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**BULLETIN**

**2012 – 2013**

101 Vera King Farris Drive, Galloway, NJ 08205-9441

[www.stockton.edu](http://www.stockton.edu)

**DEGREES OFFERED**

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**BACHELOR OF ARTS**

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

**BACHELOR OF FINE ARTS**

Visual Arts/Studio

**BACHELOR OF SCIENCE**

Biochemistry/Molecular Biology  
Biology  
Business Studies Chemistry  
Computational Science  
Computer Science and Information Systems  
Environmental Science  
Geology  
Health Sciences  
Hospitality and Tourism Management Studies  
Marine Science

Mathematics  
Physics, Applied  
Psychology  
Public Health  
Social Work  
Nursing (BSN)

### **GRADUATE DEGREES**

Doctor of Physical Therapy  
Doctor of Physical Therapy, Post-Professional  
Master of Arts in American Studies  
Master of Arts in Criminal Justice  
Master of Arts in Holocaust and Genocide Studies  
Master of Arts in Education  
Master of Arts in Educational Leadership  
Master of Arts in Instructional Technology  
Master of Business Administration  
Master of Science in Communication Disorders  
Master of Science in Computational Science  
Master of Science in Nursing  
Master of Science in Occupational Therapy  
Master of Social Work  
Professional Science Master's in Environmental Science

### **CERTIFICATE & PREPARATION PROGRAMS**

Communication Disorders Preparation

### **POST-BACCALAUREATE CERTIFICATE/ EDUCATIONAL ENDORSEMENT PROGRAMS**

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

## **EQUAL OPPORTUNITY COLLEGE**

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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**

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

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

In addition, the College complies with federal regulations that require it to employ and to advance the disabled, Vietnam-era veterans and disabled veterans.

## **ACCREDITATION**

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

## **ACADEMIC RIGHTS AND RESPONSIBILITIES**

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The Richard Stockton College of New Jersey recognizes a member of the College community to be no less a citizen than any other member of American society. As citizens, members of the campus community enjoy the same basic rights and are bound by the same responsibilities to

respect the rights of others, as are all citizens. Among the basic rights are freedom to learn; freedom of speech; freedom of peaceful assembly, association and protest; freedom in political beliefs; and freedom from personal force, violence, abuse or threats of the same.

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

### ***ABOUT THE BULLETIN***

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The Stockton *Bulletin*, published every year, is an official, online publication of The Richard Stockton College of New Jersey. It provides a summary of many College policies and procedures and selected activities and services. Copy for the *Bulletin* was prepared as of the Spring of 2012. While every effort has been made to ensure the accuracy of the information contained, the College reserves the right to make changes at any time without prior notice.

Preregistration and registration procedures, billing and payment information, course offerings for the given term and additional course descriptions are available online at [Stockton's online course catalog](#).

## MESSAGE FROM THE PRESIDENT

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

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

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

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

As a student, you will have tremendous opportunities to learn from distinguished faculty and to participate in campus activities with individuals from various backgrounds and perspectives. Your student years are likely to be some of the best years of your life, and they will prepare you for future success. However, much of the success of your student years depends on you. This *Bulletin* is a road map that can provide answers to questions about classes and 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 Saatkamp  
President



## **COLLEGE OVERVIEW**

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### **THE COLLEGE**

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

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

### **MISSION STATEMENT**

**Adopted by the Board of Trustees in 1982**

#### **Prologue**

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

#### **Mission**

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

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

Quality academic programs are best created, developed and maintained by a high degree of faculty and student responsibility for, and participation in, the educational process. For that reason, the College is committed to faculty-wide involvement in general education and in teaching such academic skills as writing, quantitative analysis and logical reasoning. Breadth, then, is not only a desirable outcome for our students, but a requisite for the faculty who teach these students. To teach beyond the traditional bounds of one's area of formal expertise, across disciplinary lines, and to interrelate the traditional disciplines requires an extraordinary effort from faculty. It is imperative that the executive administration and the trustees provide the resources and the atmosphere that will make such exceptional effort both possible and appreciated.

Our insistence upon breadth of education for all students does not preclude an emphasis on depth of study in the major disciplines but rather supplements it. Our academic programs must offer students a real understanding of the ideas and methods of their disciplines, including those most recently developed. Exposure to many disciplines and intensive investigation of one discipline should prepare graduates to move into appropriate fields of employment or to continue with graduate academic or professional study.

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

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

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

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

### **Graduate Education Mission**

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

### **HISTORY**

The College was authorized by the passage of New Jersey's 1968 bond referendum and was founded in 1969 with the appointment of the Board of Trustees. Named for Richard Stockton, one of the New Jersey signers of the Declaration of Independence, the College first offered instruction in September of 1971.

## **GOVERNMENT AND CONTROL**

Subject to the general policies, guidelines and procedures set by the State of New Jersey, Stockton's Board of Trustees has general supervision over and is vested with the conduct of the College. The Trustees have and exercise the powers, rights and privileges that are incident to the proper government, conduct and management of the College. The Board of Trustees consists of ten persons appointed by the governor and two elected student trustees, one voting and one non-voting. The College president also serves as an *ex officio* member of the Board of Trustees. Students, faculty and staff share the initiative and responsibility for the College's social, recreational, athletic and cultural programs and activities, and participate on a variety of boards and task forces.

## **CALENDAR 2012-2013\***

Fall 2012 classes begin on September 5, 2012, and end on December 11, 2012. Spring 2013 classes begin on January 22, 2013 and end on May 6, 2013. Fall and Spring terms are divided into two sub-terms for some classes. Eight sessions of varying length are scheduled during the Summer. The complete [academic calendar](#) appears online.

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

## **FRESHMAN ADMISSION PROCEDURES**

Stockton operates on a rolling admissions policy. A student may apply for admission to the Fall or Spring term and will be notified of a decision concerning acceptance as soon as the application file is completed and has been reviewed. Applicants must submit ACT or SAT test scores. Minimum scores may vary according to class rank. Stockton also offers an early admission program for high school students in their junior year.

## **STOCKTON STUDY PLAN**

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

Students at Stockton have special opportunities—and responsibilities—to influence what and how they learn by participating in the major decisions that shape their academic lives. The major avenue of this participation is the preceptorial system, which enables students to work on a personal basis with an assigned faculty or staff preceptor in the planning and evaluation of individualized courses of study and in the exploration of various courses of instruction. It is up to the student with the assistance of a preceptor to chart a program of studies that is coherent and educationally sound and defensible.

## **DEGREE REQUIREMENTS**

Stockton undergraduate degrees require a minimum of 128 earned or transferred credits. All bachelor's degree programs include a combination of General Studies and Program Studies courses. Specific requirements are listed within each program description. For information on graduate programs, see the Graduate sections of this *Bulletin*.

## **BULLETIN PROVISIONS**

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

## **SPECIAL ACADEMIC PROGRAMS**

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

## **TEACHING STAFF**

Stockton has 282 full-time faculty, 96% of whom hold terminal degrees.

## **TUITION/FEES**

Current information on tuition and fees for Fall, Spring and Summer terms may be found on the [Bursar's Office Web pages](#).

### **Flat Rate Tuition**

Full time undergraduate students are charged a flat rate for tuition/fees. Students may enroll in 12-20 credits and pay the same rate. For current flat rate tuition and fees, see the [Bursar's Office](#) pages. See a complete description of [current College fees](#).

### **Meal Plans and Housing**

Current [meal plans and rates](#) for Fall and Spring are available on the Bursar's Office Web site, as well as current [Housing rates](#) for Fall, Spring and Summer.

## **STUDENT FINANCIAL AID**

In Fall 2011, 93 percent of the entering freshmen applied for aid. Of that number, 78 percent demonstrated financial need, 45 percent received grants or scholarships and 79 percent of freshman financial aid applicants received loans. Students holding Federal Work Study jobs averaged 20 hours weekly, earning \$400 to \$1,500, per student, annually.

## **STUDENT LIFE**

The College's 2,000-acre campus provides an excellent natural setting for a wide range of outdoor recreational activities, including sailing, canoeing and fishing. Hiking, jogging and bicycling are available on miles of multi-purpose recreational trails and back roads. Students, faculty and staff take part in an extensive intramural and club sports program that includes aikido, crew, flag football, golf, soccer, street hockey, ice hockey, basketball, ultimate Frisbee and volleyball. At the intercollegiate level, Stockton competes in NCAA Division III men's baseball, basketball, lacrosse and soccer; women's basketball, crew, soccer, field hockey, softball, tennis and volleyball; and men's and women's cross-country and track and field. The

College has weight rooms, racquetball courts and outdoor recreational facilities including a street hockey rink.

There are more than 100 student organizations and 20 active fraternities and sororities on Stockton's campus. These student organizations offer a range of leadership opportunities for their members and plan a variety of social and educational events open to all Stockton students. Participation in co-curricular activities can be documented through the College's student development program, ULTRA (Undergraduate Learning, Training and Awareness) and issuance of a co-curricular transcript to students.

## **STOCKTON AND THE STATE SYSTEM OF HIGHER EDUCATION**

As part of the New Jersey System of Higher Education, The Richard Stockton College of New Jersey operates under the provisions of state law, including the administrative policies of the New Jersey Commission on Higher Education and the Stockton Board of Trustees.

New Jersey statutes assign the authority and responsibility for governance of public colleges. Familiarity with the major statutory provisions will help faculty, students and staff to understand the organization and delegation of authority at each level of public higher education in New Jersey. For additional information, individuals may consult Title 18A, Education, of the New Jersey Statutes.

## **THE RICHARD STOCKTON COLLEGE OF NEW JERSEY BOARD OF TRUSTEES**

The Richard Stockton College of New Jersey has a [Board of Trustees](#) who must be citizens of the State; not more than three may reside in any one county, and at least two must be women. The trustees are appointed to six-year terms by the Governor. The President of the College is an *ex officio*, non-voting member of the Board of Trustees. Two students, one voting and one non-voting, are members of the Board of Trustees. The student trustees must be at least 18 years of age and be full-time, regularly enrolled students in good academic standing and serve for two consecutive one-year terms. The government, control, conduct, management and administration of the College are vested by statute in the Board of Trustees of the College. Among the responsibilities of general supervision, the Board determines the educational programs of the College; determines policies for organization, administration and development of the College; approves an annual budget request for submission to the State; appoints, promotes and transfers College personnel; and makes and promulgates such rules and regulations as are necessary and proper for the administration and operation of the College and its purposes.

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

## **ADMINISTRATIVE ORGANIZATION**

A brief description of the primary areas of responsibility for the administrative divisions of the College is provided here. The [Faculty and Staff Directory can be accessed online](#).

### **Office of the President**

Appointed by the Board of Trustees, the president is the chief executive officer of the College. Areas reporting to the president include the Office of External Affairs and the Office of Affirmative Action/Ethical Standards.

### **Office of External Affairs**

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

### **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  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
(609) 652-4693

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

### **Division of Academic Affairs/Office of the Provost**

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

### **Division of Administration and Finance**

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

**Division of Student Affairs**

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

**INFORMATION ABOUT THE COLLEGE**

Dean of Enrollment Management

The Richard Stockton College of New Jersey

101 Vera King Farris Drive

Galloway, NJ 08205-9441

Phone: (609) 652-4261 or toll-free 1-866-RSC-2885

E-mail address: [admissions@stockton.edu](mailto:admissions@stockton.edu)

Office: CC101

[www.stockton.edu](http://www.stockton.edu)

## **MILESTONES**

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### **DECEMBER 1966**

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

### **NOVEMBER 1968**

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

### **FEBRUARY 1969**

First meeting of Board of Trustees of new State College.

### **JUNE 1969**

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

### **OCTOBER 1969**

Adoption of The Richard Stockton State College as College name.

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

### **DECEMBER 1970**

Initiation of construction.

### **SEPTEMBER 1971**

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

### **DECEMBER 1971**

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

### **SEPTEMBER 1972**

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

### **FEBRUARY 1973**

Opening of Phase II (F-H Wings).

### **JUNE 1973**

Graduation of first Stockton class comprising 290 students.

### **JUNE 1975**

Graduation of first four-year class with 475 receiving degrees; increase of Stockton alumni to 1,106.



**JULY 1975**

Completion of Phase III (through L-Wing).

**DECEMBER 1975**

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

**OCTOBER 1976**

Opening of Stockton Performing Arts Center.

**MAY 1979**

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

**AUGUST 1979**

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

**NOVEMBER 1981**

Opening of Housing II: Founders' Hall.

**FEBRUARY 1983**

Opening of N-Wing College Center.

**MAY 1983**

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

**APRIL 1986**

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

**DECEMBER 1986**

Opening of Housing III makes Stockton the most residential of New Jersey's State Colleges.

**APRIL 1987**

Opening of the Residential Life Center.

**DECEMBER 1987**

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

**JUNE 1988**

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

**NOVEMBER 1988**

Opening of Lakeside Center.

**MARCH 1989**

Establishment of the Ida E. King Endowed Chair for the Visiting Scholar in Holocaust Studies.

**APRIL 1990**

Naming of the Ann F. Townsend Residential Life Center.

**MAY 1990**

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

**SEPTEMBER 1990**

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

**OCTOBER 1990**

Opening of the Holocaust Resource Center.

**JULY 1991**

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

**APRIL 1993**

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

**DECEMBER 1993**

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

**APRIL 1994**

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

**JUNE 1994**

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

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

**NOVEMBER 1994**

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

**OCTOBER 1995**

Newly expanded and renovated Library is dedicated.

**NOVEMBER 1995**

Stockton women's soccer team advances to National Collegiate Athletic Association (NCAA) tournament's "final four." Stockton is selected to host the tournament.

**APRIL 1996**

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

**MAY 1996**

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

**JULY 1996**

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

**JANUARY 1997**

Students enroll in the first graduate courses at Stockton.

**JUNE 1997**

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

**JULY 1997**

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

**OCTOBER 1997**

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

**NOVEMBER 1997**

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

**JANUARY 1998**

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

**MARCH 1998**

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

**SEPTEMBER 1998**

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

**JANUARY 1999**

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

**SEPTEMBER 1999**

The “West Quad” academic building is dedicated; it houses health science programs and new facilities for student health services and the counseling center.

**NOVEMBER 1999**

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

**DECEMBER 1999**

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

**MAY 2000**

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

**APRIL 2001**

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

**NOVEMBER 2001**

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

**JANUARY 2002**

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

**JANUARY 2003**

The Center for Hellenic Studies is created.

**MARCH 2003**

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

**APRIL 2003**

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

**OCTOBER 2003**

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

**FEBRUARY 2004**

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

**MAY 2004**

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

**MARCH 2005**

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

The Stockton Text Center and Drama Discovery Series is established.

**JULY 2005**

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

**SEPTEMBER 2005**

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

**APRIL 2006**

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

**JUNE 2006**

Stockton develops an Aviation Research and Technology Park with the Federal Aviation Administration William J. Hughes Technical Center to perform research and engineering in the areas of systems engineering, air traffic management, human factors, safety, security and information technology.

**JULY 2006**

Stockton begins three year program to convert traditional classrooms into high-technology electronic classrooms.

**OCTOBER 2006**

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

**MAY 2007**

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

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

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

**JUNE 2007**

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

**JULY 2007**

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

**SEPTEMBER 2007**

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

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

**DECEMBER 2007**

Former academic "divisions" are changed to "schools" so they can grow their degree programs and operate independently.

The School of Education and School of Business are created.

**JULY 2008**

The School of Health Sciences is established.

**JUNE 2009**

The South Jersey Center for Digital Humanities is founded.

**JULY 2009**

The Stockton Center for Community Schools is established.

**SEPTEMBER 2009**

Stockton launches its new MSW Program.

**NOVEMBER 2009**

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

**FEBRUARY 2010**

Stockton develops a partnership with the Noyes Museum.

**MARCH 2010**

The South Jersey Regional Internship Center is created.

**APRIL 2010**

The Lloyd D. Levenson Institute for Gaming, Hospitality and Tourism is established in Stockton's School of Business.

**SEPTEMBER 2010**

Stockton purchases the historic Seaview Resort.

**JANUARY 2011**

Stockton launches Master of Arts in Educational Leadership.

**MAY 2011**

The Campus Center opens officially.

**JULY 2011**

The College breaks ground on the Unified Science Center, set to open in 2013.

**SEPTEMBER 2011**

Stockton College and Cornell University formalize cooperative partnership with Cornell's School of Hotel Administration.

Stockton's Hughes Center announces a new Legislator-in-Residence Program.

Stockton College receives \$5 million to establish The Sam Azeez Museum of Woodbine Heritage.

Stockton begins a celebration of its 40<sup>th</sup> anniversary.

Stockton launches Master of Science in Communication Disorders.

Academic Affairs launches Essential Learning Outcomes Project.

**JANUARY 2012**

The Stockton College Center for Public Safety and Security opens in the Office of Continuing Studies.

The FRST Program, designed to offer a sustained, year-long academic experience for Freshmen, is approved by the Faculty Senate.

**APRIL 2012**

Dean Pappas, Richard Stockton Trustee, and wife, Zoe, announce \$1,150,000 gift to Stockton.

**JUNE 2012**

The Middle States Commission on Higher Education affirms Stockton's reaccreditation after a successful decennial evaluation.

**SEPTEMBER 2012**

Stockton launches Master of Arts in American Studies



## ADMISSIONS AND FINANCES

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### THE UNDERGRADUATE ADMISSIONS PROCESS— AN OVERVIEW

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

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

A student may apply for matriculation through the [Office of Admissions](#) for the Fall or Spring term. Eligibility for certain majors is determined by the appropriate academic department. Prospective students should contact the coordinator of the following programs for specific requirements: Nursing, dual degree Engineering, dual degree Pharmacy, accelerated Pre-Medicine, Mathematics, Natural Sciences, Performing Arts and Visual Arts.

Requests for applications for matriculation for the Fall or Spring term should be directed to:

Dean of Enrollment Management  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
609-652-4261 or toll-free at 1-866-RSC-2885  
[www.stockton.edu](http://www.stockton.edu)

Any student, matriculated or nonmatriculated, may register for Summer classes on a space-available basis. Information regarding [Summer classes is available online](#).

### FULL-TIME VS PART-TIME ATTENDANCE

The College does not distinguish between full- and part-time students at the time of application, nor does it maintain a separate evening or adult division. A person interested in part-time study as a matriculated student is required to complete all steps of the admissions process. Financial aid and veteran's benefits programs define a part-time undergraduate student as one who carries fewer than 12 credits.

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

*courses*. In addition, while Stockton offers convenient online courses, students may not earn an entire degree through online course work.

## **DEFINITIONS OF STUDENT STATUS**

### **Matriculated**

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

### **Nonmatriculated**

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

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

A nonmatriculated student does not automatically qualify for matriculation after completion of course work in nonmatriculated status. When the nonmatriculated student wishes to change student status to matriculated, s/he must formally apply through the Office of Admissions.

Evaluation of the student includes course work taken as a nonmatriculant. Additional information concerning educational background may be required. Faculty recommendations, transcripts from all other colleges attended, test scores and other application materials will be reviewed as part of the admissions process.

## **TERM OF MATRICULATION**

Students are admitted to the College only for the Fall and Spring terms. The term for which the student enrolls is the student's official term of matriculation and thereby establishes the academic policies the student must meet. These include academic progress, academic dismissal and graduation requirements. (Students may opt to elect new curricular requirements in lieu of those published at the time of matriculation.)

The following students must formally reapply for admission or rematriculation: those who had previously attended Stockton as matriculated students and stopped attending for two or more terms; those who had previously attended and were dismissed for academic reasons; and those who were suspended or expelled from the College.

Students who did not attend another institution during their absence must apply for rematriculation through the [Office of the Registrar](#). Students who attended another institution during their absence from Stockton must formally reapply to the College through the [Office of Admissions](#).

Readmitted students, therefore, establish a new term of matriculation and are obligated to the academic policies in effect at the time of readmission. Students who left the College in good standing and have not attended any other colleges in the interim and wish to return to Stockton should fill out a [Rematriculation form](#) from the Office of the Registrar.

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

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

### **APPLICANT STATUS AND THE ADMISSIONS PROCESS**

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

All applicants will be notified promptly of the admissions decision as Stockton renders decisions on a “rolling admissions basis,” not on one particular date. The applicant who does not initially meet the admissions criteria may be placed on a Waiting List and be considered at a later date. During this time the applicant is responsible for updating the application with additional test scores, high school/college transcripts, and any other material requested by the Office of Admissions or deemed important by the applicant in support of this re-evaluation. Waiting List status applies to the term of application only.

### **FRESHMAN STATUS**

A freshman applicant is one who has no previous college experience or one who has completed 15 or fewer college credits at the date of application to Stockton. All applicants must submit scores from the College Board’s Scholastic Aptitude Test (SAT) or the American College Testing Program (ACT). In addition, the following high school course work is required: the courses completed or in process must total 16 units, all of which must be college preparatory subjects, including four units of English, three units of mathematics (one of which must be algebra), two units of social studies and two units of laboratory science. The five additional units of academic electives will be selected from courses in college preparatory subjects and foreign languages. Applicants who have not completed 16 units of college preparatory subjects or who possess high school equivalency diplomas will be considered on an individual basis but are nevertheless required to submit SAT or ACT scores.

## **TRANSFER STATUS**

A transfer applicant is one who has earned 16 or more transferable college credits at the time of application to Stockton. Those with fewer than 16 credits are considered Freshmen in terms of their academic requirements.

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

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

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

## **APPLICATION STEPS**

1. Application for admission as a matriculated student should be filed with the College at the earliest opportunity. [Complete instructions may be found online with the application](#). A \$50 application fee must accompany the application. Application deadline dates are announced by the Office of Admissions.
2. The applicant is responsible for notifying the appropriate individuals or organizations to forward test scores and transcripts from all institutions attended to the Office of Admissions as specified on the application for admission. Admission decisions will not be made until all information has been received.
3. A personal interview is not required for admission. The individual who wishes to schedule a personal interview is encouraged to call the Office of Admissions.
4. The applicant will be notified of an admissions decision by letter at the earliest possible opportunity. Should an applicant receive an offer of admission, the acceptance letter will also contain residential living information and instructions for applying for on-campus housing online.
5. Stockton endeavors to provide class spaces to all newly admitted students who submit, as required, non-refundable acceptance deposits confirming their intentions to enroll. This \$250 (\$500 for restricted/competitive enrollment programs) deposit is applied toward the amount due for the term for which the student is accepted. After the deposit is received, students are sent additional information related to testing, orientation and registration. The applicant who is admitted but who fails to pay this deposit will not be guaranteed a space.

## **INTERNATIONAL STUDENT ADMISSION**

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

International applicants, as a rule, will be admitted for the Fall term only. Complete credentials should be filed before March 15 to receive consideration for the Fall term. There is limited

availability for Spring semester students applying from outside the country. Students should apply as early as possible, but no later than November 15 for full consideration.

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

### **Freshman Applicants**

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

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

### **Transfer Applicants**

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

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

### **EARLY ADMISSION**

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

### **THE HONORS PROGRAM**

The [Honors Program](#) provides Honors students with a unique, fully integrated educational

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

### **STUDENTS WITH DISABILITIES**

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

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

The Learning Access Program is located in the J-204 and may be reached by telephone at 609-652-4988.

### **Housing for Persons with Disabilities**

Information on housing for students with disabilities can be found in the section on Housing in this *Bulletin*.

### **ACADEMIC AMNESTY**

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

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

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

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

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

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

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

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

### **FINANCIAL ASSISTANCE**

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

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

### **Tuition Payment Plans**

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

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

All applications for tuition payment plans must be completed online. To apply for a tuition payment plan, students should follow these steps:



- Sign on to the [goStockton portal](#).
- Click on the Payments & Financial Aid tab; click on the appropriate term in the My Account/Student Bill channel.
- Click on “Make Payment/Apply for Payment Plan.”

### **Other Payment Credits/Waivers**

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

*Senior Citizen Waivers:* Students must be 65 years of age or older and produce proof of age at the time of payment to receive a senior citizen waiver of tuition. Senior citizens are responsible for the payment of any charges not waived through this program.

*National Guard Waivers:* National Guard waivers are processed through the Office of Financial Aid. Students should contact that office directly at (609) 652-4201 for information. Waiver recipients are responsible for the payment of any charges not waived through this program.

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

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

### **OTHER INFORMATION**

#### **Drop/Add/Withdrawal Period**

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

#### **Refund Policy**

Refunds will only be remitted if a student does not have an outstanding balance. Further information on drop/add and withdrawal dates, including percentage refunds for part-time students or students who withdrew from the College within 15 days of the Drop/Add deadline, can be found on the [academic calendar](#) or the [Bursar’s Office](#). Refunds do not apply to students on flat rate tuition with 12-20 credits, unless they drop below 12 credits.

Financial aid monies will be disbursed in accordance with applicable State and federal guidelines and regulations. Upon disbursement, financial aid will be credited first to the student’s account.



Any remaining funds will then be remitted to the student as a financial aid refund. Refunds are issued weekly throughout the semester. All refunds are made payable to the student except Parent Plus Loan refunds, which are made payable to parents.

### **Osprey Card (Student ID)**

Funds may be applied to this card for use at on-campus food service locations, on-campus convenience stores, the bookstore, the Performing Arts Center, and/or participating off-campus businesses. 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. Only sufficient available funds on a student's account will be permitted to be transferred to this card. Funds may be added to the card online or in the Bursar's Office, and the application may be completed online or in the Bursar's Office. Students should be sure a credit exists on their account to cover the additional funds requested.

More detailed information describing the benefits and options associated with this card is available on the [Bursar's Web site](#).

### **Outstanding Financial Obligations**

A student is expected to meet financial and non-financial obligations as they occur at The Richard Stockton College of New Jersey. A student with any financial or non-financial obligations to the College will not be permitted register for courses, receive transcripts or diplomas. If students have questions about current or prior financial obligations to the College, they may contact the Bursar's Office at (609) 652-4597.

### **Late Payment, Dishonored Checks and Unauthorized Credit Cards**

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

### **Health Insurance**

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

### **TUITION/FEES**

Current information on tuition and fees for Fall, Spring and Summer terms may be found on the [Bursar's Office Web pages](#).

### **Flat Rate Tuition**

Full time undergraduate students are charged a flat rate for tuition/fees. Students may enroll in 12-20 credits and pay the same rate. For current flat rate tuition and fees, including a complete

description of [current College fees](#), see the [Bursar's Office](#) Web pages.

### **Meal Plans and Housing**

Current [meal plans and rates](#) for [Fall](#) and [Spring](#) are available online, as well as current [Housing rates](#) for Fall, Spring and Summer.

### **RESIDENT AND NON-RESIDENT STATUS**

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

If a student is in the state of New Jersey solely for the purpose of attending school, s/he will not be considered a permanent resident of the state, according to the New Jersey Administrative Code.

### **FINANCIAL AID**

The cost of education at The Richard Stockton College of New Jersey remains highly affordable. Yet, it is understandable that many students need financial assistance while working toward their degree.

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

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

### **How to Apply for Financial Aid**

All students seeking financial aid from Stockton should file a Free Application for [Federal Student Aid \(FAFSA\) online](#) ([www.fafsa.ed.gov](http://www.fafsa.ed.gov)). This step should be completed by the priority date of March 1 of each year, or August 15 if applying for Spring term admission. The FAFSA is used in evaluating all applicants for federal, State and private sources of funding. Students should include Stockton's Federal School Code number—009345.

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

### **Federal Pell Grant**

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

The Department of Education uses a standard formula, revised and approved every year by Congress, to evaluate the information students report when applying for a Pell Grant. The formula produces an Expected Family Contribution (EFC) number. This number is sent to the student via a Student Aid Report (SAR) and indicates whether the student is eligible for a Pell Grant. The amount a student actually receives will depend on the EFC, full- or part-time status and the cost of education. These grants are available only to students pursuing their first bachelor's degree.

### **Federal Supplemental Educational Opportunity Grants (FSEOG)**

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

### **Federal Work-Study (FWS)**

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

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

### **Federal Perkins Loans**

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

Under this program a student may borrow up to a total of \$27,500 for undergraduate study. The repayment period and interest on the Perkins Loan do not begin until nine months after the student graduates or ceases to be enrolled at least half-time. Borrowers are charged interest at the rate of five percent on the unpaid balance, and repayments of principal may be extended over a 10-year period. Repayment may be deferred or partially canceled for some military service, certain types of teaching service, for law enforcement and corrections officers or enrollment in graduate school.

### **Federal Stafford Loans**

The freshman level is awarded \$3,500; sophomore level \$4,500; and \$5,500 for each of the remaining years. These amounts are the maximum a student can borrow; however, one cannot borrow more than the cost of education at Stockton minus any other financial aid received.

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

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

Interest rates on Stafford Loans are generally variable. Additional information regarding the [Federal Stafford Loan Program](#) is available online.

### **New Jersey State Aid Programs**

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

### **Tuition Aid Grant (TAG)**

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

### **NJ STARS II**

A state scholarship/waiver program, NJ STARS II is a continuation of NJ STARS for transfer students that enable eligible NJ STARS students to earn a bachelor’s degree at a four-year public institution in New Jersey. Students must have been a NJ STARS recipient, graduated from a New Jersey county college with an associate degree and a cumulative grade point average (GPA) of 3.25 or higher, be enrolled full-time at a New Jersey four-year public institution, and must have applied for all forms of state and federal need-based grants and scholarships within established deadlines.

### **New Jersey’s Supplemental Loan Program for College Students (NJCLASS)**

The NJCLASS loan is designed to assist middle-income families in financing higher education. Either students or parents may borrow under this program. To be eligible for a NJCLASS loan, each applicant must meet the following criteria:

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

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

### **The Garden State Scholarship Program**

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

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

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

### **Stockton Aid Programs**

#### *The Richard Stockton College of New Jersey Foundation Scholarships*

Information and details regarding application procedures for Richard Stockton College Foundation Scholarships are available online.

#### *Student Employment*

Part-time, on-campus employment is available under the Student Assistant Program. This program allows the College to hire students with specific skills who are in need of funds to meet their college expenses. It is not necessary for students to file for financial aid to be considered for a student assistant position.

Under the program, students work an average of 20 hours a week when classes are in session. The salary paid is at least equal to the current minimum wage. A job listing and further information are available from the Career Center, Campus Center, Suite 104.

### **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](#).

### **Veterans Administration**

The Office of Financial Aid serves as a certifying/transmittal agency with regard to educational benefits for veterans and their spouse/dependents. Some programs for eligible veterans are Chapter 30 (for full time, honorably discharged veterans), Chapter 1607 (for guard/reservists who

have been activated under Title 10 since 9/11/01), Chapter 31 DAV (for veterans with a service-connected disability), and Chapter 1606 (for guard/reservists who have not been activated under Title 10). Chapter 33 (Post 9/11 Benefit) provides financial support for education and housing for honorably discharged individuals with at least 90 days of aggregate service on or after 9/11/01 or individuals with service-connected disability after 30 days. Members of the National Guard may also be eligible for the New Jersey Tuition Waiver Program. Dependents and/or spouses of veterans who have either died or sustained a 100% disability due to military service are eligible for Chapter 35.

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

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

Veterans Affairs Regional Office  
PO Box 4616  
Buffalo, NY 14240-4616

### **Standards of Academic Progress**

This policy was developed in accordance with requirements by Federal Regulations (Part II 34 CFR Part 668), the State of New Jersey N.J.A.C. 9:7-2.10 and Stockton's institutional policy.

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

Full-time students must earn 67% of their cumulative *attempted* Stockton credits and a minimum 2.0 GPA at the end of each Spring semester.

EOF students must earn 67% of their cumulative *attempted* Stockton credits and a minimum 2.0 GPA at the end of each Spring semester.

Part-time students must earn 67% of their cumulative *attempted* Stockton credits and a minimum 2.0 grade point average at the end of each Spring semester.

Graduate students must earn at least 67% of their cumulative Stockton *attempted* credits and a GPA of 3.0 at the end of each Spring semester.

All students eligible for aid should obtain an Institutional Academic Progress Policy for federal and State financial aid. To obtain a copy, students should contact the Office of Financial Aid, Campus Center Suite 201 or visit the [Financial Aid Web page](#) on the College's Web site.

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

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

Students experiencing academic problems should visit the Academic Tutoring Center for advice and assistance. The [Academic Tutoring Center](#) provides a variety of tutorial services at no direct cost to students.

### **Withdrawals**

If a student's enrollment status changes (e.g., withdrawal, suspension, expulsion, medical leave), the value of his/her award may change as well. Students are responsible for obtaining a copy of the Refund Policy from the Office of Financial Aid, Campus Center Suite 201, to determine if their awards will be affected.

### **Educational Opportunity Fund (EOF) Program**

The [Educational Opportunity Fund Program](#) at The Richard Stockton College is an exemplary program dedicated to the admission, retention and graduation of economically-eligible New Jersey students. The program seeks to provide access to students who may have underperformed on standardized tests or have lapses in their high school record due to personal circumstances. Most importantly, the EOF program is a financial resource for those high-achieving students for whom the financial burden of attending college might be a barrier. Through a combination of grants, institutional scholarships and small loans the program seeks to provide the means to meet the cost of college attendance. EOF grants are renewable for six years.

#### *Program Organization*

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

#### *Eligibility Requirement*

To be [eligible for an EOF grant](#), an applicant must satisfy the following criteria:

*Residency.* An applicant must demonstrate that s/he has been a legal resident of New Jersey for at least 12 months prior to receiving an EOF grant. In this case, legal New Jersey residency means that s/he does not live in New Jersey only for the purpose of obtaining an education. An applicant



whose parents or guardians are not legal residents of New Jersey is presumed to be in the state for the temporary purpose of obtaining an education.

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

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

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

The EOF Income Eligibility Scale for both dependent and independent applicants is based on household size and gross income. The current scale can be found at Stockton's [EOF Program Web site](#).

*Independent Applicant.* The independent applicant is one who meets at least one of the following criteria:

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

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

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

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



starting college, 16 units of secondary school work. The freshman applicant wishing to receive admissions consideration under provisions of the EOF Program must:

- A. Submit to the Office of Admissions:
  - Completed application and application fee waiver card (no fee required).
  - Secondary school transcript.
  - SAT or ACT scores.
- B. Submit a completed FAFSA to Mt. Vernon, Illinois, by March 1.
- C. Submit a Student Aid Report (SAR) in addition to all requested supportive data to Stockton's Office of Financial Aid.

*Transfers.* Transfer applications are processed for both the Fall and Spring terms. The transfer applicant who has previously received an EOF grant will retain his/her eligibility as long as eligibility requirements are met, the proper application procedure is followed and funding is available.

Prior to an admissions decision, an EOF applicant who is transferring from another college in New Jersey must:

- A. Submit to the Office of Admissions:
  - Completed application and application fee card (no fee required).
  - Up-to-date transcripts from all high schools and colleges attended.
- B. Submit a Free Application for Federal Student Aid (FAFSA) to Mt. Vernon, Illinois, by March 1.
- C. Submit to the Office of Financial Aid:
  - Student Aid Report (SAR).
  - Financial Aid Transcript (FAT) from all institutions attended previously.
  - Up-to-date transcripts from all colleges attended.

### *EOF Graduate Grants*

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

### *Eligibility*

- Must be a New Jersey resident for 12 consecutive months prior to receiving the award.
- Students attending graduate school at out-of-state institutions are not eligible for EOF graduate grants.
- Students who received EOF grants as undergraduates shall be given priority consideration for EOF graduate grants. These students are presumed to have met the financial eligibility criteria for graduate EOF as long as they continue to demonstrate financial need.
- Other students must meet rules governing state residency, the EOF financial eligibility criteria, and be full-time graduate students as defined by the institution offering the graduate program of study, and attend an eligible institution participating in the fund.
- Students may not receive an EOF graduate grant to pursue a second graduate or professional degree at the same level of study for which he or she has already been funded. Graduate

degree and certificate programs must have a minimum requirement of 24 equivalent semester hours and be at least one academic year in duration.

### *How to Apply*

Applications can be obtained through the EOF Office or online.

### *The Richard Stockton College EOF Summer Program*

The Richard Stockton College [EOF Summer program](#) is an intensive five-week Summer program that takes place prior to the student's freshman year. The student takes two Summer courses for which s/he receives college credit that counts toward graduation.

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

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

### *Liability*

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

## REGISTRATION AND RECORDS

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### REGISTRATION FOR COURSES

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

### Course Numbering

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

The first digit following the acronym indicates the level of instruction.

- 1—introductory lower level
- 2—other lower level
- 3—upper level
- 4—upper level
- 5, 6—graduate level

The second digit following the acronym indicates the manner in which the course is taught.

- 0—Freshman Seminar
- 1-5—regular class
- 6—seminar
- 7—tutorial
- 8—independent study or senior project
- 9—internship or practicum

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

### Prerequisites

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

### Corequisites

Several courses have corequisites. These are other courses in which a student must enroll concurrently. Corequisites are given in the [Online Course Schedule](#) and the [Online Catalog](#).

### Permission of Instructor

Courses requiring Permission of Instructor (POI) are provided in the course descriptions in the [Online Catalog](#). Students must obtain permission from the course instructor before registering

for the class. If permission is granted, the instructor will issue a permit electronically that will override the restriction and allow the student to register.

