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 men and women 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.

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.

ACREDITATION
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).

ABOUT THE BULLETIN
The Stockton Graduate Bulletin, published 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 for the Graduate Bulletin was prepared as of July 1, 2006. While every effort has been made to ensure the accuracy of the information contained, the College reserves the right to make changes at any time without prior notice.
Graduate Bulletins are available in the Office of Admissions and the Office of Graduate Studies. The preregistration and registration Schedule of Courses, prepared each term, contains preregistration and registration procedures, billing and payment information, course offerings for the given term and additional course descriptions. Courses are also listed on Stockton’s Web site (www.stockton.edu) where students can also register for courses.
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
Languages and Culture Studies
Liberal Studies
Literature
Marine Science
Mathematics
Philosophy and Religion
Physics, Applied
Political Science
Psychology
Sociology and Anthropology
Teacher Education

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

GRADUATE DEGREES
Doctor of Physical Therapy
Master of Arts in Criminal Justice
Master of Arts in Holocaust and Genocide Studies
Master of Arts in Education
Master of Arts in Instructional Technology
Master of Business Administration
Master of Physical Therapy
Master of Science in Computational Science
Master of Science in Nursing
Master of Science in Occupational Therapy

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
# TABLE OF CONTENTS

Message from the President .............................................1
College Overview ..........................................................2
Admissions and Finances ...................................................10
Registration and Records ..................................................21
The Campus and Its Facilities ...........................................27
College Governance and Procedures .................................46
Graduate Study .............................................................63
Graduate Programs .........................................................70-137
  Doctor of Physical Therapy ...........................................70
  Master of Arts in Criminal Justice .................................78
  Master of Arts in Education ...........................................85
  Master of Arts in Holocaust and Genocide Studies ............93
  Master of Arts in Instructional Technology ......................100
  Master of Business Administration ...............................108
  Master of Science in Computational Science ...................116
  Master of Science in Nursing .......................................119
  Master of Science in Occupational Therapy ....................105
  Master of Physical Therapy ........................................113
Post-Baccalaureate Programs .........................................138
  Preparation for the Health Professions ..........................138
  Certificate in Paralegal Studies ...................................138
  Summer-to-Summer Teacher Certification .........................142
  Certification: English as a Second Language ..................143
Administrative Directory .................................................145
Faculty/Staff Directory ..................................................152
Governing Boards ........................................................176
Academic Calendar .......................................................177
Campus Map ..............................................................185
Index .............................................................................187
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 its distinctive and challenging program offerings, while also providing our graduate 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. Currently, the College offers nine graduate degree programs: Business Administration, Computational Science, Criminal Justice, Education, Holocaust and Genocide Studies, Instructional Technology, Nursing, Occupational Therapy and Physical Therapy. Each of these programs is specifically designed to challenge the best and brightest: our graduate 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. The College’s Division of Student Affairs also offers a comprehensive array of non-academic services and activities. Moreover, 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’s exceptional faculty and staff are highly credentialed and have attained degrees from the some of the most prestigious graduate institutions in the nation and around the world. Moreover, our courses focus on the active participation of students, often emphasizing leadership, analytical, communication and interpersonal skills, as well as utilizing small-group/teamwork and self-directed learning. Small classes and student participation in faculty research are also among the many offerings at Stockton 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 graduate student, you will have tremendous opportunities to learn from distinguished faculty and to participate in campus activities with individuals from various backgrounds and perspectives. This Bulletin is a roadmap that can provide answers to questions about course offerings, 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

Dr. Herman J. Saatkamp, Jr.
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 STATEMENT
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 cultural and intellectual 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 new technologies. Through accessible graduate education the College responds to State and regional needs.

HISTORY
The College was authorized by the passage of New Jersey’s 1968 bond referendum and was founded in 1969 with the appointment of the Board of Trustees. Named for Richard Stockton, one of the New Jersey signers of the Declaration of Independence, the College first offered instruction in September 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.

CALENDAR
2006-2008*

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

TUITION/FEES
2005-2006 (per credit)
Undergraduate Tuition
(State resident): $ 171.82
Undergraduate Tuition
(non-State resident): $ 278.00
Graduate Tuition (State resident): $ 376.00
Graduate Tuition
(non-State resident): $ 524.00
College Activity Fee—
Activity Fund: $ 2.50
Activity Fee—Health Services: $ 5.00
College Center Fee: $ 30.00
General Service Fee: $ 24.00
Technology Fee: $ 8.00
Recreation Fee: $ 5.00
Construction Fee: $ 16.00

Annual Cost for Full-Time Undergraduate Student, 32 credits
State resident: $ 8,394.24
Non-State resident: $11,792.00

Annual Cost for Full-Time Graduate Student, 30 credits
State resident: $13,995.00
Non-State resident: $18,435.00

Current information on tuition and fees may be found on the College’s Web site: www.stockton.edu.

STUDENT FINANCIAL AID
In fall 2005, 83 percent of the 812 entering freshmen applied for aid. Seventy-two percent of that number demonstrated financial need, 44 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 annually.

TEACHING STAFF
Stockton has 253 full-time faculty positions, and 127 part-time and adjunct faculty. Ninety-five percent of full-time faculty hold terminal degrees.

FALL 2005 ENROLLMENTS
The College’s fall 2005 enrollment numbered 6,571 undergraduates (freshmen, sophomores, juniors, seniors, non-matriculated students): 2,776 men, 3,795 women; 5,650 full-time, 921 part-time. The mean freshman combined SAT score for regularly admitted students was 1120 (verbal 552, math 568). Stockton’s graduate enrollment for fall 2005 was at 464 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.

LIBRARY AND MEDIA RESOURCES
The library contains more than 683,000 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 Website. 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 THE COLLEGE
Dean of Enrollment Management
The Richard Stockton College of New Jersey
Pomona, NJ 08240-0195
Phone: (609) 652-4261
E-mail address: admission@stockton.edu
Office: F-101
www.stockton.edu

INFORMATION ABOUT GRADUATE STUDIES
Dean of Graduate Studies
The Richard Stockton College of New Jersey
Pomona, NJ 08240-0195
Phone: (609) 652-4298
E-mail address: graduate.studies@stockton.edu
Office: E-226
Web site: http://graduate.stockton.edu
MILESTONES

December 14, 1966
Approval of Higher Education Act of 1966, providing individual state college boards of trustees “general supervision over the conduct of the college.”

November 5, 1968
Passage of $202.5 million capital construction bond issue, including $15 million for new State college in southern New Jersey.

February 4, 1969
First meeting of Board of Trustees of new State College.

June 23, 1969
Appointment of Richard E. Bjork as first president of the College, effective September 1, 1969.

October 1, 1969
Adoption of The Richard Stockton State College as College name.

October 14, 1969
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 6, 1972
Initial occupancy of A-Court in campus student housing by 128 students.

February 7, 1973
Opening of Phase II (F-H wings).

June 3, 1973
Graduation of first Stockton class comprising 290 students.

June 8, 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 5, 1975
Accreditation of Stockton State College by Middle States Association of Colleges and Schools.

October 1976
Opening of Stockton Performing Arts Center.

May 23, 1979
Appointment of Peter M. Mitchell as second president of the College, effective June 29, 1979.

August 31, 1979
First freshman scholarship awards established by The Richard Stockton State College Foundation.

November 1981
Opening of Housing II: Founders’ Hall.

February 2, 1983
Opening of N-wing College Center.
May 25, 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 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 25, 1990
Naming of the Ann F. Townsend Residential Life Center.

May 18, 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
College name explicited to The Richard Stockton College of New Jersey.

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

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

June 1994
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. Also, 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 16, 1996
New $9.6 million Arts and Sciences Building is dedicated. Also, Board of Trustees approves resolution for construction of new $15 million multi-purpose 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 in kindergarten through 12th grade with the professional development opportunities to infuse technology into the classroom.

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

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

January 1998
In the first such survey since 1975, Change, The Magazine of Higher Education, surveys 11,000 members of the higher education community and recognizes President Vera King Farris as one of 21 people named to “Who’s Who of Higher Education Leadership.”

March 1998
Construction is completed on the first phase (athletic fields, track and lighting) of the multi-purpose recreation center.

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

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

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

November 1999
Stockton is recognized by the Templeton Foundation for outstanding leadership in the field of character development. The foundation lauded 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 program 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
Appointment of Herman J. Saatkamp, Jr. as 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.

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

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 Graduate 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 transfer requests should be submitted to the students’ advisor for prior approval, but in all cases 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. Any applicant may request a meeting with the Office of Enrollment Management.

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 bache-
lor'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 and in dual-degree programs. Please consult the specific program guidelines in the program sections of this Bulletin.

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 the basic academic requirements and should follow the regular admissions procedure.

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
Financial Assistance
Financial Aid (including Student Loans, Parent Loans, State and Federal grants, scholarships) will be used to offset any/all College expenses. Estimated financial aid will be reflected on the invoices of students who accepted financial aid. Financial aid students should pay only the net amount due as shown on their bills. If a bill is covered in full by financial aid, the preregistration bill must still be returned to the Bursar’s Office for proof of returning to College. Student loan recipients must remember to deduct the net loan amount (i.e., loan amount less origination fees). All promissory notes must be signed in order for loans to be applied against College expenses.

Financial aid funds will be disbursed in accordance with applicable federal and State regulations. Upon disbursement, financial aid will be credited first to the student account. Any remaining funds will be remitted to the student as a financial aid refund. If financial aid or scholarships are subsequently reduced or canceled, the student shall be responsible for any balance due. This balance may be subject to a Budget Plan fee of $60.00 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) 652-4201.

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 $45.00 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 $15.00 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.

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 $60.00 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 $50.00 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. PIN numbers will be needed. To apply for a Budget Plan students should follow these steps:

1. Go to [www.stockton.edu](http://www.stockton.edu)
2. Under “Administration” click on “Bursar’s Office.”
3. Click on Additional Payment Options.
4. Click on Budget Plan Application.
5. Follow the Instructions listed.

**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 above. 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 is contained in each semester’s Schedule of Classes 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. Dates for these refunds will be posted at the Bursar’s Office, on the College’s Web site, [www.stockton.edu](http://www.stockton.edu), and TV monitors on a per semester basis in accordance with State and federal guidelines and regulations. 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. Funds may be added at any time by submitting an additional application with appropriate funds to the Bursar's Office. 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. Invalid credit cards will not be returned as lenders have instructed the College to hold and/or destroy any credit card deemed to be stolen, lost and/or invalid.

Health Insurance
State law requires all matriculated students to have health insurance. This fee may be waived if a signed waiver form is returned to the Health Services or Bursar's Office. Waiver forms must be signed and submitted every academic year, either to the Bursar's Office or Health Services' Office. Please contact the Health Services Office at (609) 652-4701 for more detailed information.

RESIDENCY
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.

NON-RESIDENT STATUS
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. 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.

QUESTIONS
Students with additional questions concerning the above information should contact the Bursar's Office during the hours of 9:00 AM and 5:00 PM, Monday through Friday; summer hours are 9:00 AM to 5:00 PM, 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 on the World Wide Web at www.stockton.edu.
Tuition/Fees
2005-2006 (per credit)

Undergraduate Tuition
(State resident): $171.82
Undergraduate Tuition
(non-State resident): $278.00
Graduate Tuition (State resident): $376.00
Graduate Tuition (non-State resident): $524.00
College Activity Fee—Activity Fund: $2.50
Activity Fee—Health Services: $5.00
College Center Fee: $30.00
General Service Fee: $24.00
Technology Fee: $8.00
Recreation Fee: $5.00
Construction Fee: $16.00

College Activity Fee—Activity Fund: $2.50
Activity Fee—Health Services: $5.00
College Center Fee: $30.00
General Service Fee: $24.00
Technology Fee: $8.00
Recreation Fee: $5.00
Construction Fee: $16.00

Annual Cost for Full-Time Undergraduate Student, 32 credits
State resident: $8,394.24
Non-State resident: $11,792.00

Annual Cost for Full-Time Graduate Student, 30 credits
State resident: $13,995.00
Non-State resident: $18,435.00

Current information on tuition and fees may be found on the College’s Web site: www.stockton.edu.
Non-matriculated fee: A $50.00 fee is charged to all non-matriculated students who register for the term. 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>
<thead>
<tr>
<th>Housing Rent (per semester)</th>
<th>Apartments/Double</th>
<th>Single Room/Housing IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepayment Plan-Option I</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Standard Rate-Option II</td>
<td>$2,685.00</td>
<td>$2,785.00</td>
</tr>
<tr>
<td>Installment Plan-Option III</td>
<td>$2,747.50</td>
<td>$2,847.50</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Meal Plan (per semester)</th>
<th>7 MP</th>
<th>10 MP</th>
<th>15 MP</th>
<th>19 MP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepayment Plan-Option I</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Standard Rate-Option II</td>
<td>$875.50</td>
<td>$1,104.50</td>
<td>$1,266.00</td>
<td>$1,369.50</td>
</tr>
<tr>
<td>Installment Plan-Option III</td>
<td>$919.50</td>
<td>$1,159.50</td>
<td>$1,329.50</td>
<td>$1,438.00</td>
</tr>
</tbody>
</table>

180 Block Meal Plan
Payment Plan - Option I: N/A
Standard Rate - Option II: $1,326.50
Installment Plan - Option III: $1,393.00

EXPLANATION OF OPTION CHOICE

Option I - Prepayment Plan: NA

Option II - Standard Rate: This option should be selected only if the student pays in full one semester at a time by cash, check, money order, MasterCard, Discover, American Express 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 15- or 19-meal plan.
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 Program provides long-term, low-interest loans to enable needy students to borrow money for post-secondary education. These loans are awarded through the school’s financial aid office; the College is the lender.

Under this program a student may borrow up to a total of $40,000 for graduate study. The repayment period and interest on the Perkins Loan do not begin until nine months after the student graduates or ceases to be enrolled at least half time. Borrowers are charged interest at the rate of five percent on the unpaid balance, and repayments of principal may be extended over a 10-year period. Repayment may be deferred or partially canceled for some military service, certain types of teaching service, for law enforcement and corrections officers or enrollment in graduate school.

FEDERAL STAFFORD LOANS
Graduate students may borrow up to $18,500 per year. Of that amount, $8,500 may be subsidized. Stafford loans are classified into two categories, subsidized and unsubsidized. Stafford Loans are classified into two categories, subsidized and unsubsidized. When a loan is “subsidized,” the federal government pays the interest on these loans while the student is in school or during deferment periods. Eligibility for a subsidized loan depends on financial need as determined by filing a FAFSA.

When a loan is “unsubsidized,” the federal government does not pay the interest while the student is in school or in deferment periods; the student is responsible for the interest. The student then has the option of deferring the interest or paying as it accrues. A student does not need to demonstrate a financial need to be eligible for an unsubsidized loan.
Repayment of both loans begins six months after the student ceases to be enrolled at least half time. Interest rates on Stafford Loans are generally variable. Additional information regarding the Federal Stafford Loan Program is available at www.ed.gov/studentaid.

NEW JERSEY’S SUPPLEMENTAL LOAN PROGRAM FOR COLLEGE STUDENTS (NJCLASS)
The NJCLASS loan is a loan program designed to assist middle-income families in financing higher education. Either students or parents may borrow under this program. To be eligible for a NJCLASS loan, each applicant must meet the following criteria:
- complete a FAFSA online;
- be making satisfactory academic progress toward a degree;
- not be in default on any student loan;
- pass a credit test based on his or her own financial situation.

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

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.

Matriculated graduate students 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 Office of Financial Aid, F-109.

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. Some programs for eligible veterans are Chapter 30, 32, 35 and Chapter 31 DVA Vocational Rehabilitation Program. For information concerning the Veterans Tuition Credit Program and the POW/MIA Program, students should call the New Jersey Department of Military Affairs at 1-800-624-0508. Children and spouses of veterans who died during service may be eligible for educational assistance. In addition, Reservists and National Guard members may be eligible for Chapter 1606 benefits and the New Jersey National Guard Tuition Waiver Program.

For more information, students should contact Stockton’s Veteran Affairs Office at (609) 652-4653 or the Department of Veterans Affairs Regional Office 1-800-827-1000. The following address may also be helpful:

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

STANDARDS OF ACADEMIC PROGRESS
This policy was developed in accordance with requirements by Federal Regulations (Part II 34CFR Part 668) and State of New
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 who receive federal aid (those who are enrolled in 9 or more credits per term) must maintain a minimum GPA of 3.0 for each semester. Other requirements may pertain for college aid. Students should consult the requirements specific to each program in the program sections of this Bulletin.

All students eligible for aid should obtain an Institutional Academic Progress Policy for federal and state financial aid. To obtain a copy, contact the Office of Financial Aid, F-109.

The full policy also addresses part-time students, probation, termination, appeal processes, reinstatement of aid, repayment, transfers, the New Start program and grades.

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.

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 Office of Graduate Studies.
• Please refer to individual program guidelines regarding 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 Office of Graduate Studies 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 Director. 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 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., GIS 2177 or PHYS 3209).

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

The second digit following the acronym indicates the manner in which the course is taught.
0—Freshman Seminar
1—regular class
2—seminar
3—tutorial
4—independent study or senior project
5—internship or practicum

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

**PREREQUISITES**
Many courses have prerequisites. These are other courses or experiences that students must have completed prior to enrolling in the course in question. Prerequisites are given online and in the Schedule of Classes and Bulletin course descriptions.

**COREQUISITES**
Several courses have corequisites. These are other courses in which a student must enroll concurrently. Corequisites are listed in the Schedule of Classes, Bulletin and online course descriptions.

**AUDITING COURSES**
Students wishing to audit courses formally and have them recorded on their official transcript must obtain a Permission to Audit Form in the Office of the Registrar. These forms must be completed and returned to the Office of the Registrar no later than the end of the Drop/Add period for that term. The student who wishes to audit courses formally must pay all tuition and fees normally charged for those courses. Such courses are recorded on the student’s official transcript as “audit.” They do not, however, count for credit toward a degree. The student who wishes to sit in on classes for no record may do so only with the permission of the instructors concerned. Once permission to audit a course, either formally or informally, is granted by an instructor, that instructor has the sole authority to determine the extent of an auditor’s participation in the course.

**DROP/ADD PERIOD**
Specific deadline dates for the Drop/Add period are outlined in the Academic Calendar and are 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, regardless of the course enrollment the faculty must issue a “permission of instructor” permit during this time. Once a permit is issued the student is responsible for activating the permit, thus becoming officially enrolled 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 outlined in the Schedule of Classes, the Academic Calendar and posted on the College’s
Web site. Courses from which a student withdraws within the established time limits appear with W grades on the student’s transcript.

In order to withdraw, the student must complete the transaction online. Students should log into their Student Web Services account to complete the transaction. Ceasing to attend is not sufficient, even if the student informs the instructor. *Failure to complete the withdrawal online could result in a grade of F or NC.*

**LATE WITHDRAWALS FROM A COURSE**

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 **NOT** reasons for which exceptions to the College policy are granted:

- A student’s forgetting the deadline
- A student’s simply missing the deadline
- A student’s not knowing the deadline
- A student’s failure to process a withdrawal correctly online
- A student’s decision to stay in a course past the published deadline to try to improve a grade
- 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/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. Students 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 withdraw from the course by the published deadline
- independent documentation of the illness or related event that verifies the student was 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 a request 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.

**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. 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. 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 Enrollment Management. 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 NC or F, 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 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 and as 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 Stockto.

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.
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 fourteen 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 28 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 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 in lower F-Wing.

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.
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 a 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 Cafe, 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 College Drive/Vera King Farris Drive.

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

The 2005 Facilities Master Plan is a campus-wide initiative 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 (anticipated occupation, fall 2006)
- 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. Infrastructure projects will 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 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 interim assistant vice president/facilities and auxiliary services, three 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, please stop by or call the Office of Event Services at (609) 652-4878. To view calendars for daily and upcoming events, 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 Faculty 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 has won four ECAC championships. The track and field teams have a history that includes eight individual national champions and 42 All-Americans. The lacrosse team has made an ECAC Tournament appearance in 10 of the 12 years, and the softball team set a school record with 25 victories in 2005.

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 Recreation 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.

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, through its staff resources, 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 accesses students’ interests, values, personalities, skills and more. An online career library provides up-to-date information about graduate and professional study, preparation for graduate admissions tests, careers, employment trends and employer information. The Internship Connection Web site (www.stockton.edu/internship) lists experiential learning opportunities that students can conveniently access and review. Career Services provides job search assistance to students seeking part-time and full-time jobs. These jobs are accessible via the College’s JobNET Web site.

The Office also 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) and a tetanus booster within the last 10 years. 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 their 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, please stop by, 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. Students who are interested in a professional career in social services can also obtain vocational information. 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.

The Greek Community Alcohol Program (GCAP) provides alcohol education to Greek pledges via the interactive Alcohol 101 software program. 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 Information 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 $25.00 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 a trailer behind 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.

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

7-Meal Plan†—Entitles a customer 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.
JEWSH 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, ultraviolet-visible spectrometers, a high-performance liquid chromatograph, an ion chromatograph and gas chromatographs.

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.

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 20 powerful workstations allows easy access to such advanced technologies as Geographic Information Systems 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.

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 dockage for the fleet of four research vessels (up to 24') 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 included 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 COASTAL RESEARCH CENTER

The concept of coastal research on major projects of public concern had its origin at Stockton in 1973. This initial effort was a coastal environmental evaluation designed to determine New Jersey coastal conditions between central Long Beach Island and Brigantine prior to the construction of an offshore floating nuclear power station east of Great Bay's entrance inlet. In 1981, the Borough of Avalon requested assistance in studying a beach erosion problem in the Borough. Then, in 1986, the New Jersey Department of Environmental Protection (NJDEP) requested the development of a statewide system of coastal monitoring survey stations to eventually provide long-term data on the condition and changes occurring along the New Jersey coastline. This endeavor was motivated by undocumented hurricane damage to New Jersey municipalities by Hurricane Gloria in 1985. The Coastal Research Center (CRC) at Stockton was established to remedy the lack of quantitative information on the condition of the state's beaches. The first four years were devoted to creating the network of survey locations (100) throughout the state's ocean coast and major bay shorelines.

Program Development and Student Participation

Stockton students participate in the Center's data collection in a variety of ways. The most common activity involves topographic profiling of the dune, beach and nearshore system. Currently, this is done using a laser transit with a total station data logging system that eliminates many of the common surveying errors.

The Center's full-time staff that executes contracts with local municipalities and state agencies supervises these students. Most students who become involved in this program move on to learn data analysis and are taught several
state-of-the-art computer programs for data display. Those who stay in the program may be offered full-time work after graduation to further their career development. Student workers have gone on to earn master and doctorate degrees. Others are now employed at various state agencies and professional corporations.

During the past five years the diversity of work has grown tremendously. Basic coastal monitoring is still the main activity, but numerous engineering firms request assistance on design problems at various locations. Usually this stems from work with the local community. If the municipal engineer is unfamiliar with wave dynamics and coastal processes, they commonly contact the CRC to solve problems. Both the Philadelphia and New York Army Corps Districts request information and receive the Center’s annual reports on the status of New Jersey beaches. The CRC is presently working on a special project funded by the US Army Corps of Engineers in Cape May Point. Extensive surveys are designed to monitor the performance of a comparison of two different types of beach retention barriers placed offshore in this community. This plus the use of LIDAR technology to digitally map large areas of the coastal zone allow the introduction of very sophisticated methods to Stockton students. The CRC was involved with the Federal Emergency Management Agency on several levels. The publication in early 1999 of the Journal of Coastal Research Special Publication #28 culminated a major advance in mapping coastal erosion hazards. Federal Emergency Management Agency (FEMA) also is responsible for the National Flood Insurance Program and created the Community Rating Service (CRS) program to assist any community with a mapped flood hazard area. This work is an outstanding opportunity for outreach work in the future. It opens CRC opportunities to non-science students because much of this CRS work is budget planning and federal policy interpretation, plus providing leadership and direction in meetings with citizen volunteers or municipal workers.

There is no doubt that the program of community assistance and scientific study started at the College can continue indefinitely into the future. The record is exemplary and enjoys the confidence and support of all those associated with the program.

STOCKTON LIBRARY
The library is an integral part of a student’s work and development at the College. The collection consists of more than 683,000 volumes, including books, reference materials, periodicals, newspapers, microforms, media, computer software, archival materials and government documents. It provides access to these collections and a wide range of electronic resources through the library’s 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-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 such as Web-based (online), telecourse and interactive television (ITV) instruction to provide services to students and faculty.

An online course is one in which the majority of communication between student and professor, and among students, is facilitated online via the Internet (WebCT/Web Caucus/Web Board/e-mail). The primary content for the course is delivered online, though the professor may utilize telecourse videos as well. Professors teaching online courses have one face-to-face orientation meeting with students, and meet face-to-face again at their discretion. Online courses typically meet one to five times per semester on campus. A technology instruction fee may be charged.

The “hybrid” course meets weekly at Stockton, but at a reduced number of face-to-face contact hours. The balance of the contact hours is made up through online Web-based work or discussion, off-campus meetings, field work, directed research or other activities. The typical course module is modified to meet one day a week for T/Th or two days a week for M/W/F. A professor might use programs produced as telecourses as part of the course. A technology instruction fee may be charged.

A telecourse utilizes video programs as a major part of the course content. The course may utilize the Internet as well for e-mail and/or group discussion between the professor and the class. Professors teaching telecourses have one face-to-face orientation meeting with students, and meet face-to-face again at their discretion. Professors teaching telecourses typically meet two to five times per semester on campus. A technology instruction fee may be charged.

An ITV course is one in which the majority of communication between the faculty and student is facilitated through synchronous, real-time video and audio. The communication between professor and student is synchronous, but at different locations. This type of course typically meets every week in regular time modules. Other courses may use the ITV room as part of occasional course instruction, but this does not necessarily designate the course as ITV. A technology instruction fee may be charged.

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 for 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 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 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 71 organizations, of which 57 are school districts throughout southern New Jersey. This Consortium encompasses some 155 schools, over 7,000 professional educators, and approximately 80,000 pre-K-12 pupils. Since the Consortium’s inception in 1996, some 20,000 participants have attended approximately 2,000 workshops.

More information is available through the ETTC Web site at www.ettc.net. Phone: (609) 625-6040; Fax: (609) 625-6057.

**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 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 will accommodate 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 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 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 at the Office of Housing and Residence 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. Six-hundred-twenty-five 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. 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 *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 STUDENTS NEEDING ACCOMMODATION

Within campus housing, spaces are designed especially for students needing accommodation. These apartments/rooms are all ground-floor units and are easily accessible to the parking lot. Units for those with disabilities are modified. The modifications include handle bars on the bathroom and shower-stall walls, wider doors to accommodate wheelchairs and light switches that are easily accessible. Please 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).
COLLEGE GOVERNANCE AND PROCEDURES

This section of the Bulletin provides general significant information, 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, all 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, 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, conduct, management and administration of the College are vested by statute in the Board of Trustees of the College. Among the responsibilities of general supervision, the Board determines the educational programs of the College; determines policies for organization, administration and development of the College; approves an annual budget request for submission to the State; appoints, promotes and transfers College personnel; and makes and promulgates such rules and regulations as are necessary and proper for the administration and operation of the College and its purposes.

The Board of Trustees 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, graphics production, the print shop operation, public relations, the Performing Arts Center 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, the library, the media center, academic advising, grants administration and professional development. It also evaluates the entire academic program and supporting personnel.

**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, computer services, 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, institutional studies, 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 which 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/student-handbook.

**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**

The Faculty Assembly is an organization of the Stockton faculty. Designed to promote faculty discussion of issues that fall outside the terms and conditions of employment, the Faculty Assembly is a vehicle for faculty-generated proposals and recommendations on those subjects of concern to faculty and the College community.

The Faculty Assembly is headed by a steering committee, consisting of a president, representatives elected from each of the divisional faculties, chairs of the standing committees, and representatives from the library and 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.
COLLEGE-WIDE PERSONNEL COMMITTEE
This committee 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 divisions 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 COLLEGE DEVELOPMENT
The Office of College Development is responsible for the development and implementation of a comprehensive, multi-faceted development program that augments State appropriations by securing contributions of cash, real property, securities and deferred gifts from public and private, individual and corporate sources (i.e., governmental agencies, foundations, corporations, alumni and individual friends of the College).

The Office of College Development provides leadership, direction and administrative support to the Richard Stockton College of New Jersey Foundation, the Richard Stockton College of New Jersey Alumni Association and the Friends of the Performing Arts Center. It administers fundraising events and handles public relations in the wider community where these relate to the objectives of college development and fundraising.

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY FOUNDATION
The Richard Stockton College of New Jersey Foundation is a non-profit organization founded for the purpose of providing private support for innovative College programs. The Foundation provides the means for individuals, organizations and corporations to make gifts, grants and bequests to the College. Private support enables the College to make available programs that are not typically funded through State appropriations.

Gifts donated to the Foundation support student scholarship programs, faculty and student fellowships for research, equipment and facilities improvements and the enrichment of student services and cultural programs. These programs enhance the College's excellence in the recruitment and retention of students, faculty and friends.

The Stockton Foundation has 25 voting members on its Board of Directors. The individual members represent a cross-section of the public and private sectors, as well as campus representatives from the faculty, staff and student body. Foundation board members plan the acquisition of gifts in support of College programs and manage the Foundation's assets.

Campus-based support for the Foundation is provided by the Office of College Development, which provides direction and administrative support for all Stockton-related fundraising programs.

ALUMNI PROGRAMS AND SERVICES
The College encourages a continuing relationship with its students after graduation through alumni programs and services. The relationship is fostered through membership and participation in the Richard Stockton College of New Jersey Alumni Association, an independent, non-profit corporation, which operates with staff support from the College's Office of College Development and Alumni Affairs. Active association members elect class representatives and officers to an executive board that meets monthly to plan alumni programs and activities scheduled throughout the year. Members receive announcements of special alumni activities, discounts on tickets to Performing Arts Center and other college-sponsored events, and privileges to use the College library as well as athletic facilities. Alumni, through membership dues and other contributions, also support a scholarship program for Stockton students.

A credential file service is available to Stockton graduates and graduating seniors through Career Services. References and related material are sent to employers and graduate or professional schools upon request.
For further information and membership applications to the Richard Stockton College of New Jersey Alumni Association, contact the Alumni Office, K-204, or visit the Web site at www.stockton.edu/alumni.

TASK FORCES
As the need arises, task forces may be appointed by the President 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 votes will sit on the Student Senate. In a fall general election, two additional students are selected; they must be a member of the following groups of students: freshmen, transfer, non-matriculated or graduate. Members of the Advisory Council will be selected from among a pool of names and elected by the 25-member Student Senate. Elections will be held in the spring term, and a new senate will begin the first week in May. All student members serve two consecutive semesters, must have a 2.00 GPA and must abide by the standards stipulated in 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 elsewhere 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.
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, member of the College community or any person on the campus.

5. Any action that harms, threatens bodily harm, or presents an imminent danger of harm to any person on the College campus. (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 of violation of an individual’s right to privacy or to non-discriminatory treatment. Examples of behaviors that might be found to violate this provision include but are not limited to harassing or terrorist behavior, stalking, imposing physical or mental restraints on another person, or engaging in obscene verbal or written communications, exhibitionism or other invasive action toward another person.

8. Possession, use, distribution or attempted distribution of narcotics, dangerous drugs, controlled dangerous substances or drug paraphernalia, which 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 the College property or at a College-sponsored or 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.

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. (See “Off-Campus Actions and Behaviors” below.)

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.

OFF-CAMPUS ACTIONS AND BEHAVIORS

In meeting its educational mission, Stockton recognizes the importance of establishing and enforcing acceptable community standards of behavior. 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.

In this connection, 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 campus. Further, the College reserves the right to take necessary and appropriate action to protect the safety and well-being of the campus community.

The College will not routinely invoke the disciplinary process for individual misbehavior 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.

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
Students should be aware that civil law also governs campus conduct; when there is an imminent danger to persons or property on campus, the College 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 and they may take appropriate action. The Campus Hearing Board is not designed or authorized to enforce local, state, or federal criminal and civil laws. However, the College may initiate Campus Hearing Board procedures concurrent with or subsequent to criminal or civil law matters.

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 which indicates that minors who drink will be cited with a D.W.I. offense if they have a blood alcohol level of .01. What you should be aware of is that one drink of beer, wine, or liquor will raise your 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 guardian) 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 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 temporarily suspended 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 finds 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.

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

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

**Eligibility for Parking.**

**Residential Parking Regulations:** Residential students must keep their vehicles parked within their respective residential parking areas between 8:00 a.m. and 6:00 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, 8:00 a.m. to 6:00 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 after 10:00 p.m. if they are in a residential area 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 Summons. Stockton Campus Police, Galloway Township Police and New Jersey State Police have the authority to issue summonses on campus to violators of state laws, specifically Title 39 of the New Jersey Revised Statutes. Such a summons may require an appearance in the municipal court of Galloway Township.

In addition to the issuing of summonses, vehicles may be subject to removal at the owners’ expense.

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

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

Other Safety Information. In accordance with Public Law 101-542, the Student Right-to-Know and Campus Security Act (referred to as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act), the College is required to provide information relating to its crime statistics and public safety measures to all persons upon request. This Act requires all colleges and universities to report incidents that fall under the following categories: murder, forcible and non-forcible sex offenses, negligent manslaughter, robbery, aggravated assault, burglary, motor vehicle theft and arson. Additionally, statistics concerning the number of arrests for the following crimes occurring on campus are also reported as per P.L. 101-542: liquor law violations; drug abuse; weapons possession. This information is available on the Stockton Police Department’s Web site 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.

