders: Investigation and Treatment
Law enforcement and forensic mental health professionals both investigate sexual crimes from two different perspectives that ultimately attempt to reach the same goal: to capture and rehabilitate the men and women who commit sex crimes. The purpose of this course is to examine techniques used by law enforcement during the investigation of sexual crimes and the treatment process utilized by mental health professionals. Knowing the etiology, incidence and elements of sexual crimes enhances both law enforcement and mental health in performing their respective roles.

CRIM 5208 J. Duntley,
Forensic Psychology J. White
3 credits
This course deals with the criminal mind, particularly of violent and repeat offenders. The course will examine the etiology of abnormality, use of psychological knowledge in profiling which will aid in apprehension of suspects, and on treatment modalities appropriate to various types of offenders. Ethics of testifying as an “expert witness” will also be addressed.

CRIM 5210 J. White
Forensic Psychopathology 3 credits
This course examines the many types of mental disorders with specific emphasis on their impact on the criminal justice system. Practical considerations will be given to the etiology, manifestations, and dynamics involved in maladaptive and abnormal behaviors that are most often seen by the police, courts and corrections. Mental processes that allow people in our society to plan mass murders, various types of serial crimes, and commit other less spectacular forms of deviant behavior will also be addressed.

CRIM 5220 J. White
Profiling Violent Crime 3 credits
This seminar examines the art of crime reconstruction from a criminal psychological perspective. Students will learn etiology, incidence, and components of violent criminal behavior and utilize skills in psychological profiling combined with forensic science to discern patterns and motives behind criminal behavior. Deductive and inductive techniques of criminal profiling and crime scene reconstruction will also be delineated. Students will take their knowledge from undergraduate criminal justice and psychology courses to delve deeper into the motivations for committing crimes and discuss ways to become more proficient in prevention, and in identifying perpetrators through forensics and through psychological strategies.

CRIM 5230 J. Duntley
Criminal Motivation 3 credits
This course will explore the origins of biological needs, desires, preferences, and emotions and how they influence criminal behavior. We will discuss research on motivational processes in criminal behavior, including ways in which motivations, emotions, and deeper personality structures evolved, develop, change, and can be facultatively organized for the purpose of inflicting costs on others. Motivational and emotional mechanisms that regulate behaviors as proposed by evolutionary theory (natural and sexual selection), physiological theories (hormonal and nutritional determinants of behavior), and cognitive theories (information processing and decision-making) will be discussed.
CRIM 5282  J. Duntley
Courtroom Psychology  3 credits
This course will examine the relationships between psychology and the processes of the American
courtroom. Issues to be explored include: (a) jury selection, (b) jury decision-making, (c) eyewitness
testimony, (d) characteristics of individuals in the courtroom processes that influence juries, (e) courtroom
persuasion tactics, (f) and patterns of sentencing based on the preceding.

CRIM 5306  M. Levy
Crime Mapping  3 credits
The essential skills for crime mapping will be taught using current resources and technology. Students will
apply these techniques to explore current problems/issues in the field. The importance of a theoretical
framework to support such technologies and enhance their meaning will be a focus of the course.

CRIM 5310  Staff
Forensic Investigation in the
Criminal Justice System  3 credits
This course examines the forensic science procedures that are used to investigate sexual homicide, rape, child
molestation, and other interpersonal, violent crimes that may or may not be serial in nature. In order to
determine psychological motivations at crime scenes, physical evidence must be diligently extrapolated and
accurately interpreted. This course teaches future police investigators and forensic psychologists involved in
police investigations the types of physical evidence to look for at interpersonally violent crime scenes.
Linking of physical evidence in serial crimes is also examined.

CRIM 5800  Staff
Independent Study  3 credits
The purpose of an independent study is to allow students explore a topic in much greater detail than they
would have the opportunity to in a regular class. Independent studies involve a great deal of reading and
writing, and the specifics of the course requirements are arranged with the supervising faculty member.

CRIM 5990  J. White
Graduate Internship  3 credits
This course will give students a chance to work beside professionals in various agencies. Students will spend
14 hours per week with the agency for one semester. This course is an additional course to be taken after the
student has completed 11 CRIM courses and can be taken along with or before the thesis project. Student
will take a “hands on” approach and a research approach to their internship experience. Students may work in
the Major Crimes Unit of the Prosecutor’s Office, with local police and federal agencies, in mental health
centers, and in other agencies specific to the student’s interests. One meeting per month must be scheduled
with the professor assigned to this course.

Homeland Security Track (These courses are available as electives to all students in the MACJ graduate
program).
Federal, state and local government agencies, as well as private firms, are involved in protecting the United
States, its people, and resources from attack or natural disaster. The curriculum for the Homeland Security
Track involves an all-hazards perspective, meaning that the program involves discussion about issues
regarding the prevention of and reaction to natural and human-made disasters and terrorist attacks. The legal,
moral and ethical issues pertaining to homeland security will be an important component of the curriculum,
as will studies of agency participation and cooperation in planning for and responding to crises. In keeping
with Stockton’s tradition as a liberal arts college, the track will examine issues from historical, cross-cultural,
and interdisciplinary perspectives, drawing on experts in criminal justice, other social sciences, computer
science, law, and natural sciences
Homeland Security Courses

CRIM 5306  M. Levy
Crime Mapping  3 credits

The essential skills for crime mapping will be taught using current resources and technology. Students will apply these techniques to explore current problems/issues in the field. The importance of a theoretical framework to support such technologies and enhance their meaning will be a focus of the course.

CRIM 5505  M. Anarumo
Crisis, Emergency and Disaster Management  3 credits

Prevention and responses to crises will be discussed in the context of history and will cover policies and procedures developed for prevention of and response to natural disasters, human-made disasters and terrorist attacks. This course will include information about all aspects of critical infrastructure - public and private. Roles of public agencies, such as the Federal Emergency Management Assistance office, the Centers for Disease Control and local Offices of Emergency Management will be identified.

CRIM 5508  M. Anarumo
Terrorism: Foundations, Evolution and Globalization  3 credits

Terrorism will be discussed in the context of history and evolution, from its origins to its present status as a global threat to security. Critical steps and watershed events will be discussed in detail. Case studies of terrorist groups will be provided for historical comparison.

CRIM 5510  A. Herath
Homeland Security and Information Technology  3 credits

Topics to be discussed include Information Security, Laws, Policies, Critical Infrastructure Protection, Intelligence and National Defense, Cases and Prosecution, Recent Crimes and Detailed Forensics, Confidentiality, Integrity, Authentication, Accountability, Auditing, Availability, Non-Repudiation, Recent Advances in Intrusions, Detection and Response, Access Control, Risk Assessment, Foreign Intelligence Surveillance, Public/Private Coordination and Cooperation, Strategic Planning and Response Management. Studying these more formal aspects of homeland security is to be able to evaluate the relative merits of one solution to a problem over another and to think more abstractly, formally, and precisely about problems. The course will also help the students to make intelligent and informed decisions by making them aware of the benefits, drawbacks, effects, tradeoffs, and the compromises related to various information security and forensic technologies.

CRIM 5518  M. Anarumo
The Intelligence Community and Homeland Security  3 credits

An overview of the national intelligence community will be provided. The 2004 Intelligence Reform and Prevention of Terrorism Act will be discussed in depth. Intelligence support to civilian law enforcement agencies will be explored in the context of legal frameworks, oversight, and primary intelligent requirements (PIR).

CRIM 5520  A. Gonzalez
Legal Issues in Homeland Security  3 credits

Students will explore the legal issues that both support and constrain homeland security programs. Constitutional concerns and civil rights will be discussed at length. Historical parallels will be drawn. The USA PATRIOT Act, Aviation Transportation Security Act, Enhanced Border and Visa Entry Reform Act, and Posse Comitatus will be thoroughly discussed.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Instructor</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CRIM 5522</td>
<td>Staff</td>
<td>Airport/Seaport Security Fundamentals</td>
<td>3 credits</td>
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<td>This course will include legal guidelines, including UN and other international maritime law, and an overview of the labor situation. A visit to one or several of the ports in NJ/PA maybe appropriate.</td>
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<tr>
<td>CRIM 5525</td>
<td>Staff</td>
<td>Casino, Utility and Corporate Security</td>
<td>3 credits</td>
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<td>This will include technology applications in the private sector, and jurisdictional overlap with government agencies. This class will likely involve field visits and guest lecturers.</td>
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<tr>
<td>CRIM 5528</td>
<td>Staff</td>
<td>Western Democracy and Homeland Security</td>
<td>3 credits</td>
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<td>Unique challenges in balancing security and democracy will be explored. Case studies from several European and Latin American nations will be provided and explored for lessons learned. Specific issues such as border control, immigration, and the use of the military will be given thorough attention.</td>
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<tr>
<td>CRIM 5530</td>
<td>M. Anarumo</td>
<td>Foundations of Asymmetric Warfare</td>
<td>3 credits</td>
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<td>The history of phenomena such as sabotage, assassination, and suicide bombing will be explored in depth. The role of the media and importance of technology will also be discussed. Case studies will be provided to explore the unique characteristics of domestic terrorist groups and foreign organizations.</td>
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<tr>
<td>CRIM 5800</td>
<td>Staff</td>
<td>Independent Study</td>
<td>3 credits</td>
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<td>The purpose of an independent study is to allow students explore a topic in much greater detail than they would have the opportunity to in a regular class. Independent studies involve a great deal of reading and writing, and the specifics of the course requirements are arranged with the supervising faculty member.</td>
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<td>CRIM 5990</td>
<td>M. Anarumo</td>
<td>Graduate Internship</td>
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<td>This course will give students a chance to work beside professionals in various agencies. Students will spend 14 hours per week with the agency for one semester. This course is an additional course to be taken after the student has completed 11 CRIM courses and can be taken along with or before the thesis project. Student will take a “hands on” approach and a research approach to their internship experience. Students may work federal, state, local or private agencies specific to the student’s interests. One meeting per month must be scheduled with the professor assigned to this course.</td>
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</tbody>
</table>
MASTER OF ARTS IN EDUCATION (MAED)

IN THE SCHOOL OF EDUCATION

Harvey Kesselman, Dean
Ed.D. (Widener University), educational supervision, leadership in education, higher education administration, schools of the future.

THE FACULTY

Anjana G. Arora
Ph.D. (University of Nebraska, Lincoln), Assistant Professor of Education: Science curriculum, instruction, assessment, general curriculum, history and philosophy, integrated science.

Norma S. Blecker
Ed.D. (Nova Southeastern University), Assistant Professor of Education: learning disabilities, inclusion, differentiated instruction, supervision, mild disabilities

Norma Boakes
Ed.D. (Temple University), Assistant 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.

Virginia DeThy
Ed.D. (Temple University), Professor of Education: licensure.

Kimberly Lebak
Ed.D. (University of Pennsylvania), Assistant Professor of Education: pedagogy, curriculum development, informal education.

Rachel Martín
Ph.D. (University of New Mexico), Associate Professor of Education: language, literacy, and multicultural 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.

Ron Tinsley
Ed.D. (Texas A & M University), Assistant 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.

John Quinn
Ed.D. (Pepperdine University), Assistant Professor of Education: mathematics, curriculum development, mathematics education, distance learning, professional learning communities, teacher training.

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 select one of four content areas taught in our community schools: Language Arts Literacy, Mathematics, Science, or Special Education. Students are eligible for a New Jersey elementary specialization endorsement by completing the content courses in Language Arts Literacy, Mathematics, or Science. Students enrolling in the Special Education track may pursue Special Education certification. A post-master’s Supervisor Endorsement program is also available for students who have completed a master’s degree.

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 three courses (9 credits) as non-degree (non-matriculated) students. An application for non-matriculated status is required, and registration for classes is on a space-available basis. Non-matriculated 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. Students will meet with their program preceptors to plan their course of study. Opportunities will be available to develop curriculum, innovative teaching activities and evaluations to determine the effect on student learning.

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:

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
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 Differentiated 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
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 Enrollment Management
The Richard Stockton College of New Jersey
PO Box 195
Pomona, NJ 08240-0195
Phone: (609) 652-4261
COURSES IN EDUCATION

PEDAGOGY

EDUC 5410
Differentiated Instruction  3 credits
This course is designed to provide the researched-based rationale for expanding teacher knowledge regarding the ongoing dramatic advances in how children learn. Specific emphasis will be placed on how teachers can apply their understanding of human development to enhance teaching and learning. The positive implications of differentiated instruction will be documented through the teacher’s descriptive, narrative and expository writing.

EDUC 5415
Curriculum Development  3 credits
and Analysis
Students will widen their knowledge base by undergoing an intensive examination of the philosophical, personal, social-political and organizational structures that influence the curriculum, thereby making learning objectives meaningful. Emphasis will be placed on developing curricula that are based on a real-life context. Students will also develop and present a unit of instruction based on goals and objectives relating to the principles of continuity, sequence, organization and integration.

EDUC 5420
Assessment and Implications  3 credits
for Instruction
A focus on alternative forms of assessment will increase students’ understanding of how to design instruments that promote alignment with curriculum and instruction. Special attention will be given to assessment choice, design, implementation, documentation, interpretation, reporting and the impact of assessment on learning. Distinctions will be made between assessment, testing and evaluation.

LANGUAGE ARTS/LITERACY

EDUC 5350
The Practice of Reading  3 credits
and Writing
This course will review current educational theory on the teaching of reading and writing, drawing connections to the New Jersey Core Curriculum Content Standards for reading and writing and case studies of reading and writing pedagogy. Students will formulate an integrated class exercise of their own design, referring to current scholarship and the appropriate core curriculum standards, as well as develop an integrated curricula for reading and writing, age appropriate to their teaching interests. Students who have taken “Practice of Speaking and Listening” will be encouraged to examine how those skills could be integrated into their curricula.

EDUC 5351
The Practice of Speaking  3 credits
and Listening
This course will review current educational theory on the teaching of speaking and listening, drawing connections to the New Jersey Core Curriculum Content Standards for speaking and listening and case studies of speaking and listening pedagogy. Students will formulate an integrated class exercise of their own design, referring to current scholarship and the appropriate core curriculum standards, as well as develop an integrated curricula for speaking and listening, age appropriate to their teaching interests. Students who have taken “Practice of Reading and Writing” will be encouraged to examine how those skills could be integrated into their curricula.
EDUC 5352
Cultural Studies and Media Literacy
3 credits
Enrolled students should have successfully completed one or both of the “Practice” courses. Course work draws connections between cultures and cultural representations in media. Students will analyze cultural representations as delineated in literature, music, art, film and the Web. The course will conclude by tying course discussions to implementation of the Core Curriculum Content Standards for “Viewing and Media Literacy.”

EDUC 5353 & EDUC 5354
Approaches to Teaching Literature and Culture
3 credits
This course merges in-depth examination of thematic or generic material with pedagogical discussion; in each course, students employ interdisciplinary learning and skills integration. Attention is given to differentiated instructional strategies and opportunities for active learning. Forgoing connections to prior knowledge is emphasized as a necessary component of learning and retention. Opportunities for modeling with each course are continually assessed. Topics vary.

MATHEMATICS

EDUC 5314
Integrating Math and Science Instruction
Prerequisite: any three of the following courses for Math: EDUC 5370, EDUC 5371, EDUC 5372, EDUC 5373
3 credits
This course explores connections between middle school math and science topics, utilizing mathematics as a tool in the sciences; examining the reciprocal relationship between developments in mathematics and in the natural and physical sciences; designing and implementing integrative curriculum.

EDUC 5370
Numbers and Operations in Middle School
3 credits
This course covers number sense; calculations, including the standard algorithms and why they work; properties of operations; similarities and differences among whole numbers, integers, rational numbers, and real numbers; conversions among decimals, fractions, and percents, and their justifications; using number properties to facilitate mental computation and estimation; number theory; scientific notation; proportional reasoning.

EDUC 5371
Algebra and Functions in Middle School
3 credits
This course includes multiple representations of general arithmetic claims; algebraic notation; reading and creating graphs of functions from formulas or tables, representation of realistic situations algebraically; algebra as generalized arithmetic and as a symbolic language; variables and functions; symbolic manipulations and their justifications; representing linear, quadratic, and exponential functions numerically, algebraically and graphically.
EDUC 5372
Measurement and Geometry  3 credits
in Middle School
This course involves identifying two- and three-dimensional shapes and their properties; solving problems involving two- and three-dimensional shapes; making and either proving or disproving conjectures about geometric shapes; transformational geometry and its connections to congruence and similarity; coordinate geometry; connecting geometry to other mathematical topics and to topics in other disciplines; understanding common forms of measurement and using appropriate measurement tools and units; understanding and using measurement formulas.

EDUC 5373
Data Analysis, Statistics,   3 credits
and Probability in Middle School
This course covers designing and constructing simple experiments to answer specific questions; creating and interpreting data displays in a variety of different formats; describing data distributions in terms of center and spread; solving problems involving uncertainty by utilizing appropriate, simple probability models; systematic counting; vertex-edge graphs; algorithms.

SCIENCE

EDUC 5310
Ecology and Environmental  3 credits
Science
This course promotes understanding of the environment as a system of interdependent components affected by human activity and natural phenomena; natural systems and interactions; human interaction and impact; organism and the relationship to the environment.

EDUC 5311
Physical Science      3 credits
This course involves understanding natural laws as they apply to motion, forces, and energy; experimentation in physics; motion and forces; energy transformations; understanding of the structure and behavior of matter; structure and properties of matter, physical changes, experimentation in chemistry and chemical reactions.

EDUC 5312
Life Science       3 credits
This course covers understanding of the structure, characteristics, basic needs of organisms and the diversity of life; matter, energy, and organization in living systems; diversity and biological evolution; microbiology; experimentation in the life sciences, and reproduction and heredity.

EDUC 5313
Earth Science and Astronomy  3 credits
This course involves understanding of the structure, dynamics, and geophysical systems of the Earth; the Earth’s properties and materials; atmosphere and water; processes that shape the Earth, how we study the Earth; understanding of the origin, evolution, and structure of the universe; Earth, Moon, Sun Systems; solar system, stars, galaxies and universe.
EDUC 5314  
Integrating Math and Science Instruction  3 credits  
Prerequisite: Any three of the following courses for Science: EDUC 5310, EDUC 5311, EDUC 5312, EDUC 5313  
This course explores connections between middle school math and science topics; utilizing mathematics as a tool in the sciences; examining the reciprocal relationship between developments in mathematics and in the natural and physical sciences; designing and implementing integrative curriculum.

SPECIAL EDUCATION

EDUC 5320  
Survey of Moderate and Severe Disabilities  3 credits  
This course covers characteristics, definitions, education and medical issues related to children with more severe disabilities. Special emphasis is placed on pre-school programming and transition plans. Inclusive strategies will be considered.

EDUC 5321  
Educational and Community Resources  3 credits  
This course looks at a problem-based learning environment which focuses on the roles and resources of parents, schools and community agencies to support children with special needs; developing collaborative partnerships for educational programming (IEPs, IFSPs) according to Federal and State guidelines.