### **Special Project Request Form**

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

### **Class Level**

Many courses have class-level prerequisites: freshman, sophomore, junior, senior or graduate-level classes. Students should note the requirements designated in the [Online Catalog](#).

### **ACADEMIC COURSE LOAD**

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

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

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

\* Summer sessions are labeled Summer Session A, Summer Session B, etc. The Summer Term means the entire Summer and includes Summer Sessions A through H.

### **AUDITING COURSES**

With the formal option of auditing a course, the College provides an opportunity for individuals who wish to participate in a course in its entirety, but do not wish to use the course toward a degree or be evaluated for a grade. Auditing is offered on a space-available basis, and means that a student registers and pays all tuition and fees normally charged for a course without taking it for degree credit or an evaluative grade. The course is recorded on the student’s official transcript as having been audited, with no academic credit and no grade other than the “AU” notation; the course does not count toward the student’s degree. The instructor of the course determines the

extent of an auditor's participation in the course. *After-the-fact requests for degree credit or a grade for an audited course are not permissible.*

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

### **DROP/ADD PERIOD**

Specific deadline dates for the Drop/Add period are outlined in the [Academic Calendar](#). Students may adjust their schedule by adding or dropping courses online through the [goStockton portal](#) during the period. Prior to registering for courses, students should refer to the Procedures for Adding Courses on the Student Services tab in the [goStockton portal](#).

If permission is required to register for the course or the course has a restriction (as noted in the [Online Course Catalog](#)), it is the student's responsibility to contact the instructor or the School Office (as designated in the Procedures for Adding Courses) to request permission to register for the course. If permission is granted, the permit to register for the course will be issued electronically. *It is the student's responsibility to register for a course once a permit has been issued.*

Courses dropped during this period will not appear on the student's transcript. There is no financial penalty for dropping a course prior to the drop/add deadline.

### **WITHDRAWAL FROM A COURSE**

After the Drop/Add period ends, a student may withdraw from a course (using the Add or Drop Classes link in the goStockton portal on the Student Services tab) and receive a W grade up after the Drop/Add period and before the end of the eleventh (11<sup>th</sup>) week of a full term or the fifth week of a sub term. Part-time students, those who carry fewer than 12 credits per semester, may be eligible for a partial refund during this period. Deadline dates to withdraw from a course and refund percentages for part-time students are posted on the [Academic Calendar](#). Ceasing to attend a class is not sufficient to complete a course withdrawal, even if the student informs the instructor. *Failure to complete the withdrawal successfully online will result in a grade of F.*

Students with a "hold" on their account will not be able to withdraw from a course online until the hold has been removed. It is the student's responsibility to contact the office that placed the hold to have the hold removed prior to the withdrawal deadline.

### **Late Withdrawals from a Course**

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

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

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

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

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

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

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

Part-time students, those who carry fewer than 12 credits per semester, seeking a potential refund may submit an appeal to the Office of the Registrar using the same guidelines outlined above. Full-time students paying flat rate tuition are not eligible to seek a refund unless the withdrawal causes them to drop below full-time status.

### **Deployment During the Semester for Students Serving in US Armed Forces**

A student who is unable to complete a course because s/he has been called to partial or full mobilization for state or federal active duty as a member of the Armed Forces of the US is entitled to the options set forth in New Jersey Statute 18A:62-4.2. For more information, students may contact the Registrar.

## **LEAVE OF ABSENCE/READMISSION**

Students who wish to interrupt their education for two or more terms must apply for a Leave of Absence through the Office of the Registrar. An [official Leave of Absence](#) permits a student to interrupt his/her education for a period of up to five years and to reenter Stockton without formally reapplying to the College or forfeiting the original term of matriculation. Students may miss one semester without requesting a formal leave of absence or having to reapply to the College.

Students may apply for an [official Leave of Absence](#) through the Office of the Registrar before the end of the Drop/Add period in the term that the leave will become effective. A Leave of Absence must be renewed through the Office of the Registrar each term before the end of the Drop/Add period.

Students returning from a Leave of Absence must rescind their Leave with the Office of the Registrar two weeks before they wish to register for classes, or before the end of the Drop/Add period in that term.

A student who did not apply for an official Leave of Absence and missed more than one semester forfeits his/her status as a matriculated student. Students who do not return to Stockton when their leave expires must reapply to the College through the [Office of the Registrar](#) if they did not attend another institution during the absence. Students who attended another institution during their absence must formally reapply to the College through the [Office of Admissions](#). If readmitted, a new matriculation term will be established and the student will be subject to the academic requirements for graduation at the time of readmission. International students must maintain academic progress as outlined in the SEVIS regulations.

## **WITHDRAWAL FROM THE COLLEGE**

It is important for a student who will no longer attend Stockton to inform the College. Students should notify the [Office of the Registrar](#) immediately of their intention to withdraw from the College. The notice will become a part of the student's official record and will serve to establish the circumstances of the withdrawal. Students must also notify all appropriate offices of their withdrawal from Stockton and clear any obligations, financial or otherwise.

*Withdrawal from the College is not the same as withdrawal from a course.* It is the student's responsibility to drop or withdraw from all courses for which he or she is registered that will not be completed by the deadlines noted on the [Academic Calendar](#). Thus, the grades for a student who withdraws from the College after the eleventh week of a full term or the fifth week of a sub-term may be recorded as F or NC, for each course enrolled, depending on the grading system selected by the student. If a student withdraws from the College within 15 days after the Drop/Add deadline, he or she may be eligible for a 50% refund.

A student who wishes to return to Stockton after withdrawing must apply for readmission. Applications for readmission from students who simply left the College and failed to withdraw officially will be assigned a low priority. If the student is readmitted, a new matriculation term will be established and the student will be subject to the academic requirements for graduation at

the time of readmission. Students who did not attend another institution during their absence must apply for rematriculation through the [Office of the Registrar](#). Students who attended another institution during their absence must formally reapply to the College through the [Office of Admissions](#).

### **ATTENDANCE**

Each instructor has the responsibility to determine the best educational use of scheduled classes. The student is responsible for every scheduled class meeting and individual conference. The student who is unable to attend classes or conferences is responsible for the content of those meetings.

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

### **Illness and Absence**

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

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

### **TRANSFER CREDIT POLICIES**

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

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



Stockton programs may place further restrictions on the acceptance of credits in order to maintain the integrity of Stockton's degree programs. For this reason, courses such as professional education, practica, internships and fieldwork courses taken at other institutions may not transfer. Some programs may specify that certain courses be completed more recently than 20 years ago.

The Provost or his/her designee may authorize non-regionally accredited formal course work for transfer upon review of relevant transcripts and other supportive materials, and only with the positive written recommendation of the student's program coordinator and the school dean.

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

### **Transfer from Four-Year Colleges**

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

### **Transfer of Graduates from a New Jersey County/Community College**

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

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

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

### **Transfer from Other Two-Year Colleges**

A maximum of 64 credits may be transferred from regionally accredited two-year colleges.

### **Transfer to the Upper-Division Bachelor of Science in Nursing**

A maximum of 66 credits is allowed in transfer from a regionally accredited two-year college when the student has earned an associate's degree and been accepted for matriculation in Stockton's upper-division Bachelor of Science in Nursing program.

### **Transfer Credit after Matriculation**

Once a student has matriculated at Stockton, credits from other institutions will only be awarded if special permission is granted prior to registration. Such permission must be approved by the student's assigned preceptor, the Center for Academic Advising and, in the case of Summer course work, the Dean of General Studies. Such permission will not be granted for any student who has lower than a 2.00 cumulative average at Stockton, for any student who proposes to take a course for which s/he has previously received a grade of lower than C at Stockton, for any student who has 96 earned credits, nor for any student who has 64 earned credits and proposes to take courses at a two-year institution. Moreover, approvals to take courses elsewhere in the Summer must be obtained prior to the opening of Stockton's Summer sessions. The policies governing acceptability of credits are the same as stated above.

### **Transfer of International Credits**

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

### **Other Course Work**

Approved Stockton Study Abroad programs and dual-degree programs are listed on the Stockton transcript as transfer credits.

### **ADVANCED PLACEMENT PROGRAM**

Through participation in the Advanced Placement program of the College Entrance Examination Board, a student may transfer up to 32 credits from high school. Variable credits will be granted at the freshman/sophomore level for each advanced placement examination for which a grade of 3 or higher is achieved. Exceptions are in Biology and Chemistry, for which a grade of 4 or higher is required. Application of these credits to a specific College or program requirement is determined by the appropriate General Studies or program faculty.

### **INTERNATIONAL BACCALAUREATE PROGRAM**

The College awards transfer credits for examinations completed on the basis of course work taken in the International Baccalaureate (IB) Diploma Program. IB Diploma holders may receive up to 44 credits in transfer; those not holding the diploma may receive up to 40 credits, evaluated on a course-by-course basis. In no case will any student receive Stockton credit for examination grades of less than 5 (or essay grades of less than C).

## **STOCKTON CREDIT-BY-EXAMINATION PROGRAM**

A student may stand for the College's Credit-by-Examination program in subjects that are a part of the College's regularly scheduled course offerings rather than proceed through the standard instructional modes in which the subjects are taught. By successful performance on examinations a student may receive Stockton credits for demonstrated academic achievement. The amount of credit to be earned by successful performance on each examination shall be specified by the college examiner in advance of any examination for credit.

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

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

## **STANDARDIZED COLLEGE-LEVEL EQUIVALENCY EXAMINATIONS**

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

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

on all questions related to CLEP credits.

*Thomas Edison College Examination Program.* Stockton accepts as transfer credits those that are earned through the Thomas Edison College Examination Program (TECEP). For each TECEP examination, a study guide is prepared that outlines in detail the content of the examination and gives suggestions for effective preparation. Study guides are available from: [Thomas Edison State College](#)

Registrar  
101 West State Street  
Trenton, NJ 08608-1176

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

### **CREDIT FOR NONTRADITIONAL EXPERIENTIAL LEARNING**

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

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

### **GRADING POLICIES**

Grades represent the professional judgment of a faculty member on a student's academic performance in a particular instructional experience.

Stockton College permits two systems of grading, letter grading or Pass/No Credit. Courses are set to either the standard letter or Pass/No Credit grading mode at the discretion of the instructor or program.

#### **Letter Grading**

The following standard 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**

A student may elect to take a course in the Pass/No Credit grading mode. If this option is selected, the student must notify the [Office of the Registrar](#) prior to the end of the Drop/Add period on the [Academic Calendar](#) in the term in which the course is offered. Once the Pass/No Credit grading mode has been designated, it cannot be changed at any time during or after the term.

Courses graded in the Pass/No Credit grading mode will be recorded as P or NC on the student's official transcript and will not be factored into the calculation of the student's GPA. A grade of P symbolizes passing (performance in the A-D letter range). A grade of NC symbolizes no credit (failing). Some programs will not count credits earned in the Pass/No Credit grading mode as meeting program degree requirements. Students should meet with their preceptor or the program coordinator to understand the requirements.

The pass/no credit grading option is governed by the following:

- A maximum of one course per semester can be designated in the P/NC mode.
- A student who is on probation cannot take courses in the P/NC mode during the probation period.
- Certain programs and College-wide requirements require academic progress in courses with a C or better. In those instances, the P/NC credit option is not available to students wishing to complete that program.
- Students must have earned 12 credits (including transfer credits) before they are eligible for P/NC courses.
- A maximum of 10 percent of Stockton credits to be applied toward graduation requirements may be taken in P/NC mode.

### **Non-Grade Transcript Notations**

The following notations may appear on transcripts: AU, W, WI, I, or X. X grades are assigned and used only by the Office of the Registrar.

#### **AU symbolizes “audit”**

An AU is recorded on the transcript if a student audited a course officially.

**W symbolizes “withdrawal”**

If the student completes a withdrawal from the College or individual courses between the end of the drop/add period and the end of the eleventh week of a full term, or the fifth week of a sub-term, a W will be recorded.

Students who have 25 percent or more W notations in the total number of Stockton credits required for graduation, or two Ws or more in the same course, will have their course withdrawal application declined and are required to meet with the Director of the Center for Academic Advising who will review with the student her or his academic progress. Any student whose withdrawal from a class puts the student within 4 credits of the 25 percent limit, or any student who is seeking to withdraw from a course for the second time, shall be required to meet with the Director of the Center for Academic Advising before registering at the College again and before the course withdrawal will be processed.

***WI symbolizes “withdrawal due to illness”***

A WI will be recorded by the Office of the Registrar for a course or courses approved by the Office of the Provost for a withdrawal due to illness. The student submits a written appeal to the Office of the Provost requesting a medical withdrawal from one or more classes due to severe medical circumstances beyond the student’s control. The appeal must include appropriate documentation regarding such medical circumstances. The Office of the Provost confers with the Office of Health Services for a review of the appeal and documentation. The Office of Health Services will notify affected faculty members. The College reserves the right to require the positive recommendation of the Office of Health Services prior to the student’s re-enrolling at the College. The Office of Health Services may request pertinent medical documentation of the student’s readiness to resume academic activities.

**I symbolizes “incomplete”**

An I will be recorded on the transcript to indicate incomplete course work. A student may be eligible to request an Agreement for Completion of Course Work from an instructor if it is determined that: 1) the student is doing satisfactory work; and 2) the student will be unable to complete the course work within that academic term due to an illness or emergency. Remaining course work must be completed before the last day of class in the next term noted on the [Academic Calendar](#) (not including the Summer). The Agreement must be approved by the appropriate dean.

The Agreement for Completion of Course Work includes:

- a summary of work completed by the student at the time the course work was discontinued
- the student’s grade at the time
- a summary of the remaining course work
- the date the course work must be completed and submitted to the instructor

Any arrangements for special circumstances (i.e., lab courses, foreign language courses, internships) needed for the completion of the course work must be described in an attachment to the Agreement also approved by the dean.

The Agreement must be signed by the instructor and the student, and approved by the appropriate dean. Copies are retained by the student, instructor and the appropriate dean. Any changes to or extensions of the Agreement will follow the same process.

### **Assignment of Grades**

Grades are due each semester by the deadlines noted on the [Academic Calendar](#) and are submitted by faculty online through the *goStockton* portal. Faculty can only submit A, A-, B+, B, B-, C+, C, C-, D+, D, D-, and F grades online. Letter grades are submitted for courses approved for the Pass/No Credit grading mode and converted on the student's transcript as P for grades A through D- or NC for a grade of F. I grades require approval from the appropriate dean's office. AU, I, W, and WI will be entered by the Office of the Registrar.

### **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, may be submitted by the instructor directly to the Office of the Registrar through their Stockton account. Instructors may refer to the Grade Changes link in the *goStockton* portal in the Instructional Resources channel on the Faculty tab for the procedure for submitting a grade change.

### **Change of "I" Notation**

Students who have an I notation for an approved Agreement for Completion of Course Work must complete remaining course work by the date specified in the Agreement. Once the course work is completed, the instructor will submit a grade change to the Office of the Registrar within seven calendar days of the due date noted on the Agreement. If a grade is not submitted by the grading deadline for the term as noted on the [Academic Calendar](#), the grade will automatically be changed to an F or NC, as appropriate.

### **Repeating a Course for Credit**

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

### **Enrollment Limit in a Course**

An individual may enroll in a particular course at Stockton College no more than three (3) times. No individual may enroll in a course again after enrolling in it for the third time unless the enrollment is approved by the Dean of the School offering the course. Courses may be exempt from this policy if designated in the course description, as is common for certain music and dance classes, seminars, independent study courses, and colloquia. Individuals may enroll in such courses in accordance with Program policies.

### **Grade Appeals**

Grade determination is the prerogative and professional judgment of the instructor guided by the standards established in the course syllabus or other document (e.g., independent study form).

Assigned grades will not be changed unless there is *compelling evidence of inequitable treatment, discrimination or procedural irregularity*.

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

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

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

## **ACADEMIC PROGRESS**

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

## **STUDENT ACADEMIC LEVEL**

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

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

## **COURSE SEQUENCES**

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

## **TIME LIMITATION ON EARNING THE BACCALAUREATE DEGREE**

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



the case of intervening active military service or when the student has an official leave of absence from the College.

### **NONMATRICULATED STUDENTS**

A nonmatriculated student is one who officially registers for credit-bearing courses but who has not been formally admitted to the College to work toward a degree. Nonmatriculated students may enroll in classes beginning on the date designated for nonmatriculated student registration noted on the [Academic Calendar](#) and may adjust their schedule through the end of the Drop/Add period. Nonmatriculated students on unemployment waivers may only register for classes on the first day of classes in the term.

The maximum course load for a nonmatriculated student is eight credits in any term. Any appeal of this limit must be approved by the Office of the Provost.

No more than 24 credits may be attempted in nonmatriculated status, at which time the nonmatriculated student must apply and be admitted as a matriculated student following the admission policies of the College.

A nonmatriculated student is subject to the same dismissal/retention standards applicable to matriculated students. Review of nonmatriculated student records and notification as to whether or not they are in good standing will be handled in the same way as for matriculated students.

### **DEAN'S LIST**

The Dean's List is generated each Fall and Spring term. Students earning 12 or more credits in a given term are considered for the Dean's List using the criteria for full-time students.

- Must earn 12 or more credits in a term
- Must earn a GPA for the term of 3.50 or greater
- May receive no grade lower than a C
- May not have any withdrawals (W) or incompletes (I) during the term
- Students completing I grades will NOT be added retroactively to the Dean's List upon completion of the required work.

### **Part-time students**

Students earning between eight and 11 credits are eligible for the Dean's List using the criteria for part-time students.

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

Students completing I grades will NOT be added retroactively to the Dean's List for the term in

which the I grade was assigned. Students meeting the criteria for the Dean’s List have a notation made on their transcript for that term. For part-time students, the notation will appear on the transcript the second of the two terms.

## STANDARDS FOR ACADEMIC PROGRESS

### Graduation Requirements

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

Earned credits towards graduation include both transfer credits accepted toward a Stockton degree and credits earned at Stockton. Grade point values are as follows:

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

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

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

### Course Repeat Policy

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

### **Satisfactory Academic Progress**

Each student's record will be reviewed for satisfactory academic progress (at least a 2.0 term and cumulative GPA) each term, including Summer terms.

### **Academic Dismissal**

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

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

Students who are academically dismissed are considered not to be meeting the College's minimum standards of academic progress. Those on academic probation are expected to demonstrate satisfactory academic progress toward graduation.

#### *Reinstatement of Academically Dismissed Students*

A dismissed student who provides new evidence of interest and determination to continue studies at Stockton may apply for reinstatement after an absence of two full terms excluding Summer term. Appeals for reinstatement should be submitted to the Office of the Provost, and an application for admission should be submitted online. Students who are reinstated will continue to be on probation until the cumulative GPA reaches or exceeds 2.0.

#### *Procedure for Reinstatement*

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

### **Skills Competency Requirement**

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

### **New Start Program**

This program is an option for students who have an unsatisfactory academic record and have not been enrolled at Stockton for at least four years. Under this option, the student can choose to begin his/her academic program at Stockton anew. No previous Stockton work will apply to the new program, and the student is subject to the basic skills requirement as part of the new

program. A line is drawn across the Stockton transcript indicating the “new start.” Previous academic work remains on the transcript but does not count toward the new program or in the new GPA. Students must apply for the New Start program through the Office of the Provost, as well as applying for readmission through the Office of Admissions.

## **EDUCATIONAL RECORD**

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

The educational record contains the following information:

### Demographic Data:

- Name
- Identification number
- Mailing address and phone number
- Military veteran status

### Academic Data:

- Declared major
- Preceptor name and identification number
- Date of matriculation
- Grade changes
- Course enrollments
- Transcript of previous academic work

### Transcript Data:

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

### Admissions Correspondence:

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

The record includes the following:

- The College regulation(s) violated
- The sanction(s) applied

- Academic materials that the student wishes to have placed in the file.

Exclusions:

- A student's record does not include, without written consent of the student, any indication of the following:
  - Religion
  - Race
  - Political views and affiliations
  - Membership in any organization other than professional and honorary organizations
  - Marital status
  - Date of birth

### **Access to Student Records**

The confidentiality, privacy and accuracy of a student's record are maintained to the maximum extent possible. Student records are utilized and released only for the legitimate purposes and pursuits of students, faculty, staff and the larger community.

#### *Student Access*

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

#### *Faculty and Staff Access*

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

#### *Community Access*

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

- Major and class level
- Degree(s) earned, graduation date(s) and honors received
- Other directory information as described below

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

### **Directory Information**

In accordance with FERPA regulations, the Richard Stockton College of New Jersey designates the following information as Directory Information: Student name, campus telephone number,

date of birth, program of study, dates of attendance, class level, enrollment status, degree(s) awarded, awards, honors, certifications, participation in officially recognized activities and sports, weight and height of members of athletic teams.

The Richard Stockton College of New Jersey may disclose any of those items without prior written consent unless notified in writing by the end of the Drop/Add period for each term in which the student does not wish the information to be released. Written notification not to release those items must be submitted to the Office of the Registrar.

### **Emergency Requests**

Unless a student specified otherwise in a written statement to the Registrar, the College obliges all emergency requests for the address and telephone number for a student or a student's parents or guardian. Persons requesting such information are required to make the request through the Stockton Police.

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

### **Disclosure of Student Information**

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

### **Release/Duplication of Student Records**

#### *External Release*

Upon the written consent of the student concerned, the entire record (except for transcripts from other institutions) is released to an individual, institution or organization specified by the student. Students may request to release official Stockton transcripts online through the *goStockton* portal. No other portion of a student's record is released separately.

#### *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 contact the Office of the Registrar.

#### *Permanent Files*

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

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

*Name changes.* To have a name change processed, a student must submit two of the following *bona fide* legal documents showing a legal name change: driver's license, passport, court order, or marriage license.

*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, the student may make the change online through the *goStockton* portal, or contact the Office of the Registrar.

## **STUDENT RIGHTS**

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

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

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

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

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

## THE CAMPUS AND ITS FACILITIES

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Located on a wooded 2,000-acre campus in Galloway Township in the Pine Barrens of New Jersey, Stockton is just 12 miles northwest of Atlantic City, 50 miles east of Philadelphia, and less than a two-and-a-half hour drive south of New York City. It is easily reached from Exit 44 South of the Garden State Parkway or Exit 12 of the Atlantic City Expressway.

Stockton's campus has been planned as a living-learning center. Academic, recreational and living spaces have been mixed to promote interaction and integration among all programs and people. The award-winning architecture of Stockton has been developed to emphasize these goals.

Flexible loft spaces along a linear indoor street, or gallery, permit lounging and pedestrian circulation, thus allowing opportunity for informal contacts among students and staff.

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

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

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

The 154,000 square foot Campus Center opened in Spring 2011. The "front door to the campus" was designed to meet Silver LEED certification (Leadership in Energy and Environment Design); the Center will use 40% less water and up to 25% less energy than conventionally constructed buildings of this size.



Students will appreciate the convenience of having all of their business, academic and co-curricular services within this one building. Offices strategically located in the Campus Center include Admissions, the Career Center and the Operations Center with lost and found and student event ticketing on the first floor. Financial Aid, Bursar, Student Records, Dean of Students, Academic Advising, Event Services and Campus Center Operations, Student Development, student organization and media offices and commuter lockers are on the second floor.

Retail spaces have been incorporated into the Center including an expanded bookstore featuring Stockton logo items and more, a coffee house and game room featuring Dunkin Donuts, and a 400-seat food court featuring casual dining chain restaurants.

Event planning is facilitated by the availability of an 8,800 square foot event room, four smaller meeting rooms, one larger flexible event room and a 255-seat performance theater. The Campus Center has more than two dozen security cameras and more than a dozen public view, flat panel TV's for broadcasting advertising, public service announcements, sports and news. Other amenities include a bank, ATM machine, a convenience store, computer kiosks and three public-use elevators.

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

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

The 2005 [Facilities Master Plan](#) is a campus-wide initiative that supports Stockton's strategic mission: the highest quality education for a larger, select and geographically diverse student body, increased opportunity for faculty and student research and scholarship, expansion of programs and enrollment in graduate and continuing education, and strengthening the College's role as the leader in economic and community development in southern New Jersey.

## **THE CO-CURRICULUM**

A Stockton education includes both the traditional curricular aspects (described in the chapter on Academic Policies) and a co-curricular aspect.

Stockton's co-curricular life includes a broad range of activities including cultural programs and lectures, extensive wellness and recreation programs, intramural and intercollegiate athletics, and a number of student-initiated activities and events, all of which combine to create a vibrant

atmosphere at the College. More than 100 clubs and organizations operate on campus, including the Physical Therapy Club, the Occupational Therapy Club and academic honor societies. While many of these activities encourage faculty and staff participation, students assume a major responsibility for providing co-curricular programs. Stockton relies on student acceptance of initiative and corresponding responsibility for co-curricular programs.

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

### **Division of Student Affairs**

The [Division of Student Affairs](#) is organized to provide comprehensive programs and services to approximately 8,000 students, including more than 2,800 students who reside on campus. These programs and services are intended to enhance campus life and enrich the academic programs of the College. Reporting to the Vice President for Student Affairs are an associate vice president, deans and directors. They administer offices that encompass a broad spectrum of student life issues ranging from enrollment and financial aid through housing, healthcare needs and co-curricular programming. Anyone with concerns, suggestions or questions about these areas should contact the appropriate director or dean.

### **Educational Opportunity Fund**

Stockton's [Educational Opportunity Fund \(EOF\) Program](#) focuses on the academic development of underprepared students. While the primary emphasis is on the development of the student's intellectual skills and study habits, efforts are also made to increase confidence and further develop special skills. Support services for EOF students are available through the Division of Student Affairs and the [Academic Tutoring Center](#). All freshman EOF students are required to participate in a rigorous five-week Summer program designed to strengthen each student's adjustment to and preparation for college. Detailed information about the EOF Program is located elsewhere in this *Bulletin*.

### **Office of Event Services and Campus Center Operations**

The Office of Event Services and Campus Center Operations' main function is to support the mission of the College by efficiently and effectively coordinating the seamless execution of campus-wide events while offering programs and services to students, faculty, staff and community members that develop and promote the Campus Center as an inviting and inclusive environment.

Located on the second floor of the Campus Center (Suite 241), the office serves as a centralized location for the scheduling, planning and management of campus events. The office is also responsible for oversight of Campus Center building operations including management of the

Operations/Information Center, Lost and Found, Student Event Ticketing Services and Game Room.

The office hosts a variety of *Get Centered* programs to enhance the student life experience while also assisting with commencement related functions including Grad Finale (cap, gown and ticket distribution), Graduate Toast, Graduate Send-off events, and project management for *The Path* Yearbook. For more information, contact the office at 609-652-4878 or visit [www.stockton.edu/campuscenter](http://www.stockton.edu/campuscenter).

### **Office of Student Development**

The mission of the Office of Student Development is to provide opportunities that are purposeful and holistic. It is through involvement in leadership programs, community service initiatives, organizations and major campus events that student learning and development are enhanced.

The Office of Student Development provides a variety of opportunities for students to get involved at The Richard Stockton College of New Jersey. The office oversees more than 100 student organizations and 20 fraternities and sororities. These student organizations offer a range of leadership opportunities for their members and plan a variety of social and educational events open to all Stockton students. The Office of Student Development additionally offers workshops and conferences around leadership education and coordinates community service events to increase our involvement with the local community.

### **CULTURAL ACTIVITIES AND EXHIBITS**

Throughout each academic year and during the Summer as well, Stockton hosts a broadly integrated program of cultural activities and exhibits.

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

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

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

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

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

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

The Performing Arts Center, like other facilities in the College's physical plant, has been thoroughly evaluated and specially modified, where needed, to assure easy access by those who are physically challenged. The Center includes or is adjacent to handicapped-accessible elevators, wheelchair ramps, wheelchair seating locations, washroom facilities, drinking fountains and telephones.

### **Art Gallery**

The [College Art Gallery](#), recently relocated to L-Wing, is sponsored by the School of Arts and Humanities, under the direction of the visual arts faculty who oversee the calendar of exhibitions each academic year. These exhibitions range from work of nationally and regionally recognized artists to thematic shows, traveling exhibitions, faculty work, and alumni and student competitions. At least one exhibition each semester features the work of graduating seniors in Stockton's visual arts program. Additional programming includes frequent lectures and gallery talks by exhibiting artists, as well as lectures and symposia featuring gallery and museum personnel, historians and other specialists in the field.

### **The Noyes Museum of Art**

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

### **ATHLETICS**

[Intercollegiate sports, 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 17 intercollegiate sports and its teams are nicknamed the Ospreys. The Stockton athletic program has produced one NCAA team national championship, men's soccer in 2011, and nine individual NCAA champions in track & field. Osprey teams have won a total of 21 New Jersey Athletic Conference titles in four different sports and 17 Eastern College

Athletic Conference regional championships in seven sports. In its march to the NCAA championship, the 2001 Stockton men's soccer team set a national record with 25 victories. Kim Marino became Stockton's first female national champion by winning NCAA indoor and outdoor pole vault titles in 2003. Stockton teams have made a total of five NCAA Final Four appearances: Men's Soccer in 1999 and 2001, Men's Basketball in 1987 and 2009 and Women's Soccer in 1995. The Stockton men's basketball team finished as the NCAA runner-up in 2009. The Stockton track & field programs have produced 57 individual All-Americans.

Sports with competitive club status compete against other colleges but 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, golf, ice hockey, men's volleyball and ultimate Frisbee.

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-educational.

Intramurals are a mainstay of the athletic program at Stockton. The program presently consists of teams in flag football, volleyball, soccer, basketball, dodgeball, 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 Office of Athletics and Recreation. Clubs manage their activities with the assistance of the Office of Athletics and Recreation staff. Club sports range from noncompetitive to highly competitive.

### **Athletics Web Page and Hotline**

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

### **Athletic Training Services**

The [Office of Athletic Training Services](#) provides support for the entire athletic program in the areas of education, prevention, and care/management and rehabilitation of athletic injuries. This area is actively involved in research and has had several original research articles published regarding athletic injury care. The staff is made up of two full-time certified athletic trainers, seven part-time athletic trainers and 13 student assistants. The Athletic Training Room is open 9:30 a.m. to 3 p.m. weekdays and 7 p.m. 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 609-652-4544.

## **RECREATIONAL ACTIVITIES**

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

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

## **STUDENT MEDIA**

### **Campus Newspaper**

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

### **WLFR-FM**

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

### **Yearbook**

*The Path* is the yearbook of The Richard Stockton College of New Jersey. Partially supported by funds from the College's graduation fee, *The Path* is published annually for Spring delivery to all graduating students, free of charge. Production of the yearbook is coordinated through the Office of Event Services/Campus Center Operations. Additional information about *The Path* can be obtained by calling 609-652-4525.

## **STUDENT SERVICES—CAMPUS LIFE**

Offering a variety of services for students and graduates, the Office of the Dean of Students is a point of contact for problem solving, referrals, and personal needs, as well as a resource center for the Stockton community. The following services are available:



## **Career Center**

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

In addition, the Center hosts a series of employability skills workshops to prepare students for a successful job search campaign. Programs and services that facilitate the employment process include on-campus interviewing, career fairs and special networking events, a résumé referral system, and online access to Internet sites that link students to numerous career opportunities available through private sector, governmental and non-profit employers. Students are strongly encouraged to begin using the services of this office early. The Career Center is located in the Campus Center, Suite 104.

## **Co-curricular Transcript**

### **Undergraduate Learning Training and Awareness Program (ULTRA)**

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

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

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

safety, and CPR. Students may also become certified as peer educators.

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

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

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

### **Leadership Education Awareness Development Certification**

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

## **SPECIAL PROGRAMS**

### **Students with Disabilities**

Since its founding, The Richard Stockton College of New Jersey has continuously set standards to accommodate all students with disabilities. The College makes all of its programs accessible through compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. The [Learning Access Program \(LAP\)](#) provides comprehensive services to students with learning, physical and psychological disabilities. Services are provided on an individual basis. Examples of services are counseling, arranging academic accommodations, faculty contacts, testing alternatives and note-takers. The services of a learning disabilities specialist and other professional staff are available as needed. All students requesting special accommodations must register with the LAP and provide appropriate



documentation to the program director. LAP is located in WQ-110 and can be reached at 609-652-4988. Further information is available on the [LAP Web page](#).

### *Personal Attendants*

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

### **Graduation**

Students anticipating graduation must apply online through the *goStockton* portal, prior to the deadline noted on the [Academic Calendar](#) in the term in which they will complete their degree requirements. Upon application the graduation fee will be charged to their account. More information regarding applying for graduation can be found online at the [Office of the Registrar](#).

Questions regarding academic eligibility should be addressed with a student's preceptor or the [Center for Academic Advising](#). The [Office of Event Services and Campus Center Operations](#) handles logistical details of the graduation ceremony; this office cannot determine eligibility for graduation or answer academic questions. Caps, gowns, hoods, tassels, commencement tickets, graduation portraits and yearbooks are all arranged through this office. Many celebratory events for students, including Grad Finale, Graduation Toast and sendoff programs, are offered at the end of each semester.

Current information is posted on the [commencement Web site](#).

### **International Students**

The Office of International Services (OIS) provides non-academic advising for international students. This includes information pertaining to their maintenance of status, visa renewal, travels outside the United States, transferring, graduation and employment matters. The Director of OIS 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 OIS through-out the year and seek advising on these matters. For further information, students may call 609-626-3596 or email the office at [rsois@stockton.edu](mailto:rsois@stockton.edu).

The OIS, in conjunction with the Multicultural Student Club, schedules activities and makes every effort to assist students in adjusting to life in the United States.

To assist incoming students who identify themselves on their applications as having a language other than English as their best language, Stockton offers help through the [Academic Tutoring Center](#) and special preceptorial assistance.

## **Orientation**

The College's orientation program for new students is coordinated jointly by members of the Division of Student Affairs and Academic Affairs. Orientation includes a series of workshops and activities concerning academic programs, advising, career opportunities, course selection and registration, personal development, and special interests. Students, faculty and staff contribute time and energy to this program, which is designed to help students become prepared for college life.

The Office of Admissions will notify students of their Orientation date. Orientation occurs in June/July for the Fall term and January for the Spring term and is noted on the [Academic Calendar](#).

## **Veteran Affairs**

In order to provide the best possible experience for Stockton's veterans and active military students, the Office of Veteran Affairs works closely with Admissions, Financial Aid, Academic Advising, Distance Education, Student Development, the Career Center and the Dean of Students. The College has a full-time Certifying Official/Veterans Education who is knowledgeable in all veterans' education benefits. Our unique VISTAS program (Veterans In-state Tuition at Stockton) permits veterans who do not reside in New Jersey to pay in-state tuition at Stockton. The staff of Veteran Affairs works with other campus offices to help students transfer the maximum number of military credits. Stockton has reduced on-site academic requirements and developed courses with content related to veterans and active military. The Office of Veteran Affairs collaborates with the Student Veterans Organization to host many programs throughout the academic year. The College has dedicated a lounge accessible only to veteran and active military students.

These provisions and considerations have earned Stockton the distinctions of being named a military friendly school by the Servicemembers Opportunity Colleges Consortium and *G.I. Jobs* magazine, which placed Stockton in the top 20% of all schools nationwide. The College has also been designated a Yellow Ribbon College. Through this program, Stockton will pay up to \$1500 to a maximum of 75 veterans whose military educational bill does not cover all of the costs of attending Stockton.

The Office of Veteran Affairs and the veterans' lounge are located in lower F-Wing. For more information, call the Veteran Affairs office at 609-652-4315.

## **Student Immunizations**

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

All students regardless of age are required to show proof of immunity to Hepatitis B. *The College must enforce student compliance within 60 days of enrollment.* Documented proof of immunity must be submitted to Health Services; failure to submit the required documentation

will result in a hold being placed on the student's record. This hold will suspend registration privileges. Send or fax original documentation signed by a licensed health care provider, a copy of a signed and authorized school record, or the completed and signed RSCNJ Immunization Information form to Health Services. Students may refer to the [Wellness Center's Web site](#) for specific details about the vaccinations, documentation, and consequences of noncompliance, WQ-108, 609-652-4701, ext. 2 (fax 609-626-5586).

## **WELLNESS SERVICES**

### **Alcohol/Drug Education Services**

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

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

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

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

For more information, students may contact the Office of Alcohol/Drug Education at 609-626-6855, located in Counseling Services, J-204.

### **Health Insurance**

State law requires all matriculated students to have health insurance. When a student registers for classes, a health insurance charge is included on his or her account. All students must complete either an online application to activate and enroll in the College Health Plan or submit an online insurance waiver indicating private coverage. Online applications and waivers must be submitted every academic year. Further details are available in the [Office of Health Services](#) located in Room WQ-108 or by calling 609-652-4701.

### **Health Services**

The campus [Office of Health Services](#) is an out-patient facility providing free, confidential health care to all Stockton students. Health Services is equipped to provide health education and nutritional services, emergency first aid, examinations, treatments for minor injuries and illnesses, and referrals for more extensive treatment. More complete medical care is available

through the AtlantiCare Regional Medical Center, located on the Stockton campus. Services provided by AtlantiCare Regional Medical Center will be charged to students through the hospital at its regular rates.