All complaints resulting from disciplinary matters covered by the Campus Conduct Code will be handled as prescribed by the Campus Hearing Board and Administrative Hearing Procedures.

Students charged with an academic irregularity (such as dishonest conduct during an examination or plagiarism in the preparation of an essay, laboratory report or oral presentation) should direct their grievances or appeals to the Provost.

Grievance procedures concerning students’ official records are described elsewhere in this Bulletin.
ACADEMIC HONESTY POLICY

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, either by copying another student's work or bringing inappropriate notes into a testing situation, 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 student 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.

The Issue of Intent in Academic Dishonesty
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 carries 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).

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.” (Robert Cantwell. “A Sneering Laugh with the Bases Loaded.” Sports Illustrated. Vol. 23, April 1962, p. 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.


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.)

PROCEDURES AND PENALTIES 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

Determined 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: speaking 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...
Academic Honesty Policy

has the responsibility of notifying the Office of the Provost of the case in writing. This notification must be brought within three calendar days of personal corroboration of academic dishonesty and must include a memorandum explaining the pertinent details of the infraction and the specific penalty assessed. [Note that the point of “personal corroboration” takes place after the faculty member has suspected dishonesty and had the opportunity to confirm his or her suspicions through appropriate research; the point of personal corroboration is not when the faculty member first suspects that academic dishonesty has occurred.] Relevant supporting documentation should also be attached, e.g., the student’s essay or other work, the course syllabus, a photocopy of the original source of the plagiarized material, etc. A copy of this notification and documentation shall be sent to the student by the Office of the Provost.

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

Special Circumstances in Filing Charges
Cases in which the student’s successful completion of the course is required by semester’s end (i.e., the student is a graduating senior or is taking a course that is prerequisite for a course the following semester), clearly need to be resolved expeditiously. In these circumstances, particularly in which the student is scheduled to graduate, the faculty member must be willing to work closely with the Office of the Provost to expedite the process immediately upon suspicion of academic dishonesty. To further expedite the process, the Provost will be given the materials relevant to the case prior to the hearing, 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 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 file a written appeal, if so desired. If the student does not appeal, 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 expulsion.

Step 3: The Appeal
The Student’s Letter of Appeal
If the student chooses to appeal the charge, the penalty, or both, he/she must provide a clear explanation of the nature of the appeal, the reason(s) for the appeal, and a concise statement of the facts with supporting documentation. This appeal must be received in the Office of the Provost 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.

The Academic Honesty Appeals Board
The appeal is heard by the Academic Honesty Appeals Board, which makes a recommendation on the charge to the Provost. Faculty representing each of the divisions, and two to four students, typically make up the Academic Honesty Appeals Board; two alternates from each division will be assigned to substitute for Board members when they are unavailable. Typically,
the Assistant Provost sits as a non-voting member of the Board and as 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**

**Hearing the Case**
A student who wishes to appeal the charge 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.

**The Offense and the Penalty Imposed**
The Board considers the evidence presented to determine whether or not an offense of academic dishonesty has been committed. The Board may also consider the penalty imposed upon the student, and in its recommendation to the Provost, include a suggestion regarding the appropriateness of the penalty.

**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 and the Requisite Quorum**
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. If a quorum cannot be reached because faculty are off for the summer, sick or on leave, the hearing may be delayed until the fall semester, or alternates designated for this purpose may be asked to serve.

**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, with the majority opinion prevailing. A minority opinion may be conveyed to the Provost in writing. In the case of a tie vote, the Board notifies the Provost of a deadlock; in such cases, more than one meeting, and a subsequent vote, may be needed.

**The Recommendation**
The recommendation of the Academic Honesty Appeals Board is forwarded to the Provost, who then makes the final decision. At this point, the case generally is resolved within 30 days or less, depending on whether the Provost 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 considers the evidence presented in the case and the recommendation of the Academic Honesty Appeals Board. The Provost’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, or if the penalty imposed on the student is deemed inappropriate, the Provost 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 is in disagreement with the recommendation of the Appeals Board, it is 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.
GRADUATE STUDY AT A GLANCE

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

- 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.

- Check our Web site for program and policy updates: http://graduate.stockton.edu.
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 (MSCS)
- Master of Science in Nursing (MSN)
- Master of Science in Occupational Therapy (MSOT)
- Master of Physical Therapy (MPT)

The College also offers several post-baccalaureate certificate programs that are covered in this Graduate Bulletin:
- Preparation for the Health Professions
- Paralegal Studies
- Summer-to-Summer Teacher Education
- English as a Second Language

In addition, the College offers a post-master's certificate program that is described in the chapters on the Master of Arts in Education and the Master of Arts in Instructional Technology:
- New Jersey Supervisor Endorsement

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 GRADUATE STUDIES
The Dean of Graduate 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, clubs and organizations, 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 by the Director of the graduate program. 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 9-12 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. With the exception of dual degree programs, if an undergraduate counts such a course toward a baccalaureate degree, the course cannot be counted toward requirements for a graduate degree.

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.

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).

**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 probation period
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. P symbolizes passing work (i.e., performance in the A to D– range), and NC symbolizes failing work.

Non-Grade Transcript Notations
The following notations may appear on transcripts:

- AU symbolizes that a student has officially audited a course.
- W symbolizes “withdrawal”
- WI symbolizes “withdrawal due to illness”
- 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 division 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.

**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 divisional 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 reregister, 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.

**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 Graduate 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 three months after the date of grade posting for the term in which the grade was originally assigned. Written appeals will be reviewed by the Provost or his/her designee and 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.
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 in the respective program guides 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 graduate 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 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 (e.g., 10 credits in MSN, 21 credits in MSOT and 24 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. Such standards are provided to all students at the time of matriculation.

(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 transfer requests should be submitted to the student’s advisor for prior approval, but in all cases transfer requests should be submitted 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.
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 Graduate Studies.

CHANGE OF NAME/ADDRESS

Those students who have a change of address or change of name, either by court order or marriage, must notify the Office of Graduate 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) or the Graduate Management Admission Test (GMAT). For the minimum score in either the GRE or GMAT 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
IN THE FACULTY OF PROFESSIONAL STUDIES

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, 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
M.S. (Boston University), 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.

Patricia Q. McGinnis
M.S. (Philadelphia College of Pharmacy and Science), 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.

ASSOCIATED FACULTY

Nancy Taggart Davis
Ph.D. (University of Pennsylvania), Professor of Pathology: Mexican culture and psychopharmacology.

Tim Haresign
Ph.D. (University of Connecticut at Storrs), Associate Professor of Biology: neuroscience, animal behavior, bioacoustics, sound and vibrational localization.

Ralph E. Werner
V.M.D. (University of Pennsylvania), Associate Professor of Biology: physiology, pathology, parasitology, pathophysiology, anatomy, medicine, human health, alternative medicine.

INTRODUCTION

Definition of Physical Therapy
Physical Therapy (PHTH) 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 an entry-level 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 contact the Physical Therapy program for details about the postprofessional “transitional” DPT Program.

**PROFESSIONAL DPT PROGRAM**

- The Doctor of Physical Therapy is an entry-level program.
- The DPT is accredited by the Commission on Accreditation in Physical Therapy Education of the APTA.
- The DPT requires full-time study throughout the program.
- Stockton, high school and college transfer students may apply to the DPT Program. Students with and without a baccalaureate degree may apply to the DPT Program. High school students may apply under the Early Admissions program. Interested individuals may contact the Office of Enrollment Management for details (609) 652-4261.

**Length of the Program**

- A student accepted as an undergraduate sophomore (Stockton or transfer student) will typically require four additional years to complete the undergraduate and DPT degrees. The following courses are required during the first year of the DPT Program and can also be applied to an undergraduate degree: PHTH 4200, PHTH 4310, PHTH 4320, BIOL 4230, BIOL 4231 and BIOL 4150, a statistics course. All students must hold a baccalaureate degree by the end of the spring semester of the first year of the DPT Program.
- A Stockton student accepted as a junior will typically require three additional years to complete the undergraduate and DPT degrees. The following courses are required during the first year of the DPT Program and can also be applied to an undergraduate degree: PHTH 4200, PHTH 4310, PHTH 4320, BIOL 4230, BIOL 4231 and BIOL 4150, a statistics course. All students must hold a baccalaureate degree by the end of the spring semester of the first year of the DPT Program.
- A student who holds a baccalaureate degree when beginning the program will require three years to complete the DPT.
- A student accepted as a high school senior will typically require six years to complete the undergraduate and DPT degrees.

**PROFESSIONAL DPT ADMISSIONS**

All applicants and enrolled students in the Professional DPT program are expected to meet technical standards and essential functions for participation in Stockton’s Physical Therapy program. These functions can be reviewed online at http://loki.stockton.edu/~mpt/.

The criteria below are **required** of all non-high school applicants to the DPT Program. High school students seeking early admission should contact the Office of Enrollment Management for admissions information.

- Completion of the DPT application, including one reference 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 with a minimum grade of C by the end of the spring semester of the academic year in which the student is applying for admission:
  1. year of biology with labs
  1. year of chemistry with labs
  1. year of physics with labs
     (calculus optional)
  1. year of anatomy/physiology with labs or
  1. semester of anatomy with lab and
1 semester of physiology with lab
1 semester of Introduction to Psychology /General Psychology
• Admission to The Richard Stockton College of New Jersey and selection by the DPT Admissions Committee. These criteria are recommended for all applicants to the DPT Program:
• Physical therapy field experience—a minimum of 80 hours is highly 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 healthcare setting. The length of field experience is recommended but a physical therapist recommendation is required. A combined SAT score of 1130, an overall GPA of 3.0 or above (based on a 4.0 scale).

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 are undergraduate courses that 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 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://loki.stockton.edu/~mpt/http://loki.stockton.edu/~dpt/. 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: Students pay undergraduate tuition for 4000-level courses during Year One. In subsequent semesters, students pay a maximum of 15 graduate credits per semester. See the chapter on admissions and finance in this Bulletin for additional financial information.

DOCTOR OF PHYSICAL THERAPY PROGRAM
Year One: all students pay undergraduate tuition for all 4000-level courses

Fall Semester
PHTH 4200 Human Gross Anatomy 4 credits
BIOL 4230 Neuroscience with Lab 5 credits
PHTH 4310 Pathology I 3 credits

Additional undergraduate courses toward a non-PT baccalaureate degree

Spring Semester
BIOL 4150 Advanced Physiology 4 credits
PHTH 4320 Pathology II 2 credits
Statistics
Additional undergraduate courses toward a non-PT baccalaureate degree

PTTH 5001 Kinesiology, Basic PT Evaluation 7 credits
*(PTTH 5001 cannot be applied to an undergraduate degree)*

**Year Two:** all students pay graduate tuition
(maximum of 15 credits per semester)

**Fall Semester DPT Courses**

- PTHH 5500 Musculoskeletal PT I 8 credits
- PTHH 5510 Musculoskeletal PT II 7 credits
- PTHH 5600 Research I 3 credits

**Spring Semester DPT Courses**

- PTHH 5520 Musculoskeletal PT III 7 credits
- PTHH 5530 Musculoskeletal PT IV 7 credits
- PTHH 5610 Research II 3 credits

**Summer Session**

- PTHH 5810 Clinical Experience I 5 credits
  *(10 weeks full-time, off-campus)*

**Year Three:** all students pay graduate tuition
(maximum of 15 credits per semester)

**Fall Semester DPT Courses**

- PTHH 6500 Neuromuscular PT I 7 credits
- PTHH 6510 Neuromuscular PT II 7 credits
- PTHH 6520 Cardiopulmonary PT 7 credits
- PTHH 6610 Physical Therapy Management 2 credits
- PTHH 6620 Research III 1 credit

**Spring Semester DPT Courses**

Semester begins early: first 10 weeks are full-time, off-campus.

- PTHH 6810 Clinical Experience II 5 credits
  *The last 6 weeks of the semester are on-campus:*
  - PTHH 6530 Other Systems in Physical Therapy 7 credits
  - PTHH 6630 Research IV 1 credit
  - PTHH 6640 Education Practicum 2 credits
  - PTHH 6650 Issues in Health Care 2 credits
  - PTHH 6660 Health Promotion and Wellness 2 credits

**Summer Session**

- PTHH 6820 Clinical Experience III 5 credits
  *(10 weeks full-time, off-campus)*

**Credits for Doctor of Physical Therapy = 95 credits**

For further information, students may visit the Physical Therapy Web site: [http://loki.stockton.edu/~DPT](http://loki.stockton.edu/~DPT).

**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
DPT@stockton.edu

**INFORMATION ABOUT THE DPT POST-PROFESSIONAL PROGRAM**

Associate Director of Transitional Physical Therapy Track
The Richard Stockton College of New Jersey
PO Box 195
Pomona NJ 08240-0195
Phone: (609) 652-4501

Dean of Enrollment Management
The Richard Stockton College of New Jersey
PO Box 195
Pomona NJ 08240-0195
Phone: (609) 652-4261
COURSES IN PHYSICAL THERAPY (PHTH)

PHTH 4200 E. Bukowski
Human Gross Anatomy 4-5 credits
Prerequisite: Only open to students admitted to the PHTH Program.
Advanced study of the human body with emphasis on the neuromusculoskeletal and vascular systems.

PHTH 4310 N. Davis
Pathology I 3 credits
Prerequisite: Only open to students admitted to the PHTH Program.
An in-depth study of abnormal structure and function of the body.

PHTH 4320 N. Davis
Pathology II 2 credits
Prerequisite: PHTH 4310.
An in-depth study of abnormal structure and function of the body.

PHTH 5001 E. Bukowski,
Kinesiology and Basic A. Mastrangelo,
Physical Therapy T. Nolan
Evaluation 8 credits
Prerequisite: All previous required course work; open only to PHTH majors.
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
Prerequisities: Baccalaureate degree; PHTH 5001; successful completion of all other previous required course work; open only to PHTH majors.
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,
Muscloskeletal A. Mastrangelo,
Physical Therapy II T. Nolan
7 credits
Prerequisities: Baccalaureate degree; PHTH 5001; successful completion of all other previous required course work; open only to PHTH majors.
Concurrent with PHTH 5500, 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 M.L. Galantino,
Musculoskeletal A. Mastrangelo,
Physical Therapy III P.Q. McGinnis,
T. Nolan
7 credits
Prerequisities: Successful completion of all previous required course work; open only to PHTH majors.
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 phys-
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 Physical Therapy IV  
E. Bukowski, A. Mastrangelo, T. Nolan  
7 credits  
Prerequisite: Successful completion of all previous required course work; open only to PHTH majors.

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. Galantino  
3 credits  
Prerequisite: Successful completion of all previous required course work; open only to PHTH majors.

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. Galantino  
3 credits  
Prerequisite: Successful completion of all previous required course work; open only to PHTH majors.

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 5810**  
Clinical Experience I  
L.A. Guenther  
5 credits  
Prerequisite: Successful completion of all previous required course work; open only to PHTH majors.

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
Neuromuscular M.L. Galantino,
Physical Therapy I L.A. Guenther,
P.Q. McGinnis 7 credits

Prerequisite: Successful completion of all previous required course work; open only to PHTH majors.

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
Neuromuscular M.L. Galantino,
Physical Therapy II L.A. Guenther,
P.Q. McGinnis 7 credits

Prerequisite: Successful completion of all previous required course work; open only to PHTH majors.

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 6520
Cardiopulmonary B. Kathrins,
Physical Therapy A. Mastrangelo P.Q. McGinnis 7 credits

Prerequisite: Successful completion of all previous required course work including PHTH 6500 and PHTH 6510; open only to PHTH majors.

An in-depth study of 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 on 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
Other Systems in M.L. Galantino,
Physical Therapy P.Q. McGinnis 7 credits

Prerequisite: Successful completion of all previous required course work including PHTH 6810; open only to PHTH majors.

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
Physical Therapy L.A. Guenther 2 credits

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 III M.L. Galantino,
research advisor P.Q. McGinnis 1 credit

Prerequisite: Successful completion of Research II.

Students work with the faculty research advisor on the continuation of the research project.
DOCTOR OF PHYSICAL THERAPY

PHTH 6630  M.L. Galantino, 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 PHTH majors.
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  L.A. Guenther
Issues in Health Care  2 credits
Prerequisite: Successful completion of all previous required course work; open only to PHTH majors.
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,
Wellness  2 credits
A. Mastrangelo
Prerequisite: Successful completion of all previous required course work; open only to PHTH majors.
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 6810  L.A. Guenther
Clinical Experience II  5 credits
Prerequisite: Successful completion of all previous required course work; open only to PHTH majors.
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 6820  L.A. Guenther
Clinical Experience III  3 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.
MASTER OF ARTS IN CRIMINAL JUSTICE
IN THE FACULTY OF SOCIAL AND BEHAVIORAL SCIENCES

THE FACULTY

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), Assistant 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.

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.

ASSOCIATED FACULTY

Linda J. Wharton
J.D. (Rutgers University School of Law, Camden), Associate Professor of Political Science: constitutional law, civil liberties, women and the law, public education and the law.

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.

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;
• 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.

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. Graduate credit will only be accepted upon transfer 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 take courses as non-degree (non-matriculated) students. An application for non-matriculated status is required, and registration for classes is on a space-available basis. Students are required to stipulate whether they plan to matriculate following the completion of nine credits in the program. 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.

MACJ Core Courses (18 required credits):
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

ELECTIVES (15 credits* and the thesis or 18 credits and the comprehensive exam)
CRIM 5214 Corrections
CRIM 5222 Victimology
CRIM 5226 Juvenile Delinquency and Justice
CRIM 5310 Forensic Investigation in the Criminal Justice System
CRIM 5368 Advanced Issues in Crime Prevention
CRIM 5416 Theory and Practice of Police Administration
CRIM 5420 Judicial Process
CRIM 5422 The Constitution and the Criminal Justice System
CRIM 5430 Criminal Justice Ethics
CRIM 5434 Comparative Criminal Justice
CRIM 5436 Race, Class and Gender Issues in Criminal Justice
CRIM 5800 Independent study
CRIM 5880 Thesis

*Students may choose elective courses offered by other Stockton graduate programs with the permission of their faculty advisor.
FORENSIC PSYCHOLOGY
TRACK COURSES
(15 credits and the thesis)
CRIM 5208 Forensic Psychology
CRIM 5210 Forensic Psychopathology
CRIM 5218 Sex Crimes: Investigation and Treatment
CRIM 5306 Crime Mapping
CRIM 5220 Profiling Violent Crimes
CRIM 5880 Thesis

HOMELAND SECURITY TRACK COURSES
(15 credits from list and the thesis)
Legal Issues in Homeland Security
Terrorism: Foundations, Evolution, and Globalization
Western Democracy and Homeland Security
Foundations of Asymmetric Warfare
The Intelligence Community and Homeland Security
Cyberspace and Net-centric Security
Crisis, Emergency and Disaster Management
Crime Mapping
Airport/Seaport Security Fundamentals
Casino and/or Corporate Security

DUAL DEGREE PROGRAM
The dual BA/MA degree program in Criminal Justice is designed to offer students a broad, multidisciplinary and multidimensional perspective of the criminal justice system. Students will embark on an intensive academic experience for five years. This program includes all of the liberal arts courses that all Criminal Justice students at Stockton are expected to take, plus all of the undergraduate and graduate core Criminal Justice classes. Students have the choice of either completing the requirements for the Master’s Degree as a generalist student, or they may choose to take courses and write the thesis to complete a track. This is an intense program and not recommended for students who have to work many hours outside of school. 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 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. 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).

**DUAL DEGREE 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.

**TUITION FOR THE DUAL-DEGREE PROGRAM**

The following policy on tuition applies to the dual-degree students:

- Students enrolled as matriculated undergraduate students until completion of the junior year pay undergraduate tuition and fees.
- Students enrolled as matriculated undergraduate students in the senior year pay undergraduate tuition and fees for any undergraduate courses and graduate tuition and fees for any graduate courses.
- Students’ matriculated status would be graduate students in the fifth year; therefore graduate tuition and fees would be charged for all courses.

**INFORMATION ABOUT THE PROGRAM**

**Director, MACJ**
The Richard Stockton College of New Jersey
PO Box 195
Pomona, NJ 08240-0195
Phone: (609) 652-4512
MACJ@stockton.edu

**Dean of Enrollment Management**
The Richard Stockton College of New Jersey
PO Box 195
Pomona, NJ 08240-0195
Phone: (609) 652-4512
COURSES IN CRIMINAL JUSTICE

CRIM 5204  L. Nutt
Advanced Issues in Criminal Justice 3 credits

Core Course

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.

CRM 5206  Staff
Criminological Theory 3 credits

Core Course

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 5208  J. White
Forensic Psychology 3 credits

Forensic psychology track. Elective for generalist students.

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  Staff
Forensic Psychopathology 3 credits

Forensic psychology track. Elective for generalist students.

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 5214  C. Tartaro
Corrections 3 credits

Elective.

This is an in-depth look at the operations of contemporary correctional institutions in terms of the theories of incapacitation, deterrence, retribution and rehabilitation, and how these ideals are influenced by practical realities of corrections. Intermediate sanctions will be discussed.

CRIM 5218  J. White
Sex Offenders: Investigation and Treatment 3 credits

Forensic psychology track. Elective for generalist students.

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 5220: J. White
Profiling Violent Crime 3 credits
Forensic psychology track. Elective for generalist students.
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 5222: L. Rodriguez
Victimology 3 credits
Elective.
This course examines the role that victims play in the precipitation of crime and the changing manner in which they are treated by the criminal justice system. The course will also contain a unit on architectural and related planning issues that relate to crime causation.

CRIM 5225: Staff
Juvenile Delinquency and Justice 3 credits
Elective.
This course focuses on the special problems that give rise to juvenile offending and at ways that the system responds to juvenile offenders. Current discontent with juvenile justice will be considered, as will the move to try more juveniles as adults.

CRIM 5306: M. Levy
Crime Mapping 3 credits
Forensic psychology track. Elective for generalist students.
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: R. Simlot
Forensic Investigation in the Criminal Justice System 3 credits
Elective.
This course will examine various forensic techniques necessary to investigate a crime scene. How to process a scene for physical evidence to the court testimony will be discussed.

CRIM 5312: M. Levy
Quantitative Reasoning in Criminal Justice 3 credits
Core Course.
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
Core Course.
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 5368: M. Levy
Advanced Issues in Crime Prevention 3 credits
Elective.
The world of crime prevention will be explored from the design of old cities to the problems with new technologies. The theories, issues and research on developing strategies for evolving crime prevention tactics will be discussed. The relationship between research and practice will be explored.
CRIM 5410  D. Emmons
Criminal Justice
Policy and Planning
Core Course.
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  Staff
Criminal Justice Administration
Core Course.
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.

CRIM 5416  R. Simlot
Theory and Practice of Police Administration
Elective.
This course provides an in-depth look at the problems of contemporary policy administration as both an ideal and a reality. How are police organizations different from more conventional bureaucracies? Do organizations really work in practice as they do on paper? Changes in administrative strategies will be considered.

CRIM 5420  M. Steinbock
Judicial Process
Elective.
This course examines the problems inherent in operating court systems at all levels: appellate courts, trial courts and municipal courts. Special topics include innovations in case management and the growth of sentencing guidelines.

CRIM 5421  M. Steinbock
Mental Disorder, Crime and the Law
Elective.
Students will learn about legal issues facing mentally-disordered criminal defendants in correctional and mental health settings. Topical areas include the history of mental health treatment in the United States; the legal system; competency/involuntary commitment; affirmative defenses/diminished capacity; insanity defense and its alternatives; the right to treatment; the prison environment; and the death penalty. The course will emphasize the law and public policy.

CRIM 5422  L. Wharton
The Constitution and the Criminal Justice System
Elective.
The focus of this course is both the constitution frameworks that apply to various criminal justice agencies and the ways that those agencies and their personnel adapt to those constitutional mandates. Particular attention will be paid to the ways agencies’ attitudes toward constitutional rights create tension that is both helpful and harmful to the system.

CRIM 5430  Staff
Criminal Justice Ethics
Elective.
This course will examine a variety of ethical issues confronting criminal justice, including punishment of some to deter others, discretion and unequal treatment, rights of the individual versus those of the society and undercover work, deception, loyalty and whistle blowing. Various classical and modern readings will be examined.

CRIM 5434  Staff
Comparative Criminal Justice
Elective.
This course examines criminal justice systems in other western and non-western societies as a way of better understanding our own system, as well as a mechanism to stimulate thinking about change.

CRIM 5436  Staff
Race, Class and Gender
Issues in Criminal Justice
Elective.
This course focuses on ways in which issues of race, class and gender influence decision makers and outcomes at various stages of the criminal justice process as well as the ways in which they influence concepts of criminality and definitions of crime.

CRIM 5880  Staff
Thesis
Elective.
Designed for students who want to develop a thesis project in lieu of one course.
MASTER OF ARTS IN EDUCATION
IN THE FACULTY OF PROFESSIONAL STUDIES

THE FACULTY

Anjana Arora
Ph.D. (University of Nebraska), Assistant Professor of Education: science.

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

Marion Hussong
Ph.D. (University of Pennsylvania), Associate Professor of Education: foreign language pedagogy, Holocaust literature, 19th and 20th century German and Austrian literature, children’s literature.

Kimberly Lebak
Ed.D. (University of Pennsylvania), Assistant Professor of Education: pedagogy, differentiated instruction.

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

Ron Tinsley
Ed.D. (Texas A&M University), Assistant Professor of Language Arts/Literacy Education: linguistics, literacy development, English methods.

Fred Mench
Ph.D. (Yale University), Professor of Classics and AFGLC Endowed Professor of Greek Culture and Executive Director of The Interdisciplinary Center for Hellenic Studies: Greek and Roman languages, literature and civilizations, especially the classical heritage, classic epic, Greek tragedy, Latin lyric, literatures of the Bible, historical novels.

INTRODUCTION

The Master of Arts in Education Program offers advanced professional development in effective teaching and learning in a range of disciplines and content areas. Course work reflects Stockton’s commitment to the liberal arts tradition and its interdisciplinary nature. By promoting the role of teachers as reflective practitioners, decision-makers and professionals who evaluate the effects of their actions on others, the degree serves the needs of the community. This program is guided by the principles of the National Board for Professional Teaching Standards and is designed to address content areas taught in community schools. The courses in the program are intended to inspire teachers to become Board Certified. While some courses emphasize the curriculum in the middle school grades, the program welcomes teachers of all grade levels.

ADMISSION REQUIREMENTS

To be eligible for admission to the MAED program, applicants must have earned an undergraduate degree from an accredited college or university. In addition, application decisions are based on an applicant’s grade point average (minimum of 2.75) and possession of a teaching certificate (standard or certificate of eligibility with advanced standing). Students must also submit valid Graduate Record Examination (GRE) General Test scores.

The College may accept up to 9 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.

ASSOCIATED FACULTY

Frank A. Cerreto
Ed.D. (Rutgers, The State University), Professor of Mathematics: mathematics, curriculum development, mathematics education, computer literacy, computer science.

Laurie Greene
Ph.D. (Tulane University), Associate Professor of Anthropology: language and culture, culture in education, anthropology of women and men, Latin American and Caribbean cultures.
NON-DEGREE OPTION
Students who desire graduate education but do not intend to earn an M.A. may be admitted to the program as non-degree (non-matriculated) students, provided they hold a teaching certificate. They may complete up to 9 credits as a non-matriculated student.

PROGRAM OBJECTIVES
Several objectives for MAED students are articulated by the National Board for Professional Teaching Standards (NBPTS):
• They are committed to students and their learning.
• They know the subjects they teach and how to teach those subjects to students.
• They are responsible for managing and monitoring student learning.
• They think systematically about their practice and learn from their experience.
• They are members of learning communities.

DEGREE REQUIREMENTS
To earn an MAED degree, students must complete a minimum of 36 hours of graduate credit, in 12 courses in the following areas:
Content specialization five courses
(Port Education: six courses)
Pedagogy three courses
Research two courses
Electives two courses
(Port Education: one course)
The program consists of four major components: content, pedagogy, research and electives. Students will select one of the following content specializations or tracks to pursue: Special Education; Language Arts/Literacy; Mathematics or Science.

STUDENTS must maintain a GPA of 3.0 or better throughout the program. Students will meet with their program preceptor 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. The core courses systematically address the five key principles stated by the National Board for Professional Teaching Standards (www.nbpts.org/standards).

EDUC 5334 Differentiated Instructional Techniques
EDUC 5415 Curriculum Development and Analysis
EDUC 5420 Assessment and Implications for Instruction
EDUC 5910 Research Methods in Education
EDUC 5920 Educational Research Applications
The core courses for Special Education are:
EDUC 5334 Differentiated Instructional Techniques
EDUC 5336 Curriculum Adaptations
EDUC 5337 Curriculum Based Assessment
EDUC 5910 Educational Research
EDUC 5920 Capstone Project

SPECIALIZATIONS/TRACKS
Students choose one of the following as the primary track:

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 Literature and Culture: Special Topics I
EDUC 5354 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, Probability, and Discrete Math in Middle School

SCIENCE
EDUC 5310 Ecology and Environmental Studies
EDUC 5311 Physical Science
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 Survey of Mild Learning Disabilities
EDUC 5331 Behavior Management and Behavioral Disorders
EDUC 5332 Internship in Special Education
EDUC 5335 Developmental Reading Instruction

COURSES IN EDUCATION (EDUC)

PEDAGOGY
EDUC 5334 N. Blecker, 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 5345 K. Lebak Curriculum Development and Analysis 3 credits
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 K. Lebak 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.

LANGUAGE ARTS/LITERACY
EDUC 5350 R. Tinsley The Practice of Reading and Writing 3 credits
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 R. Tinsley The Practice of Speaking and Listening 3 credits
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 for the five through six and seven through eight grade levels. 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 R. Tinsley 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  M. Hussong
Literature and Culture:  F. Mench
Special Topics I and II  3 credits
This course offers an in-depth study of literature and culture. Topics vary.

MATHEMATICS

EDUC 5314  A. Arora
Integrating Math and  3 credits
Science Instruction
Prerequisite: any three of the above four courses.
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  J. Quinn
Numbers and Operations  3 credits
in Middle School
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  F. Cerreto,
Algebra and Functions  J. Quinn
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  J. Quinn
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  J. Quinn
Data Analysis, Probability,  3 credits
and Discrete Math 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  A. Arora
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  A. Arora
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  A. Arora
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  A. Arora
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  A. Arora
Integrating Math and Science Instruction  3 credits
Prerequisite: any three of the above four courses. 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  N. Blecker
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  N. Blecker
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  N. Blecker
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  N. Blecker
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  Staff
Internship in Special Education  3 credits
Prerequisites or corequisites: EDUC 5320, 5321, 5330 and 5331. Students will work in an educational setting, observing, planning and tutoring one or more children with special needs.

EDUC 5335  Staff
Developmental Reading Instruction  3 credits
Prerequisite or corequisite: EDUC 5330. This course examines reading instruction based on linguistic, psycholinguistics concepts and utilizes developmental and assessment strategies to determine successful reading strategies for individual children with reading problems. Cases will be utilized to provide practical application.
EDUC 5336  N. Blecker  
Curriculum Adaptations  3 credits  
Prerequisites: EDUC 5320 and EDUC 5330.  
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  N. Blecker  
Curriculum Based Assessment  3 credits  
Prerequisites: EDUC 5320 and EDUC 5330.  
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.

RESEARCH
EDUC 5910  L. Greene  
Educational Research  3 credits  
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  K. Lebak  
Capstone Project  3 credits  
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 in consultation with two faculty advisors and a sponsor from the educational institution in which the research is conducted. 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.

INFORMATION ABOUT THE PROGRAM
Director, Teacher Education  
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

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 27 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 Office of Teacher 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 nine 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 5332 Internship in Special Education
- EDUC 5334 Differentiated Instructional Techniques
- EDUC 5335 Differentiated Reading Instruction
- EDUC 5336 Curriculum Adaptations
- EDUC 5337 Curriculum Based Assessment

Course descriptions for these courses are found above.

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 nine credits or three courses. Students interested in completing an MAED degree following certification are required to successfully complete two research courses (EDUC 5910 and EDUC 5920) and one more elective.

INFORMATION ABOUT THE PROGRAMS

Director, Teacher Education
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 CERTIFICATE PROGRAM (POST-MASTER’S)

The Supervisor Certificate 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 Certificate.

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 program at The Richard Stockton College of New Jersey and want to pursue a supervisory certificate may begin to take courses from the restricted elective list before applying for admission into the supervisory certificate program. Such students may apply for the supervisory certificate 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 certificate 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 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.

PROGRAM INFORMATION

Director of the MAED or MAIT 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
IN THE FACULTY 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.

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.

Franklin H. Littell
Ph.D. (Yale University), Distinguished Professor 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.

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.

Carol Rittner
Ed.D. (The Pennsylvania State University), Distinguished Professor of Holocaust Studies; Ida E. King Distinguished Visiting Scholar 1994-95: women during the Holocaust and other genocides, theological issues related to the Holocaust and other genocides, history of the Holocaust, the Christian churches during the Holocaust and the genocide in Rwanda, Jewish-Christian relations.

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.

Marion Hussong
Ph.D. (University of Pennsylvania), Associate Professor of Education: foreign language pedagogy, Holocaust literature, 19th and 20th century German and Austrian literature, children’s literature.

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.

JoAnna Michlic  
Ph.D. (University College of London and London School of Economics), Assistant Professor of Holocaust Studies: history and memory of the Holocaust; race and nation in history, families and genocide, non-Jewish victims of Nazism.

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

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.

INTRODUCTION
The Master of Arts in Holocaust and Genocide Studies is a central component of the Richard Stockton College of New Jersey’s commitment to study the history of the Holocaust and other genocides, and to teach the lessons that can be derived from such study.