EDUC 5330  
Survey of Mild Learning Disabilities  3 credits  
This course covers characteristics of learning disabilities, definitions, history assessment and medical aspects. Teaching strategies associated with age groups from pre-school through adolescence are discussed, as are learning strategies for pre-academic learning, oral language, reading, writing, mathematics and social-emotional development.

EDUC 5331  
Behavior Management and Behavioral Disorders  3 credits  
This course examines behavioral therapies and psychotherapies for the range of behavior disorders; successful strategies related to diagnosis of behavioral disorders; characteristics of disorders, definitions, assessment and treatment.

EDUC 5332  
Internship in Special Education  3 credits  
Students will work in an educational setting, observing, planning and tutoring one or more children with special needs.

EDUC 5334  
Differentiated Instructional Techniques  3 credits  
Development of intervention strategies to identify successful strategies for children with problems in the general class setting. Adapting the learning environment, physical environment and the social environment to improve student learning.
EDUC 5335
Developmental Reading Instruction
The purpose of this class is to provide participants with a clear understanding of the required elements needed for the acquisition of reading skills. In addition, particular consideration will be given to the challenges facing students with reading disabilities.

EDUC 5336
Curriculum Adaptations
Curriculum considerations to facilitate learning for all students will be examined: identifying functional, academic and leisure curriculum and developing appropriate sequences of learning for children with special needs. Curriculum that is integrated, theme-based and oriented toward community will be applied to individual cases.

EDUC 5337
Curriculum Based Assessment
This course will focus on alternative forms of assessment, evaluating performance, and implications for IEPs. Informal assessments in all subject areas will be covered in addition to portfolio assessment, authentic assessment and behavioral assessment.

EDUC 5340
Assistive Technology
This course provides an overview of the assistive technology systems: device, person, and environment. Students will become competent in using and applying various technologies in the educational environment to support student learning.

EDUC 5802
Autism
This course provides an overview of autism spectrum disorder characteristics, and a thorough grounding in a pedagogical foundation for best practices. Students investigate Universal Design Principles and Assistive Technology which support the unique learning styles of students with ASD.

RESEARCH

EDUC 5910
Educational Research
This course will prepare students to carry out meaningful research on teaching and learning in the educational environment; provide the skills to understand and evaluate the research of others; and plan and conduct original independent research projects. Emphasis will be placed on the stages of the process of research design from creating hypotheses through data analysis and reporting. Equal attention will be paid to qualitative and quantitative research design, and the need to combine a variety of techniques in an effort to creatively address the complexity (multivariate/multicultural) of the educational setting.

EDUC 5920
Capstone Project
In this capstone course, students will investigate, design and implement a research project in an educational setting. Projects will focus on each individual student’s teaching and learning goals. Projects will incorporate current standards of best practice and have relevance for the educational setting participating in the study.

Students are encouraged to choose electives outside their area of specialization or with the consent of their preceptors from other programs at the College.
CERTIFICATION: SPECIAL EDUCATION
This graduate-level program leads to Special Education certification for practicing teachers. It emphasizes knowledge of disabilities and provides the necessary information regarding the appropriate programs for mainstreaming children with special needs in the regular classroom. Taking advantage of the expertise of educators from both the community schools and the Stockton faculty, the program is committed to providing students preparation to teach in today’s schools and to be prepared for tomorrow’s children by:
• Understanding and accepting the diversity of special needs children
• Expanding instructional competence
• Utilizing school partnerships
• Providing reflective practice and research

ADMISSION TO THE PROGRAM
See admissions requirements for the MAED program.

CURRICULUM
The program requires completion of 24 graduate credits. Students will meet with their preceptor to plan their course of study. Courses will be offered in the fall, spring and summer terms, making it possible to complete the program in four semesters. It is anticipated that students will be practicing teachers; therefore, the courses will be scheduled with the school calendar in mind. Some courses may be offered at various school sites. Opportunities will be available for students to work in the public schools where they will be required to observe, tutor and teach children who are being provided with inclusive programming.

At the conclusion of the certification program, students will apply for licensure through the School of Education. Students must have documentation of teacher certification or Certificate of Eligibility with Advanced Standing in order to be recommended for Special Education Certification.

To complete the Special Education Certificate program, students must complete the following eight courses:
EDUC 5320  Survey of Moderate and Severe Disabilities
EDUC 5321  Educational and Community Resources
EDUC 5330  Characteristics and Education of Learning Disabilities
EDUC 5331  Behavioral Management and Behavioral Disorders
EDUC 5334  Differentiated Instructional Techniques
EDUC 5335  Differentiated Reading Instruction
EDUC 5336  Curriculum Adaptations
EDUC 5337  Curriculum Based Assessment

Note that the credit-hour difference between certification in Special Education and a Master of Arts Degree (MAED) with a track in Special Education is 12 credits. Students interested in completing an MAED degree following certification are required to successfully complete two research courses (EDUC 5910 and EDUC 5920).

INFORMATION ABOUT THE PROGRAMS
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

Dean of Enrollment Management
The Richard Stockton College of New Jersey
PO Box 195
Pomona, NJ 08240-0195
Phone: (609) 652-4261
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
of New Jersey 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.
COURSES IN NEW JERSEY SUPERVISOR ENDORSEMENT PROGRAM

EDUC/INTC 6110    Staff
Curriculum Development  3 credits
and Evaluation
Prerequisite: Master’s degree
This course covers the systematic process of planning and implementing a curriculum at the elementary and secondary levels. Various components are discussed, such as teachers’ roles, community needs, national and state curriculum and technology standards, and other related social issues. As a course outcome, students will develop a model curriculum incorporating key components of the aforementioned and evaluate the model.

EDUC/INTC 6120    Staff
Principles of Supervision and  3 credits
Evaluation of Instruction
Prerequisite: Master’s degree
This course deals with interdisciplinary foundations of supervision at K-12 schools. Topics include research on supervision, system and change, strategic planning, staff managing and supervising strategies, leadership and organization skills, communication techniques, and evaluation of instruction. The goal of this course is to provide students with effective supervision skills: knowledge, interpersonal skills, and technical skills.

PROGRAM INFORMATION
Director, Master of Arts in Education or Master of Arts in Instructional Technology Program
The Richard Stockton College of New Jersey
P.O. Box 195
Pomona, NJ 08240-0195
Phone: (609) 652-4501
MAED@stockton.edu
MAIT@stockton.edu
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: 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 and founding Director of Master of Arts in Holocaust and Genocide Studies: the Holocaust, Holocaust and genocide education, women during the Holocaust, films of the Holocaust, social studies materials and methods, social foundations of education, Jewish-Christian relations.

Paul Lyons
Ph.D. (Bryn Mawr College), Professor of Social Work: Jewish-American radicalism, ethnic and minority relations, cultural history, social movements, and Vietnam.

Christina Morus
Ph.D. (University of Georgia), Assistant Professor of Comparative Genocide & Communications Studies: comparative genocide, the rhetoric of mass violence and genocide.

Carol Rittner
Ed.D. (The Pennsylvania State University), Distinguished Professor of Holocaust and Genocide 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.

PROFESSOR EMERITUS

Franklin H. Littell
Ph.D. (Yale University), Distinguished Professor Emeritus of Holocaust and Genocide Studies; Ida E. King Distinguished Visiting Scholar of Holocaust Studies 1990-1992, 1996-98: Reformation history, history of religious liberty, the Holocaust, Communist totalitarianism, the Third Reich and Nazism, contemporary genocide cases, terrorism, Jewish-Christian relations after Auschwitz, the German church struggle and the Holocaust.
ASSOCIATED FACULTY

**Dan Bar-On**  

**Elizabeth Baer**  

**Yehuda Bauer**  
Ph.D. (The Hebrew University), Director, Yad Vashem Research Institute; Ida E. King Distinguished Visiting Scholar of Holocaust Studies, 1995-96, 2002.

**Michael Berenbaum**  

**Myrna Goldenberg**  
Ph.D. (University of Maryland), Ida E. King Distinguished Visiting Scholar of Holocaust Studies, 2005-06.

**Henry Huttenbach**  
Ph.D. (University of Washington), Professor of History, City College of New York; Ida E. King Distinguished Visiting Scholar of Holocaust Studies, 1993-94.

**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, 1993.

**Paul B. Mojzes**  
Ph.D. (Boston University), Professor of Religious Studies, Rosemont College; Ida E. King Distinguished Visiting Scholar of Holocaust Studies, 2003.

**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, Spring 2008.

**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, 1992.

**Michael Phayer**  

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 MA 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 our 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 two letters of recommendation. A personal interview may be required. A faculty Admissions Committee, including the current MAHG Graduate Director, recommends admission.

NON-DEGREE OPTION
The College accepts up to nine credits of appropriate graduate study from other colleges and universities; and (non-matriculated) student status (provided he or she meets the admission requirements). Non-matriculated students will be limited to a maximum of nine credits of graduate study. (A maximum of nine credits taken in non-matriculated 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
A student must complete a total of 36 hours of graduate credit. This includes 12 courses of which four must be the core courses. (Each graduate course ordinarily is worth three credits.) The typical track is 30 hours of graduate course work plus an additional six credits of course work taken as field work, directed study project or an internship. Alternatively, a student may choose to complete a Master’s Thesis for the equivalent of six credits, which he or she will defend 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.

CORE COURSES
MAHG 5000 The History of the Holocaust
MAHG 5001 The History of Genocide
MAHG 5003 Holocaust and Genocide Education
MAHG 5006 Jewish History and Culture Before the Holocaust

Note: Holocaust and Genocide Education, MAHG 5003, is offered with three different foci: Social Studies; Language Arts; and Art, Music, Film and Science. Any one of the three may be taken to satisfy the core requirement. The other two may be taken as electives.
Uniquely qualified students with senior status who meet specific requirements maybe qualified to enroll in
the following elective course that contain a * after them. Contact the MAHG Program Director for more
information (www.stockton.edu/grad/forms).

**ELECTIVES**

MAHG 5002*  Theology, Philosophy and Ethics of the Holocaust
MAHG 5004*  The Holocaust and the American Experience
MAHG 5005*  The Holocaust and Contemporary Genocides
MAHG 5007*  Selected Topics with the Ida E. King Distinguished Scholar of Holocaust Studies
MAHG 5008*  Jewish/Christian Relations in the Shadow of Auschwitz
MAHG 5009*  Christian Antisemitism and the Holocaust
MAHG 5011*  The Psychology of Genocide
MAHG 5012*  Resistance During the Holocaust
MAHG 5016*  Europe in the Twentieth Century
MAHG 5017*  Women During Holocaust
MAHG 5018*  Non Jewish Victims of the Nazis
MAHG 5019*  The Holocaust in Literature and Film
MAHG 5020*  The Literature of the Holocaust
MAHG 5021*  Modern German History and the Holocaust
MAHG 5022*  Study Seminar to the Sites
MAHG 5023*  Summer or Winter Session at Yad Vashem
MAHG 5024*  Literature of the Holocaust and Eastern Europe
MAHG 5025*  Sociology of the Holocaust
MAHG 5026*  Holocaust, Terrorism and Genocide
MAHG 5027*  Germany and the Holocaust After 1945
MAHG 5028*  Genocide: Special Topics
MAHG 5029*  The UN, Human Rights and Genocide
MAHG 5030*  The Armenian Genocide
MAHG/EDUC 5353*  Literature and Culture: Special Topics
MAHG 5800  Independent Study
MAHG 5880  Thesis
MAHG 5900  Internships

**INFORMATION ABOUT THE PROGRAM**

Director, Master of Art in Holocaust and Genocide Studies
The Richard Stockton College of New Jersey
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Dean of Enrollment Management
The Richard Stockton College of New Jersey
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COURSES IN HOLOCAUST AND GENOCIDE STUDIES

CORE COURSES

MAHG 5000 Staff
The History of the Holocaust 3 credits
Prerequisite: Baccalaureate degree; open only to graduate students. This course will examine the historical events and context which led to the rise of Hitler and fascism, the ideology of Nazism, and the political structures of National Socialist rule in Germany, as well as the roots of anti-Semitism, the implementation of the Final Solution, the structure and purpose of the ghettos and death camps, efforts to resist the Nazis, the actions and motivations of perpetrators, victims, and bystanders in various European countries, and efforts to help and rescue Jews and other victims of the Nazis during the Holocaust. Some attention also will be given to the aftermath of the Holocaust and attempts to bring major Nazi criminals to justice.

MAHG 5001 Staff
The History of Genocide 3 credits
Prerequisite: Baccalaureate degree; open only to graduate students. This course investigates crimes of mass murder and the persecution of minorities from ancient times to the present. The examination begins with a study of deliberate, systematic measures towards the extermination of a racial, political or cultural group before the term “genocide” was coined in 1944. Raphael Lemkin’s work, Axis Rule in Occupied Europe, Laws of Occupation, Analysis of Government, Proposals for Redress will serve as the basis for the study of racist legislation. The U.N. Genocide Convention will be the foundation of this seminar.

MAHG 5003 Staff
Holocaust and Genocide Education 3 credits
Prerequisite: Baccalaureate degree; open only to graduate students. This is a “hands-on” experience designed for those wishing to comply with the requirements of the New Jersey Holocaust/genocide mandate or prepare for other venues. There is in-depth examination of current pedagogy, teaching methods, materials and curriculum development with three Education courses, each providing a different subject focus: Social Studies; Language Arts; Representation in Art, Film and Music. Any of the three may be selected to satisfy the core requirement. Note: MAHG 5003 may be taken three (3) times provided topics vary.

MAHG 5006 Staff
Jewish History and Culture Before the Holocaust 3 credits
Prerequisite: Baccalaureate degree; open only to graduate students. Moving away from the “victimization” concept, this seminar examines Jewish communities and their economic and political status prior to the Holocaust, when the major part of the world’s Jewish population was in Eastern and Western Europe.

ELECTIVES

MAHG 5002 Staff
Theology, Philosophy and Ethics of the Holocaust 3 credits
The concept of evil will be analyzed with regard to the motivating factors of the perpetrators, rescuers and bystanders. The lack of intervention on the part of the Christian churches, and the efforts of the churches to come to terms with their failure to respond appropriately between 1933 and 1945 is examined.

MAGH 5004 Staff
The Holocaust and the American Experience 3 credits
This course will examine the ways in which Americans have treated those who are different, beginning with the indigenous peoples who were already here; Africans brought involuntarily and enslaved, and other
immigrant groups, e.g., the Irish, the Chinese, the Japanese, especially during World War II and the Jews who experienced nativist restrictions and bigotry. It will also examine our capacity to succumb to genocidal evils as well as our potential, to remain faithful to the values of tolerance, diversity and unity.

MAHG 5005 Staff
The Holocaust and Contemporary Genocides
The word and the concept “genocide” is a positive gain out of the inferno of the Holocaust; genocide is now a crime in international law. How are genocides to be distinguished from inter-tribal wars and mass murders? How can authority and powers of international genocidal police and tribunals be strengthened? Is it possible to develop an effective “Early Warning System” for potential genocide?

MAHG 5007 Staff
Selected Topics with the Ida E. King Distinguished Scholar of Holocaust Studies
Stockton College established the first American name chair in Holocaust Studies in a public institution. Maintained on an interfaith basis, the chair rotates and is occupied each academic year by a world-renowned Holocaust scholar. It is recommended that a course with at least one (more, if possible) Ida E. King Visiting Scholar should be taken while a student is matriculated. Note: MAHG 5007 may be taken three (3) times, when topics vary.

MAHG 5008 Staff
Jewish/Christian Relations in the Shadow of Auschwitz
Christian/Jewish dialogue and cooperation was slender before World War II. The cooperation in the Chaplaincy and in Military Government in Germany led to great expansion in Jewish/Christian relations. However, this relationship suffers from the shadow cast by the Holocaust. This seminar works on the issues now confronting the two communities in their new relationship.

MAHG 5009 Staff
Christian Antisemitism and the Holocaust
How did the “sibling rivalry” find religious expression during the early family quarrel between rabbinic Judaism and Christianity? How was the culture of European Christendom penetrated by anti-Jewish stories and myths? What is distinctive about “modern” antisemitism, its pseudo-scientific claims, its language of assault, its calculated murderous violence?

MAHG 5011 Staff
The Psychology of Genocide
Populist movements and the mentality of the pawn; conditioning people for brutality and victimization as well as the conditioning of people for altruistic behavior and the moral value of rescue. This course will in addition conduct a careful examination of the psychology of perpetrators, victims, rescuers, survivors, hidden children and children of survivors.

MAHG 5012 Staff
Resistance During the Holocaust
This course will look at various types of resistance during the Holocaust: political resistance in Nazi Germany; armed resistance in the concentration camps, ghettos, cities and forests of Nazi German occupied Europe; resistance by Jews, Christians, Socialists, Communists, students, labor leaders, and others. It will give attention to spiritual resistance during the Holocaust.
MAHG 5016 Staff
Europe in the 3 credits
Twentieth Century
This course analyzes the major political, social, economic and intellectual developments of twentieth-century Europe, the nationalist and ethnic antagonisms that contributed to the First World War, the rise of National Socialism and other fascist movements in the wake of the “Great War” and the Great Depression, and the causes of World War II and the Holocaust, the transformation and division of Europe at the epicenter of the Cold War, and the reemergence of ethnic strife following the collapse of Communism in 1989.

MAHG 5017 Staff
Women During 3 credits
the Holocaust
This seminar studies the Holocaust through the literary voices of women. But it is not only about women—it is about men as well. The literary voices present a perspective not usually heard in the study of the Holocaust. The voices will tell of “Experience” through the examination of diaries, memoirs and letters. The voices of “Remembrance” will include stories of persecution, resistance and rescue. The voices of “Reflection” come from history, philosophy, theology and literature.

MAHG 5018 Staff
Non Jewish Victims of the 3 credits
Nazis
Beginning with the uniqueness of the Holocaust, through a dialectic approach this course examines the universality of the Holocaust and the other victims of Nazi genocide. An in-depth examination into Nazi policy in Serbia, Croatia, Belgium, France, Poland, the Ukraine and the former USSR. There is an investigation of Nazi medical experiments and policies towards children, the mentally retarded, Jehovah’s Witnesses, pacifists, gypsies and political dissenters.

MAHG 5019 Staff
The Holocaust in 3 credits
Literature and Film
This course seeks to understand, through literature and film, the complexity of the Holocaust as revealed through narratives which, unlike more historical accounts, let us into the individuality of human fate. Using both fiction and documentaries, we explore themes of bearing witness, of individual and collective memory, and of the role of language in thinking and speaking about the unspeakable.

MAHG 5020 Staff
The Literature of 3 credits
the Holocaust
This course will examine the challenge—some say the “problem”—of responses to catastrophe. Works written and created by Jewish and non-Jewish survivors, as well as those more removed from the immediate events, will be read. One focus of this course will be to consider the often repeated insistence that silence is the only proper response to the horror of the Shoah. May be offered from time to time as a distance education course.