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

### **His and Her Healthy Options Clinic**

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

### **Immunizations**

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

### **Psychological Counseling**

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

Students seek counseling for a variety of reasons. Some experience problems that make their academic and personal lives at the College more difficult than they need be. Through the counseling process, students are encouraged to explore their situations, deal with feelings, and consider alternatives in a supportive atmosphere with a person who will listen, serve as a sounding board, and provide feedback and referral services.

Counseling Services is staffed by a team of highly qualified mental health professionals. At the initial appointment, the student and the counselor decide which resources currently available at the Center, other campus offices, and/or in the community are best suited to helping with particular concerns.

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

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

Hours are Monday, Thursday and Friday, 9:00 am until 5:00 pm, and Tuesday and Wednesday, 9:00 am until 7:00 pm. For more information, students may stop by or access the [Web page](#) or call Counseling Services at 609-652-4722.

## **OTHER COLLEGE SERVICES**

### **Identification Card**

All students, faculty and staff receive an official Richard Stockton College of New Jersey photo identification card, known as the Osprey Card. The identification card also acts as a debit card for on-campus purchases and the student's meal plan, if the student is enrolled in this program. A select number of off-campus merchants also accept the card. Lost or stolen cards must be reported to [ManageMyID.com](#) and replaced by the Office of the Registrar upon payment of a \$25 fee. Presentation of the ID card will be necessary for admission to certain activities and facilities, borrowing privileges at the Stockton Library, and access to a student's records. More information can be found on the Osprey Card at the [Bursar's Office](#).

Students who live in on-campus residences will have their Stockton ID card 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, in addition to reporting it to [ManageMyID.com](#) and the Office of the Registrar.

### **Legal Aid**

Stockton does not provide personal legal counsel or representation for students or staff. Persons who require legal assistance should seek such aid from off-campus legal agencies.

### **Meal Plans**

Stockton's food service program is managed by Chartwells [Dining Service](#). The Chartwells staff, food service committee (made up of students), and the College administration have worked closely in developing a variety of nutritious and flexible meal programs. The dining service office is located in the Campus Center. This office oversees food service operations throughout the campus. At the time of publication of this Bulletin, these operations are:

*N- Wing Dining Hall.* Traditional board operation with a full-course menu, deli, pizza, grill selection, salad bar, fresh fruits, pasta and more.

*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.

*Osprey's Nest.* Located in N-Wing, offers pizza, grilled items and beverages, including smoothies. Pizza delivery service is available.

### **Board Programs**

In designing Stockton's dining services, customer flexibility regarding [meal plans](#) has been the focus. For students who reside in residence halls, 180-block plan, a 120-block plan, a 19/week meal plan and a 14/week meal plan have been developed, and one or the other of these is required. Students residing in Housing 5 are required to have one of the previous four meal plans or the 95-block meal plan. Students residing in Housing 1 or 4 and non-residents may choose from the previous five plans or the 5/week meal plan, but are not under obligation to purchase a meal plan.

Costs for the different meal plans may be viewed on the [Bursar's Office Web page](#).

### **Campus Ministry**

Spiritual needs of the College community are ministered to through the Campus Religious Council. The Campus Religious Council is a group of professional individuals who meet the religious needs represented in the College. All activities of the Council are coordinated through the Office of Student Development, Campus Center Suite 240, 609-652-4205.

#### *Catholic Campus Ministry Advising*

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

#### *Christian Student Counseling*

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

#### *Jewish Student Advising*

Jewish Student Advising is provided through advisors to Hillel. They may be accessed by dialing 609-652-4205.

#### *The Unitarian Universalist (UU) Center*

The Unitarian Universalist (UU) Center's services and support groups are open to the public. Students who seek a [liberal, welcoming, faith community](#) may call 609-965-9400, or go to the Center near the north entrance to the College on Pomona and Liebig Roads.

### **OFFICIALLY RECOGNIZED CLUBS AND ORGANIZATIONS**

The Office of Student Development oversees more than 100 student clubs and Greek organizations. For a current list of active clubs, fraternities and sororities, please visit [www.stockton.edu/studentdevelopment](http://www.stockton.edu/studentdevelopment).



## **ACADEMIC HONOR SOCIETIES**

Allied Health, Alpha Eta  
Business Studies, Delta Mu Delta  
Nursing, Sigma Theta Tau  
Psychology, Psi Chi  
Sociology and Anthropology, Alpha Kappa Delta  
Criminology, Rho Sigma Chi  
Teacher Education, Kappa Delta Pi

## **STUDENT LEADERSHIP SOCIETIES**

Omicron Delta Kappa  
Order of Omega, Upsilon Gamma Chapter

## **OFFICE OF ATHLETICS AND RECREATION OFFICIALLY RECOGNIZED SPORTS**

Go online for the most current information on all of the officially-recognized sports in [Athletics and Recreation](#).

## **SPECIAL ACADEMIC FACILITIES**

### **Career Library**

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

### **Computer and Telecommunication Services**

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

The College's central computing facilities include 80 servers hosting a wide array of applications on a variety of operating systems platforms. Additionally, approximately 950 microcomputers and workstations are dispersed throughout more than 30 computer laboratories, 85 electronic classrooms on the main campus and at the Carnegie Center, faculty offices, and academic support facilities such as the Library and Skills Center. Of these computers, approximately 750 are available for student use in the academic computing labs. The computer labs are open seven days a week during the Fall and Spring semesters, and labs located in the housing complexes are available seven days a week, 24 hours a day.

The electronic classrooms provide advanced computing, voice, video and networking equipment to support teaching and learning. The electronic classrooms are furnished with podiums equipped with a computer, video projector, document camera, and voice, video and data connections.

The Office of Computer and Telecommunication Services maintains a fiber optic gigabyte Ethernet network that extends throughout the campus. The College's computer laboratories, electronic classrooms, residence halls and offices throughout the campus are connected directly to the College's local area network. All instructional spaces and the residence common areas have access to the campus wireless network. Laptop computers are available for use in the Library. Global network resources are available via a high-speed 200MB 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, learning management system, the campus portal, and e-mail. For more information, visit the [Computer and Telecommunication Services Web page](#).

### **Laboratory and Field Facilities**

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

The Biology and Chemistry programs are housed in the F-Wing Science Laboratories where all introductory and advanced laboratory courses in these disciplines are offered. Unique learning opportunities are supported by an active vivarium and the maintenance of regulatory permits for the scientific collecting, holding and release of native fauna and the possession of endangered species. In addition, a vast wild-life salvage repository with special holdings of migratory birds offers students a first class observation of specimens. In close proximity of instructional laboratories are specialized instrumentation and research rooms to enrich the educational experience. The biology research and teaching facilities include a nucleic acid hybridization facility, an aseptic cell and tissue culture facility, three walk-in environmentally controlled chambers and two plant-growth chambers. Biology instrumentation includes an automated capillary DNA sequencer, a quantitative real time PCR, liquid scintillation counters, micro-array printing and analysis facilities, RNA and DNA automated electrophoresis systems, protein electrophoresis systems, RNA and DNA lab on chip analysis, along with numerous centrifuges including multiple high-speed units. Chemistry instrumentation includes a Fourier transform infra-red spectrometer with library search matching capabilities, a 60-MHz high-resolution rapid-scan proton nuclear magnetic resonance spectrometer, a Fourier transform 200-MHz nuclear magnetic resonance spectrometer, a gas chromatograph-mass spectrometer, both flame and graphite-furnace atomic absorption spectrometers, a spectrofluorometer, multiple ultraviolet-visible spectrometers including basic, high-throughput and research-grade instruments, a high-performance liquid chromatograph, an ion chromatograph, several gas chromatographs, and total organic carbon and mercury analyzers. Lecture rooms, designed as chemistry lecture/demonstration facilities, provide a common room for offering lectures in the introductory chemistry sequence. The electronic capabilities of these rooms encourage faculty to experiment with innovative teaching techniques. Support spaces also include biology and chemistry preparation laboratories, marine and fresh water aquaria, animal room facilities, a mechanic shop and a stock room.

The F-Wing facility is also home to a prized Lord & Burnham Greenhouse that holds award winning collections of tropical and temperate specimens used in teaching and research. Two



different temperate zones are used to create artificial microenvironments for orchids, cacti, ferns, and other plant species. Students enrolled in biology and related general studies courses, and faculty conducting research help contribute to the magnificent plant collection. Awards include the Pennsylvania Horticulture Society Award of Merit, The American Orchid Society Trophy for Outstanding Exhibit, The American Orchid Society Gold Medal for the Stockton-Waldor Orchid exhibit at the 1993 Philadelphia Flower Show, The Ocean City Flower Show Best Orchid Awards in 1994 and 2002. At the 2011 Philadelphia Flower Show, Stockton contributed to the Waldor Orchid Exhibit which received the prestigious Education Award from the Garden Club Federation of Pennsylvania

The Physics Program is located in lower C-Wing where two computer-equipped introductory laboratories, two advanced laboratories, a project room, a seminar room and a lecture demonstration room are located. Some of the newer laboratory equipment includes: complete Zeeman Effect apparatus, Excelsior 532nm, 50mW, diode pumped solid state laser with a TMC high performance, self-leveling vibration-isolation optical bench, working models of the human body, and a Gretch-Ken sound booth for acoustical experiments. Nearby, the College has an astronomical observatory with a 0.4 m Meade LX200 Schmidt-Cassegrain computer-controlled telescope.

The Arts and Sciences Building provides substantial space for the teaching of Environmental Studies, Geology and related courses. A state-of-the-art computer lab with 25 powerful workstations allows easy access to such advanced technologies as Geographic Information Systems (GIS) and Global Positioning Systems. The Earth Resources laboratory lets students study soil and rock structure, map terrain and investigate interactions between the physical and biological environments. Similarly, water resources facilities provide opportunities for laboratory work in such areas as groundwater flow and water pollution.

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

The outstanding laboratory facilities, student and faculty research areas, and offices are complemented by a lecture hall that accommodates about 80 students and offers the latest in electronic accessories. It is designed to allow faculty to project information from a variety of sources and to use computers for demonstrations. A smaller lecture room similarly serves the needs of smaller classes in a warm, welcoming atmosphere, and a large teaching room with tables provides space that can be adapted to laboratories or demonstrations. Approximately 400 acres of the 2,000-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, at Nacote Creek, is an integral part of the Natural Sciences and Mathematics facilities. The Field Station makes available the facilities, research vessels, sampling equipment, and staff to provide Stockton students with hands-on learning experiences in a marine environment second to none. Located within the Jacques Cousteau National Estuarine Research Reserve, one of the most pristine marine environments in the Northeast United States, the Field Station is well situated to provide superior field teaching opportunities. Central to these offerings are several faculty support positions and a long list of physical resources. The Field Station maintains five research vessels ranging in size from 16' – 28', various marine sampling equipment, general-use laboratory equipment, state-of-the-art water sampling equipment and numerous marine technology instruments including a remotely operated vehicle and side scan sonar.

Undergraduate students engaged in marine science and marine science-related courses (biology, environmental science, geology) access the facility regularly throughout their academic career. All students are encouraged to further utilize the facility for independent studies projects and to become part of the numerous faculty and staff-led research teams. For research projects that necessitate the processing of larger quantities of numerical data, students can make use of the College Computer Center, which is tied into the statewide Educational Computer Network.

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

### **The Richard Stockton College Coastal Research Center**

Located on the Jersey Shore, the Coastal Research Center (CRC) is situated on Nacote Creek, a tributary of the Mullica River/Great Bay estuary. The CRC is set in rustic surroundings and housed by Richard Stockton College's Nacote Creek Marine and Environmental Science Field Station. The CRC originated in 1981 to assist the Borough of Avalon, New Jersey, with coastal environmental problems caused by recurring storm damage and shoreline retreat. The CRC functions in large part to perform contract and grant services for various Federal and NJ State agencies, local municipalities, and private corporations or citizen groups. The tasks are quite varied, but always involve some aspect of coastal processes and the impact of human interactions with them. The students with an interest in coastal issues frequently work as science assistants in work crews involved in mapping, surveying or sampling the NJ coastal environment. Stockton

graduates have used this experience as a stepping-stone to various state, federal and municipal government agencies and private coastal consulting firms.

In 1986, following oceanfront damage caused by northeast storms and Hurricane Gloria in 1984 and 1985, the New Jersey Department of Environmental Protection commissioned the CRC to develop and run a long-term shoreline monitoring and assessment program. In response, the CRC created the New Jersey Beach Profile Network and established 105 survey sites along the coast. Bi-annual profiles of dune, beach and nearshore topography are measured at these locations to monitor seasonal shore zone changes.

Today, the CRC is the State's designated resource for geotechnical data and studies, is a preferred collaborator on numerous U.S. Army Corps of Engineers projects, and is a critical resource for New Jersey's 43 coastal communities. The CRC carries out about 20 research projects and service contracts a year, and operates with an annual budget approaching a million dollars. The staff, under the direction of Dr. Stewart Farrell, includes three former Stockton students with advanced degrees plus three working on Master's degrees, and six current Stockton students as part-time field assistants. Work undertaken by the CRC through 2011 includes:

*Federal Government Projects:*

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

*State Government Projects*

- New Jersey Department of Environmental Protection
- Twice annually survey 105 beach cross sections
- Obtain and analyze sediment samples in areas proposed for dredging by NJDEP
- Operate and maintain NJBPN website on beach changes in New Jersey:  
[www.stockton.edu/crc](http://www.stockton.edu/crc)
- Digitize and geo-reference a series of February 1920 aerial photographs of the New Jersey coast.
- Digitize and geo-reference the 1944 Hurricane post-storm photographs of the New Jersey coast.
- New Jersey Department of Transportation
- Dredge material management for the four oceanfront counties
- Diamondback terrapin habitat enhancement using dredge materials
- Analysis of dredged material along the Delaware River with a goal to recycle the sediments in the deposit.
- Data Management system development to allow both suppliers and users of dredged material to coordinate reuse of the sediments generated by repetitive navigational dredging.
- County and Municipal Government Projects - Provide local assistance on beach, dune and inlet channel problems facing the bayshore and oceanfront communities of New Jersey

The CRC is at the forefront of research groups at Richard Stockton College, and is a leader of coastal geo-science studies in the Mid-Atlantic region. Given its past performance and future potential, the CRC is poised to become Stockton's first stand-alone research institute, epitomizing one of the College's mottos, "Stockton at the Shore."

### **Stockton Library**

The [library](#) is integral to a student's work and development at the College. Its collection consists of more than 800,000 volumes, including books, reference materials, periodicals, newspapers, microforms, media, computer software, archival materials and government documents. The library provides access to these collections and a wide range of electronic resources through its [Web site](#).

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

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

### **The Office of Distance Education**

The [Office of Distance Education](#) facilitates distributed delivery technologies that usually incorporate online instruction and other emerging technologies. The office also coordinates the online student response to instruction surveys (IDEA Online) for both distributed education and face-to-face courses. Distance Education courses are offered through two primary instructional methods, the online course (DEONL or ONL) and the hybrid course (DEHYB).

Online courses are labeled either DEONL or ONL. A course labeled DEONL is an online course that has some face-to-face meetings, while a course labeled ONL has no face-to-face meetings and is completely online.

An online course is one in which more than two-thirds (10 to 15 semester hours per credit) of the course instructional time, content delivery and/or communication between student and professor and among students is facilitated via technology that allows students to be physically separate from the instructor and each other. Communication may take place asynchronously (such as via online discussion) or synchronously (such as via *Live Classroom* or *Blackboard Collaborate*). A technology instruction fee may be charged for some courses that utilize external license fees.

The hybrid course is one in which between one-third and two-thirds (5 to 10 semester hours per credit) of course instructional time, content delivery and/or communication between student and professor and among students is facilitated via technology that allows students to be physically

separate from the instructor and each other. Additional delivery methods, such as Web Stream, DVD, and others, may be included as part of online or hybrid courses.

### **Academic Tutoring Center**

Established to serve students who experience difficulty in reading, writing, study skills, mathematics and science. The [Academic Tutoring Center](#) provides a variety of tutorial services at no direct cost to students. Center tutors are recruited from the student body. Students who desire tutoring are encouraged to stop by the Center for advice and assistance.

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

### **Stockton Production Services**

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

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

### **Studio Facilities and Performing Arts Center**

Well-equipped studio facilities located through-out the College meets the specialized needs of visual and performing arts students. Visual arts facilities are located in the Arts and Sciences Building. This facility includes studio spaces for painting, printmaking, graphic design, photography, computer graphics and sculpture, plus independent work areas. Each studio has been designed to provide optimum conditions for the production of art with emphasis on safety and the environment. An art gallery is located in H-Wing. Performing arts facilities include a dance studio, dressing rooms, electronic piano lab and practice rooms. [Stockton's Performing Arts Center](#) in M-Wing features a 550-seat Main Stage Theatre designed to accommodate a variety of theatrical and musical productions as well as concerts. Complementing the Main Stage Theatre are the flexible experimental theatre and an integrated network of scene and costume shops and dressing rooms.

### **Southern Regional Institute and ETTC**

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

school districts in Atlantic County, the Atlantic County ETTC was established at the Richard Stockton College of New Jersey.

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

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

More information is available through the [ETTC Web site](#), by phone at 609-625-6040 or fax at 609-625-6057.

### **Stockton Center On Successful Aging (SCOSA)**

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

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

Concurrent with the planning, SCOSA developed programs in each core area, designed to lay the foundation for more extensive future efforts. Commencing in March, 2007, with an educational lecture on the research underlying successful aging by Dr. Cindy Bergeman, Psychology Chair at the University of Notre Dame, the Center also sponsored the "Stockton at Sunrise" lecture series for residents of the Sunrise Assisted Living at Galloway; "Clinician's Classroom Series on Aging"

(a continuing professional education program for providers co-sponsored with Stockton's PDCEHSHS); and a five-part computer training series for older adults. Recently launched programs also include a Brown Bag lecture series featuring the latest research on aging; an Older Adult Education series funded by the Atlantic County Division of Intergenerational Services; and a disaster preparedness program for vulnerable older adults. SCOSA led the planning for the Annual Conference of the Society on Aging of New Jersey and has developed the Stockton Caregiver Support Group, which meets monthly. A three-year grant to SCOSA from the New Jersey Department of Health and Senior Services is designed to improve the state's congregate and home-delivered meals program for at-risk and low-income older adults.

More information is available through the [SCOSA Web site](#) or by contacting the Director, David C. Burdick at 609-652-4311.

## **SPECIALIZED SUPPORT FACILITIES**

### **Campus Information**

The Operations Center located in the Grand Hall of the Campus Center provides general information to the college community and its visitors. Managed through the Office of Event Services and Campus Center Operations, the Operations Center is open during the academic year from 8:00 am until 11:30 pm. The Operations Center can be reached directly by calling 609-652-4706.

### **Child Care Center**

[Free To Be](#), offers top-quality care for children aged 3-5 years in the Stockton community: students, faculty, staff and alumni. Flexible scheduling allows students to take classes on campus and pay only for the care they need. The program is licensed by the Department of Human Services and is staffed by early childhood certified teachers. The curriculum is designed to enhance creativity, encourage problem solving and to promote a rich sense of inquiry. Children learn values, listening skills, kindness, confidence, patience and cooperation. Parental involvement is a special characteristic of the Center and helps parents develop a sense of ownership in the Center, which results in longer lasting educational gains for the children.

### **College Bookstore**

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

### **Game Room**

Located adjacent to the Coffee House in the Campus Center, the Game Room contains board games, foosball, billiard and ping pong tables. The Game Room is free to all current Stockton students, faculty and staff with a Stockton ID card.

## **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. Resident Assistants are available for consultation regarding roommate agreements if concerns arise.

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

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

The College provides general maintenance 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 Housing Contract and Meal Plan Agreement.)

All students are eligible to live on campus. The first 625 freshmen who return a completed housing application with deposit for Fall housing prior to May 1 are guaranteed housing for four years provided that all College procedures and requirements are fulfilled. For specific information, students may contact:

Office of [Residential Life](#)  
A-100 Central Office  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
(609) 652-4332

Once students have been accepted by the College, they will receive information regarding how to apply for housing through the *goStockton* portal. The College will attempt within general policy guidelines to meet roommate requests. There can be no assurance, however, that all roommate requests will be satisfied. In the absence of roommate requests and/or in order to fill vacant spaces in an apartment/room, roommates will be assigned randomly. The precise procedures for assignment are available in the Office of Residential Life. All students wishing to reside on-campus must meet all immunization requirements in accordance with state law. All students



residing in on-campus housing must submit proof of a meningitis vaccine prior to moving into housing facilities.

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

### **Housing Priorities**

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

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

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

1. Renewal students who returned their housing renewal applications by the due date and were placed on the housing waiting list as determined by the lottery
2. Freshmen students who apply after May 1
3. Transfer and other currently enrolled students who apply after May 1
4. Renewal students who failed to meet the prescribed date for the submission of their renewal application
5. All students who apply after May 1 on a first-come, first-served basis
6. Returning students who violate established community standards and are placed on deferred housing suspension.

The College's waiting list is established during the month of April. During the month of June, the waiting list is updated and students receive a waiting list number. The same procedure applies when the waiting list is updated in mid-July.

### **Contract Terminations**

Residential hall and apartment contracts are in effect for the entire academic year and may only be cancelled under certain specific conditions. Please see the [Student Handbook](#) or the Contract for specific details. The [Office of Residential Life](#) retains the right to terminate a contract by written notice if the resident fails to comply with College policies or if other sufficient justification exists.

### **Property Insurance**

The College does not insure the personal belongings of students in the apartments and residence halls. It is highly recommended that students 1) check to see if their belongings are covered by a family member's homeowner insurance policy; or 2) purchase a renter's policy themselves.

### **Interim Housing Suspension and Administrative Hearing**

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

### **Policies and Procedures**

The Office of Residential Life reserves the right to alter the policies and procedures set forth in the housing contract, the *Bulletin* and the [Student Handbook](#) without prior notice.

### **Meal Plans**

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

### **Housing for Students Needing Accommodation**

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

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

Since campus housing is, in some instances, quite a distance from the main buildings, a non-ambulatory student will most likely have to rely on car transportation to reach the main buildings. Special parking spaces have been designated for those with disabilities, and ramps and elevators are provided in the academic buildings.

### **OFF-CAMPUS HOUSING**

The [Office of Residential Life site](#) links to [gardenstateapartments.com](http://gardenstateapartments.com). All inquiries regarding housing on or off campus should begin with the housing Web site.

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

All inquiries regarding housing on or off campus should be directed to the [Office of Residential Life](#).

## **HOSPITAL**

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

## **MAIL SERVICE**

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

Joan S. Doe  
College Mailbox xxxx  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, New Jersey 08205-9441

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

## **ANN F. TOWNSEND RESIDENTIAL LIFE CENTER (TRLIC)**

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

## **THE LODGE AT LAKESIDE**

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

## **HOUSING IV COMMONS**

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

## **TELEPHONES**

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

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

### **MAPS AND VIRTUAL TOURS**

A campus map and directions to the College are available at the Visitors pages on the [College's Web site](#). Virtual tours of the residence halls and on-campus apartments are viewable online at [Residential Life](#).

## **COLLEGE PROCEDURES**

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

### **CAMPUS HEARING BOARD**

Stockton's instrument for expediting hearings of violations to the Campus Conduct Code is the Campus Hearing Board, which consists of students, faculty, unclassified and classified staff members. Further information on the Campus Hearing Board can be found in *the Student Handbook* and this *Bulletin*.

### **ACADEMIC HONESTY APPEALS BOARD**

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

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

### **ADVISORY BOARD ON GRADES AND STANDING**

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

### **COLLEGE COMMITTEE FOR DIVERSITY, EQUITY AND AFFIRMATIVE ACTION**

To ensure a vital and diversified College community, the College is firmly committed to the principles of affirmative action. The College Committee for Diversity, Equity and Affirmative Action serves as an advisory body to the president to assist the College in meeting its commitment to affirmative action and the continuing transformation from a campus that believes in diversity to a campus that lives its commitment to diversity.

### **FACULTY SENATE**

Faculty at the College participate in shared governance through the [Faculty Senate](#). All full-time and half-time faculty whose primary appointment is teaching or serving as faculty-librarians are eligible to vote and run in Senate elections. Established in 2009 to provide a faculty voice in the formulation of College policy, the Senate is made up of ten percent of the faculty (currently, 30 senators), who serve for two-year terms.

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

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

### **ENVIRONMENTAL, HEALTH AND SAFETY COMMITTEE**

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

### **FACULTY REVIEW COMMITTEE**

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

### **INTRAMURAL RECREATIONAL COUNCIL**

The [Intramural Recreational Council](#) (IRC), which is funded by the recreation fee, governs the intramural and recreational programs and recreational events scheduled by the Office of Athletics and Recreation. Questions about the IRC should be directed to the Office of Athletics and Recreation, L-003 on the Main Campus, or by calling the Coordinator of Intramurals and Recreation at 609-652-4873.

### **DEVELOPMENT AND ALUMNI AFFAIRS**

Development and Alumni Affairs within the Office of External Affairs, is actively engaged in providing opportunities for alumni and community involvement while building a sustainable philanthropic program with the participation of alumni, parents, friends of the College and the business community. Philanthropic support contributes to student scholarships, facility improvements and academic programs and initiatives that strengthen the Stockton experience for students each and every day. Development and Alumni Affairs is responsible for the coordination of outreach and advancement initiatives, and works in cooperation with The Richard Stockton College of New Jersey Foundation. For more information, students may contact Development and Alumni Affairs at 609-652-4528.

### **THE RICHARD STOCKTON COLLEGE OF NEW JERSEY FOUNDATION**

The Richard Stockton College of New Jersey Foundation was established in 1972 by friends of the College and is a strong partner in Stockton College's advancement. Governed by an all-

volunteer Board of Directors, the Foundation enables alumni, friends, and the community to financially support Stockton programs, student scholarships and initiatives for growth.

### **THE RICHARD STOCKTON COLLEGE OF NEW JERSEY ALUMNI ASSOCIATION**

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

### **TASK FORCES**

As the need arises, task forces may be appointed by the President or Provost to deal with specific issues that do not require a standing committee. Nominations for members of task forces are submitted by the Vice Presidents and Dean of Students.

### **STUDENT SENATE**

The 27-member [Student Senate](#) develops and recommends policies for the effective allocation and management of funds derived from the College Activity Fee, reviews requests for the allocation of such funds, recommends such allocations to the Dean of Students, evaluates the use of allocated funds, and recommends to the Dean of Students disciplinary actions against those failing to meet the conditions under which funds are allocated. The Dean of Students evaluates the recommendations of the Senate to assure that they conform to College and State regulations and statutory requirements, and assures that the recommendations effectively serve the purposes for which the fee is collected.

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

Students may nominate themselves to the Student Senate by submitting a petition signed by 75 registered Stockton students. Nominated students will be placed on a ballot for general election by the student body in the Spring. The 25 students with the highest number of votes will sit on the Senate. At the first meeting following the election, the 25 newly elected senators will elect their President and Vice President. In a Fall general election, two additional students are elected; each must be a member of one of the following groups of first-semester students: freshman, transfer, nonmatriculated or graduate. All senators serve two consecutive semesters, must maintain a 2.5 GPA and must abide by the [Student Organizations Manual](#).

### **CAMPUS CONDUCT CODE**

Stockton is dedicated to the transmission of knowledge, the pursuit of truth, the development of students and the general well-being of society. The rules, regulations and procedures enumerated in this section are designed to establish standards of civil and considerate behavior that are fundamental to a realization of these goals. The responsibility to respect and abide by these

regulations must be shared by all members of the Stockton community, who are expected to be fully informed of these regulations.

### **Campus Conduct Code Violations**

The College has established regulations to govern the conduct of all administrators, faculty, staff, other employees, students, and all visitors, guests and licensees while they are on the campus or in College-owned or controlled facilities. These regulations shall not preclude enforcement of applicable federal, state and local laws or ordinances. The College is in no way a sanctuary from the law, and all persons who violate the law must expect to pay the penalties of the law.

Information regarding specific expected behaviors, prohibited behaviors, reporting of conducts violations and sanctions for violations can be found in the Campus Conduct Code found in the [Student Handbook](#).

Procedures for charges involving [academic honesty](#) are listed online or in the Academic Honesty chapter in this publication.

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

1. Dishonesty, including but not limited to cheating, plagiarism or knowingly furnishing false information to any College administrator, staff or faculty. (See [Academic Honesty Policy](#).)
2. Forgery, alteration or misuse of College documents, records, identification cards, other official College database files or other misuse of the College's computerized systems.
3. Obstruction or disruption of teaching, research, administration, disciplinary procedures, public service functions or other College activities on College premises.
4. Theft, obtaining property under false pretenses, knowingly possessing or receiving stolen property or destroying or damaging, or threatening to destroy or damage property of the state, or any person.
5. Any action that causes harm, threatens bodily harm or presents an imminent danger of harm to any person. (See also Disposition of Domestic Violence Complaints.)
6. Any act of sexual assault or sexual contact under circumstances of physical force, intimidation or any other nonconsensual circumstance. (See Campus Sexual Assault Policy.)
7. Behavior that constitutes an invasion or violation of an individual's rights to privacy or to non-discriminatory treatment. Examples of behaviors that might be found to violate this provision include but are not limited to harassing or terroristic behavior, stalking, imposing physical or mental restraints on another person, or engaging in obscene verbal or written communications, exhibitionism or other invasive action toward another person, or engaging in obscene verbal or written communications, exhibitionism or other invasive action toward another person..
8. Possession, use, distribution or attempted distribution of narcotics, dangerous drugs, controlled dangerous substances or drug paraphernalia that are prohibited by state or federal laws or knowingly being present at the time of the prohibited conduct.



9. Possession or use of a firearm, explosive, dangerous chemical or other dangerous weapon in contravention of federal, state or local laws or College policies and procedures.
10. Inciting or inducing others to engage in any conduct or to perform acts prohibited herein. Inciting means the advocacy of imminent lawless conduct by the person(s) addressed and must be coupled with a reasonable apprehension of imminent danger to the property, functions and purposes of the College, including the safety of College community members. Inducing means offering another person any incentive to engage in prohibited conduct or prevailing upon them to engage in such conduct.
11. Disorderly, lewd, indecent or obscene conduct/expression or exhibitionism on or off the College property or at a College-sponsored or a supervised function.
12. Unauthorized use of the College's name, logo, finances, materials and supplies (including stationery bearing the College's letterhead), or facilities (including computer facilities) for commercial, personal or political purposes.
13. Refusal to comply with a request, directive or order from an official of the College, including campus police officers, members of the College administrative staff or other authorized persons acting in the performance of their official College duties and responsibilities.
14. Unauthorized entry into and/or use of College facilities/equipment, including but not limited to the library, athletic facilities and equipment, galleries, classrooms, College Centers' equipment, computers or confidential files. (See [Standards Concerning Acceptable Use of Stockton's Computing Facilities.](#))
15. Possession, consumption and/or distribution, or attempted distribution of alcoholic beverages in contravention of federal, state or local laws or College regulations.
16. Off-campus actions and/or behaviors that violate laws and regulations of federal, state and local agencies, as well as policies of the College. When considering this code, a Complainant must specify which other code violation, law and/or regulation(s) herein represents misconduct occurring off campus. (See Off-Campus Actions and Behaviors.)
17. Violations of established College policies or regulations and any other procedures or regulations officially promulgated by the College and/or the State of New Jersey. When considering this code, a complainant must specify which policies or regulations, not included herein, represent a violation of this code.

### **Off-Campus Actions and Behaviors**

In meeting its educational mission, Stockton recognizes the importance of establishing and enforcing acceptable community standards of behavior. Individuals who are members of the College community have a responsibility to represent themselves in a lawful and responsible manner at all times, both on and off the campus. In doing so, members of the College community should know that they will be held accountable for their off-campus actions and/or behaviors as they relate to established laws and regulations of federal, state and local agencies, as well as policies of the College. The College reserves the right to take necessary and appropriate action to protect the safety and well-being of the campus community when representatives of the College become aware of alleged misconduct.

The College will not routinely invoke the disciplinary process for individual misconduct occurring off College premises. Nonetheless, it will be necessary in order to protect the campus community when there are reasonable grounds to believe that an individual's behavior off

College premises indicates that s/he poses a serious and substantial danger to others. Normally, such “substantial danger” will be manifested by a pending criminal charge, usually relating to a crime of violence, burglary, theft or fraud, the distribution of illegal drugs or the possession of illegal drugs.

### **Disposition of Domestic Violence Complaints**

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

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

### **Definitions**

*Complainant:* A person who alleges another person violated the Code of Conduct and filed a complaint to be adjudicated through the Campus Hearing Board.

*Respondent:* A person who has been named in a Code of Conduct complaint as an alleged code violator and is asked to respond via the Campus Hearing Board.

*Victim:* A person who has been involved in an incident(s) where s/he has been subjected to a Code of Conduct violation. S/he may serve as a complainant or another party may file a complaint on behalf of the victim.

### **Academic Policy Violations**

Violations of Academic Policy are handled by the Office of the Provost. Separate policies and procedures, administered through the Office of the Provost, exist for handling cases of academic dishonesty and grade appeals. These policies and procedures are described elsewhere in this publication and [online](#).

### **Campus Hearing Board**

The Campus Hearing Board consists of a minimum of 12 students, 10 faculty and 12 staff members. All members of the Campus Hearing Board will be appointed by the Vice President for Student Affairs. Members will serve a two-year term, generally October 1 through September 30, and are encouraged to participate in at least one panel as an observer prior to serving as a voting panelist. Complete information about Campus Hearing Board membership, functions and operations can be obtained in the [Student Handbook](#) online.

Campus Hearing Board members are expected to be responsible for:

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

- Recommendations for improving the operations and applicability of the Campus Conduct Code

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

### **Executive Committee**

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

*Composition:* The Executive Committee, which consists of a chairperson, faculty, staff, student, recorder and the Dean of Students or designee (ex-officio), meets regularly to conduct the general business of the Campus Hearing Board. The board, at its discretion, may include on the Executive Committee one at-large member drawn by lot from members of the Board. The chairperson is recommended by the Dean of Students and appointed by the President of the College. Additionally, the Director of Human Resources Management or designee shall serve as a member of the Executive Committee in cases in which a faculty or staff is accused. Selection will be made at the annual re-organizational meeting of the Board, generally held in October. Nominees for the positions will be current members who are available to serve for the upcoming term of office, i.e., October 1 to September 30. In the event vacancies occur, the chairperson of the Campus Hearing Board, in consultation with the Dean of Students, will forward to the President the names of three Board members who are willing to serve on the Executive Committee.

*Function:* The Executive Committee will review any complaints submitted; a pre-hearing interview may be conducted by the Dean of Students, or designee in the case of a student, prior to the Executive Committee review. The Committee will determine the assignments of such complaints for proper action and disposition, direct the secretary to the Campus Hearing Board to establish a calendar for hearings, and notify the parties involved of their rights and responsibilities. Additionally, the Executive Committee reserves the right to review any complaint submitted, prior to a pre-hearing interview, to determine if the Campus Hearing Board is the appropriate venue for resolution of the complaint. The Executive Committee will act with the authority of the Campus Hearing Board between meetings of the Board and will keep members of the board and the College community informed of operations of the campus judicial system.

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

Annually by October, the Executive Committee of the Campus Hearing Board shall recommend to the President at least eight members of the College community to serve as moderators. The Vice President for Student Affairs shall designate a minimum of six persons from those

recommended to serve in this capacity, and they shall be assigned to specific hearings by the chairperson of the Campus Hearing Board. If the caseload warrants, additional moderators may be selected according to the same process.

### **Schedule of Operation**

The Campus Hearing Board will operate throughout the College year. During Summer session, the Executive Committee of the Campus Hearing Board will handle the cases brought before it, as appropriate. Besides convening for necessary hearings, the Board will meet publicly at least once a year to review operations and procedures and to prepare an annual report for the President.

### **CAMPUS CONDUCT CODE VIOLATIONS**

Charges may be filed by any member or non-member of the College community against any student, faculty or staff member of the College community. In all cases, any charge filed must include:

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

Complaint forms are available at the offices of the President, Dean of Students, Vice President for Student Affairs, Provost, N-Wing College Center, Residential Life and Campus Police. The complaint form may also be accessed online. The completed, signed and dated form should be delivered to the Office of Student Rights and Responsibilities located in room J-204.

Information about how to file a complaint, methods of resolution, Campus Hearing Board Panels, the conduct of hearings, sanctions, appeals, or other information can be accessed on the [Dean of Students' Web site](#).