The Holocaust or Shoah, the near destruction of European Jewry, is the most significant event in the death and life of the Jewish people since the destruction of the Second Temple. The Holocaust is taught with reference to the primary sources available from survivors, from perpetrators, from liberators and from rescuers. The Holocaust is studied in its setting, with reference to the Jewish civilization that was destroyed, and with regard to its impact on subsequent Jewish life and culture.

The Master of Arts program also considers the Holocaust as “a watershed event” in the history of Western civilization, an event that exposed at every level and every context the pathological forces at work beneath the surface in European Christianity. Many of the leading scholarly interpreters are present: on Stockton’s teaching staff; as visiting specialists; through cooperative arrangements with Yad Vashem, the United States Holocaust Memorial Museum, and other major centers of research and publication; and through extensive book and video collections.

The study of the Holocaust provides important clues to understanding other cases of contemporary genocide. In turn, the Holocaust must be related to the legal and intellectual dimensions in the history of genocide. Specifically, the uniqueness of the Shoah does not blur its relevance to similar tragedies of other peoples. Also, study of the Holocaust is leading to greater awareness of threatened genocides, and it has among other things resulted in an Early Warning System on potentially-genocidal movements. After the Shoah, the concept of genocide as a crime in international law has made the targeting and mass murder of minorities by governments a focus of moral and civil concern. As genocidal assaults on minorities continue, citizens are coming to realize that genocide must be inhibited at an early stage.

Teachers play a major role in preparing youth for responsible citizenship. New Jersey and several other states have mandated study units on the Holocaust and other related issues as part of school curricula; many other states have recommended that such preparation be built into course work in the schools. The Master of Arts program will provide teachers with the requisite training and background to teach effectively about the Holocaust and genocide.

For other professionals, the prime reason for enrollment may be the acquisition of raised post-Holocaust standards of ethics and professional conduct. For yet others, the program may serve an interest in individual growth, as the first step toward doctoral work or as a vehicle to upgrade post-graduate qualifications. Qualified students will be admitted to the program irrespective of individual goals as long as these goals do not diffuse the central thrust of the program.

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.

The College will accept nine credits of appropriate graduate study from other colleges 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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAHG 5000</td>
<td>The Holocaust</td>
</tr>
<tr>
<td>MAHG 5001</td>
<td>Genocide</td>
</tr>
<tr>
<td>MAHG 5003</td>
<td>Holocaust and Genocide Education</td>
</tr>
<tr>
<td>MAHG 5006</td>
<td>Jewish History and Culture Before the Holocaust</td>
</tr>
</tbody>
</table>

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.

**ELECTIVES**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAHG 5002</td>
<td>Theology, Philosophy and Ethics of the Holocaust</td>
</tr>
<tr>
<td>MAHG 5004</td>
<td>The Holocaust and the American Experience</td>
</tr>
<tr>
<td>MAHG 5005</td>
<td>The Holocaust and Contemporary Genocides</td>
</tr>
<tr>
<td>MAHG 5007</td>
<td>Selected Topics with the Ida E. King Distinguished Scholar of Holocaust Studies</td>
</tr>
<tr>
<td>MAHG 5008</td>
<td>Jewish/Christian Relations in the Shadow of Auschwitz</td>
</tr>
<tr>
<td>MAHG 5009</td>
<td>Christian Antisemitism and the Holocaust</td>
</tr>
<tr>
<td>MAHG 5011</td>
<td>The Psychology of Genocide</td>
</tr>
<tr>
<td>MAHG 5012</td>
<td>Resisters During the Holocaust: Great Christian Teachers and the Holocaust</td>
</tr>
<tr>
<td>MAHG 5016</td>
<td>Europe in the Twentieth Century</td>
</tr>
<tr>
<td>MAHG 5017</td>
<td>Women During Holocaust</td>
</tr>
<tr>
<td>MAHG 5018</td>
<td>Other Victims of the Holocaust and Nazi Genocide</td>
</tr>
<tr>
<td>MAHG 5019</td>
<td>The Holocaust in Literature and Film</td>
</tr>
<tr>
<td>MAHG 5020</td>
<td>The Literature of the Holocaust</td>
</tr>
<tr>
<td>MAHG 5021</td>
<td>Modern German History and the Holocaust</td>
</tr>
<tr>
<td>MAHG 5022</td>
<td>Study Seminar to the Sites</td>
</tr>
<tr>
<td>MAHG 5023</td>
<td>Summer or Winter Session at Yad Vashem</td>
</tr>
<tr>
<td>MAHG 5024</td>
<td>Literature of the Holocaust and Eastern Europe</td>
</tr>
<tr>
<td>MAHG 5025</td>
<td>Sociology of the Holocaust</td>
</tr>
<tr>
<td>MAHG 5026</td>
<td>Holocaust, Terrorism and Genocide</td>
</tr>
<tr>
<td>MAHG 5027</td>
<td>Germany and the Holocaust After 1945</td>
</tr>
<tr>
<td>MAHG 5080</td>
<td>Independent Study</td>
</tr>
<tr>
<td>MAHG 5900</td>
<td>Internships</td>
</tr>
</tbody>
</table>

**INFORMATION ABOUT THE PROGRAM**

Director, M.A. in Holocaust and Genocide Studies
The Richard Stockton College of New Jersey
PO Box 195
Pomona NJ 08240-0195
Telephone: (609) 652-4418
MAHG@stockton.edu

Dean of Enrollment Management
The Richard Stockton College of New Jersey
PO Box 195
Pomona NJ 08240-0195
Telephone: (609) 652-4261
COURSES IN HOLOCAUST AND GENOCIDE STUDIES (MAHG)

CORE COURSES

MAHG 5000 Staff
The Holocaust 3 credits
This course will begin with an examination of 2000 years of antisemitism. It will examine the Jewish communities of Europe—their economic, political and social status prior to the Holocaust. There will be a thorough historic and political examination of the years 1923-1945.

MAHG 5001 Staff
Genocide 3 credits
This course will investigate crimes of mass murder and the persecution of minorities from ancient times to the present. The examination will begin 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. How do we find ways to protect the human rights and liberty of peoples, religious communities and other groups?

MAHG 5003 Staff
Holocaust and Genocide Education 3 credits
This is a “hands-on” experience designed for those wishing to comply with the requirements of the New Jersey Holocaust/genocide mandate. There will be in-depth examination of current pedagogy, teaching methods, materials and curriculum development. There are three Education courses, each providing a different subject focus: Social Studies; Language Arts; Art, Music, Film and Science. Any of the three may be selected to satisfy the core requirement. A student may enroll in either or both of the other education courses as electives if desired.

MAHG 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—native American Indians—who were already here, including 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. The course will conclude with considerations of contemporary expressions of ethnic, religious and cultural exclusivity within United States political culture. It will also examine our capacity to succumb to genocidal evils as well as our potential, also rooted in our historical legacy, to remain faithful to the values of tolerance, diversity and unity. This course will help the professional distinguish between the Holocaust and other racist-motivated genocides and atrocities and place them in history.

MAHG 5005 Staff
Contemporary Genocides 3 credits
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?”

ELECTIVES

MAHG 5002 Staff
Theology, Philosophy and Ethics of the Holocaust 3 credits
This course will examine the greatest tragedy in western civilization, the Shoa. 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 effort to come to terms with their failure to respond appropriately between 1933 and 1945 will be examined.

MAHG 5006 Staff
Jewish History and Culture Before the Holocaust 3 credits
Moving away from the “victimization” concept, this seminar will examine 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 Europe.
MAHG 5007  Staff
Selected Topics with 3 credits
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.

MAHG 5008  Staff
Jewish/Christian Relations 3 credits
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 con-
fronting the two communities in their new
relationship.

MAHG 5009  Staff
Christian Antisemitism 3 credits
and the Holocaust
Church leaders are beginning to admit some-
thing that the historians have long asserted: anti-
semitism provided in “Christendom” first and
second levels of rejection of “the Jews” for cen-
turies before the genocidal level was reached in
Hitler’s Third Reich. How did the “sibling rival-
ry” 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 and its calculated, murder-
ous violence?

MAHG 5011  Staff
The Psychology 3 credits
of Genocide
This course examines populist movements and
the mentality of the pawn; conditioning people
for brutality and victimization as well as the condi-
tioning of people for altruistic behavior and the
moral value of rescue. In addition, this course
will conduct a careful examination of the psy-
chology of perpetrators, victims, rescuers, sur-
vivors, hidden children and children of survivors.

MAHG 5012  Staff
Resisters During the 3 credits
Holocaust: Great Christian
Teachers and the Holocaust
This course will study and discuss the teachings
of selected Christian theologians of the last cen-
tury in respect to Nazism and the Holocaust. Al-
though the Christian establishments failed as
a whole, who were the voices crying out for the
Jews? Those studied are Karl Barth, Dietrich
Bonhoeffer, Reinhold Niebuhr, Martin
Niemoeller and Andre Trocme.

MAHG 5016  Staff
Europe in the 3 credits
Twentieth Century
This course will analyze the major political,
social, economic and intellectual developments
of twentieth-century Europe with special
emphasis on the factors that contributed to the
rise of totalitarianism, the Holocaust and other
attempted genocides. Students will investigate
the nationalist and ethnic antagonisms that con-
tributed 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. In the latter part of the semester,
the focus will turn to the transformation and
division of Europe at the epicenter of the Cold
War, as well as 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 lit-
ery voices present a perspective not usually
heard in the study of the Holocaust. The voices
will tell of “Experience” through the examina-
tion of diaries, memoirs and letters. The voices
of “Remembrance” will include stories of perse-
cution, resistance and rescue. The voices of
“Reflection” come from history, philosophy,
teology and literature.

MAHG 5018  Staff
Other Victims of the 3 credits
Holocaust and Nazi Genocide
Beginning with the uniqueness of the
Holocaust, through a dialectic approach this
course will examine the universality of the
Holocaust and the other victims of Nazi geno-
cide. It will explore the problems associated with German slave-labor policies, the Nazi forced-labor program and Nazi policies in occupied territory, as well as an in-depth examination into Nazi policy in Serbia, Croatia, Belgium, France, Poland, the Ukraine and the former USSR. There will be 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 will seek 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, this course will explore themes of bearing witness, of individual and collective memory, and of the role of language in thinking and speaking about the unspeakable.

MAH6G 5020 Staff
The Literature of the Holocaust 3 credits
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.

MAHG 5021 Staff
Modern German History 3 credits
and the Holocaust
Why was the Holocaust planned and carried out by the government and citizens of Germany, an “advanced” and civilized country with a small but highly-assimilated Jewish minority? 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? These are some of the central questions that participants in this course will be challenged to explore and answer.

MAHG 5022 Staff
Study Seminar to the Sites 3 credits
This course offers a study seminar to the Holocaust sites in Europe and Yad Vashem in Jerusalem, and submission of a term paper on a designated topic related to the agenda of the trip.

MAHG 5023 Staff
Summer or Winter Session at Yad Vashem 3 credits
This course provides 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 term paper on a designated theme.

MAHG 5024 Staff
Literature of the Holocaust and Eastern Europe 3 credits
This seminar will examine the culture and literature of Eastern Europe with an in-depth study primarily of Jewish writers before, during and after the Holocaust.

MAHG 5025 Staff
Sociology of the Holocaust 3 credits
This seminar studies the social processes leading to the Holocaust. The term *Endlosung* like many others the Nazis used, euphemized and legitimated the madness of genocide. This seminar will utilize the literature of the Holocaust to understand the immensity of the repercussions that persecution, violent exclusion and genocide bring to those it victimizes.

MAHG 5026 Staff
The Holocaust, Terrorism, and Genocide 3 credits
The German Nazi Party was a terrorist movement in 1923 before it became an illegitimate government (1933) with the power to commit genocide. Against this measure, the seminar will concentrate on three aspects of the terrorism that has become the face of modern war. One, what are the identifying characteristics of a terrorist, potentially genocidal movement that can alert an effective Early Warning System? Two, what are the signs that a legitimate regime is losing it, through economic depression, military disaster or subversion? Three, what are 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 Staff
Germany and the Holocaust 3 credits
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 5800 Staff
Independent Study 3 credits
Independent study projects may be arranged with individual members of the teaching faculty of the MAHG program with permission of the director.

MAHG 5900 Staff
Internships variable credit
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, Beth Shalom, U.K., The Annual Scholars’ Conference on the Holocaust and the Churches and The Simon Wiesenthal Center in New York have agreed to provide appropriate, supervised internship experiences.
MASTER OF ARTS IN INSTRUCTIONAL TECHNOLOGY
IN THE FACULTY OF PROFESSIONAL STUDIES

THE FACULTY

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.

Sunyoung Joung
Ph.D. (Florida State University), Assistant Professor of Instructional Technology: Computer-Supported Collaborative Learning (CSCL), technology integration for teachers, adaptive learning systems design, learner-centered learning design, e-learning discourse assessment.

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.

Eva Ross
M.S. Indiana Wesleyan University, Assistant Professor of Instructional Technology: technology integration and professional development in K-12, human performance technology and systemic change.

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 oppor-
tunities 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 scores

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 upon application and no later than the first semester following admission to the program.

NON-DEGREE OPTION
Students who desire graduate education but do not intend to earn an M.A. may be admitted to the program as non-degree (non-matriculated) 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 Coordinator or Office of Graduate Studies for the appropriate form. After that time, they are restricted to a maximum of 15 credits of graduate course work as non-matriculated students, 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 5220 Network Design (Prerequisite: INTC 5001)
INTC 5230 Supervising and Coordinating Educational Technology (Prerequisite: completion of core courses or permission of instructor)
INTC 5245  Hardware and Software Installation/Configuration (Prerequisite: INTC 5001)
INTC 5280  Grant Writing (Prerequisite: INTC 5001)

EDUCATION TRACK
(at least 9 credits from the following):
INTC 5320  Using Educational Software and Hardware (Prerequisite: INTC 5001)
INTC 5330  Integrating Technology in the Classroom (Prerequisite: INTC 5001)
INTC 5340  Web Design (Prerequisite: INTC 5001 & 5120)
INTC 5545  Distance Learning in Education (Prerequisite: INTC 5001)

CORPORATE TRACK
(at least 9 credits from the following):
INTC 5410  Adult Learning (Prerequisite: INTC 5001)
INTC 5420  Human Performance Improvement and Tools (Prerequisite: INTC 5001 & 5160)
INTC 5450  Project Management Basics (Prerequisite: INTC 5001 & 5160)
INTC 5560  E-learning in the Workplace (Prerequisite: INTC 5001)

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 5585  Technical Writing (Prerequisite: INTC 5001)
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)
INTC 6110  Curriculum Development and Evaluation (Prerequisites: INTC 5160 [or equivalent], Master’s degree and permission of instructor)
INTC 6120  Principles of Supervision and Evaluation of Instruction (Prerequisites: INTC 5230 [or equivalent], Master’s degree 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 of the MAIT Program
The Richard Stockton College of New Jersey
P.O. Box 195
Pomona, NJ 08240-0195
Phone: (609) 652-4501
MAIT@stockton.edu

Dean of Enrollment Management
The Richard Stockton College of New Jersey
P.O. Box 195
Pomona, NJ 08240-0195
Phone: (609)652-4261

COURSES IN INSTRUCTIONAL TECHNOLOGY (INTC)

INTC 5001  D. Harvey
Introduction to Instructional Technology  S. Joung, J. Lee
3 credits

Core course.
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  D. Harvey,  
Theoretical Foundations  S. Joung, J. Lee,  
of Instructional Technology  E. Ross  
Core course. Prerequisite: INTC 5001 or permission of instructor.
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  D. Harvey,  
Visual Design  J. Lee  
and Communications  3 credits  
Core course. 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  D. Harvey,  
Instructional Design  S. Joung, J. Lee,  
and Development  E. Ross  
Core course. 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  D. Harvey,  
Research in Instructional  S. Joung, J. Lee,  
Technology  E. Ross  
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 5220  Staff  
Network Design  3 credits  
Technology Coordination track course.  
Prerequisite: completion of core or permission of instructor.
This course investigates various network designs, optimizations, and configurations so that students will understand how networks work and which network is best suited to corporate environments. This is a practical course with hands-on experience.

INTC 5230  Staff  
Supervising and Coordinating  3 credits  
Educational Technology  
Technology Coordination track course.  
Prerequisite: completion of core or permission of instructor.
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 5245  Staff  
Hardware and Software  3 credits  
Installation/Configuration  
Technology Coordination track course.  
Prerequisite: INTC 5001.
This course will facilitate the procedural and technical issues related to putting together computer hardware/software. The course will take a hands-on approach, with students installing and configuring peripheral devices, various software, etc.

INTC 5280  Staff  
Grant Writing  3 credits  
Technology Coordination track course.  
Prerequisite: INTC 5001.
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  D. Harvey,  
Using Educational      S. Joung, J. Lee,  
Software and Hardware  E. Ross  
3 credits  

Education track course. Prerequisite: completion of core or permission of instructor.
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  D. Harvey,  
Integrating Technology  S. Joung, J. Lee,  
into Classroom Teaching  E. Ross  
3 credits  

Education track course. Prerequisite: completion of core or permission of instructor.
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  D. Harvey, S. Joung, J. Lee  
Web Design and  
Development  
3 credits  

Education track course. Prerequisites: INTC 5001 and 5120.
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.

INTC 5350  Staff  
Advanced Web Design  
3 credits  

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.

INTC 5405  E. Ross  
Information Literacy  
And Communication  
3 credits  

Corporate track course. Prerequisite: completion of core or permission of instructor.
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.

INTC 5410  J. Lee, E. Ross  
Adult Learning  
3 credits  

Corporate track course. Prerequisite: completion of core courses or permission of instructor.
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.

INTC 5420  D. Harvey,  
Human Performance  
S. Joung, E. Ross  
Improvement and Tools  
3 credits  

Corporate track course. Prerequisites: completion of core or permission of instructor.
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).

INTC 5450  S. Joung, E. Ross  
Project Management Basics  
3 credits  

Corporate track course. Prerequisite: completion of core or permission of instructor.
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.
### INTC 5530 Multimedia/Hypermedia Design

**D. Harvey, J. Lee**

**3 credits**

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.

### INTC 5545 Distance Learning in Education

**D. Harvey, S. Joung**

**3 credits**

Elective course. Prerequisite: INTC 5001.

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 E-Learning in the Workplace

**S. Joung**

**3 credits**

Elective course. Prerequisite: INTC 5001.

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 5585 Technical Writing

**Staff**

**3 credits**

Elective course. Prerequisite: INTC 5001.

This course provides students with the opportunity to create and edit writings across a variety of technical fields. Correct and concise communication skills will be learned and used in combination with a variety of computer-based technologies to transform both simple and complex information and/or ideas into organized electronic and print media containing meaningful visual sketches and/or images to enable understanding and/or action by the users of such materials.

### INTC 5590 Special Topics

**Staff**

**3 credits**

Elective course. Prerequisite: completion of core or permission of instructor.

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 Internship

**Staff**

**3 credits**

Prerequisites: completion of core, at least three courses from track and/or elective, and 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 Capstone: Final Project

**Staff**

**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.

### INTC 6110 Curriculum Development and Evaluation

**D. Harvey, S. Joung, J. Lee, E. Ross**

**3 credits**

Prerequisites: INTC 5160 (or equivalent), master’s degree and permission of instructor.

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.
INTC 6120
Principles of Supervision and Evaluation of Instruction
Prerequisites: INTC 5230 (or equivalent), master's degree and permission of instructor.
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.

NEW JERSEY SUPERVISOR CERTIFICATE PROGRAM (POST-MASTER'S)
The Supervisor Certificate 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 Certificate.

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 program at the Richard Stockton College of New Jersey and want to pursue a supervisory certificate may begin to take courses from the restricted elective list before applying for admission into the supervisory certificate program. Such students may apply for the supervisory certificate 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 certificate 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 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.

PROGRAM INFORMATION
Director of the MAED or MAIT 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

IN THE FACULTY OF PROFESSIONAL STUDIES

THE FACULTY

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

Gurprit Chhatwal
Ph.D. (Kansas State University), Certified Public Accountant, Associate Professor of Business Studies: accounting, health care accounting, finance.

Mary Beth DeBello
M.S. (Widener University), Certified Public Accountant, Assistant Professor of Business Studies: federal taxation, corporate tax accounting.

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 D. King
J.D. (Rutgers University School of Law), Professor of Business Law: business law, legal environment, law and social change, international law.

Eloise 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 and the law, law and literature, computer law and ethics, perspectives on women.

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.

Whiton Paine
Ph.D. (University of Maryland), Associate Professor of Business Studies: marketing, management, direct marketing.

Nora C. Palugod
Ph.D. (University of Pittsburgh), Assistant Professor of Business Studies: international business, investments, financial management.

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

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, microcomputer applications.

Marilyn Vito
M.B.A. (Monmouth College), Certified Public Accountant, Certified Management Accountant, Associate Professor of Business Studies: accounting, finance.

Clifford J. Whithem
Ph.D. (Temple University), Director of Hospitality 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: management science, decision analysis, operations management, marketing research.

Associated Faculty

Weihong Fan  
Ph.D. (Colorado State University), Associate Professor of Environmental Studies: business applications of geographic information systems.

Deborah M. Figart  
Ph.D. (The American University), Professor of Economics and Dean of Graduate 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.

Joseph J. Marchetti  
Ph.D. (University of Pennsylvania), Vice President for Student Affairs: leadership, organizational behavior.

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 is available for students to meet the requirements for licensure as Certified Public Accountant (CPA) in New Jersey.

Program Organization

The program offers students an opportunity to earn a Master’s degree in Business Administration, requiring 33 semester hours (11 courses) of graduate-level study. Additional prerequisite study may be required 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 425 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 director of the Stockton MBA program in writing to request transfer credit. 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. Students must apply for transfer credit no later than their first semester as a matriculated student.
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: Both courses are calculated in 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 Stockton (B.A. or B.S.) will have met this requirement if they completed all of the courses in the undergraduate core. Students with non-business undergraduate degrees from Stockton or with degrees from another college or university are expected to have the equivalent of the following undergraduate courses:
- Foundations of Accounting
- 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

A student who has 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 undergraduate 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 seven core courses consisting of six 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 Management Information Systems
- BSNS 5505 Capstone: Business Strategy and Policy

Students may seek a waiver of one of the foundation courses if they can provide evidence of proficiency. Students must take an additional elective to substitute for a waived course. 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. All students are required to complete a minimum of 11 graduate courses to receive an MBA.

CAPSTONE COURSE
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 5310 Topics in Individual Taxation
- ACCT 5311 Topics in Corporate Taxation
- ACCT 5313 Taxation of Corporations, Partnerships, Estates and Trusts
- ACCT 5353 Advanced Auditing
- BSNS 5340 Understanding Corporate Fraud
- BSNS 5900 Internship
- ECON 5310 Domestic and Global Economics
- FINA 5330 Capital Markets, Investments and Financial Institutions
- FINA 5405 Selected Topics in Finance
- MGMT 5325 Practical Business Ethics
- MGMT 5343 Labor-Management Relations
- MGMT 5353 Telecommunications for Management
- MGMT 5370 Geographic Information Systems
- MGMT 5380 E-Commerce
- MGMT 5401 Topics in Health Management
- MGMT 5405 Selected Topics in Management
- MGMT 5407 Issues in Global Management
- MKTG 5315 Service Marketing
- MKTG 5325 Practical Business Ethics (cross-listed with MGMT 5325)
MKTG 5405  Selected Topics in Marketing
PLAW 5305  Advanced Topics in Legal Environment of Business

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 Program Director.

THE PROGRAM OF STUDY: MBA – ACCOUNTING CONCENTRATION
The program of study includes six core courses consisting of five foundation courses, one capstone course and five electives.

Required courses are:
BSNS 5215  Organizational Behavior
BSNS 5220  Applied Marketing Management
BSNS 5225  Financial Management (An elective may be substituted if a student has six or more credit hours of undergraduate finance.)
BSNS 5230  Managerial Decision Analysis
BSNS 5345  Management Information Systems
BSNS 5505  Capstone: Business Strategy and Policy

Students may seek a waiver of one of the foundation courses if they can provide evidence of proficiency. Students must take an additional elective to substitute for a waived course.

CAPSTONE COURSE
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 5310  Topics in Individual Taxation
ACCT 5311  Topics in Corporate Taxation
ACCT 5350  Advanced Financial Accounting
ACCT 5353  Advanced Auditing
ACCT 5354  Accounting for Complex Business Entities
ACCT 5355  Governmental and Non-Profit Accounting
ACCT 5356  Advanced Cost Accounting
ACCT 5357  Advanced CPA Topics I
ACCT 5358  Advanced CPA Topics II
BSNS 5340  Understanding Corporate Fraud
FINA 5305  Financial Statement Analysis
PLAW 5305  Advanced Topics in Legal Environment of Business

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.

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

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

The following courses are open only to MBA graduate students.

ACCT 5310  M. DeBello, F. Thomas
Topics in Individual Taxation  3 credits

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  M. DeBello, F. Thomas
Topics in Corporate Taxation  3 credits

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 5350  J. McEnerney
Advanced Financial Accounting  3 credits

Prerequisite: Intermediate Accounting II.
An in-depth, comprehensive study of the principles, concepts, postulates and techniques of accounting for corporations, and related topics such as fund-flow statements, pensions, leases, tax allocation, special recognition situations, full disclosure in financial reporting, and accounting changes and error analysis. Accounting research techniques and computer software applications are incorporated in this course.

ACCT 5354  J. McEnerney
Accounting for Complex Business Entities  3 credits

Prerequisite: ACCT 5350.
This course discusses partnerships, consolidations, combinations and related subjects as they relate to business enterprises.

ACCT 5355  Staff
Governmental and Non-Profit Accounting  3 credits

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 5356  Staff
Advanced Cost Accounting  3 credits

Prerequisite: Intermediate Accounting II.
This course is an in-depth study of problems and procedures for establishing cost accounting systems in a firm.

ACCT 5357  G. Chhatwal, J. McEnerney
Advanced CPA Topics I  3 credits

Prerequisite: ACCT 5354.
This course will cover topics in financial accounting and accounting theory in preparing for the CPA exam.

ACCT 5357  G. Chhatwal, J. McEnerney
Advanced CPA Topics II  3 credits

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  G. Chhatwal
Accounting Performance, Control and Analysis  3 credits

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  E. Kruger  
Organizational Behavior  3 credits
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.

BSNS 5220  W. Paine, K. Stewart  
Applied Marketing Management  3 credits
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.

BSNS 5225  F. Thomas, M. Vito  
Financial Management  3 credits
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.

BSNS 5230  S. Zhao  
Managerial Decision Analysis  3 credits
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.

BSNS 5340  M. Vito  
Understanding Corporate Fraud  3 credits
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.

BSNS 5345  S. Zhao  
Management Information Systems  3 credits
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.

BSNS 5505  Staff  
Business Strategy and Policy  3 credits
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.

### MGMT 5343  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 5353  Telecommunications for Management  3 credits
This course covers contemporary telecommunications from wired to wireless systems, the evolution of key communication technologies and the structure and performance of both standard and emerging services in business industries. The course emphasizes interactive telecommunications, networking systems and distance communication.

### MGMT 5370  Geographic Information Systems  3 credits
Businesses rely on information technology to run day-to-day operations by supporting product sales and distribution, focusing on marketing efforts, routing service personne, and monitoring productivity. GIS is a necessary tool in the business decision-making process. This course prepares students to work with this as business professionals by covering the principles and concepts of GIS, important applications in business, database development and management and spatial data and manipulation.
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.

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.

This course will examine the 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.

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.

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.

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.

Participants in this course will explore a series of contemporary ethical questions that have been raised with regard to the business community: whistleblowing, controversial accounting practices, the status of corporations, the gambling and tobacco industries, marketing products to children and union/management disagreements. Participants will be expected to read, write, analyze, research and make group presentations at an advanced level.

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

BS/MS COMPUTATIONAL SCIENCE PROGRAM

IN THE FACULTY OF NATURAL SCIENCES AND MATHEMATICS

THE FACULTY

Robert J. Olsen
Ph.D. (Brandeis University), Assistant Professor of Computational Science: physical chemistry, chemical physics, computational science, chemical kinetics, nonlinear dynamics, combustion, chemometrics.

Louis F. DeChiaro
Ph.D. (Stevens Institute of Technology), Associate Professor of Computational Science: solid state physics, computational physics, electrical engineering, electromagnetic compatibility, reliability physics of electronic components, reliability physics of lasers, failure analysis of electronic components.

Monir H. Sharobeam
Ph.D. (University of Tennessee), Professor of Computational Science: mechanical engineering, mechanics of materials, fracture mechanics, finite element methods, computer-aided drafting and design.

INTRODUCTION

The Computational Science (CPLS) Program at Stockton is an interdisciplinary five year B.S./M.S. dual-degree program. A student entering the program will acquire substantial knowledge in the sciences of his or her interest by taking courses offered in existing Division of Natural Sciences and Mathematics (NAMS) programs: Biochemistry/Molecular Biology, Biology, Chemistry, Environmental Studies, Geology, Mathematics, Marine Science and Physics. This knowledge will be augmented by an introduction to sophisticated computational software and programming tools whose mastery will allow the student to explore problems in the application sciences whose intractability has placed them outside the scope of existing courses. Students will also develop additional skills in data acquisition, 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 internships at local industrial organizations to provide a capstone experience for our students and a smooth transition into either an industrial career or graduate study in a computation-intensive field at a major university.

PROGRAM ORGANIZATION

The program includes tracks in various science areas 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. 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 complete the program will receive an additional degree, a Master of Science in CPLS at the end of the fifth year. The curriculum of the program is organized as follows.

CORE COURSES (43 to 49 credit hours):

These include mathematics courses such as:

- MATH 2215 Calculus I
- MATH 2216 Calculus II
- MATH 2217 Calculus III
- MATH 2225 Discrete Mathematics

- CSIS 2101 Programming and Problem Solving I
- CSIS 2102 Programming and Problem Solving II

and computational science courses such as:

- CPLS 2110 Introduction to Computational Science
- CPLS 2120 Introduction to Computational Modeling

Three to five introductory science courses in Biology, Chemistry or Physics.
ADDITIONAL UNDERGRADUATE COURSES (31 to 37 credit hours):
These include Numerical Analysis I, Computational Modeling (in an application science field), and Computational Linear Systems in addition to upper level undergraduate electives in science, mathematics and computer science that meet the track requirements. Students are also required to carry out a full year of research or independent study in a computational science area.

GENERAL EDUCATION COURSES (48 credit hours):
Students are required to complete 48 credit hours in general education (see the General Studies requirements in the Undergraduate Bulletin).

GRADUATE PROGRAM COURSES (32 credit hours):
These include Numerical Analysis II, Advanced Computational Modeling in Biological and/or Physical Sciences, Scientific Visualization, Advanced Discrete Mathematics and Applications of Parallel Computing in Computational Science in addition to a variety of graduate electives in computational science, computer science and mathematics that meet the student interest and enhance the student’s research and computational experience. Students are also required to have a full year of research or independent study in a computational science area.

To ensure that each student is progressing successfully through the program, the student’s academic record is reviewed between the second and third years and again between the third and fourth years of study. Other general requirements for students in the program include the achievement of a grade of at least “C” in every course and a cumulative G.P.A. of at least 3.0 in mathematics and science.

ADMISSION TO THE PROGRAM
High school students admitted to the College can apply for admission to the program. Applications will be screened and recommendation for admission to the program will be based on one or more of the following criteria.
• Strong mathematics skills,
• A strong interest in one or more of the applications science areas and in the unconventional and challenging problems within those sciences, and
• A passion for computing and programming.

Recommended preparation for prospective students entering the first year of the program includes the following:
• High school mathematics through precalculus or the equivalent and
• Three years of high school science with a minimum average grade of B+ or the equivalent.
• Transfer student applications will be also screened according to the above criteria. Those who are admitted will be integrated into the program according to their level of academic preparation.

CAREER OPPORTUNITIES
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 (computational science is too new a discipline for computational scientist to be listed as a separate occupation) 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 February 2004 projects that between 2002 and 2012 employment for “Computer and mathematical science occupations” will increase by 34.8%. The same publication projects that employment for “Life scientists” will grow by 17.2% and employment for “Physical scientists” will grow by 14.4%.

Central and southern New Jersey are home to a number of potential employers for computational science graduates. These include Lucent Technologies, Telcordia Technologies, the Mitre Corporation, Agere Technologies, the FAA Technical Center (and the several entrepreneurial satellite companies serving it), Sarnoff Labs and many of the Route 1 Corridor entrepreneurial corporations. All of these companies, and many more in the local area, employ technical professionals who must be skilled in the soft
ware systems and techniques of computational science.

INFORMATION ABOUT THE PROGRAM
Computational Sciences Program Coordinator
The Richard Stockton College of New Jersey
PO Box 195
Pomona NJ 08240-0195
Phone (609) 652-4546

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

COURSES IN COMPUTATIONAL SCIENCE PROGRAM

CPLS 2110  Staff
Introduction to 3 credits
Computational Science
Co-requisite: MATH 2215 or equivalent.
Formulating and refining computational models describing problems of scientific interest are the themes of this course. Effective methods for presentation of computational results are an essential aspect of model assessment and will be developed as the course progresses. Two hours lecture and two hours lab per week.

CPLS 2120  Staff
Introduction to 3 credits
Computational Modeling
Prerequisites: CPLS2110, CSIS2101 and MATH2216.
Changes in reliability and performance caused by changing the numerical algorithm on which an implementation is based will be highlighted. Strategies for recognizing situations in which the algorithm is the weak link in the modeling process and for refining a computational model by choosing among alternative algorithms will be described and explored. Two hours lecture and two hours lab per week.