MAHG 5021 Staff
Modern German History 3 credits
and the Holocaust
How was Hitler able to attain power in Germany and implement his scheme for the “purification” of the German nation, the launching of a war of conquest and the physical annihilation of millions? How did the two German states, communist East Germany and capitalist West Germany, cope with the burden of guilt and responsibility for the Holocaust after 1945? What effect has the legacy of the Holocaust had on Germany since reunification in 1990?
MAHG 5022  
Study Seminar to the Sites  
Under the guidance of a qualified specialist, this course offers a study seminar to the Holocaust sites in Europe; submission of a research paper on a designated topic related to the agenda of the trip.

MAHG 5023  
Summer or Winter Session at Yad Vashem  
Participation in the Summer or Winter Seminar for Overseas Educators at Yad Vashem, followed by individual work with a Yad Vashem scholar-in-residence serving as tutor and submission of a research paper on a designated topic.

MAHG 5024  
Literature of the Holocaust and Eastern Europe  
This course examines the challenge – and some say the “problem” – of responses to catastrophe. Works written and created by Jewish and non-Jewish survivors, as well as, those more removed from the immediate events, are read. One focus of this course is to consider the often-repeated insistence that silence is the only proper response to the horror of the Shoah.

MAHG 5025  
Sociology of the Holocaust  
This seminar studies social processes leading to the Holocaust. Scholarly literature on the Holocaust is utilized to understand the immensity of the repercussions that persecution, violent exclusion and genocide bring to those it victimizes and the whole human community.

MAHG 5026  
The Holocaust, Terrorism, and Genocide  
The German Nazi Party was a terrorist movement in 1923, before it became an illegitimate government (1933) with the power to commit genocide. The seminar will concentrate on three aspects of the terrorism that has become the face of modern war. The identifying characteristics of a terrorist, potentially genocidal movement that can alert an effective Early Warning System; the signs that a legitimate regime is disintegrating through economic depression, military disaster or subversion; the defining structures of a dictatorship or other totalitarian regime, that is endemically genocidal toward internal unwanted populations and aggressive toward other governments and peoples.

MAHG 5027  
Germany and the Holocaust After 1945  
This course delves into the complex relationship of postwar Germans with the history and legacy of the Holocaust. We will examine the ways in which both Communist East and Democratic West Germany dealt with this past. Topics will include judicial measures against war criminals, reparations and restitution, political reforms, memorials, commemorations, cultural treatments and controversies. German-Jewish and German-Israeli relations will also be discussed. Intertwoven with the main topics will be questions of turning points, as well as the dynamics of generational and political fault lines in German Vergangenheitsaufarbeitung (working through the past).

MAHG 5028  
Genocide: Special Topics  
From time-to-time a “special topic” concerning genocide will be examined. Such topics could include but are not limited to the genocides in Cambodia (1975-1979), or Rwanda (1994), or the Balkans (in the 1990s), or the Armenian genocide (during World War I). Other topics also will be considered as subject matter.
This course will focus on the role of the United Nations in responding to violations of human rights and genocide. This course also will examine and analyze the political and legal parameters which affect the possibility of military intervention, as well as the effect of the 2005 Declaration on “The Responsibility to Protect”.

This course covers Armenian cultural history through the end of the 19th century and into the 20th: ethnic origins of Armenians, family life, religion, language, food, music, dance and art. The primary focus is the genocide of 1915, its causes, the atrocities, its affect in the U.S. and massive diaspora throughout the early 20th century. This is a distance education course.

This course traces the literary history of texts dealing with individual and organized resistance during National Socialism. Students will examine primary texts as well as literary criticism and aesthetic theory. We will begin with an analysis of literature writing during the Nazi era by writers in exile. In the middle part of the semester, we will read early post-war literature by survivors. Finally, we will focus on contemporary texts that discuss the legacy of National Socialism in the context of national and individual identity and responsibility.

Independent study projects may be arranged with individual members of the teaching faculty of the MAHG program with permission of the director.

This is a two part, six credit course. A student must complete all six credits of MAHG5880 if he/she elects to write a MAHG thesis. Part I: Work with a faculty thesis advisor to identify and define a thesis topic; research the secondary literature; assess both primary and secondary sources; compile a substantive bibliography and write a detailed outline for the proposed thesis. Part II: Engage in and complete the research for the proposed thesis; write the thesis under the direction of the thesis advisor; public presentation to the MAHG faculty and students. Both Part I and Part II must be completed.

Internships may be completed at institutions and organizations such as: The Steven Spielberg Survivors of the Shoah Foundation, The New York City Museum of Jewish Heritage—A Living Memorial to the Holocaust, The United States Holocaust Memorial Museum, The Philadelphia Jewish Archives, and The Simon Wiesenthal Center in New York, New York.
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 and Vice President for Student Affairs: 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 both school-based education and training in business and industry. 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:

Education
• Integrating Technology in Teaching
• Curriculum Design and Development
• Technology Coordination
• Computer Services/Technical Support
• Distance Education Planning

Corporate
• Computer Services/Technical Support
• Human Performance Support
• Instructional Design
• Project Management Teams
• Training and Development

PROGRAM ORIENTATION
The program is composed of a core of basic courses followed by three tracks: 1) for students who seek or will continue employment in the K-12 schools; 2) for students who wish to pursue coordinator positions in K-12 schools and districts; and 3) for those students seeking or holding careers in business and industry. The
core courses focus on important theoretical issues related to learning, instruction, ethical practice and the impact of technology, and include an overview of a variety of technologies, software applications and Internet tools. The courses in the tracks are designed to extend the core skills into more specialized environments. The Technology and Education Track courses emphasize software and hardware, learning theories and optimizing technologies for maximum educational achievement. The Technology Coordinator Track courses stress hardware/software installation, network technology and training issues. The Corporate Track courses focus on instructional design, human performance improvement and the consistent use of applicable software applications to enhance on-the-job workflow. Elective courses give students opportunities to enhance their personal interests in the field. Some program courses may satisfy course requirements for a Supervisor’s Certificate in 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), 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 three courses (9 credits) as non-degree (non-matriculated) students. An application for non-matriculated status is required, and registration for classes is on a space-available basis. Non-matriculated students must complete the undergraduate course prerequisites before taking graduate program classes.

Those non-matriculated students who may want to continue but still do not intend to earn an MAIT 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 nine 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 nine credits taken in non-matriculated 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 15 credits from 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 Capstone: Final Project)
INTC 5810 Capstone: Final Project
   (Prerequisite: completion of the courses or having one non-core course remaining.)

In addition, the student takes the required courses for one of the three tracks plus two elective courses:

**TRACK COURSES**
(Students choose one as their primary track):

**TECHNOLOGY COORDINATION TRACK (at least 9 credits from the following):**
INTC 5230 Supervising and Coordinating Educational Technology
INTC 5280 Grant Writing
INTC 5290 Leadership in Instructional Technology
INTC 5450 Project Management Basics

**EDUCATION TRACK (at least 9 credits from the following):**
INTC 5320 Using Educational Software and Hardware
INTC 5330 Integrating Technology in the Classroom
INTC 5340 Web Design
INTC 5545 Distance Learning in Education

**CORPORATE TRACK (at least 9 credits from the following):**
INTC 5410 Adult Learning
INTC 5420 Human Performance Improvement and Tools
INTC 5450 Project Management Basics
INTC 5560 E-learning in the Workplace

**INSTRUCTIONAL TECHNOLOGY ELECTIVES (6 credits**):
INTC 5350 Advanced Web Design (Prerequisite: INTC 5001, INTC 5340 or permission of instructor)
INTC 5530 Multimedia/Hypermedia Design (Prerequisites: INTC 5001, 5120 and 5160 or permission of instructor)
INTC 5590 Special Topics in Instructional Technology
INTC 5591 Digital Video Production (Prerequisite: INTC 5001 & 5120)
INTC 5701 Internship (1-3 credits) (Prerequisite: completion of core, at least three courses from track and/or electives and permission of instructor)

**Students may choose elective courses from non-primary tracks or choose other Stockton graduate courses with the permission of their preceptor.**

**INFORMATION ABOUT THE PROGRAM**
Director, Master of Arts in Instructional Technology Program
The Richard Stockton College of New Jersey
P.O. Box 195
Pomona, NJ 08240-0195
Phone: (609) 652-4501
MAIT@stockton.edu
COURSES IN INSTRUCTIONAL TECHNOLOGY (INTC)

INTC 5001  A. Ackerman,
Introduction to D. Harvey,
Instructional Technology J. Lee
Core course. 3 credits
This course is designed to blend hands-on experiences with a range of instructional technologies and introduce the key ideas, thinkers and writings in the field of instructional technology. The goal of this course is for students to achieve a base level of understanding of the IT field as well as acquire basic skills needed to utilize technology in future courses.

INTC 5110  A. Ackerman,
Theoretical Foundations D. Harvey,
of Instructional Technology J. Lee
Core course. 3 credits
Prerequisite: INTC 5001
This course covers the various theories of learning and how the concepts and principles of each theory apply to the use of instructional technology. Behavioral, cognitive, constructivist and emerging theories are discussed. The course seeks to provide a connection between theory and practice in the use of technology for learning.

INTC 5120  A. Ackerman,
Visual Design D. Harvey,
and Communications J. Lee
Core course. 3 credits
Prerequisite: INTC 5001 or permission of instructor.
The goal of this course is to familiarize students with visual media and help students develop the ability to critically analyze and produce effective instructional visuals. This course will introduce visual design theory and practice in a context of producing instructional and multimedia presentations. Graphics software will be used for developing visual projects.

INTC 5160  A. Ackerman,
Instructional Design D. Harvey,
and Development J. Lee
Core course. 3 credits
Prerequisites: INTC 5001 and 5110.
This “product approach” course covers the systematic instructional design process. The goal of this course is to introduce students to the steps and skills necessary for the systematic design, development, implementation and evaluation of instructional materials in a variety of learning environments.

INTC 5170  A. Ackerman,
Research in Instructional D. Harvey,
Technology J. Lee
3 credits
The overall purpose of the course is to develop student's knowledge of the systematic process of research. The more specific purpose is to instruct students in the development of a research plan appropriate for their MAIT capstone study. The emphasis is on learning how to develop a capstone project proposal including problems, literature review, needs analysis and descriptive statistics.
INTC 5290  Staff
Leadership in Instructional Technology  3 credits
Technology Coordination track course.
This course covers what it means to be a leader, strategies for determining and cultivating one’s own leadership style, managing change in educational systems, and applying one’s leadership skills to the area of educational technology.

INTC 5230  Staff
Supervising and Coordinating Educational Technology  3 credits
Technology Coordination track course.
This course is designed to help students gain an understanding of the management issues and skills needed to coordinate educational technology in instructional settings. Examples of the course content are supervising staff, managing technology budgets, assessing needs and purchasing technology and coordinating technical support.

INTC 5280  Staff
Grant Writing  3 credits
Technology Coordination track course.
Grant-writing and fundraising are essential components of building a sound infrastructure for educational technology. Students explore the variety of options available to manage and solicit funds, create grant proposals, and review and revise proposals to meet the needs of different funding organizations. The course includes a strong emphasis on proposal design, writing, editing and peer-review.

INTC 5320  A. Ackerman,
Using Educational Software and Hardware  3 credits
Education track course.
This course will provide an overview of the capabilities of educational software, the Internet and hardware to enhance instruction in the K-12 classroom. Current trends and issues including evaluating new software, classroom management, assessment tools and lesson plans will be discussed.

INTC 5330  A. Ackerman,
Integrating Technology into Classroom Teaching  3 credits
Education track course.
This course is designed to enhance and extend educators’ technology skills and apply those skills in innovative ways. The uses of computers and the Internet will be explored for teaching and learning. Students will develop hands-on projects demonstrating how they will infuse these tools into their teaching.

INTC 5340  A. Ackerman,
Web Design and Development  3 credits
Education track course.
This course gives an overview of relevant theoretical perspectives as well as the hands-on experience needed to develop interactive, web-based multimedia. Students will gain practical knowledge of the coding schemes and explore a variety of web development tools that facilitate the integration of multimedia components.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Instructor(s)</th>
<th>Credits</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTC 5350</td>
<td>Staff</td>
<td>3</td>
<td>Advanced Web Design, Technology Coordination track course. Prerequisites: INTC 5001, 5340 or permission of instructor. This course is an option for those students already proficient in the basic design of Web pages. Students in this course will learn more about complex Web page-development tools such as Cold Fusion or JavaScript.</td>
</tr>
<tr>
<td>INTC 5405</td>
<td>Staff</td>
<td>3</td>
<td>Information Literacy and Communication, Corporate track course. This course pushes the boundaries of information literacy and communication skills by orienting students to the process of judging the quality of information (e.g., Web sites, research, articles, market research data, competitive intelligence), the art of decision-making through the use of accurate, timely and quality information and business documents available via numerous technology sources, and the various ways to generate new information from different sources (e.g., Web sites, databases) for internal and external communications within the organization.</td>
</tr>
<tr>
<td>INTC 5410</td>
<td>A. Ackerman,</td>
<td>3</td>
<td>Adult Learning, Corporate track course. The goal of this course is for adult educators to develop an understanding of the nature of adults as learners, relate the models and theories of adult learning and technology-based instruction, and, eventually, design and facilitate effective adult learning environments.</td>
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<tr>
<td>INTC 5420</td>
<td>A. Ackerman,</td>
<td>3</td>
<td>Human Performance Improvement and Tools, Corporate track course. This course focuses on human performance improvement techniques, particularly task analysis. A variety of technology-based solutions for performance problems in the workplace are explored (e.g., Electronic Performance Support Systems (EPSS), expert systems, just-in-time training systems and electronic job aids).</td>
</tr>
<tr>
<td>INTC 5450</td>
<td>A. Ackerman</td>
<td>3</td>
<td>Project Management Basics, Corporate track course. This course is designed to provide a foundation for developing the skills necessary for managing and delivering projects. Students learn and practice the basics of project management, time management, presentation and persuasion skills, and consulting both internally (within a company) and externally (as a private contractor) in the arena of training, design and delivery.</td>
</tr>
<tr>
<td>INTC 5530</td>
<td>D. Harvey, J. Lee</td>
<td>3</td>
<td>Multimedia/Hypermedia Design, Elective course. Prerequisite: INTC 5001, 5120 and 5160 or permission of instructor. The course is designed to introduce the process of designing and developing educational software. It focuses on the application of instructional design principles in educational software, the application of multimedia design principles and the process of developing educational software.</td>
</tr>
</tbody>
</table>
INTC 5545        D. Harvey
Distance Learning  3 credits
in Education
Elective course.
This course is designed to facilitate student understanding of the myriad possibilities for delivering distance education. The course examines the changes to the design process that are unique to distance education and the various technologies that can be used for delivering instruction at a distance.

INTC 5560        A. Ackerman,
E-Learning in the  D. Harvey,
Workplace         J. Lee
Elective course.  3 credits
In this course, students explore Web-enabled learning systems, investigate the many challenges (e.g., needs, costs, development, implementation, evaluation, maintenance and administration decisions), and participate in the process of developing electronic learning as it relates to education, training, communication, information literacy, knowledge management and performance management.

INTC 5590        Staff
Special Topics    3 credits
Elective course.
As technology continues to change over time, this course will address new and interesting topics that impact the way instruction is delivered and learning takes place. The exact topic will be listed in the schedule of courses.

INTC 5701        A. Ackerman,
Internship        D. Harvey,
J. Lee            3 credits
Prerequisites: Permission of instructor.
A “real-world” experience that allows students to apply skills and knowledge learned throughout the program. This may involve working with an on-campus department, a local corporation or school district. A maximum of three credits total may be earned via internship for the student’s entire program.

INTC 5810        A. Ackerman,
Capstone: Final Project  D. Harvey,
J. Lee             3 credits
Prerequisites: completion of core courses, track courses and permission of instructor.
This is the final, capstone project required of each student in the program. Skills from previous courses will be brought to bear on a resolvable pedagogical problem that incorporates technology as part of the solution.
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 of New Jersey 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.
EDUC/INTC 6110  Staff
Curriculum Development and Evaluation
Prerequisite: Master’s degree
This course covers the systematic process of planning and implementing a curriculum at the elementary and secondary levels. Various components are discussed, such as teachers’ roles, community needs, national and state curriculum and technology standards, and other related social issues. As a course outcome, students will develop a model curriculum incorporating key components of the aforementioned and evaluate the model.

EDUC/INTC 6120  Staff
Principles of Supervision and Evaluation of Instruction
Prerequisite: Master’s degree
This course deals with interdisciplinary foundations of supervision at K-12 schools. Topics include research on supervision, system and change, strategic planning, staff managing and supervising strategies, leadership and organization skills, communication techniques, and evaluation of instruction. The goal of this course is to provide students with effective supervision skills: knowledge, interpersonal skills, and technical skills.

PROGRAM INFORMATION
Director, Master of Arts in Education or Master of Arts in Instructional Technology Program
The Richard Stockton College of New Jersey
P.O. Box 195
Pomona, NJ 08240-0195
Phone: (609) 652-4501
MAED@stockton.edu
MAIT@stockton.edu
MASTER OF BUSINESS ADMINISTRATION (MBA)

IN THE SCHOOL OF BUSINESS

Janet M. Wagner, Dean
Ph.D. (Massachusetts Institute of Technology), quantitative methods, operations management, information technology.

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
MBA (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.

Jennifer Tulio Barr
Ph.D. (Drexel University), Associate Professor of Business Studies: marketing information systems, marketing channels.

Gregory Fink
M.B.A. (Rutgers, The State University), M.A. (The Wharton School, University of Pennsylvania), Certified Public Accountant, Certified Management Accountant, Associate Professor of Accounting: accounting, finance, risk and insurance.

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 Latourette  
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.

Lewis A. Leitner  
Ph.D. (State University of New York at Buffalo), Executive Director, Management Training and Development: strategic management, entrepreneurship, total quality management.

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.

Rob Poole  
Ph.D. (University of North Texas), Assistant Professor of Business Studies: process improvements, constraint management, curricular reform, endowments.

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), Assistant Professor of Business Studies: hospitality and tourism management.

Claudia R. Tyska  
Ph.D. (Rutgers - Graduate School of Management), Certified Public Accountant, Assistant Professor of Business Studies: accounting.

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), Associate Professor of Business Studies: management science, decision theory, operations management, management information systems.

**Clifford J. Whittem**  
Ph.D. (Temple University), Director of Hospitality and Tourism Management, Professor of Business Studies.

**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**

**Michael Busler**  
Ph.D. (Drexel University), President, Busler Group, LLC: finance, capital markets.

**Deborah M. Figart**  
Ph.D. (The American University), Professor of Economics and Dean of the School of Graduate And Continuing Studies: labor-management relations, wages and benefits, labor economics, gender and work.

**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 36 semester hours (12 courses). Additional prerequisites may be necessary depending upon undergraduate study and work experience (see below).

**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 receive a minimum score of 450 on the Graduate Management Admission Test (GMAT). This minimum score will increase in planned increments, so students should check with the Director of the MBA Program about current admission requirements.
Students may apply for admission to the MBA Program through the Dean of Enrollment Management. Students have the option to enroll for a maximum of three courses on a non-matriculated basis prior to formal admission into the program. Performance as a non-matriculated student does not guarantee admission to the program.