### **Sanctions**

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

#### **Student Sanctions**

1. Warning—oral or written
2. Reprimand—written
3. Community Service
4. Probation
5. Restitution—monetary or service as reimbursement for damages
6. Fine—no Federal or State refunds, grants or loans may be used
7. Deferred suspension
8. Suspension

9. Dismissal—separation from the College with no promise of return
10. Expulsion—permanent withdrawal of student privileges

#### Faculty/Staff Sanctions

1. Warning—oral or written
2. Reprimand—written
3. Restitution—monetary or service as reimbursement for damages
4. Suspension—requiring absence from campus
5. Removal—termination of employment

#### **Good Samaritan Policy**

In an effort to promote responsible student behavior and respect for the health and welfare of all members of the collegiate community, panel members may take into account when determining the appropriate sanctions whether a respondent student attempted to take remedial action to assist a victim in a life-threatening situation. Providing students with necessary medical assistance due to over-consumption of alcohol and/or other drugs takes priority over judicial or criminal considerations. Students are therefore strongly encouraged to seek immediate assistance for themselves or their friends without regard for possible disciplinary or criminal concerns. Consideration for disciplinary leniency will be given to students who require medical support or who request medical support for others due to dangerous consumption of alcohol or drugs.

#### **Student Appeal Process**

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

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

#### **Faculty/Staff Appeal Process**

Within 10 business days of a decision of the President, either party may appeal in writing such decision to the Board of Trustees.

1. Where the President adopts the recommendation of the Hearing Panel and the imposition of a sanction, or where the President accepts the findings of the Hearing Panel but modifies the sanction, the respondent may appeal the President's action.
2. Upon review of the record, the Board of Trustees will:

- a. sustain the original judgment; or
- b. adjust the charges and/or modify sanctions; or
- c. direct a rehearing with the findings going to the Board of Trustees; or
- d. dismiss the case.

### **Records Maintenance**

The official records for the Campus Hearing Board are maintained by the Office of Student Rights and Responsibilities for a period of five years from the date of the sanction letter. Copies of student sanctions are sent to the Office of the Registrar for inclusion in the student's official file until the time of the student's graduation. Copies of faculty and staff records are sent to the Office of Human Resources.

### **Double Jeopardy**

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

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

### **Civil Law and Civil Authorities**

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

All members of the College community should be aware that off-campus law enforcement officers have legal access to the campus at all times. When federal, state or local law enforcement officers have reason to believe the law is being violated on the campus, they may proceed to take appropriate action on their own initiatives, without the prior request or approval of the College. The Campus Hearing Board is not designed nor authorized to enforce local, state or federal criminal and civil laws. However, once a matter is brought to the College's attention or a student, faculty or staff member is adjudged guilty in a civil or criminal court of law, the College may initiate Campus Hearing Board procedures, if the misconduct is as serious as to demonstrate that the person can no longer effectively contribute to the College community. Such action should be anticipated when a person is convicted of a felony.

### **ALCOHOL POLICY**

As an institution of higher education whose primary purpose is the pursuit of academic excellence, The Richard Stockton College of New Jersey emphasizes development of the whole student, personally, socially and educationally. In doing so, the College has established a policy

regarding the consumption, distribution and/or possession of alcoholic beverages on College property. It follows that, with the academic mission at the forefront, co-curricular activities must enhance and not detract from academic pursuits of the community. This policy is based on the philosophy that community life at Stockton must demonstrate a respect for others as well as uphold the laws of the State of New Jersey. Consequently, the following policy guidelines are established and are in effect at Stockton:

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

- **Permission to Serve Alcoholic Beverages:** No programming event will be approved where consumption of alcohol is the primary or sole purpose of gathering.
- **Drinking in Public Areas:** Drinking is NOT permitted in any public area of the campus except when special permits are obtained through the College’s Food Service Vendor. The disciplinary action for minor alcohol violations that occur in the Housing and Residence Life areas will be administered by the Director of Housing or her/his designee. The sanctions out-lined in the Guide to Residence Life section of the *Student Handbook* will apply in these cases. If the situation warrants, any violation can be referred to Campus Police or the Campus Hearing Board.
- **Responsibility for Conduct:** Intoxication and/or disorderly conduct resulting from the use and consumption of alcohol, whether in private or public areas of the campus, will be dealt with according to College policies/regulations and other municipal and/or state laws. Groups or organizations of the campus community, sponsoring a function where alcohol is served, will be held responsible to College, local and state authorities for ensuring adequate security and maintenance of the event at all times.
- **Violations of This Policy:** Violations of this policy include violations of federal, state and local laws and are subject to College disciplinary procedures and prosecution by local and/or state law enforcement officials.
- **License to Dispense Alcohol:** The College Food Service Vendor is the only authorized body permitted to sell alcohol on the campus. Beer and wine are lawfully considered alcoholic beverages. Any individual or organization must obtain permission from our Food Service Vendor to dispense alcoholic beverages on campus. The Food Service Vendor will obtain a license or special permit from the New Jersey State Division of Alcoholic Beverage Control in order to dispense alcoholic beverages at events or activities where alcoholic beverages are sold; tickets, donations, or other special assessments are purchased for admission; or at events where the price of alcoholic beverage is included in the price charged for food, refreshments and/or entertainment.
- **College Priorities:** The College reserves the right to prohibit the serving and consumption of alcoholic beverages on campus whenever such activity is considered detrimental to the conduct of educational functions. Alcohol is not permitted at any student club/organization-sponsored event, unless the club/organization obtains permission from the College’s Food

Service Vendor (see F. above). Student clubs/organizations are responsible for assuring that no alcohol is present at their events unless the club/organization obtains permission from the College's Food Service Vendor (see F. above).

- **Drinking Card:** Establishments subject to Alcoholic Beverage Control regulations have endorsed the use of identification cards issued in each county. These cards, labeled "drinking cards," are available to New Jersey residents through their respective county clerk's office. In addition to the Stockton ID, this special county ID may be required for admission to the campus facilities if a student's age is questionable.
- **Housing and Residential Areas:** Students who are of legal drinking age (i.e., 21 years of age and older) may consume alcoholic beverages only within the confines of individual residence hall rooms or Housing I and IV apartments, pursuant to College regulations established in the Guide to Residential Life. Students who reside in the Housing I and IV apartment complexes and who are of legal age (i.e., 21 years of age or older), and who wish to sponsor social events involving alcohol, may do so by registering the event with the Office of Housing and Residential Life. Specific guidelines and regulations regarding these events can be found in the Guide to Residential Life. Events of this nature are restricted by occupancy, time limits and amount of alcohol. The Campus Police and members of Housing and Residential Life staff reserve the right to prevent loitering of individuals carrying or consuming alcohol in or around our housing, dormitory and courtyard residences. Violations of the alcohol policy occurring in residential areas are subject to administrative disciplinary sanctions as outlined in the Guide to Residential Life and the lease agreement.
- **Intoxication:** The State of New Jersey recently passed a new law that indicates minors who drink will be cited with a D.W.I. offense if they have a blood alcohol level of .01. All should be aware that one drink of beer, wine, or liquor will raise a person's blood alcohol level to .01.

### **Parental Notification**

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

The student will normally receive notice before any notification of parent (guardian) occurs unless emergency circumstances warrant otherwise.

### **DRUG POLICY**

All state, federal and local laws and ordinances regarding the possession, use and distribution of drugs, both legal and illegal, as well as laws pertaining to the use and sale of alcohol, apply to activities at The Richard Stockton College of New Jersey. Stockton has incorporated, by reference, state law prohibiting the use, possession or distribution of narcotics, dangerous drugs or controlled dangerous substances into its Campus Code of Conduct. Accordingly, members of the College community, their guests and visitors who violate the laws are in violation of the



Campus Code of Conduct. Members of the College community and their guests who are charged with possession, possession with intent to distribute and/or intent to sell drugs will be held accountable through the appropriate administrative offices of the College (e.g., Campus Police or Office of Residential Life) and through the Campus Hearing Board, as appropriate.

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

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

The College provides alcohol and drug education programs, including individual counseling and referral through the Wellness Center's Counseling Center and Office of Alcohol and Drug Education. Students who seek peer support can contact the Peer Educators in the Office of the Health Educator, West Quad 108, 609-626-6088.

### **SMOKING POLICY**

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

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

All Stockton employees, students and visitors are required to comply with this policy. Normal administrative disciplinary procedures or the appropriate negotiated agreement grievance procedure will prevail for employee violators. Student violators will be called before the Campus Hearing Board. Violators may be subject to civil penalties of \$250.00 for the first

offense, \$500.00 for the second offense and \$1,000.00 for each subsequent offense (N.J.S.A. 26:3D-62) and/or criminal penalties of a fine up to \$200.00 (N.J.S.A. 2C:33-13).

**PUBLIC SAFETY/CAMPUS POLICE EMERGENCIES:  
POLICE, FIRE, MEDICAL DIAL 911.**

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

**Fire Safety**

The Campus Police Department works closely with all the various departments on campus, the local Fire Department, and the State Fire Marshal regarding all fire safety matters. Communications Operators staff a fire command alarm system, which constantly monitors all fire alarms around the campus on a full-time basis, around the clock.

**Registration of Vehicles**

At this time only residential students must register their motor vehicles. Residents must register their vehicles on HousingNET through the *goStockton* portal and properly display a residential parking permit on their vehicle. Normally, the registration of vehicles takes place during student registration, but can be completed at any time online on HousingNet. Parking permits will be issued at time of check-in or may be obtained at A-100 for Housing II and III and the 82-3 Office for Housing I, IV and V.

**Traffic and Parking Regulations**

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

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

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

All-terrain vehicles or ATVs are not allowed in any area of the campus. The use of skates or

skateboards is prohibited in the College buildings, roadways and parking lots.

## **Parking Regulations for Residents and Guests**

### *Residential Parking Regulations*

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

### *Guests of Residential Students*

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

Except for residents, long-term parking within main parking lots is prohibited. Disabled vehicles left in any lot or along any roadway must be removed within 24 hours. The owner/operator must notify police of such a vehicle as soon as possible. Disabled vehicles left over 24 hours are subject to removal at the owner's/operator's expense.

### *Parking Areas*

All students, faculty, staff and visitors must park their vehicles (autos, motor-cycles, mopeds) in the designated parking areas on campus and within proper stalls only. All non-residential students, faculty, staff and visitors are eligible to park in areas designated for that purpose. Parking spaces/areas are not reserved except for physically handicapped persons and authorized service vehicles. Permits are required to park within these areas. All persons utilizing campus parking are subject to proper identification requests by campus police and/or other law enforcement agencies.

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

### *Motor Vehicle Violations/Issuance of Motor Vehicle Summonses*

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

### *Other Summonses*

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

### *College Citations*

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

### **Other Safety Information**

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

Persons fishing in the many lakes on the College campus are required to have a New Jersey Fishing License. Boats used on the lakes must conform to all applicable boating regulations and statutes. Boats may be powered only by electric motors; no gasoline motors are permitted. Also, swimming and ice skating are prohibited at any of the campus lakes. Hunting and trapping are prohibited in all areas of the College's property. Officials of the Division of Fish, Game and Wildlife assist Campus Police in enforcing these regulations.

### **Adjudications**

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

### **Stormwater Pollution Prevention**

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

## **CAMPUS SEXUAL ASSAULT**

### **Victim's Bill Of Rights:**

The following Rights shall be accorded to victims of sexual assault that occur:

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

### **Human Dignity Rights:**

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

### **Rights to Resources On and Off Campus:**

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

### **Campus Judicial Rights:**

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

### **Legal Rights:**

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

### **Campus Intervention Rights:**

- To require campus personnel to take reasonable and necessary actions to prevent further

- unwanted contact of victims by their alleged assailants
- To be notified of the options for and provided assistance in changing academic and living situations if such changes are reasonably available.

### **Statutory Mandates:**

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

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

Nothing in this act or in any “Campus Assault Victim’s Bill of Rights” developed in accordance with the provisions of this act shall be construed to preclude or in any way restrict any public or independent institution of higher education in the state from reporting any suspected crime or offense to the appropriate law enforcement authorities.

### **STUDENT GRIEVANCE PROCEDURES**

Stockton is concerned that College policies and procedures be applied as equitably and fairly as possible. It does not discriminate in admission or access to its programs and activities or in treatment or employment of individuals on the basis of race, gender, national origin or ancestry, disability, age, religion, disability, affectional or sexual orientation, marital status, familial status, atypical hereditary cellular or blood trait, genetic information, liability for service in the Armed Forces of the United States.

### **SECTION 504**

#### **Handicapped/Disability Grievances**

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

#### **Other Student Grievances**

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

- The person bringing the complaint will not suffer any retaliation;
- In conducting any investigation or review, the right to confidentiality, both of the complainant and of the accused, will be respected as provided by law;

- The review will be conducted as quickly as is reasonable and the conclusions reported to the complainant;
- If the complaint is found to be appropriate, the perpetrator of discrimination will receive appropriate counseling, referral and/or disciplinary action.

## **ACADEMIC POLICIES AND PROGRAMS**

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### **THE STOCKTON STUDY PLAN**

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

All undergraduate curricula combine two elements:

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

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

Stockton's educational philosophy is based on the concept that students should be challenged, motivated and assisted through extensive faculty-student contact. Stockton strongly encourages student participation in the decision-making processes that shape academic life; thus, the College provides the individual student with real opportunities to determine the composition and nature of his/her academic experiences.

### **PRECEPTORIAL SYSTEM**

Stockton's preceptorial system implements the basic planning and evaluation system in the Stockton study plan. Through this system, a matriculated student works closely and continuously with a faculty or staff preceptor to set educational goals, assesses progress toward goals, and make adjustments as necessary. Working through the preceptorial system, students learn to build and implement programs of study that relate to what they want to accomplish while maintaining overall goals of a liberal arts education. Students learn that they must accept responsibility for the



value of their education. A preceptor and preceptee work together, primarily on an individual basis, planning courses of study and exploring career alternatives.

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

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

### **Change of Preceptor**

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

### **Center for Academic Advising**

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

## **DISTINCTIVE ACADEMIC FEATURES**

### **Academic Amnesty**

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

### **Basic Studies Program**

A fundamental concern of Stockton is that its graduates have certain minimal skill competencies generally considered important for educated people. Accordingly, the College has established a special supporting Basic Studies (BASK) Program designed to assist the student who may not have those skills upon admission to the College. Information on the Basic Studies Program and the skills competencies necessary for graduation from Stockton is found in the Basic Studies chapter of this *Bulletin*.

### **Distance Education**

The Office of Distance Education facilitates distributed delivery technologies such as Web-based (online) and interactive television (ITV) instruction to provide services to students and faculty.

Distance learning courses have the same standards and expectations as the College's on-campus courses and typically carry four credits. The distance learning courses uphold the institution's rigorous academic standards by building a close working relationship between faculty and students through orientation meetings, web-based communication, and continued student support

throughout the semester. Options include online and hybrid courses. Definitions of the different types of courses appear on the College's [Distance Education Web site](#).

### **Freshman Seminar Program**

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

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

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

### **The Honors Program**

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

On the curricular side, Honors students enroll in special General Studies courses that satisfy about half of Stockton's General Studies requirement. These courses have a smaller class size, and involve more reading, writing and public speaking, and less faculty lecturing than in traditional courses. Honors students also complete a research project, a creative project or an internship (usually in their major) in their junior or senior year, culminating in a presentation of their work.

On the co-curricular side, Honors students are required to fulfill a service requirement, which can be completed by a wide array of activities as long as the students are not paid for the work.

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

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

### *Admission to the Honors Program*

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

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

### *Graduation Requirements*

#### *General Studies (32 credits):*

#### *Required Honors Courses (20 credits)*

GEN 1033: Honors Freshman Seminar: The Life of the Mind

GNM 1144: Ways of Knowing

GAH 2309: Preserving a Sense of the Past

GSS 2368: The Global Community

GIS 4635: Ethics and Contemporary Life

#### *Traditional General Studies (12 credits)*

One additional course in each of GAH, GNM, and GSS.

#### *Liberal Studies (12 credits):*

One upper-level course in each of the traditional liberal arts schools (ARHU, SOBL, NAMS) or as approved by the student's preceptor.

#### *Honors Project Seminars I, II, & III (4 credits in General Studies)*

Additional at-some-distance courses to meet College-wide graduation requirements (0-16 credits).

#### *The Major*

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

#### *Presentations*

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

#### *Service*

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

### *Categories of Honors*

*First Year Excellence*—Students complete two Honors courses during their first year at Stockton, provide 60 hours of service during the year and maintain a GPA of 3.3.

*General Studies Honors*—Students complete the five required Honors courses, meet the service requirement for four semesters and maintain a GPA of 3.3.

*College Honors*—Students complete the five required Honors courses, meet the liberal studies requirement, complete the research/creative or internship component, present their work to the College community at the Day of Scholarship or other approved venue, meet the service requirement for all four years and maintain a GPA of 3.3.

### **Preparation for the Health Professions**

Students interested in pursuing careers in medicine, dentistry, veterinary medicine or other health-related professions can prepare themselves at Stockton for admission into a professional school. These students should gather information as early as possible to assist in proper course selection. Resources that provide further details on admission requirements for specific professional schools are available in the College library, in the Office of Career Services, and from the College's Health Professions Advisor. Students should also consult the Preparation for the Health Professions chapter in this *Bulletin*.

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

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

### *Pre-Medical Articulation Agreements*

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

### **Engineering**

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

Students in the program will obtain a baccalaureate degree from Stockton in Applied Physics, Mathematics, or Chemistry after the fourth year and a Bachelor of Science in Engineering degree from NJIT or Rutgers at the end of the program. Eligible students in the program will be transferred *automatically* after their third year of study at Stockton to NJIT or Rutgers.

### **Dual Degree Programs**

Stockton has a number of dual degree programs, with early, conditional admission to graduate school. Qualified candidates receive solid undergraduate preparation, move swiftly into graduate study and, ultimately, begin their professional careers earlier than they might have following traditional paths. In these programs, students embark on an extensive academic experience for five years, providing an opportunity to complete both a baccalaureate degree and a graduate degree at an accelerated pace, resulting in significant tuition savings.

### **The Interdisciplinary Center for Hellenic Studies (ICHS)**

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

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

### **Pre-Law**

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

### **Experiential Education**

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

Under the guidance of faculty sponsors, a student may work in private industry or government, serve a local community as a volunteer, or even spend an entire semester off-campus putting formal education to practical use through the [Washington Internship Program](#). Furthermore, in applying and testing classroom experiences in practical settings, a student can better evaluate career interests and employment opportunities after graduation.

A feature of Stockton's program that distinguishes it from the usual cooperative education programs of other colleges is its integration of off-campus internship learning experiences with on-campus or in-class seminars. At Stockton, many interns participate in regularly scheduled internship seminars that provide appropriate academic settings for discussion and exchange between students, faculty, and also, at times, the internship sponsors.

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

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

### **Academic Calendar and Instructional Day**

Stockton's academic calendar has been designed in 16-week semesters, with limited options in two eight-week instructional terms that are incorporated into the Fall and Spring semesters.

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

The academic calendar for 2012-13 can be found online. Stockton operates on an instructional day that begins at 8:30 a.m. and extends until 9:50 p.m. Certain courses are also offered on Saturdays, which improves access to a college education for students who have multiple responsibilities at home and on the job. Courses are selected each term from a wide range of the College's offerings.

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

Students who plan to enroll in predominantly evening courses of instruction will, in most cases, have to attend more than eight terms to graduate. *Stockton does not guarantee that any degree program can be completed by taking exclusively evening and/or weekend courses or distance learning courses.*

### **Stockton Center on Successful Aging (SCOSA)**

The [Stockton Center on Successful Aging \(SCOSA\)](#) was created to develop and expand programs of research, education and service that promote healthy, successful and civically engaged aging among New Jersey's rapidly growing older population, and which build on Stockton's long-time leadership in gerontological education in New Jersey.

The Center provides many opportunities for student involvement, growth and development. Students play a vital role in all aspects of the center: assisting with investigating grant prospects and writing proposals, planning and implementing various programs and projects, helping Stockton to partner with outside organizations, participating in intergenerational service and service-learning activities, and attending various SCOSA events designed for students, professions and community members.

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

### **Summer Term**

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

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

### **International Study Opportunities**

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

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

Credits earned through this program will be recorded as transfer credits on the student's Richard Stockton College transcript.

### **Council for International Education Programs**

In conjunction with the New Jersey State College Council for International Education, Stockton offers structured overseas study in nine countries to eligible second-semester sophomores, juniors and seniors. Courses are taught in English.

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

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

### **Continuing Studies at Stockton College**

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

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

#### **[Office of Continuing Studies](#)**

The Richard Stockton College of New Jersey  
101 Vera King Farris Drive,  
Galloway, NJ 08205-9441  
Phone: (609) 652-4227

### **Carnegie Library Center**

The [Carnegie Library Center](#) is Stockton's satellite facility in Atlantic City, New Jersey. This historic treasure, originally built in 1904 and serving as the Atlantic City Free Public Library for more than 80 years, was a gift to the city by steel magnate and philanthropist Andrew Carnegie. Reopened in May 2004 after a collaboration between the Casino Reinvestment Development



Authority (CRDA), the City of Atlantic City, and Stockton College, the facility offers the College modern facilities in the heart of this urban community. The three-story building features turn-of-the-century architecture, including a granite, marble, and terra cotta exterior, terrazzo floors, scagliola-finished columns and marble and iron staircases. However, its modernity lies in the continuance of Carnegie's vision of learning and commitment to the community.

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

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

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

### **Community Mediation Services**

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

The attempt to resolve interpersonal disputes through means other than formal litigation is gaining increasing acceptance around the country. This acceptance is based on a recognition that people can, with the aid of a neutral third party, resolve their own disputes in a more fair and lasting way than could a third party decision-maker, such as a judge. Thus, Community Mediation Services provides mediation as a means of settling disputes in Atlantic County. Stockton's Criminal Justice and Sociology/Anthropology Programs offer a cross-listed course in Conflict Resolution, which is a prerequisite for internships in Community Mediation Services.

### **Independent Study**

Independent study is an approach followed at Stockton to encourage close working relationships between students and faculty. Independent study provides opportunities to develop highly individualized, rigorous and personal learning experiences. This approach fulfills three needs. It permits students to pursue questions not addressed in faculty-directed classrooms, laboratories or studios; it helps students to develop valuable research skills; and it enables students to test mastery of principles, methods and materials presented in regular classes by instructors. Properly

done, independent study should lead to that goal sought by all educated persons, namely the capacity for independent learning throughout life. Students who wish to undertake independent study projects should consult the instructor with whom they wish to work. Projects must be carefully formulated on a Special Project Request Form and signed by the appropriate instructor, student and dean. GIS courses can only be taken as independent studies under exceptional circumstances.

### **Liberal B.A.**

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

## **ACADEMIC ORGANIZATION**

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

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

[The School of Arts and Humanities](#)

[The School of Business](#)

[The School of Education](#)

[The School of General Studies](#)

[The School of Health Sciences](#)

[The School of Natural Sciences and Mathematics](#)

[The School of Social and Behavioral Sciences](#)

[The School of Graduate and Continuing Studies](#)

## **DEGREES AND PROGRAMS**

### **Bachelor of Arts**

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

### **Bachelor of Science**

The Bachelor of Science (B.S.) degree is offered in applied physics, biochemistry/molecular biology, biology, business studies, chemistry, computational science, environmental studies,

geology, computer science and information systems, hospitality and tourism management studies, marine science, mathematics, psychology, public health, social work, and speech pathology and audiology. The B.S. degree requires 80 credits in Program Studies and appropriate cognate courses and 48 credits in General Studies and non-cognate Program Studies “at-some-distance” from the student’s major for a total of 128 credits.

### **Bachelor of Science in Nursing**

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

### **Bachelor of Fine Arts**

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

### **Liberal B.A. Degree**

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

A Liberal Studies program must show the same characteristics of breadth, depth and coherence of study that Stockton degree programs meet. It may not duplicate or dilute an existing degree program. Final approval must be obtained prior to achievement of senior status (i.e., before the 96th credit is completed) and is normally obtained prior to the completion of 80 credits. A proposal will be considered only if it calls for at least a full year of additional course work (32 credits) subsequent to its proposal. The Liberal B.A. program is not intended to be a default option for students in other programs.

To enter the Liberal B.A. program, students contact the Dean of General Studies as well as two faculty members who agree to serve with the Dean as a committee for a student. The student then submits a written Liberal B.A. proposal that is considered by the committee. If approved, it becomes the student’s study plan for graduation, subject to any conditions that the committee may set. At that point, the student may declare Liberal Studies as his/her major. The committee also has the responsibility for certifying the student for graduation.

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

### **GRADUATE DEGREES**

For information about the College’s advanced degrees, see the [School of Graduate and Continuing Studies](#) section of this *Bulletin*.

## **DEGREE REQUIREMENTS**

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

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

The student is responsible for ensuring that all graduation requirements are met, and for applying for graduation online through the *goStockton* portal prior to established deadlines: October 1 for Fall graduation, February 1 for Spring graduation and June 15 for Summer graduation.

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

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

*Cognate Courses.* Cognates are courses closely related to one's major. Most degree programs require students to supplement course work offered by the program with cognate courses.

*Senior Thesis or Project.* Some degree programs require the student to complete a senior thesis or project. In other programs a project is optional, or may be required for graduation with distinction. A student enrolled in a degree program that requires a senior thesis or project must receive a grade of C or higher in the course in order to graduate. Detailed regulations for the senior thesis or projects are stated in the chapters on each program.

### **General Studies**

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

### *Skills Competency Requirement*

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

### *Freshman Seminar Requirement*

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

### *Distribution Requirement and Outcomes Requirement*

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

### *Transfer Student Requirements*

General Studies at Stockton is not considered to be a mere set of introductory courses in various disciplines. Rather, it is viewed as an ongoing process of broadening and enriching education throughout a college career. Therefore, transfer students must take at least 25 percent of their Stockton course work in designated General Studies (G-acronym) courses.

Each student must satisfactorily complete at least the final 32 credits at Stockton to receive a degree. This would normally take one academic year but could be accelerated through a heavier-than-normal load and credit-by-examination at Stockton. If a student's transfer program is not closely articulated with a Stockton degree program, the student may find that additional time will be required to complete the Stockton degree.

### **The Writing Requirement**

Stockton's Writing Program offers students a variety of writing courses at all levels of the curriculum. These courses help students grow as writers, both by improving their writing and by providing them opportunities to learn about and to practice diverse forms of writing, such as expository writing, creative nonfiction, poetry, research writing, and digital writing.

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

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

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

### *Writing-Designated Courses*

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

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

*W1* - Writing courses focus on writing as the subject of the course. The quality of writing is the major criterion for evaluating the student's performance in the course, whether it be an introductory W1 course such as BASK 1101 College Writing or an advanced W1 course such as GAH 3604 The Personal Essay.

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

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

### *Freshman Placement in Writing-Designated Courses*

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

### **The Quantitative Reasoning Requirement**

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

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

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

Q-designated courses that carry fewer than 4 credits or transfer courses that carry fewer than 3 credits do not count toward meeting the quantitative reasoning requirement. This requirement specifies the minimum number of quantitative-reasoning-designated courses needed for graduation. To facilitate their quantitative development, students are encouraged to take as many of these courses as possible throughout their undergraduate curriculum.

#### *Quantitative-Reasoning-Designated Courses*

Stockton offers two types of quantitative-reasoning-designated courses: Quantitative-Reasoning-Intensive (Q1) and Quantitative-Reasoning-Across-The-Disciplines (Q2) courses. This designation indicates the role and function of quantitative reasoning in the course, not the degree of difficulty. Q-designated courses appear throughout the curriculum, in Program and General Studies courses.

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

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

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

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

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

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

### Mathematics Skills Advising

Course	Prerequisites	Course Appropriate For
BASK 1113 Developmental Mathematics Program (based on SAT/ACT SCORES)  BASK 1203 Quantitative Reasoning	Admission to the BASK (B1113 does not count toward the 128 credits required for graduation  Same as above or satisfactory completion of BASK 1113 co-requisite is BASK 1703	Freshmen who need basic quantitative skills development  Same as above
GNM 1124 Survey of Mathematics	Credit will not be granted for students who have completed GNM 1125 or higher. Not open to students with credit for BASK 1203	Transfer students who need basic quantitative skills development and students who have tested out of BASK and would like to broaden their background in mathematics.
GENS 1125 ** Algebraic Problem Solving	C or better in BASK 1203 or GNM 1124, or mastery of high school algebra (1 yr.) Credit will not be granted for students who have complete GEN 1135 or a MATH acronym course.	Students who are interested in applications and intend to take other courses requiring mastery of algebra.
GEN 1126 Intermediate Algebra	C or better in BASK 1203 or GNM 1124, or mastery of high school algebra (1 year). Credit will not be granted for students who have completed GNM 1125, GEN 1135 or any other MATH acronym course.	Students who intend to take Pre-calculus and seek to improve their algebra skills.
GEN1135* College Algebra	C or better in GNM 1125 or mastery of high school algebra (2 yrs.) and geometry (1 yr.).	Students who intend to take BSNS 2120 & do not intend to take calc.
CSIS 1206 Statistics	C or better in GNM 1125 or mastery of high school algebra (2 yrs.).	Students who desire a good working knowledge of statistical concepts. Required for BSNS & CSIS majors.
MATH 1100* Pre-Calculus Math	C or better in GNM 1125 or mastery of high school algebra (2 yrs.) and geometry (1 yr.).	Students who intend to take calculus in the following semester.
MATH 2215 Calculus I	C or better in MATH 1100 or mastery of high school algebra (2 yrs.) and geometry (1 yr.), as	All MATH, engineering, CSIS, and science majors and anyone who



	well as exponential, logarithmic, and trigonometric functions.	intends to take Physics I or advanced mathematics courses; anyone who intends to enroll in a graduate program requiring calculus.
MATH 2225 Discrete Math	Same as Calculus I	MATH majors who have not completed MATH 3325; PHYS and engineering students; anyone who intends to take CSIS 2101.
BSNS 2120 Quantitative Business Methods	Required for CSIS majors. C or better in CSIS 1206 and CSIS 1180 and GEN 1135, or mastery of H.S. algebra (2 yrs.), geometry (1 yr.) as well as matrices, sequences and series, and exponential/ logarithmic functions.	Required for all BSNS majors, or others who wish to extend their math skills in an applied setting.
<p><i>*No more than 4 credits for GEN 1135 and MATH 1100 may be applied toward graduation. Students who have any possibility of taking Calculus in the future should enroll in MATH 1100.</i></p> <p><i>**No more than 4 credits for GNM 1125 and GEN 1126 may be applied toward graduation.</i></p> <p><b>MATH majors should consult a mathematics preceptor before taking this or any non-calculus-based statistics course; such courses may not count toward graduation requirements for MATH degree.</b></p>		

## DEGREE PROGRAM SELECTION

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

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

### Process

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

### Changes in Degree Program

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

## SECOND BACCALAUREATE DEGREE FROM STOCKTON

A student may be awarded a second baccalaureate degree, after satisfactory completion of a minimum of 32 credits beyond the minimum (128) credit requirements for the first baccalaureate if all other requirements for graduation have been met. The second degree may be awarded

simultaneously with or subsequent to the first degree, depending on the time(s) at which all degree requirements are completed.

### **Procedure**

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

- The student must develop the second degree program based on previous work and the requirements for the second degree. The second degree program must include a minimum of 32 credits awarded by Stockton beyond the 128 credits required for the first degree for a minimum of 160 credits overall.
- No additional credits in General Studies beyond those required for the first degree will be required for the second degree. Second degree students are also exempt from the General Studies outcomes course requirements, e.g., W, Q, H, etc. A student may take additional General Studies credits at his/her discretion as part of the 32 credits required for the second degree. If the student completes the requirements for a minor as well as a second degree, the minor also will be awarded.
- As soon as a student has decided to pursue a second degree, he or she must formally declare a second degree with the Center for Academic Advising.
- At the beginning of the term in which the student expects to complete graduation requirements, prior to one of the deadlines posted on the [Academic Calendar](#), the student must apply for graduation for each degree program through the *goStockton* portal. If such degree certifications are reviewed for graduation in the same semester, the degrees may be awarded concurrently.
- A student who completes the graduation requirements for one degree and is awarded that degree may continue work toward a second degree on an uninterrupted basis upon filing a statement of intention to complete a second degree with the Office of the Registrar and formally declaring a second degree with the Director of the Center for Academic Advising. This form must be filed prior to the award of the initial degree. Unless these steps are taken, the student will be subject to the requirements of readmission.

### **SECOND BACCALAUREATE DEGREE FOR STUDENTS WITH NON-STOCKTON DEGREES**

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

## MINORS

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

Africana Studies  
Behavioral Neuroscience  
Digital Literacy & Multimedia Design  
Holistic Health  
Holocaust and Genocide Studies  
Gerontology  
Jewish Studies  
International Studies  
Latin American/Caribbean Studies  
Women's, Gender and Sexuality Studies  
Writing

These programs are also described in their respective chapters of this *Bulletin*. Courses taken to fulfill the requirements for a minor may also be applied, as appropriate, to a student's cognate, General Studies or at-some-distance requirements. Thus, depending on individual circumstances, the completion of a minor may not increase the number of credits a student must take.

The recognition of a minor will be awarded only to students who receive a Stockton degree and only at the time of awarding the baccalaureate degree. The one exception to this is as follows: students within eight credits of completing a minor at the time of graduation and who have applied, before the last scheduled class day of the term in which they will graduate, for continued enrollment to complete a post-baccalaureate minor, will have one term after graduation in which to complete their final course work for the minor. Summer session may be used but it is not required to be used as the aforementioned term. All such course work must be completed in residence at Stockton College. The minor will then be added to the student's transcript but no other acknowledgement will be made. In all cases except this one, completion of a minor is noted on a student's transcript upon graduation.

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

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

All students selecting minors must formally register this selection in the Center for Academic

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

### **Energy Certificate Program**

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

### **Forensic Science Certificate**

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

### **Geographic Information Systems Certificate Program**

Students satisfactorily completing a series of courses designed for professional Geographic Information Systems (GIS) training and education may earn this certificate. GIS is becoming increasingly important as a cost-effective means of data analysis and presentation in a wide range of specialties. Additional information on this certification is available from the School of Natural Sciences and Mathematics.

### **Gerontology Program**

The Gerontology (GERO) program involves students and faculty from across the College and offers a variety of undergraduate courses on aging. The program provides two credentials for students who complete the 20-credit sequence of required and elective courses noted below. Matriculated students may earn a Gerontology Minor in conjunction with any major at the College. Nonmatriculated students who may not wish to earn a degree from Stockton can receive a Certificate of Completion in Gerontology. More detailed information is available in the chapter on Gerontology in this *Bulletin*.

## **GRADUATION**

Graduation is an institutional activity developed to honor the graduates in a public ceremony. Participation in graduation is optional and limited to those students who have completed all academic criteria prior to the deadlines established and who have satisfied all financial obligations (e.g., fees, fines) to the College. A student in his or her last term at Stockton must apply for graduation online through the *goStockton* portal prior to the dates posted in the [Academic Calendar](#). Upon application the graduation fee will be charged to the student's account. All students are subject to the graduation fee.

The initiation of this process is solely the student's responsibility.

### **Participation in Commencement Ceremony**

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

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

The College recognizes that certain programs require their students to complete their degree requirements in the Summer following their "normal" commencement ceremony; that is, the nature of the program must truly require going beyond the normal commencement date, and the delay in completion must be a requirement of the program for all students rather than a result of individual decisions or personal circumstances.

### **Honors at Graduation**

As part of a comprehensive educational program to promote and recognize outstanding academic achievement, Richard Stockton College will grant qualified baccalaureate degree recipients with honors, and both undergraduate and graduate qualified degree recipients with Program Distinction.

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

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

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

### **Program Distinction**

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

## ACADEMIC HONESTY

### **Introduction**

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

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

### **Types of Academic Dishonesty**

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

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

*The following are examples of plagiarism:*

- Neglecting to cite verbatim text;
- Neglecting to place verbatim text in quotation marks;
- Paraphrasing without citing the original source; and
- Summarizing without citing the original source.

## How Faculty Can Address the Proliferation of Plagiarism

Faculty can adopt certain strategies to minimize the probability of students committing plagiarism both intentionally and unintentionally. Examples of such strategies are as follows:

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

## Examples of Plagiarism

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

### *Example 1*

#### *The Original Work*

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

#### *The Plagiarized Work*

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

### *Example 2*

#### *The Original Work*

“Prior learning assessment had begun germinating on a small scale as early as the 1940s, but it has been offered widely for about 20 years—a mere blip in the history of higher education. Not easily quantified as is testing, but no less rigorous, prior learning assessment is an alternative method of learning assessment that uses documentation, interviews, or other types of evidence to evaluate knowledge. It was developed in response to the burgeoning adult contingent in American colleges after World War II. Then, in the late sixties and early seventies, with adults entering institutions of higher learning in even greater numbers, the first colleges, universities and programs dedicated primarily to serving adult students were created. Prior learning assessment was one of these institutions’ most innovative and attractive offerings.” [Dagavarian, D. A. (2000). The coming of age of prior learning assessment. *The Journal of Continuing Higher Education*, 48(1): 42.]

#### *The Plagiarized Work*

Prior learning assessment has been around for longer than the 20 years it has seen popularity in higher education. It is a rigorous method of evaluating learning—as rigorous as testing—through documentation and other kinds of evidence. With adult students entering colleges in large numbers after World War II, particularly in the late 1960s and early 1970s, prior learning

assessment, as well as other services for adult students, came into favor. (If this appears without citation, it is considered plagiarism.)