Additional courses are under development.
MASTER OF SCIENCE IN NURSING
IN THE FACULTY OF PROFESSIONAL STUDIES

THE FACULTY

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

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.

Albert A. Rundio, Jr.  
Ph.D. (University of Pennsylvania), Associate Professor of Nursing: adult health, research.

Michelle Sabatini  
D.N.Sc., (Widener University), Assistant Professor of Nursing: adult 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, including the nursing theories of Roy and Neuman, 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*

First Semester
NURS 5331 Nursing Theory 3 credits
NURS 5333 Advanced Health Assessment 3 credits
NURS 5421 Advanced Pathophysiology I 3 credits

Second Semester
NURS 5422 Adult Nursing I (including clinical) 7 credits
NURS 5332 Pharmacology 3 credits
NURS 5431 Advanced Pathophysiology II 3 credits

Third Semester
NURS 5423 Adult Nursing II (including clinical) 7 credits
NURS 5334 Research Methods 3 credits

Fourth Semester
NURS 5424 Adult Nursing III (including clinical) 7 credits
NURS 5335 Professional Role Development 3 credits

* The above schedule reflects a full-time load. Students have the option of attending on a part-time basis.

ADMISSION TO THE PROGRAM
Admission is open to R.N.s with a baccalaureate degree in nursing. Prospective applicants must meet the following criteria; however, meeting the minimum criteria does not guarantee admission:
1. A baccalaureate degree in nursing from an NLN- or CCNE-accredited school.
2. Grade point average of 3.0 (on a scale of 4.0) with a B average in all nursing courses.
3. Eligibility for licensure to practice as a professional nurse in New Jersey.
4. Two recommendations, one academic and one professional. Forms are provided.
5. Professional liability insurance.
6. Completion of a short essay (subject to be specified by the Nursing Program).
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.

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 Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Option A</th>
<th>Option B</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 5331</td>
<td>Nursing Theory</td>
<td>3</td>
<td>Required</td>
<td>Exempt</td>
</tr>
<tr>
<td>NURS 5333</td>
<td>Advanced Health Assessment</td>
<td>3</td>
<td>Exempt</td>
<td>Required</td>
</tr>
<tr>
<td>NURS 5421</td>
<td>Advanced Pathophysiology I</td>
<td>3</td>
<td>Required</td>
<td>Exempt</td>
</tr>
<tr>
<td>NURS 5332</td>
<td>Pharmacology</td>
<td>3</td>
<td>Required</td>
<td>Required*</td>
</tr>
<tr>
<td>NURS 5422</td>
<td>Adult Nursing I (including clinical)</td>
<td>7</td>
<td>Exempt</td>
<td>Required</td>
</tr>
<tr>
<td>NURS 5431</td>
<td>Advanced Pathophysiology II</td>
<td>3</td>
<td>Required</td>
<td>Exempt</td>
</tr>
<tr>
<td>NURS 5423</td>
<td>Adult Nursing II (including clinical)</td>
<td>7</td>
<td>Exempt</td>
<td>Required</td>
</tr>
<tr>
<td>NURS 5334</td>
<td>Research Methods</td>
<td>3</td>
<td>Required</td>
<td>Exempt</td>
</tr>
<tr>
<td>NURS 5424</td>
<td>Adult Nursing III (including clinical)</td>
<td>7</td>
<td>Exempt</td>
<td>Required</td>
</tr>
<tr>
<td>NURS 5335</td>
<td>Professional Role Development</td>
<td>3</td>
<td>Required</td>
<td>Exempt</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td></td>
<td>18 Required</td>
<td>24 Required</td>
</tr>
<tr>
<td>Exempt</td>
<td></td>
<td></td>
<td>24</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. Two didactic courses and two clinical courses are required. A total of 200 clinical hours must be completed to meet eligibility standards. Course offerings are dependent on sufficient student demand.

**ACCREDITATION**

The Nursing Program is approved by the New Jersey Board of Nursing and is accredited by the Commission on Collegiate Nursing Education (CNNE).

**INFORMATION ABOUT THE PROGRAM**

Nursing Program, Graduate Director  
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  
PO Box 195  
Pomona NJ 08240-0195  
Phone (609) 652-4261
GRADUATE COURSES IN NURSING

(NURS)

NURS 5331  L. Aaronson
Nursing Theory  3 credits
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.

NURS 5332  Staff
Pharmacology  3 credits
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.

NURS 5333  M. Sabatini, A. Rundio
Advanced Health  3 credits
Assessment
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.

NURS 5334  A. Rundio
Research Methods  3 credits
Prerequisite: NURS 5331.
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.

NURS 5335  C. Eisele, A. Rundio
Professional  3 credits
Role Development
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.

NURS 5421  N. Davis
Advanced  3 credits
Pathophysiology I
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.

NURS 5422  M. Sabatini, Staff
Adult Nursing I  3 credits
Prerequisite: NURS 5333.
Corequisite: NURS 5922.
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.

NURS 5423  M. Sabatini, Staff
Adult Nursing II  3 credits
Corequisite: NURS 5923.
This course is a continuation of NURS 5422.

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  3 credits
Pathophysiology II
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  Martone, Scaffidi
Assessment of the 3 credits
Pediatric and Obstetric Client
This course focuses on comprehensive history taking and physical assessment of the pediatric and obstetric patient. The course emphasizes health issues with the well child and the uncomplicated obstetric client. Disease prevention, health promotion and health restoration are key elements of the course.

NURS 5551  Martone
Primary Care of the 3 credits
Pediatric Client
Differential diagnosis and treatment of common disorders of the pediatric client is presented. 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, Staff
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 I 4 credits
Corequisite: NURS 5424.
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 5424. A minimum of 12 hours of contact time per week is required.

NURS 5951  Staff
Pediatric Practicum II 4 credits
Clinical experience is primary care of the pediatric client will be provided. One hundred clinical hours is required. Students must be enrolled concurrently in NURS 5551.
THE FACULTY

Diane Durham  

Kimberly Furphy  
M.S. (Temple University), Assistant Professor of Occupational Therapy, O.T.R., A.T.P.: assistive technology, geriatric rehabilitation, spinal cord injury rehabilitation, brain injury rehabilitation.

Sharon Gutman  
Ph.D. (New York University), Associate Professor of Occupational Therapy, O.T.R.: supported education for people with mental health concerns, neuroscience, traumatic brain injury.

Kathleen Klein  
M.S. (Thomas Jefferson University), Assistant Professor of Occupational Therapy, O.T.R., B.C.P.: children and family issues, neuroscience, learning outcomes, motor performance, adult learning, evaluation.

Janet Lisak  
M.O.T. (Texas Woman’s University), Assistant Professor of Occupational Therapy, O.T.R., C.H.T.: hand therapy, adult intervention, fall prevention and home safety for community dwelling senior citizens.

Victoria Schindler  
Ph.D. (New York University), Associate Professor of Occupational Therapy, O.T.R., F.A.O.T.A.: mental health, theory, research.

INTRODUCTION

Definition of Occupational Therapy
Occupational Therapy (OCTH) is a health care profession that uses purposeful activity to achieve functional outcomes which 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:
• assessment and provision of treatment 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.

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, 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.

PROGRAM ORGANIZATION
The Master of Science in Occupational Therapy (OCTH) 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 telephone number is (301) 652-2682. Students graduating from the MSOT program are eligible to sit for the National Certification Examination for the Occupational Therapist administered by the National Board for Certification in Occupational Therapy (NBCOT)*. After successful completion of this exam, the individual will be an occupational therapist.

Most states require licensure in order to practice; however, state licenses 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 exam 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.

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 applicant will be invited for a personal interview following a satisfactory review of the application. Qualified applicants not admitted will have their names placed on a waiting list for consideration at a later date. Applicants on the waiting list are considered 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 have submitted a deposit.
MASTER OF SCIENCE IN OCCUPATIONAL THERAPY

PHILOSOPHY OF THE PROGRAM
The philosophy of the Occupational Therapy Program at Stockton College is based on the premise that “occupation” or purposeful activity has a restorative or normalizing effect, expressed across the life span, through which one establishes meaning for living, through which wholeness is understood and health and well-being are expressed in work, rest, play and self-care activities. The ultimate goal of occupational therapy is to enable individuals to assume an optimal level of functioning and sustain the highest quality of life possible which fosters physical, mental, emotional and spiritual expression, allowing each person to be a productive, contributing member of society.

Within the context of this philosophy is the belief that each individual is unique and is best understood through personal beliefs, values and interests as he/she interacts with the environment through the aggregate of cognitive, motor, perceptual and sensory skills as they are situationally defined by the family, the social group and the larger fabric of culture. It is through this interface, between the individual and the environment that adaptation occurs to promote improved function, self-actualization or environmental accommodation. It is in this context of every day living that adaptive responses are demonstrated which preserve the right of individuals to make choices regarding their health and well-being.

The focus of the program is the facilitation of human responses to functional problems that may interfere with skill acquisition, demonstration of performance, or pursuit of life roles and/or meaningful living. The curriculum embraces a problem-based approach to learning and a client-centered approach to problem solving. Furthermore, the program is dedicated to graduating therapists capable of providing therapeutic and humanistic care to promote health and well-being and to promote positive relationships between individuals, communities, and their interactive and interdependent environments.

EDUCATIONAL GOALS OF THE PROGRAM
1. Provide an educational environment which fosters personal and professional freedom and responsibility and which is conducive to intellectual, social, professional, ethical, and cultural growth and awareness;

2. Provide creative and innovative occupational therapy programs that meet and exceed professional standards of excellence;

3. Educate qualified students from diverse backgrounds who have the potential to become competent, compassionate and contributing health care professionals in meeting the societal needs for service provision in complex multicultural environments;

4. Offer a program designed to prepare graduates who have the ability to think logically and holistically, critically and independently; who demonstrate competence in the application of humanistic and ethical values;

5. Pursue its primary role as an educational program while facilitating the participation of its faculty and students in community service, research, scholarly and professional activities;

6. Serve the community of health care professionals by providing timely, relevant and quality continuing education that contributes to the health and well-being of the residents of the community;

7. Prepare students to be competent entry-level occupational therapy practitioners who are able to plan and implement creative intervention programs for populations in need.

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.

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**

<table>
<thead>
<tr>
<th>1st Year Fall</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</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>
</tr>
<tr>
<td></td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1st Year Spring</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCTH 5140</td>
<td>Occupational Performance &amp; Assessment in Children</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>
</tr>
<tr>
<td></td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1st Year Summer</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCTH 5170</td>
<td>Professional Issues</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2nd Year Fall</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCTH 6100</td>
<td>Occupational Performance &amp; Assessment in Adults</td>
<td>4</td>
</tr>
<tr>
<td>OCTH 6110</td>
<td>Adult Occupational Therapy Intervention</td>
<td>4</td>
</tr>
<tr>
<td>OCTH 6120</td>
<td>Clinical Neuroscience</td>
<td>4</td>
</tr>
<tr>
<td>OCTH 6160</td>
<td>Research Seminar</td>
<td>4</td>
</tr>
<tr>
<td>OCTH 6130</td>
<td>Occupational Therapy Practice Skills III</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2nd Year Spring</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCTH 6140</td>
<td>Occupational Performance &amp; Assessment in Geriatrics</td>
<td>4</td>
</tr>
<tr>
<td>OCTH 6141</td>
<td>Geriatric Occupational Therapy Intervention</td>
<td>4</td>
</tr>
<tr>
<td>OCTH 6161</td>
<td>Research Synthesis Project</td>
<td>4</td>
</tr>
<tr>
<td>OCTH 6131</td>
<td>Occupational Therapy Practice Skills, IV</td>
<td>2</td>
</tr>
<tr>
<td>OCTH 6170</td>
<td>Advanced Adaptation &amp; Assistive Technology</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fieldwork</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCTH 6910</td>
<td>Fieldwork Level II (June/July-Aug/Sept)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Fieldwork Level II (Sept/Oct-Nov/Dec)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

| Program Total          |                                                  | 80      |

**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

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

**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.*

**OCTH 5100** K. Klein

**Science of Occupation** 4 credits

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.
OCTH 5110  K. Klein  
Foundations of Motor Performance  
This course involves an analysis of functional anatomy, kinesiological and neurological components of motor performance with emphasis on neuroanatomical, musculoskeletal and cardiopulmonary factors impacting on motion as well as the effect of gender, age, strength, muscle tone, motor control, gravity, skill level and task-environmental demands.

OCTH 5120  J. Lisak  
Clinical Conditions: Physical  
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.

OCTH 5121  V. Schindler  
Clinical Conditions: Psychosocial  
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.

OCTH 5130  V. Schindler  
Occupational Therapy Practice Skills I  
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 will have the opportunity to examine their own and others’ behavior within a group, to develop an understanding of the potential therapeutic use of group activities and to plan and implement an activity group session.

OCTH 5131  J. Lisak/S. Gutman  
Occupational Therapy Practice Skills II  
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.

OCTH 5140  K. Klein  
Occupational Performance and Assessment in Children  
This course involves an analysis of occupational performance and skill deficits of children. It addresses developmental perspectives including attending/alertness, arousal/affect, interaction skills, motivation, motor control, reflex maturation, communication and cognition through simulated case studies. The course introduces clinical reasoning in the selection and administration of assessments appropriate for infants through adolescents. Includes Fieldwork Level I.

OCTH 5141  K. Klein  
Pediatric Occupational Therapy Intervention  
This course involves a practical emphasis on functional performance, meaningful occupations and select frames of reference for intervention in environmental context including seating, wheelchair mobility, transportation and modification of personal skills, tasks or the environment with a focus on the importance of play for children. Strategies for evoking normalized functional patterns in treatment planning and intervention are identified with emphasis on public school settings. Ethics, advocacy, interdisciplinary problem solving, effect of disability on the family and supervision of the COTA is addressed in acute and community 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. May include Service Learning.

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

OCTH 5170  D. Durham
Professional Issues  2 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 assurance, 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 6100  K. Furphy
Occupational Performance and Assessment in Adults  4 credits
This course is an analysis of meaningful occupations, occupational performance and skill deficits in adults with acute and chronic disease processes and traumatic injuries, using case simulations. Examination of motivation, attitude, drive, maturation, locus of control and personal/social incentives for change are explored. The course includes clinical reasoning in the selection and administration of assessments and strategies used in acute, rehabilitation, mental health and managed care settings. Includes Fieldwork Level I.

OCTH 6110  K. Furphy
Adult Occupational Therapy Intervention  4 credits
This course offers a practical emphasis on functional performance in environmental context, identifying frames of reference appropriate for intervention; legislation, reimbursement practices and public policy are explored. Creative problem solving in energy conservation, flow of work, independent living skills, adapted homemaking, work re-entry, work hardening, driver re-education, adapted sports and environmental adaptation is stressed with a focus on the importance of work/meaningful activity in acute, rehabilitation, managed care and home environments. Ethics, advocacy, interdisciplinary problem solving, communication with care givers, effects of disability on the family and supervision of the COTA are examined. The course is conducted as a lecture with clinical learning experiences and demonstrations.

OCTH 6120  S. Gutman
Clinical Neuroscience  4 credits
This course provides students with a basic understanding of the central and peripheral nervous systems and how each contributes to human behavior. Students will understand the neurologic basis underlying function and pathology of sensory, perceptual, musculoskeletal, cognitive and psychosocial skills. Students will also understand the fundamental neurologic principles that underlie occupational therapy practice and will be able to apply such principles in clinical case studies. Lecture, experiential activities and video will be used to facilitate learning.

OCTH 6130  K. Furphy
Occupational Therapy Practice Skills III  2 credits
This course is a presentation of the principles of design and fabrication of splints, orthotics. It provides an introduction to the use of physical agent modalities. The course is conducted as a seminar with clinical learning experiences in which students, using a problem-based learning model, will have the opportunity to develop an understanding of the therapeutic use of these intervention tools, to acquire basic implementation skills, and to design and carry out activities in the context of clinical simulations.

OCTH 6131  J. Lisak
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 pre-
vention 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 J. Lisak**  
*Occupational Performance and Assessment in Geriatrics*  
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*  
This course provides a practical emphasis on functional performance in environmental context, identifying specific frames of reference for intervention. Creative problem solving in selection of aids to independent living, management of architectural barriers and modification of personal skills and tasks is involved. Legislation, reimbursement practices and public policy are explored. The impact of disability on the family, ethics of euthanasia/prolongation of life, advocacy, burnout in primary caregivers, quality of life issues and supervision of the COTA is explored in a variety of service settings. The course is conducted as a lecture with clinical learning experiences and demonstrations.

**OCTH 6160 S. Gutman**  
*Research Seminar*  
*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 S. Gutman**  
*Research Synthesis Project*  
*Prerequisites: Completion of all course work, and recommendation of the program.*  
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 are responsible for identifying an area of investigation in collaboration with faculty.

**OCTH 6170 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 6910 D. Durham**  
*Fieldwork Level II*  
*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 concern.
MASTERS OF PHYSICAL THERAPY
IN THE FACULTY OF PROFESSIONAL STUDIES

PLEASE NOTE: Stockton is in the process of seeking approval to offer an entry-level, professional Doctor of Physical Therapy (DPT) and a post-professional DPT. Initiation of the DPT degrees is scheduled to coincide with the phasing out of the MPT degree. Please see the DPT section of the graduate bulletin for details about these proposed new programs.

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, 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
M.S. (Boston University), 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.

Patricia Q. McGinnis
M.S. (Philadelphia College of Pharmacy and Science), 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.

ASSOCIATED FACULTY

Nancy Taggart Davis
Ph.D. (University of Pennsylvania), Professor of Pathology: Mexican culture and psychopharmacology.

Tim Haresign
Ph.D. (University of Connecticut at Storrs), Associate Professor of Biology: neuroscience, animal behavior, bioacoustics, sound and vibrational localization.

Ralph E. Werner
V.M.D. (University of Pennsylvania), Associate Professor of Biology: physiology, pathology, parasitology, pathophysiology, anatomy, medicine, human health, alternative medicine.

INTRODUCTION

Definition of Physical Therapy
Physical Therapy (PHTH) 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.

PROGRAM ORGANIZATION
• Entry-level Master of Physical Therapy (MPT) program.
• Accredited by the Commission on Accreditation in Physical Therapy Education of the APTA.
• Full-time study only.
• Stockton, high school and college transfer students may apply to the MPT Program.
• Students with and without a baccalaureate degree may apply to the MPT Program.
• High school students may apply under the Early Admissions program. Interested individuals may contact the Office of Enrollment Management for details (609) 652-4261.
• Length of program: students may apply to the program as a college sophomore, junior or senior; baccalaureate degree college graduate; or as a high school student.
   For those accepted as a college sophomore: two semesters as a junior and six semesters for MPT Program (summers off). Students may apply first-year MPT undergraduate courses to their undergraduate degree; all students complete a baccalaureate degree by the end of the second semester of the MPT (senior year undergraduate).
   For those accepted as a college junior: six semesters for MPT program (summers off). Students may apply first-year MPT undergraduate courses to their undergraduate degree; all students complete a baccalaureate degree by the end of the second semester of the MPT (senior year undergraduate).
   For those accepted with a baccalaureate degree: six semesters (summers off).
   For those accepted as a high school student: six years (summers off).

MPT ADMISSIONS
All applicants and enrolled students in the MPT Program are expected to meet technical standards and essential functions for participation in Stockton’s Physical Therapy program. These functions can be reviewed online at http://loki.stockton.edu/~mpt/.

The following criteria are required of all non-high school early admission applicants to the MPT Program and do not apply to high school students seeking early admission:
• Completion of the MPT application, including one reference 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 with a minimum grade of C by the end of the spring semester of the academic year in which the student is applying for admission:
  1 year of biology with labs
  1 year of chemistry with labs
  1 year of physics with labs
  (Calculus optional)
  1 year of anatomy/physiology with labs or
  1 semester of anatomy with lab and
  1 semester of physiology with lab
  1 semester of Introduction to Psychology/General Psychology
• Admission to The Richard Stockton College of New Jersey and selection by the MPT Admissions Committee.
These criteria are **recommended** for all applicants to the MPT Program:

- Physical therapy field experience—a minimum of 80 hours is highly 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. The length of field experience is recommended but a physical therapist recommendation is required.

- A combined SAT score of 1130, an overall GPA of 3.0 or above (based on a 4.0 scale).

**CORE MPT CURRICULUM**

*(Six Semesters)*

Upon completion of the six-semester MPT 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 the first and second semesters, all courses except PHTH 5000 are undergraduate courses that may be applied to an undergraduate degree. Students must receive a minimum grade of C for all these courses. All students must hold a baccalaureate degree by the end of the second semester.

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 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 MPT 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://loki.stockton.edu/~mpt/](http://loki.stockton.edu/~mpt/). The PHTH Program faculty will assign a 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 checks. Academic performance is one of several criteria determining admission, promotion, program completion, graduation and/or request for withdrawal.

Note: Students pay undergraduate tuition for 4000-level courses during the first two semesters. In subsequent semesters, students pay a maximum of 15 graduate credits per semester. See admissions and finance section in this Bulletin for additional financial information.

**COURSE SCHEDULE**

**Note:** Due to the College’s move from the MPT to the DPT program, students should note that course numbers below have changed.

**Semesters 1 and 2:** all students pay undergraduate tuition for all 4000-level courses

**Fall Semester**

- PHTH 4200 Human Gross Anatomy 4 credits
- BIOL 4230 Neuroscience with Lab 5 credits
- PHTH 4310 Pathology I 3 credits
- Additional undergraduate courses toward a non-PT baccalaureate degree

**Spring Semester**

- BIOL 4150 Advanced Physiology 4 credits
- PHTH 4320 Pathology II 2 credits
- Statistics
- Additional undergraduate courses toward a non-PT baccalaureate degree
- PHTH 5001 Kinesiology, Basic PT Evaluation 7 credits
  *(PHTH 5001 cannot be applied to an undergraduate degree)*

**Semesters 3 and 4:** all students pay graduate tuition (maximum of 15 credits per semester)

**Fall Semester MPT Courses**

- PHTH 5500 Musculoskeletal PT I 8 credits
- PHTH 5510 Musculoskeletal PT II 7 credits
- PHTH 5600 Research I 2 credits
Spring Semester MPT Courses
PHTH 5520 Musculoskeletal PT III 7 credits
PHTH 5530 Musculoskeletal PT IV 7 credits
PHTH 5610 Research II 2 credits
PHTH 5810 Clinical Experience I 3 credits
(eight weeks full-time, off-campus)

Semesters 5 and 6: all students pay graduate tuition (maximum of 15 credits/semester)

Fall Semester MPT Courses
PHTH 6500 Neuromuscular PT I 7 credits
PHTH 6510 Neuromuscular PT II 7 credits
PHTH 6610 Physical Therapy Management 3 credits
PHTH 6810 Clinical Experience II 3 credits
(eight weeks full-time, off-campus)

Spring Semester MPT Courses
PHTH 6520 Cardiopulmonary PT 7 credits
PHTH 6530 Other Systems in Physical Therapy 7 credits
PHTH 6620 Research III 1 credits
PHTH 6640 Education Practicum 1 credits
PHTH 6650 Issues in Health Care 2 credits
PHTH 6820 Clinical Experience III 3 credits
(eight weeks full-time, off-campus)

Credits for Master of Physical Therapy = 84 credits

INFORMATION ABOUT THE PROGRAM
Director, Physical Therapy Program
The Richard Stockton College of New Jersey
PO Box 195
Pomona NJ 08240-0195
Phone: (609) 652-4501
MPT@stockton.edu

Dean of Enrollment Management
The Richard Stockton College of New Jersey
PO Box 195
Pomona NJ 08240-0195
Phone: (609) 652-4261
Visit the MPT Web site:
http://loki.stockton.edu/~mpt.

COURSES IN PHYSICAL THERAPY (PHTH)

PHTH 4200 E. Bukowski
Human Gross Anatomy 4-5 credits
Prerequisite: Open only to students admitted to the PHTH Program.
This course involves advanced study of the human body with emphasis on the neuromusculoskeletal and vascular systems.

PHTH 4310 N. Davis
Pathology I 3 credits
Prerequisite: Open only to students admitted to the PHTH Program.
This course is an in-depth study of abnormal structure and function of the body.

PHTH 4320 N. Davis
Pathology II 2 credits
Prerequisite: PHTH 4310.
This course is an in-depth study of abnormal structure and function of the body.

PHTH 5001 E. Bukowski, A. Mastrangelo, T. Nolan
Kinesiology, Basic, Physical Therapy Evaluation 8 credits
Prerequisite: Open only to students admitted to the PHTH Program who have successfully completed all previous required course work.
This course involves 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**
Musculoskeletal
Physical Therapy I

- Prerequisite: PHTH 5101; open only to PHTH 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 and kinesiology in this course. Lab sessions will include demonstration and practice of physical therapy examination techniques and treatment interventions. This course will include the following modules: general concepts and principles and electrotherapy. There will be written exams for each module and a practical exam for the electrotherapy module.

**PHTH 5510**
Musculoskeletal
Physical Therapy II

- Prerequisite: PHTH 5001; open only to PHTH students.
- Concurrent with PHTH 5500, 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 and kinesiology in this course. 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 graded care plans and written exams for each module, and a comprehensive practical exam.

**PHTH 5520**
Musculoskeletal
Physical Therapy III

- Prerequisite: PHTH 5500 and 5510; open only to PHTH 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 the physical therapy examination, evaluation, intervention and outcome assessment of musculoskeletal impairments, functional deficits and disability. Students will be expected to apply principle of physics, anatomy, physiology, pathology, psychology, kinesiology and all knowledge and skill 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 orthopedics and a neck and back trauma, pain and dysfunction module. There will be graded care plans and written exams for each module, and a practical exam on upper and lower quarter screening. A group project on occupational health and ergonomics is included in this course.

**PHTH 5530**
Musculoskeletal
Physical Therapy IV

- Prerequisites: PHTH 5500 and 5510; open only to PHTH 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 of physics, anatomy, physiology, pathology, psychology, 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 module #6, bone and joint trauma, and module #8, degenerative, metabol-
ic, and immunologic conditions. There will be graded care plans and written exams for each module, and a comprehensive practical exam at the end of module #8.

PHTH 5600  M.L. Galantino, Research I  2 credits
Prerequisite: PHTH 5001.
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  M.L. Galantino Research II  2 credits
Prerequisites: PHTH 5600.
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 5810  L.A. Guenther, Clinical Experience I  3 credits
Prerequisites: All previous course work including PHTH 5520 and PHTH 5530.
This is a weekly seminar on campus followed by an eight-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 within the clinical environment to the role of the physical therapist.

PHTH 6500  M.L. Galantino, Neurmuscular P.Q. McGinnis, Physical Therapy I  7 credits
Prerequisites: All previous course work.
This course is 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 team approach and on 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  M.L. Galantino, L.A. Guenther, Physical Therapy II P.Q. McGinnis  7 credits
Prerequisites: All previous course work.
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 team approach and on 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, Cardiovascular and P.Q. McGinnis, Pulmonary Physical Therapy A. Mastrangelo  7 credits
Prerequisite: PHTH 6810.
This is an in-depth study of normal structure and function, pathology, psychosocial factors, medical and physical therapy evaluation and treatment procedures for the management of selected cardiovascular and pulmonary disorders. Client programs are presented with a problem-oriented/case-study format. An emphasis is placed on team approach and on indirect and preventive care. Students will be expected to apply previously-learned concepts and skills to the cardiovascular-pulmonary 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: PHTH 6520.
The study of normal structure and function, pathology, psychosocial factors, medical and physical therapy evaluation and treatment procedures for the management of selected systems (genito-urinary, renal, immune, integumentary, gastro-intestinal 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  3 credits
Management
Prerequisites: All previous course work.
This course is an investigation of management principles and skills for the clinician.

PHTH 6640  B. Kathrins
Education Practicum  1 credit
Prerequisite: PHTH 6810.
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  L.A. Guenther
Issues in Health Care  2 credits
Prerequisites: All previous course work.
The 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.

PHTH 6810  L.A. Guenther
Clinical Experience II  3 credits
Prerequisites: All previous course work including PHTH 6500 and PHTH 6510.
An eight-week, full-time off-campus clinical experience supervised by a licensed physical therapist. Students will apply the theories and principles of physical therapy to the solution of client problems.

PHTH 6840  M.L. Galantino,
Research III  1 credit
Prerequisite: PHTH 5610.
Students work with their research advisor on the final phase of preparation of the research proposal.

PHTH 6900  L.A. Guenther
Clinical Experience III  3 credits
Prerequisites: Successful completion of all program course work.
This is a weekly seminar on campus followed by the final eight-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-BACCALAUREATE PROGRAMS

PREPARATION FOR THE
HEALTH PROFESSIONS: THE POST-BACCALAUREATE CERTIFICATE PROGRAM

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

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, proofread 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

PROGRAM INFORMATION
Paralegal Program
Office of Graduate Studies
Phone: (609) 652-4298
paralegalstudies@stockton.edu
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 Hours</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</td>
<td>30</td>
<td>2.5</td>
</tr>
<tr>
<td>PARA 5900</td>
<td>Paralegal Internship</td>
<td>TBD</td>
<td>0</td>
</tr>
</tbody>
</table>

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

<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>Casino Licensing</td>
<td>18</td>
<td>1.5</td>
</tr>
<tr>
<td>PARA 5420</td>
<td>Probate and Estate Planning</td>
<td>18</td>
<td>1.5</td>
</tr>
<tr>
<td>PARA 5430</td>
<td>Intellectual Property</td>
<td>18</td>
<td>1.5</td>
</tr>
<tr>
<td>PARA 5440</td>
<td>Bankruptcy</td>
<td>18</td>
<td>1.5</td>
</tr>
<tr>
<td>PARA 5450</td>
<td>Family Law</td>
<td>18</td>
<td>1.5</td>
</tr>
</tbody>
</table>

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.

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 issues, review and explanation of cases, statutes and rules, shepardizing, cite checking, bluebooking, and preparation of briefs and moving papers. 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.

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, memora-

...
egy, and building a complete document. The course also covers the legal research process, including texts, Westlaw, and other computerized and internet sources.

**PARA 5110**  
**Software Applications**  
Staff  
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**  
**Litigation I**  
Staff  
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**  
**Contracts**  
Staff  
Discussion of contracts, including elements necessary to create a contract, conditions to contract, third-party beneficiary contracts, assignment of contract, breach of contract, recapitulation, summary of damages.

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

**PARA 5240**  
**Torts**  
Staff  
Description of the elements such as common assault, battery, emotional distress, false imprisonment, trespass, 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.

**PARA 5310**  
**Evidence**  
Staff  
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**  
**Corporate Law I**  
Staff  
Selected topics include agency, commercial paper, bulk transfers, secured transactions, taxation, and bankruptcy.

**PARA 5330**  
**Real Estate**  
Staff  
Development of real estate law; types of holdings; methods of conveyance; the role of brokers; financing the transaction; negotiation and preparation of the contract; distinctions between sales of residences, apartment houses, and commercial properties; the closing and deed; mortgages; mock contract negotiation, signing, and closing.

**PARA 5410**  
**Casino Licensing**  
Staff  
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**  
**Probate and Estate Planning**  
Staff  
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**  
**Intellectual Property**  
Staff  
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**  
**Bankruptcy**  
Staff  
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
Family Law
The nature of marriage and domestic relations, separation, annulment, divorce, and custody.

PARA 5800 Staff
Paralegal Seminar
The course will open with a discussion of topics such as time management, conflict management, project management, professional development, and resume and interview preparation.

PARA 5900 Staff
Paralegal Internship
A 3- to 10-week experience at a law firm or legal department. Students are typically paid for their time after completing the second week.

POST-BACCALAUREATE OPPORTUNITIES IN TEACHER EDUCATION

THE SUMMER-TO-SUMMER TEACHER CERTIFICATION PROGRAM

INTRODUCTION
The Summer-to-Summer Teacher Certification Program is a pilot program offered in conjunction with the New Jersey Department of Education. It is designed to help potential teachers begin teacher certification preparation before being placed in the classroom. It emphasizes attention to educational realities. Certification is offered in all areas offered by Stockton's traditional program.

The program is offered at the graduate level, building upon students' baccalaureate, liberal arts experience. The program utilizes experienced practitioners and current experiences in schools in the southern New Jersey geographical area.

The program meets all the requirements addressed by the New Jersey Professional Standards for Teachers. Students in the program will be prepared to organize and manage a classroom prior to the beginning of the school year. During the year, students will learn how to develop curriculum, assess student learning and utilize methods specific to subject matter. Students will be offered the opportunity to have a coach during their first teaching year.

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. At the completion of the 15-credit hour program, the New Jersey Department of Education will award a certificate of eligibility with advanced standing.

Students must be officially admitted to the program by the completion of the first summer course.

Students who successfully complete the Summer-to-Summer program should consider transferring into the College's Master of Arts in Education (MAED) degree program. Interested students need to:

- Notify the Director of Teacher Education and the Dean of Graduate 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

Prospective teachers’ continuation in the program is contingent on securing employment as a teacher in the certification area for the school year.

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

EDUC 5101 Teaching and Learning 4 credits
EDUC 5102 Curriculum and Instruction 3 credits
EDUC 5103 Beginning Teacher Support 1 credit
EDUC 5104 Educational Assessment 3 credits
EDUC 5105 Beginning Teacher Support 1 credit
EDUC 51XX Methods of (a specific subject) 3 credits
**COURSE DESCRIPTIONS**

**EDUC 5101** Staff  
Teaching and Learning 4 credits  
This course focuses on theories of teaching and learning and how they look in practice. Effective means of motivating and managing learning are emphasized. Students will apply knowledge by practicing lessons, strategies, and evaluating effects on learning within the framework of standards. An understanding of the effects of culture, learning style, and individual needs is applied as a means to creating a positive classroom environment during the first month of school.