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 and if 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 would help with this process.

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.)

PREREQUISITES
All students in the MBA program must meet prerequisite requirements that are essential preparation for advanced study in business. Students with an undergraduate degree in business from an accredited institution of higher education likely will have met this requirement. Students with non-business undergraduate degrees from Stockton, or any other college or university, are expected to have covered the following topical areas in their undergraduate course work:

- Foundations of Accounting (Financial and Managerial)
- Principles of Finance
- Quantitative Methods
- Statistics
- Foundations of Economics (Macro and Microeconomics)
- Operations Management (creation of goods and services)
- Foundations of Marketing
- Foundations of Management

Students who have not completed all or some of the above courses may meet the prerequisite requirements by completing the undergraduate course(s) at Stockton or by completing an equivalent course (or courses) at another regionally accredited college or university. Prerequisites for the MBA–Accounting concentration—include undergraduate Intermediate Accounting I and II (ACCT 3110 and ACCT 3120 or their equivalent) in addition to the courses listed above.

PROGRAM OF STUDY: MBA
The program of study for the MBA includes eight core courses consisting of seven foundation courses, one capstone course and four electives. Required 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:

* Waived for students with 6 or more hours of undergraduate finance coursework
** Waived for students with 12 or more hours of undergraduate work in respective areas
*** May be waived for students with 12 or more hours of undergraduate coursework in management

When a course is waived, an elective course must be substituted for each waived course.

Students with a course in business law at the undergraduate level have met the requirement for PLAW 5305 and do not need to substitute PLAW 5305 with an elective course.

Students may seek waiver of one of the foundation courses if they can provide evidence of proficiency. Students who have more than eight credit hours of undergraduate courses in Accounting, Marketing or Finance cannot take the foundation courses in the respective fields for graduate credit. *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.*

CAPSTONE COURSE

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 foundation 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.

ELECTIVES FOR THE MBA

Students will choose four electives 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
MGMT 5415 Services Marketing
MTKG 5325 Practical Business Ethics (cross-listed with MGMT 5325)
MKTG 5330 Market, Channels & Technology
MKTG 5405 Selected Topics in Marketing

Please note that 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
The program of study includes seven core courses consisting of six foundation courses, one capstone course and five electives.

Required courses are:
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:
*    Waived for students with 6 or more hours for undergraduate finance coursework
**   Waived for students with 12 or more hours of undergraduate work in respective areas
***  May be waived for students with 12 or more hours of undergraduate coursework in management

When a course is waived, an elective course must be substituted for each waived course.

Students with a course in business law at the undergraduate level have met the requirement for PLAW 5305 and do not need to substitute PLAW 5305 with an elective course.

Students may seek waiver of one of the foundation courses if they can provide evidence of proficiency. Students who have more than eight credit hours of undergraduate courses in Accounting, Marketing or Finance cannot take the foundation courses in the respective fields for graduate credit. 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 if 11 graduate courses is required.

CAPSTONE COURSE
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 foundation 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.

ELECTIVES FOR THE MBA – ACCOUNTING CONCENTRATION
Students will choose five electives 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. Additional electives may be added as needed. Students may enroll in an independent study course with the approval of the Program Director.

**BA-BS/MBA – DUAL DEGREE PROGRAM**
This program is designed to offer a 4 + 1 year program where students obtain an undergraduate degree (B.A. or B.S.) and an MBA at Stockton. This program provides a mechanism to obtain dual degrees while meeting all general studies and business studies requirements. Students will embark on an intensive academic experience for five years. All students in this program will be required to complete an internship in lieu of an upper level business course.

**ADMISSION TO THE PROGRAM:**
Two types of students may apply for admission to the dual degree program:

1. **Freshmen** – High school seniors interested in a business major who are in the top 20% of their high school class, and have a minimum SAT score of 1100 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. These students must maintain a minimum cumulative GPA of 3.2 to maintain eligibility in the dual degree program and obtain a minimum score of 450 on the Graduate Management Aptitude Test (GMAT) during their senior year. Students who fail this standard will have their early, conditional admission withdrawn. They could be eligible to apply for regular admission following completion of the baccalaureate degree.

2. **Juniors and transfer students** - Students interested in the dual degree program shall formally apply for acceptance into the program during the second semester of their junior year (or earlier if they have successfully completed all business core requirements except Business Strategy & Policy). These students must have a minimum cumulative GPA of 3.2 at the end of the first semester of their junior year to apply to the dual degree program. In their fourth year of study, students must maintain a minimum GPA of 3.2 and obtain a minimum score of 450 on the Graduate Management Aptitude Test (GMAT). Students who fail this standard will have their early, conditional admission withdrawn. They could be eligible to apply for regular admission following completion of the baccalaureate degree.

Students who are accepted in this program may take two graduate level courses in their senior year, two courses during the summer following graduation, three courses in each of the following semesters, and one course during the summer term. All requirements including distribution of courses, grades and overall GPA’s will remain as stated under current rules for the B.A., B.S. and the MBA programs at The Richard Stockton College of New Jersey.

**THE CURRICULUM:**
Under development, visit our website [www.stockton.edu/grad](http://www.stockton.edu/grad)

**INFORMATION ABOUT THE PROGRAM**
Director, Master of Business Administration
The Richard Stockton College of New Jersey
PO Box 195
Pomona NJ 08240-0195
Phone: (609) 652-4501
MBA@stockton.edu
[www.stockton.edu/mba](http://www.stockton.edu/mba)

Dean of Enrollment Management
The Richard Stockton College of New Jersey
PO Box 195
Pomona NJ 08240-0195
Phone: (609) 652-4261
# COURSES IN MASTER OF BUSINESS ADMINISTRATION

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Instructor</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 5310</td>
<td>F. Thomas</td>
<td>Taxation of Individuals</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 5311</td>
<td>F. Thomas</td>
<td>Taxation of Corporations, Partnerships and Trusts</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 5355</td>
<td>Staff</td>
<td>Governmental and Non-Profit Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 5357</td>
<td>G. Chhatwal</td>
<td>Advanced CPA Topics I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 5357</td>
<td>J. McEnerney</td>
<td>Advanced CPA Topics II</td>
<td>3</td>
</tr>
<tr>
<td>BSNS 5205</td>
<td>G. Chhatwal, C. Tyska</td>
<td>Accounting Performance, Control and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>BSNS 5215</td>
<td>E. Kruger</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
</tbody>
</table>

**ACCT 5310 Taxation of Individuals**

Prerequisite: minimum three credits of undergraduate financial accounting.

A study of the concepts, theory and law of federal taxation as it applies to individuals. Topics include tax research, personal income tax formula, depreciation, passive activities, property transactions, alternative minimum tax and tax accounting. This course is recommended for any graduate student.

**ACCT 5311 Taxation of Corporations, Partnerships and Trusts**

Prerequisite: minimum three credits of undergraduate financial accounting.

A study of the concepts, theory and law of federal taxation as it applies to corporations, partnerships, estates and trusts. Topics include tax research, organization, operating rules, distributions, redemptions, liquidations, terminations, tax administration and family planning.

**ACCT 5355 Governmental and Non-Profit Accounting**

Prerequisite: ACCT 5350.

This course involves study of fund accounting principles and procedures used by governmental and non-profit institutions. This course also provides an overview of auditing, budgeting, and financial planning for government operations.

**ACCT 5357 Advanced CPA Topics I**

Prerequisite: ACCT 5354.

This course will cover topics in financial accounting and accounting theory in preparing for the CPA exam.

**ACCT 5357 Advanced CPA Topics II**

Prerequisite: ACCT 5354.

This course will cover topics in cost accounting, auditing, fund accounting and, briefly, business law in preparing for the CPA exam.

**BSNS 5205 Accounting Performance, Control and Analysis**

Accounting reports are an important means of communication with investors. This course focuses on the development, analysis and use of these reports. It provides an understanding of what these reports contain, what assumptions and concepts accountants use to prepare them, and why they use those assumptions and concepts.

**BSNS 5215 Organizational Behavior**

This course discusses concepts of organizational behavior and development. Major emphasis will be placed on problems, theories and the development of management skills. Topics include motivation, decision making, communications, group processes, productivity, design, change and skills development.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Instructor</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSNS 5220</td>
<td>W. Paine, A. Mukherjee</td>
<td>Applied Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>BSNS 5225</td>
<td>J. Abbott</td>
<td>Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>BSNS 5230</td>
<td>J. Wang</td>
<td>Managerial Decision Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 5330</td>
<td>J. Barr</td>
<td>Markets, Channels &amp; Technology</td>
<td>3</td>
</tr>
<tr>
<td>BSNS 5340</td>
<td>M. Vito</td>
<td>Understanding Corporate Fraud</td>
<td>3</td>
</tr>
<tr>
<td>BSNS 5345</td>
<td>S. Zhao</td>
<td>Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>BSNS 5505</td>
<td>E. Kruger</td>
<td>Business Strategy and Policy</td>
<td>3</td>
</tr>
</tbody>
</table>

This course will provide individuals with the basic skills needed to develop and operate marketing programs that integrate product and service design, pricing activities, distribution channel decisions and promotional alternatives. Strategic and control issues, consumer behavior, business and personal ethics, the role of new technologies, and potential opportunities in both domestic and international markets will be covered.

Prerequisite: one undergraduate course in financial management.

This course presents the tools and techniques used for financial analysis and decision-making. Topics and concepts covered include risk and return, valuation, working capital management, capital budgeting, cost of capital, capital asset pricing model and capital structure. This course will emphasize the practical application of theoretical concepts.

Prerequisite: one quantitative business methods course at the undergraduate level.

This course will provide students with the skills to make decisions under conditions of uncertainty. It will present a systematic approach to assist in managerial decision making. Ways to structure problems so as to capture the explicit effects of, and make allowances for, the presence of uncertainty will be considered. Students will become familiar with the tools used to analyze these decisions through the use of computer software.

The course will focus on the strategic challenges faced by channel management in a variety of distribution businesses. The impact of global competition, socio-cultural trends, information technology, etc. on channel strategy will also be addressed. The theoretical and conceptual foundations of channel management will provide a framework for the course.

Prerequisite: minimum six credits of undergraduate accounting and three credits of business law.

The course objective is to heighten awareness and develop insights into fraud-prevention and detection systems. Material covers fraud opportunities, internal control, existing and emerging laws pertaining to fraud, evolution of the accounting profession, and auditing standards issued in the wake of recent fraud scandals.

This course reviews systems theory and develops the skill of systems thinking within organizations. The course includes the design, analysis and evaluation of information systems used to support managerial decision making. A systems approach is utilized to demonstrate the integration of computer hardware, application programs, corporate data, procedures and personnel.

This capstone course is the culmination of graduate business study and requires the cross-functional integration of business topics through the synthesizing of theories, practices and contemporary issues.
presented in previous courses. The course will emphasize business strategy and highlight financial reporting/analysis, global/organizational economic analysis, creation/distribution of goods/services, strategic management, legal/ethical environment of business, human behavior in organizations and business entrepreneurship. The course may be taken as an independent study and customized to the particular needs of the student with approval of the Program Director. A substantial portfolio must be completed that effectively synthesizes and integrates the multiple disciplines of business and demonstrates advanced analytical, reasoning, and critical thinking skills.

**BSNS 5900**
**Internship**
3 credits
Internships consist of faculty-guided off-campus study experiences, directed reading and periodic meetings with the faculty sponsor. Students will work under joint supervision by a designated manager in an organization and an MBA faculty sponsor. Placements are approved by the MBA Director, taking into consideration an individual’s interests and internship availability. A final project, to be approved by the faculty sponsor and the MBA Director, is expected.

**ECON 5310**
**Domestic and Global Economics**
3 credits
This course presents the tools of economic analysis with an emphasis on applications. Topics include pricing policies and other aspects of firm behavior, mergers and acquisitions, indicators for measuring and predicting economic performance, fiscal and monetary policies, trade agreements and economic forecasting.

**FINA 5305**
**Financial Statement Analysis**
3 credits
Prerequisite: minimum 12 hours of undergraduate or graduate accounting.
This course covers interpretation of financial statements and their analysis for decision makers largely outside the firm. A discussion of financial reporting differences among industries, including manufacturing, retailing and service firms will be followed by analysis of actual financial statements.

**FINA 5330**
**Capital Markets, Investments and Financial Institutions**
3 credits
This course provides an overview of financial markets, the financial intermediation process and the forces that drives them. Quantitative reasoning is expected. Topics include: the global financial system roles, assets, capital flows, and sources of information; financial institutions - banks, non-banks, thrifts, insurance companies, pension funds, finance companies, investment companies and mutual funds; regulation of financial institutions; investment principles for stocks and fixed income instruments; interest rates, debt instruments, yield curve, risks, taxes, hedging risks, options, futures, short selling; international banking and finance, hedging foreign currency risks; federal reserve and monetary policy; money market instruments; the future of the financial system.

**FINA 5405**
**Selected Topics in Finance**
3 credits
This course is designed to meet the career goals and specific interests of students interested exploring finance issues in depth. Topics and assignments will be determined by the instructor and could vary from semester to semester.
HTMS 5310  C. Whithem
Management Issues in Hospitality  3 credits
Successful participation in this course will provide a strategic thought process applicable at the corporate and unit level as well as an understanding of brand strategies and related activities within the hospitality industry spectrum. Specific expected outcomes are: (1) an understanding of the strategic thought process in the hospitality industry. (2) Knowledge of specific strategies and techniques of implementation. (3) A comprehensive perspective of the development process and related strategies. (4) An understanding and strategic assessment of the trends impacting hospitality management strategies on a current and future basis. (5) To provide a knowledge base for comprehension of the roles and uses of automation in management strategies. (6) To develop a basic understanding of environmental governmental, and consumer issues impacting the hospitality industry and requiring a new strategic thought process.

HTMS 5510  M. Scales
Food & Beverage Operations  3 credits
This course represents an advanced analysis of operating problems and procedures as they relate to various types of food and beverage operations ranging from the fast food industry to gourmet dining throughout the world. Global differences in Food and Beverage operations are discussed. Other factors to be addressed include (1) food and beverage delivery systems, (2) cost controls, (3) menu planning, (4) inventories, (5) the myriad of ethnic cuisines and service, and sanitation and safety standards as they apply worldwide.

HTMS 5610  D. Albano
Hotel Operations  3 credits
To discuss and evaluate the interactive roles of Lodging Management with the Hotel Controller, Human Resources, Food and Beverage, Sales and Marketing, Security, and Facilities Management, from the perspective of a hotel general manager or Lodging Operations Manager. The exploration of major hotel franchise companies and the brands they operate globally are closely examined. Students will develop a thorough understanding of the responsibilities of hotel management. This course will provide an overview of lodging organizations in terms of their characteristics, structure and departments they service. Students will learn how successful hotels implement effective hospitality management strategies to consistently deliver quality guest service and products. An effective review of the roles and responsibilities of the Housekeeping Department will be examined to show the inseparability of the two elements in the delivery of lodging services. Included is an overview of the industry in general.

HTMS 5710  D. Albano, B. Tyrrell
Management Issues in Contemporary Tourism  3 credits
This course contains an overview of the history and dynamic growth of the tourism industry, and examines the sometimes disparate components of the industry. Also examined are the organization, management, and structure of the tourism industry.

MGMT 5325  W. Paine
Practical Business Ethics  3 credits
Practical Business Ethics is designed to provide managers with the analytic and conceptual tools they need to make rapid, ethically informed, and defensible business decisions. This course provides an opportunity to integrate personal experiences, different ethical theories, key concepts, and learning about company actions that did, and did not, support ethical business management.

MGMT 5343  D. Figart
Labor-Management Relations  3 credits
The course examines the relationship between workers and employers. Topics include the legislation and evolution of collective bargaining, the process of negotiation, contemporary bargaining theories such as integrative or “mutual gains” bargaining, negotiations on economic and noneconomic issues, impasse
resolution, grievance, and arbitration. An emphasis is placed on practical application including case studies and a bargaining simulation. Topics are treated from a nonunion and union perspective.

**MGMT 5380**
**E-Commerce**
S. Zhao
3 credits
Electronic commerce refers to buying and selling of goods and services using electronic networks, including the Internet. More importantly, it is revolutionizing the way businesses can reach new customers while more adequately fulfilling the needs of pre-existing ones. Furthermore, the cost-effectiveness of electronic commerce enables small companies to compete on an even footing with far larger organizations globally. At the same time, larger companies can utilize electronic commerce to respond instantly to evolving trends and enter new markets with the agility of a small business. This course will cover the concepts, tools and strategies for understanding and exploiting opportunities associated with electronic commerce.

**MGMT 5401**
**Topics in Health Management**
Staff
3 credits
This course will examine issues faced by managers in health care settings in the private, public and non-profit sectors. Topics and assignments will be determined by the instructor and could vary from semester to semester.

**MGMT 5405**
**Selected Topics in Management**
Staff
3 credits
This course is designed to meet the career goals and specific interests of students interested exploring issues in management in depth. Topics and assignments will be determined by the instructor and could vary from semester to semester.

**MGMT 5407**
**Issues in Global Management**
N. Palugod, C. Whithem
3 credits
This course will examine the issues faced by managers of multinational corporations in the 21st century in the context of current global changes. Topics and assignments will be determined by the instructor and could vary from semester to semester.

**MGMT 5410**
**Critical Issues in Human Resource Management**
M. Scales, C. Whithem, E. Kruger
3 credits
This advanced course will inform students in the significance of human resource management for both large and small business organizations. The coursework will provide students with a working knowledge of the literature and research of the contemporary and historical issues required for managing the human resource. Upon completion of this course the student should understand what it means to manage a workforce in direct relationship to the human element.

**MKTG 5315**
**Services Marketing**
K. Stewart, A. Mukherjee
3 credits
This course will examine the ways in which services marketing differs from typical approaches used to market products. It is expected that the following topics will be covered: the purchase process, consumer expectations, service quality, managing the service outcome, competitive strategies and customer retention.

**MKTG 5405**
**Selected Topics in Marketing**
Staff
3 credits
This course will examine the issues faced in marketing in the context of current global changes. Topics and assignments will be determined by the instructor and could vary from semester to semester.
MKTG 5325  W. Paine
Practical Business Ethics  3 credits

Practical Business Ethics is designed to provide managers with the analytic and conceptual tools they need to make rapid, ethically informed, and defensible business decisions. This course provides an opportunity to integrate personal experiences, different ethical theories, key concepts, and learning about company actions that did, and did not, support ethical business management.

PLAW 5305  R. King, A. Latourette, E. Ingulli
Selected Topics in Legal Environment of Business  3 credits

Topics in this course will focus on selected aspects of the law as it pertains to operating a business in a highly regulated legal, social and ethical environment. Topics may range from laws related to operating a new business to laws impacting a going concern. Some knowledge of business law is strongly recommended.
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), Assistant Professor of Computer Science: artificial intelligence, computational intelligence, evolutionary computation, machine learning, multi-agent systems, operations research, software engineering, information assurance.