### **The Issue of Intent in Academic Honesty**

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

### **POLICY AND PROCEDURES FOR ACADEMIC DISHONESTY**

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

#### **Step 1: The Charge of Academic Dishonesty**

##### *Determining Academic Dishonesty*

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

##### *Faculty Responsibilities*

The faculty member has a range of actions and responsibilities, including any one or a combination of the following: a discussion about academic dishonesty with the student; having the student repeat the assignment; failing the student for the assignment; failing the student for the course. A discussion between the faculty member and the student is encouraged, particularly with the objective of educating the student with regard to the nature of the alleged academic dishonesty.

When punitive action is taken (i.e., failing the student for the assignment or the course), the faculty member has the responsibility to notify the Office of the Provost of the case in writing. This notification must be brought within three calendar days of personal corroboration of academic dishonesty and must include a memorandum explaining the pertinent details of the infraction and the specific penalty assessed. [Note that the point of "personal corroboration" takes place after the faculty member has suspected dishonesty and had the opportunity to confirm his or her suspicions through appropriate research; the point of personal corroboration is not



when the faculty member first suspects that academic dishonesty has occurred.] Relevant supporting documentation should also be attached, e.g., the student's essay or other work, the course syllabus, a photocopy of the original source of the plagiarized material, etc. A copy of this notification and documentation shall be sent to the student by the Office of the Provost.

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

#### *Special Circumstances in Filing Charges*

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

### **Step 2: Notification of Charge to Student**

#### *Certified Letter of Notification*

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

#### *Withdrawal from the Course*

A student charged with academic dishonesty who has been penalized with failure for the course is not permitted to withdraw from the course, even if the charge is brought prior to the deadline for withdrawal. If the student appeals the charge and is subsequently exonerated, s/he will be allowed to withdraw or petition for withdrawal if it is after the deadline.

If the student withdraws from the course prior to a formal charge of academic dishonesty and contrary to the faculty member's stated policy on honesty for such infractions, the withdrawal will be reversed and replaced by the appropriate grade for the course.

#### *Second Offense*

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

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

#### *The Student's Response*

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

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

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

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

#### *The Academic Honesty Appeals Board*

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

For any given hearing, three members of the Board will be selected to hear that particular case. Composition of the Board hearing an appeal typically, but not always, will include: one faculty member from within the division in which the course is taught, a faculty member from outside the division, and one student. Typically, the Assistant Provost or other designee of the Provost sits as a non-voting member and convener of the Board.

In order to facilitate the work of the Appeals Board, the convener will preschedule meetings, particularly in times of heavy demand.

### **Step 4: The Hearing (If Charge is Appealed)**

#### *Hearing the Case*

A student whose appeal has been forwarded to the Academic Honesty Appeals Board for a hearing may submit additional evidence or documentation to support his/her case. The case is reviewed by members of the Academic Honesty Appeals Board prior to the hearing. At the hearing, the student and the faculty member, if they choose to be present, are each called in separately to be questioned by the Board. The faculty and/or the student may choose to let their written materials represent their case and not testify in person at the hearing. That is the prerogative of each student and faculty member involved in the appeal. Additionally, testimony of both the student and the faculty member will be tape recorded at the hearing.

### *Representation of the Student or Faculty Member*

If an attorney or other individual acting as counsel representing either of the involved parties chooses to be present at the hearing, s/he may not address the Board or respond in any way to anyone but his/her client. The attorney/counsel's presence at a hearing is strictly to advise his/her client. It is important to note that the hearing is not a legal proceeding, and the rules of evidence applied in the civil and criminal court system do not apply to these hearings.

### *Testimony*

The Board chair may limit the number of witnesses heard or the amount of time spent on repetitious testimony.

### *Conflict of Interest*

Board members use their own discretion in cases in which a conflict of interest may affect or call into question their ability to make an impartial decision.

## **Step 5: The Recommendation of the Academic Honesty Appeals Board**

### *The Vote*

The Academic Honesty Appeals Board votes to determine its recommendation to the Provost or his/her designee, with the majority opinion prevailing. The chair of the Appeals Board provides the Provost with a written recommendation. A minority opinion also may be conveyed to the Provost in writing.

### *The Recommendation*

The recommendation of the Academic Honesty Appeals Board is forwarded to the Provost or his/her designee, who then makes the final decision. At this point, the case generally is resolved within 30 days or less, depending on whether the Provost or his/her designee requires consideration of additional evidence.

## **Step 6: The Decision Regarding the Charge of Academic Dishonesty**

### *Recommendation: The Charge Upheld by the Appeals Board*

The Provost or his/her designee considers the evidence presented in the case and the recommendation of the Academic Honesty Appeals Board. The Provost's or designee's decision is final. If the charge of academic dishonesty is upheld, a letter so stating is placed in the student's permanent file in the Office of the Registrar and in the Office of the Provost.

### *Recommendation: The Charge Overturned by the Appeals Board*

If the recommendation of the Academic Honesty Appeals Board is to overturn the charge of academic dishonesty, the Provost or his/her designee may make a non-binding recommendation to the faculty member involved to effect a change.

### *The Decision of the Provost*

In those cases in which the Provost or his/her designee is in disagreement with the recommendation of the Appeals Board, it is the Office of the Provost's responsibility to reconvene the Board to discuss any disagreement prior to rendering his/her decision.

In cases of “special circumstances” (as described above in Step 1) in which the Provost is in disagreement with the recommendation of the Appeals Board, the Provost will be called in at once to discuss the case with the Board before they disperse.

### **For Doctoral and Master’s Degree Candidates**

Academic honesty is a very serious issue. All students enrolled in graduate courses at The Richard Stockton College of New Jersey are required to follow all College policies including the Academic Honesty Policy specified in the Graduate Bulletin section. Unless specifically designated otherwise, all work is expected to be the student’s own, independent effort. When in doubt about how to complete an assignment properly, students need to consult with the appropriate faculty member.

In cases involving charges of academic dishonesty, College policy calls for procedures with up to six steps, beginning with the faculty member determining alleged academic dishonesty and filing a charge. The following amendment to College procedure applies to students in graduate courses:

In Step 1 of the College Policy and Procedures for academic dishonesty, the faculty member must notify the Office of the Provost of a charge of academic dishonesty and include documentation. The faculty member must also file this charge with the relevant academic review committee of the appropriate (or the relevant) graduate program. The faculty member has a range of punitive actions that can be taken. In addition, upon consultation with the faculty member, the graduate degree program’s academic review committee may vote to dismiss the student from the program. Steps 2 and 3 of the procedure outlined in the Graduate Bulletin outline the Office of the Provost’s responsibilities as well as the procedure for a student’s response to the charge.

The individual faculty member who is teaching the class has the discretion to give the student a failing grade for that course. The faculty review board will meet within 10 business days after the charge of academic dishonesty has been reported by the faculty member in order to discuss any additional penalties such as suspension or dismissal. They will make their recommendation in writing to the Dean of Graduate and Continuing Studies, and a copy will go to the student. The student then has the option of appealing the charge of academic dishonesty to the College-wide Academic Honesty Appeals Board. If the student chooses to appeal, any penalty involving suspension or dismissal will be on hold pending the outcome of the appeal. Information about the Academic Honesty Appeals Board can be found in the graduate studies section of this *Bulletin*.

## GENERAL STUDIES

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### IN THE SCHOOL OF GENERAL STUDIES

Stockton's distinctive General Studies program constitutes the College curriculum's commons, the place where students and faculty with various specializations meet to find common ground.

The program was designed on the basis of three premises:

- The world of knowledge and ideas is essentially seamless and is not really divided into discrete compartments.
- The important problems that students should confront, e.g. war and peace or environmental issues, can't be understood by any single academic discipline. Not surprisingly, modern scientific advances often depend on interdisciplinary approaches.
- Changing workforce trends suggest that graduates will change jobs as well as careers more frequently than has been the case in the past. Flexibility, the capacity for lifelong learning and, in particular, the acquisition of generic, transferable skills will be requisite in the current and future economy.

These notions do not mitigate the importance of specialized preparation through a degree major. Specialized education and the resulting expertise in a field will continue to be important to graduates, and to society at large. However, the College believes that specialized knowledge alone does not provide all the preparation that students need for the future. Both general studies and the disciplinary major are important in a liberal arts environment where excellence is pursued.

The distinctive feature of the approach at Stockton is that General Studies is provided through a separate curriculum and academic school. The College believes that breadth of education is not well-served by simply requiring students to take introductory courses in various disciplines, as is the case at some other institutions. Traditional introductory courses in most disciplines are usually designed as the first step in a major for students who wish to specialize, rather than providing breadth of understanding for the non-major and general student.

General Studies courses are intended to enrich one's learning, to provide for explorations of new fields, to provoke and stimulate new thinking, to encourage experimentation, and to test one's perspectives; these intentions are often addressed in ways that cross the boundaries of individual academic disciplines.

The General Studies course offerings are taught by all members of the faculty in all schools. The courses may study a problem or theme or offer a survey of related topics. What the courses have in common is that they are designed to explore ideas, stimulate critical thinking, and provide breadth of perspective for all students regardless of major.

As the General Studies curriculum is not a foundation curriculum consisting of introductory courses, students take courses in this area throughout their college career.

Learning is a lifelong process, and as such, one of the most important abilities a student can develop is the capacity to plan and manage learning experiences. At Stockton, the student's preceptor should play an important role by helping the student develop this ability in the major, and in general education courses.

In order to provide concrete meaning to the general concepts outlined above, the College has defined a number of desirable goals for the general education of all students. Although these goals cannot all be met through General Studies courses alone (they also need to be addressed in the degree major), each General Studies course at Stockton is designed to help achieve at least some of these outcomes in addition to the goals of one of the five General Studies course categories.

### **Primary Goals**

Objective 1: Commitment to lifelong learning, to the exploration of new ideas outside one's specialization, and to placing one's own knowledge in the context of other disciplines and of society as a whole.

Objective 2: Commitment to citizenship, through the ability to make informed decisions about public issues—while conscious of one's responsibility for doing so, and of one's responsibility as an individual for the social whole.

### **General Competencies**

Objective 3: Ability to reason logically and abstractly and to comprehend and criticize arguments.

Objective 4: Ability to understand numerical data so as to be able to comprehend arguments and positions that depend on numbers and statistics.

Objective 5: Ability to write and speak effectively and persuasively.

Objective 6: Capacity for "reflective reading"—entering into personal dialogue with a text.

Objective 7: Development of a conceptual framework with which to assimilate new experiences—and the ability to adapt it as necessary.

### **General Content Experiences**

Objective 8: Appreciation and understanding of artistic experiences as reflections of the depths and quirks of the human spirit.

Objective 9: Scientific knowledge of the physical and natural world, and understanding how that knowledge is attained and evaluated.

Objective 10: Historical knowledge of the continuities and conflicts common to humans across eras and cultures.

Objective 11: Awareness of the achievements and perspectives of people of different nations and cultures, and of different races, genders and ethnicities.

Objective 12: Understanding of the techniques, findings, and procedures of the social sciences as they relate to social structures and to evaluating issues of public policy.

Objective 13: Critical understanding of one's own values and those of others, and of their role in making ethical choices.

### **GENERAL STUDIES COURSE CATEGORIES**

General Studies courses are divided into five categories that explore broad areas of knowledge, often in interdisciplinary or multidisciplinary ways.

#### **GAH**

General Arts and Humanities (GAH) courses are designed to acquaint students with the arts and humanities and provide various cultural perspectives on the past and present.

#### **GEN**

General Interdisciplinary Skills and Topics (GEN) courses emphasize the dynamic nature of education. They develop learning and communication skills, explore experimental ways of knowing, or examine topics that cut across or lie outside traditional academic disciplines.

#### **GIS**

General Integration and Synthesis (GIS) courses are advanced courses for seniors that are designed to deal with problems and questions larger than a single discipline. They are intended to gain perspective on the self, on disciplines of learning and their relationships, and on the recurrent concerns of humankind. The requirement that students take at least four credits of GIS course work is an attempt to help them bring together their earlier General Studies experiences into some kind of integrated framework.

#### **GNM**

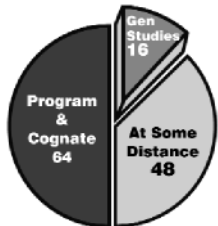
General Natural Sciences and Mathematics (GNM) courses examine the broad concerns of science, explore the nature of scientific process and practice, and seek to provide an understanding of mathematics and the natural environment.

#### **GSS**

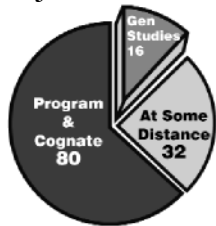
General Social and Behavioral Sciences (GSS) courses assist students in understanding human interactions—how people live, produce, and resolve conflict as individuals and as groups. They focus on topics, problems, and methods of concern to the social sciences.

### At-Some-Distance Electives

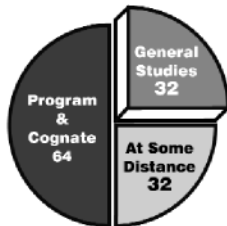
At-Some-Distance electives are not free, unrestrictive electives. They are defined as a category only when the student chooses a major program of study. The At-Some-Distance electives provide a breadth of study in courses that are in some way unrelated to the student's major program. For example, a Sociology course would be considered At-Some-Distance for a Chemistry major, but as a Cognate for a Psychology major. General Studies courses are usually counted as At-Some-Distance from any major.



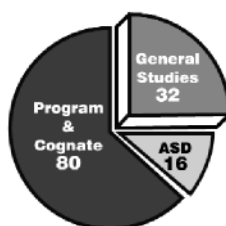
**Bachelor of Arts**



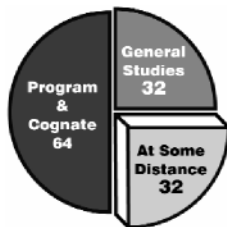
**Bachelor of Science**



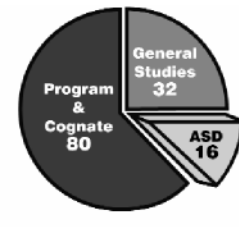
**Bachelor of Arts**



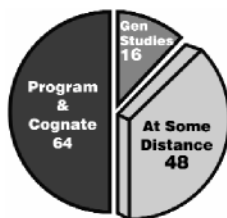
**Bachelor of Science**



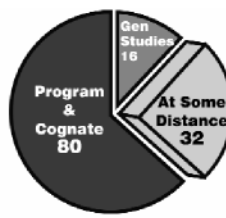
**Bachelor of Arts**



**Bachelor of Science**



**Bachelor of Arts**



**Bachelor of Science**



## **GRADUATION REQUIREMENTS**

Curriculum requirements exist to ensure that Stockton graduates have met the general education intentions for all students, and the goals of General Studies:

- The “twenty-five” percent rule
- The distribution requirement in General Studies
- The “At-Some-Distance” requirement
- The limit on the number of allowable credits per G-category
- The subscript requirement
- The basic studies requirement
- The quantitative reasoning requirement
- The writing requirement
- The freshman seminar requirement.

The status of a student, e.g., beginning freshman or transfer, and the student’s degree program (B.A. or B.S.) determines the manner in which these requirements must be met.

### **The “Twenty-Five” Percent Rule**

Twenty-five percent of all the courses a student takes at Stockton must be General Studies courses. This is called the twenty-five percent rule. This rule applies to transfer students as well as first-year students.

For first-year students and transfer students with less than 64 credits:

If you have transfer credits, some of these may be allocated as General Studies courses:

- 1 - 15 transfer credits: no General Studies equivalencies awarded
- 16 - 31 transfer credits: up to 1 General Studies equivalency awarded
- 32 - 47 transfer credits: up to 2 General Studies equivalencies awarded
- 48 - 63 transfer credits: up to 3 General Studies equivalencies awarded.

For students with 64 transfer credits: Bachelor of Arts/Bachelor of Science:

The General Studies requirement is lowered to 16 credits. The At-Some-Distance credit then grows to 48 credits for the B.A. degree, and 32 credits for the B.S. degree. This is very helpful to the transfer students who may have many excess elective credits. The distribution requirement is no longer in effect but all students must take four credits in the GIS category.

### **The Distribution Requirement**

For first-year students and transfer students with less than 64 credits, for B.A. and B.S. option:

- 8 credits in GAH
- 4 credits in GEN
- 4 credits in GIS
- 8 credits in GNM
- 8 credits in GSS.

### **At-Some-Distance Electives**

For first-year students and transfers with less than 64 credits, the At-Some-Distance electives constitute one-quarter of the degree for a Bachelor of Arts, and one-eighth of the Bachelor of Science degree:

For students with 64 transfer credits, the At-Some-Distance electives increase by 16 credits, and the General Studies category shrinks by 16 credits. This makes the Stockton curriculum very receptive for transfer credits.

### **Limit on the Number of Allowable Credits per G- Category**

For a B.A. degree: no more than 16 credits in any G- category may be applied to the B.A. degree.

For a B.S. degree: no more than 12 credits in any G- category may be applied to the B.S. degree.

### **The General Education Goals Requirement: Subscripts**

In addition to the distribution requirement, there is one additional requirement to ensure that these goals are met. All students matriculating in Fall of 1999 and thereafter must take and pass one course in each of four areas: Arts (A), Historical Consciousness (H), Values/Ethics (V) and International/Multicultural (I). The sole exception is for students already having the baccalaureate degree; such students are exempt from this and all General Studies requirements.

These courses, while required, do not add any credits to the minimum of 128 to graduate. Students may take Stockton courses that have been designated by A, H, V, I and apply them to program, cognate, General Studies, and “At-Some-Distance,” as appropriate.

For transfer students, one or more of these courses may already have been taken in transfer. Any unfulfilled categories must be completed at Stockton.

### **The Quantitative Reasoning Requirement and the Writing Requirement**

These requirements are explained in detail else-where in this *Bulletin*.

### **Basic Studies Courses**

Basic Studies (BASK) courses may be applied to the General Studies requirements as part of the non-cognate program studies courses “at some distance” from the student’s major program.

### **Freshman Seminars**

All students who enter the College as freshmen, or as transfer students with 15 or fewer credits, are required to enroll in freshman seminars in their first semester. Freshman seminars are courses designed to help students get their college career off to a good start by emphasizing individualized attention, active discussion and development of important learning skills. In addition, Freshman Seminars are the corner-stone of the First-Year Experience for freshmen. Coordination of common co-curricular activities, an annual theme and a common annual reader is led by a faculty member serving as Freshman Seminar Coordinator. These courses, numbered 1001-1099 within the various G-categories, are open only to freshmen. Some of these courses also have another number (cross-listing), since they may occasionally be offered as regular General Studies courses open to other students. They may not be repeated for credit.

For those students who are placed into the Basic Studies course BASK 1102 Readings, that course will serve as their freshman seminar. All other students will be able to choose from a list of courses on a range of topics in the various G categories.

A student who does not complete a freshman seminar in the first semester must complete one in the second semester.

### **Substitution**

The student may request the substitution of a non-cognate Program Studies course or other designated “General Studies” course for a required General Studies (G-acronym) course.

A written request must be made by the student’s preceptor to the Dean of General Studies and must be approved in advance of registering for the course.

### **INFORMATION ABOUT THE PROGRAM**

Dean of General Studies  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-4542

Dean of Enrollment Management  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-4261  
[www.stockton.edu](http://www.stockton.edu)

## **COURSES IN GENERAL ARTS AND HUMANITIES (GAH)**

### **Goals of GAH Courses**

- GAH courses introduce students to the arts and humanities as areas of study, and thus provide them with the basis for intelligent curricular choices.
- They aim to create awareness among students of the importance of the arts and humanities in their education. They seek to develop the ability of students to make critical and aesthetic judgments.
- They introduce perspectives, techniques and attitudes that can be used in the further study of the arts and humanities and suggest ways of continuing to examine such issues.
- GAH courses describe a number of the conceptual challenges and issues that artists and humanists confront, bringing a variety of approaches and viewpoints to bear on these. They explore the techniques used in the arts and humanities for solving aesthetic and intellectual problems, expressing feelings and ideas, clarifying meanings, defending judgments and explaining historical transformations.

### **Types of Courses**

#### *Tradition and Background Courses:*

These courses provide students with a broad perspective on substantial portions of the world's philosophical, historical, literary and artistic traditions, seeking to demonstrate the importance of tradition and historical perspective in understanding oneself and one's relationship to the present.

#### *Thematic and Topical Courses:*

These courses explore some of the conceptual challenges and issues that artists and humanists confront or focus upon a particular theme, topic, or time period in which material is examined from a variety of disciplines that help to illuminate such themes.

#### *Experiential and Creative Courses:*

In these courses, students participate in creative and/or experiential activity in one or more of the arts and humanities disciplines in order to develop their own artistic and intellectual capabilities, thus expanding their capacity to appreciate and value the material of the arts and humanities. Students should take their two required GAH courses from two different kinds of courses.

## **Courses in Interdisciplinary Skills and Topics (GEN)**

### **Goals**

The GEN category reflects the realization that the frontiers of education are constantly expanding to include new kinds of knowledge, that the process of knowing and communicating knowledge is itself worthy of study, and that affective learning has a legitimate place besides cognitive learning in any well-balanced curriculum. Such perspectives are an essential part of general education and demonstrate the changing nature of knowledge.

### **Types of Courses**

- GEN courses may focus on the modes and methods of learning, thinking, and knowing or upon the acquisition of certain intellectual skills common to such learning and knowing. They may also provide advanced or intermediate instruction in various communication skills that will help students better organize their knowledge and present it to others.
- GEN courses may focus upon the student's personal behavior or experience in an attempt to heighten awareness, consciousness, creativity and intuition. Such courses may supplement the more analytical, linear and intellectual approaches to learning.
- GEN courses may explore general themes and topics of current interest that exist outside the established disciplinary or "G" categories, and thus further demonstrate the dynamic nature of knowledge. These might include courses in new or emergent disciplines, interdisciplinary yet introductory courses and courses in nontraditional academic areas.
- GEN courses may focus upon innovative approaches to the process of intellectual exploration.

### **COURSES IN GENERAL INTEGRATION AND SYNTHESIS (GIS)**

#### **GOALS**

- GIS courses are designed for senior students because they constitute the capstone of the General Studies curriculum. GIS courses are designed to assist students already acquainted with the various modes of knowledge to understand their connections. GIS courses seek to help the student transcend specialization and gain perspective on self, areas of knowledge and the human condition.
- GIS courses are not just interdisciplinary but transcend the limits of any one of the existing academic schools at Stockton either in subject matter or content or by directly addressing those human experiences—individual and social—that transcend the boundaries within academic life. GIS courses are focused on questions of enduring value.

### **Types of Courses**

GIS requires extraordinary effort on the part of professor and students to bring together diverse ideas and points of view. GIS requires serious reading, writing, discussion, and sustained interaction with people from different disciplines. GIS courses may be taught in two modes:

- The lecture/discussion where the professor attempts to communicate his or her own integrated view of a particular area or problem, e.g., in courses about the city, energy, the role of science in human life, ecological consciousness.
- The seminar mode where faculty participate as intellectuals, not specialists, mutually engaged with each other and with students in an investigation of the material studied, with an emphasis on the process of seeking integration around the topic selected. GIS courses can only be taken as independent studies under exceptional circumstances.

## **COURSES IN GENERAL NATURAL SCIENCES AND MATHEMATICS (GNM)**

### **Goals**

Science is the study of the natural laws governing the physical universe. The primary reasoning and logical process underpinning science is the “scientific method.” The scientific method includes the observation of events and processes, the formation of testable hypotheses, the design and execution of experiments to test the hypotheses, and the development of theories that attempt to explain the facts derived from observations and experimentation. Science is self-corrective; it does not assume an ultimate set of preconceived truths. In the final analysis, however, science derives successive approximations of the truth because science operates within the limitations of the natural or physical world. Science is one way of studying the universe; it is not the only way.

The ultimate goal of a GNM course is to share the nature and processes of science with students. To this end, GNM courses may share common content with program courses, but GNM courses do not simply provide an introduction to a discipline or a diminished version of a program course. Whereas program courses are often serial links in long chains of knowledge and provide students with an implicit sense of science in general, GNM courses are explicitly concerned with giving students a complete experience that represents the scope of natural sciences and mathematics. The scope of a GNM course thus must allow for the integrated exploration of messages that are usually omitted, abbreviated or accumulated over many semesters in program courses.

### **Types of Courses**

Probably no one GNM course will attempt to communicate all of the messages; however, a GNM course must explore at least one of the following messages.

- On the nature of science: What science is and is not and why; contrasting science as a way of knowing with nonscientific or pseudoscientific views of the universe; successive approximations of the truth; model making; open-ended questions; cultural and intellectual relationships; the limitations and potentials of science; scientific philosophy.
- On the nature of scientists: observers, experimenters, synthesizers, model builders, real people.
- On the process of doing science: The scientific method, induction versus deduction, experiments, testable hypotheses, development of theories, self-correction; esthetics, creativity, chance; reductionism and synthesisism.
- On the skills of scientific practice: questioning; experimentation; communication; analysis; synthesis.

## **COURSES IN GENERAL SOCIAL AND BEHAVIORAL SCIENCES (GSS)**

General Social and Behavioral Sciences (GSS) courses aid students in understanding human behavior and interactions—how people live, produce, distribute resources, develop institutions, and resolve conflicts. These courses may focus on topics, problems, and methods of concern to the social sciences.

## **Goals**

The purposes to be served by GSS courses are the following:

- To expose students to what is available in the social sciences and, hence, to provide them with the basis for intelligent curricular choice.
- To create enthusiasm in students about a variety of areas in the social sciences and, hence, to encourage them to sample widely.
- To provide students with an integrative framework that will render more meaningful the information that they have derived or will derive from more specialized courses.
- To accomplish all of the above within the boundaries set by the necessity to maintain the integrity of the materials presented.

## **Types of Courses**

- Multiple Introduction Courses. These courses are designed to expose students to each of the social science disciplines as distinctive, if related, bodies of knowledge. In particular, they will deal with the distinctive subject matter, modes of reasoning, core concepts and vocational values of each of the social science disciplines.
- Topics Courses. These courses are designed to focus on a specific topic and bring the perspectives of the various social sciences to bear on it. In doing this, the instructor may either emphasize the distinctiveness of each perspective or synthesize those perspectives.

For current, detailed course descriptions, go to the [Online Course Catalog](#).

## SCHOOL OF ARTS AND HUMANITIES

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### STUDIES IN THE ARTS

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#### IN THE SCHOOL OF ARTS AND HUMANITIES

#### THE FACULTY

**Alfonso Corpus (1980)**; Associate Professor of Art; MFA, Indiana University; BFA, Indiana University; printmaking, lithography, intaglio, relief printing, drawing.

**Christopher Di Santo (2012)**; Associate Professor of Music/Coordinator of Classical Music Studies; D.M.A., Temple University; M.M., University of Illinois; B.M.E., The Ohio State University; Principal Clarinetist, The Bay-Atlantic Symphony (since 1991); performance, conducting, music appreciation.

**Pamela Hendrick (1995)**; Professor of Theatre; MFA, Northwestern University; B.A., University of Michigan; directing, acting, voice, literature, performance theory.

**Mark E. Mallett (2000)**; Associate Professor of Theatre; Ph.D., University of Illinois; M.A., University of Maryland; B.A., University of Akron; theatre history, theatre literature, stage management, lighting design, scenic design, general studies.

**Michael J. McGarvey (1985)**; Professor of Art; MFA, Temple University, Tyler School of Art; BFA, Temple University, Tyler School of Art; graphic design, illustration, computer graphics, multimedia animation, drawing.

**Jedediah Morfit (2006)**; Associate Professor of Art; MFA, Rhode Island School of Design; B.A., Connecticut College; sculpture, illustration.

**Kate Nearpass Ogden (1991)**; Associate Professor of Art History; Ph.D., Columbia University; M.Phil., Columbia University; B.A., Gettysburg College; American and modern art, history of photography.

**R. Lance Olsen (1975)**; Professor of Music; Ph.D., University of Aberdeen; B.Mus., University of Utah; M.Mus., University of Utah; music literature and appreciation, music theory, aesthetics.

**Michael Pedicin (2011)**; Associate Professor of Music/Coordinator of Jazz Studies; Ph.D., Philadelphia College of Osteopathic Medicine/International University For Graduate Studies; M.S., Villanova University; B.M.E., University of the Arts; cognitive and creative arts psychology, jazz improvisation, jazz history, performance.

**Rain Ross (2009)**; Assistant Professor of Dance; MFA, University of Iowa; B.A., Mount Holyoke College; modern dance and ballet technique, choreography, kinesiology, repertory performance.



**C. Hannah Ueno (1994)**; Associate Professor of Art; MFA, Washington State University; BFA, Nihon University; graphic design, 3D computer graphics, multimedia, digital imaging.

**Henry R. van Kuiken (1986)**; Professor of Dance; Artistic Director, Stockton Dance Company; MFA, University of Michigan; M.A., University of Michigan; B.A., Calvin College; modern dance and ballet technique, choreography, dance history, history of fashion, costume design, makeup design, theatre movement, repertory performance.

**Beverly Vaughn (1982)**; Professor of Music; D.M.A., The Ohio State University; M.M., The Ohio State University; B.A., Loma Linda University; performance, choral activities, voice, music history, music of African-Americans, introduction to music, fundamentals of music and Gospel music.

**Wendel A. White (1986)**; Distinguished Professor of Art; MFA, University of Texas at Austin; BFA, School of Visual Arts; photography, digital imaging, multimedia.

### **PROFESSORS EMERITI**

**David Ahlsted (1976)**; Professor Emeritus of Art; MFA, Indiana University; BFA, Minneapolis College of Art; BFA, Minneapolis College of Art; drawing, painting, design.

**Stephen Dunn (1974)**; Distinguished Professor Emeritus of Creative Writing; M.A., Syracuse University; B.A., Hofstra University; poetry and fiction, contemporary world poetry, 20<sup>th</sup> century American literature.

### **INTRODUCTION**

The Studies in the Arts program offers a comprehensive curriculum in a variety of arts disciplines encompassing the Performing Arts (Dance, Theatre Performance, Theatre Design, and Arts Management) and the Visual Arts (Interdisciplinary Visual Art and Art History). The Bachelor of Fine Arts (BFA) degree is offered with concentrations in Painting, Photography, Printmaking, Sculpture, Illustration, and Visual Communications. Courses normally require a high degree of student participation, with the expectation that all students will demonstrate their assimilation of theory and technique through performance, exhibition, and portfolio.

The arts faculty and students produce a variety of curricular projects designed to enhance the cultural and intellectual environment of the College. Program majors are required to participate in artistic activities related to their area of concentration. The faculty works closely with individual students in their major area of specialization to develop a strong foundation of ideas, adept execution and advanced problem-solving skills.

## **PROGRAM ORGANIZATION**

Students concentrating in an arts program are required to:

1. Choose a major in a discipline and
2. Pursue specialized studies in that discipline which will culminate in public presentations or a written project. To elect a major in the Studies in the Arts program, a student must select one of several concentrations.
  - a. **Performing Arts:** Dance/Performance, Dance/Studio Operations, Dance/Arts Administration, Dance/Pre-Dance Therapy, Dance/Pre-Physical Therapy, Theatre Performance, Theatre Design and Arts Management.
  - b. **Visual Arts:**
    - i. **BA:** Art History, Interdisciplinary Visual Arts.
    - ii. **BFA:** Painting, Photography, Printmaking, Sculpture, Illustration, Visual Communications.

**Art Minors** – Students who choose to minor in the Arts should refer to the specific requirements for each respective area.

## **ADMISSION TO THE PROGRAM**

The program is open to any Stockton student interested in studying the arts. The prospective major must consult with faculty members in the desired concentration before declaring a major. Performing Arts majors should be prepared to present an audition or portfolio for review to be admitted to the program. Visual Arts 1000 and 2000 level courses are open to all students, however, students who intend to graduate with the Visual Arts BFA or the VIBA BA degree must submit a portfolio for review to be admitted to the program. Students without a portfolio, with an interest in majoring in a studio concentration, should contact the Program Coordinator.

## **ARTV**

Admission to the program is based on a portfolio review. Portfolios are reviewed several times during the year and matriculated students should contact the Visual Arts Faculty or the ARTV Program Assistant or reference [The Visual Arts Program](#) for details.

## **Transfer Students**

All transfer students must submit a portfolio on CD for review, including examples of work from each class that they would like to use toward program requirements. It is recommended that transfer students entering with more than 24-credits in visual arts select a concentration. Students should be aware that all transfer credits are allocated based on course content, level of study and the number of contact hours per credit. Transfer courses must be similar to Stockton art courses in content, level (i.e., 200/2000 sophomore or 300/3000 junior), and contact hours to be considered for fulfillment of program requirements. Transfer students in the Visual Arts may need an additional term of study or more than 128 credits to complete the Visual Arts program requirements.

## **ARTP**

Prospective freshmen and transfer students in Dance should plan to attend the placement audition offered each semester. Students may contact the Director of Dance for information. Prospective Theatre students are encouraged to participate in the Theatre production program and lower-level

courses in their first semesters, in preparation for the audition or portfolio review. Further information is available from any member of the Theatre faculty.

The program is open to any Stockton student who is interested and skilled in the Performing Arts. Matriculated students declare a major in the Performing Arts and select an area of concentration after a successful audition, interview or portfolio review. Audition/portfolio review occurs each semester in the Dance areas, and by individual appointment in the Theatre areas. Interested students should contact the Performing Arts Program Coordinator for information and details about auditions, interviews and portfolio reviews.

Matriculated students who have not auditioned for the major and students without a portfolio are considered non-candidates for degree.

All Performing Arts students must participate in an audition, an interview, or a portfolio review before completing 24 credits of program courses. Dance/Performance, Dance/Studio Operations and Theatre Performance require an audition, while Theatre Design/Production requires a portfolio review; an interview is required for Dance/Arts Administration, Dance/Pre-Movement Sciences or Theatre Management.

All transfer students must audition or participate in an interview or portfolio review and provide syllabi and/or course descriptions from each course that they would like to use toward program requirements. Students should be aware that all transfer credits are allocated based on course content and level of study. Courses taken at other institutions must be similar in content (per the official course description) and level (i.e., 200/2000 sophomore or 300/3000 junior) to be considered for fulfillment of program requirements. Transfer students may need more than 128 credits to complete program requirements.

### **GRADUATION REQUIREMENTS**

To qualify for a Bachelor of Arts (BA) degree in Studies in the Arts, the student must satisfactorily complete 64 credits in required program/cognate studies, as well as the 64-credit General Studies requirement, for a total of 128 credits.

Students who concentrate in either concentration in Studies in the Arts are encouraged to take a wide variety of courses for their liberal education. Visual arts (ARTV) and performing arts (ARTP) courses are considered At-Some-Distance from each other except for (1) those courses that are cross-listed as ARTV and ARTP, and (2) those courses that specifically meet program requirements for the other concentration.

In Dance and Theatre, a periodic review and evaluation process, including individual portfolio review, will be administered, assessing the student's career goals and potential in the arts. Students concentrating in Theatre Arts are required to work on one technical crew per show, regardless of whether they are receiving credit via practicum.

Students who pursue the Bachelor of Fine Arts (BFA) degree in the Visual Arts must satisfactorily complete 80 credits in required program/cognate studies, as well as 48 credits in General Studies and At-Some-Distance electives, for a total of 128 credits.

## **PERFORMING ARTS CONCENTRATION**

The Performing Arts concentration encompasses the disciplines of dance and theatre arts. The primary goals are to provide depth of knowledge, skills development, technique, theory and performance in an environment where the practical application of performing arts principles is developed and reinforced. Studies in each discipline provide a core foundation of introductory courses, skills development in technique and applied performance, and a depth of knowledge through courses in theory and frameworks. A minimum grade of C or better is required for all program and cognate courses.

In the requirements listed below, specific courses may have varying credit hour requirements within certain concentrations or may need to be repeated for full credit. Please consult with the program coordinator for further information.