**EDUC 5102** Staff  
Curriculum and Instruction 3 credits  
Curriculum development as it relates to teaching diverse students. Students will become familiar with curriculum methods, materials within the context of their certification area. The effects of individual differences, home, and community collaborations will be studied as it relates to curriculum development and instruction. Students will utilize technology application to enhance curriculum and instruction.

**EDUC 5103** Staff  
Beginning Teacher Support 1 credit  
Students will be observed, provided feedback, and mentored. Students will be observed 2 times in the classroom. Students will videotape their class, and submit a reflective teaching report. (This course is optional)

**EDUC 5104** Staff  
Educational Assessment 3 credits  
An overview of measurement and evaluation. The course will focus on the construction of teacher assessment to measure student learning. Students will develop questioning techniques, authentic assessment instruments, portfolio assessments, rubrics, as well as more traditional assessment devices. Students will review research on standardized tests, e.g. ESPA, GEPA, and HSPT. Analysis of test results to effect changes in instruction will be emphasized.

**EDUC 5105** Staff  
Beginning Teacher Support 1 credit  
Students will be observed, provided feedback, and mentored. Students will be observed 2 times in the classroom. Students will videotape their class, and submit a reflective teaching report. (This course is optional).

**EDUC 51XX** Staff  
Methods of (a specific subject) 3 credits  
This course carries a separate course number for the subjects of: English, Social Studies, Math and Science, World Language, Art and Elementary Teaching. Methods specific to the age and subject area. Selection, evaluation and organization of materials. Special attention to multiple teaching models for the subject area and the learning styles of individual students. Development of appropriate assessment strategies for materials and methods.

**CERTIFICATION: ENGLISH AS A SECOND LANGUAGE**  
Students who are pursuing teaching certification in Elementary or Secondary Education may also pursue English as a Second Language (ESL) certification. In order to fulfill the requirements outlined by the State of New Jersey Department of Education, an individual must first complete all the requirements for a Certificate of Eligibility with Advanced Standing (CEAS) or have a Standard Teaching Certificate. Once a student has completed the necessary coursework at The Richard Stockton College of New Jersey, the Office of Teacher Education will recommend the individual to the New Jersey Department of Education for the ESL endorsement. Individuals who do not possess either certificate will not be recommended to the New Jersey Department of Education for this endorsement.

A student does not need to be matriculated (officially accepted by the College) in order to enroll in courses. However, students must demonstrate they have a baccalaureate degree prior to registering. Students must provide evidence of certification in order to be recommended for ESL Endorsement.

To receive the ESL endorsement, students must complete four (4) courses from the following areas:

**Three Required Courses:**  
ANTH 2152 Language and Culture 4 credits  
LITT 2106 Introduction to ESL 4 credits  
EDUC 4710 Methods of Teaching ESL 3 credits
And one of the following electives:

- **GAH 1610 Introduction to Language** 4 credits
- **LANG 2412 English Language and Grammar** 4 credits
- **SPAD 2115 Language Acquisition** 4 credits

**ESL COURSE DESCRIPTIONS**

**ANTH 2152**  
**Language and Culture** 4 credits  
L. Greene  
This course explores the variation found, cross-culturally, in human language. Students will learn the characteristics of human language in both structure and usage. Special attention will be paid to the problems surrounding interethnic communication in pluralistic societies.

**EDUC 4710**  
**Methods of Teaching ESL** 3 credits  
Staff  
This course identifies the complexity of second language acquisition in the classroom. Teaching methods and techniques to address the second language learner will be taught, demonstrated, modeled, and practiced in light of today’s increasing multicultural population in our schools. Learning styles and multiple intelligences will be addressed as key points in teaching the second language learner to assimilate to a classroom of ESL students and mainstream into the regular classroom. This course requires permission for admittance through the Office of Teacher Education. Students must produce a copy of their Certificate in order to receive permission to enroll in this course.

**GAH 1610**  
**Introduction to Language** 4 credits  
Staff  
An introduction to phonetics, the structural aspects of language (phonology, morphology, syntax, semantics, pragmatics), child language acquisition, language and society, dialects and the history of language.

**LANG 2412**  
**T. Kinsella**  
**English Language and Grammar** 4 credits  
The course opens with an intensive review of modern English Grammar. The history and development of the English language is then introduced from old English through middle and early modern to contemporary English.

**LITT 2106**  
**Introduction to ESL** 4 credits  
Staff  
This course places emphasis on the historical background (immigration and legal issues), philosophy (cultural identity and nonverbal communication), and pedagogical theory (cognitive, interpersonal, language proficiency, and physical response) of teaching the ESL student. The course also examines the future implications of the resources available and global awareness and acceptance.

**SPAD 2115**  
**Language Acquisition** 4 credits  
Staff  
The development of language in children. Includes various aspects of language (neurological, cognitive, phonological, morphological, syntactic, semantic, and pragmatic). Studies common language norms. Requires observation of children of various ages and discussion of their language patterns.

**INFORMATION ABOUT THE PROGRAMS**

Director, Teacher Education  
The Richard Stockton College of New Jersey  
PO Box 195  
Pomona, NJ 08240-0195  
Phone: (609) 652-4688  
Dean of Enrollment Management  
The Richard Stockton College of New Jersey  
PO Box 195  
Pomona, NJ 08240-0195  
Phone: (609) 652-4261
OFFICE OF THE PRESIDENT

Herman J. Saatkamp, Jr. .................. President of the College
Brian K. Jackson ...................... Executive Assistant to the President
Nancy W. Hicks ......................... Assistant to the President for Affirmative Action and Ethical Standards
James Kennedy ......................... Assistant to the President and General Counsel
Marilyn DiGiacobbe ..................... Chief Development Officer and Executive Director of the College Foundation
James Kennedy ......................... Executive Director, Administrative Services, Corporate Relations
Michael Cool ......................... Director, Performing Arts Center
Harley Halpern ......................... Technical Facilities Director, Performing Arts Center
David T. Buzza ......................... Director of Ticketing Services, Performing Arts Center
Suze DiPietro-Stewart ................ Marketing Director, Performing Arts Center
Harvey Kesselman ..................... Chief Executive Officer for the Southern Regional Institute/Educational Technology Training Center and Special Assistant to President
Patricia Coleman Weeks ............... Director, Educational Technology Training Center
Vacant ................................. Assistant Director, Educational Technology Training Center
Philip Polsinelli ...................... Technology Training Administrator
Lewis Leitner ......................... Executive Director, Management Training and Development
Israel Posner ......................... Executive Director, Corporate and Professional Services
Emily H. Vu .......................... Internal Auditor

OFFICE OF ACADEMIC AFFAIRS

David Carr ......................... Provost and Executive Vice President
Bonnie W. Buzza ...................... Associate Provost for Programs, Personnel and Policy
Nicholas Mansor ..................... Associate Provost for Institutional Research, Planning and Budgeting
Denise Gallaro ....................... Institutional Research Associate
Debra A. Dagavarian ................ Assistant Provost
Thomas J. Grites ..................... Assistant to the Provost and Director of the Freshman Year Experience
Anu Vedantham ....................... Director of Instructional Technology
Robert Gregg ......................... Dean of Arts and Humanities
Nancy Messina ....................... Assistant to the Dean
Denise McGarvey .................... ARTV Art Gallery Assistant
Candace O’Shea ...................... Communications Lab Coordinator
Dorrie Papademetriou ............... ARTV Program Assistant
Robert Zeier ........................................ ARTP Theatre Technician
G. Jan Colijn .......................... Dean of General Studies
Claire Lopatto .......................... Assistant to the Dean
Pamela Cross ......................... Coordinator of Skills Center Writing Lab
Luis Peña .......................... Coordinator of Skills Center Math/Science Lab
Paulette Forbes-Igharo ....... Director, Community of Scholars
Sharon Giordano .................. Assistant Director, Community of Scholars
Gail Rosenthal ................. Supervisor of the Holocaust Resource Center
Maryann McLoughlin .......... Assistant Supervisor of the Holocaust Resource Center
Dennis Weiss ..................... Dean of Natural Sciences and Mathematics
Cheryl Vaughn-Jones ......... Assistant to the Dean
Vacant .......................... Director of Academic Lab and Field Facilities
Nancy Burke ................... Assistant Director of Academic Lab and Field Facilities
Steven P. Evert .............. Field Station Manager
Conrad M. Dyer ................. Director of the Governor’s School on the Environment
Marc Lowenstein .............. Dean of Professional Studies
Marilyn R. Berkowitz ........ Assistant to the Dean
Stacey DeNafo ................ Supervisor, Speech Pathology and Audiology Clinic
Virginia deThy ................ Associate Dean of Professional Studies and Director of Teacher Education
Craig Myrtetus .............. Assistant to the Associate Dean
Andre Joyner .................. Assistant Director of Education
Nancy Fiedler ................ Assistant Director of Education
Cheryl R. Kaus ................. Dean of Social and Behavioral Sciences
MaryBeth Sherrier ........ Assistant to the Dean
Deborah M. Figart ........ Dean of Graduate Studies
Cynthia B. Sosnowski ...... Director of Professional Development and Continuing Education for Health Sciences and Human Services
James McCarthy ............. Associate Vice President for Computing and Communications
Linda D. Feeney ............. Director of Computer Services
Joseph F. Loefflad .......... Director of Telecommunications and Network Services
Marlene Brown .............. Assistant Director of Information Management Systems
Robert R. Heinrich ....... Associate Director for Academic Computing
Maria Allen ...................... Computer Operator
John C. Beck .................. Electronics Technologist
Susan Bennett .............. Programmer
Kenneth W. Bromiley .... Professional Services Specialist
Roberto J. Castillo ......... Computer Systems Training Specialist
James O. Clancy ......... Professional Services Specialist
Charles J. Conrad ........ Professional Services Specialist
Eugene T. Cranmer .. Professional Services Specialist
Nancy J. Didario ......... Programmer
David Dimmerman ....... Professional Services Specialist
Frederick L. Everson .......... Professional Services Specialist
Daniel F. Gambert .......... Professional Services Specialist
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheryl B. Gist</td>
<td>Technician, Management Information Systems</td>
</tr>
<tr>
<td>Brian E. Gormley</td>
<td>Professional Services Specialist</td>
</tr>
<tr>
<td>Ryan J. Grabich</td>
<td>Professional Services Specialist</td>
</tr>
<tr>
<td>John M. Hughes</td>
<td>Programmer</td>
</tr>
<tr>
<td>Scott S. Huston</td>
<td>Professional Services Specialist</td>
</tr>
<tr>
<td>Robert L. Inman</td>
<td>Professional Services Specialist</td>
</tr>
<tr>
<td>JoAnn Kocher</td>
<td>Technician, Management Information Systems</td>
</tr>
<tr>
<td>Roman A. Lakew</td>
<td>Computer Operator</td>
</tr>
<tr>
<td>Amanda M. Martin</td>
<td>Programmer</td>
</tr>
<tr>
<td>Herbert Myers</td>
<td>Professional Services Specialist</td>
</tr>
<tr>
<td>John L. Nardo</td>
<td>Professional Services Specialist</td>
</tr>
<tr>
<td>Adam C. Nowalsky</td>
<td>Professional Services Specialist</td>
</tr>
<tr>
<td>Leslie Price</td>
<td>Programmer</td>
</tr>
<tr>
<td>Roy A. Randazza</td>
<td>Professional Services Specialist</td>
</tr>
<tr>
<td>Stanley Rice</td>
<td>Technology Support Specialist</td>
</tr>
<tr>
<td>David H. Roscoe</td>
<td>Professional Services Specialist</td>
</tr>
<tr>
<td>William D. Shackleton</td>
<td>Technology Coordinator</td>
</tr>
<tr>
<td>Peter L. Hagen</td>
<td>Director, Center for Academic Advising</td>
</tr>
<tr>
<td>Paula Dollahide</td>
<td>Assistant Director, Center for Academic Advising</td>
</tr>
<tr>
<td>Emma Kluesner</td>
<td>Academic Advisor</td>
</tr>
<tr>
<td>Cynthia McCloskey</td>
<td>Academic Advisor</td>
</tr>
<tr>
<td>Beth Olsen</td>
<td>Director of Grants Development</td>
</tr>
<tr>
<td>Joan Joseph</td>
<td>Professional Services Specialist, Grants</td>
</tr>
<tr>
<td>David Pinto</td>
<td>Financial Analyst</td>
</tr>
<tr>
<td>William Bearden</td>
<td>Director of Library Services</td>
</tr>
<tr>
<td>Gail Baldwin</td>
<td>Associate Director of Technical Services</td>
</tr>
<tr>
<td>Kerry Chang-Fitzgibbon</td>
<td>Coordinator of Library Technology</td>
</tr>
<tr>
<td>Jianrong Wang</td>
<td>Technical Services Librarian, Assistant</td>
</tr>
<tr>
<td></td>
<td>Professor, Library</td>
</tr>
<tr>
<td>Richard Miller</td>
<td>Associate Director of Public Services</td>
</tr>
<tr>
<td>Carolyn Gutierrez</td>
<td>Public Services Librarian, Associate Professor</td>
</tr>
<tr>
<td>David Lechner</td>
<td>Public Services Librarian, Instructor</td>
</tr>
<tr>
<td>Mary Ann Trail</td>
<td>Public Services Librarian, Associate Professor</td>
</tr>
<tr>
<td>Mark Jackson</td>
<td>Director of Media Services and Distance Education</td>
</tr>
<tr>
<td>Dennis Fotia</td>
<td>Distance Education Coordinator</td>
</tr>
<tr>
<td>David Vickery</td>
<td>Instructional Designer</td>
</tr>
<tr>
<td>Robert Wickward</td>
<td>Professional Services Specialist</td>
</tr>
<tr>
<td>Alexander C. Marino</td>
<td>Director of the Carnegie Center and Assistant</td>
</tr>
<tr>
<td></td>
<td>to the Provost</td>
</tr>
<tr>
<td>James Carroll</td>
<td>Director of Community Partnerships</td>
</tr>
<tr>
<td>R. Joseph Molineaux</td>
<td>Director, Small Business Development Center</td>
</tr>
</tbody>
</table>

**OFFICE OF ADMINISTRATION AND FINANCE**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles Klein</td>
<td>Vice President for Administration and Finance</td>
</tr>
<tr>
<td>Nancy Capella</td>
<td>Secretarial Assistant</td>
</tr>
<tr>
<td>India Jacobs</td>
<td>Assistant to the Vice President for Administration and Finance</td>
</tr>
<tr>
<td>Andrea Jaeckel</td>
<td>Assistant Vice President for Administration and Finance</td>
</tr>
<tr>
<td>Annette Hamm</td>
<td>Technical Assistant, Purchasing</td>
</tr>
<tr>
<td>Ruth Ade</td>
<td>Professional Services Specialist</td>
</tr>
<tr>
<td>Janet Tighe</td>
<td>Technical Assistant</td>
</tr>
</tbody>
</table>
Sandi Mintz . . . . . . . . . . . . . . . . . . . . . . . Professional Services Specialist
Donna Bahnck . . . . . . . . . . . . . . . . . . . . . . . Director of Business Services and Risk Management
John Rau . . . . . . . . . . . . . . . . . . . . . . . . . . Supervisor of Mails
Lisa Woodward . . . . . . . . . . . . . . . . . . . . . . . Controller
Jason Milewski . . . . . . . . . . . . . . . . . . . . . . . Professional Services Specialist
Cheryl Sterling . . . . . . . . . . . . . . . . . . . . . . . Director of Accounting Services
Robert Hevalow . . . . . . . . . . . . . . . . . . . . . . . Professional Services Specialist
Theresa Lew . . . . . . . . . . . . . . . . . . . . . . . . Professional Services Specialist
Jamie Morgan . . . . . . . . . . . . . . . . . . . . . . . Financial Reporting Analyst
Mary Hughes . . . . . . . . . . . . . . . . . . . . . . . . Supervisor, Fiscal Accounts
Jamie Scott . . . . . . . . . . . . . . . . . . . . . . . . Senior Audit Account Clerk
Christy Scott . . . . . . . . . . . . . . . . . . . . . . . . Senior Audit Account Clerk
Anita Gras . . . . . . . . . . . . . . . . . . . . . . . . . . Supervisor, Payroll
Jeanne Jackson . . . . . . . . . . . . . . . . . . . . . . . Assistant Supervisor, Payroll
Joan Parker . . . . . . . . . . . . . . . . . . . . . . . . . . . Bursar
Mimi Milazzo . . . . . . . . . . . . . . . . . . . . . . . . Assistant Supervisor to the Bursar
Patricia Brown . . . . . . . . . . . . . . . . . . . . . . . Professional Services Specialist
Michael D. Wood . . . . . . . . . . . . . . . . . . . . . . Director of Budget and Fiscal Planning
Patricia Krevetski . . . . . . . . . . . . . . . . . . . . . Professional Services Specialist
Andrea Neiderhofer . . . . . . . . . . . . . . . . . . . . Professional Services Specialist
Kelly Sharpe . . . . . . . . . . . . . . . . . . . . . . . . . . . . . Head Audit Account Clerk
Fulvio Cesco-Cancian . . . . . . . . . . . . . . . . . . . . Director, Facilities Planning and Construction
Jonathan Shambare . . . . . . . . . . . . . . . . . . . . Associate Director of Architectural Design
P. Fred Burk . . . . . . . . . . . . . . . . . . . . . . . . . . . . . Assistant Director, Facilities Planning and Construction
Tom Lang . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . Manager, Construction Projects
Debbie Calderwood . . . . . . . . . . . . . . . . . . . . Professional Services Specialist
Natalie P. Havran . . . . . . . . . . . . . . . . . . . . . . . . . . Director of Human Resource Management
Elizabeth Doran . . . . . . . . . . . . . . . . . . . . . . . . . Director, Human Resource Information Systems and Payroll Operations
Christopher Dickerman . . . . . . . . . . . . . . . . . . . Associate Director, Human Resource Information
Karen Tierney . . . . . . . . . . . . . . . . . . . . . . . . . Employment Manager
Ernest Bruce . . . . . . . . . . . . . . . . . . . . . . . . . . Benefits Manager
Eugene Swilkey . . . . . . . . . . . . . . . . . . . . . . . . Training Manager
Martin Hughes . . . . . . . . . . . . . . . . . . . . . . . Director, Plant Management and Housing Maintenance
Donald Woolslayer . . . . . . . . . . . . . . . . . . . . Associate Director, Plant Management
William Ford . . . . . . . . . . . . . . . . . . . . . . . . . Assistant Supervisor, Plant Management
Lou Long . . . . . . . . . . . . . . . . . . . . . . . . . . . . . Supervisor Environmental Systems
Humu Kaloko . . . . . . . . . . . . . . . . . . . . . . . . . . . Housekeeping Supervisor
Charles Stroble . . . . . . . . . . . . . . . . . . . . . . . . . . . . Assistant Director, Plant Management
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 . . . . . . . . . . . . . . . . . . . . . . . . Engineer in Charge of Maintenance
Albert Amodio . . . . . . . . . . . . . . . . . . . . . . . . . . Plumbing Section Supervisor
Charles Jackson . . . . . . . . . . . . . . . . . . . . . . . Paint Section Supervisor
William S. Shyka . . . . . . . . . . . . . . . . . . . . . . . Carpentry Masonry Supervisor
Glenn Miller . . . . . . . . . . . . . . . . . . . . . . . . . . Chief of Police
Joseph Mangiello
Deputy Chief of Police

Charles Richvalsky
Sergeant, Campus Police

Charles Heintz
Sergeant, Campus Police

Karen Heintz
Sergeant, Campus Police

Colleen Britton
Sergeant, Campus Police

Dennis Lepore
Health and Safety Coordinator

OFFICE OF STUDENT AFFAIRS

Joseph Marchetti
Vice President for Student Affairs

Dee McNeely-Greene
Associate Vice President for Student Affairs

Eileen Conran
Interim Assistant Vice President/Managerial
Liaison, Facilities and Auxiliary Services

Kathleen Dutton
Professional Services Specialist Vacant Professional
Services Specialist

Donna S. Wanat
Assistant to the Vice President for Student
Affairs/Director, Institutional Research

Kim McCabe
Director, Student Affairs Communications and
Technology Resources

Salvatore Catalfamo
Dean of Enrollment Management

Alison Henry
Assistant Dean of Admissions

Melvin Gregory
Assistant Director, Admissions

Steven E. Phillips
Assistant Director, Admissions

J. Chris Dearth
Assistant Director, Admissions

Nelson Morales
Interim Assistant Director, Admissions

Christopher Connors
Interim 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

AmyBeth Glass
Assistant Registrar

Karen Diemer
Assistant Registrar

Jill Glasser
Assistant Registrar

Christopher Crowley
Professional Services Specialist

Evan Vasilakis
Professional Services Specialist

Chintan Mehta
Professional Services Specialist

Thomasa Gonzalez
Interim Dean of Students

John Smith
Assistant to the Dean of Students

Thomas O’Donnell
Director, 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 Griscom
Associate Director, Event Services

Sara Gendlek
Coordinator of Event Services

LaMott Moore
Assistant Director, College Center

Barbara Reynolds
Assistant Director, College Center/Head Teacher,
Child Care Center

Sharon Dempsey
Teacher, Child Care Center

Jean V. Canavan
College Scheduler

Frances Bottone
Interim Director, Counseling and Health Services
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aaron Millman</td>
<td>Assistant Director, Counseling Services</td>
</tr>
<tr>
<td>JoAnn Garcia-Warren</td>
<td>Assistant Director, Counseling Services</td>
</tr>
<tr>
<td>Patrick Shields</td>
<td>Assistant Director, Alcohol Drug Prevention Program</td>
</tr>
<tr>
<td>Luanne Anton</td>
<td>Health Educator</td>
</tr>
<tr>
<td>Carol Quinn</td>
<td>Professional Services Specialist</td>
</tr>
<tr>
<td>Robert J. Ross</td>
<td>Learning Disabilities/Teacher Specialist</td>
</tr>
<tr>
<td>Norman Chazin, M.D.</td>
<td>Staff Psychiatrist</td>
</tr>
<tr>
<td>Susan Senese-Jankowski, D.O.</td>
<td>Physician, Health Services</td>
</tr>
<tr>
<td>Mary Ellen Terrels, D.O.</td>
<td>Physician, Health Services</td>
</tr>
<tr>
<td>Patricia Salerno, R.N.</td>
<td>Staff Nurse, Health Services</td>
</tr>
<tr>
<td>Jane Sickora, R.N.</td>
<td>Charge Nurse, Health Services</td>
</tr>
<tr>
<td>Margaret Angelastro</td>
<td>Staff Nurse Practitioner</td>
</tr>
<tr>
<td>Nancy Brinch</td>
<td>Nutritionist</td>
</tr>
<tr>
<td>Ralph Viviano</td>
<td>Director, Career Services</td>
</tr>
<tr>
<td>Cora Mae Perone</td>
<td>Assistant Director, Career Services</td>
</tr>
<tr>
<td>Walter Tarver</td>
<td>Assistant Director, Career Services</td>
</tr>
<tr>
<td>Patricia Donahue</td>
<td>Coordinator of Career Services, Special Programs and Initiatives</td>
</tr>
<tr>
<td>Stephen B. Davis</td>
<td>Interim Associate Dean of Students, Director of EOF Program</td>
</tr>
<tr>
<td>Anthony Bethel</td>
<td>Counselor, Educational Opportunity Fund Program</td>
</tr>
<tr>
<td>Barbara Haney</td>
<td>Counselor, Educational Opportunity Fund Program</td>
</tr>
<tr>
<td>Elaine M. Grant</td>
<td>Director, Housing and Residential Life</td>
</tr>
<tr>
<td>Pedro Santana</td>
<td>Associate Director, Housing and Residential Life</td>
</tr>
<tr>
<td>Terrence Hardee</td>
<td>Associate Director, Housing and Residential Life</td>
</tr>
<tr>
<td>John Davis</td>
<td>Assistant Director, Housing and Residential Life</td>
</tr>
<tr>
<td>Christopher Willis</td>
<td>Complex Director, Housing and Residential Life</td>
</tr>
<tr>
<td>Imani Movva</td>
<td>Complex Director, Housing and Residential Life</td>
</tr>
<tr>
<td>Steven Radwanski</td>
<td>Complex Director, Housing and Residential Life</td>
</tr>
<tr>
<td>Vacant</td>
<td>Complex Director, Housing and Residential Life</td>
</tr>
<tr>
<td>Vacant</td>
<td>Complex Director, Housing and Residential Life</td>
</tr>
<tr>
<td>Dan C. Wielandt</td>
<td>Coordinator, Housing Maintenance</td>
</tr>
<tr>
<td>G. Larry James</td>
<td>Dean of Athletics and Recreational Programs and Services</td>
</tr>
<tr>
<td>Lonnie Folks</td>
<td>Director of Athletic Operations</td>
</tr>
<tr>
<td>Corrinne Wright</td>
<td>Associate Director of Intercollegiate Athletics</td>
</tr>
<tr>
<td>Paul B. Chambers</td>
<td>Assistant Director, Athletics and Recreation</td>
</tr>
<tr>
<td>Jonathan Heck</td>
<td>Coordinator of Athletic Training Services</td>
</tr>
<tr>
<td>Kristin Camm</td>
<td>Athletic Trainer</td>
</tr>
<tr>
<td>Jim Gwathney</td>
<td>Coordinator of Intramurals and Recreation</td>
</tr>
<tr>
<td>Cortez Smith</td>
<td>Evening and Weekend Athletics Coordinator</td>
</tr>
<tr>
<td>Valerie Julien</td>
<td>Evening and Weekend Athletics Coordinator/Head Coach Women's Softball</td>
</tr>
<tr>
<td>Christopher Rollman</td>
<td>Sports Information and Marketing Coordinator</td>
</tr>
<tr>
<td>Jeffrey Haines</td>
<td>Coordinator of Soccer Operations/Head Men's Soccer Coach</td>
</tr>
<tr>
<td>Nicholas Juengert</td>
<td>Head Women's Soccer Coach</td>
</tr>
<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>
</tr>
<tr>
<td>Gerald Matthews</td>
<td>Head Men's Basketball Coach</td>
</tr>
</tbody>
</table>
Joseph Fussner ................. Head Women's Basketball Coach
Aimee Topham ................... Head Women's Field Hockey Coach
Philip Birnbaum .................. Head Women's Tennis Coach
Jason Capelli .................... Head Women's Cross Country Coach
Todd Curll ....................... Head Women's Track and Field Coach
Thomas Hewitt ................... Coordinator of Rowing/Head Women's Rowing Coach
Martin Kavanagh ................ Head Coach Baseball
Richard Rizk ..................... Head Men's Lacrosse Coach
                                      Head Women's Volleyball Coach
JoAnne Barbieri .................. Fitness Program Coordinator
**Faculty/Staff Directory**

**Linda Aaronson (1982)**
Associate Professor of Nursing  
B.S.N., The Richard Stockton College of New Jersey;  
M.S.N., Seton Hall University;  
Ed.D., Rutgers, The State University

**Ruth Ade (1986)**
Professional Services Specialist

**David Ahlsted (1976)**
Professor of Art  
B.F.A., Minneapolis College of Art;  
M.F.A., Indiana University

**Donna Albano (2003)**
Instructor in Business Studies  
B.S., Widener University;  
M.A., Rowan University

**Maria Allen (1979)**
Computer Operator

**Donnetrice C. Allison (2004)**
Assistant Professor of Communications  
B.A., The University of New Haven;  
M.A., Ph.D., Howard University

**Erkan Alpan (1980)**
Assistant Professor of Economics  
B.A., California State University at Los Angeles;  
M.A., University of Nevada at Las Vegas;  
Ph.D., University of California at Riverside

**Albert Amodio (1983)**
Plumbing Section Supervisor

**Luanne Anton (2004)**
Health Educator  
A.A.S., Camden County College;  
B.A., Thomas Edison State College

**Alan F. Arcuri (1972)**
Professor of Political Science  
B.A., M.A., Michigan State University;  
Ph.D., Brown University

Professor of Marine Science  
B.S., M.S., Ph.D., Cornell University

**Anjana G. Arora (2005)**
Assistant Professor of Science in Teacher Education  
B.Ed., Annamalai University, India;  
M.Ed., Ph.D., University of Nebraska, Lincoln

**Nancy L. Ashton (1977)**
Associate Professor of Psychology  
B.A., Smith College;  
M.A., Ph.D., University of Florida

**Donna Bahnck, Esq., APM (2005)**
Director of Business Services and Risk Management  
B.A., Trenton State College  
M.P.P., Rutgers, The State University  
J.D., Temple University Law School

**Gail Baldwin (1991)**
Coordinator of Library Technology  
B.S., Millersville University;  
M.Ed., Beaver College

**Eva T. Baranowski (1999)**
Professional Services Specialist  
B.A., University of Massachusetts, Boston;  
M.S., University of Massachusetts, Amherst

**Joanne Barbieri (2005)**
Fitness Program Coordinator  
B.S., Ursinus College

**Rogers G. Bartlett (1980)**
Professor of Chemistry  
B.S., University of Durham;  
Dip.Ed., University of Sierra Leone;  
Ph.D., University of Connecticut

**Jennifer Barr (1994)**
Associate Professor of Business Studies  
B.A., The Pennsylvania State University;  
M.B.A., Ph.D., Drexel University

**Ralph J. Bean (1971)**
Professor of Mathematics  
B.S., M.A., University of Pittsburgh;  
Ph.D., University of Maryland
William Bearden (1987)
Associate Director for Technical Services, Library
B.A., Washington and Lee University;
M.A., The Pennsylvania State University;
M.B.A., Fordham University;
M.L.S., Rutgers, The State University

John C. Beck (1979)
Electronics Technologist

Susan Bennett (1980)
Programmer
B.S., The Richard Stockton College of New Jersey

Marilyn R. Berkowitz (1989)
Assistant to the Dean, Professional Studies
B.A., Kean College;
M.P.A., C.P.M., Rutgers, The State University

Richard C. Berry (1974)
Associate Professor of Speech Pathology and Audiology
B.A., M.A., University of Massachusetts at Amherst;
Ph.D., University of Illinois

Anthony Bethel (1987)
Counselor, Educational Opportunity Fund Program
B.A., The Richard Stockton College of New Jersey;
M.A., Rowan College of New Jersey

Adele Beverly (1980)
Assistant Professor of Nursing and Africana Studies
B.S.N., Temple University;
M.S., University of Arizona

Sandra Hartzog Bierbrauer (1971)
Professor Emerita of Biology
B.S., M.A., Ph.D., University of Massachusetts, Amherst

Joanne D. Birdwhistell (1979)
Professor Emerita of Philosophy and Asian Civilization
B.A., University of Pennsylvania;
M.A., Ph.D., Stanford University

Assistant Professor of Special Education in Teacher Education
B.S., M.Ed., Temple University;
Ed.D., Nova Southeastern University

Norma J. Boakes (2002)
Assistant Professor of Mathematics in Teacher Education
B.A., M.A., Rowan University

Frances H. Bottone (1998)
Interim Director, Counseling and Health Services
B.A., Newark State College (Kean College);
M.A., Georgian Court College

Kenneth W. Bromley (2005)
Professional Services Specialist

Marlena A. Brown (2005)
Assistant Director of Information Management Systems
B.A., M.S., Drexel University

Patricia Brown (1995)
Professional Services Specialist
B.A., West Chester State College

Ernest Bruce (2000)
Benefits Manager
B.M., M.M., Southern Illinois University-Carbondale

Elaine Bukowski (1987)
Professor of Physical Therapy
B.S., St. Louis University;
M.S., University of Nebraska;
D.P.T., Drexel University

David C. Burdick (1984)
Professor of Psychology
B.A., Alfred University;
M.A., Ph.D., University of Notre Dame

P. Fred Burk (1985)
Assistant Director, Facilities Planning and Construction
B.A., The Richard Stockton College of New Jersey

Nancy Burke (1980)
Assistant Director of Academic Laboratories and Field Facilities
B.S., Fairleigh Dickinson University;
M.A., Rowan University;
C.P.M., Rutgers, The State University

David W. Burleigh (2005)
Assistant Professor of Biology
B.S., California State University, Chico;
M.S., Louisiana State University, Baton Rouge;
Ph.D. Old Dominion University and Eastern Virginia Medical School
Matthew Butenhoff (1993)
Electrical Crew Supervisor

Bonnie W. Buzza (2000)
Associate Provost for Programs, Personnel and Policy
B.A., Macalester College;
M.A., Ph.D., University of Denver

David T. Buzza (2001)
Director of Ticketing Services, Performing Arts Center
B.A., Macalester College;
M.A., University of Denver;
Ph.D., University of Minnesota

Elizabeth G. Calamidas (1986)
Associate Professor of Public Health
B.S., M.S., The Pennsylvania State University;
Ph.D., Temple University

Kristin Camm (2004)
Athletic Trainer
B.S., West Chester University;
M.A., Montclair State University

Ronald L. Caplan (1994)
Associate Professor of Public Health
B.A., M.A., Ph.D., University of Massachusetts

David L. Carr (1992)
Provost and Executive Vice President, Professor of Political Science
B.A., M.A., San Diego State University;
Ph.D., State University of New York at Binghamton

Christine R. Carracino (2005)
Assistant Professor of Mathematics
B.A., University of Virginia;
M.A., Ph.D., University of Wisconsin, Madison

James Carroll (2005)
Director of Community Partnerships
B.A., Wake Forest University;
J.D., Seton Hall University School of Law;
LL.M., New York University School of Law