Tara Harmer Luke
Ph.D. (Johns Hopkins University), Assistant Professor of Biology: molecular systematics, biology of deep sea hydrothermal vents, symbiosis, bioinformatics, prokaryotic transcription, marine microbial ecology.

Murray R. Kirch
Ph.D. (Lehigh University), Professor 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.

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), Assistant 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), Assistant 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), Assistant 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), Assistant 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.

**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

Year One = 8 undergraduate courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CPLS 2110</td>
<td>Introduction to Computational Science</td>
<td>3</td>
</tr>
<tr>
<td>CSIS 2101</td>
<td>Programming and Problem Solving I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 2215</td>
<td>Calculus I (fall semester)</td>
<td>5</td>
</tr>
<tr>
<td>MATH 2216</td>
<td>Calculus II (spring semester)</td>
<td>5</td>
</tr>
<tr>
<td>Science</td>
<td>2 introductory science courses with labs</td>
<td>9 – 12</td>
</tr>
<tr>
<td>G course</td>
<td>Freshman Seminar (fall semester)</td>
<td>4</td>
</tr>
<tr>
<td>G/ASD</td>
<td>General Studies/At Some Distance Course</td>
<td>4</td>
</tr>
</tbody>
</table>

Year Two = 9 undergraduate courses:

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CPLS 2120</td>
<td>Introduction to Computational Modeling</td>
<td>4</td>
</tr>
<tr>
<td>CSIS 2102</td>
<td>Programming and Problem Solving II</td>
<td>4</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>
<tr>
<td>Science/Math</td>
<td>2 science and/or math electives</td>
<td>8 – 10</td>
</tr>
<tr>
<td>G/ASD</td>
<td>3 General Studies/At Some Distance Courses</td>
<td>12</td>
</tr>
</tbody>
</table>

Third Year = 9 undergraduate courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPLS 4461</td>
<td>Numerical Analysis I</td>
<td>4</td>
</tr>
<tr>
<td>CPLS 3400</td>
<td>Computational Modeling</td>
<td>4</td>
</tr>
<tr>
<td>Science/Math</td>
<td>2 upper-level science and/or math courses</td>
<td>8</td>
</tr>
<tr>
<td>G/ASD</td>
<td>5 General Studies/At Some Distance Courses</td>
<td>20</td>
</tr>
</tbody>
</table>
Fourth Year = 2 undergraduate courses, 6 graduate courses, plus the 1-credit undergraduate project:

CPLS 4800/4900 Research Project/Internship (fall semester) 1 credit
CPLS 5110 Computational Linear Systems 3 credits
CPLS 5200 Scientific Visualization 3 credits
CPLS 5440 Applications to Parallel Computing 3 credits
CPLS 5800/5900 Research Project/Internship (spring semester) 3 credits
MATH 5451 Probability and Statistics
or CSIS 5xxx Data Structures 3 credits
CPLS/CSIS/MATH Graduate Elective 3 credits

G/ASD 1 General Studies/At Some Distance Course (fall semester) 4 credits
G/ASD 1 General Studies/At Some Distance Course 4 credits

Fifth Year = 6 graduate courses

CPLS 5210 Numerical Analysis II 3 credits
CPLS 5400 Advanced Computational Modeling 3 credits
CPLS 5800/5900 Research Project/Internship 3 credits
CPLS/CSIS/MATH Three Graduate Electives 9 credits

Graduate Electives for the programs include, for example:

CPLS 5600 Finite Element Method 3 credits
MATH 5xxx Partial Differential Equations 3 credits
MATH 5451 Probability and Statistics 3 credits
MATH 5471 Computer Algorithms 3 credits
MATH 5472 Theory of Computation 3 credits
CSIS 5xxx Advanced Data Structure 3 credits
CSIS 5135 Web Service Engineering 3 credits
CSIS 5244 Programming Language Concepts 3 credits
CSIS 5466 Computer Graphics 3 credits

The Science/Math electives in the curriculum constitute a track and will be selected after consulting with the student’s preceptor. Students in the second and third years of the program are strongly encouraged to take one of the G/ASD courses in the summer. All General Studies and At Some Distance courses must be completed by the end of the fall semester of the fourth year. Students in the fifth year are encouraged to take CPLS 5800 or 5900 in the fall semester in lieu of one of the electives to sustain a continuing research experience in the last two years of the program.

ELIGIBLE STUDENTS FOR THE DUAL DEGREE PROGRAM

Students admitted to Stockton will automatically be eligible to elect an undergraduate major in Computational Science, as in choosing other undergraduate majors at the College program. Three types of students may apply for admission to the accelerated B.S./M.S. dual degree program:

1. Freshmen- High School seniors who are in the top 20 percent of their high school class and have an 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 3.2 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 fourth year of the program.

2. Stockton students- Students in the undergraduate Computational Science program but not the accelerated dual degree program and those in other programs but interested in moving to the dual degree program can
apply for conditional admission to the program. Applications will be screened according to the above GPA criteria and qualified students will be integrated into the dual degree program.

3. Transfer students- Transfer student applications 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

Students’ academic records will be reviewed to check their eligibility to continue in the dual degree program. In the fall 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 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 (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 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 Graduate Studies).

COMPUTATIONAL SCIENCE MASTER’S DEGREE PROGRAM

ADMISSION REQUIREMENTS

The following are admissions requirements for the MSCP program:

- Completed application: this includes an essay explaining why the applicant wishes to study Computational Science 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 institutions of higher learning previously attended are required
- Completion of pre-requisites: (1) multivariable calculus, advanced (junior or senior) numerical methods course, or equivalent professional experience; (2) 3 – 4 undergraduate courses in a science or engineering discipline with at least one course at the advanced level; (3) one course in a programming language, preferably C or Java, or equivalent working experience; (4) 3 undergraduate courses in computational science or modeling, with one at the advanced level
- Three letters of recommendation; the program prefers that one come from a faculty member, if practicable
- Completion of the Graduate Records Exam (GRE), with scores sent directly to Stockton;
- Undergraduate 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 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.

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.
8 Core Courses:

CPLS 5110 Computational Linear Systems 3 credits
CPLS 5200 Scientific Visualization 3 credits
CPLS 5210 Numerical Analysis II 3 credits
CPLS 5400 Advanced Computational Modeling 3 credits
CPLS 5440 Applications to Parallel Computing 3 credits
MATH 5451 Probability and Statistics 3 credits
or CSIS 5xxx Data Structures 3 credits
CPLS 5800/5900 Research Project/Internship (two semesters) 6 credits

4 Electives from courses such as:

CPLS 5600 Finite Element Method 3 credits
MATH 5xxx Partial Differential Equations 3 credits
MATH 5451 Probability and Statistics 3 credits
MATH 5471 Computer Algorithms 3 credits
MATH 5472 Theory of Computation 3 credits
CSIS 5xxx Advanced Data Structures 3 credits
CSIS 5135 Web Service Engineering 3 credits
CSIS 5244 Programming Language Concepts 3 credits
CSIS 5466 Computer Graphics 3 credits

INFORMATION ABOUT THE PROGRAMS
Director, Computational Science Program
The Richard Stockton College of New Jersey
PO Box 195
Pomona NJ 08240-0195
Phone (609) 652-4546
MSCP@stockton.edu

Dean of Enrollment Management
The Richard Stockton College of New Jersey
PO Box 195
Pomona NJ 08240-0195
Phone: (609) 652-4261
MASTER OF SCIENCE IN NURSING (MSN)

IN THE SCHOOL OF HEALTH SCIENCES

THE FACULTY

Linda Aaronson
Ed.D. (Rutgers, The State University), Associate professor of Nursing: adult health, gerontics.

Kathleen Bradbury-Golas
D.N.P., (Widener University), Assistant Professor of Nursing: adult health.

Nancy Taggart Davis
Ph.D. (University of Pennsylvania), Professor of Pathology: pathology, pathophysiology, epidemiology.

Cheryle J. Eisele
Ed.D. (Temple University), Associate Professor of Nursing: women’s health, pediatrics.

Michelle Sabatini
D.N.Sc. (Widener University), Assistant Professor of Nursing: adult health.

Kathleen Vito
Ph.D. and Doctor of Nursing Science (Catholic University), Associate Professor of Nursing
Community Health, maternal and child health

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 nurse practitioner. The program focuses on the acquisition of knowledge and skills that enable the adult nurse practitioner to assess, diagnose and treat health problems of the adult 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 adults.
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. A systems framework serves as the central core of the program.

The program 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.

**COURSE SCHEDULE***

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Semester</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 5331</td>
<td>Nursing Theory</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>NURS 5333</td>
<td>Advanced Health Assessment</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>NURS 5421</td>
<td>Advanced Pathophysiology I</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td><strong>Second Semester</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 5422</td>
<td>Adult Nursing I (including clinical)</td>
<td>7 credits</td>
<td></td>
</tr>
<tr>
<td>NURS 5332</td>
<td>Pharmacology</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>NURS 5431</td>
<td>Advanced Pathophysiology II</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td><strong>Third Semester</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 5423</td>
<td>Adult Nursing II (including clinical)</td>
<td>7 credits</td>
<td></td>
</tr>
<tr>
<td>NURS 5334</td>
<td>Research Methods</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td><strong>Fourth Semester</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 5424</td>
<td>Adult Nursing III (including clinical)</td>
<td>7 credits</td>
<td></td>
</tr>
<tr>
<td>NURS 5335</td>
<td>Professional Role Development</td>
<td>3 credits</td>
<td></td>
</tr>
</tbody>
</table>

* 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).
7. The equivalent of one year’s full-time work as a registered nurse.
9. 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 3 courses (9 credits) as non-degree (non-matriculated) students. An application for non-matriculated status is required, and registration for classes is on a space-available basis. Non-matriculated students must complete the undergraduate course prerequisites before taking graduate program classes.

GRADUATION REQUIREMENTS
Students must complete a total of 42 graduate nursing credits, unless enrolled in the fast track. This includes 500 hours in the clinical area. 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 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 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.

**Fast Track Curriculum**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Option A</th>
<th>Option B</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 5331 Nursing Theory</td>
<td>3</td>
<td>Required</td>
<td>Exempt</td>
</tr>
<tr>
<td>NURS 5333 Advanced Health Assessment</td>
<td>3</td>
<td>Exempt</td>
<td>Required</td>
</tr>
<tr>
<td>NURS 5421 Advanced Pathophysiology I</td>
<td>3</td>
<td>Required</td>
<td>Exempt</td>
</tr>
<tr>
<td>NURS 5332 Pharmacology</td>
<td>3</td>
<td>Required</td>
<td>Required*</td>
</tr>
<tr>
<td>NURS 5422 Adult Nursing I (including clinical)</td>
<td>7</td>
<td>Exempt</td>
<td>Required</td>
</tr>
<tr>
<td>NURS 5431 Advanced Pathophysiology II</td>
<td>3</td>
<td>Required</td>
<td>Exempt</td>
</tr>
<tr>
<td>NURS 5423 Adult Nursing II (including clinical)</td>
<td>7</td>
<td>Exempt</td>
<td>Required</td>
</tr>
<tr>
<td>NURS 5334 Research Methods</td>
<td>3</td>
<td>Required</td>
<td>Exempt</td>
</tr>
<tr>
<td>NURS 5424 Adult Nursing III (including clinical)</td>
<td>7</td>
<td>Exempt</td>
<td>Required</td>
</tr>
<tr>
<td>NURS 5335 Professional Role Development</td>
<td>3</td>
<td>Required</td>
<td>Exempt</td>
</tr>
<tr>
<td>Total Credits</td>
<td>18</td>
<td>Required</td>
<td>24 Required</td>
</tr>
<tr>
<td>Exempt</td>
<td>24</td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

*Students who have not had a pharmacology course within the past five years will be required to take this course.

Post-Masters Certification: 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 four-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 fully 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
Phone (609) 652-4501
MSN@stockton.edu

Dean of Enrollment Management
The Richard Stockton College of New Jersey
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Phone (609) 652-4261
### GRADUATE COURSES IN NURSING (NURS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Instructor(s)</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 5331</td>
<td>L. Aaronson</td>
<td>Nursing Theory</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Building on General Systems Theory and nursing systems theorists, this course will prepare the graduate student to critique, evaluate and utilize nursing theory, specifically Roy, Neuman, and Rogers, within a practice setting. Course content, together with an understanding of the research process, will provide the foundation for advanced practice.</td>
<td></td>
</tr>
<tr>
<td>NURS 5332</td>
<td>Staff</td>
<td>Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>General principles of pharmacology with emphasis on pharmacokinetics and pharmacodynamics are provided. Topics include the action of drugs on body systems as well as chemotherapeutic agents, vaccines, fluids, electrolytes and drug abuse.</td>
<td></td>
</tr>
<tr>
<td>NURS 5333</td>
<td>M. Sabatini, K. Bradbury-Golas</td>
<td>Advanced Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Included are comprehensive history-taking techniques, physical assessment skills and recognition of pathological changes in the adult client. Acquisition of these skills will guide decision making in planning appropriate care of the adult client.</td>
<td></td>
</tr>
<tr>
<td>NURS 5334</td>
<td>Staff</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Prerequisite: NURS 5331.</em> The use of nursing research knowledge to implement change and improve nursing practice. Emphasis is on the design of a research project based on mid-range theories developed in NURS 5331.</td>
<td></td>
</tr>
<tr>
<td>NURS 5335</td>
<td>K. Bradbury-Golas</td>
<td>Professional Role Development</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Operationalizing the theoretical principles of adult health care is the major focus. The goal of the course is to facilitate the transition into the role of advanced practice nurse. Multiple aspects of this role will be explored.</td>
<td></td>
</tr>
<tr>
<td>NURS 5421</td>
<td>N. Davis</td>
<td>Advanced Pathophysiology I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recognition of pathological responses of the adult client that indicate deviations from wellness is the major focus. Symptomology of the individual’s response and appropriate treatment modalities will also be discussed.</td>
<td></td>
</tr>
<tr>
<td>NURS 5422</td>
<td>M. Sabatini, Staff</td>
<td>Adult Nursing I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Prerequisite: NURS 5333. Corequisite: NURS 5922.</em> Students must be matriculated and have completed NURS 5333 to enroll in this course. Differential diagnosis and treatment of common pathological conditions affecting the adult client is presented. Emphasis will also be on health promotion and disease prevention with the adult population.</td>
<td></td>
</tr>
<tr>
<td>NURS 5423</td>
<td>M. Sabatini, Staff</td>
<td>Adult Nursing II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Corequisite: NURS 5923.</em> This course is a continuation of NURS 5422.</td>
<td></td>
</tr>
</tbody>
</table>
**NURS 5424**  
**C. Eisele**  
**Adult Nursing III**  
3 credits  
*Corequisite: NURS 5924.*  
Differential diagnosis and treatment of common health problems of the geriatric and the female client are presented. Health promotion and disease prevention will also be discussed.

**NURS 5431**  
**N. Davis**  
**Advanced Pathophysiology II**  
3 credits  
*Prerequisite: NURS 5421.*  
This course is a continuation of NURS 5421. Recognition of pathological responses of the adult client that indicate deviations from wellness is the major focus. Symptomology of the individual’s response and appropriate treatment modalities will also be discussed. System pathology will be emphasized this semester.

**NURS 5541**  
**Staff**  
**Primary Care of the Pediatric Client**  
3 Credits  
This course will focus on the assessment of the pediatric client as well as differential diagnosis and treatment of common disorders of the pediatric client. Health promotion and disease prevention in the pediatric population is emphasized.

**NURS 5922**  
**M. Sabatini, Staff**  
**Practicum I**  
4 credits  
*Corequisite: NURS 5422.*  
Clinical experience in providing primary care to a diverse adult population will be provided. The use of a selected nursing model will provide a format for care. Students must be enrolled concurrently in NURS 5422. A minimum of 12 hours of contact time per week is required.

**NURS 5923**  
**M. Sabatini, Staff**  
**Practicum II**  
4 credits  
*Corequisite: NURS 5423.*  
Clinical experience in providing primary care or acute care to diverse adult populations will be provided. The use of selected nursing model will provide a format for care. Students must be enrolled concurrently in NURS 5423. A minimum of 12 hours of contact time per week is required.

**NURS 5924**  
**C. Eisele**  
**Practicum III**  
4 credits  
*Corequisite: NURS 5424.*  
Clinical experience in providing primary care or acute care to diverse adult populations will be provided. The use of a selected nursing model will provide a format for nursing care. Students must be enrolled concurrently in NURS 5424. A minimum of 12 hours of contact time per week is required.

**NURS 5941**  
**Staff**  
**Pediatric Practicum II**  
4 Credits  
Clinical experience in health assessment and primary care of the pediatric client will be provided. Two hundred clinical hours are required. Students must be enrolled concurrently in NURS 5551.
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.

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, neuroscience, 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, intervention, and research; occupational therapy groups.

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

Definition of Occupational Therapy
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 submit an application for 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 which 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 phone number is (301) 652-2682. Graduates of the program will be eligible to sit for the National Certification Examination for the occupational therapist administered by the National Board for Certification of Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an occupational therapist, registered (OTR). In addition, most states require licensure to practice. However, state licensures are usually based on the results of the NBCOT certification examination. A felony conviction may affect a graduate's ability to sit for the NBCOT Certification Examination or attain state licensure.