### **Dance/Performance Majors**

Requirements:

Core Credits	41
Concentration	23
Total Program Required Credits	64

### **Dance Core:** 41 credits

Beg through Adv. Ballet	7
Beg through Adv. Modern	14
Specialized Styles	4
Kinesiology	4
Dance History	4
Dance Repertory	2
Dance Production	2
Dance Composition I	2
Dance Composition II	2
ARTP Audition/Portfolio Review	0

### **Performance Concentration:** 23 credits

Arts Management	4
Introduction to Music	4
Acting I	4
Dance Internship I	2
Advanced Dance Composition	2
<i>7 credits from the following electives</i>	
Elem/Adv. Modern	2
Elem/Adv. Ballet	1
Theatre Crafts	4
Costume Design	4
Dance Production	1
Dance Internship II	2

### **Dance/Studio Operations Majors**

Requirements:

Core Credits	41
Concentration	23
Total Program Required Credits	64

#### **Dance Core:** 41 credits

Beg through Adv. Ballet	7
Beg through Adv. Modern	14
Specialized Styles	4
Kinesiology	4
Dance Repertory	2
Dance Production	2
Dance Composition I	2
Dance Composition II	2
Dance History	4
ARTP Audition/Portfolio Review	0

#### **Studio Operations Concentration:** 23 credits

Arts Management	4
GAH 1242 or GAH 1245	4
Dance Internship I	2
Dance Internship II	2
Developmental Psychology	4
<i>7 credits from the following electives</i>	
Elem/Adv. Modern	2
Elem/Adv. Ballet	1
Theatre Crafts	4
Costume Design	4
Dance Production	1

### **Dance/Pre-Movement Sciences Majors**

Requirements:

Core Credits	34
Concentration	30
Total Program Required Credits	64

#### **Dance Core:** 34 credits

Beg. through Adv. Ballet	6
Beg. through Adv. Modern	14
Specialized Styles	2
Kinesiology	4
Dance Repertory	1
Dance Production	1
Dance Composition I	2

Dance History	4
ARTP Audition/Portfolio Review	0

**Pre-Dance Therapy Concentration:** 30 credits

GAH 1242 or GAH 1245	4
Dance Internship I	2
Dance Internship II	2
Introduction to Psychology	4
Adolescence	4
Abnormal Psychology	4
PSYC 3322 or PSYC 3323	4
Theories of Counseling	4
ARTP Elective	2

**NOTE: COMPLETION OF THE ABOVE SEQUENCE OF COURSES DOES NOT GUARANTEE ACCEPTANCE INTO A DANCE THERAPY PROGRAM**

**Dance Pre-Movement Sciences Physical Therapy**

**Dance Core:** 28 credits

6 semesters Beg. through Adv. Ballet	6
6 semesters Beg. through Adv. Modern	12
ARTP 3300 Dance History*	4
ARTP 2310 Kinesiology**	4
Dance Repertory	1
Dance Production	1
ARTP Audition/Portfolio Review	0

**Pre-Movement Science Physical Therapy Concentration**

36 Credits

ARTP 3915	Dance Internship I	2
ARTP 4915	Dance Internship II	2
BIOL1200/1205	Cells and Molecules & Lab	5*
BIOL1400/1405	Biodiv./ Evolution & Lab	5**
BIOL 2150/2151	Principles of Physiology & Lab	4
BIOL 2180/2185	Human Anatomy & Lab	4
PSYC 1100	Introduction to Psychology	4
<b>10 credits ARTP electives (chosen with ARTP preceptor)</b>		<b>10</b>
		64

The following courses are strongly recommended:

CHEM 2110/2115		
Chemistry I: General Principles & Lab		5
CHEM 2120 & 2125		
Chemistry II: Organic & Lab		5

PHYS 2110 & 2115	
Physics for Life Sciences I & Lab	5
PHYS 2120 & 2125	
Physics for Life Sciences II & Lab	5

- \* Offered in alternating Fall semesters
- \*\* Offered in alternating Spring semesters

**NOTE: COMPLETION OF THE ABOVE SEQUENCE OF COURSES DOES NOT GUARANTEE ACCEPTANCE INTO THE DPT PROGRAM**

**NOTE:** Please consult the [Doctor of Physical Therapy Brochure](#) for the complete list of admission requirements.

**NOTE:** Professionals practicing in the areas of Dance Therapy, Occupational Therapy and Physical Therapy are required to hold graduate degrees/certification in their respective fields. Students should research the pre-requisites of the graduate programs in which they are interested. Completion of a Pre-Movement Science concentration does not guarantee acceptance into a graduate program.

**Dance/Arts Administration Majors**

Requirements:

Core Credits	33
Concentration	24
Electives	7
Total Program Required Credits	64

**Dance Core:** 33 credits

Beg through Adv. Ballet	6
Beg through Adv. Modern	12
Specialized Styles	2
Kinesiology	4
Dance Repertory	1
Dance Production	2
Dance Composition I	2
Dance History	4
ARTP Audition/Portfolio Review	0

**Arts Administration Concentration:** 31 credits

Arts Management	4
Music History II	4
Development of Theatre II	4
Financial Accounting	4
Marketing Principles	4
Dance Internship I	2
Dance Internship—PAC	2

*7 credits from the following electives:*

Elem/Adv. Modern	2
Elem/Adv. Ballet	1
GAH 1242 or GAH 1245	4
Costume Design	4
Dance Production	1
Specialized Styles	2

### **Theatre Performance and Theatre Design/Production Majors**

#### **Credit Requirements**

Core Credits	36
Program and Cognate Credits	28
Total Program Required Credits	64

### **CORE COURSES REQUIRED OF ALL THEATRE PERFORMANCE AND DESIGN/PRODUCTION MAJORS**

Introduction to Theatre  
Theatre Crafts  
Acting I  
Development of Theatre I  
Development of Theatre II  
Directing  
Production Practicum  
(4 terms @ 1 credit per term)  
Graphic Methods for Theatre  
One of the Three ARTP Design Courses

#### **Theatre Performance Majors**

##### **Program and Cognate Requirements**

Theatre Voice  
Acting II  
Acting III  
Beginning Voice  
Beginning Dance  
Dance Elective  
Stage Movement  
Selected ARTP Electives

#### **Theatre Design and Production Majors**

##### **Program and Cognate Requirements**

Two remaining ARTP Design Courses  
Stage Management  
ARTV 2684 Research for Production  
ARTP Elective  
2D or 3D Design  
Art History I or II



## **Theatre Administration Majors**

### **Credit Requirements**

Core Credits	28
Program and Cognate Credits	36
Total Program Required Credits	64

## **CORE COURSES REQUIRED OF ALL THEATRE ADMINISTRATION MAJORS**

Introduction to Theatre  
Theatre Crafts  
One of the Three ARTP Design Courses  
Acting I  
Development of Theatre I  
Development of Theatre II  
Directing

## **Theatre Administration Majors**

### **Program and Cognate Requirements**

Stage Management  
Arts Management  
Introduction to Management  
Marketing Principles  
Financial Accounting  
Theatre Internship  
Graphic Methods for Theatre  
Writing about the Arts  
Aesthetics

In the requirements listed above, specific courses may have varying credit hour requirements within certain concentrations or may need to be repeated for full credit. Please consult with the program coordinator for further information.

## **PERFORMING ARTS MINORS**

### **Minors in Music Studies**

Minors in Classical Music Studies and Jazz Studies are offered for students who are interested in music but who are majoring in other fields of study. The required course work for the Music Studies minors directs students to deepen their understanding of jazz and classical music and to raise their awareness of music's role in society, both past and present. Additionally, the minors in Music Studies afford students a way to document their experience, talents and achievements in music. Interested students should contact a music faculty member for further information. A grade of C or better is required in all courses. The requirements for the 22-credit minors in Music Studies are as follows:

**Classical Music Studies Minor (22 Credits)**

Students who declare a music minor must be proficient at reading music. Otherwise, GAH 1242 Fundamentals of Music OR GEN 1651 Beginning Piano is required to enter the program.

ARTP 2115 Music Theory I	4
ARTP 2116 Music Theory II	4
ARTP 2241 Music History I	4
Four semesters of applied music instruction* (1 credit each)	4
Electives approved by the Music Faculty	6
<b>Total:</b>	<b>22 credits</b>

\* Beginning Piano does not qualify

Choose 6 credits in any combination from the following courses. Note that each course may be taken once and repeated three times for a total of 8 credits:

ARTP 1146	Classical Chamber Ensemble	2
ARTP 1147	Stockton Chamber Orchestra	2
ARTP 1148	Stockton Wind Ensemble	2
ARTP 3251	Stockton Chorale	2
ARTP 1760	Stockton Oratorio Society	2
Other electives:		
ARTP 2113	Fundamentals of Conducting	2

**Jazz Studies Minor (22 Credits)**

ARTP 2111	Jazz Theory & Composition	4
ARTP 2112	Jazz History	4
ARTP 3121	Jazz Improvisation	4
ARTP 3122	Copyright for Music Industry	4
Electives approved by the Music Faculty		6
<b>Total:</b>		<b>22 credits</b>

Choose 6 credits in any combination from the following courses. Note that each course may be taken once and repeated three times for a total of 8 credits for each course:

ARTP 1142	Small Jazz Ensemble	2
ARTP 1143	Vocal Jazz Ensemble	2
ARTP 1144/1145	Stockton Jazz Orchestra/Lab	2/0

Students who declare a Jazz Studies minor must be proficient at reading music. Otherwise, GAH 1242 Fundamentals of Music OR GEN 1651 Beginning Piano is required to enter the program.

Other electives:

ARTP 2113 Fundamentals of Conducting

2

**Minor in Dance Studies (22 Credits)**

A minor in Dance Studies provides students with a basic theoretical and practical understanding of the art of dance. Development of skills is the focus of courses in technique/applied performance; depth of knowledge is addressed in the theory and frameworks area of the minor. These studies are designed to strengthen students' academic and creative life; they examine the influence of dance (one of the two primary art forms) on history, while they explore the role dance plays in contemporary society and American culture.

A grade of C or better is required in all courses. The requirements for the 22-credit minor in Dance Studies are as follows:

*8 credits from the following:*

**Core requirements**

ARTP 3300	Dance History	4
ARTP 2300	Kinesiology	4

*14 credits from the following courses:*

**Theory and Frameworks**

ARTP 2117	Arts Management	4
ARTP 2000	Dance Composition I	2
ARTP 2287	Costume Design/Theatre/Dance	4
ARTP 2300	Topics in Dance	2
ARTP 3915	Dance Internship I	2
ARTP 4910	Dance Internship/PAC	2
ARTP 4915	Dance Internship II	2

**Technique and Applied Performance**

ARTP 1101	Beginning Dance	2
ARTP 1401	Beginning Ballet	1
ARTP 2101	Elementary/Intermediate Dance	2
ARTP 2401	Elementary/Intermediate Ballet	1
ARTP 2900	Dance Repertory	1
ARTP 2910	Dance Production Practicum	1
ARTP 3101	Intermediate/Advanced Dance	2
ARTP 3501	Intermediate/Advanced Ballet	1
ARTP 2201	Specialized Styles In Dance	2

**Minor in Theatre Studies (21 Credits)**

The minor in Theatre Studies is intended to provide interested students with a firm grounding in the theory and application of the art of theatre. The Theatre Studies minor is designed to enrich and enhance the cultural awareness and literacy of the student. The course of study is planned to allow the Theatre Studies minor the opportunity to experience theatre both onstage and

backstage, while still receiving a solid and holistic grounding in both the performing and liberal arts.

A grade of C or better is required in all courses. Requirements for the 21-credit minor in Theatre Studies are as follows:

ARTP 1150	Intro to Theatre	4
ARTP 2183	Theatre Crafts or	
ARTP 2681	Acting I	4
ARTP 2980	Production Practicum	1

*Three of the following, one of which must be above 3000 level:*

ARTP 2191	Theatre Voice	4
ARTP 2285	Lighting Design	4
ARTP 2287	Costume Design	4
ARTP 2683	Scenic Design	4
ARTP 2682	Acting II	4
ARTP 3683	Acting III	4
ARTP 3180	Directing	4
ARTP 3320	Development of Theatre I	4
ARTP 3221	Development of Theatre II	4

## **VISUAL ARTS**

The Visual Arts concentrations encompass the required work in the studio disciplines, and art. This curriculum provides the student with the foundation and advanced skills necessary for a career in the arts, graduate study, and preparation for a broad range of general career paths.

Senior Project I and II for BFA studio majors involves the production and presentation of well executed and articulate work in a particular medium and a public exhibition at the Stockton Art Gallery or other designated venue. This exhibition, accompanied by an essay or artist statement, is open only to Visual Arts majors in the following concentrations: Painting, Photography, Printmaking, Sculpture, Illustration and Visual Communications. The exhibition must occur during Senior Project II. The Senior Project in Art History requires an internship with an arts organization, a series of short papers and projects, and an extended research paper or thesis.

The Senior Project in the visual arts is open only to students who have demonstrated a high level of artistic achievement. Enrollment is contingent upon completion of all required prerequisite courses. Students concentrating in Illustration and Visual Communications are required to successfully complete the Senior Project in Visual Communications.

A minimum grade of C or better (C- is not acceptable) is required for all program and cognate courses.

### **Independent Study in Visual Arts**

Independent Study provides students with the opportunity to work on special projects that are not available through regular class offerings. Students who plan to pursue Independent Study must

contact their preceptor; they are also responsible for finding a faculty sponsor for the project. *The program's core courses may not be taken as Independent Study.*

**B.A. in Interdisciplinary Visual Arts credit requirements:**

Core Foundation Credits	20
Studio Foundation Credits	20
Concentration	24
Total Program Required Credits	64

**Interdisciplinary Visual Arts Core Foundation:**

20 Credits:

ARTV 1161	Introduction to 2D Design*	4
ARTV 1162	Introduction to Drawing**	4
ARTV 1169	Introduction to 3D Design***	4
ARTV 2175	Art History I	4
ARTV 2176	Art History II	4

\*ARTV 1161 is the prerequisite for Graphic Design I and Image and Typography

\*\*ARTV 1162 is the prerequisite for Painting I, Printmaking I

\*ARTV 1161 or \*\*ARTV 1162 are prerequisites for Black and White Photography

\*\*\*ARTV 1169 is the prerequisite for Sculpture I

**Interdisciplinary Visual Arts Studio Foundation Required Courses:**

**20 Credits** *Choose five courses from the following:*

ARTV 2121	Black and White Photography	4
ARTV 2155	Intermediate Drawing	
	or ARTV 2166 Drawing II: Figure Drawing	4
ARTV 2161	Painting I	4
ARTV 2168	Printmaking I	4
ARTV 2269	Sculpture I	4
ARTV 2270	Graphic Design I	4

**Interdisciplinary Visual Arts:**

24 Credits:

Three ARTV Electives and/or approved Cognate courses	12
Two ARTV Electives at the 3000-level	8
Portfolio Capstone course	4

**Recommended Curriculum for B.A. in Interdisciplinary Visual Arts**

*Freshman Year*

Introduction to 2D Design	4
Introduction to Drawing	4
Introduction to 3D Design	4
Art History I	4
G-Acronym Credits	8
At-Some-Distance Credits	8

<i>Sophomore Year</i>	
Studio Foundation	8
Art History II	4
ARTV/Cognate Requirements	4
G-Acronym Credits	8
At-Some-Distance Credits	8

<i>Junior Year</i>	
Studio Foundation	8
ARTV/Cognate Requirements	8
G-Acronym Credits	8
At-Some-Distance	8

<i>Senior Year</i>	
Senior Portfolio/Capstone	4
ARTV/Cognate Requirements	12
G-Acronym Credits	8
At-Some-Distance Credits	8

### **B.A. IN ART HISTORY AND CRITICISM**

Art History courses provide students with the opportunity to study the development of the visual arts in various cultures and epochs and to learn the particular research, and writing methods of art historians. Students may concentrate in Art History through the Visual Arts concentration by fulfilling the credit requirements as stated.

#### **Visual Arts/Art History Credit Requirements:**

Core Credits	28
Concentration	36
Total Program Required Credits	64

#### **Core Courses Required:**

**28 Credits:**

- ARTV 1161 Introduction to 2D Design
- ARTV 1162 Introduction to Drawing
- ARTV 1169 Introduction to 3D Design
- ARTV 2175 Art History I
- ARTV 2176 Art History II
- Two courses from the following:*
- ARTV 2121 Black and White Photography
- ARTV 2161 Painting I
- ARTV 2168 Printmaking I
- ARTV 2269 Sculpture I
- ARTV 2270 Graphic Design I

#### **Visual Arts/Art History Requirements:**

**36 Credits:**

- ARTV 4950 Senior Project in Art History I\*
- ARTV 4951 Senior Project in Art History II\*\*

*Three courses from the following:*

ARTV 3335 Art of New Jersey  
ARTV 2271 World Art  
ARTV 3610 Nineteenth Century Art  
ARTV 3611 Early Modern Art  
ARTV 3612 American Art  
ARTV 3613 Modern Art since 1950  
GAH 2227 History of Photography  
PHIL 3114 Aesthetics or ARTV 2135 Art Theory

One ARTV Elective

*Choose ONE of the following two options:*

1. Academic Cognates: Foreign language 8 credits (French is recommended), Historical Studies (HIST) 4 credits
2. Arts Management Cognates: ARTV 2117 Arts Management (4) MGMT 3110 Introduction to Management (4) MKTG 3110 Marketing Principles (4)

*\* Senior Project I includes a series of short papers and an internship in the College art gallery or another gallery or museum.*

*\*\*Senior Project II includes a thesis paper. A second internship is recommended.*

## **BFA IN VISUAL ARTS/STUDIO**

BFA in Visual Arts/Studio majors credit requirements are:

Core Foundation Credits	24
Studio Foundation Credits	16
2000-3000 level track requirement	40
Total Program Required Credits	80

### **Core Foundation Courses Required of all BFA Visual Arts/Studio Majors 24 Credits:**

ARTV 1161 Introduction to Two-Dimensional Design*	4
ARTV 1162 Introduction to Drawing**	4
ARTV 1169 Introduction to Three-Dimensional Design***	4
ARTV 2175 Art History I	4
ARTV 2176 Art History II	4
ARTV Art History elective	4

\*ARTV 1161 is the prerequisite for Graphic Design I and Image and Typography

\*\*ARTV 1162 is the prerequisite for Painting I, Printmaking I

\*ARTV 1161 or \*\*1162 are prerequisites for Black and White Photography

\*\*\*ARTV 1169 is the prerequisite for Sculpture I

## **Studio Foundation Courses Required of all BFA Visual Arts/Studio Majors**

16 Credits (select 4 including the one of intended track from the following courses):

ARTV 2161	Painting I	4
ARTV 2168	Printmaking I	4
ARTV 2121	Black and White Photography	4
ARTV 2270	Graphic Design I	4
ARTV 2269	Sculpture I	4

## **BFA in Visual Arts/Studio Concentration Requirements**

### **Painting**

40 Credits:

ARTV 2155	Intermediate Drawing	4
ARTV 2166	Drawing II: Figure Drawing	4
ARTV 3163	Abstract Painting: Word into Image	4
Two ARTV 3000-level Painting (select 2 of the following 3)		8
ARTV 3231	Figure and Landscape	
ARTV 3232	Painting from Life: Still Life	
ARTV 3230	Painting from Life: Light, Shadow and Landscape	
Art Theory or approved cognate		4
ARTV 4960	Senior Project I in Painting	4
ARTV 4961	Senior Project II in Painting	4
ARTV Electives (Art History or approved Cognate)		4
ARTV Elective		4

### **Printmaking**

40 Credits:

ARTV 2155	Intermediate Drawing	4
ARTV 2166	Drawing II: Figure Drawing	4
ARTV 3265	Printmaking II: Mixed Media	4
ARTV 3766	Printmaking III	4
Art Theory or approved cognate		4
ARTV 4940	Senior Project I in Printmaking	4
ARTV 4941	Senior Project II in Printmaking	4
Three ARTV Electives including one program cognate course		12

### **Photography**

40 Credits:

ARTV 2321	Color Photography	4
One course from the following:		
ARTV 3240	Advanced Photo Processes	
or ARTV 3241	Alternative Photo Process	
or ARTV 3242	Digital Black and White Printing	4
Art Theory or approved cognate		4
ARTV 3625	Photoshop	4



ARTV 4900/4800 Internship or Independent Study	4
ARTV 4920 Senior Project I in Photography	4
ARTV 4921 Senior Project II in Photography	4
Three ARTV Electives including one program cognate course	12

### **Sculpture**

40 Credits:

ARTV 2155 Intermediate Drawing	4
ARTV 2166 Drawing II: Figure Drawing	4
ARTV 3768 Sculpture II	4
ARTV 3770 Sculpture III	4
ARTV 3767 Drawing III	4
Art Theory or approved cognate	4
ARTV 4830 Senior Project I in Sculpture	4
ARTV 4831 Senior Project II in Sculpture	4
Three ARTV Electives including one program cognate course	12

### **Visual Communications**

40 Credits:

ARTV 2265 Image and Typography*	4
ARTV 3621 Web Design*	4
ARTV 3220 Interactive Media Design*	4
ARTV 3271 Graphic Design II*	4
ARTV 4900/4800 Internship or Independent Study	4
ARTV 4580/4780 Senior Project I in Visual Communications	4
ARTV 4581/4781 Senior Project II in Visual Communications	4
One ARTV Course from the following:	4
ARTV 2230 Illustration I	
ARTV 3625 Photoshop	
ARTV 3674 3D Modeling or ARTV 3676 3D Animation	
ARTV 2220 Package Design	
Two ARTV Electives	8

\* Image and Typography and Graphic Design II and Interactive Media Design or Web Design are prerequisites for Senior Project I in Visual Communications.

### **Illustration**

40 Credits:

ARTV 2155 Intermediate Drawing	4
ARTV 2265 Image and Typography*	4
ARTV 2230 Illustration I	4
or ARTV 2221 Creating Graphic Novels and Comics	4
ARTV 2166 Drawing II: Figure Drawing*	4
One ARTV 3000 level Painting course*	
One ARTV Course from the following*:	4
ARTV 3220 Interactive Media Design	
ARTV 3271 Graphic Design II	

ARTV 4580/4780	Senior Project I in Visual Communications	4
ARTV 4581/4781	Senior Project II in Visual Communications	4
Two ARTV Electives		8

\* These courses are prerequisites for Senior Project I in Visual Communications.

Recommended Curriculum for BFA in Visual Arts/Studio Concentrations (other than Visual Communications)

*Freshman Year*

Introduction to Two-Dimensional Design	4
Introduction to Drawing	4
Introduction to Three-Dimensional Design	4
Art History I	4
Art History II	4
G-Acronym Credits	8
At-Some-Distance Credits	4

*Sophomore Year*

ARTV Foundation	12
Art Theory or Approved Cognate	4
Concentration Track	4
G-Acronym Credits	8
At-Some-Distance Credits	4

*Junior Year*

Art History	4
Concentration Track	16
G-Acronym Credits	8
At-Some-Distance	4

*Senior Year*

Two Consecutive Semesters of Senior Project	8
Concentration Track	12
G-Acronym Credits	8
At-Some-Distance Credits	4

Recommended Curriculum for BFA in Visual Arts/Visual Communications Concentration

*Freshman Year*

Introduction to Two-Dimensional Design	4
Introduction to Drawing	4
Introduction to Three-Dimensional Design	4
ARTV Foundation	4
Art History I	4
G-Acronym Credits	8
At-Some-Distance Credits	4

*Sophomore Year*

ARTV Foundation	8
Art History II	4
Graphic Design I	4
Image and Typography	4
G-Acronym Credits	8
At-Some-Distance Credits	4

*Junior Year*

Graphic Design II	4
Interactive Media Design	4
Track Requirement	8
History of Graphic Design or ARTV Cognate	4
G-Acronym Credits	8
At-Some-Distance Credits	4

*Senior Year*

Two Consecutive Semesters of Senior Project	8
Track Requirement	12
G-Acronym Credits	8
At-Some-Distance Credits	4

**Visual Communications Course Sequence for Transfer Students with 64 credits  
(Associate's Degree)**

**Credits**

*First Semester*

Graphic Design I	4
Image and Typography	4
ARTV credits	12

*Second Semester*

Graphic Design II or other 3000 level Visual Communications	4
Interactive Media Design or other 3000 level Visual Communications	4
ARTV credits	12

*Third Semester*

Senior Project in Visual Communications I	4
ARTV credits	8

*Fourth Semester*

Senior Project in Visual Communications II	4
ARTV credits	8

**VISUAL ARTS MINORS**

**Studio Art and Art History Minors**

The minors in Studio Art and Art History are designed to provide a coherent, formal, and officially recognized course of study in the visual arts for the non-art major, the student whose

primary field lies elsewhere but who desires, out of personal interest or for career reasons, to pursue a cohesive program in art. Studio Art majors working toward either the BFA or BA degree may also elect to minor in Art History.

The visual arts comprise a field of great relevance and enrichment to a variety of disciplines, including but not limited to, communications, history, literature, education, theatrical studies, business studies and the sciences.

A grade of C or better is required for all program and cognate courses. A maximum of two transfer courses will be counted toward a Stockton Visual Arts minor. The requirements for the 20-credit minors in Studio Art and Art History are as follows:

## **STUDIO ART MINOR**

### **Introductory Core Courses (12 Credits)**

*8 credits from the following courses:*

ARTV 1161	Introduction to 2D Design	4
ARTV 1162	Introduction to Drawing	4
ARTV 1169	Introduction to 3D Design	4

### **One Art History Course**

*4 credits from the following recommended courses:*

ARTV 2175	Art History I	4
ARTV 2176	Art History II	4
ARTV 3610	Nineteenth Century Art	4
ARTV 3611	Early Modern Art	4
ARTV 3612	American Art	4
ARTV 3613	Modern Art Since 1950	4

### **Intermediate/Advanced Electives (8 credits)**

*At least two additional studio courses, one of which must be at the 3000 level.*

Electives may be selected from the following:

ARTV 2161	Painting I	4
ARTV 3163	Abstract Painting: Word into Image	4
ARTV 3230	Painting from Life: Light, Shadow and Landscape	4
ARTV 3231	Figure and Landscape	4
ARTV 3232	Painting from Life: Still Life	4
ARTV 2121	Black and White Photography	4
ARTV 2155	Intermediate Drawing	4
ARTV 2166	Drawing II: Figure Drawing	4
ARTV 2168	Printmaking I	4
ARTV 2169	Printmaking and Mixed Media	4

ARTV 2220	Package Design	4
ARTV 2230	Illustration I	4
ARTV 2265	Image and Typography	4
ARTV 2268	Computer Animation Multimedia	4
ARTV 2269	Sculpture I	4
ARTV 2270	Graphic Design I	4
ARTV 2321	Color Photography	4
ARTV 3220	Interactive Media Design	4
ARTV 3240	Advanced Photo Processes	4
ARTV 3265	Printmaking II: Mixed Media	4
ARTV 3271	Graphic Design II	4
ARTV 3621	Web Design	4
ARTV 3625	Photoshop	4
ARTV 3674	3D Computer Graphics Modeling	4
ARTV 3676	3D Animation	4
ARTV 3768	Sculpture II	4

### **ART HISTORY MINOR**

#### **Introductory Core Courses (12 credits)**

ARTV 1161	Introduction to 2D Design	4
ARTV 2175	Art History I	4
ARTV 2176	Art History II	4

#### **Intermediate/Advanced Electives (8 credits)**

*At least two additional art history courses in more specialized topic areas, one of which must be at the 3000 level.*

*Electives may be selected from the following:*

ARTV 2271	World Art	4
ARTV 3610	Nineteenth Century Art	4
ARTV 3611	Early Modern Art	4
ARTV 3612	American Art	4
ARTV 3613	Modern Art Since 1950	4
GAH 2227	History of Photography	4

### **GRADUATION WITH DISTINCTION IN THE PERFORMING ARTS**

A Bachelor of Arts degree with distinction in Studies in the Arts, performing arts, may be awarded to the eligible student graduating with a minimum cumulative GPA of 3.5 in program-cognate courses; who receives no F or NC grades in program or cognate courses; and, where required, who produces an outstanding senior project with a grade of A. The award of distinction will be conferred to eligible students only by a majority vote of this program's faculty.

## **GRADUATION WITH DISTINCTION IN THE VISUAL ARTS**

A Bachelor of Fine Arts degree with distinction in visual arts or a Bachelor of Arts degree with distinction in Studies in the Arts, visual arts, may be awarded to the eligible student graduating with a minimum cumulative GPA of 3.5 in program-cognate courses; who receives no F or NC grades in program or cognate courses; and, where required, who produces an outstanding senior project with a grade of A. One quarter of required program-cognate degree credits must be taken at Stockton to qualify for Program Distinction. The award of distinction will be conferred to eligible students only by a majority vote of this program's faculty.

## **SPECIAL FACILITIES**

Students have available an electronic piano lab; practice rooms; a dance studio; an art gallery; studios for printmaking, painting, sculpture, graphic design and computer graphics; and a photographic darkroom. There is also the Performing Arts Center complex, which houses a 550-seat main theatre, an experimental theatre, and scene and costume shops.

The Visual Arts studios are located in the Arts and Sciences Building. The facility includes studio spaces for painting, printmaking, graphic design, photography, computer graphics and sculpture. Each studio has been designed to provide optimal conditions for the production of art with an emphasis on safety and the environment. In addition to many technological improvements, the faculty offices are located adjacent to the studios, improving student access to the art faculty.

## **INFORMATION ABOUT THE PROGRAM**

Performing Arts Program Coordinator or  
Visual Arts Program Coordinator  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-4505

Dean of Enrollment Management  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-4261  
[www.stockton.edu](http://www.stockton.edu)

For current, detailed course descriptions, go to the [Online Catalog](#).

## COMMUNICATION STUDIES

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### IN THE SCHOOL OF ARTS AND HUMANITIES

#### THE FACULTY

**Donnetrice Allison (2004)**; Associate Professor of Communication Studies and Associate Professor of Africana Studies; Ph.D., Howard University; M.A., Howard University; B.A., The University of New Haven; media and culture, film theory and criticism, research methods. African American rhetoric and hip hop culture.

**Christine Farina (2000)**; Associate Professor of Communication Studies; MFA, University of North Carolina, Greensboro; B.A., Drew University; mass communication, video/TV production, film theory, history and criticism, media acting and performance.

**Joe'l Ludovich (2007)**; Associate Professor of Communication Studies; MFA, Savannah College of Art and Design; B.A., Rowan University; audio/TV production, steadicam, dance on film, film theory and criticism.

**Christina M. Morus (2008)**; Assistant Professor of Comparative Genocide & Communication Studies; Ph.D., University of Georgia; M.A., Eastern Michigan University; B.S., Eastern Michigan University; the rhetoric of mass violence and genocide, discourses of memory, the rhetoric of peace & human rights activist organizations, critical media studies, discourses of gender, race, class and ethnicity.

**Jeremy Newman (2008)**; Assistant Professor of Communication Studies; MFA, The Ohio State University; B.A., Baldwin-Wallace College; mass communication, documentary, experimental video, TV production, film theory, history and criticism.

**James Shen (1997)**; Associate Professor of Communication Studies; Ph.D., Ohio University; M.A., Ohio University; M.A., Shanghai International Studies University; B.A., Shanghai Institute of Education; mass communication, international communication, telecommunications, critical/cultural studies.

**Suya Yin (2004)**; Associate Professor of Communication Studies; Ph.D., University of Wisconsin, Madison; M.A., University of Wisconsin, Madison; M.A., University of International Business and Economics, China; B.A., Harbin Teachers University, China; journalism, advertising, international communications.

**Ai Zhang (2009)**; Assistant Professor of Communication Studies; Ph.D., University of Maryland; M.A., Syracuse University; B.A., University of Colorado at Denver; public relations, advertising.

## **INTRODUCTION**

Communication Studies focuses upon the ways in which a culture communicates information—the book, the newspaper and the memo; the telephone; radio, television and cinema; the computer, the Internet and fiber optics; the conversation and the conference—in order to help students determine their relationship to the world and understand the information society in which they live. The program believes that this society can be characterized by multicultural communication practices and the diffusion of information technologies. The program’s primary focus is Media.

Communication Studies is both theoretical and practical. Students are expected to understand a set of interlocking concerns: how institutions shape the message and how people interpret the message; the possibilities and the limits of particular media; the influence of culture upon communication technologies; and the effects of technological change upon society as a whole. Additionally, students are expected to manage the tools of their discipline: computers, video, radio, print, and spoken discourse.

## **PROGRAM ORGANIZATION**

The Communication Studies Program is divided into three tracks — Public Relations and Advertising, Media Production, and General Media Studies.. In Public Relations and Advertising students learn the important aspects of the field and how media impacts the dissemination of messages. The Media Production concentration focuses upon “behind the scenes” skills and offers students a more “hands-on” approach to learning the media production field. The General Media Studies courses provide a theoretical understanding of the field and allows students to critically analyze media.. The program also offers core courses in communication theory and writing, and requires students to enroll in a seminar and participate in an internship. In the seminars and internships, students will synthesize the knowledge and methodologies they have learned in all three program areas.

## **ADMISSION TO THE PROGRAM**

The program in Communication Studies is open to any student with an interest in the discipline. A distinctive feature of Communication Studies is its preceptor/preceptee collaboration. Students’ cognate choices, for example, are the result of a careful negotiation between students and preceptors. Students wishing to major in the program are encouraged to declare their intentions no later than the beginning of their junior year. Intended majors must consult with a Communication Studies faculty member, who will explain the nature of the program and its specific requirements.

## **GRADUATION REQUIREMENTS AND PROGRAM OVERVIEW**

Communication Studies is composed of three major sections—Core Courses (20 credits), Major Concentration (20 credits) and Cognate Courses (24 credits). A minimum grade of C or better is required for all program and cognate courses counted toward the 64 program and cognate credits required for graduation.

In addition to the College’s 64-credit general education requirement for the B.A. degree, as described in the *Bulletin*, students must complete the following:



## **PROGRAM STRUCTURE**

### **CORE COURSES required for all majors – 20 credits**

- COMM 1201 – Intro to Mass Communication
- COMM 2103 – Writing for Media
- COMM 3200 – Theories of Mass Comm
- COMM 4601 – COMM Seminar
- *Choice of* – COMM 4901 Internship or
- COMM 4902 – WLFR Internship, or
- COMM 4903 – SSTV Internship

### **PRAD – PUBLIC RELATIONS Concentration – select 20 credits from the following**

- COMM 2301 Public Relations
- COMM 2405 Advertising
- COMM 2302 PR & Advertising Writing
- COMM 2406 Business and Professional Presentation
- COMM 3302 Advanced Public Relations
- COMM 3304 PR and Advertising Design
- COMM 3305 Public Relations Ethics
- COMM 3308 Media Planning and Copywriting

### **MEDP – MEDIA PRODUCTION Concentration – select 20 credits from the following**

- COMM 2400 Mediated Comm: Computers
- COMM 2401 Mediated Comm: Audio Production
- COMM 2402 Mediated Comm: Video Prod
- COMM 2403 Mediated Comm: Television
- COMM 2407 Introduction to Editing
- COMM 3350 Mediated Comm: Documentary Production
- COMM 3351 Experimental Video Production
- COMM 4200 Steadicam: Art of the Moving Camera
- COMM 4300 Practicum

### **GNMS – GENERAL MEDIA STUDIES Concentration – select 20 credits from the following**

- COMM 2204 Media, Culture and Society
- COMM 2207 Special Topics in Communication
- COMM 2305 Media Law and Ethics
- COMM 2408 News & Media
- COMM 2409 Television & Popular Culture
- COMM 3400 Film Theory and Criticism

- COMM 3203 COMM Research Methods
- COMM 3303 International Communication
- COMM 3301 Telecommunication Systems
- COMM 3306 Women, Minorities & Media
- COMM 3307 Politics & Media

Cognates consist of six courses (24 credits) from the following areas: ACCT, ARTV, ARTP, COMM, BSNS, ECON, FINA, HIST, HOSP/HTMS, INTL, LANG, LITT, MGMT, MKTG, PHIL, GAH 1124, GAH 2233, GAH 2372, GAH 3306, GSS 3795. At least one of the courses must be at the 3000 or 4000 level.

### **Graduation With Distinction**

A Bachelor of Arts degree with distinction in communication studies may be awarded to the student who earns at least a 3.80 GPA in both the COMM program and the cognate courses taken at Stockton and an overall G.P.A of 3.50. Students desiring to graduate with distinction must submit a one-page application listing:

- 1) Their GPA (overall and in COMM and cognate courses)
- 2) The respective percentages of credits from program and cognate courses taken at Stockton (at least 50% of program and cognate course work must be completed respectively at Stockton)
- 3) Their participation in extracurricular activities relating to communication.

### **Career Opportunities**

Students pursuing degrees in communication studies may prepare themselves for careers in teaching, law, journalism, technical writing, speechwriting, radio and television production, public relations, advertising, marketing, consulting, government, civil service, administration and the ministry. A Communication Studies degree can also lead to opportunities in private organizations and government agencies. Majors who wish to pursue graduate study in communication or related areas of study should inform their program preceptors of their plans as early as possible.

### **Special Opportunities**

Qualified students may be assisted in obtaining pre-professional experiences in their fields of interest by means of internship opportunities with local and regional organizations. The proximity of Richard Stockton College to Atlantic City and Philadelphia and major radio, TV and print media markets makes possible internship opportunities in the media, and in other areas such as public relations, advertising, and promotions for commercial, political and/or social programs and events. Students can also opt for an on-campus internship with the college radio station, WLFR, the college television station, SSTV, and the College newspaper, the ARGO.

Interested students should contact the Communication Studies Internship Coordinator after discussing possibilities and requirements with their preceptors. Students who wish to be certified to teach in elementary or secondary schools may do so by satisfying the requirements for a degree in Communication Studies and the additional requirements necessary for teacher certification.

**INFORMATION ABOUT THE PROGRAM**

Communication Studies Program Coordinator  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-4505

Dean of Enrollment Management  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-4261  
[www.stockton.edu](http://www.stockton.edu)

For current, detailed course descriptions, go to the [Online Catalog](#).

## **HISTORICAL STUDIES**

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### **IN THE SCHOOL OF ARTS AND HUMANITIES**

#### **THE FACULTY**

**Robert Gregg (1996)**; Dean of the School of Arts and Humanities; Professor of History; Ph.D., University of Pennsylvania; M.A., Edinburgh University; American history 1865-present, African-American history, comparative history.