Vincent Carter (2001)
Evening and Weekend Athletics Coordinator
B.S., Allentown College of St. Francis DeSales;
M.S., Aurora University

Ada Casares (1987)
Assistant Professor of Chemistry
B.S., M.S., Ph.D., National University of Mexico

Roberto Castillo (1993)
Computer Systems Training Specialist
B.S., St. Joseph's University

Salvatore Catalfamo (1978)
Dean of Enrollment Management
B.A., M.A., Villanova University

Frank A. Cerreto (1976)
Professor of Mathematics
B.S., M.A., City College, City University of New York;
M.S., Stevens Institute of Technology;
Ed.D., Rutgers, The State University

Fulvio Cesco-Cancian (2004)
Director, Facilities Planning and Construction
B.A., New Jersey Institute of Technology

Paul B. Chambers (1981)
Assistant Director, Athletics and Recreation
B.A., Lycoming College;
M.A., Glassboro State College

Kerry Chang-Fitzgibbon (1989)
Technical Services Librarian, Assistant Professor, Library
B.A., Marycrest College;
M.L.S., Pratt Institute

Gurprit S. Chhatwal (1992)
Associate Professor of Business Studies
B.S., Punjab Agricultural University;
M.S., DePaul University;
M.S., Ph.D., Kansas State University

Tait Chirenje (2003)
Assistant Professor of Environmental Studies
B.S., University of Zimbabwe;
M.S., University of Guelph;
Ph.D., University of Florida

Vincent Cicirello (2005)
Assistant Professor of Computer Science and Information Systems
B.S., M.S., Drexel University;
Ph.D., Carnegie Mellon University

Justine Cirao (2005)
Chemistry Professional Specialist
B.S., The Richard Stockton College of New Jersey;
M.S., Drexel University
Professional Services Specialist
A.A.S., Atlantic Community College

Kim Clark (2001)
Assistant Director, Financial Aid
A.A., Bucks County Community College;
B.S., Rider University

Richard H. Colby (1971)
Professor Emeritus of Cell Biology
S.B., Massachusetts Institute of Technology;
Ph.D., University of California at Berkeley

G. Jan Colijn (1974)
Dean of General Studies and Professor of Political Science
Kandidaat, Universiteit van Amsterdam, The Netherlands;
M.A., Ph.D., Temple University

Merydawilda Colón (2001)
Associate Professor of Social Work
B.A., Universidad de Puerto Rico;
M.S.W., Rutgers, The State University

Jack Connor (1984)
Professor of Writing
B.A., Franklin and Marshall College;
M.A., Seton Hall University;
Ph.D., University of Florida

Professional Services Specialist
B.A., The Richard Stockton College of New Jersey

Eileen P. Conran (1990)
Interim Assistant Vice President for Student Affairs/Managerial Liaison, Facilities and Auxiliary Services
B.S., M.Ed., Ed.D., Temple University

Demetrios J. Constantelos (1971)
Charles Cooper Townsend Sr. Distinguished Professor Emeritus; Distinguished Scholar in Residence of History and Religious Studies
B.A., Holy Cross Greek Orthodox Theological School;
Th.M., Princeton Theological Seminary;
M.A., Ph.D., Rutgers, The State University;
D.D., Holy Cross Hellenic College

Oliver Cooke (2005)
Assistant Professor of Economics
B.A., Trinity College
Ph.D., University of Massachusetts, Amherst

Michael Cool (1978)
Director, Performing Arts Center
B.A., The Richard Stockton College of New Jersey

James L. Cooper (2001)
Distinguished Visiting Scholar
B.A., Rutgers, The State University;
J.D., Rutgers University School of Law, Newark

Judith Copeland (2005)
Assistant Professor of Writing
M.F.A., University of Iowa;
J.D., University of Oregon

Arnaldo Cordero-Román (1999)
Assistant Professor of Spanish
B.A., M.A. Universidad de Puerto Rico;
Ph.D., University of Maryland

Alfonso Corpus (1980)
Associate Professor of Art
B.F.A., M.F.A., Indiana University

John Corsanico (2001)
A.A., Bucks County Community College;
B.B.A., Temple University

Lisa E. Cox (1999)
Associate Professor of Social Work
B.A., Bridgewater College;
M.S.W., Ph.D., Virginia Commonwealth University

Associate Professor of Environmental Studies
B.A., St. John's College;
Ph.D., Cornell University

Michael S. Cronin (2005)
Assistant Professor of Social Work
B.A., M.A., Northeastern University
M.S.S.W., Columbia University School of Social Work
Ph.D., Yeshiva University, Wurzweiler School of Social Work

Pamela Kennedy Cross (1986)
Writing Center Coordinator/Developmental Education Specialist
B.A., The Richard Stockton College of New Jersey;
M.A., Georgetown University

Wesley S. Cross (2005)
Assistant Professor of Mathematics
B.A., Slippery Rock University;
Ph.D., University of Pittsburgh
Tara L. Crowell (2000)
Associate Professor of Communication Studies
B.A., M.A., West Virginia University;
Ph.D., University of Oklahoma

Christopher Crowley (1986)
Professional Services Specialist
B.S., Rider University

Sara Faurot Crowley (2003)
Director of Alumni Relations and the
Annual Fund
B.A., Columbia College;
M.S., Lindenwold University

Debra A. Dagavarian (2002)
Assistant Provost
B.A., State University College of New York at
New Paltz;
M.A., State University of New York at Albany;
Ed.D., Rutgers, The State University

William T. Daly (1971)
Distinguished Professor of Political Science
B.A., George Washington University;
M.A., Princeton University

Robert J. Davidson II (2003)
Assistant Professor of Dance
B.S./P.E. Texas Tech University;
M.F.A., Sam Houston State University

Executive Director, Administrative Services
and Liaison, Corporate Relations
B.S., Virginia State University;
M.Ed., Temple University

John Davis (2002)
Assistant Director, Housing and
Residential Life
B.S., M.A., The Richard Stockton College of
New Jersey

Linda Lee Davis (2005)
Visiting Assistant Professor of Geology
B.A., University of Colorado;
M.A., University of Georgia;
Ph.D., University of Texas

Nancy Taggart Davis (1973)
Professor of Pathology
B.S., Rollins College;
Ph.D., University of Pennsylvania

Stephen B. Davis (1991)
Interim Associate Dean of Students/Director of
Educational Opportunity Fund Program
B.S., M.H.A., The Pennsylvania State
University

J. Chris Dearth (2001)
Assistant Director of Admissions
B.S., The Richard Stockton College of
New Jersey;
M.A., Duquesne University

Mary Elizabeth DeBello (1985)
Assistant Professor of Business Studies
Certified Public Accountant
B.A., Cabrini College;
M.S., Widener University

Louis F. DeChiaro (2002)
Associate Professor of Computational Science
B.S., M.S., Ph.D., Stevens Institute of
Technology

Bruce DeLussa (1986)
Professor Emeritus of Public Health
B.S., Colorado State University;
M.P.H., University of Michigan

Sharon Dempsey (1991)
Teacher, Child Care Center
B.A., The Richard Stockton College of
New Jersey

Stacey DeNafo (2005)
Supervisor, Speech Pathology and
Audiology Clinic
B.A., University of Delaware;
M.A., University of Cincinnati

Virginia W. deThy (1998)
Associate Dean of Professional Studies and
Director of Teacher Education
B.S., M.S.Ed., Ed.D., Temple University

Christopher Dickerman (2003)
Associate Director, Human Resource
Information
B.S., Villanova University;
M.S., LaSalle University

Nancy J. Didario (1998)
Programmer

Assistant Registrar
B.A., Kean University
Marilyn DiGiacobbe (2006)
Chief Development Officer and Executive
Director of the College Foundation
B.A., Rutgers, The State University

David Dimmerman
Professional Services Specialist
A.S., Atlantic Cape Community College

Paula Dollarhide (1998)
Assistant Director, Center for Academic Advising
B.Mus., M.Mus.Ed., Oklahoma University

Shawn R. Donaldson (1980)
Associate Professor of Sociology
B.A., M.A., University of Pennsylvania;
Ph.D., Rutgers, The State University

Elizabeth Doran (1989)
Director, Human Resource Information Systems and Payroll Operations
B.A., Marquette University

Susanne Dorris (2000)
Associate Director, Financial Aid for Technology
B.B.A., Rowan University

Penelope A. Dugan (1976)
Professor of Writing
B.A., LeMoyne College;
M.A., State University of New York at Binghamton;
D.A., State University of New York at Albany

Stephen Dunn (1974)
Distinguished Professor Emeritus of Creative Writing
B.A., Hofstra University;
M.A., Syracuse University

Joshua D. Duntley
Assistant Professor of Criminal Justice
B.A., M.A., State University of New York at Plattsburgh;
Ph.D., University of Texas

Diane Durham (1999)
Academic Fieldwork Coordinator, Occupational Therapy
B.S., Utica College;
M.S., Thomas Jefferson University

Kathleen Dutton (1985)
Professional Services Specialist
A.S., Atlantic Cape Community College;
B.S., The Richard Stockton College of New Jersey

Conrad M. Dyer (1993)
Director of The Governor’s School on the Environment
B.S., City College, City University of New York;
Ph.D., City University of New York

Cheryle J. Eisele (1980)
Associate Professor of Nursing
B.S.N., The Richard Stockton College of New Jersey;
M.S.N., University of Pennsylvania;
Ed.D., Temple University

Elizabeth A. Elmore (1972)
Professor of Economics
B.A., Saint Mary’s College;
M.A., Ph.D., University of Notre Dame

David Emmons (1982)
Professor of Criminal Justice
B.A., Yale University;
M.A., Ph.D., University of Chicago

Claude M. Epstein (1971)
Professor of Environmental Studies
A.B., Hunter College;
Sc.M., Ph.D., Brown University

Frederick Everson (1995)
Professional Services Specialist

Steven P. Evert (1996)
Field Station Manager
B.S., Florida Institute of Technology

Diane Falk (1996)
Associate Professor of Social Work
M.S.W., University of Pennsylvania;
B.A., M.A., University of Chicago;
Ph.D., Rutgers, The State University

Weihong Fan (1995)
Associate Professor of Environmental Studies
B.S., Northeastern Normal University;
M.S., Beijing Normal University;
Ph.D., Colorado State University
Christine Farina (2000)  
Associate Professor of Communications  
B.A., Drew University;  
M.F.A., University of North Carolina at Greensboro  

Stewart C. Farrell (1971)  
Professor of Marine Science  
B.S., Lafayette College;  
M.S., Ph.D., University of Massachusetts at Amherst  

Vera King Farris (1983)  
Former President of the College and Professor of Biology  
B.S., Tuskegee Institute;  
M.S., Ph.D., University of Massachusetts  

Linda Feeney (1993)  
Director of Computer Services  
B.S. Ed., Indiana University of Pennsylvania;  
M.A. Ed., Arcadia University;  
Ed.D., Widener University  

Carlton S. Fernanders (1988)  
Acting Sergeant, Campus Police  
Certified State of New Jersey Police Training Commission  

Christine V. Ferri (2005)  
Assistant Professor or Psychology  
B.A., Rutgers, The State University;  
M.A., Ph.D., Duke University  

Marcia Fiedler (2000)  
Instructor in Jewish Studies  
B.A., University of Pittsburgh;  
M.A., New York University  

Nancy L. Fiedler (2001)  
Assistant to the Associate Dean, Teacher Education  
B.A., Muhlenberg College  

Deborah M. Figart (1995)  
Professor of Economics and Dean of Graduate Studies  
B.A., Wheaton College;  
Ph.D., The American University  

Gregory Fink (1977)  
Associate Professor of Accounting  
Certified Public Accountant;  
Certified Management Accountant  
B.S., U.S. Merchant Marine Academy;  
M.A., The Wharton School, University of Pennsylvania;  
M.B.A., Rutgers, The State University  

Lonnie Folks (1999)  
Director of Athletic Operations  
B.S., M.B.A., Maryville University  

Director, Community of Scholars  
B.S., Ahmadu Bello University;  
M.S., Alliant International University;  
M.A., Columbia University  

William Ford (1970)  
Assistant Supervisor, Plant Management  

Assistant Director, Student Development  
B.A., Rowan University;  
M.Ed., James Madison University  

Dennis Fotia (2001)  
Distance Education Coordinator  
B.S., Rowan University  

Michael L. Frank (1977)  
Professor of Psychology  
B.A., Ph.D., State University of New York at Albany  

Mark Fulcomer (1999)  
Assistant Professor of Public Health  
B.A., M.A., Ph.D., Ohio State University  

Kimberly A. Furphy (2000)  
Assistant Professor of Occupational Therapy  
B.A., University of Virginia;  
M.S., Temple University  

Joseph Fussner (1997)  
Head Women’s Basketball Coach  
B.A., Glassboro State College  

Mary Lou Galantino (1991)  
Professor of Physical Therapy  
B.S., University of Pittsburgh;  
M.S., Texas Women’s University;  
Ph.D., Temple University  

Denise Gallaro (2005)  
Institutional Research Associate, Office of the Provost  
B.S., M.A., Kean University  

Daniel Gambert (2000)  
Professional Services Specialist  
B.A., The Richard Stockton College of New Jersey
Assistant Director, Counseling Services
B.A., Villanova University;
M.A., Monmouth University;
Ed.D., Rutgers, The State University

Michael D. Geller (1976)
Associate Professor of Environmental Studies
B.A., University of Connecticut;
Ph.D., State University of New York at Binghamton

Sara Gendlek (2005)
Coordinator of Event Services
B.A., The Richard Stockton College of New Jersey

Wondimagegnehu Geremew (2005)
Assistant Professor of Developmental Mathematics
B.S., M.S., Addis Ababa University;
M.S., University of Kaiserslautern;
Ph.D., Wayne State University

Jill Gerhardt (1993)
Associate Professor of Computer Science and Information Systems
B.A., Rowan University;
M.A., State University of New York at Stony Brook;
M.S., Ph.D., Drexel University

G. Reza Ghorashi (1981)
Professor of Economics
B.Sc., University of Shiraz;
M.A., University of Oklahoma;
Ph.D., Fordham University

Sharon Giordano (2004)
Assistant Director, Community of Scholars
A.A., Atlantic Cape Community College;
B.A., The Richard Stockton College of New Jersey

Cheryl B. Gist (1977)
Technician, Management Information Systems
B.A., The Richard Stockton College of New Jersey

AmyBeth Glass (1994)
Assistant Registrar
B.A., M.A., Rowan University

Jill Glasser (1997)
Assistant Registrar
A.A., Atlantic Community College;
B.A., M.A., The Richard Stockton College of New Jersey

Sonia V. Gonsalves (1990)
Professor of Psychology
B.S., Diploma in Education, University of the West Indies;
M.Ed., Ph.D., Temple University

Arleen Caballero Gonzalez (1986)
Associate Professor of Criminal Justice
B.A., The Richard Stockton College of New Jersey;
J.D., Rutgers School of Law, Camden

Thomasa Gonzalez (1986)
Interim Dean of Students
B.S.W., Kean College of New Jersey;
M.S.W., Rutgers, The State University;
Ph.D., The Union Institute and University

Brian E. Gormley (2005)
Professional Services Specialist

Elaine M. Grant (2002)
Director, Housing and Residential Life
B.A., M.Ed., University of Delaware

Ryan Grabich (1993)
Professional Services Specialist
B.S., New Jersey Institute of Technology

Norma Grasso (1973)
Professor Emerita of Spanish
B.A., Instituto de Estudios Superiores, Buenos Aires;
M.A., Oberlin College;
Ph.D., Indiana University

Laurie Greene (1989)
Associate Professor of Anthropology
B.A., University of Pennsylvania;
M.A., Ph.D., Tulane University

Robert Gregg (1996)
Dean of Arts and Humanities and Professor of History
M.A., Edinburgh University;
Ph.D., University of Pennsylvania

Melvin L. Gregory (1984)
Assistant Director of Admissions
Certified Public Manager
B.A., M.A., Montclair State College

Gordan Grguric (1995)
Associate Professor of Marine Science
B.S., Lehigh University;
M.S., Ph.D., Florida Institute of Technology
Jonathan S. Griffiths (1972)
Professor of Chemistry
B.A., Gettysburg College;
A.M., Ph.D., Duke University

Laurie Griscom (1998)
Associate Director of Events Services
B.A., M.A., Rowan University

Thomas J. Grites (1977)
Assistant to the Provost and Director of the
Freshman Year Experience
B.S., M.S., Illinois State University;
Ph.D., University of Maryland at College Park

Lee Ann Guenther (1989)
Associate Professor of Physical Therapy
B.S., The Pennsylvania State University;
Post-Baccalaureate Certification, University of
Pennsylvania;
M.S., St. Joseph’s University

Deborah Gussman (1999)
Associate Professor of American Literature
B.A., Temple University;
M.A., Ph.D., Rutgers, The State University

Carolyn Gutierrez (1988)
Public Services Librarian, Associate
Professor, Library
B.A., The Richard Stockton College of
New Jersey;
M.L.S., M.A., Rutgers, The State University

Sharon Gutman (2004)
Associate Professor of Occupational Therapy
B.A., Arcadia University;
M.A., Ph.D., New York University

Coordinator of Intramurals and Recreation
B.S., Montclair State College

Peter L. Hagen (1996)
Director, Center for Academic Advising
B.A., Bucknell University;
M.A., Ph.D., The Pennsylvania
State University

Richard P. Hager (1974)
Associate Professor of Marine Science
B.S., Bates College;
M.S., Ph.D., University of New Hampshire

Jeffrey Haines (1997)
Coordinator of Soccer Operations/Head Men’s
Soccer Coach
B.S., Lock Haven University

Kristen A. Hallock-Waters (2000)
Assistant Professor of Chemistry
B.S., Long Island University,
Southampton College;
Ph.D., The University of Maryland at
College Park

Harley Halpern (1976)
Technical Facilities Director, Performing
Arts Center
M.F.A., Brooklyn College, City University of
New York

Barbara Haney (1993)
Educational Opportunity Fund Counselor
B.S.W., M.S.W., Rutgers, The State University

Terrence Hardee (2004)
Associate Director, Housing and
Residential Life
B.A., Concord College;
M.A., Marshall University

Tim Haresign (1993)
Associate Professor of Biology
B.S., State University College of New York
at Plattsburgh;
Ph.D., University of Connecticut at Storrs

Anne Harlan (2006)
Affiliated Professor of Management
B.A., University of Houston;
M.S., Ph.D., The Ohio State University

Tara Lynn Harmer (2005)
Assistant Professor of Biology
B.A., Boston University;
Ph.D., Johns Hopkins University

Kenneth Harrison (1976)
Professor of Economics
B.A., State University College of New York
at Plattsburgh;
M.A., Ph.D., State University of New York
at Albany

Douglas M. Harvey (1999)
Associate Professor of Instructional
Technology
B.A., Eastern College;
M.S., Philadelphia College of Textiles
and Science;
D.Ed., The Pennsylvania State University

Natalie P. Havran (1999)
Director of Human Resource Management
B.S., M.A., Rider University
Michael Hayse (1996)
Associate Professor of History
B.A., Dartmouth College;
M.A., University of Maryland;
Ph.D., University of North Carolina

Xiaojun He (2004)
Assistant Professor of Business Studies
B.E., Xian Jiaotong University;
D.B.A., Syracuse University

Jonathan Heck (1991)
Coordinator of Athletic Training Services
B.S., William Paterson College;
M.S., University of Florida

Robert Heinrich (1998)
Associate Director for Academic Computing
Certified Microsoft Professional;
B.S., M.B.A., The Richard Stockton College of New Jersey

Charles Heintz (1975)
Sergeant, Campus Police
Certified State of New Jersey Police Training Commission

Robert E. Helsabeck (1971)
Professor of Sociology
B.A., Culver-Stockton College;
M.S., M.A., Ph.D., Indiana University

Pamela Hendrick (1995)
Associate Professor of Theatre
B.A., University of Michigan;
M.F.A., Northwestern University

Alison Beth Henry (1988)
Assistant Dean of Admissions
B.A., University of Pittsburgh;
M.A., Slippery Rock University of Pennsylvania

Ajantha Herath (2004)
Assistant Professor of Computer Science and Information Systems
B.Sc., University of Colombo, Sri Lanka;
M. Eng., University of Electro-Communications, Japan;
Ph.D., Gifu University, Japan

Charles W. Herlands (1975)
Professor Emeritus of Mathematics
B.S., Stanford University;
M.A., University of California at San Diego;
Ph.D., University of California at Irvine

Rosalind L. Herlands (1974)
Associate Professor of Biology
B.A., Stanford University;
M.S., Ph.D., University of California at Irvine

Daniel Hernandez (2005)
Assistant Professor of Biology
A.S., Middlesex County College;
B.A., The Richard Stockton College of New Jersey;
M.S., Ph.D., Rutgers, The State University

Robert G. Hevalow (1999)
Professional Services Specialist
B.A., The Richard Stockton College of New Jersey

Nancy W. Hicks (1987)
Assistant to the President for Affirmative Action and Ethical Standards
B.S., Cheyney State College;
M.Ed., University of Pittsburgh

Dianne Hill (1984)
Assistant Director of Student Development
B.S., Northeastern University;
M.A., Howard University

Diane Holtzman (2005)
Instructor in Business Studies
B.A., University of Detroit;
M.A., Rowan University

Lisa Honaker (1995)
Associate Professor of Literature
B.A., University of Illinois, Chicago;
Ph.D., Rutgers, The State University

Carra Leah Hood (2005)
Assistant Professor of Writing
B.A., Hunter College, City University of New York;
M.A., Ph.D., Yale University

Patrick Hossay (1999)
Associate Professor of Political Science
B.S., San Jose State University;
M.A., San Francisco State University;
Ph.D., The New School for Social Research

William Houck (1971)
Assistant Supervisor, Facilities
Michael J. Hozik (1976)
Associate Professor of Geology
B.S., Dickinson College;
M.S., University of Colorado;
Ph.D., University of Massachusetts at Amherst

John Hughes (1991)
Programmer
B.A., Virginia Wesleyan College

Martin Hughes (1984)
Director, Plant Management and Housing Maintenance

Mary Hughes (1986)
Supervisor, Fiscal Accounts

William J. Hughes (1999)
Visiting Distinguished Scholar
B.A., Rutgers, The State University
J.D., Rutgers School of Law

Marion Hussong (2002)
Assistant Professor of Language in Teacher Education
B.A., Rutgers, The State University;
M.A., Ph.D., University of Pennsylvania

Scott S. Huston (2005)
Professional Services Specialist

Ron S. Hutchison (2005)
Assistant Professor of Biology
B.A., Kenyon College;
Ph.D., University of Illinois

Elaine Ingulli (1986)
Professor of Business Law
B.A., State University of New York at Stony Brook;
J.D., Hofstra University School of Law;
LL.M., Temple University School of Law

Robert L. Inman (2005)
Professional Services Specialist
B.S., Rose-Hulman Institute of Technology;
M.S., Lehigh University

Renganathan G. Iyer (1991)
Associate Professor of Mathematics
B.Sc., M.Sc., University of Pune;
Ph.D., Massachusetts Institute of Technology

Brian K. Jackson (1998)
Executive Assistant to the President
B.S., M.B.A., Southern New Hampshire University

Mark R. Jackson (2000)
Director of Media Services and Distance Education
B.F.A., University of Utah;
M.F.A., University of Michigan

Rodger Jackson (1997)
Associate Professor of Philosophy
B.A., Alma College;
M.A., Ph.D., Michigan State University

Kristin J. Jacobson (2005)
Assistant Professor of American Literature
B.A., Carthage College;
M.A., University of Colorado, Boulder;
Ph.D., Pennsylvania State University

Andrea Jaeckel (2001)
Assistant Vice President for Administration and Finance
B.A., The Richard Stockton College of New Jersey

G. Larry James (1972)
Dean of Athletics and Recreational Programs and Services
B.S., Villanova University;
M.P.P., Rutgers, The State University

Lucinda S. Jassel (1981)
Professor of Political Science
B.A., California State University at Sacramento;
M.A., Ph.D., University of California at Davis

Eva Marie Jaworski (1990)
Science Laboratory Program Assistant
B.S., The Richard Stockton College of New Jersey

William C. Jaynes IV (1977)
Professor of Social Work and Africana Studies
B.S.W., M.S.W., Temple University

Assistant Professor of Physics
Dipl. Ing. Becarad University;
M.S., Yale University;
Ph.D., University of Connecticut

Professor of Criminal Justice
B.A., University of West Indies;
M.A., Ph.D., York University
Joan Joseph (1981)
Professional Services Specialist, Grants
Financial Analyst
of New Jersey

Sunyoung Joung (2004)
Assistant Professor of Instructional Technology
B.S., Ewha Women’s University;
M.S., Ph.D., Florida State University

Assistant to the Associate Dean, Teacher
Education
B.A., The Pennsylvania State University;
M.A., University of New Mexico

Nicholas Juengert (2004)
Head Women’s Soccer Coach
A.A., Burlington County College;
B.S., Rutgers, The State University

Valerie Julien (2000)
Evening and Weekend Athletics Coordinator
B.S., Montclair University

Assistant Professor of Business Studies
B.S., Drexel University;
M.B.A., University of Richmond

Professor of Physical Therapy
B.S., M.S., Boston University

Dean of Social and Behavioral Sciences
B.A., State University College of New York
at Fredonia;
M.A., State University College of New York
at Oswego;
Ph.D., The Pennsylvania State University

Kelly A. Keenan (1993)
Associate Professor of Chemistry
B.A., Colby College;
Ph.D., University of California at Los Angeles

Timothy Kelly (1993)
Public Relations Officer
B.A., Thomas Edison State College

James Kennedy (2003)
Assistant to the President and General Counsel
B.A., The Richard Stockton College of
New Jersey;
J.D., Rutgers University School of Law;
M.B.A., Rutgers, The State University

Harvey Kesselman (1980)
Chief Executive Officer for the Southern
Regional Institute/Educational Technology
Training Center and Special Assistant to
the President
B.A., The Richard Stockton College of
New Jersey;
M.A., Glassboro State College;
Ed.D., Widener University

David S. King (2004)
Assistant Professor of French
B.A., M.A., Ph.D., Washington University

Robert D. King (1981)
Professor of Business Law
B.A., Rutgers, The State University;
J.D., Rutgers School of Law

Thomas E. Kinsella (1989)
Associate Professor of British Literature
B.A., Bucknell University;
M.A., Ph.D., University of Pennsylvania

Murray R. Kirch (1972)
Professor of Computer Science and
Mathematics
A.B., Temple University;
M.S., Ph.D., Lehigh University

Charles Klein (1986)
Vice President for Administration and Finance
Public Accountant
B.S., The Richard Stockton College of
New Jersey

Kathleen Klein (2001)
Assistant Professor of Occupational Therapy
B.S., M.S., Thomas Jefferson University

Emma M. Kluesner (2005)
Academic Advisor
B.A., M.A., The Richard Stockton College of
New Jersey

JoAnn Kocher (1991)
Technician, Management Information Systems
A.S., Jefferson Technical College

Murray J. Kohn (1987)
Professor of Holocaust Studies
Fellow of Hebrew University, Jerusalem
B.A., Brooklyn College;
B.R.E., Jewish Theological Seminary
of America;
D.J.L., People’s University, Herzlia Jewish
Teachers Institute;
D.D., The Jewish Theological Seminary
Aaron Krauss (1982)
Visiting Specialist in Jewish Studies
B.A., Yeshiva University;
M.H.L., D.D. Jewish Theological Seminary of America

Patricia Krevetski (2002)
Professional Services Specialist
B.S., University of North Carolina;
M.B.A., The Richard Stockton College of New Jersey

Evonne J. Kruger (1996)
Associate Professor of Business Studies
B.A., The George Washington University;
M.A., University of Minnesota;
M.B.A., Ph.D., Temple University

Stephen J. Kubricki (1980)
Associate Professor of Computer Science and Information Systems and Statistics
B.S., Wilkes College;
M.S., D.Ed., The Pennsylvania State University

Sherman Labovitz (1972)
Professor Emeritus of Social Work
B.S., Temple University;
M.S.W., D.S.W., University of Pennsylvania

Allen Lacy (1971)
Professor Emeritus of Philosophy and Religion
A.B., Ph.D., Duke University

Melaku Lakew (1982)
Professor of Economics
B.A., University of California at Berkeley;
M.A., Ph.D., University of California at Riverside

Roman A. Lakew (1998)
Computer Operator
B.S., California State University;
B.S., The Richard Stockton College of New Jersey

Matthew Landau (1987)
Professor of Marine Science
B.S., St. John's University;
M.S., Long Island University;
Ph.D., Florida Institute of Technology

Thomas Lang (1973)
Manager of Construction Projects
N.J. Licensed Building Inspector-Industrial Commercial Specialist; Building Sub-Code Official

Audrey Wolfson Latourette (1977)
Professor of Business Law
B.A., Rutgers, The State University, Camden;
M.A., Rowan University;
J.D., Temple University School of Law

Kimberly A. Lebak (2005)
Assistant Professor in Teacher Education
B.S., M.A., The College of New Jersey;
Ed.D., University of Pennsylvania

David Lechner (2001)
Public Services Librarian, Instructor, Library
B.A., Yale University;
M.A., University of Michigan;
M.L.S., Emporia State University

Jung Lee (1999)
Associate Professor of Instructional Technology
B.A., M.A., Sang-Myung University, Seoul;
M.A., College of Mount Saint Joseph;
Ph.D., University of Wyoming

Lewis A. Leitner (1972)
Executive Director, Management Training and Development
B.A., Lehigh University;
M.A., Ph.D., State University of New York at Buffalo

Georgeann T. Lenard (1984)
Associate Professor of Writing
B.A., M.A., Rutgers, The State University;
Ph.D., Temple University

Elinor Lerner (1979)
Associate Professor of Sociology
B.A., Reed College;
M.A., University of Rochester;
M.A., Humboldt State College;
Ph.D., University of California at Berkeley

Douglas Lessie (1975)
Professor of Physics
B.S., Queens College, City University of New York;
M.S., University of Vermont;
Ph.D., University of Pittsburgh

David Lester (1971)
Professor of Psychology
B.A., M.A., Ph.D., Cambridge University;
M.A., Ph.D., Brandeis University
Assistant Professor of Criminal Justice
B.A., The Richard Stockton College of New Jersey
M.A., Ph.D., Rutgers, The State University

Jeanne S. Lewis (1971)
Director of Financial Aid
B.A., Trenton State College;
M.A., Glassboro State College

Margaret E. Lewis (1996)
Associate Professor of Biology
B.A., Rice University;
M.A., Ph.D., State University of New York at Stony Brook

Assistant Professor of Occupational Therapy
B.S. Central Connecticut State University;
M.S.O.T., Texas Women’s University

Marcia Sachs Littell (1997)
Professor of Holocaust and Genocide Studies
B.S., M.S., Ed.D., Temple University

Franklin H. Littell (1996)
Distinguished Professor of Holocaust and Genocide Studies
B.A., Cornell College;
M.Div., Union Theological Seminary;
Ph.D., Yale University

Fang Liu (2003)
Assistant Professor of Physics
B.S., M.S., Tsinghua University;
Ph.D., University of Pennsylvania

Registrar
A.A., Atlantic Community College;
B.A., Glassboro State College;
M.P.P., Rutgers, The State University

Marc Lowenstein (1982)
Dean of Professional Studies
A.B., Colgate University;
M.A., Ph.D., University of Rochester

William C. Lubenow (1971)
Professor of History
B.A., Central College;
M.A., Ph.D., University of Iowa

Laihan Luo (2002)
Assistant Professor of Business Studies
B.A., Huazhong University;
M.A., Ph.D., The Pennsylvania State University

Jennifer A. Lyke (2001)
Associate Professor of Psychology
B.S., University of Pennsylvania;
Ph.D., Temple University

Paul Lyons (1980)
Professor of Social Work
B.A., M.A., Rutgers, The State University;
Ph.D., Bryn Mawr College

Gorica Majstorovic (2002)
Assistant Professor of Spanish
B.A., University of Belgrade;
M.A., University of Southern California;
Ph.D., New York University

Mark Mallett (2000)
Assistant Professor of Theatre Arts
B.A., University of Akron;
M.A., University of Maryland;
Ph.D., University of Illinois

Joseph N. Mangiello (1972)
Deputy Chief of Police
Certified State of New Jersey Police Training Commission
A.A., Atlantic Community College;
B.A., The Richard Stockton College of New Jersey

Nicholas Mansor (2006)
Associate Provost for Institutional Research,
Planning and Budgeting
B.S., St. Joseph’s University;
M.B.A., Philadelphia College of Textiles and Science;
Ed.D., Temple University
Joseph J. Marchetti (1985)
Vice President for Student Affairs
B.A., M.S., Wilkes College;
Ph.D., University of Pennsylvania

Alexander C. Marino (1996)
Director of the Carnegie Center and Assistant
to the Provost
B.A., The Richard Stockton College of
New Jersey;
M.A., University of Denver

Amanda M. Martin (1987)
Programmer
B.S., Southern Illinois University;
B.A., The Richard Stockton College of
New Jersey

M. Alysia Mastrangelo (2000)
Associate Professor of Physical Therapy
B.S., Springfield College;
M.S., Slippery Rock University;
M.P.T., Ph.D., Temple University

Saralyn Mathis (1999)
Associate Professor of Computer Science and
Information Systems
B.S., Frostburg State College;
M.S., University of Illinois,
Champaign-Urbana;
Ed.D., West Virginia University

Melinda C. Matos (1998)
Assistant Director of Financial Aid
B.S., Rowan University