ADMISSION REQUIREMENTS
Prospective students should request admission to the program through the Office of Enrollment Management. 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 clarifies the applicant’s purpose in pursuing a graduate degree in occupational therapy
- For applicants whose native language is not English, scores from the Test of English as a Foreign Language (TOEFL)
- Documentation of 120 hours of work, volunteer work or community service in a health care field; 80 of those hours must be completed in a variety of occupational therapy settings with different client populations.
- Three letters of recommendation from those who can verify experience, attest to academic excellence and make recommendations based on a variety of responsibilities held and initiative in minimally supervised settings. One letter of recommendation must come from an academic source.
  - Additional paperwork will be required of international students. Forms can be obtained from the Office of Enrollment Management.
  - Completion of a CPR course
  - 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
  - Physiology/Physiological Psychology
  - 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 Dean of Enrollment Management. 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 Office of Enrollment Management to work toward a degree and must submit 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 re-construction. 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
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>OCTH 5100</td>
<td>Science of Occupation</td>
<td>4</td>
</tr>
<tr>
<td>OCTH 5110</td>
<td>Foundations of Motor Performance</td>
<td>4</td>
</tr>
<tr>
<td>OCTH 5120</td>
<td>Clinical Conditions: Physical</td>
<td>4</td>
</tr>
<tr>
<td>OCTH 5121</td>
<td>Clinical Conditions: Psychosocial</td>
<td>4</td>
</tr>
<tr>
<td>OCTH 5130</td>
<td>Occupational Therapy Practice Skills I</td>
<td>2</td>
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</tbody>
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18

1st Year Spring
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>OCTH 5140</td>
<td>Evaluation of Occupational Performance in Pediatrics</td>
<td>4</td>
</tr>
<tr>
<td>OCTH 5141</td>
<td>Pediatric Occupational Therapy Intervention</td>
<td>4</td>
</tr>
<tr>
<td>OCTH 5150</td>
<td>Occupational Therapy in Mental Health</td>
<td>4</td>
</tr>
<tr>
<td>OCTH 5160</td>
<td>Research Methodologies</td>
<td>4</td>
</tr>
<tr>
<td>OCTH 5131</td>
<td>Occupational Therapy Practice Skills II</td>
<td>2</td>
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</table>

18

1st Year Summer
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCTH 5170</td>
<td>Advanced Adaptation and Assistive Technology</td>
<td>2</td>
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</table>

2nd Year Fall
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>OCTH 6100</td>
<td>Evaluation of Occupational Performance in Adults</td>
<td>4</td>
</tr>
<tr>
<td>OCTH 6110</td>
<td>Adult Occupational Therapy Intervention</td>
<td>4</td>
</tr>
</tbody>
</table>
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 18

INFORMATION ABOUT THE PROGRAM
Director, Occupational Therapy Program
The Richard Stockton College of New Jersey
PO Box 195
Pomona NJ 08240-0195
Phone: (609) 652-4687
MSOT@stockton.edu
### COURSES IN OCCUPATIONAL THERAPY (OCTH)

**Note:** Courses are open only to occupational therapy graduate students. During the first year of the program, there will be self-study competency tests in medical terminology and a competency exam in anatomy and physiology.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Instructor</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCTH 5100</td>
<td>Staff</td>
<td>Science of Occupation</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This course covers historical perspectives, philosophy of the profession and development of meaningful occupation based on acquisition of skills, performance pattern, and the assumption of life roles considering social, cultural and anthropological influences. It explores the impact of beliefs, values and interest throughout the life span relative to choices made in work, play, leisure and self-care activities. Included is an introduction to professional terminology, theory, activity analysis and principles of adapting tasks, instructions, skill requirements and the environment.</td>
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<tr>
<td>OCTH 5110</td>
<td>K. Klein</td>
<td>Foundations of Motor Performance</td>
<td>4</td>
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<td></td>
<td></td>
<td>This course involves analysis of functional anatomy, kinesiology, neuroanatomical, musculoskeletal and cardiopulmonary factors related to movement/activity across the life span with consideration of the effects of gender, age, strength, muscle tone, motor control, gravity, skill level, and task-environmental demands.</td>
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<tr>
<td>OCTH 5120</td>
<td>Staff</td>
<td>Clinical Conditions: Physical</td>
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<td></td>
<td>This course covers etiology, clinical course, medical management, prognosis of developmental (physical), neurological, musculoskeletal and cardiopulmonary conditions. The focus is on the effect of these conditions on occupational performance.</td>
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<tr>
<td>OCTH 5121</td>
<td>V. Schindler</td>
<td>Clinical Conditions: Psychosocial</td>
<td>4</td>
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<tr>
<td></td>
<td></td>
<td>This course covers classification, etiology, incidence, clinical course, prognosis, management and treatment of psychiatric conditions. The focus is on the effect of these conditions on occupational performance.</td>
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<tr>
<td>OCTH 5130</td>
<td>V. Schindler</td>
<td>Occupational Therapy Practice Skills I</td>
<td>2</td>
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<tr>
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<td>This course is an introduction to the basic principles of group dynamics and activity group process. The course is conducted as a seminar/activity experience in which students have the opportunity to examine their own and others’ behavior within a group, to develop an understanding of the therapeutic use of group activities and to plan and implement activity group sessions.</td>
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<tr>
<td>OCTH 5131</td>
<td>Staff</td>
<td>Occupational Therapy Practice Skills II</td>
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<tr>
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<td>This course is a continuation of the study of activity analysis and the principles of adaptation. It includes an overview of the utilization of a broad range of occupational activities, including: ADLs (Activities of Daily Living), leisure/recreational activities and selected crafts. The course is conducted as a seminar/laboratory experience in which students, using a problem-based learning model, will have the opportunity to develop an understanding of the therapeutic use of activities and to plan and implement a therapeutic activity session in the context of clinical simulations.</td>
<td></td>
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</tbody>
</table>
OCTH 5140        K. Klein
Evaluation of Occupational Performance in Pediatrics
This course presents concepts related to the evaluation of occupational performance and skill deficits of children including concerns of caregivers and demands of various pediatric contexts/environments. The course provides an introduction to the occupational therapy evaluation process including administration and interpretation of assessment tools. It addresses knowledge of developmental perspectives including expectations of typical child development and the impact of disability/illness. Simulated case studies using the occupational therapy Framework are utilized in the course to assist students in developing entry-level evaluation skills. This course emphasizes clinical reasoning and utilization of frames of reference in evaluation and selection of assessment tools appropriate for a pediatric population. Includes Fieldwork Level I.

OCTH 5141        K. Klein
Pediatric Occupational Therapy Intervention
This course explores pediatric occupational performance and meaningful engagement in occupations with application of appropriate theories/models of practice/frames of reference in the occupational therapy intervention process. The course provides an overview of occupational therapy in various contexts with a focus on the importance of play for children. Strategies for evoking successful participation and engagement in desired occupations during intervention planning and implementation are identified with emphasis on public school and community settings. Ethics, advocacy, interdisciplinary problem solving, use of evidence-based practice resources, development of appropriate outcome measures, caregiver issues, and supervision of the OTA are addressed in a variety of environments.

OCTH 5150        V. Schindler
Occupational Therapy in Mental Health
This course presents the theories, principles, evaluations and interventions that are used in the practice of occupational therapy in mental health settings. Information is presented in a lecture-seminar format and includes experiences in developing program proposals and intervention plans for a variety of mental health treatment settings. Includes Service Learning.

OCTH 5160        Staff
Research Methodologies
This course involves presentation of the research process including critical analysis of quantitative and qualitative research methodologies found in occupational therapy and related literature. Emphasis is on research as a means of critical inquiry for advancement of the profession, validation of clinical practice and measurement of client outcomes. The course includes the development of a research proposal to be continued in OCTH 6160 Research Seminar, and finalized in OCTH 6161 Research Synthesis Project.

OCTH 5170        K. Furphy
Advanced Adaptation and Assistive Technology
The use of computers and technology in occupational therapy evaluation, treatment, and documentation is explored. Analyzed are communication devices, environmental activities of daily living devices, and adapted computer input systems and software as they are used across the lifespan and in different environmental contexts. Design and fabrication of switches and adaptive devices is presented. Utilizing a problem-based case method approach, students are given the opportunity to plan and construct materials in the context of clinical simulations.
OCTH 6100        K. Furphy
Evaluation of Occupational Performance in Adults 4 credits
This course enables students to refine the clinical reasoning skills used during the evaluation process that they learned in previous assessment courses. Students will hone their abilities in formulating an evaluation plan, conducting evaluations, analyzing evaluation data, and developing evaluation reports with respect to appropriate frames of references. Students are also provided with the opportunity, via case simulations and in-class activities, to select and administer various assessment tools that are used in a variety of treatment settings common to the adult population. As an adjunct to this course, students participate in a Level I fieldwork 1x/week for 10 weeks. Students, under direct supervision in traditional and role-emerging sites, observe and apply what they are learning to real life practice.

OCTH 6110        K. Furphy
Adult Occupational Therapy Intervention 4 credits
This course further develops the student’s knowledge and skill in participating in the occupational therapy intervention process. This course enables students to further develop and apply the clinical reasoning skills necessary to formulate effective treatment plans, write goals, implement interventions, and report on outcomes of occupational therapy interventions for individuals with diagnoses and conditions common to the adult population. An emphasis will be placed on the student refining their ability to devise and carry out creative, meaningful, occupation based treatment activities with clients in various contexts through case simulations and in-class activities.

OCTH 6120        K. Klein
Clinical Neuroscience 4 credits
This course introduces the central and peripheral nervous systems as determinants and products of human behavior. Neuroanatomy and neuroscience are understood with respect to health promotion and understanding of disease processes. Clinical neuroscience is reviewed based on current scientific knowledge with application of neuroscience principles tied to understanding occupational performance. This course encourages consideration of ideas about the nervous system (especially the brain) as impacting and being impacted by human behavior and occupation. Conducted as a seminar/lecture with experiential activities.

OCTH 6131        Staff
Occupational Therapy Practice Skills IV 2 credits
This course offers a presentation of occupational therapy intervention skills used in the management of hand/upper extremity and industrial injuries. Skills include manual techniques, ergonomics, work simplification and energy conservation. In addition, alternative health practices that promote wellness and injury prevention will be explored. Practices include relaxation and imagery techniques, tai-chi, yoga, massage, acupressure and acupuncture. This course is conducted as a seminar with clinical demonstrations and experiences.
OCTH 6140  Staff  Evaluation of Occupational Performance in Geriatrics  4 credits
This course involves an analysis of meaningful occupations, occupational performance and skill deficits of older persons and trends in medical and psychopharmacological management of acute and chronic conditions using case simulations. Emphasis is placed on clarifying concepts of health status, role of memory and life review, retirement and leisure pursuits. Covered are the selection and administration of assessment strategies in mental health, homebound, hospice, independent living and nursing home facilities. 

Includes Fieldwork Level I.

OCTH 6141  K. Furphy  Geriatric Occupational Therapy Intervention  4 credits
This course solidifies the student’s understanding of and ability to participate in the occupational therapy intervention process. This course enables students to integrate the clinical reasoning skills learned in previous intervention courses with a greater emphasis placed on students working more independently to devise and carry out creative, meaningful, occupation based treatment activities with geriatric clients in various contexts through case simulations and in-class activities. Issues that directly or indirectly impact occupational therapy practice with the older person, such as the impact of disability on the family, primary caregiver needs, end of life and quality of life issues, legislation, and reimbursement practices, are also explored.

OCTH 6160  Staff  Research Seminar  4 credits
Prerequisites: OCTH 5100 and OCTH 5160.
 Conducted in a format combining seminar, individual tutorials and independent study, this is a continuation of the development of the research proposal initially undertaken in OCTH 5160 Research Methodologies, and to be finalized in OCTH 6161 Research Synthesis Project. This course focuses on the development of the research proposal and the implementation of the research project, which is intended to contribute to the knowledge base of the profession as well as to the student’s skill in understanding, planning and implementing clinically-relevant research.

OCTH 6161  Staff  Research Synthesis Project  4 credits
This course is the scholarly end product, begun in OCTH 5160 Research Methodologies and continued in OCTH 6160 Research Seminar, which shows evidence of excellence in academic rigor, scientific inquiry, critical reasoning, creativity or professional development. Students analyze data collected in OCTH 6160, write a final paper and prepare a scholarly presentation of their work.

OCTH 6170  K. Furphy  Professional Issues  4 credits
This course is an overview of the administration and organization of occupational therapy services within the changing health environment, with focus on ethics, client-centered program development, quality improvement, program evaluation, marketing, outcome measures and the impact of these issues on the assessment and intervention process. Health care reform, third party reimbursement and funding of alternative approaches are discussed relative to personal/social responsibility. The need for accountability and efficacy are addressed relative to professional education, professional growth and service delivery. The course is conducted in a lecture/seminar format that may include guest speakers and independent or group site visits.

OCTH 6910  C. Sauerwald  Fieldwork Level II  6 credits
Prerequisites: Completion of all course work, and recommendation of the program.
Participation in Fieldwork Level II is contingent upon several factors including, but not limited to: student preparation (including successful completion of academic requirements), clinical site availability and
suitability for clinical skill development. Fieldwork Level II is designed to involve one 12-week placement in a setting that is hospital- or rehabilitation facility-based and one 12-week placement in a setting that is community-based. Generally the intent of fieldwork at this level is to provide the broadest exposure to the field with experiences across the lifespan and in a variety of settings or treatment models, being certain to include both psychosocial and physical disability intervention.
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, groundwater 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.

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).

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.

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.

Carol Slocum
Ph.D. (University of the West Indies), Associate Professor, Marine Sciences: marine plant ecology, marine plant-animal interactions, and marine mammals; founder of The NJ Seal Study.

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

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.

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.

Russell Manson  
Ph.D. (University of Glasgow), Associate Professor of Computational Science: computer modeling of surface water flow.

Rodger Jackson  
Ph.D. (Michigan State University), Associate Professor of Philosophy: ethical theory, applied ethics, pragmatism, history of philosophy, environmental philosophy.

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.

Maritza Jauregui  
Ph.D. (University of California at Irvine), Assistant Professor of Public Health: environmental health.

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 (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 3.2 or better derived from all science and mathematics courses taken; and
- 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 3.2 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 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 3.2 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 3.2 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
CURRICULUM FOR 4+1 BS/PSM STUDENTS

Sample five-year BS/PSM curriculum:

<table>
<thead>
<tr>
<th>YEAR</th>
<th>FALL</th>
<th>SPRING</th>
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<tbody>
<tr>
<td>Freshman</td>
<td>ENVL 2100/05</td>
<td>ENVL 2200/05</td>
</tr>
<tr>
<td></td>
<td>BIOL 1100/05</td>
<td>GEOL 2200/05</td>
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<td>G/ASD</td>
<td>G/ASD</td>
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<td>G/ASD</td>
<td>G/ASD</td>
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<tr>
<td>Sophomore</td>
<td>CHEM 2110/15</td>
<td>CHEM 2120/25</td>
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<tr>
<td></td>
<td>MATH 2215</td>
<td>ENVL 2400</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></td>
<td>ENVL 4600</td>
<td></td>
</tr>
<tr>
<td>Junior</td>
<td>ENVL 3000+</td>
<td>ENVL 3000+</td>
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<tr>
<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>
</tr>
<tr>
<td></td>
<td>ENVL 5000+</td>
<td>ENVL 5000+</td>
</tr>
<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>

PRELIMINARY CORE COURSE REQUIREMENTS

The following are preliminary descriptions of the graduate course offerings.

ENVL 5101 E. Sedia, C. Slocum,
Ecosystems Ecology M. Sullivan
The processes that determine distribution and abundance of organisms on earth. The interactions of both biotic and abiotic factors are studied. The transfer of energy and cycling of nutrients throughout the ecosystem is included, on both small and large scales (microbial, global). Diversity, stability, resilience and conservation biology are discussed, in theory, and for use in planning and management. The emphasis is on ecosystems, not individual organisms.

ENVL 5201 C. Epstein
Watershed Management
Quantitative assessment of watershed properties and the watershed’s hydrologic cycle including precipitation, evapotranspiration, surface runoff, flooding, and groundwater flow. Online and commercial databases will be used to quantitatively assess the topics previously mentioned. These assessments will be used to help establish best management practices.

ENVL 5202 T. Chirenje, K. Hallock-Waters
Environmental Quality
Release of pollutants by natural and anthropogenic processes, fate and transport mechanisms of pollutants in the three environmental media (soil, air, water), human health and ecosystem impacts, regulation, abatement
and remediation technologies. Resources used in this course will include GIS, environmental chemistry analytical equipment and various case studies from the Superfund and Brownfields programs.

**ENVL 5301**  
**Staff**  
**Land Use Planning**  
This course deals with the aspects of community development, resource sustainability and environmental planning used to plan from small-scale residential communities to larger geographic units such as counties or regions. Modern research tools (e.g., Geographic Information Systems and Remote Sensing) will be applied to these development projects.

**ENVL 5302**  
**W. Fan, Staff**  
**Applied Geographic Information Systems**  
Introduce current Geographic Information Systems (GIS) technology, including GIS principles and applications while focusing on developing problem-solving skills. Course content includes concepts, data structures, spatial database development and management, analytical techniques, modeling, and objective-oriented GIS projects.

**ENVL 5401**  
**Staff**  
**Project Management**  
This course deals with all aspects of project management from project definition, to assessment of personnel and material resources needed to carry out the project, to budgeting, work management and the reporting of results.

**ENVL 5402**  
**E. Sedia, C. Slocum**  
**Professional Writing**  
This course is essentially a writing workshop that will help environmental specialists produce documents for presentation to clients, government agencies and other sectors. Clear, precise writing will be practiced as part of this workshop.

**ENVL 5600**  
**Staff**  
**Capstone Project**  
The capstone project is a multidisciplinary independent study under supervision of one of the Core or Associate Faculty on a specific field problem.

**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
To request information about the Professional Science Master’s in Environmental Science, contact

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 Enrollment Management
The Richard Stockton College of New Jersey
PO Box 195, Pomona
NJ 08240-0195
Phone: 609 652 4261
POST-BACCALAUREATE PROGRAMS

PREPARATION FOR THE HEALTH PROFESSIONS:

THE POST-BACCALAUREATE CERTIFICATE PROGRAM

INTRODUCTION
Health-profession schools have recognized the potential that exists among applicants who have acquired knowledge through life experience and want to further their education. Often, these nontraditional students possess a bachelor’s degree in a non-science discipline. This program is designed to meet the needs of highly motivated college graduates seeking a career in the health professions—such as medicine, veterinary medicine, dentistry, optometry, podiatry, pharmacy, physical therapy or physician assistant—and who need additional undergraduate science courses in order to fulfill application requirements. Graduate-level sciences are not offered in this program.

ADMISSION TO THE PROGRAM
To be admitted to this program a student must have a bachelor’s degree with a minimum GPA of 3.0. Any science courses taken more than six years ago must be repeated. Any science course with a grade of less than a B must also be retaken. There are no restrictions on the type of undergraduate degree but the program is geared toward students who did not major in biology.

CERTIFICATE REQUIREMENTS
To qualify for a certificate in Preparation for the Health Professions a student must take a minimum of 24 credit hours (six 4-credit courses). To ensure that the student remains competitive for admission to a professional school, a minimum grade of B must be maintained for every course taken at Stockton. Since the needs will vary, there is no standard curriculum. Some candidates may need to take 40 or more credits if their science background was very limited.

COURSES
The following courses are required for application to most health profession schools:
- General biology — two semesters with labs
- Genetics — one semester with lab
- Inorganic (general) chemistry — two semesters with labs
- Organic chemistry — two semesters with labs
- Physics — two semesters with lab
- Mathematics — two semesters, including calculus

Additional courses required or recommended by some schools:
- Biochemistry
- Microbiology
- Statistics
- Psychology

STUDENT SERVICES
All students in the certificate program will have full access to Stockton’s Health Professions Advisor. This includes curriculum planning, career counseling and assistance with the application process. In addition, membership in the Society for Future Health Professionals is available. This student group is a valuable source of practical information and activities such as medical school field trips. Students who maintain a 3.25 GPA or better and score well on the admissions test (MCAT, GRE, DAT, etc.) will have the opportunity for an interview with the Health Professions Committee at Stockton. A recommendation from this committee is required by many health professions schools since it is generated by the College rather than an individual faculty member.
PROGRAM INFORMATION
School of Natural Science and Mathematics
Health Professions Advisor
The Richard Stockton College of New Jersey
PO Box 195
Pomona, NJ 08240
Phone: 609-652-4546

Dean of Enrollment Management
The Richard Stockton College of New Jersey
PO Box 195
Pomona, NJ 08240
Phone: 609-652-4261
POST-BACCALAUREATE CERTIFICATE IN PARALEGAL STUDIES

THE FACULTY
Program faculty members are fully licensed attorneys and paralegals in the State of New Jersey. The faculty also possesses experience in the classroom. Many courses are team-taught, as needed, by a licensed attorney and a professional paralegal; Legal theory is taught by attorneys and practical skills are taught by paralegals.