**Michael R. Hayse (1996)**; Associate Professor of History; Ph.D., University of North Carolina, Chapel Hill; M.A., University of Maryland; B.A., Dartmouth College; 20th century German history, Russian and East European history, and Holocaust/genocide studies, history and memory.

**William C. Lubenow (1971)**; Professor of History; Ph.D., University of Iowa; M.A., University of Iowa; B.A., Central College; modern European history, modern British history, modern cultural history, methodology and philosophy of history.

**Michelle McDonald (2006)**; Associate Professor of History; Ph.D., University of Michigan; M.A., George Washington University; M.A., St. John's College; B.A.; University of California, Los Angeles; Atlantic history, comparative Caribbean history, business and economic history, public history, early American history.

**Sharon Musher (2007)**; Associate Professor of History; Ph.D., Columbia University; M.A., Columbia University; M.Phil., Columbia University; M.Phil., Oxford University; B.A., University of Michigan; 20<sup>th</sup> century US history, modern social-cultural history, women's history, African-American history.

**Robert Nichols (2000)**; Professor of History; Ph.D., University of Pennsylvania; M.A., University of Pennsylvania; B.A., University of Illinois; Indian Ocean history, South Asian history, social movements, historiography.

**Tom Papademetriou (2001)**; Associate Professor of History and Executive Director of The Interdisciplinary Center for Hellenic Studies; Ph.D., Princeton University; M.A., St. John's College; M.Div., Holy Cross Greek Orthodox School of Theology; B.A., Hellenic College; Southeastern Europe, Middle Eastern history, modern Hellenism.

**Lisa Rosner (1987)**; Professor of History and Director, Honors Program; Ph.D., Johns Hopkins University; B.A., Princeton University; early modern Europe, history of science and medicine.

**Laura Zucconi (2005)**; Associate Professor of History; Ph.D., University of California, San Diego; M.A., University of Connecticut; B.A., University of California, San Diego; ancient Mediterranean history, ancient Near Eastern history, history of religion, history of medicine, archaeology.

## PROFESSORS EMERITI

**Joanne D. Birdwhistell (1979)**; Professor Emerita of Philosophy and Asian Civilization; Ph.D., Stanford University; M.A., Stanford University; B.A., University of Pennsylvania; Chinese philosophy, Japanese and Indian thought, comparative philosophy, East Asian culture and history.

**Demetrios J. Constantelos (1971)**; Charles Cooper Townsend Sr. Distinguished Professor Emeritus of History and Religious Studies, Distinguished Scholar in Residence; Ph.D., Rutgers The State University, Th.M., Princeton Theological Seminary; M.A., Rutgers, The State University; B.A., Holy Cross Greek Orthodox Theological School; D.D., Holy Cross Hellenic College; the Byzantine or Medieval Greek world, ancient Greece, Rome and the Roman Empire, early Christianity, New Testament studies, history of philanthropy.

## INTRODUCTION

The historical studies curriculum offers courses that acquaint students with the various methods of historical study, provide them with a broad understanding of the major themes of human history, and give them the opportunity to propose and implement their own research projects. Designed to help students develop careful, thoughtful self-expression, particularly in written form, the curriculum is composed of courses of increasing difficulty, progressing from introductory and intermediate courses to seminars and finally to the Thesis Seminar, in which each student writes a senior thesis. The History Seminar serves as a forum for students to discuss their individual research interests and experiences with their colleagues.

## ADMISSION TO THE PROGRAM

Admission to the program is by approval of the program faculty. Students seeking admission should contact the program coordinator no earlier than the final term of the freshman year and no later than the first term of the junior year. Failure to do so may make it impossible to complete the major within the standard 128-credit graduation requirement and could, therefore, require additional terms of study. Historical study requires considerable proficiency in reading and writing skills. If students are below the college reading and writing level, the program will require them to remedy their deficiencies.

## GRADUATION REQUIREMENTS

In addition to the College's 64-credit General Studies requirement to qualify for the B.A. degree in Historical Studies, students must satisfactorily complete 64 credits in program and cognate courses as follows:

I. Program courses. A minimum of 40 credits (*Required Courses*)  
(10 four-hour courses) in history program courses as follows:

A. HIST 2129 Introduction to the Study of History (*Required Course*)

B. At least one course at the 1000-3000 level in each of the following four categories: **One and only one course at the 3000 level may satisfy a category B requirement while simultaneously satisfying a category C requirement (see C below).**

- Mediterranean/Ancient
- Atlantic/American
- Indian Ocean/Asian
- European

C. One each of the following Advanced Seminars in History. Two of these seminars may be replaced with any 3000 or 4000 level HIST seminar.

- HIST 4655 Advanced History Seminar: Power
- HIST 4656 Advanced History Seminar: Identity
- HIST 4657 Advanced History Seminar: Nature
- HIST 4658 Advanced History Seminar: Belief

D. The following two-course sequence culminating in the Senior History Thesis:

- HIST 4690 Historical Methods
- HIST 4691 Thesis Seminar

II. Cognate courses. A minimum of 24 credits as cognate courses taken in disciplines related to historical studies, such as literature, philosophy, religion, political science or art history.

III. Foreign language requirement. Proficiency in a foreign language through the Intermediate II level. In most cases this will require 16 credit hours (a four-course sequence) of a foreign language. Students who enter Stockton with foreign language competency should consult with their preceptor or the program coordinator regarding this requirement. Successful participation in an approved study abroad program in a non-English-speaking country for at least one semester or at least six weeks during the Summer may be substituted for all or part of the foreign language requirement.

A minimum grade of C is required in all courses counted toward the 64 program and cognate credits required for graduation.

### **BA/MA AND BA/MAT DEGREE**

Qualified Historical Studies majors are eligible for automatic admission into the MA and MAT degree programs in the Federated History Department of Rutgers, Newark/NJIT, and into the MA degree program in History at Rutgers, Camden. Qualified majors may also earn graduate credits while completing their undergraduate BA in Historical Studies. Students may contact the program coordinator for more information.

### **HISTORICAL STUDIES MINOR**

The program offers a minor for students who are majoring in another field, but who have an interest in history or wish to fulfill the history course requirements for Social Studies teaching certification. For the minor, students are required to complete five HIST courses with a grade of C or better. To ensure breadth, students must include at least one course in each of the following three areas: American, European, and non-European. To ensure depth, no more than three courses should be at the 1000 or 2000 level, with at least two courses at the 3000 or 4000 level. One 3000-level 4-credit independent study may be substituted for one 3000 level 4-credit course. Students should consult with a HIST faculty member to ensure that these requirements are met.

## **GRADUATION WITH DISTINCTION**

A Bachelor of Arts degree with distinction in historical studies may be awarded to the student who earns at least a 3.80 GPA in HIST program courses taken at Stockton, an overall GPA of at least a 3.00, and a grade of A for the senior thesis. Students desiring to graduate with distinction must submit a one-page application listing 1) their GPA (overall and in HIST courses), 2) the title, abstract and grade of their Senior Thesis, and 3) their participation in extracurricular activities relating to history.

## **SPECIAL OPPORTUNITIES**

Historical studies students have ample opportunities to explore their own interests through individual or group study and research in a wide range of fields from local and American history to ancient Greek and Near Eastern civilizations. Interlibrary loans, the close proximity of the Philadelphia libraries, and the open facilities at Rutgers University widely expand the research opportunities available to Stockton students. Internships with historical societies, libraries and art museums are also available. Students who wish to be certified to teach social studies in secondary schools may do so by satisfying the requirements for a degree in historical studies and the additional requirements necessary for teacher certification. Students interested in history are encouraged to participate in the activities of the History Club. Students who meet the academic requirements may become members of the Stockton chapter of Phi Alpha Theta, the national History honor society.

## **CAREER OPPORTUNITIES**

Students pursuing degrees in historical studies may prepare themselves for careers in teaching, law, journalism, library science, computers, government, civil service, administration and the ministry. A history degree can also lead to opportunities in art institutes, galleries, museums, local and state historical associations and to archival work with libraries, private organizations, and government agencies. Majors who wish to pursue graduate study in history should inform their program preceptors of their plans as early as possible and should be aware that a reading proficiency of at least one foreign language is required by most graduate schools. Preparation in basic computer methods is necessary for study on the graduate level in social, economic, or modern political history.

## **INFORMATION ABOUT THE PROGRAM**

Historical Studies Program Coordinator  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-4505

Dean of Enrollment Management  
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## LANGUAGES AND CULTURE STUDIES

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### IN THE SCHOOL OF ARTS AND HUMANITIES

#### THE FACULTY

**Arnaldo Cordero-Román (1999)**; Associate Professor of Spanish; Ph.D., University of Maryland; M.A., Universidad de Puerto Rico; B.A., Universidad de Puerto Rico; comparative literature, translation, documentary photography, language and cultural studies in the Caribbean and Latin America.

**David S. King (2004)**; Associate Professor of French; Ph.D., Washington University; MBA, Washington University; M.A., Washington University; B.A., Washington University; French language and medieval literature, French civilization, French commerce.

**Gorica Majstorovic (2002)**; Associate Professor of Spanish; Ph.D., New York University; M.A., University of Southern California; B.A., University of Belgrade; Iberian, Latin American and U.S. Latino literature, film, visual arts and theater, postcolonial studies.

**Kory Olson (2006)**; Associate Professor of French; Ph.D., The Pennsylvania State University; M.A., Auburn University; B.A., South Dakota State University; French civilization, French history, 19th and 20th century French literature, geography, history of cartography.

**Katherine Panagakos (2008)**; Assistant Professor of Classics and AFGLC Professor of Greek Culture; Ph.D., The Ohio State University; M.A., Tulane University; B.S., Rutgers, The State University; Latin language and literature, ancient Greek and Roman novels, Augustan poetry, classical mythology, and Greco-Romans in film.

**David Roessel (2004)**; Professor of Greek Language and Literature and Associate Director of The Interdisciplinary Center for Hellenic Studies; Ph.D., Princeton University; M.A., State University of New York at Albany; M.A., Catholic University; B.A., Rutgers, The State University; Greek language and literature, Greek drama, Modern Greek poetry, Homeric epic, Cypriot literature.

**Francisco Javier Sánchez (2007)**; Associate Professor of Spanish; Ph.D., The University of North Carolina, Chapel Hill; M.A., North Carolina Central University; B.A., Universidad de Salamanca, Spain; Spanish language and literature, comparative literature, 20th century narrative.

#### PROFESSORS EMERITI

**Norma B. Grasso (1973)**; Professor Emerita of Spanish; Ph.D., Indiana University; M.A., Oberlin College; B.A., Instituto de Estudios Superiores, Buenos Aires; 20<sup>th</sup> century Latin American novel and short story, 19<sup>th</sup> century Spanish literature, the Spanish Golden Age, English and comparative literature with special emphasis on the novel, women's studies



**Fred Mench (1971)**; Professor Emeritus of Classics and AFGLC Endowed Professor of Greek Culture; Ph.D., Yale University; M.A., Yale University; B.A., Kenyon College; Greek and Roman languages, literature and civilizations, especially the classical heritage, classic epic, Greek tragedy, Latin lyric, literatures of the Bible, historical novels.

**Jeanne-Andrée Nelson (1975)**; Professor Emerita of French; Ph.D., Michigan State University; M.A., University of Utah; B.A., University of Utah; French language and literature, French civilization, 17<sup>th</sup> and 20<sup>th</sup> century French literature, French literary criticism, 20<sup>th</sup> century drama.

## **INTRODUCTION**

By providing insights into the linguistic, cultural and intellectual lives of other peoples, language study and the investigation of foreign literatures and cultures foster in the student a broader, more informed perspective on the world. Students pursuing a major or a minor in Languages and Culture Studies will study linguistic structures, develop audio-lingual and writing ability, become familiar with literary texts, develop analytical abilities and gain an appreciation of cultures and traditions different from their own.

## **PROGRAM ORGANIZATION**

The program consists of three separate sections: Spanish, French and Classics. Students are able to major in the program with a concentration in Spanish, French, Classics or World Languages. Minors are available in Spanish, French, Latin, and both Classical and Modern Greek. The program also offers a focus on Hellenic Studies. Consult information below for individual program requirements.

## **ADMISSION TO THE PROGRAM**

The program is open to any student with an interest in language, literature or linguistics. A student should declare a major or minor during the sophomore year to allow time for fulfilling the necessary requirements.

## **GRADUATION REQUIREMENTS**

In addition to the 64-credit General Studies requirement, the non-transfer student must satisfactorily complete 64 credits in the Language and Culture Studies program and cognate courses to qualify for the B.A. degree in Language and Culture Studies. All transfer students must complete a minimum of 16 credits in Languages and Culture Studies courses at Stockton regardless of how many credits were accepted by the program when students transferred to Stockton. A minimum grade of C is required in all courses counted toward the 64 program credits required for graduation.

## **CREDIT REQUIREMENTS FOR MAJOR IN LANGUAGE**

### **Concentration in Spanish**

Students majoring in Spanish must fulfill eight core LANG/SPAN courses plus three topical electives in Spanish, one of which must be at the 4000 level. This concentration is designed to enable students who seek admission into the Post-baccalaureate Education Program as well as for those students who wish to apply to graduate programs for advanced study in Spanish. The LANG/SPAN curriculum will develop students' abilities in the five areas proposed by the National Standards in Language Education Project: communication, cultures, connections,

comparisons and communities. The primary objective is to promote not only the intensive study in Spanish with emphasis on meaningful interaction, but also the integration of the language within other fields of interest. This interdisciplinary approach, and the focus on the cultural diversity within the Spanish-speaking world, will help students attain at least the minimum Advanced Low Oral Proficiency level, as proposed by the American Council for the Teaching of Foreign Languages (ACTFL).

**(Total 64 credits)**

**Common Core Credits and Required Courses:**

LANG 2241	Intermediate Spanish II	4
Or the equivalent: LANG 2143 Mapping Hispanic Cultures II		
LANG 3240	Advanced Oral and Written Expression in Spanish	4
LANG 3241	Advanced Spanish Language Composition and Syntax	4
LANG 3251	Spanish Culture and Civilization	4
LANG 3252	Latin American Culture and Civilization	4
LANG 3253	Children’s Literature in Spanish	4
LANG 3257	Proficiency Methodology in Spanish	4
LANG 3258	Applied Linguistics in Spanish	4

**Common Core Credit Total: 32**

**Additional Required Courses for Teacher Preparation:**

Additional elective credits in Spanish	12
(3000 level or above with a minimum of 4 credits at the 4000 level)	
Additional credits in Cognate Courses	20
<b>Total credits required</b>	<b>64</b>

**Cognate courses:**

Cognates for both concentrations in Spanish can include Beginning Spanish courses, LANG 1240 and LANG 1241. In addition, courses with an ARTP, LANG, LITT, HIST or PHIL acronym are cognate courses. For students who are planning to seek certification for K-12 teaching, certain EDUC courses, such as Technology for Educators, and/or Families, Schools and Communities can count as cognates. ESL courses are also acceptable cognates.

**Total credits required 64**

**Concentration in French Studies**

The study of French at Richard Stockton College gives students the opportunity to acquire oral and written linguistic skills that have a practical as well as an intellectual application. The French faculty teaches all levels of language, culture and literature courses in French. Students are encouraged to develop and to deepen their formal knowledge of the language, and to become engaged with challenging ideas dealing with linguistic, cultural or literary topics. All courses with the program are taught in French. Students seeking to acquire teaching certification will take the required courses set by the Education program. During their junior or senior year of French Studies, students are encouraged to study abroad either in Quebec or in France. The program also encourages interdisciplinary studies through courses in European arts and history.

### Required Language Courses:

The concentration in French requires 32 credits starting from the intermediate level or higher. Work at the advanced level should begin with either LANG 3230 or LANG 3231. Students taking either of those courses may enroll concurrently in another 3000 level course. Within the 32 credits, students take a minimum of one civilization course (e.g., LANG 3607, 3609, 3616, 3620, 3626) and one literature course (e.g., LANG 3608, 3614, 3615, 3232) .

LANG 2230	Intermediate French I	4 credits
LANG 2231	Intermediate French II	4 credits
LANG 3230	Advanced French	4 credits
LANG 3231	French Composition: A Cultural Approach	4 credits
LANG 3232	Francophone Short Stories	4 credits
LANG 3236	Cinema for French: Conversation/Composition	4 credits
LANG 3607	French Civilization I	4 credits
LANG 3608	Reading in French Literature	4 credits
LANG 3609	French Civilization II	4 credits
LANG 3614	French Literature I	4 credits
LANG 3615	French Literature II	4 credits
LANG 3620	Contemporary France	4 credits
LANG 3XXX	Topics in French Literature	4 credits

Students must also take a minimum of 20 credits made up of cognate courses with the following acronyms: LANG, ARTP, ARTV, HIST, LITT, AND PHIL. The Program recommends that students take 12 of those credits from the list below:

LANG 2100	European Literature I	4 credits
HIST 2120	Europe 1400-1815	4 credits
GAH 1346	Modern Europe	4 credits
GAH 2284	History of Paris	4 credits
HIST 2121	Europe: 1815 to the Present	4 credits
GAH 3230	French New Wave Cinema	4 credits
HIST 3614	Revolution and Enlightenment	4 credits
GAH 1050	David to Degas	4 credits
ARTV 2176	Art History II	4 credits
ARTV 3610	Nineteenth Century Art	4 credits

### Classics

The study of the ancient world, and especially the languages and cultures of Greece and Rome, was once central to all liberal education. Other disciplines have moved into the ring, but an understanding of the ancient world is still crucial to the best work in history, literature, religion and art, and has connections with politics, psychology and a host of other fields. The Classics major allows students to choose among four concentrations, all of which will include at least one ancient language component. Depending on the concentration chosen, the other requirements may consist of more language study or study of one ancient culture, Greek or Roman. The study of Classics is one way of preserving the past and also a way for students to use it in current study, whether to prepare for graduate study or a teaching career in the languages or history.

## **THE CONCENTRATIONS:**

### *Greek and Latin*

#### **Required Language Courses (up to 40 credits):**

##### **For those whose principal language is Greek:**

LANG 1290/91      Beginning Ancient Greek I and II  
LANG 2760/61      Intermediate Ancient Greek I and II  
LANG 3760          Advanced Ancient Greek I\*  
LANG 3761          Advanced Ancient Greek II\*  
(\*course may be repeated for credit when topics vary)

and

LANG 1220/1702    Introduction to Latin I and II  
LANG 2710/11      Intermediate Latin I and II

Note: Hebrew is an acceptable substitute for Latin

##### **For those whose principal language is Latin:**

LANG 1220/1221    Beginning Latin I and II  
LANG 2710/11      Intermediate Latin I and II  
LANG 3710          Advanced Latin I\*  
LANG 3712          Advanced Latin II\*  
(\*course may be repeated for credit when topics vary)

and

LANG 1260/61      Beginning Ancient Greek I and II  
LANG 2760/61      Intermediate Ancient Greek I and II

Note: Hebrew is an acceptable substitute for Greek.

#### **Required Supplementary (Non-language) Courses (20 credits): (8 credits):**

LITT/LANG 2100    European Literature I (or equivalent)  
LANG 4901          Senior Project

#### **For the concentrations (12 credits):**

##### **For those whose principal language is Greek:**

*In History/Art History, at least one of the following:*

Any Greek history course

Any ARTV course that includes ancient art

*In Literature or Philosophy, at least one of the following (or equivalent):*

LITT/LANG 3103 The Greek Tragedians

LITT/LANG 3109 Homer or LITT 3730: Homer and His World

LITT 3213 Literature and the Bible

PHIL 2109 Ancient Greek Philosophy

**For those whose principal language is Latin:**

*In History/Art History, at least one of the following:*

HIST 2112 Fall of Rome/Rise of Byzantium or any other Roman history course

Any ARTV course that includes ancient art *In Literature or Philosophy, at least one of the following (or equivalent):*

LITT/LANG 3103 The Greek Tragedians

LITT/LANG 3109 Homer

LITT/LANG 3732 Roman Literature: The Golden Age

LITT 3213 Literature and the Bible

PHIL 2109 Ancient Greek Philosophy

No specific number of cognate courses is required. The remaining credits may be program electives in HIST, PHIL, LANG, LITT, when the subject is history/culture of Ancient Greece or Rome, or cognate courses (approved by the program preceptor), not directly related to ancient studies, such as anthropology, psychology, political science or geography. The normal starting point for these additional courses should be from among the supplementary courses mentioned above, but another foreign language would also be a cognate. Students who test out of the lower levels of the languages may take a greater number of cognate credits.

For those students who are planning to seek certification for K-12 teaching, EDUC 4607 Methods of Teaching World Languages (or equivalent) should be one of the cognates.

*Latin and Romance Language*

This concentration is intended to show the modern continuation of the ancient language and civilization and will be especially helpful for those considering teaching certification.

**Required Language Courses**

**(up to 40 credits):**

LANG 1220/1221 Beginning Latin I and II

LANG 2710/2711 Intermediate Latin I and II

LANG 3710 Advanced Latin I\*

LANG 3712 Advanced Latin II\*

(\*course may be repeated for credit when topics vary)

and

LANG 1XXX Beginning French or Spanish I and II

LANG 2XXX Intermediate French or Spanish I and II

The remaining 24 (or more) credits must contain at least four courses in ancient Roman language, literature, philosophy, history or art, one of which must be a Senior Project. Cognates needed to reach the 64 credits required for a major may be more of the same, more language courses, or any other approved subject.

For students who are planning to seek certification K-12 teaching, EDUC 4607 Methods of Teaching World Languages (or the equivalent) should be one of the cognates.

### *Ancient Greek Language and Culture*

This concentration is for those who want to focus on ancient Greece.

#### **Required Language Courses**

**(up to 24 credits):**

#### **For those whose principal language of study is Ancient Greek:**

LANG 1260/61      Beginning Ancient Greek I and II  
LANG 2760/61      Intermediate Ancient Greek I and II  
LANG 3760          Advanced Ancient Greek I\*  
LANG 3761          Advanced Ancient Greek II\*  
(\*course may be repeated for credit when topics vary)

#### **Required Culture Courses (16 credits):**

*In History/Art History, two of the following:*

Any Greek history course

Any ARTV course that includes ancient art

*In Literature or Philosophy, two of the following (or equivalent):*

LITT/LANG 3103 The Greek Tragedians

LITT/LANG 3109 Homer or LITT 3730: Homer and His World

LITT 3213 Literature and the Bible

PHIL 2109 Ancient Greek Philosophy

#### **Senior Seminar/Project (4 credits)**

The remaining courses to fill up to 64 credits may be more of the same in Greek language or culture or from any other approved subject, such as anthropology or political science.

For students who are planning to seek certification for K-12 teaching, EDUC 4607 Methods of Teaching World Languages (or its equivalent) should be one of the cognates.

### *Latin Language, Roman Culture and Europe*

This concentration is for those who want to start with ancient Rome but move on to later European history and would be good for those considering teaching social studies.

#### **Required Language Courses**

**(up to 24 credits):**

LANG 1220/1221      Beginning Latin I and II  
LANG 2710/11      Intermediate Latin I and II  
LANG 3710          Advanced Latin I\*  
LANG 3712          Advanced Latin II\*  
(\*course may be repeated for credit when topics vary)

#### **Culture Courses (20 credits)**

*In History/Art History, at least two of the following:*

HIST 2112          Fall of Rome/Rise of Byzantium or any other Roman history course  
Any medieval or later European course

Any ARTV course that includes ancient or medieval art

*In Literature or Philosophy, at least two of the following:*

LITT/LANG 3732 Roman Literature: The Golden Age or any other Roman or medieval literature course

LITT 3213 Literature and the Bible

PHIL 2109 Ancient Greek Philosophy

**Senior Seminar/Project: (4 credits)**

The remaining courses up to 64 credits may be more of the same in Latin language or Roman/European culture (including ancient Greek) or from any other approved subject, such as anthropology or political science.

For students who are planning to seek certification for K-12 teaching, EDUC 4607 Methods of Teaching World Languages (or equivalent) should be one of the cognates.

All Classics majors are urged to include in their education, if they can, a semester of study in Italy or Greece, General Studies courses, as available, in mythology (e.g., GAH 1401 Classical Mythology), folklore or ancient daily life (e.g., GAH 1304 Daily Life in Ancient Rome).

**World Languages Concentration**

**Program Requirements 48 Credits:**

The World Languages Concentration is for students who have an interest in language acquisition but who do not wish to choose just one language of study. However, after having fulfilled the program credit hours, students can continue to accumulate credits in their primary language of study by using their cognate credits to pursue further study at the advanced levels. This major is also intended for students who seek teaching certification in World Languages.

**Core Credit Requirements for World Language Majors:**

LANG 1XXX Beginning Lang. I (First Language)

LANG 1XXX Beginning Lang. II (First Language)

LANG 2XXX Intermediate Lang. I (First Language)

LANG 2XXX Intermediate Lang. II (First Language)

LANG 1XXX Beginning Lang. I (Second Language)

LANG 1XXX Beginning Lang. II (Second Language)

LANG 1XXX Beginning Lang. I (Third Language)

LANG 1XXX Beginning Lang. II (Third Language)

LANG/LITT (any level)

LANG/LITT (any level)

LANG/LITT (any level)

EDUC (in consultation with LANG/EDUC preceptors)

**16 credits in Cognate courses**

**32 credits in Core General Studies courses of which one must be EDUC 3241 Education of Children with Special Needs**

**32 credits in At Some Distance courses, which must include:**

PSYC 1100 Intro to Psychology

PSYC 2201 or PSYC 3323  
PSYC 3391 Educational Psychology  
EDUC 3515 Families, Schools and Communities  
INTC 3610 Instructional Technology for K-12 Teachers

### **MINOR IN FOREIGN LANGUAGE:**

**(Total 20 credits)**

#### **Requirements for French, Spanish, Latin and Greek Minors:**

Students from all majors can earn a minor in French, Spanish, Latin or Greek. The requirements are as follows:

1. Five LANG-acronym courses for students entering at the beginning II or a higher level of French, Spanish, Latin or Greek (ancient or modern). This requirement does not include any beginning LANG I course.

LANG 1XXX Beginning French II, Spanish II, Latin II, Greek II	
LANG 2XXX Intermediate French I, Spanish I, Latin I, Greek I	
LANG 2XXX Intermediate French II, Spanish II, Latin II, Greek II	12 credits
LANG 3XXX Advanced French or French Composition, Latin, Greek, Spanish	
LANG 3240 and/or 3255	4 credits
LANG 3XXX or above	
Elective course in French, Spanish, Latin, Greek	4 credits

2. Transfer students with college credit in French, Spanish, Latin or Greek will be entering at the appropriate level of language instruction. A minimum of three courses taught in the target language must be completed at Stockton to satisfy the 20 credit requirement for a language minor. All the required courses for the minor must be completed in the same language. A minimum grade of C is required in all courses counted toward the minor.
3. Students with previous study or experience in French, Spanish, Latin and Greek can obtain up to 8 credits by examination to satisfy part of the minor requirements. Students interested in obtaining credit by examination should consult with a member of the Language faculty prior to registering for language courses.

### **GRADUATION WITH DISTINCTION**

A Bachelor of Arts degree with distinction in Languages and Culture Studies may be awarded to the student who does consistently distinguished work in his/her program studies. The award with distinction will be confirmed by majority vote of the Languages and Culture Studies program faculty. The minimum criterion is 70% A grades in program and cognate courses.

### **CAREER OPPORTUNITIES**

Students majoring in specific languages are able to combine their studies with Education for public school teaching certification. In 1996 the State of New Jersey incorporated a World Language Education Program in its Core Curriculum Content Standards and Frameworks for K-12 students. The need for professionally trained teachers of foreign languages is critical and will increase in the future. A major in Spanish also prepares students for graduate school.



## **LANGUAGES AND CULTURE STUDIES PROGRAM**

Combined with other majors, study in modern languages at least at the level of the minor, can increase employment potential in many fields, especially within the greater metropolitan areas of the United States and in fields that involve working in different countries or branches of business.

### **INFORMATION ABOUT THE PROGRAM**

Languages and Culture Studies Program Coordinator  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-4505

Dean of Enrollment Management  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
(609) 652-4261  
[www.stockton.edu](http://www.stockton.edu)

For current, detailed course descriptions, go to the [Online Catalog](#).

## LITERATURE

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### IN THE SCHOOL OF ARTS AND HUMANITIES

#### THE FACULTY

**Deborah Gussman (1999)**; Associate Professor of Literature; Ph.D., Rutgers, The State University; M.A., Rutgers, The State University; B.A., Temple University; colonial and 19<sup>th</sup>-century American literature, American Indian literature, women's literature and feminist studies.

**Adalaine B. Holton (2007)**; Associate Professor of Literature; Ph.D., University of California, Santa Cruz; M.A., University of California, Santa Cruz; B.A., University of Maryland; 19<sup>th</sup>-and 20<sup>th</sup>-century American literature, African-American literature.

**Lisa Honaker (1995)**; Professor of Literature; Ph.D., Rutgers, The State University; B.A., University of Illinois, Chicago; 19<sup>th</sup>- and 20<sup>th</sup>-century British literature, detective fiction, rhetoric and composition, media analysis, environmental literature.

**Marion Hussong (2002)**; Professor of Literature and Holocaust and Genocide Studies; Ph.D., University of Pennsylvania; M.A., University of Pennsylvania; B.A., Rutgers, The State University; genocide and literature, European literature, German and Austrian literature, children's literature, art and literature

**Kristin J. Jacobson (2005)**; Associate Professor of Literature; Ph.D., Pennsylvania State University; M.A., University of Colorado, Boulder; B.A., Carthage College; 20<sup>th</sup>- and 21<sup>st</sup>-century American literature and culture, popular culture, feminist theory and pedagogy, environmental and geographic approaches to literature, ecofeminism.

**Cynthia King (2008)**; Assistant Professor of Creative Writing; Ph.D., University of Cincinnati; MFA, University of Pittsburgh; B.A., University of Melbourne, Australia; 20<sup>th</sup>-century American literature, Asian-American literature, poetry.

**Thomas E. Kinsella (1989)**; Professor of Literature; Ph.D., University of Pennsylvania; B.A., Bucknell University; Restoration and 18<sup>th</sup>-century British literature, Milton, history of the book, medieval Irish literature, grammar and punctuation.

**Adeline Koh (2010)**; Assistant Professor of Literature; Ph.D., University of Michigan at Ann Arbor; M.A., University of Michigan at Ann Arbor; B.A., California State University; 20<sup>th</sup>-century British literature, postcolonial and anglophone literature, Southeast Asian literature, international feminism, film and visual culture, digital humanities.

**Nathan A. Long (2005)**; Associate Professor of Creative Writing; MFA, Virginia Commonwealth University; M.A., Carnegie Mellon University; B.A., University of Maryland, College Park; creative writing, fiction, personal essay, autobiography, contemporary literature, flash fiction, queer literature and theory, gender and sexuality.

**Adam Miyashiro (2009)**; Assistant Professor of Literature; Ph.D., The Pennsylvania State University; M.A., The Pennsylvania State University; B.A., California State University: comparative medieval literature, Old and Middle English, Old French and Anglo-Norman literature, Mediterranean Studies, historiography, travel narratives, Arthurian literature, postcolonial theory.

## **PROFESSORS EMERITI**

**Stephen Dunn (1974)**; Distinguished Professor Emeritus of Creative Writing; M.A., Syracuse University; B.A., Hofstra University; poetry and fiction, contemporary world poetry, 20<sup>th</sup>-century American literature.

**Kenneth Tompkins (1970)**; Professor Emeritus of Literature; Ph.D., Indiana University; M.A., Indiana University; B.A., University of Rochester; medieval literature, Chaucer, 15<sup>th</sup>- and 16<sup>th</sup>-century literature, Shakespeare, computer 3-D art, digital humanities.

## **INTRODUCTION**

The program in Literature (LITT) asks majors to consider the sweep of our literary heritage. Course offerings encompass British, European, American, and global literatures from ancient Greece to the twenty-first century, as well as creative writing. The program is at once skills-based, emphasizing critical thinking and writing, and committed to the interdisciplinary study of literature as a serious intellectual pursuit.

Our program emphasizes new media research and digital media production and offers students opportunities to participate in faculty-led digital scholarship. Students are also encouraged to participate in the South Jersey Culture & History Center, devoted to the study and dissemination of texts connected with South Jersey.

## **PROGRAM ORGANIZATION**

The program is composed of three concentrations: Literary Studies, Creative Writing, and Theatre/English. Two core courses are common to all concentrations: Introduction to Research in Literature (LITT 2123) and Senior Seminar (LITT 4610). Additionally, all students must take one designated “literary interpretation course” as a prerequisite to the research course. In all concentrations, students will learn how to read texts critically, how to identify the qualities of the traditional genres in Western literature, how to complete literary research using printed and electronic sources, and how to recognize continuity and paradigm shifts in literature. Most students will also study the three main streams of Western literature – European, British, and American. As juniors and seniors, students will enroll in several seminars where they will be required to synthesize their knowledge.

Note: Most LITT 2000-level courses are without prerequisites, and thus open to all students, regardless of major. Introduction to Research in Literature (LITT 2123) is a prerequisite course for most LITT 3000- and 4000-level courses. Transfer students who wish to be Literature majors, especially those with associate's degrees, will typically enroll during their first semester in one 2000-level "literary interpretation" course and take LITT 2123 the following term.

### **ADMISSION TO THE PROGRAM**

The program is open to any student with an interest in literature, creative writing, or theatre. There are no specific entrance requirements beyond acceptance to the college. The primary medium of the program is language; the faculty assumes that those wishing to pursue a LITT degree will be proficient in their own use of language—reading, writing and speaking—since courses in LITT demand a substantial exercise of these skills.

Students wishing to major in the program are encouraged to declare their intentions by the beginning of their sophomore year if possible, but definitely before the beginning of their junior year. Students intending to major in Literature, including transfer students, should consult with a faculty member of the program. That person will describe requirements and may recommend a preceptor.

### **GRADUATION REQUIREMENTS**

In addition to the 64-credit General Studies requirement, the non-transfer student must satisfactorily complete 64 credits in the LITT program and cognate studies to qualify for the B.A. degree in Literature. All transfer students must complete a minimum of 16 credits in Literature courses at Stockton regardless of how many credits were accepted by the program when they transferred to Stockton. A minimum grade of C is required in all courses counted toward the 64 program credits required for graduation.

### **THE MINOR**

The Literature program offers a minor for students who are interested in literature but are majoring in another field. To minor in Literature, students are required to complete five LITT courses with a grade of C or better: one course at the 1000 or 2000 level, one "literary interpretation" course; LITT 2123, and two courses at the 3000 level or above. Students must consult with a faculty member of the program to review and help plan a coherent selection of courses.

### **SENIOR SEMINAR AND/OR SENIOR PROJECT**

Senior Seminar is the normal capstone course for all majors. The Senior Seminar devotes the first portion of the term to instruction/discussion and the last to oral presentations of student theses, with LITT faculty and students invited to attend. Senior Project is an alternative to Senior Seminar for the Creative Writing and Theatre/English concentrations; students interested in this alternative must obtain permission from their preceptor and the LITT program coordinator, and arrange with an available LITT or ARTP faculty member to supervise the project.

Students pursuing K-12 teaching certifications, whether in elementary/middle school instruction or in secondary English teaching must meet the requirements of the LITT program and the EDUC program, along with other State-mandated requirements. This will necessitate more than the minimum 128 credit hours for completion. Students should consult the School of Education for an explanation of certification requirements. Students who intend to apply to Stockton's Teacher Education program are encouraged to select a second preceptor from the EDUC program.

## **THE CONCENTRATIONS**

The program offers three concentrations: Literary Studies, Creative Writing and Theatre/English. Each of these concentrations is a sequence of courses drawn from this program and from other programs in the College that prepare students for a range of careers.

### **The Literary Studies Concentration**

Literature is the central focus of this concentration. The concentration aims to prepare students for graduate work in English studies or related fields (cultural studies, rhetoric and composition, library and information studies, law, etc.) and for careers in secondary and elementary teaching, as well as for other professions in which critical analysis, close reading and strong writing skills are valued, such as publishing, advertising, journalism, web-based communications, civil service, and non-profit and higher education administration. The concentration is based on the assumption that such students need a curriculum of breadth over all types and periods of literature and depth in various periods, authors or theoretical approaches. All students in this concentration must take at least one course in American literature, one course in US Ethnic/Postcolonial Literature, and one course in British literature (in addition to Shakespeare).

In addition to the common core (Introduction to Research in Literature and Senior Seminar), students must complete the following:

**Any Level** (16 hours, four courses)\*

LITT xxxx

LITT xxxx

LITT xxxx

LITT xxxx

\* One of these courses must be a 2000-level "literary interpretation" course.

\*\* All students must complete a course in American Studies, one course in British literature, and a course in Ethnic/postcolonial studies, and the language and culture requirement.

Note: LITT 2412: English Language and Grammar is recommended for students planning to enter the Education program.