Gerald Matthews (1985)
Head Men’s Basketball Coach
B.A., Newark State College;
M.A., Seton Hall University

Harry Maurice (1986)
Assistant Director of Student Development
B.S., Trenton State College;
M.Ed., University of Louisville

Kim McCabe (2004)
Director of Student Affairs Communications
and Technology Resources
B.A., Rutgers, The State University

James McCarthy (1979)
Associate Vice President for Computing and
Communications
B.S., B.A., The Richard Stockton College of
New Jersey
M.S., Monmouth University

Cynthia McCloskey (2005)
Academic Advisor
A.A., Delaware County Community College;
B.S., Immaculata College;
M.S., Chestnut Hill College

Jo Ann McEnerney (1982)
Assistant Professor of Business Studies
Certified Public Accountant
B.S., University of Maryland;
M.B.A., New York University

Patricia McGinnis (1999)
Associate Professor of Physical Therapy
B.S., University of Delaware;
M.S., Philadelphia College of Pharmacy
and Science

Denise McGarvey (1991)
Professional Services Specialist, ARTV Art
Gallery Assistant
B.F.A., Temple University, Tyler School of Art

Michael J. McGarvey (1985)
Professor of Art
B.F.A., M.F.A., Temple University, Tyler
School of Art

Heather McGovern (2002)
Assistant Professor of Writing
B.A., Albertson College of Idaho;
M.A., Clemson University;
Ph.D., Texas Tech University

Stacey D. McIntosh (1999)
Associate Director of the College Center
B.S., M.A., Indiana University of Pennsylvania

Maryann McLoughlin (2000)
Assistant Supervisor of the Holocaust
Resource Center
M.A., Ph.D., Temple University

Donna McNeely-Greene (2004)
Associate Vice President for Student Affairs
B.S., M.S., M.A., Ph.D., University
of Delaware

Betsy McShea (2001)
Associate Professor of Developmental
Mathematics
B.S., University of Hartford;
Ph.D., The American University

Chintan Mehta (2005)
Professional Services Specialist
B.S., The Richard Stockton College of
New Jersey
Fred C. Mench, Jr. (1971)
Professor of Classics
AFGLC Endowed Professor of Greek Culture
Executive Director of The Interdisciplinary Center for Hellenic Studies
B.A., Kenyon College;
M.A., Ph.D., Yale University

Jean Mercer (1974)
Professor Emerita of Psychology
A.B., Occidental College;
Ph.D., Brandeis University

In Memoriam
Dominick Messina (1980)
Director of Special Accounting Projects
B.A., M.B.S., The Richard Stockton College of New Jersey

Nancy Messina (1987)
Assistant to the Dean, Arts and Humanities
C.P.M., Rutgers, The State University;
B.A., M.B.S., The Richard Stockton College of New Jersey

Joanna Michlic (2005)
Assistant Professor of Holocaust and Genocide Studies
B.A., M.A. University of Lodz;
M.A., Ph.D., University of London

Mimi Milazzo (1978)
Assistant Supervisor to the Bursar

William M. Miley (1972)
Professor of Psychology
B.A., State University of New York at Buffalo;
M.A., Ph.D., Temple University

Glenn M. Miller (2004)
Chief of Police
A.A.S., Staten Island Community College;
B.S., Trenton State College;
M.A., Seton Hall University

Richard Miller (1996)
Associate Director of Public Services, Library
B.A., M.A., M.L.S., Indiana University;
Ph.D., University of Minnesota

Aaron Millman (2001)
Assistant Director of Counseling Services
B.A., M.A., Rider University

Director, Small Business Development Center
B.A., The Richard Stockton College of New Jersey

LaMott Moore (1992)
Assistant Director of the College Center
B.S., West Chester University;
M.A., The Richard Stockton College of New Jersey

Jamie Morgan (2001)
Financial Reporting Analyst
B.A., The Richard Stockton College of New Jersey

Imani Silpa Movva (2005)
Complex Director, Housing and Residential Life
B.A., The Richard Stockton College of New Jersey

Raymond G. Mueller (1978)
Professor of Environmental Studies
B.A., State University of New York at Buffalo;
M.S., Montana State University;
Ph.D., University of Kansas

Ellen Mutari (1999)
Associate Professor of General Studies
B.A., Swarthmore College;
Ph.D., American University

Herbert Myers (1983)
Professional Services Specialist

Craig H. Myrtetus (2001)
Assistant to the Associate Dean, Teacher Education
B.A., M.A., Rowan University

John L. Nardo (2001)
Professional Services Specialist

Andrea Neiderhofer (1986)
Professional Services Specialist

Mohamed R. Neilforoshan (2000)
Professor of Computer Science and Information Systems
B.S., Tehran Institute of Technology;
M.S., University of Southern Mississippi;
Ph.D., University of Connecticut
Jeanne-Andrée Nelson (1975)
Professor Emerita of French
B.A., M.A., University of Utah;
Ph.D., Michigan State University

Linda Williamson Nelson (1981)
Associate Professor of Anthropology and
Africana Studies
B.A., Long Island University;
M.A., New York University;
Ph.D., Rutgers, The State University

Suzanne Nezzar (2005)
Assistant Professor of Mathematics
B.S., Santa Clara University;
Ph.D., University of California

Robert Nichols (2000)
Associate Professor of History
B.A., University of Illinois;
M.A., Ph.D., University of Pennsylvania

Thomas P. Nolan, Jr. (1988)
Associate Professor of Physical Therapy
B.A., Glassboro State College;
B.S., New York University;
M.S., Temple University

Professional Services Specialist
B.A., The Richard Stockton College of New Jersey

Larry E. Nutt (1975)
Associate Professor of Criminal Justice
B.A., Reed College;
M.A., Ph.D., University of Chicago

Thomas O’Donnell (1999)
Director of Student Development
B.A., M.A., Kean University

Kate Nearpass Ogden (1991)
Associate Professor of Art History
B.A., Gettysburg College;
M.Phil., Ph.D., Columbia University

Michael Olan (1999)
Professor of Computer Science and
Information Systems
B.S., M.S., Northern Michigan University;
D.A., Idaho State University

Beth Olsen (1989)
Director of Grants Development
B.S., University of Utah;
M.L., University of Aberdeen

R. Lance Olsen (1975)
Professor of Music
B.Mus., M.Mus., University of Utah;
Ph.D., University of Aberdeen

Assistant Professor of Computational Science
M.A., Ph.D., Brandeis University

Candace O’Shea (1996)
Communications Lab Coordinator
A.A., Northern Essex Community College;
B.A., M.Ed., University of Massachusetts-Boston

Frances Ott (1980)
Head Audit Account Clerk

Whiton S. Paine (1997)
Associate Professor of Business Studies
B.S., The Pennsylvania State University;
M.A., Ph.D., University of Maryland

Sipra Pal (1986)
Associate Professor of Physics
B.S., University of Calcutta;
M.S., University of Delhi;
Ph.D., Georgetown University

Nora C. Palugod (1990)
Assistant Professor of Business Studies
B.S., University of the Philippines;
M.B.A., DeLaSalle University;
M.P.I.A., Ph.D., University of Pittsburgh

Dorrie Papademetriou (2003)
Professional Services Specialist, ARTV
Program Assistant
B.F.A., Bowling Green State University

Tom Papademetriou (2001)
Assistant Professor of History; Associate
Director of The Interdisciplinary Center for Hellenic Studies
B.A., Hellenic College;
M.Div., Holy Cross Greek Orthodox School of Theology;
M.A., St. John’s College;
Ph.D., Princeton University

Joan Parker (2000)
Bursar
B.S., The Richard Stockton College of New Jersey
Edward Paul (1972)
Professor of Chemistry
B.A., Brandeis University;
Ph.D., University of Oregon

Luis Pena (2004)
Math Center Coordinator
B.S., The Richard Stockton College of New Jersey;
M.S., University of Illinois at Urbana, Champaign

Cora Mae Perone (1989)
Assistant Director of Career Services
B.S., M.A., Rowan University

Steven E. Phillips (1992)
Assistant Director of Admissions
A.A., Lynchburg College;
B.A., M.S.Ed., Monmouth College

David Pinto (2001)
Director of Library Services
B.A., University of New Mexico;
M.L.S., University of California, Berkeley;
M.A., Virginia Polytechnic Institute and State University

Donald L. Plank (1971)
Professor of Mathematics
B.S., Trinity College;
M.A., Yale University;
Ph.D., University of Rochester

Philip Polsinelli (2001)
Technology Training Administrator
B.M.A., Berklee College of Music;
M.A., The Richard Stockton College of New Jersey

Anne F. Pomeroy (1999)
Associate Professor of Philosophy
B.A., Connecticut College;
M.A., Columbia University;
Ph.D., Fordham University

Robyn Poole (2004)
Assistant Professor of Business Studies
B.S., Texas A & M University;
M.S., University of Southern California;
Ph.D., University of North Texas

Jacqueline Pope
Professor Emerita of Political Science
B.A., Brooklyn College, City University of New York;
M.A., Queens College, City University of New York;
M.Phil., Ph.D., Columbia University

Israel Posner (1973)
Executive Director, Corporate and Professional Services
B.A., Brooklyn College, City University of New York;
M.A., Ph.D., Temple University

Professional Services Specialist
B.A., The Richard Stockton College of New Jersey

William Preston (1996)
Coordinator of Cross Country and Track/Field Operations; Head Men's Coach, Cross Country and Track and Field
B.S., Frostburg State College;
M.A., Loyola College

Leslie Price (1976)
Programmer
B.S., The Richard Stockton College of New Jersey

Lucio Angelo Privitello (2005)
Assistant Professor of Philosophy and Religion
B.F.A., Rhode Island School of Design;
M.A., Temple University;
M.A., Ph.D., Villanova University

Rosalinda Psolka (1980)
Assistant Supervisor, Administrative Services
B.A., Montclair State College;
M.A., Glassboro State College

Carol Quinn (1997)
Professional Services Specialist
B.A., M.A., Rowan University

John Quinn (1990)
Assistant Professor of Mathematics in Teacher Education
B.S., The Richard Stockton College of New Jersey
M.A., Rowan University
Ed.D., Pepperdine University
Simon R. Quint (1981)  
Associate Professor of Mathematics  
B.S., Tufts University;  
Ph.D., University of California at Berkeley

Steven Radwanski (2005)  
Complex Director, Housing and  
Residential Life  
B.A., The Richard Stockton College of  
New Jersey

Shanthi Rajaraman (2003)  
Assistant Professor of Chemistry  
B.S., University of Madras, India;  
M.A., Indian Institute of Technology;  
Ph.D., Rutgers, The State University

Professional Services Specialist  
B.S., The Richard Stockton College of  
New Jersey

Brandy Lynn Rapatski (2005)  
Assistant Professor of Mathematics  
B.A., M.S., New Jersey Institute of  
Technology;  
Ph.D., University of Maryland

John Rau (1985)  
Supervisor of Mails  
B.A., The Richard Stockton College of  
New Jersey

Patricia Reid-Merritt (1976)  
Professor of Social Work and Africana Studies  
B.A., Cabrini College;  
M.S.W., Temple University;  
D.S.W., University of Pennsylvania

Scott Rettberg (2002)  
Assistant Professor of New Media Studies  
B.A., Coe College;  
M.A., Illinois State University;  
Ph.D., University of Cincinnati

Barbara M. Reynolds (1979)  
Assistant Director, College Center/Head  
Teacher, Child Care Center  
B.A., The Richard Stockton College of  
New Jersey

Stanley Rice (1984)  
Technology Support Specialist

Charles Richvalsky (1981)  
Sergeant, Campus Police

Carol Rittner (1994)  
Distinguished Professor of Holocaust and  
Genocide Studies  
B.A., College Misericordia;  
M.A., University of Maryland;  
M.T.S., Saint John’s Seminary;  
D.Ed., The Pennsylvania State University

Laurel Rodriguez (2005)  
Assistant Professor of Criminal Justice  
B.S., M.S., University of Wisconsin-Milwaukee;  
Ph.D., University of California, Irvine

Assistant Professor of Political Science  
B.A., Princeton University;  
M.A., University of Texas, Austin;  
Ph.D., Temple University

David Roesch (1992)  
Supervisor, Landscape Management

David Roessel (2004)  
Associate Professor of Greek Language  
and Literature  
B.A., Rutgers, The State University;  
M.A., State University of New York at Albany;  
M.A., Catholic University;  
Ph.D., Princeton University

Brian Rogerson (1998)  
Associate Professor of Chemistry  
B.S., Florida International University;  
Ph.D., University of Pittsburgh School  
of Medicine

Christopher Rollman (2000)  
Sports Information and Marketing Coordinator  
B.S., M.A., University of Connecticut

David H. Roscoe (1999)  
Professional Services Specialist  
B.S., Kutztown University

Gail Rosenthal (1991)  
Supervisor of the Holocaust Resource Center  
B.S., Temple University

Lisa Rosner (1987)  
Professor of History  
A.B., Princeton University;  
Ph.D., Johns Hopkins University
Eva Ross (2002)
Assistant Professor of Instructional Technology
B.G.S., Indiana University-Purdue University;
M.S., Indiana Wesleyan University

Joseph Rubenstein (1972)
Professor of Anthropology
B.A., Hunter College;
M.A., Ph.D., New School for Social Research

Albert Rundio (2005)
Associate Professor of Nursing
A.A.S., Atlantic Community College;
B.S., The Richard Stockton College of
New Jersey;
M.A., Fairleigh Dickinson University;
M.S.N., LaSalle University;
M.S.Ed., Ph.D., University of Pennsylvania

Herman J. Saatkamp, Jr. (2003)
President, The Richard Stockton College of
New Jersey
B.A., Carson-Newman College;
M.Div., Southern Theological Seminary;
M.A., Ph.D., Vanderbilt University

Michelle Sabatini (1997)
Assistant Professor of Nursing
B.S.N., The Richard Stockton College of
New Jersey;
M.S.N., University of Pennsylvania;
D.N.Sc., Widener University

Pedro Jose Santana
Associate Director of Housing and
Residential Life
B.A., University of Buffalo;
M.S., Buffalo State College;
M.S., Eastern Connecticut State University

Instructor of Business Studies
B.S., M.S., Widener University

Victoria Perretta Schindler (2000)
Associate Professor of Occupational Therapy
B.S., Kean University;
M.A., Ph.D., New York University

Mimi Schwartz (1980)
Professor Emerita of Writing
B.A., New York University;
M.A., University of California at Los Angeles;
Ed.D., Rutgers, The State University

John W. Searight (1973)
Professor Emeritus of Social Work
B.A., Yale University;
M.S.W., University of Pennsylvania

Ekaterina G. Sedia (2001)
Associate Professor of Biology
B.S., Moscow State University;
Ph.D., Rutgers, The State University

Gordon William Sensiba (1973)
Professor Emeritus of Political Science
B.S., University of Wisconsin;
M.A., Columbia University;
M.A., New York University;
M.Phil., Ph.D., Yale University

William D. Shackleton (1992)
Technology Coordinator

Monir H. Sharobeam (1991)
Professor of Computational Science
B.S., M.S., University of Cairo;
Ph.D., University of Tennessee

Yitzhak Y. Sharon (1972)
Professor of Physics
A.B., Columbia University;
M.A., Ph.D., Princeton University

James Shen (1997)
Associate Professor of Communications
B.A., Shanghai Institute of Education;
M.A., Shanghai International Studies
University;
M.A., Ph.D., Ohio University

Yujin Shen (1986)
Associate Professor of Mathematics
Associate of the Society of Actuaries
B.S., Kirin University;
M.S., Ph.D., University of Delaware

Mary Beth Sherrier
Assistant to the Dean
B.A., Chestnut Hill College;
M.S., University of Pennsylvania

Patrick Shields (1988)
Assistant Director, Alcohol/Drug Prevention
State Certified Alcohol Counselor
B.A., The Richard Stockton College of
New Jersey;
M.A., Washington College
Elizabeth Shobe (1998)
Associate Professor of Psychology
B.A., The Richard Stockton College of New Jersey;
Ph.D., University of Toledo

William S. Shyka (1991)
Carpentry Masonry Supervisor

Rupendra Simlot (1998)
Associate Professor of Criminal Justice
M.S., B.S., University of Indore;
M.B.A., University of Rhode Island;
Ph.D., University of Rajasthan

John W. Sinton (1972)
Professor Emeritus of Environmental Studies
A.B., Stanford University;
M.A., Ph.D., Indiana University

Yingyi Situ-Liu (1992)
Associate Professor of Criminal Justice
B.A., Jilin University;
M.A., Ph.D., Indiana University of Pennsylvania

Carol J. Slocum (1980)
Associate Professor of Marine Biology
B.S., M.S., University of Washington;
Ph.D., University of the West Indies

Franklin O. Smith (1973)
Professor of Sociology
B.A., Hampton Institute;
M.Ed., Springfield College;
Ed.D., University of Massachusetts at Amherst

John C. Smith (1997)
Assistant to the Dean of Students
B.A., University of Miami;
M.A., M.A., Bowling Green State University

Linda C. Smith (1999)
Associate Professor of Biology
B.A., The Pennsylvania State University;
B.S., Millersville University;
Ph.D., Rutgers, The State University

Sharon Hines-Smith (2005)
Assistant Professor of Social Work
B.A., Douglass College;
M.S.W., University of Chicago;
M.A., Ph.D., University of Pennsylvania

Cortez Smith (2004)
Evening and Weekend Athletic Coordinator
B.S., Winston-Salem State University

Cynthia B. Sosnowski (2003)
Director, Professional Development and Continuing Education for Health Sciences and Human Services
B.S., Queens College, City University of New York;
M.F.T., Southern Connecticut State University

Louise S. Sowers (1984)
Associate Professor of Chemistry
A.B., Rutgers, The State University, Camden;
M.S., Ph.D., Drexel University

Marcello Spinella (1999)
Associate Professor of Psychology
B.A., Fairleigh Dickinson University;
M.A., Queens College, City University of New York;
Ph.D., City University of New York

Craig Stambaugh (1991)
Director, College Center
B.S., Shippensburg University;
M.S., Radford University

Marcia R. Steinbock (1989)
Professor Emerita of Criminal Justice
B.F.A., Boston University;
M.S.W., State University of New York at Albany;
J.D., Rutgers University School of Law, Camden

Cheryl Sterling (1976)
Director of Accounting Services

Karen Lynn Stewart (1993)
Professor of Business Studies
B.S., M.B.A., Clarion University of Pennsylvania;
Ph.D., University of Pittsburgh

Lynn F. Stiles, Jr. (1973)
Professor of Physics
B.S., State University of New York at Stony Brook;
M.S., Ph.D., Cornell University

Peter F. Straub (1994)
Professor of Biology
B.S., The Richard Stockton College of New Jersey;
M.S., Ph.D., University of Delaware

Gary Suhr (1982)
Supervisor, Central Stores/Receiving
Connie M. Tang  
Assistant Professor of Psychology  
B.A., Zhongshan University;  
M.S.W., Washington University, St. Louis;  
M.S., Ph.D., University of Wyoming, Laramie

Christine Tartaro (2000)  
Associate Professor of Criminal Justice  
B.A., The College of New Jersey;  
M.A., Ph.D., Rutgers, The State University

Walter L. Tarver, III (1997)  
Assistant Director, Career Services  
B.A., Buffalo State College;  
M.B.A., State University of New York at Buffalo

Francis C. Thomas (1979)  
Professor of Accounting and Finance  
B.S., Wagner College;  
M.B.A., St. John’s University

Employment Manager  
B.A., Cook College

Ron Tinsley (2004)  
Assistant Professor of Literacy in Teacher Education  
B.A., Southern Methodist University;  
M.S., Ed.D., Texas A & M University

Juan J. Tolosa (1988)  
Associate Professor of Mathematics  
M.S., Ph.D., Patrice Lumumba University

Kenneth Tompkins (1970)  
Professor of Literature  
B.A., University of Rochester;  
M.A., Ph.D., Indiana University

Aimee Topham (2004)  
Head Field Hockey Coach  
B.S., Mary Washington College;  
M.S., McDaniel College

Mary Ann Trail (1984)  
Public Services Librarian, Associate Professor, Library  
B.A., Trenton State College;  
M.L.S., Rutgers, The State University

Brian Tyrell (2005)  
Assistant Professor of Business  
A.S., Delaware County Community College;  
B.S., M.A., West Chester University;  
Ph.D., Purdue University

Claudia Tyska (2004)  
Assistant Professor of Business Studies  
B.A., Douglas College;  
M.B.A., Ph.D., Rutgers, The State University

Hannah C. Ueno (1994)  
Associate Professor of Art  
B.F.A., Nihon University;  
M.F.A., Washington State University

Henry R. Van Kuiken (1986)  
Professor of Dance  
B.A., Calvin College;  
M.A., M.F.A., M.F.A., University of Michigan

Evan Vasilakis (2003)  
Professional Services Specialist  
B.A., The Richard Stockton College of New Jersey

Beverly J. Vaughn (1982)  
Professor of Music  
B.A., Loma Linda University;  
M.M., D.M.A., Ohio State University

Cheryl Vaughn-Jones (2001)  
Assistant to the Dean, Natural Sciences and Mathematics  
B.A., John Jay College of Criminal Justice, City University of New York;  
M.P.A., Bernard Baruch College

Ann Vedantham (2005)  
Director of Instructional Technology  
B.Sc., M.Sc., Massachusetts Institute of Technology;  
M.P.A., Woodrow Wilson School, Princeton University

David M. Vickery (2002)  
Instructional Designer  
B.A., M.Com., University of Alaska

Ramya Vijaya  
Assistant Professor of Economics  
B.A., Bombay University, India;  
Ph.D., The American University

Marilyn Vito (1994)  
Associate Professor of Business Studies  
Certified Public Accountant; Certified Management Accountant  
B.S., The Richard Stockton College of New Jersey;  
M.B.A., Monmouth College
Ralph Viviano (1995)
Director of Career Services
B.A., Seton Hall University;
M.A., Montclair State University

Judith A. Vogel (2001)
Associate Professor of Mathematics
B.A., The Richard Stockton College of New Jersey;
M.A., Ph.D., Temple University

Khanh (Emily) H. Vu (2004)
Internal Auditor
B.S., The Richard Stockton College of New Jersey;
M.B.A., Monmouth University

Joseph L. Walsh (1972)
Professor Emeritus of Philosophy and Religion
B.A., M.A., St. Paul's College;
S.T.L., Catholic University;
M.A., Wayne State University;
Ph.D., Brandeis University

Donna S. Wanat (1994)
Assistant to the Vice President for Student Affairs/Director, Institutional Research
A.A., Union College;
B.A., M.A., Seton Hall University;
S.Ed., Florida State University

Associate Professor of Business Studies
B.S., Xian University of Technology;
Ph.D., Georgia Institute of Technology

Technical Services Librarian, Associate Professor, Library
B.A., Beijing Second Foreign Languages Institute;
M.Ed., M.L.S., State University of New York at Buffalo

Patricia Coleman Weeks (1973)
Director, Educational Technology Training Center
B.A., The Richard Stockton College of New Jersey;
C.P.M., Rutgers, The State University;
M.A., George Washington University

Dennis Weiss (2001)
Dean of Natural Sciences and Mathematics
B.S., City College of New York;
M.S., Ph.D., New York University

Ralph E. Werner (1997)
Associate Professor of Biology
V.M.D., University of Pennsylvania

Linda J. Wharton (2001)
Associate Professor of Political Science
B.A., Bryn Mawr College;
J.D., Rutgers University School of Law, Camden

John White (1992)
Associate Professor of Criminal Justice
B.A., M.Ed., Ph.D., North Texas State University

Wendel A. White (1986)
Professor of Art
B.F.A., School of Visual Arts;
M.F.A., University of Texas at Austin

Clifford Whithem (2000)
Director of Hospitality Management and Professor of Business Studies
B.S., Florida International University;
M.Ed., Widener University;
Ph.D., Temple University

Dan C. Wielandt (1993)
Coordinator of Housing Maintenance

Keith B. Williams (1998)
Associate Professor of Psychology
B.A., Macalester College;
M.A., Ph.D., University of Minnesota

Christopher Willis (2005)
Complex Director, Housing and Residential Life
B.A., M.A., Geneva College

Michael D. Wood (1999)
Director of Budget and Fiscal Planning
B.S., Rowan University;
M.B.S., The Richard Stockton College of New Jersey

Roger C. Wood (1971)
Professor of Zoology
B.A., Princeton University;
Ph.D., Harvard University

Donald Woolslayer (2004)
Associate Director, Plant Management
B.A., St. Vincent College
Arthur N. Worthington (1988)  
Associate Professor of Business Studies  
B.A., Purdue University;  
M.S., Butler University;  
Ed.D., Fairleigh Dickinson University  

Corrine Wright (2005)  
Associate Director, Intercollegiate Athletics  
B.S.W., University of Georgia;  
J.D., New York University Law School  

Chia-Lin Wu (1996)  
Associate Professor of Mathematics  
B.S., National Kao-Shiung Normal University;  
M.A., California State University at Long Beach;  
Ph.D., University of California at Irvine  

Assistant Professor of Biology  
B.S., Western Kentucky University;  
Ph.D., University of Pennsylvania  

Robert Zeier (1990)  
Professional Services Specialist, ARTP Theatre Technician  
B.A., Augsburg College;  
M.F.A., Brooklyn College  

Shaoping Zhao (1996)  
Associate Professor of Business Studies  
B.S., Guangxi University of China;  
Ph.D., The Pennsylvania State University  

George Zimmermann (1982)  
Professor of Environmental Studies  
B.S., Cook College, Rutgers, The State University;  
M.S., Utah State University;  
Ph.D., Rutgers, The State University  

Mark Zorzi (2002)  
Professional Services Specialist  
B.S., Rowan University  

Laura Zucconi (2005)  
Assistant Professor of History  
B.A., University of California, San Diego;  
M.A., University of Connecticut;  
Ph.D., University of California, San Diego
BOARDS

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY BOARD OF TRUSTEES
Hon. Gerald Weinstein, Chair ................................................................. Margate
Dr. Clarence C. Hoover, III., Vice Chair ....................................................... Vineland
Dr. James Yoh, Member-at-Large ................................................................. Medford
Mr. Curtis J. Bashaw ................................................................................ Cape May
Ms. Emma N. Byrne ................................................................................ Manasquan
Ms. Celeste Carpiano ............................................................................. Colts Neck
Mr. Stanley M. Ellis ................................................................................. Egg Harbor Township
Michael Jacobson, Esq. ........................................................................... Margate
Mr. Jonathon Furtado, Student Trustee .................................................. Brick
Mr. Andrew Klimkowski, Student Trustee Alternate ......................... Sea Bright
Dr. Herman J. Saatkamp, Jr., President and Ex-officio ......................... Galloway

OFFICERS OF THE TRUSTEES, 2005-2006:
Gerald Weinstein Dr. Clarence C. Hoover, III
Chairperson Vice Chairperson
James Yoh Herman J. Saatkamp, Jr.,
Member-at-Large Ex-officio

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY FOUNDATION BOARD OF DIRECTORS

Dr. Peter A. Caporilli Kay Seelig
Tony Coppola Mac Seelig
Janice G. Dennis Dr. Jo Frances Stow
David R. Finkel Jim Billian (ex officio)
Joseph Fusco, Esq. Dr. Demetrios Constantelos (ex officio)
Alfonso Gandica Michael Cool (ex officio)
Gayle Gross Sara Faurot Crowley (ex officio)
Mitchell Gurwicz Michael Jacobson, Esq. (ex officio)
Edwina Y. Hansen James B. Kennedy (ex officio)
Ruth Harrison Herman J. Saatkamp, Jr. (ex officio)
Lori S. Herndon
Douglas Huen
Dr. Juanita High
Scott Jones
Michelle Lenzmeier
Hon. Dennis Levinson
Robert Mawhinney
Bonnie D. Putterman
Jeff Ropiecki
Hon. John Schultz

Emeritus
Henry Gorelick, Esq.
The Hon. William J. Hughes
Nikki Palley

Officers of the Foundation, 2005-2006
Raymond Lee Wasman, President
Charles Kramer, Vice President
Gabe Staino, Secretary
Lois Trench-Hines, Treasurer

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY ALUMNI ASSOCIATION OFFICERS
Joanne (Jo) Hackett ’84, President
Wayne Becker ’78, Vice President for Membership
Martin Rodriguez ’00, Vice President for Activities
Vince Colubiale ’04, Treasurer
Scott Ackerman ’05, Parliamentarian
Janice Cambron ’79, Secretary
Mike Ryan ’76, Historian
# ACADEMIC CALENDAR 2006-2008

*Dates are subject to change.*

## FALL 2006

### AUGUST

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td>Tuesday</td>
<td>Fall Faculty Conference</td>
</tr>
<tr>
<td>30</td>
<td>Wednesday</td>
<td>Orientation/Preterm</td>
</tr>
<tr>
<td>31</td>
<td>Thursday</td>
<td>Registration for new matriculated students</td>
</tr>
</tbody>
</table>

### SEPTEMBER

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Friday</td>
<td>Registration for non-matriculated students</td>
</tr>
<tr>
<td>4</td>
<td>Monday</td>
<td>Labor Day Holiday</td>
</tr>
<tr>
<td>5</td>
<td>Tuesday</td>
<td>Classes begin</td>
</tr>
<tr>
<td>5-11</td>
<td>Tues-Mon</td>
<td>Drop/Add</td>
</tr>
<tr>
<td>9</td>
<td>Saturday</td>
<td>Saturday classes begin</td>
</tr>
<tr>
<td>11</td>
<td>Monday</td>
<td>Deadline to drop a course with a 100% refund</td>
</tr>
<tr>
<td>11</td>
<td>Monday</td>
<td>Deadline to file FERPA hold for release of student information</td>
</tr>
<tr>
<td>19</td>
<td>Tuesday</td>
<td>Deadline for a 50% refund for Sub-term A course withdrawal</td>
</tr>
<tr>
<td>20</td>
<td>Wednesday</td>
<td>Board of Trustees Meeting</td>
</tr>
</tbody>
</table>

### OCTOBER

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Monday</td>
<td>Deadline to file for Fall 2006 graduation application</td>
</tr>
<tr>
<td>6</td>
<td>Friday</td>
<td>Deadline to withdraw from a full-term course with a 50% refund</td>
</tr>
<tr>
<td>9</td>
<td>Monday</td>
<td>Columbus Day observed - classes held</td>
</tr>
<tr>
<td>13</td>
<td>Friday</td>
<td>Deadline to withdraw from a Sub-term A course with a W grade</td>
</tr>
<tr>
<td>18</td>
<td>Wednesday</td>
<td>Board of Trustees Meeting</td>
</tr>
<tr>
<td>24</td>
<td>Tuesday</td>
<td>Sub-term A classes end</td>
</tr>
<tr>
<td>25</td>
<td>Wednesday</td>
<td>Sub-term B classes begin / Sub-term B Drop/Add begins</td>
</tr>
<tr>
<td>27</td>
<td>Friday</td>
<td>Deadline to withdraw with a 100% refund for Sub-term B courses</td>
</tr>
<tr>
<td>27</td>
<td>Friday</td>
<td>Spring 2007 preregistration schedules distributed</td>
</tr>
<tr>
<td>31</td>
<td>Tuesday</td>
<td>Preceptorial Advising- No classes</td>
</tr>
</tbody>
</table>

### NOVEMBER

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>Wed-Thurs</td>
<td>Seniors and matriculated Graduate students preregister</td>
</tr>
<tr>
<td>3-6</td>
<td>Fri-Mon</td>
<td>Juniors preregister</td>
</tr>
<tr>
<td>7</td>
<td>Tuesday</td>
<td>Election Day- classes held</td>
</tr>
<tr>
<td>8</td>
<td>Wednesday</td>
<td>Preceptorial Advising - No classes until 3:35 PM</td>
</tr>
<tr>
<td>9</td>
<td>Thursday</td>
<td>Deadline to withdraw from a Sub-term B course with a 50% refund</td>
</tr>
<tr>
<td>9</td>
<td>Thursday</td>
<td>Sophomores preregister</td>
</tr>
<tr>
<td>10</td>
<td>Friday</td>
<td>Veteran's Day observed- Classes held</td>
</tr>
<tr>
<td>13</td>
<td>Monday</td>
<td>Sophomores preregister</td>
</tr>
<tr>
<td>14</td>
<td>Tuesday</td>
<td>Freshmen preregister</td>
</tr>
<tr>
<td>15</td>
<td>Wednesday</td>
<td>Freshmen preregister</td>
</tr>
<tr>
<td>22</td>
<td>Wednesday</td>
<td>Classes end at 3:25 PM</td>
</tr>
<tr>
<td>22</td>
<td>Wednesday</td>
<td>Deadline to withdraw from a full-term course with a W grade</td>
</tr>
<tr>
<td>23-24</td>
<td>Thurs-Fri</td>
<td>Thanksgiving Holiday</td>
</tr>
<tr>
<td>30</td>
<td>Thursday</td>
<td>Deadline to adjust Spring term 2007 preregistration schedule</td>
</tr>
</tbody>
</table>
### DECEMBER

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Wednesday</td>
<td>Board of Trustees Meeting</td>
</tr>
<tr>
<td>7</td>
<td>Thursday</td>
<td>Deadline to withdraw from a Sub-term B course with a W grade</td>
</tr>
<tr>
<td>15</td>
<td>Friday</td>
<td>Fall Term classes end</td>
</tr>
<tr>
<td>15</td>
<td>Friday</td>
<td>Fall Term Senior grades due in the Office of Student Records by 12 PM</td>
</tr>
<tr>
<td>17</td>
<td>Sunday</td>
<td>Summer and Fall Term Commencement Ceremony</td>
</tr>
<tr>
<td>25</td>
<td>Monday</td>
<td>Holiday closing - College reopens January 2</td>
</tr>
</tbody>
</table>