INTRODUCTION
Building on Stockton’s excellence in providing a quality, liberal arts or general education to undergraduates, the post-baccalaureate paralegal certificate program is designed to give students the substantive knowledge and practical skills that are necessary to enter the legal workforce as a paralegal.

Responding to the demand for more cost-effective legal services, the paralegal profession has grown significantly, as lawyers have delegated more and more tasks to “paralegals,” also called “legal assistants.” Paralegals assume a range of tasks in law offices. They help attorneys prepare for meetings, hearings, and trials. They may investigate the facts of cases, proof-read documents, and ensure that all relevant information is considered and/or interview clients and witnesses. They may work in all areas of the law or may specialize in a specific area such as employee benefits or licensing. Paralegals are found in all types of organizations, but most are employed by law firms, corporate legal departments, and government offices. The duties of work depend upon the organization in which paralegals are employed.

ADMISSION REQUIREMENTS
To be eligible for admission to the post-baccalaureate certificate program in paralegal studies, 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 Enrollment Management
The Richard Stockton College of New Jersey
PO Box 195
Pomona, NJ 08240-0195
Phone: (609) 652-4261

DEGREE REQUIREMENTS
To earn a post-baccalaureate certificate in paralegal studies, students must complete 24 hours of graduate credit, with a blend of core courses and electives.
The Program Core contains the following courses:

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Clock Hours</th>
<th>Credit Hours¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARA 5000</td>
<td>Paralegals as a Profession</td>
<td>3</td>
<td>0.25</td>
</tr>
<tr>
<td>PARA 5010</td>
<td>Civil Procedure and Ethics</td>
<td>18</td>
<td>1.5</td>
</tr>
<tr>
<td>PARA 5020</td>
<td>Criminal Procedure</td>
<td>18</td>
<td>1.5</td>
</tr>
<tr>
<td>PARA 5100</td>
<td>Legal Research and Writing</td>
<td>36</td>
<td>3.0</td>
</tr>
<tr>
<td>PARA 5110</td>
<td>Software Applications</td>
<td>12</td>
<td>1.0</td>
</tr>
<tr>
<td>PARA 5210</td>
<td>Litigation I</td>
<td>30</td>
<td>2.5</td>
</tr>
<tr>
<td>PARA 5220</td>
<td>Contracts</td>
<td>12</td>
<td>1.0</td>
</tr>
<tr>
<td>PARA 5230</td>
<td>Constitutional Law</td>
<td>9</td>
<td>.75</td>
</tr>
<tr>
<td>PARA 5240</td>
<td>Torts</td>
<td>12</td>
<td>1.0</td>
</tr>
<tr>
<td>PARA 5310</td>
<td>Evidence</td>
<td>12</td>
<td>1.0</td>
</tr>
<tr>
<td>PARA 5320</td>
<td>Corporate Law I</td>
<td>18</td>
<td>1.5</td>
</tr>
<tr>
<td>PARA 5330</td>
<td>Real Estate</td>
<td>18</td>
<td>1.5</td>
</tr>
<tr>
<td>PARA 5800</td>
<td>Paralegal Seminar and Case Studies</td>
<td>30</td>
<td>2.5</td>
</tr>
<tr>
<td>PARA 5900</td>
<td>Paralegal Internship</td>
<td>TBD</td>
<td>1</td>
</tr>
</tbody>
</table>

Students would supplement the Core with their choice of four (4) Electives from the following:

Students would supplement the Core with six (6) Legal Specialty courses:

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Clock Hours</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARA 5410</td>
<td>Legal Specialty: Casino Licensing</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>PARA 5420</td>
<td>Legal Specialty: Probate and Estate Planning</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>PARA 5430</td>
<td>Legal Specialty: Intellectual Property</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>PARA 5440</td>
<td>Legal Specialty: Bankruptcy</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>PARA 5450</td>
<td>Legal Specialty: Family Law</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>PARA 5460</td>
<td>Legal Specialty: Workers Compensation</td>
<td>12</td>
<td>1</td>
</tr>
</tbody>
</table>

**COURSE DESCRIPTIONS**

**PARA 5000  Staff**
Paralegals as a Profession
This course will discuss the paralegal profession as a whole, including future trends and the career opportunities in law. It will cover different practice areas and what role a person’s strength, weaknesses, preferences, and time play in choosing a specialty area. The course will also introduce the legal environment and legal ethics.

**PARA 5010  Staff**
Civil Procedure and Ethics
General background information on the current structure of the federal and state court systems, jurisdictional issue and review and explanation of cases, statutes and rules. The course also covers topics such as the code of ethics in the legal profession, disclosure status of paralegals, confidentiality and privilege, conflicts of interest, unauthorized practice of law, certification and licensing, and professional liability.

¹ The Carnegie Minutes Policy equivalencies are 12.5 clock hours = 1 credit hour. Students would therefore pay 24 credit hours of tuition (300 clock hours/12.5). For the payment of instructors, credit hours above are calculated on the following equivalency: 12 clock hours = 1 credit hour; this totals to 25 credit hours due to rounding.
PARA 5020        Staff
Criminal Procedure
Examination of a criminal case from arrest, arraignment, bail application, motions, investigation and evidence, trial preparation, and sentencing.

PARA 5100        Staff
Legal Research and Writing
Introduction to the art of legal writing, effective writing style, working with rules, organizing a proof of a conclusion of law, selecting authority, working with precedent, statutes, memoranda, briefs, facts, citations, and quotations, creating strategies and theories, argumentation strategy, and building a complete document. The course also covers the legal research process, including texts, Westlaw, and other computerized and internet sources, as well as shepardizing, cite checking and bluebooking.

PARA 5110        Staff
Software Applications
Key terms and techniques for computer users in the legal profession. The basics of legal software including word processing, databases, spreadsheet programs; using electronic communications to obtain legal information.

PARA 5210        Staff
Litigation I
A detailed examination of the litigation process, from occurrence to trial and post-trial proceedings. Includes procedural considerations; service of summons; pleadings; court applications; disclosure; pre-trial discovery, trial preparation and conduct; judgments and their effects; voluntary and involuntary dismissal; enforcement; provisional remedies; adjudication without trial; appeals; specialized multi-claim proceedings (class action suits). Also covers interviewing, negotiation, mediation, and settlement.

PARA 5220        Staff
Contracts
Discussion of contracts, including elements necessary to create a contract, conditions to contract, third-party beneficiary contracts, assignment of a contract, breach of contract, anticipatory repudiation and damages.

PARA 5230        Staff
Constitutional Law
Overview of constitutional law and how it affects the U.S. legal system. Issues of current concern are also emphasized.

PARA 5240        Staff
Torts
Description of the elements of intentional torts, negligence, fraud, invasion of privacy, malpractice, product liability, and damage claims. Discussion of the process of filing a complaint, bringing it to trial, and defenses. Also covers the discovery process in a personal injury case and the role of the paralegal as it relates to the organization of a personal injury file.

PARA 5310        Staff
Evidence
The admission and exclusion of evidence, the basis in logic or policy for the rules, and their application. Also an examination of the allocation of the burdens of persuasion and of producing evidence and the effect of presumptions.

PARA 5320        Staff
Corporate Law I
Selected topics include agency, commercial paper, bulk transfers, secured transactions, taxation, and bankruptcy.
PARA 5330  Staff  
**Real Estate**  
Development of real estate law; types of holdings; methods of conveyance; financing; negotiation and preparation of the contract; distinctions between residential and commercial sales; the closing and deed; mortgages; mock contract negotiation, signing, and closing. Also examines the paralegal’s role in the preparation of the HUD statement, client contact and communication as well as disclosures.

PARA 5800  Staff  
**Paralegal Seminar and Case Studies**  
The course will open with a discussion of topics such as time management, conflict management, project management, professional development, and resume and interview preparation. It will follow with seminars in which students are required to work on cases from start to finish, applying the knowledge that they received from their core courses.

PARA 5900  Staff  
**Internship.**  
Students are required to complete forty hours of work in a law firm or legal department over a ten-week period.

PARA 5410  Staff  
**Legal Specialty: Casino Licensing**  
Introduction to the Casino Control Commission, its licensing division, and the history behind the first casino. Applications through final licensing stages and regulatory compliance.

PARA 5420  Staff  
**Legal Specialty: Probate and Estate Planning**  
Jurisdiction of the Surrogate’s Court; preparation of a will; probating a will; administration proceedings; guardianship; marshaling assets; funding trusts; estate taxes, including preparation of federal and state returns; accounting for the estate and trust; and preparation of the account.

PARA 5430  Staff  
**Legal Specialty: Intellectual Property**  
The basic terms associated with this area of law, especially trademarks and copyrights, are defined and the concepts illustrated. Discussion of historical data, infringement, counterfeiting, basic procedures for performing trademark searches, filing applications, and preventative tactics.

PARA 5440  Staff  
**Legal Specialty: Bankruptcy**  
The nature of bankruptcy, bankruptcy statutes, document requirements, creditors’ claims and interest, creditors’ meeting, petitions, and other relevant topics; the role of the legal assistant in interviewing a client.

PARA 5450  Staff  
**Legal Specialty: Family Law**  
The nature of marriage and domestic relations, separation, annulment, divorce, and custody.

PARA 5460  Staff  
**Legal Specialty: Workers Compensation**  
Students will receive an understanding of the field of Workers’ Compensation. Course will explore the rights of the petitioner and the respondent. Students will be instructed on how a case is run through the legal system from the filing of a Claim Petition to the signing of an Order Approving Settlement. They will also learn how to secure, review and summarize medical records pertaining to the injured party, the petitioner. Students will also be introduced to the State of NJ Division of Workers Compensation online filing system and case tracking system.
POST-BACCALAUREATE OPPORTUNITIES IN TEACHER EDUCATION

THE SUMMER-TO-SUMMER TEACHER CERTIFICATION PROGRAM

INTRODUCTION
The Summer-to-Summer Teacher Certification Program is a graduate level, college based alternate route program offered in conjunction with the New Jersey Department of Education. The program is available for secondary teacher candidates who have not completed a formal teacher preparation program at an accredited college or university, but wish to obtain the necessary training to become a NJ certified teacher.

The goal of the Summer-to-Summer program is to prepare students for classroom teaching before and during the students’ first year of teaching. During the first course offered during the summer prior to beginning the school year, the student will learn how to organize and manage the classroom. Students who complete the first course and are hired for the school year in a position for which they will be certified will continue through the sequence of courses through the following summer. Coursework will focus on teaching methodologies, developing curriculum, and assessing student learning. Students will also be offered the opportunity to have a coach during their first teaching year. At the completion of the 15-credit hour program, the building principal recommends to the New Jersey Department of Education for standard certification.

Students who successfully complete the Summer-to-Summer program can consider transferring into the College’s Master of Arts in Education (MAED) degree program. Interested students need to:
- Notify the School of Education and the Dean of Graduate and Continuing Studies of their intention to apply to the MAED program; and
- Complete the application packet to the MAED program, which will be evaluated at the same time and under the same evaluation process as other MAED applications.

Depending on the program of study, Summer-to-Summer courses/credits may be applied toward the MAED degree.

ADMISSION TO THE PROGRAM

Each student must complete an application for the program prior to registration.
Prospective teachers must:
- Possess a Letter of Eligibility from the New Jersey Department of Education
- Have a GPA of 2.75 at the time of graduation from their undergraduate degree
- Passed Praxis II in their area of certification

After completing the first course, students are required to secure a position as a full time secondary teacher in order to continue in the program. In addition, students must be officially admitted to the program at the completion of the first summer course.

CURRICULUM

To receive teacher certification through the Summer-to-Summer program, students must complete the following six (6) courses:

- EDUC 5101 New Teacher Orientation 2 credits
- EDUC 511X Methods of Teaching 3 credits
- EDUC 5105 Mentoring 1 1 credit
- EDUC 5410 Differentiated Instruction 3 credits
- EDUC 5105 Mentoring 2 1 credit
- EDUC 5420 Assessment and Implications Of Instruction 3 credits
- EDUC 5105 Mentoring 3 1 credit
COURSE DESCRIPTIONS

EDUC 5101
New Teacher Orientation   3 credits
A course for the first time teachers including 30 classroom hours and 15 fieldwork hours with emphasis on lesson design, learning styles, individual needs, motivation, management, and community/classroom culture for creating a positive classroom environment within the first month of school. This course may only be used by students in the Alternate Route program; it is not accepted as part of the MAED.

EDUC 5105
Beginning Teacher Support  1 credit
Students will be observed, provided feedback, and mentored. Students will be observed two times in the classroom. Students will videotape their class and submit a reflective teaching report. The course will be taken three times.

EDUC 5111
Methods of Teaching English   3 credits
Prerequisite: Admission into the Alternate Route Summer-to-Summer Program. Permission of department.
Corequisite: EDUC 5105.
Cross-Listed: EDUC 4601.
Methods and curriculum of teaching English (grammar, literature, oral and written communication skills) with special emphasis on practical preparation for the secondary English classroom. Background reading emphasizing professional concerns. Hands-on experience preparing and presenting teaching materials and constructing lesson plans, and designing evaluative instruments. This course may only be used by students in the alternate route program; it does not fulfill the requirement for EDUC 4601 Methods of Teaching English.

EDUC 5115
Methods of Teaching Social Studies  3 credits
Prerequisite: Admission into the Alternate Route Summer to Summer Program.
Corequisite: EDUC 5105.
Cross-Listed: EDUC 4605.
Methods and curriculum of teaching social studies. Emphasizes selection and organization of material and development of an effective personal teaching style. This course may only be used by students in the alternate route program; it does not fulfill the requirement for EDUC 4605 Methods of Teaching Social Studies.

EDUC 5116
Methods of Teaching Math and Science  3 credits
Prerequisite: Admission into the Alternate Route Summer to Summer Program.
Corequisite: EDUC 5105.
Cross-Listed: EDUC 4606.
Methods and curriculum course of teaching mathematics and the sciences. Explores the objectives, methods, materials, techniques and alternative models for teaching these subjects. Selection and organization of materials along with the development of one's individual teaching style are emphasized. This course may only be used by students in the alternate route program; it does not fulfill the requirement for EDUC 4606 Methods of Teaching Math and Science.
EDUC 5117
Methods of Teaching World Languages 3 credits
Prerequisite: Admission into the Alternate Route Summer to Summer Program. Permission of department. Corequisite: EDUC 5105.
Cross-Listed: EDUC 4607. A methods and curriculum course for students in K-12 educational setting. Focuses on communication, cultures, connections, comparisons and communities. Selection of materials, development of motivational strategies, classroom organization and assessment will be covered. This course may only be used by students in the alternate route program; it does not fulfill the requirement for EDUC 4607 Methods of Teaching World Language.

EDUC 5118
Methods of Teaching Art 3 credits
Prerequisite: Admission into the Alternate Route Summer to Summer Program. Corequisite: EDUC 5105. Cross-Listed: EDUC 4608. A methods and curriculum course for students in K-12 educational setting. Focuses on teaching strategies and classroom organization techniques. Topics include: aesthetics, creating and evaluating art, social/cultural influences. This course may only be used by students in the alternate route program; it does not fulfill the requirement for EDUC 4608, Methods of Teaching Art.

EDUC 5410
Differentiated Instruction 3 credits
This course is designed to provide the researched-based rationale for expanding teacher knowledge regarding the ongoing dramatic advances in how children learn. Specific emphasis will be placed on how teachers can apply their understanding of human development to enhance teaching and learning. The positive implications of differentiated instruction will be documented through the teacher’s descriptive, narrative and expository writing.

EDUC 5420
Assessment and Implications for Instruction 3 credits
A focus on alternative forms of assessment will increase students’ understanding of how to design instruments that promote alignment with curriculum and instruction. Special attention will be given to assessment choice, design, implementation, documentation, interpretation, reporting and the impact of assessment on learning. Distinctions will be made between assessment, testing and evaluation.
ESL ENDORSEMENT

Stockton is also approved to offer a certification endorsement for Teacher of English as a Second Language (ESL) to individuals already holding current teacher certification. Students who are pursuing initial certification at Stockton may also elect to concurrently pursue the ESL endorsement. Anyone who successfully completes the coursework for ESL endorsement and holds a Certificate of Eligibility with Advanced Standing (CEAS) or a Standard Teaching Certificate may be recommended to the New Jersey Department of Education for the ESL endorsement.

In order for an individual to receive the ESL endorsement he/she must earn grades of C or higher in a total of four courses as follows:
Required courses:
ANTH 2152 Language and Culture
LITT 2106 Introduction to ESL
EDUC 4710 Methods of Teaching ESL

One of the following three electives:
SPAD 2115 Language Acquisition
LANG 2412 English Language/Grammar
GAH 1610 Introduction to Language

INFORMATION ABOUT THE PROGRAMS
School of Education
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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 (www.stockton.edu/continuingstudies) 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 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. 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.

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David Vickery    Instructional Designer
Robert Wickward    Technical Coordinator, Media Services
Gwen Govia    Professional Service Specialist
Emma Picorale    Supervisor of Accounts
Alexander C. Marino    Director of Carnegie Center Operations and Assistant
to the Provost
Torrina Bennett-Michael    Assistant Director of Carnegie Center Operations
R. Joseph Molineaux    Director, Small Business Development Center

ADMINISTRATION AND FINANCE
Matthew Altier    Vice President for Administration and Finance
Dottie Munro    Professional Services Specialist
Nancy Capella    Secretarial Assistant
Arthur A. Davis, Jr.    Executive Director for Special Projects
Michele Ginieczki    Staff Counsel
Alberta Trautweiler    Professional Services Specialist
Robert D’Augustine    Associate Vice President for Administration and Finance
Patricia Krevetski    Auxiliary Services Liaison
Paul G. Taman    Controller
Sandi Mintz    Professional Services Specialist
Theresa Lew    Interim Assistant Controller
Robert Hevalow    Professional Services Specialist
Mary Hughes    Supervisor, Fiscal Accounts
Jamie Scott    Senior Audit Account Clerk
Cynthia Gove-Cullers    Professional Services Specialist
Monica Viani    Senior Audit Account Clerk
Erin Brennan    Clerk Typist
Emily Vu    Director of Payroll
Anita Gras    Supervisor, Payroll
Jeanne Jackson    Assistant Supervisor, Payroll
Linda McNeil    Program Assistant
Carleen Finkle    Professional Services Specialist
Joan Parker    Bursar
Mimi Milazzo    Assistant Supervisor to the Bursar
Patricia Brown    Professional Services Specialist
Kim Nardo    Professional Services Specialist
Amanda Hiddemen    Professional Services Specialist
Christine Genecki    Office Supervisor
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
Michael D. Wood    Director of Budget and Fiscal Planning
Andrea Neiderhofer    Professional Services Specialist
Jamie Morgan    Professional Services Specialist
Jason Milewski    Professional Services Specialist
Kathleen Kimmerle    Professional Services Specialist
Kelly Oquist    Head Audit Account Clerk
India Jacobs    Director of Administrative Services
Annette Hamm    Technical Assistant, Purchasing
Ruth Ade    Professional Services Specialist
Janet Tighe    Technical Assistant
Lorraine Koed    Program Assistant
Natalie P. Havran    Director of Human Resource Management
Donna Vizzone    Program Assistant
Kathy Franzese    Special Assistant
Elizabeth Doran    Director, Human Resource Information Systems
Ernest Bruce    Benefits Manager
Joanna Inferrera    Associate Supervisor
Karen Tierney    Associate Director of Operations, Recruitment, Training and Records
Retention
Eugene Swilkey    Manager, Training and Safety Administration
Sharon Hunt    Recruitment Manager
John Rau    Supervisor of Mails
Dawn Ireland    Principal Mail Clerk
Evelyn Delaney    Senior Mail Clerk
Glenn Miller    Chief of Police
Linda Shea    Sr. Technician Management Information Systems
Joseph Mangiello    Deputy Chief of Police
Charles Richvalsky    Lieutenant Campus Police
Charles Heintz    Sergeant, Campus Police
Karen Heintz    Sergeant, Campus Police
Colleen Britton    Sergeant, Campus Police
Carlton Fernanders    Sergeant, Campus Police
John Forte    Sergeant, Campus Police
James Keefer    Sergeant, Campus Police
Cynthia Parker    Investigator, Campus Police
Dennis Lepore    Health and Safety Coordinator
Donald E. Moore Executive Director of Facilities Planning and Plant Management
Martin Hughes Director of Campus Center Building and Operations
Donald Woolslayer Director of Plant and Housing Maintenance
Vacant Assistant Director
William Ford Assistant Supervisor, Plant Management
Russ Wilson Professional Services Specialist
Julie Lehman Professional Services Specialist
Lou Long Supervisor Environmental Systems
Humu Kaloko Housekeeping Supervisor
Matthew Butenhoff Electrical Crew Supervisor
William Houck Assistant Supervisor, Facilities
David Roesch Supervisor, Landscape Management
Fred Schwenger Automotive Supervisor
Gary Suhr Supervisor, Central Stores/Receiving
Craig Ruggles Assistant Director
Albert Amodio Plumbing Section Supervisor
Charles Jackson Paint Section Supervisor
William S. Shyka Carpenter Masonry Supervisor
Harry Collins Interim Project Manager
P. Fred Burk Assistant Director
Tom Lang Manager, Construction Projects
Glenn Brown Project Manager
John Bradley Assistant Project Manager
Debbie Calderwood Professional Services Specialist
Christy Scott Program Assistant
Kathryn Mason Clerk Typist

STUDENT AFFAIRS
Joseph Marchetti Vice President for Student Affairs
Kathleen Dutton Professional Services Specialist
Dee McNeely-Greene Associate Vice President for Student Affairs
Eileen Conran Assistant Vice President for Student Affairs
Elaine M. Grant Interim Director, Summer Conferences and Special Projects
Donna S. Wanat Assistant to the Vice President for Student Affairs/Director, Institutional Research
Kim McCabe Director, Student Affairs Communications and Technology Resources
John Iacovelli Dean of Enrollment Management
Alison Henry Associate Dean of Admissions
Melvin Gregory Assistant Director, Admissions
Steven E. Phillips Assistant Director, Admissions
Heather Medina Assistant Director, Admissions
Nelson Morales Assistant Director, Admissions
Christopher Connors Assistant Director, Admissions
Rosalinda Psolka Assistant Supervisor, Administrative Services
Jeanne Lewis Director, Financial Aid
Susanne Dorris Associate Director, Financial Aid for Technology
Kim Clark Assistant Director, Financial Aid
Melinda C. Matos Assistant Director, Financial Aid
Joseph LoSasso Registrar
Karen Diemer Assistant Registrar
Sharon Giordano Assistant Registrar
Christopher Crowley Professional Services Specialist
Evan Vasilakis Professional Services Specialist
Chintan Mehta Professional Services Specialist
Darshan Amin Professional Services Specialist
Thomasa Gonzalez Dean of Students
Stephen B. Davis       Associate Dean of Students
Pedro Santana          Assistant Dean of Students/Director, Educational Opportunity Fund Program
Anthony Bethel        Assistant Director, Educational Opportunity Fund Program
Barbara Haney          Assistant Director, Educational Opportunity Fund Program
Deborah Joseph        Secretarial Assistant
John C. Smith         Director of Student Rights and Responsibilities
Thomas O’Donnell      Assistant to the Dean of Students
Lamott Moore          Director of Student Development
Dianne Hill           Assistant Director, Student Development
Harry Maurice         Assistant Director, Student Development
Jennifer Forman       Assistant Director, Student Development
Craig Stambaugh       Director, College Center
Stacey McIntosh       Associate Director, College Center
Laurie A. Griscom     Associate Director, Event Services
Mary Kate McKenna     Coordinator of Event Services
Jean V. Canavan      Professional Services Specialist
Joseph Lizza          Assistant Director, College Center
Barbara Reynolds      Assistant Director, College Center/Head Teacher, Child Care Center
Sharon Dempsey        Teacher, Child Care Center
Frances Bottone       Director, Counseling and Health Services
Aaron Millman         Assistant Director, Counseling Services
JoAnn Garcia-Warren   Assistant Director, Counseling Services
Susan Ferry           Assistant Director, Counseling Services
Elana Dobrowolski     Assistant Director, Counseling Services
Patrick Shields       Assistant Director, Alcohol Drug Prevention Program
Luanne Anton          Health Educator
Carol Quinn           Professional Services Specialist
Robert J. Ross        Assistant Director, Learning Access Program
Norman Chazin, M.D.   Staff Psychiatrist
Susan Senese-Jankowski, D.O. Physician, Health Services
Mary Ellen Terrels, D.O. Physician, Health Services
Patricia Salerno, R.N. Staff Nurse, Health Services
Jane Sickora, R.N.    Charge Nurse, Health Services
Margaret Angelastro   Staff Nurse Practitioner
Kim Raring            Nutritionist
Walter L. Tarver III  Director, Career Services
Cora Mae Perone       Assistant Director, Career Services
Dayna DeFinis         Assistant Director, Career Services
Patricia Donahue      Coordinator of Career Services, Special Programs and Initiatives
Terrence Hardee       Director Residential Life
Vacant                Associate Director of Residential Life
Jill Glasser          Assistant Director of Residential Life
Chrissie King         Interim Assistant Director of Residential Life
Rosy Bido             Complex Director, Residential Life
Steven Radwanski      Complex Director, Residential Life
John Perovich         Complex Director, Residential Life
Lugenia Ford          Complex Director, Residential Life
Matthew Walker        Complex Director, Residential Life
Vacant                Complex Director, Residential Life
Vacant                Complex Director, Residential Life
G. Larry James        Dean of Athletics and Recreational Programs and Services
Lonnie Folks          Director of Athletic Operations
Corrinne Wright       Associate Director of Intercollegiate Athletics
Paul B. Chambers      Assistant Director, Athletics and Recreation
Jonathan Heck         Coordinator of Athletic Training Services
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<td>Cortez Smith</td>
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<td>Valerie Julien</td>
<td>Evening and Weekend Athletics Coordinator/Head Coach Women’s Softball</td>
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<td>Christopher Rollman</td>
<td>Sports Information and Marketing Coordinator</td>
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<td>Jeffrey Haines</td>
<td>Coordinator of Soccer Operations/Head Men’s Soccer Coach</td>
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<td>Nicholas Juengert</td>
<td>Head Women’s Soccer Coach</td>
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<tr>
<td>William Preston</td>
<td>Coordinator of Cross County and Track/Field Operations, Head Men’s Coach, Cross Country and Track and Field</td>
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<td>Gerald Matthews</td>
<td>Head Men’s Basketball Coach</td>
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<td>Joseph Fussner</td>
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<td>Aimee Topham</td>
<td>Head Women’s Field Hockey Coach</td>
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<td>Philip Birnbaum</td>
<td>Head Women’s Tennis Coach</td>
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<td>Jason Capelli</td>
<td>Head Women’s Cross Country Coach</td>
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<td>Todd Curll</td>
<td>Head Women’s Track and Field Coach</td>
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<td>Thomas Hewitt</td>
<td>Coordinator of Rowing/Head Women’s Rowing Coach</td>
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<td>Martin Kavanagh</td>
<td>Head Coach Baseball</td>
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<td>Richard Rizk</td>
<td>Head Men’s Lacrosse Coach</td>
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<td>JoAnne Barbieri</td>
<td>Fitness Program Coordinator</td>
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**ACADEMIC CALENDAR**

**FALL TERM 2008**

**AUGUST '08**
- 26 Tuesday  S.O.A.R. begins
- 26-27 Tues-Wed  New Graduate Student Orientation
- 28 Thursday  New residents move in; unregistered freshmen register
- 29 Friday  Registration for new transfer students
- 29 Friday  Day of Service

**SEPTEMBER '08**
- 1 Monday  Labor Day Holiday
- 2 Tuesday  Fall Faculty Conference
- 2 Tuesday  Nonmatriculated student registration
- 2 Tuesday  S.O.A.R. ends
- 3 Wednesday  Classes begin
- 3-9 Wed-Tues  Drop/Add
- 6 Saturday  Saturday classes begin
- 9 Tuesday  Deadline to drop a course with a 100% refund
- 9 Tuesday  Deadline to file FERPA hold for release of student information
- 10 Wednesday  Board of Trustees Meeting
- 16 Tuesday  Deadline for a 50% refund for Sub-Term A course withdrawal

**OCTOBER '08**
- 1 Wednesday  Deadline to file for Fall 2008 graduation application without financial penalty
- 6 Monday  Deadline to withdraw from a full-term course with a 50% refund
- 13 Monday  Columbus Day observed - classes held
- 15 Wednesday  Deadline to withdraw from sub-term A course with W grade
- 22 Wednesday  Sub-term A classes end
- 24 Friday  Sub-term B classes begin / Sub-term B Drop/Add begins
- 27 Monday  Sub-term B Drop/Add ends
- 28 Tuesday  Preceptorial Advising - no classes
- 29-30 Wed-Thurs  Seniors and Matriculated Graduate students preregister
- 31-3 Fri-Mon  Juniors preregister

**NOVEMBER '08**
- 4 Tuesday  Election Day - classes held
- 5 Wednesday  Preceptorial Advising - no classes until 3:35 p.m.
- 06-07 Thurs-Fri  Sophomores preregister
- 7 Friday  Deadline to withdraw from a Sub-term B course with 50% refund
- 10-11 Mon-Tues  Freshmen preregister
- 11 Tuesday  Veteran's Day observed - classes held
- 26 Wednesday  Deadline to withdraw from a full-term course with a W grade
- 26 Wednesday  Final deadline to file for Fall 2008 graduation application
- 27-28 Thurs-Fri  Thanksgiving Holiday
DECEMBER '08
3  Wednesday  Deadline to withdraw from a Sub-term B course with W grade
8  Monday   Deadline to adjust Spring term 2009 preregistration schedule
10  Wednesday  Board of Trustees Meeting
10  Wednesday  CLASSES MEET ON TUES-THURS MODULE SCHEDULE; Fall term classes end
11  Thursday  Fall term graduating student grades due, in Office of the Registrar 10 pm.
14  Sunday   Summer and Fall term commencement ceremony
22  Monday   Fall term grades due in the Office of the Registrar
25  Thursday  Holiday closing - college reopens January 2

SPRING TERM 2009
JANUARY '09
14  Wednesday  New Graduate Student Orientation
14  Wednesday  Registration for new transfer students
14  Wednesday  Registration for non-matriculated undergraduate students
15  Thursday  Registration for non-matriculated undergraduate students
19  Monday   Dr. Martin Luther King Jr. Day; community service day; college closed
20  Tuesday   Classes begin
20-26  Tues-Mon  Drop/Add
20-26  Tues-Mon  Distance Education orientations
26  Monday   Deadline to file FERPA hold for release of student information

FEBRUARY '09
1   Sunday   Deadline to file for Spring 2009 graduation application without financial penalty
4   Wednesday Deadline for a 50% refund for Sub-term A course withdrawal
12  Thursday  Lincoln's Birthday - normal campus operations
16  Monday   President's Day - normal campus operations
18  Wednesday  Board of Trustees Meeting
20  Friday    Deadline to withdraw from a full-term course with a 50% refund
27  Friday    Deadline to withdraw from a Sub-term A course with a W grade

MARCH '09
9   Monday   Sub-term A classes end
10  Tuesday  Sub-term B Classes Begin/ Sub term B Drop/Add begins
10-13  Tues-Fri  Sub-term B Drop/Add
13  Friday    Deadline to withdraw with 100% refund for Sub-term B course
14-22  Sat-Sun  Spring Recess (no classes for 2 Saturdays)
27  Friday    Fall 2009 Preregistration Schedule of Classes posted
31  Tuesday  Preceptorial Advising- No Classes

APRIL '09
1-2  Wed-Thurs  Seniors and matriculated Graduate students preregister
1   Wednesday Deadline to withdraw from Sub-term B course with a 50% refund
3-6  Fri-Mon   Juniors preregister
8   Wednesday Preceptorial Advising - no classes
9-10  Thurs- Fri  Sophomores preregister
10  Friday    Holiday - normal campus operations
13-14  Mon-Tue  Freshmen preregister
16  Thursday  Deadline to withdraw from a full-term course with a W grade
16  Thursday  Final deadline to file for Spring 2009 graduation application
23  Thursday  Deadline to withdraw from Sub-term B course with a W grade
MAY ’09
5 Tuesday Spring Term classes end
6 Wednesday Board of Trustees Meeting
6 Wednesday Grading student grades due in the Office of Student Records by 10:00 a.m.
9 Saturday Spring Term 2009 Commencement
14 Thursday Non-Graduating student grades due in the Office of Student Records by 12:00 p.m.

FALL TERM 2009

AUGUST ’09
25-26 Tues- Wed New Graduate Student Orientation
27 Thursday S.O.A.R. begins (campus)
27 Thursday New residents move in; unregistered freshmen register
28 Friday Registration for new transfer students
28 Friday Day of Service
31 Monday Non matriculated student registration

SEPTEMBER ’09
1 Tuesday Fall Faculty Conference
1 Tuesday S.O.A.R. ends
2 Wednesday Classes begin
2-8 Wed-Mon Drop/Add (except Monday only classes)
5 Saturday Saturday classes begin
7 Monday Labor Day Holiday
9 Wednesday Board of Trustees Meeting
14 Monday Deadline to drop a course with a 100% refund
14 Monday Deadline to file FERPA hold for release of student information
16 Wednesday Deadline for a 50% refund for Sub-Term A course withdrawal

OCTOBER ’09
1 Thursday Deadline to file for Fall 2009 graduation application without financial penalty
2 Friday Deadline to withdraw from a full-term course with a 50% refund
12 Monday Columbus Day observed - classes held
12 Monday Deadline to withdraw from sub-term A course with W grade
21 Wednesday Sub-term A classes end
22 Thursday Sub-term B classes begin / Sub-term B Drop/Add begins
25 Sunday Sub-term B Drop/Add ends
27 Tuesday Preceptorial Advising - no classes
28-29 Wed-Thurs Seniors and Matriculated Graduate students preregister
30-2 Fri-Mon Juniors preregister

NOVEMBER ’09
3 Thursday Election Day - classes held
4 Wednesday Preceptorial Advising - no classes until 3:35 p.m.
5-6 Thurs-Fri Sophomores preregister
5 Thursday Deadline to withdraw from a Sub-term B course with 50% refund
9-10 Mon-Tues Freshmen preregister
11 Wednesday Veteran's Day observed - classes held
25 Wednesday Deadline to withdraw from a full-term course with a W grade
25 Wednesday Final deadline to file for Fall 2009 graduation application
26-27 Thurs-Fri Thanksgiving Holiday

DECEMBER ’09
3 Thursday Deadline to withdraw from a Sub-term B course with W grade
7 Monday Deadline to adjust Spring term 2010 preregistration schedule
9   Wednesday  Board of Trustees Meeting
9   Wednesday  CLASSES MEET ON TUES-THURS MODULE SCHEDULE; Fall term classes end
11  Friday   Fall term graduating student grades due in the Office of the Registrar 10 a.m.
13  Sunday   Summer and Fall term commencement ceremony
18  Friday   Fall term grades due in the Office of the Registrar
25  Friday   Holiday closing - college reopens January 4

SPRING TERM 2010
JANUARY '10
13  Wednesday  New residents move in; registration for new freshmen and <16 credit transfers
13  Wednesday  Faculty return
13-14 Wed-Thurs  New Graduate Student Orientation
14  Thursday  Registration for new transfer students
15  Friday  Registration for non-matriculated students
18  Monday  Dr. Martin Luther King Jr. Day; community service day; college closed
19  Tuesday  Classes begin
19-26 Tues-Tues  Drop/Add
19-26 Tues-Tues  Distance Education orientations
26  Tuesday  Deadline to file FERPA hold for release of student information

FEBRUARY '10
1  Monday  Deadline to file for Spring 2010 graduation application
3  Wednesday  Deadline for a 50% refund for Sub-term A course withdrawal
12  Friday  Lincoln's Birthday - normal campus operations
15  Monday  President's Day - normal campus operations
19  Friday  Deadline to withdraw from a full-term course with a 50% refund
22  Monday  Deadline to withdraw from a Sub-term A course with a W grade

MARCH '10
9  Tuesday  Sub-term A classes end
10  Wednesday  Sub-term B Classes Begin/ Sub term B Drop/Add begins
10-12 Wed-Fri  Sub-term B Drop/Add
12  Friday  Deadline to withdraw with 100% refund for Sub-term B course
13-21 Sat-Sun  Spring Recess (no classes for 2 Saturdays)
26  Friday  Fall 2010 Preregistration Schedule of Classes posted
26  Friday  Deadline to withdraw from Sub-term B course with a 50% refund
30  Tuesday  Preceptorial Advising- No Classes
31-1 Wed-Thurs  Seniors and matriculated Graduate students preregister

APRIL '10
2  Friday  Holiday - normal campus operations
5-6 Mon-Tues  Juniors preregister
7  Wednesday  Preceptorial Advising - no classes
8-9 Thurs-Fri  Sophomores preregister
12-13 Mon-Tue  Freshmen preregister
18  Sunday  Deadline to withdraw from a full-term course with a W grade
18  Sunday  Final deadline to file for Spring 2010 graduation application
23  Friday  Deadline to withdraw from Sub-term B course with a W grade

MAY '10
4  Tuesday  Spring Term classes end
6  Thursday  Graduating student grades due in the Office of Student Records by 10:00 a.m.
8  Saturday  Spring Term 2010 Commencement
14  Friday  Non-Graduating student grades due in the Office of Student Records by 12:00 p.m.
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