### SPRING 2007

#### JANUARY

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Tuesday</td>
<td>College reopens</td>
</tr>
<tr>
<td>9</td>
<td>Tuesday</td>
<td>Orientation/Preterm</td>
</tr>
<tr>
<td>10</td>
<td>Wednesday</td>
<td>Registration for new matriculated students</td>
</tr>
<tr>
<td>11</td>
<td>Thursday</td>
<td>Registration for new and non-matriculated students</td>
</tr>
<tr>
<td>12-18</td>
<td>Fri-Thurs</td>
<td>Drop/Add</td>
</tr>
<tr>
<td>12</td>
<td>Friday</td>
<td>Regular Classes Begin</td>
</tr>
<tr>
<td>15</td>
<td>Monday</td>
<td>Dr. Martin Luther King Jr. Day - Community Service Day</td>
</tr>
<tr>
<td>19</td>
<td>Friday</td>
<td>Deadline to file FERPA hold for release of student information</td>
</tr>
<tr>
<td>31</td>
<td>Wednesday</td>
<td>Deadline for a 50% refund for Sub-term A course withdrawal</td>
</tr>
</tbody>
</table>

#### FEBRUARY

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Thursday</td>
<td>Deadline to file for Spring 2007 graduation application</td>
</tr>
<tr>
<td>12</td>
<td>Monday</td>
<td>Lincoln's Birthday observed - Classes held</td>
</tr>
<tr>
<td>16</td>
<td>Friday</td>
<td>Deadline to withdraw from a full-term course with a 50% refund</td>
</tr>
<tr>
<td>19</td>
<td>Monday</td>
<td>President's Day observed - College closed</td>
</tr>
<tr>
<td>23</td>
<td>Friday</td>
<td>Deadline to withdraw from a Sub-term A course with a W grade</td>
</tr>
</tbody>
</table>

#### MARCH

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Monday</td>
<td>Sub-term A classes end</td>
</tr>
<tr>
<td>6</td>
<td>Tuesday</td>
<td>Sub-term B Classes Begin/ Subterm B Drop/Add begins</td>
</tr>
<tr>
<td>7-9</td>
<td>Wed-Fri</td>
<td>Sub-term B Drop/Add</td>
</tr>
<tr>
<td>9</td>
<td>Friday</td>
<td>Deadline to withdraw with 100% refund for Sub-term B course</td>
</tr>
<tr>
<td>12-17</td>
<td>Mon-Sat</td>
<td>Spring Recess</td>
</tr>
<tr>
<td>23</td>
<td>Friday</td>
<td>Fall 2007 Preregistration Schedule of Classes booklets available</td>
</tr>
<tr>
<td>27</td>
<td>Tuesday</td>
<td>Deadline to withdraw from Sub-term B course with a 50% refund</td>
</tr>
<tr>
<td>27</td>
<td>Tuesday</td>
<td>Preceptorial Advising - No Classes</td>
</tr>
<tr>
<td>28</td>
<td>Wednesday</td>
<td>Seniors and matriculated Graduate students preregister</td>
</tr>
<tr>
<td>29</td>
<td>Thursday</td>
<td>Seniors and matriculated Graduate students preregister</td>
</tr>
</tbody>
</table>

#### APRIL

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Monday</td>
<td>Juniors preregister</td>
</tr>
<tr>
<td>3</td>
<td>Tuesday</td>
<td>Juniors preregister</td>
</tr>
<tr>
<td>4</td>
<td>Wednesday</td>
<td>Preceptorial Advising - No Classes</td>
</tr>
<tr>
<td>5-6</td>
<td>Thurs- Fri</td>
<td>Sophomores preregister</td>
</tr>
<tr>
<td>9-10</td>
<td>Mon-Tue</td>
<td>Freshmen preregister</td>
</tr>
<tr>
<td>13</td>
<td>Friday</td>
<td>Good Friday - Classes held</td>
</tr>
<tr>
<td>16</td>
<td>Monday</td>
<td>Deadline to withdraw from a full-term course with a W grade</td>
</tr>
<tr>
<td>23</td>
<td>Monday</td>
<td>Deadline to withdraw from Sub-term B course with a W grade</td>
</tr>
<tr>
<td>30</td>
<td>Monday</td>
<td>Deadline to adjust Fall Term 2007 preregistration schedule</td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Event Description</td>
</tr>
<tr>
<td>-------</td>
<td>---------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2</td>
<td>Wednesday</td>
<td>Spring Term classes end</td>
</tr>
<tr>
<td>3</td>
<td>Thursday</td>
<td>Graduating senior grades due in the Office of Student Records by 12:00 PM</td>
</tr>
<tr>
<td>6</td>
<td>Sunday</td>
<td>Spring Term 2007 Commencement</td>
</tr>
<tr>
<td>7</td>
<td>Monday</td>
<td>Non-Graduating senior grades due in the Office of Student Records by 12:00 PM</td>
</tr>
</tbody>
</table>

**SUMMER 2007 “A”**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Monday</td>
<td>In-person registration for Summer Session A</td>
</tr>
<tr>
<td>15</td>
<td>Tuesday</td>
<td>Classes begin</td>
</tr>
<tr>
<td>15-17</td>
<td>Tues-Thurs</td>
<td>Drop/Add for Summer Session A</td>
</tr>
<tr>
<td>18</td>
<td>Friday</td>
<td>Deadline for a 100% refund for dropping Session A courses</td>
</tr>
<tr>
<td>23</td>
<td>Wednesday</td>
<td>Deadline for a 50% refund for course withdrawal</td>
</tr>
<tr>
<td>28</td>
<td>Monday</td>
<td>Memorial Day observed - College closed</td>
</tr>
</tbody>
</table>

**JUNE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Thursday</td>
<td>Deadline for course withdrawal with a W grade</td>
</tr>
<tr>
<td>14</td>
<td>Thursday</td>
<td>Session A ends</td>
</tr>
<tr>
<td>20</td>
<td>Wednesday</td>
<td>Session A grades due</td>
</tr>
</tbody>
</table>

**SUMMER 2007 “B”**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Monday</td>
<td>In-person registration for Summer Session B</td>
</tr>
<tr>
<td>15</td>
<td>Tuesday</td>
<td>Drop/Add begins for Session B</td>
</tr>
<tr>
<td>15-21</td>
<td>Tues-Mon</td>
<td>Drop/Add begins for Session B</td>
</tr>
<tr>
<td>21</td>
<td>Monday</td>
<td>Deadline for a 100% refund for dropping Session B classes</td>
</tr>
<tr>
<td>28</td>
<td>Monday</td>
<td>Memorial Day observed - College closed</td>
</tr>
</tbody>
</table>

**JULY**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Wednesday</td>
<td>Independence Day observed - College closed</td>
</tr>
<tr>
<td>5</td>
<td>Thursday</td>
<td>Deadline for course withdrawal with a W grade</td>
</tr>
<tr>
<td>12</td>
<td>Thursday</td>
<td>Session B ends (TR classes)</td>
</tr>
<tr>
<td>18</td>
<td>Wednesday</td>
<td>Session B ends (MW classes)</td>
</tr>
<tr>
<td>24</td>
<td>Tuesday</td>
<td>Session B grades due</td>
</tr>
</tbody>
</table>

**SUMMER 2007 “C”**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Thursday</td>
<td>In-person registration for Summer Session C</td>
</tr>
<tr>
<td>18-20</td>
<td>Mon-Wed</td>
<td>Drop/Add begins for Session C</td>
</tr>
<tr>
<td>18</td>
<td>Monday</td>
<td>Session C classes begin</td>
</tr>
<tr>
<td>20</td>
<td>Wednesday</td>
<td>Deadline for a 100% refund for dropping Session C courses</td>
</tr>
<tr>
<td>26</td>
<td>Tuesday</td>
<td>Deadline for a 50% refund for course withdrawal</td>
</tr>
</tbody>
</table>

**JULY**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Wednesday</td>
<td>Independence Day observed - College closed</td>
</tr>
<tr>
<td>11</td>
<td>Wednesday</td>
<td>Deadline for course withdrawal with a W grade</td>
</tr>
<tr>
<td>18</td>
<td>Wednesday</td>
<td>Session C ends</td>
</tr>
<tr>
<td>24</td>
<td>Tuesday</td>
<td>Session C grades due</td>
</tr>
</tbody>
</table>
## SUMMER 2007 “D”

**JUNE**
- 14 Thursday: In-person registration for Summer Session D
- 18-21 Mon-Thurs: Drop/Add begins for Session D
- 18 Monday: Session D classes begin
- 25 Monday: Deadline for a 100% refund for dropping Session D courses

**JULY**
- 4 Wednesday: Independence Day observed- College closed
- 9 Monday: Deadline for a 50% refund for course withdrawal

**AUGUST**
- 6 Monday: Deadline for course withdrawal with a W grade
- 16 Thursday: Session D ends (TR classes)
- 18 Saturday: Session D ends (MW classes)
- 23 Thursday: Session D grades are due

## SUMMER 2007 “E”

**JULY**
- 2 Monday: Deadline for a 100% refund for dropping Session E courses
- 19 Thursday: In-person registration for Summer Session E
- 23-25 Mon-Wed: Drop/Add begins Session E
- 23 Monday: Session E classes begin
- 31 Tuesday: Deadline for a 50% refund for course withdrawal

**AUGUST**
- 14 Tuesday: Deadline for course withdrawal with a W grade
- 21 Tuesday: Session E ends
- 23 Thursday: Session E grades are due

## SUMMER 2007 “F”

**MAY**
- 17 Thursday: In-person registration for Summer Session F
- 19 Saturday: Drop/Add begins Session F
- 19 Saturday: Session F classes begin
- 26 Saturday: Deadline for a 100% refund for dropping Session F courses

**JUNE**
- 16 Saturday: Deadline for a 50% refund for course withdrawal

**JULY**
- 4 Wednesday: Independence Day observed- College closed
- 7 Saturday: No Saturday classes

**AUGUST**
- 9 Thursday: Deadline for course withdrawal with a W grade
- 25 Saturday: Session F ends
- 28 Tuesday: Session F grades are due
### SUMMER 2007 “G”

**MAY**
- 14 Monday: Last day to register for Sub-term G classes
- 14-17 Mon-Thurs: Drop/Add begins for Session G
- 14 Monday: Session G classes begin
- 17 Thursday: Deadline for a 100% refund for dropping Session G courses
- 28 Monday: Memorial Day observed- College closed
- 30 Wednesday: Deadline for a 50% refund for course withdrawal

**JUNE**
- 20 Wednesday: Deadline for course withdrawal with a W grade
- 28 Thursday: Session G ends

**JULY**
- 5 Thursday: Session G grades are due

### SUMMER 2007 “H”

**JULY**
- 2-5 Mon-Thurs: Drop/Add begins Session H
- 2 Monday: Last day to register for Sub-term H classes
- 2 Monday: Session H classes begin
- 5 Thursday: Deadline for a 100% refund for dropping Session H courses
- 10 Tuesday: Drop/Add ends
- 18 Wednesday: Deadline for a 50% refund for course withdrawal

**AUGUST**
- 8 Wednesday: Deadline for course withdrawal with a W grade
- 20 Monday: Session H ends
- 27 Monday: Session H grades are due
FALL 2007

AUGUST
29-30 Wed-Thurs New Faculty Orientation

SEPTEMBER
3 Monday Labor Day Holiday
4 Tuesday Fall Faculty Conference
5 Wednesday Orientation/Preterm
6 Thursday Registration for new matriculated students
7 Friday Registration for non-matriculated students
8 Saturday Saturday classes begin
10 Monday Classes begin
10-14 Mon-Fri Drop/Add
14 Friday Deadline to drop a course with a 100% refund
14 Friday Deadline to file FERPA hold for release of student information
25 Tuesday Deadline for a 50% refund for Sub-term A course withdrawal

OCTOBER
1 Monday Deadline to file for Fall 2007 graduation application
8 Monday Columbus Day - normal campus operations
11 Thursday Deadline to withdraw from a full-term course with a 50% refund
13 Saturday Deadline to withdraw from a Sub-term A course with a W grade
26 Friday Spring 2008 preregistration schedules distributed
29 Monday Sub-term A classes end
30 Tuesday Sub-term B classes begin / Sub-term B Drop/Add begins
30 Tuesday Preceptorial Advising- No classes
31-1 Wed-Thurs Seniors and matriculated Graduate students preregister

NOVEMBER
1 Thursday Sub-term B Drop/Add ends
1 Thursday Deadline to withdraw with a 100% refund for Sub-term B courses
2-5 Fri-Mon Juniors preregister
6 Tuesday Election Day - normal campus operations
7 Wednesday Preceptorial Advising - No classes until 3:35 PM
8-9 Thurs-Fri Sophomores preregister
12 Monday Veteran's Day - normal campus operations
13 Tuesday Freshmen preregister
14 Wednesday Deadline to withdraw from a Sub-term B course with a 50% refund
14 Wednesday Freshmen preregister
21 Wednesday Classes end at 3:25 PM
22-23 Thurs-Fri Thanksgiving Holiday
30 Friday Deadline to adjust Spring term 2007 preregistration schedule
30 Friday Deadline to withdraw from a full-term course with a W grade

DECEMBER
7 Friday Deadline to withdraw from a Sub-term B course with a W grade
20 Thursday Fall Term classes end
21 Friday Fall Term Senior grades due in the Office of Student Records by 12 PM
23 Sunday Summer and Fall Term Commencement Ceremony
25 Tuesday Holiday closing - College reopens January 2
SPRING 2008

JANUARY
15 Tuesday Orientation/Preterm
15 Tuesday Faculty return
16 Wednesday Registration for new matriculated students
17 Thursday Registration for new and non-matriculated students
18-25 Fri-Fri Drop/Add
18 Friday Regular Classes Begin
21 Monday Dr. Martin Luther King Jr. Day, community service day-College closed
25 Friday Deadline to file FERPA hold for release of student information

FEBRUARY
1 Friday Deadline to file for Spring 2008 graduation application
5 Tuesday Deadline for a 50% refund for Sub-term A course withdrawal
12 Tuesday Lincoln's Birthday - normal campus operations
18 Monday President's Day observed - College closed
22 Friday Deadline to withdraw from a Sub-term A course with a W grade
22 Friday Deadline to withdraw from a full-term course with a 50% refund

MARCH
9 Sunday Deadline to withdraw with 100% refund for Sub-term B course
11 Tuesday Sub-term A classes end
12 Wednesday Sub-term B Classes Begin/ Subterm B Drop/Add begins
12-14 Wed-Fri Sub-term B Drop/Add
17-22 Mon-Sat Spring Recess
21 Friday Good Friday - normal campus operations
27 Thursday Fall 2008 Preregistration Schedule of Classes booklets available
27 Thursday Deadline to withdraw from Sub-term B course with a 50% refund

APRIL
1 Tuesday Preceptorial Advising- No Classes
2 Wednesday Seniors and matriculated Graduate students preregister
3 Thursday Seniors and matriculated Graduate students preregister
4 Friday Juniors preregister
7 Monday Juniors preregister
9 Wednesday Preceptorial Advising - no classes
10-11 Thurs- Fri Sophomores preregister
14-15 Mon-Tue Freshmen preregister
18 Friday Deadline to withdraw from a full-term course with a W grade
23 Wednesday Deadline to withdraw from Sub-term B course with a W grade

MAY
7 Wednesday Deadline to adjust Fall Term 2008 preregistration schedule
7 Wednesday Spring Term classes end
8 Thursday Graduating senior grades due in the Office of Student Records by 12:00 PM
11 Sunday Spring Term 2008 Commencement
14 Wednesday Non-Graduating senior grades due in the Office of Student Records by 12:00 PM
MAIN CAMPUS DIRECTORY

Sports Center: Fitness Center
Arts & Sciences Building: Science labs, Art Studios, labs
Alton Auditorium
B-Wing: Classrooms
C-Wing: Info Booth, Classrooms
D-Wing: Registrar’s Office, Computer Services
E-Wing: Library, Holocaust Resource Center
F-Wing: Admissions, Financial Aid
Lower F-Wing: Science Labs, Bookstore
G-Wing: Cafeteria, Student Center
H-Wing: Art Gallery
I-Wing: Gymnasium
J-Wing: Bursar, Dean of Students
West Quad Building: Health Services, Counseling Center
K-Wing: President’s Office, Institutional Advancement, Provost Office / Academic Affairs

Pool
Performing Arts Center
N-Wing: College Center, Cafeteria/Restaurant
Townsend Residential Life Center (TRLC)
Housing Office: (First Floor)
Housing 2 (Dorms)
Housing 3 (Dorms)
Lakeside Center
Housing 1 (Apartments)
Housing 4 (Apartments)
Housing 4 Commons
Baseball/Softball Fields
Free-To-Be: (Child Care Center)
Observatory
Intramural Fields
Campus Police
Plant Management
Athletic Fields and Track
Carnegie Center
Marine Science and Environmental Field Station

OUTBUILDING DIRECTORY

Free-To-Be Childcare Center
Intramural Fields
Lakeside Center
Observatory
Catholic Campus Ministries
Southern Regional Institute (ETTC)
Carnegie Center
Marine Science and Environmental Field Station

Free-To-Be Childcare Center: Pomona Road, Route 575 (36)
Intramural Fields: Pomona Road, Route 575 (34, 37)
Lakeside Center: Pomona Road, Route 575 (36), 30
Observatory: Pomona Road, Route 575 (36), 41
Catholic Campus Ministries: Route 50, Mays Landing
Southern Regional Institute (ETTC): Pacific Ave., Atlantic City
Carnegie Center: Route 9, Port Republic

See page 550:
INDEX

Academic
Advising, (Precepting), 64
Appeals, 60-62
Affairs, 47
Calendar, 177-183
Honesty, 58-62
   Procedures & Penalties for
   Dishonesty, 59-62
Appeal Board, 61-62
Policies, 58-62, 64
Progress, 20, 23, 68
Access to Records, 24-26
Accounting Concentration, 111
Accreditation, ii
Adding a Course, 14, 21
Administration, College, 46-49
   Academic Affairs, 46
   Administration, Office of, 47
   Finance, Office of, 47
   President's Office, 46
   Student Affairs, 47
Administrative Directory, 145-152
Administrative Organization, 46-49
Admission, 10
   Application, 10-12
   Application Fee, 12
   Finances, 12-16
   Full-Time Status, 64, 65
   International Students, 11
   Maintenance of Matriculation policy, 65
   Matriculated Students, 10, 65
   Non-Matriculated Students, 10, 65
   Notice of Acceptance, 12
   Office of Enrollment Management, 11
   Part-Time Students, 10, 64-65
   Readmission, 23, 65
   Special Consideration, 12
   Students with Disabilities, 12
   Transfer Applicant Defined, 11
Affirmative Action, ii, 46
   Office, 46
   Officer, 46
Aid Programs, 17-19
   College Sources, 17, 18
   Federal College Code, 17
   Federal Stafford Loan, 17
   Free Application for Federal Student Aid
   (FAFSA), 17, 18
   Graduate Assistantships, 19, 20
   How to Apply, 17
   NJ State Aid Programs, 18
   NJ Supplemental Loan Program for
   College Students (NJCLASS), 18
   Office of Financial Aid, 17
   Other Sources of Aid, 18
   Perkins Loan, 17
   Stockton Aid Program, 18
   Student Employment Programs, 18
   Veterans Advisor, 18
   Work-Study, Federal 17
Alcohol Policy, 51-52
Alumni Association, 176
   Officers, 176
   Scholarships, 18, 19
Alumni Programs/Services, 48-49
Apartments, 42-44, 185
Appeals
   Academic, 60-62, 67
   Campus Hearing Board, 57
   Student Records, 24-26
Application Steps, 10-12
ARGO Newspaper, 33
Assistantships, 19, 20
Art Gallery, 30
Art Studios, 27, 40
Athletic Facilities, 27, 30
Athletic Programs, 30-31
Attendance, 23
Audiology Lab, 38
Auditing Courses, 21
Basic Fees, 3
Board of Trustees, 46, 176
   Composition, 46
   Responsibilities, 46
   Meetings, 46
   Officers, 176
   Terms of Office, 46
Buildings, 27, 36-45, 185
Bursar (Cashier's Office), 12-15
Business Administration, Master of, 108-115
   Accounting Concentration, 111
   Course Listing, 111-115
Cafeteria, 42
   Calendar, 177-183
Campus Conduct Code, 49-50
   Filing a Complaint, 51
   Records of Violation, 24-25
   Violations, 49-50, 51
Campus Hearing Board, 47, 51, 53, 57
Campus Map, 185
Campus Ministry, Catholic, 35
Campus Police 54-55
Career Services, 31
   Library, 36
Cartography Lab, 38
Cashier's Office, (Bursar), 12-15
Center for Instructional Media
   and Technology, 39
Certificate, Preparation for Health Professions, 138
Certificate in Paralegal Studies, 138
Certification: ESL, 143
Certification, Summer-to-Summer Teacher, 142
Catholic Campus Ministry, 35
Child Care, 41
Christian Student Counseling, 35
Coastal Research Center, 38
Co-curriculum, 29-40
   Athletics & Recreation, 30-32
   Catholic Campus Ministry, 35
   Christian Student Counseling, 35
   Cultural Activities & Exhibits, 29, 40
   Event Services, Office of, 29
   Jewish Student Advising, 36
   Other College Services, 34
   Recreational Activities, 31-32
   Special Programs, 32-33
   Student Affairs, Division of, 29
   Student Services, 31-36, 45
   Wellness Services, 33-34
   WLFR-FM, 36
College Activity Fee, 16
College Centers, 41
   G-Wing, 41
   N-Wing, 41
College Development, Office of, 48
College Food Services, 41
College Store, 41
College-Wide Personnel Committee, 48
Computational Science, Master of Science in, 116-118
Computer Labs, 37-39
Computer Services, 36
Conduct, 49-50
Core Courses
   See specific programs
Corequisites, 21
Corporate Track (MAIT), 102
Costs
   Schedule of Charges, 16
Counseling, 34, 35
Course Descriptions, 70-144
   See also specific programs
Course Numbering, 21
Course Tracks
   See specific programs
Criminal/Civil Law, 51
Criminal Justice, Master of Arts, 78-84
   Dual Degree, 80
   Forensic Psychology Track, 80
   Homeland Security Track, 80
Cultural Activities and Exhibits, 29, 40

Dean of Students, 64
Deferment Fee, 13
Degree Requirements,
   See specific programs
Development Office, 48
Directory, 145-175
Disabilities, 14, 32, 44
Discrimination, ii, 2
Dishonesty, 58-62
Dismissal Policy, Academic, 58, 68
   Readmission, 23, 65
Distance Education, Office of, 40
Division of Student Affairs, 29
Doctor of Physical Therapy, 70-77
Domestic Violence Complaints, 51
Dormitories
   See Housing, 42-44, 185
Drinking
   See Alcohol Policy, 51-52
Drinking Card, 52
Drop/Add Period, 14, 21
Drug Policy, 53
Dual Degree, Criminal Justice, 80

Early Admission, 12
Education, Master of Arts, 85-92
   Language Arts/Literacy, 86
   Mathematics, 86
   Science, 86
   Special Education, 87
Education in Post-Baccalaureate, 138-144
   ESL Certification, 143
   Paralegal Studies, 143
   Preparation for Health Professions, 143
   Summer-to-Summer Teacher Certification, 142
INDEX

Education Track (MAIT), 102
Educational Record, 23-24
Educational Technical Training Facilities (ETTC), 41
Electives
See specific programs
Emergencies, 54
Employment
Off-Campus, 18, 31
On-Campus, 18, 19
English as a Foreign Language, Test of (TOEFL), 69, 125
English as a Second Language, Certification in, 142
Environmental, Health & Safety Committee, 47-48
Environmental Lab, 37
ETTC, 41
Evaluation, Faculty, 48
Evening Courses, 10
Event Services, Office of, 29
Examination Fees,
See specific programs

Facilities, 27-45
Faculty
Assembly, 47
Directory (see also specific program of study), 152-175
Evaluation, 48
Family Rights and Privileges, 25
Fast Track, 120
Federal College Code, 17
Federal Stafford Loan, 18
Fees
Acceptance Deposit, 11
Application Fee, 11, 12
College Activity Fee, 3, 16
College Center Fee, 3, 16
Deferment Fee, 13
Dishonored Check Fee, 15
General Service Fee, 4, 16
Health Insurance, 15, 33
Identification Card Replacement, 34
Late Payment Fee, 15
Meal Plan, 16, 35
Non-Matriculated Student Fee, 16
Recreation Fee, 4, 16
Special Course Fees,
See specific programs
Technology Fee, 4, 16
Tuition Budget Plan Fee, 13
Field Facilities, 37-39
Finances, 12-16
Basic Fees, 3
Explanation of Option Choice, 12-14, 16
Non-Resident Status, 15
Payment of Charges, 12-14
Payment Options, 12-14, 16
Residency, 15
Schedule of Charges, 16
Financial Aid, 17-19
College Sources, 17, 18
Federal College Code, 17
Federal Stafford Loan, 17
Fellowships, 19
Free Application for Federal Student Aid (FAFSA), 17, 18
Graduate Assistantships, 19, 20
How to Apply, 17
NJ State Aid Programs, 18
NJ Supplemental Loan Program for College Students (NJCLASS), 18
Office of Financial Aid, 17
Other Sources of Aid, 18
Perkins Loan, 17
Stockton Aid Program, 18
Student Assistant Program, 18
Veterans Advisor, 18
Work-Study, 17
First Aid, 33
Forensic Psychology Track, 80
Food Service, 35, 41-43
See also Meal Plan
Foundation, Richard Stockton College, 48
Board of Directors, 176
Free-to-Be, 41
Full-Time Status, 64, 65

Genocide Studies, Holocaust &,
Master of Arts, 93-99
Courses, 96
Electives, 96-99
Governance & Procedures, 46-57
Administrative Organization, 46-47
Affirmative Action Committee, 46
Alcohol Policy, 51-52
Alumni Programs & Services, 48-49
Board of Trustees, 46, 176
Campus Conduct Code, 49-50
Campus Hearing Board, 47
College Development, Office of, 48
College-Wide Personnel Committee, 48
Domestic Violence Complaints, 51
Drug Policy, 53
Environmental, Health & Safety
Committee, 47
Faculty Assembly, 47
Intramural Recreational Council, 48
Off-Campus Actions & Behaviors, 50-51
Policies & Administrative Bodies, 47-49
Public Safety/Campus Police, 54-55
RSC Foundation, 48
Sexual Assault, Campus, 56
Smoking Policy, 53-54
State System of Higher Education, 46
Student Grievance Procedures, 57
Student Senate, 49
Task Forces, 49
Governing Boards, 46
Grade Changes, 67
Grade Point Average, 69
Grading System, 65-67
Choice of Grade Modes, 65-66
Graduate Assistantships, 19, 20
Graduate Study, 63, 64-69
Graduate Program Guides, 70-137
Doctor of Physical Therapy, 70-77
Master of Arts in Criminal Justice, 78-84
Master of Arts in Education, 85-92
Master of Arts in Holocaust and Genocide Studies, 93-99
Master of Arts in Instructional Technology, 100-107
Master of Business Administration, 108-115
Master of Science in Computational Science, 116-118
Master of Science in Nursing, 119-123
Master of Science in Occupational Therapy, 124-130
Master of Physical Therapy, 131-137
Graduation Requirements
See specific programs
Grants, See Financial Aid, 17-19
Greenhouse, 37
GMAT, 69
Grievance Procedure, 57
See also Campus Hearing Board,
Academic Appeals
Gymnasium, 28, 31

Handicapped/Disabled
See Disabilities
Health
Insurance, 15, 33
Insurance Costs, 15, 33
Services, 33-34
Holocaust & Genocide Studies,
Master of Arts, 93-99
Homeland Security Track, 80
Honesty Policy, 58-59
Hospital, 44
Housing, 42-44, 185
Apartments, 42-44
Commons (Housing IV), 45
Dormitories, 42
Laundry Facilities, 42
Office, 43
Off-Campus, 44
On-Campus, 42-44
Students with Disabilities, 44

Identification Card (ID), 35
Illness and Absence, 23
Information Centers, 42
Instructional Media & Technology,
Center for, 39
Instructional Technology, Master of Arts,
100-107
Corporate Track, 102
Course Listing, 102-107
Education Track, 102
Technology Coordination Track, 101
International Students, 32-33
Admission, 11
Intramural Recreational Council, 48

Jewish Student Advising, 36

Laboratories, 37-40
Audiology Lab, 38
Cartography Lab, 38-40
Computer Labs, 37-39
Environmental Lab, 37, 38
Greenhouse, 37
Marine Science Field Station, 38
Natural Sciences, 38
Observatory, 37
Physics Lab, 37
Speech Pathology, 38
Lakeside Center, 44
INDEX

President, 1, 46
Probation,
   Academic, 68
   Conduct Code Violations, 49-50
Procedures Manual, 47
Program Development, 38
Programs of Study, iii, 70-144
Psychological Counseling, 33
Public Safety/Campus Police, 54-55
   Summonses, 55
   Vehicle Registration, 54
   Traffic/Parking, 54-55
Radio (WLFR), 36
Readmission, 23, 65
Records, 23-26
   Academic Progress, 68
   Access, 24
   Challenges to Information, 25, 60-62, 67
   Release/Duplication of, 25
   Permanent, 23
   Student Rights, 25
Recreational Activities/Facilities, 31-32, 41
Recreation Fee, 4, 16
Registration, 21-23
   Attendance, 23
   Auditing Courses, 21
   Corequisites, 21
   Course Numbering, 21
   Drop/Add Period & Procedures, 21
   Illness and Absence, 23
   Leave of Absence, 22, 65
   Matriculated Students, 10, 64-65
   Non-Matriculated Students, 10, 64-65
   Prerequisites, 21, 69
   Readmission, 23, 65
   Vehicles, 54
   Withdrawal from the College, 23
   Withdrawal from a Course, 21, 66
Religious Ministry, 35-36
Residency, 15
   Change in Status, 15
   Tuition Charges, 16
Residential Life Center, Townsend, 44
RSC Foundation, 46, 177
Sale of Alcohol, 51
Schedule of Charges, 16
Science Track (MAE), 86
Scholarships, 17-19
Sexual Assault, Campus, 56
   Victim’s Bill of Rights, 56
   Sexual Harassment, ii, 56
Smoking Policy, 53
Snack Bar, 35, 41
Special Academic Facilities, 36-42
   Career Library, 36
   Center for Instructional Media & Technology, 39
   Computer Services, 36
   Distance Education, Office of, 40
   Laboratory/Field Facilities, 37-40
   Library, 39
   Performing Arts Center, 30, 40
   Program Development/Student Participation, 38
   Studio Facilities, 27, 40
   Tutoring, 40
Special Education Track (MAE), 86
Specialized Support Facilities, 41-45
   Athletics & Recreation, 30
   College Centers, 41
   Child Care Center, 41
   College Store, 41
   College Food Services, 35, 43
   Hospital, 44
   Housing for Students with Disabilities, 44
   Housing IV Commons, 45
   Information Center, 42
   Lakeside Center, 44
   Mail Service, 44
   Meal Plans, 35, 43
   Off-Campus Housing, 44
   On-Campus Housing, 42-44
   Telephones, 45
   Townsend Residential Life Center, 44
Special Programs, 32
Speech Pathology Lab, 38
Sports, 31-32, 34
Staff Directory, 152-175
Stafford Loan, Federal, 17
State Aid Programs, 18
State System of Higher Education, 46
Store, College, 41
Student Affairs, Division of, 29
Student Assistant Program, 18
Student Life, 4
Student Newspaper, 33
Student Participation, 38
Student Records, 23-26
Student Rights, 25
Student Senate, 49
Student Services, 31
Student Status, 11-12, 64-65
   Matriculated, 10, 64-65
   Non-Matriculated, 10, 64-65
INDEX

Vehicle Registration, 54
Veterans Assistance, 18
   Benefits, 18
   Veterans Administration, 18
Victim’s Bill of Rights, 56

Waiting List
   Admissions, 12
   Housing, 43
Wellness Services, 33-34
   Alcohol/Drug Prevention Services, 34
   Counseling Services, 33
   Health Services, 33
Withdrawal
   Deadline Dates, 177-183
   From College, 23
   From Course, 21, 66
   Withdrawal Form, 22
WLFR Radio, 36
Work-Study, 17

Yearbook, 36

Term of Matriculation, 11-12, 65
Students with Disabilities Housing, 44
Studio Facilities, 41
Summer-to-Summer Teacher Certification, 142
Supplemental Loan Program for
   College Students (NJCLASS), 19
Swimming Pool, 27, 40

Task Forces, 49
Teacher Certification, Summer-to-Summer,
   142
Telephones, 45
Technology Coordination Track, 101
Technology Fee, 4, 16
Term of Matriculation, 10, 65
Testing
   GMAT, 69
   GRE, 69
   Medical College Admissions Test
      (MCAT), See specific programs
   Test of English as a Foreign Language
      (TOEFL), 69
Theatres, 30, 40
Thesis (see specific programs)
Title 18A, 46
Title IX, Section 504, 46
Townsend Residential Life Center, 44
Tracks/Concentrations
   See specific programs
Transfer Applicants, 11
Transfer Credits
   After Matriculation, 11, 68
   Evaluation, 12-13, 68
Transcript Evaluation, 11, 68
   See Transfer Credits
Transcripts
   See Records, 23-26
Trustees, College Board of, 46, 176
Tuition, 3, 16, 68
Tuition Budget Plan Fee, 13
Tutoring, 40