**Upper-Level** (16 hours, four courses)\*

LITT 3205 Shakespeare

LITT 3xxx or 4xxx

LITT 3xxx or 4xxx

LITT 3xxx or 4xxx

\* One of these 3000 or 4000 level courses must focus on a literature written before 1800 in addition to Shakespeare.

**Electives/Cognates** (24 hours, six courses)

- Languages & Culture Studies Requirement:

LITT majors must choose one of the following four options to complete the Languages & Cultural Studies Requirement:

Option 1: The student completes the study of one language through the Intermediate II level with a grade of C or better (this normally calls for 4 semesters of study in one language.)

Option 2: The student completes one of the following interdisciplinary cultural studies minors: Africana Studies, Holocaust and Genocide Studies, International Studies, Jewish Studies, Latin and Caribbean Studies, or Women's Studies. LITT courses used to satisfy the minor may not be used for the major except as electives/cognates.

Option 3: The student completes one semester of study abroad.

Option 4: The student "tests out" of the Language & Culture Studies requirement by achieving a score of "Intermediate Mid" on the ACTFL oral proficiency exam.

For information on testing consult:

[www.actfl.org/i4a/pages/index.cfm?pageid=3642](http://www.actfl.org/i4a/pages/index.cfm?pageid=3642)

[www.languageTesting.com](http://www.languageTesting.com)

- Cognates: These are courses in other ARHU programs (ARTP, ARTV, COMM, HIST, LANG, PHIL) or in closely related disciplines outside ARHU, determined in consultation with program preceptor. G-courses will not be considered cognates.

- Electives can be any additional LITT course.

- Students in this concentration who wish to pursue teaching certification should apply to the Education program in their junior year.

**The Creative Writing Concentration**

This concentration is designed for students who are interested in developing creative writing skills. Students choosing this concentration take, in addition to literature courses, a variety of creative writing courses to develop their style, technique, and range of writing. **All students must take LITT 2237: Introduction to Creative Writing.** (Students who have completed an introductory creative writing course at another institution may transfer that course as a creative writing elective.)

In addition to the common core, students must complete the following courses (20 credits, five courses):

LITT 2xxx (a designated "literary interpretation" course)

LITT 3xxx or 4xxx

LITT 3xxx or 4xxx  
LITT 3xxx or 4xxx  
LITT 3xxx or 4xxx

At least one of these 3000- or 4000-level courses must focus on literature written before 1800, and another must focus on contemporary or 20th-century literature. It is strongly recommended, but not mandatory, that Creative Writing students take Shakespeare (LITT 3205). Creative writing workshops (LITT 3636, LITT 3635, and LITT 4354) may not be used to meet this 3000 level requirement.

Students must complete a sequence of courses in creative writing (8 credits, two courses):

LITT 2237 Introduction to Creative Writing\*  
LITT 3270 Creative Writing Workshop\*\*

Students will then choose at least two additional advanced LITT creative writing workshops (8 credits, two courses), including, but not limited to:

LITT 3635 Advanced Poetry Writing Workshop\*\*\*  
LITT 3636 Advanced Fiction Writing Workshop\*\*\*  
LITT 4354 Approaching the Poem\*\*\*

\* Transfer credit is not accepted for this course. Transferred introductory level creative writing courses may be counted as an elective.

\*\*may not be repeated for credit

\*\*\*may be repeated once for credit

**Creative Writing Electives** (8 credits, two courses):

In addition to the required courses above, students will select two W1 electives in creative writing including but not limited to:

LITT 2160 Playwriting  
LITT 2173 Writing Speculative Fiction  
LITT 3271 Experimental Writing Workshop  
LITT 3272 Avant-Garde Poetry Workshop

\*Note: The following G-courses may also fulfill the W1 requirement, but they will count as G-courses in the General Studies area of the student's curriculum and the student will need to take additional LITT Elective/Cognates to meet the 64-credit LITT requirement.

GAH 2260 Humor Writing  
GAH 3611 Creative Nonfiction Workshop  
GAH 4611 Advanced Creative Nonfiction Workshop  
GIS 3307 Why Poetry Matters  
GAH 3613 Writer Editor Workshop  
GSS 3282 Writing the Travel Story  
GAH 3301 Spiritual Autobiography  
GAH 3604 The Personal Essay  
GEN 3612 Writing About Nature

## **Other Electives/Cognates (8 - 20 hours):**

- Language & Culture Studies Requirement:

LITT majors must choose one of the following four options to complete the Languages & Cultural Studies Requirement:

Option 1: The student completes the study of one language through the Intermediate II level with a grade of C or better (this normally calls for 4 semesters of study in one language.)

Option 2: The student completes one of the following interdisciplinary cultural studies minors: Africana Studies, Holocaust and Genocide Studies, International Studies, Jewish Studies, Latin and Caribbean Studies, or Women's Studies. LITT courses used to satisfy the minor may not be used for the major except as electives/cognates.

Option 3: The student completes one semester of study abroad.

Option 4: The student "tests out" of the Language & Culture Studies requirement by achieving a score of "Intermediate Mid" on the ACTFL oral proficiency exam.

For information on testing consult:

[www.actfl.org/i4a/pages/index.cfm?pageid=3642](http://www.actfl.org/i4a/pages/index.cfm?pageid=3642)

[www.languagetesting.com](http://www.languagetesting.com)

- Cognates: These are courses in other ARHU programs (ARTP, ARTV, COMM, HIST, LANG, PHIL) or in closely related disciplines outside ARHU, determined in consultation with program preceptor. G-courses will not be considered cognates.
- Electives can be any additional LITT course.

Some students may opt for a creative thesis instead of senior seminar.

## **Theatre/English Concentration:**

Students wishing to combine study of literature and the physical theatre must fulfill two sets of requirements, one in LITT and the other in Performing Arts (ARTP.) Students wishing to teach high school English and drama should consult the School of Education about requirements for certification/endorsements in that area.

## **The Literature Segment**

(32 hours, eight courses)

LITT 2123 Introduction to Research in Literature

LITT 2xxx (a designated "literary interpretation" course)

LITT 2xxx (or LITT 2412)

LITT 3205 Shakespeare

LITT 3xxx or 4xxx

LITT 3xxx or 4xxx

LITT 3xxx or 4xxx



At least one of these 3000- or 4000-level courses must focus on literature written before 1800 in addition to Shakespeare.

LITT 4610 Senior Seminar (or LITT 4900 Senior Project)

*The Theatre Segment (32 hours)*

ARTP 1150	Introduction to Theatre	4 hours
ARTP 2183	Theatre Crafts	4 hours
ARTP 2681	Acting I	4 hours
ARTP 3320	Development of Theatre I	4 hours
ARTP 3321	Development of Theatre II	4 hours
ARTP 3180	Directing	4 hours

Choose one from the following four courses:

ARTP 2282	Graphic Methods for Theatre	4 hours
ARTP 2285	Lighting Design	4 hours
ARTP 2287	Costume Design	4 hours
ARTP 2683	Scenic Design	4 hours

Choose 4 credit hours from the following:

ARTP 2191	Theatre Voice	4 hours
ARTP 2288	Stage Management	4 hours
ARTP 2682	Acting II	4 hours
ARTP Elective in Singing/Voice		2 hours
ARTP Elective in Dance/Movement		2 hours
ARTP 2980	Theatre Production Practicum	1 hour*

\*may be repeated three times for credit

### **INDEPENDENT STUDY**

A student may take up to 8 credit hours of independent study in literature, but no more than 4 credit hours with any one professor.

### **CAREER OPPORTUNITIES**

Employers today value strong writing, communication and analytical skills. These skills are the foundation of a B.A. in Literature. Among its career paths, the program prepares students for graduate studies in literature or creative writing; however, the degree may also lead to careers in education, law, journalism, publishing, Web-based communications, advertising, public relations, civil service, business, non-profit or higher education administration or library and information science.

The LITT program encourages its majors to pursue at least one term of study abroad or one term of internship (e.g., the Washington Internship). Of schools not located in the District of Columbia, Stockton has the largest Washington Internship program of any college or university in the country. The full-semester internship for 12 credits can be a useful tool for gaining career experience and contacts. A sample of previous placements for majors in Literature includes internships with United Press International's *Capitol Hill Investigative Reporter*, *The National Journal*, *The Hill Rag*, and *D.C. Public Defender*, as well as congressional and executive offices.

## **INFORMATION ABOUT THE PROGRAM**

Literature Program Coordinator  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-4505

Dean of Enrollment Management  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-4261  
[www.stockton.edu](http://www.stockton.edu)

For current, detailed course descriptions, go to the [Online Catalog](#).

*The Literature Program Web sites:*

<http://talon.stockton.edu/eyos/page.cfm?siteID=14&pageID=25>

<http://wp.stockton.edu/literature/>

Facebook: <http://www.facebook.com/pages/The-LITT-Program-at-RSCNJ/245341072249?ref=ts>

## PHILOSOPHY AND RELIGION

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### IN THE SCHOOL OF ARTS AND HUMANITIES

#### THE FACULTY

**Rodger L. Jackson (1997)**; Associate Professor of Philosophy; Ph.D., Michigan State University; M.A., Michigan State University; B.A., Alma College; ethical theory, applied ethics, pragmatism, history of philosophy.

**Anne F. Pomeroy (1999)**; Associate Professor of Philosophy; Ph.D., Fordham University; M.A., Columbia University; B.A., Connecticut College; social and political philosophy, Marxism, critical theory, existentialism.

**Lucio A. Privitello (2005)**; Associate Professor of Philosophy; Ph.D., Villanova University; M.A., Villanova University; M.A., Temple University; BFA, Rhode Island School of Design; history of ancient Greek philosophy, history of modern western philosophy, contemporary continental philosophy, philosophy and psychoanalysis, philosophy of art.

**Herman Saatkamp (2003)**; President, The Richard Stockton College of New Jersey, Professor of Philosophy; Ph.D., Vanderbilt University; M.A., Vanderbilt University; M.Div., Southern Theological Seminary; B.A., Carson-Newman College; American philosophy, George Santayana, naturalism, bioethics, and genetic explanations of complex behavior.

**A. Edward Siecienski (2008)**; Assistant Professor of Religion; Ph.D., Fordham University; S.T.D., Catholic University of America; M.Div., St. Mary's Seminary and University; S.T.B., St. Mary's Seminary and University; B.A., Georgetown University; historical theology, Patristic and Byzantine studies, Christian thought.

#### ASSOCIATED FACULTY

**R. Lance Olsen (1974)**; Professor of Music; Ph.D., University of Aberdeen; B.Mus., University of Utah; M.Mus., University of Utah; music literature and appreciation, music theory, aesthetics.

#### PROFESSORS EMERITI

**Joanne D. Birdwhistell (1979)**; Professor Emerita of Philosophy and Asian Civilization; Ph.D., Stanford University; M.A., Stanford University; B.A., University of Pennsylvania; Chinese philosophy, Japanese and Indian thought, comparative philosophy, East Asian culture and history.

**Demetrios J. Constantelos (1971)**; Charles Cooper Townsend Sr. Distinguished Professor Emeritus of History and Religious Studies. Distinguished Scholar in Residence; Ph.D., Rutgers, The State University; D.D., Holy Cross/ Hellenic College; M.A., Rutgers, The State University; B.A., Holy Cross Greek Orthodox Theological School; Th.M., Princeton Theological Seminary; Byzantine history, early Christianity, New Testament studies, early Christian thought, early church and society.

**Allen Lacy (1971)**; Professor Emeritus of Philosophy and Religion; Ph.D., Duke University; B.A., Duke University; Plato, philosophy of religion, existentialism, philosophy and literature.

**Joseph L. Walsh (1972)**; Professor Emeritus of Philosophy and Religion; Ph.D., Brandeis University; M.A., St. Paul's College; M.A., Wayne State University; B.A., St. Paul's College; S.T.L., Catholic University; history of ideas, social and political philosophy, existentialism, ethics, Marx, philosophy and psychoanalysis.

## **INTRODUCTION**

The Philosophy and Religion (PHIL) program draws on traditions of thought from around the world. Its strength lies in its ability to bring diverse traditions to bear on philosophical and religious questions as well as contemporary ethical, social, and political issues. The program offers courses that are designed to help students think critically about fundamental values and their application to society. Program courses are open to students of any major as well as those who want to make philosophic and religion their major or minor.

**The study of Philosophy and Religion** is the ability to critically engage ideas, theories, faiths, and forms of life so that key values, histories, and intellectual processes may be understood and reflected upon systematically. Philosophy and Religion represents key disciplines where the search for values, rituals, logic, and interpretation emerge, and where their application to lives have found a focus on the questions of the human quest for meaning and structure.

**The Philosophy and Religion Program at Stockton College** is a place to come for an excellent education owing to the unique, dynamic, and diverse areas of specialty and experiences that its members create. The courses offered by program members, both in Philosophy and Religion, and in General Studies, provide inspiring opportunities for undergraduates who want to acquire a broad humanistic background, who wish to pursue further study in philosophy and religion, or who are heading towards other professional careers.

## **PROGRAM ORGANIZATION**

The Philosophy and Religion program offers courses beginning at the introductory level on the leading ideas, values, techniques, and history of philosophy and religion, as well as intermediate and upper-level courses of a more intense nature. Each faculty member also offers a Senior Seminar (the capstone course) as well as specialty courses, and independent studies. The Program offers a major and a minor in Philosophy and Religion, and is also designed to serve non-majors. The following are a current list of courses offered:

### **Introductory Courses**

PHIL 1101 Introduction to Philosophy

PHIL 1203 Critical Thinking

PHIL 1204 Symbolic Logic

PHIL 1310 History of Early Christianity

**Intermediate Courses**

PHIL 2100 Buddhist Philosophy  
PHIL 2102 Issues in Religion and Society  
PHIL 2109 Ancient Greek Philosophy  
PHIL 2112 Ethics: Theory and Practice  
PHIL 2115 Philosophical Issues in Literature  
PHIL 2118 Pragmatism  
PHIL 2121 Chinese Philosophy  
PHIL 2123 Indian Philosophy  
PHIL 2124 Medieval Philosophy  
PHIL 2201 African-American Philosophy  
PHIL 2211 Social and Political Philosophy  
PHIL 2221 The Philosophy of Language  
PHIL 2402 Judaism, Christianity, Islam  
PHIL 2403 History of Christian Thought I  
PHIL 2404 History of Christian Thought II  
PHIL 2405 Eastern Christianity  
PHIL 2406 Modern Issues in Religious Studies  
PHIL 2407 Philosophy of Religion  
PHIL 2408 Emperors, Patriarchs & Sultans

**Upper-Level Courses**

PHIL 3100 Moral Theory  
PHIL 3112 Philosophy East and West  
PHIL 3114 Aesthetics  
PHIL 3129 Intro to Cultural Studies  
PHIL 3130 Environmental Philosophy  
PHIL 3201 Plato's Dialogues  
PHIL 3202 Plato and Aristotle  
PHIL 3300 Nietzsche: Forgetting & Remembering Philosophy  
PHIL 3607 History of Modern Philosophy  
PHIL 3613 Feminist Philosophies  
PHIL 3615 Philosophical Methods  
PHIL 3616 Leibniz: Unicorns to Universes  
PHIL 3617 Critical Social Theory  
PHIL 3618 Critical Theory  
PHIL 3830 Major Thinkers/Major Themes  
PHIL 4600 Senior Seminar  
PHIL 5310 Business Ethics

## **CONCENTRATIONS**

For a well-rounded and properly sequenced course of study, and to secure the best of all possible career areas of interest, students majoring in Philosophy and Religion are advised by faculty members. For Philosophy and Religion majors this helps secure a proper progression of course selections. Helping students with their course of study also includes those that wish to combine a major in philosophy with another major, such as psychology, history, literature and Hellenic Studies. The program also offers a guided course of study within philosophy for those interested in Law School.

## **ADMISSION TO THE PROGRAM**

The program is open to any Stockton student with an interest in philosophy and religion. Prospective students in the Philosophy and Religion program must meet the same standards as students in any of the arts and sciences. They should have some general familiarity with science and some acquaintance with social, cultural, and intellectual history. They should be able to read with understanding and express themselves with clarity in both written and spoken formats. To help with the art and technique of research and writing, the Philosophy and Religion program offers the course PHIL 3615 “Philosophical Methods”.

## **THE MAJOR**

Students wishing to major in the program are encouraged to declare their intentions by the middle of their sophomore year if possible, but definitely before the beginning of their junior year. All intended majors are required to consult with the program coordinator upon declaration of their philosophy and religion major. The program coordinator will explain the nature of the program and its specific requirements. Transfer students who wish to major in philosophy and religion should consult with the program coordinator before enrolling for courses.

## **THE MINOR**

The Philosophy and Religion program also offers a minor for students who have an interest in philosophy or religion. The minor works extremely well for students who are majoring in other fields, allowing them to further explore theories, histories, and values, while adding a distinctive touch to their degree. To minor in philosophy and religion students are required to complete five courses, with a grade of C or better. At least three of the courses must be at the 2000 level or above. To secure the best course progression, students must consult with a faculty member of the program, or speak to the program coordinator.

## **GRADUATION REQUIREMENTS**

A minimum grade of C is required in all courses counted toward the 64 program credits required for graduation. In addition to the 64-credit General Studies requirement, to qualify for the B.A. degree in Philosophy and Religion, the student must satisfactorily complete 64 credits in program/cognate studies as follows:

A minimum of eight 4-credit courses and a maximum of twelve 4-credit courses in philosophy and religion, including independent studies, to be determined in consultation with a program faculty member.

Each student is required to take:

PHIL 1101 Introduction to Philosophy

A course in logic, either

PHIL 1203 Critical Thinking

PHIL 1204 Symbolic Logic

A course in ethics, such as

PHIL 2112 Ethics: Theory and Practice

PHIL 3100 Moral Theory

PHIL 2211 Social and Political Philosophy

A course in Asian philosophy, such as

PHIL 2100 Buddhist Philosophy

PHIL 2121 Chinese Philosophy

PHIL 2123 Indian Philosophy or

PHIL 3112 Philosophy East and West

A course in religion, such as

PHIL 1310 History of Early Christianity

PHIL 2402 Judaism, Christianity, Islam

PHIL 2403 History of Christian Thought I

PHIL 2404 History of Christian Thought II

PHIL 2405 Eastern Christianity

PHIL 2406 Modern Issues in Religious Studies or

PHIL 2407 Philosophy of Religion

PHIL 3607 History of Modern Philosophy

PHIL 3615 Philosophical Methods

PHIL 4600 Senior Seminar

The remaining 16–32 credits must be taken in cognate courses in disciplines related to philosophy and religion.

Since the courses in the program in philosophy and religion build upon one another, the most complete and nuanced understanding of the content and history of philosophical and religious thought is obtained when students move through the course levels progressing from most elementary to most advanced. Therefore, the program strongly recommends that students who plan to major in philosophy take the appropriate introductory courses, including a logic course as early as possible and a combination of intermediate and upper-level courses chosen in consultation with their program preceptors. Majors in the Philosophy and Religion program are strongly encouraged to study a foreign language for at least one year. Training in one foreign language will allow students who are interested in furthering their studies in philosophy and religion a preparation for language components in Graduate School. Opportunities to study abroad for a semester or an academic year are also encouraged and can be arranged through Stockton's Coordinator of International Studies, and the Philosophy and Religion faculty.

### **PHI SIGMA TAU**

The Philosophy and Religion program represents the New Jersey Zeta Chapter of Phi Sigma Tau (PST) the international Honor Society in Philosophy. On a rotating basis, one of our faculty members is the Faculty Advisor to this Honor Society, and three students are voted President,

Vice-President and Secretary. Several times each semester meeting are arranged for an in-depth analysis and discussion of philosophical texts, and student presentations. The undergraduate journal *Dialogue* is a PST publication where students have published articles and book reviews. All students from Stockton College who meet the criteria for membership are welcome to apply. Membership in PST provides recognition of academic excellence and serves as a means of furthering the philosophical community on campus as well as recognize student members for scholarships.

### **THE STOCKTON PHILOSOPHICAL SOCIETY (SPS)**

SPS, as it is called by its members, is a student run organization that meets on a bi-weekly basis to discuss various philosophical issues. Although many of the participants are Stockton philosophy majors and minors, it is open to anyone interested in philosophy. Each meeting is attended by a member of Stockton's philosophy faculty, but topics are chosen, and discussions are directed by the students. Once a year a meeting is dedicated to career opportunities, where the philosophy faculty and recent graduates present tips and answer questions about preparing for graduate school. SPS also organizes at least one trip to a philosophy conference each year.

### **PHILOSOPHY GOES TO THE MOVIES**

As part of the SPS, and several times each term, members of the SPS meet to view and discuss films that have significant philosophical content. The films are chosen by the student members of the SPS and the faculty, and are introduced by members of the Philosophy and Religion faculty.

### **PHILOSOPHY SPEAKER SERIES**

Each year the program brings two to three speakers to campus to lecture on a topic selected by the students and faculty. The series is jointly sponsored by the program and the Stockton Philosophical Society. Topics and speakers are selected by the philosophy faculty in consultation with the philosophy majors and minors.

### **INTERDISCIPLINARY CENTER FOR HELLENIC STUDIES (ICHS)**

The Interdisciplinary Center for Hellenic Studies was established at Stockton College by the American Foundation for Greek Language and Culture (AFGLC) after the successful model found at the University of South Florida. The ICHS aims to promote and assist students and faculty in the study and teaching of Hellenism through many fields that have come to define Greek civilization and culture. At Stockton College, this includes Greek language and literature, history, philosophy and the classics, architecture, anthropology, Byzantine religion and culture, and politics. The ICHS also sponsors The Examined Life, an outreach program for K-2 teachers in South Jersey. As part of the ICHS and as the longest standing Society at Stockton College, The Classical Humanities Society of South Jersey (CHSSJ) brings five to six speakers a year to campus for engaging and inspiring lectures ranging from history, classical literature, philosophy, and anthropology.

### **GRADUATION WITH DISTINCTION**

A bachelor of arts degree with distinction in philosophy and religion may be awarded to the student who earns at least 80% A or A- grades in program courses taken at Stockton; has no Cs in any program or cognate courses and who receives no F or D (or equivalent) grades in any courses taken at Stockton. Students interested in graduating with distinction should submit a



letter of application to the Philosophy and Religion program. The award of distinction will be conferred by the Philosophy and Religion program faculty.

### **CAREER OPPORTUNITIES**

The study of philosophy fosters skills of textual analysis, argumentation, thinking, historical consciousness, writing and conceptual synthesis. Thus it provides a solid background for the achievement of excellence in all professions. With its emphasis on the study of personal and social values, it promotes thoughtful and compassionate conduct in the workplace. While some philosophy majors choose to attend graduate school to become professional philosophers, teachers, theologians or ministers, others use their philosophy background as a preparation for a career in law, medicine, government, social services, nonprofit organizations and business.

### **INFORMATION ABOUT THE PROGRAM**

Philosophy and Religion Program Coordinator  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-4505

Dean of Enrollment Management  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-4261  
[www.stockton.edu](http://www.stockton.edu)

For current, detailed course descriptions, go to the [Online Catalog](#).

## SCHOOL OF BUSINESS

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### BUSINESS STUDIES

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#### IN THE SCHOOL OF BUSINESS

#### FACULTY

**Jean Abbott (2007)**, Assistant Professor of Business Studies; MBA, Monmouth College; CPA; managerial accounting and financial management.

**Erdem Aktug (2011)**, Assistant Professor of Business Studies; Ph.D., Lehigh University; M.S., Lehigh University; B.S., Bgazici University; intro to financial management, international business finance, investments, macroeconomics, and microeconomics.

**Deborah Ballard (2009)**, Assistant Professor of Business Studies; MBA, Plymouth State University; B.S., Georgian Court University; A.S., Ocean County College; financial accounting.

**Jennifer Barr (1994)**, Professor of Business Studies; Ph.D., Drexel University; MBA, Drexel University; B.A., Pennsylvania State University; marketing research, strategic marketing, and consumer culture.

**John Boyle (2007)**, Assistant Professor of Business Studies; MBA, Philadelphia University; B.S., Villanova University; managerial and financial accounting.

**Michael Busler (2008)**, Associate Professor of Business Studies; Ph.D., Drexel University; MBA, Drexel University; B.S., Drexel University; financial management and game theory.

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

**John Chong (2009)**, Associate Professor of Business Studies; DBA, Mississippi State University; MBA, Illinois State University; B.A., The Chinese University of Hong Kong; operations management and business policy and strategies.

**Diane M. Holtzman (2005)**, Assistant Professor of Business Studies; Ed.D., Nova Southeastern University; M.A., Rowan University; B.A., University of Detroit; marketing and management skills.

**Elaine D. Ingulli (1986)**, Professor of Business Law; LL.M., Temple University School of Law; J.D., Hofstra School of University School of Law; B.A., State University of New York at Stony Brook; business law, legal environment, sex discrimination and the law, perspectives on women, and computer law and ethics.

**Robert L. Kachur (2004)**, Assistant Professor of Business Studies; MBA, University of Richmond; B.S., Drexel University; CPA; managerial accounting, cost accounting, accounting information systems, and personal financial planning.

**Robert D. King (1981)**, Professor of Business Law; J.D., Rutgers University School of Law; B.A., Rutgers University; business law, legal environment, law and social change, quantitative reasoning, and college writing.

**Warren Kleinsmith (2010)**, Assistant Professor of Business Studies; Ph.D., Capella University; MBA, Rutgers University; B.S., Rowan University; A.S., Camden County College; financial and managerial accounting.

**Ellen Kraft (2007)**, Associate Professor of Business Studies; Ph.D., Auburn University; MSE, West Virginia University; BSIE, Lehigh University; operations management, and quantitative methods.

**Evonne J. Kruger (1996)**, Associate Professor of Business Studies; Ph.D., Temple University; MBA, Temple University; M.A., University of Minnesota; B.A., The George Washington University; strategic management, management skills, and organizational behavior.

**Audrey Wolfson Latourette (1977)**, Distinguished Professor of Business Law; J.D., Temple University School of Law; M.A., Rowan University; B.A., Rutgers, The State University business law, legal environment, women and the law, law and literature, computer law and ethics, perspectives on women, women in law, and history and literature.

**Wei Xuan Li (2009)**, Assistant Professor or Business Studies; Ph.D., University of New Orleans; M.S., Drexel University; B.A., Soochow University; financial management, investments, and financial institutions and markets.

**JoAnn McEnerney (1982)**, Assistant Professor of Business Studies; MBA, New York University; B.S., University of Maryland; finance, management and accounting.

**Amit Mukherjee (2005)**, Associate Professor of Business Studies; Ph.D., Syracuse University; MBA, University of Minnesota; M.A., University of Delaware; B.A., University of Calcutta; global marketing, techniques of selling, and service marketing.

**Whiton S. Paine (1997)**, Associate Professor of Business Studies; Ph.D., University of Maryland; M.A., University of Maryland; B.S., The Pennsylvania State University; consumer behavior, market research, e-marketing, and business and marketing ethics.

**Nora C. Palugod (1990)**, Assistant Professor of Business Studies; Ph.D., University of Pittsburgh; MBA, DeLaSalle University; B.S., University of the Philippines; international business, finance, manager in the world economy, and introduction to management.

**John Pearlstein (2008)**, Assistant Professor of Business Studies; Ph.D., Temple University; MBA, New York University; business policies and strategies and entrepreneurial leadership.

**Karen L. Stewart (1993)**, Professor of Business Studies; Ph.D., University of Pittsburgh; MBA, Clarion University of Pennsylvania; B.S., Clarion University of Pennsylvania; marketing management, advertising, and services marketing.

**Francis C. Thomas (1979)**, Professor of Business Studies; MBA, St. John's University; B.S., Wagner College; finance, accounting, taxation, financial planning, and microcomputer applications.

**Marilyn Vito (1994)**, Associate Professor of Business Studies; MBA, Monmouth College; B.S., The Richard Stockton College of NJ; CPA; accounting, finance, and women's studies.

**Janet Wagner (2007)**, Professor of Business Studies and the Dean of the School of Business; Ph.D., Massachusetts Institute of Technology; S.M., Massachusetts Institute of Technology; B.A., Williams College; operations research, quantitative business methods, and operations management.

**Jinchang Wang (2003)**, Professor of Business Studies; Ph.D., Georgia Institute of Technology; MBA, Shanghai Institute of Mechanical Engineering; B.S., Xian University of Technology; quantitative business methods, operations management, and management information systems.

**Arthur N. Worthington (1988)**, Associate Professor of Business Studies; Ed.D., Fairleigh Dickinson University; M.S., Butler University; B.A. Perdue University; management, business policy & strategies, and human resource management.

**Shaoping Zhao (1996)**, Associate Professor of Business Studies; Ph.D., The Pennsylvania State University; B.S., Guangxi University of China; information technology for business, management information systems, management science, and operations management.

## **PROFESSOR EMERITUS**

**Gregory Fink (1977)**, Professor Emeritus of Business Studies; MBA, Rutgers, The State University; M.A., The Wharton School, University of Pennsylvania; B.S., U.S. Merchant Marine Academy; CPA; CMA; accounting, finance, and risk and insurance.

## **MISSION STATEMENT FOR THE SCHOOL OF BUSINESS**

The School of Business provides high quality, affordable undergraduate and graduate education strongly infused with the liberal arts and connected to our surrounding communities. The faculty delivers excellence in teaching and actively pursues scholarly activities and professional development that contribute to classroom effectiveness. The faculty produces scholarly works that advance the knowledge and practice of business, hospitality and tourism management, and computer science and information systems. The School strives to have a positive impact on the wider community, responding to the evolving needs of the southern New Jersey region, the State of New Jersey and beyond.

Hallmarks of the School of Business at Richard Stockton College include:

- A curriculum delivered in the context of a nationally recognized public liberal arts college
- A personalized approach to teaching and learning as evidenced by small classes, systematic advising, and substantial student access to faculty
- Research and service that blends the practical and theoretical, with an emphasis on application and supporting pedagogical excellence

## **PROGRAM INTRODUCTION**

The Business Studies (BSNS) program helps students acquire the necessary skills for full participation in the constantly changing and multi-faceted business community that is shaping the world's environment in the 21<sup>st</sup> century.

One of the principal goals of the program is to provide graduates with an expanded awareness of the complex political, social and economic environments within which all organizations and individuals must function. To meet these goals, the program is committed to the education and development of enlightened talent that will recognize and respond to the many complex problems facing public and private organizations. The program is committed to creating awareness among its students of the many alternative paths available to decision makers. Graduates are prepared for immediate entry into career fields and into graduate programs.

## **PROGRAM ORGANIZATION**

The Business Studies Program offers students an opportunity to earn either a B.A. or B.S. in Business Studies. The B.A. program is a generalist degree, providing a solid background in business while allowing students the flexibility to follow their own interests. The B.S. program allows students to specialize in the fields of accounting, finance, international business, management or marketing.

All Business Studies students must take a set of required business core courses (48 credits). In addition, students must fulfill the College's General Studies graduation requirements (described fully in the General Studies section of the *Bulletin*).

While the core requirements of the program are the same for both the B.S. and the B.A. degrees, other requirements differ significantly. Students are advised to meet with their preceptors and refer to the BSNS academic advising worksheets, available online at the program web site at <http://intraweb.stockton.edu/eyos/page.cfm?siteID=150&pageID=8> or in the School of Business office (H118), for specific details regarding various B.S. degree program concentration requirements and B.A. degree program requirements.

## **GRADUATION REQUIREMENTS**

Both B.A. and B.S. students must complete a set of business core courses (48 credits) as follows:

### **Business Studies Core:**

Microeconomics	4
Macroeconomics	4
Statistics	4

Quantitative Business Methods	4
Financial	4
Managerial Accounting	4
Introduction to Management	4
Marketing Principles	4
Introduction to Financial Management	4
Operations Management	4
Legal, Social, Ethical Environment of Business/or Business Law I	4
Business Policy & Strategies	4
<b>TOTAL:</b>	<b>48</b>

All business students must also complete the General Studies requirements listed in the General Studies chapter in this publication.

A student must obtain a grade of C or higher in all program courses required for graduation (including transfer courses counted towards business program requirements).

### **BACHELOR OF ARTS DEGREE**

The Bachelor of Arts (B.A.) curriculum offers breadth of course coverage based on the particular interests and needs of the individual student. The B.A. degree in Business Studies requires 64 credits of Business program courses and 64 credits in Liberal Arts / General Studies At-some-distance electives (i.e. courses not in Business Studies, Hospitality and Tourism Management Studies or Economics) for a total of 128 credits.

The 64 business credits include 48 in the Business Core, plus 16 elective credits in Business Studies, Economics, or Hospitality and Tourism Studies (at the 3000 level or above). Students may focus their electives in one discipline (Accounting, Finance, International Business, Management or Marketing) or they may to select a variety of courses within the program. Recommended “Course Clusters” of particular topics of possible interest are given below.

The Liberal Arts/General Studies requirement for B.A. students includes fulfilling the College’s General Studies requirements, and taking at-some-distance electives (i.e., courses not in Business Studies, Hospitality and Tourism Management Studies or Economics) for a total of 64 credits.

#### **B.A. Degree Recommended Course Clusters:**

##### **Pre-identified Cluster in Small Business:**

MGMT 3175 Small Business	4
MGMT 3220 Entrepreneurship	4
MGMT 3150 Total Quality Management	4
MGMT Elective (any 3000 and above)	4

##### **Pre-identified Cluster in Human Resource Development:**

MGMT 3111 Human Resource Management	4
MGMT 4111 Management and Organization	4
MGMT 3124 Organizational Behavior	4

MGMT 4950 Management Internship or  
MGMT Elective (any 3000 and above) 4

**Pre-identified Cluster in Corporate Finance:**

ACCT 3220 Taxation II: Business Entities 4  
FINA 3105 Financial Institutions 4  
FINA 3562 Budgeting 4  
FINA 3600 International Business Finance or  
PLAW 3160 International Business Law 4

**Pre-identified Cluster in Personal Finance:**

ACCT 3220 Taxation II: Business Entities 4  
FINA 3125 Principles of Insurance and Risk 4  
FINA 3121 Investments 4  
FINA 3131 Principles of Financial Planning 4

**Pre-identified Cluster in International Finance:**

ACCT 3220 Taxation II: Business Entities 4  
FINA 3600 International Business Finance 4  
PLAW 3160 International Business Law 4  
FINA 3121 Investments 4

**Pre-identified Cluster in Marketing:**

MKTG 3116 Consumer Behavior 4  
MKTG 3202 Advertising 4  
MKTG 3355 Personal Selling and Sales Management 4  
MKTG 4460 Global Marketing 4

**Pre-identified Cluster in Economics:**

ECON 3655 International Trade 4  
ECON 3610 Introduction to Econometrics 4  
FINA 3600 International Business Finance 4  
MGMT 4100 Manager in the World Economy 4

**BACHELOR OF SCIENCE DEGREE**

The B.S. (Bachelor of Science) degree in Business Studies requires 80 credits of Business program courses and 48 credits in Liberal Arts and/or General Studies at-some-distance electives (i.e. courses not in Business Studies, Hospitality and Tourism Management Studies or Economics) for a total of 128 credits.

The 80 business credits include 48 in the Business Core, plus 32 credits in one of the following concentrations: Accounting, Finance, International Business, Management or Marketing. Each concentration has a sequence of required and elective courses, detailed below.

## B.S. Degree Concentration Requirements

### *Accounting Concentration*

The Accounting Concentration is designed to provide an expansive knowledge of accounting fundamentals, and to prepare the graduate for entry level accounting positions in public practice, industry, government, or not-for-profits. The concentration curriculum provides the prerequisites for graduates to take the CPA uniform examination.

State CPA\* licensure requirements specify that a total of 150 credits are needed in business and liberal arts courses. The student planning to pursue the CPA route should consult with his/her preceptor in designing a program of study which may include the accelerated dual BS/MBA degrees.

ACCT 3110 Intermediate Accounting I: Computer Applications	4
ACCT 3120 Intermediate Accounting II: Computer Applications	4
ACCT 3122 Cost Accounting	4
ACCT 3210 Taxation I: Individuals	4
ACCT 3220 Taxation II: Business Entities	4
ACCT 3310 Government & Not for Profit	4
ACCT 3410 MIS for Accounting	4
ACCT 3420 Accounting Information Systems	4
ACCT 4110 Auditing	4
<b>Total Concentration Credits:</b>	<b>32</b>

\*Additional Suggested Topics for CPA Exam Candidates:

ACCT 4120 Advanced Accounting  
ACCT 4950 Accounting Internship  
PLAW courses

\*Students planning to better prepare for the CPA exam and/or who wish to pursue graduate studies in Accounting may choose to register for additional electives beyond the minimum curriculum requirements.

### *Finance Concentration*

The Finance Concentration prepares graduates for career opportunities in corporate finance, banking, institutional investment management and real estate. A student electing the finance concentration is required to complete the following:

ACCT 3210 Taxation I: Individuals	4
<i>or</i>	
ACCT 3220 Taxation II: Business Entities	
ECON 3620 Money and Banking	4
<i>or</i>	
FINA 3105 Financial Institutions and Markets	



FINA 3120 Financial Management II	4
FINA 3121 Investments	4
3 FINA Electives	12
Internship or Program Elective	4
<b>Total Concentration Credits:</b>	<b>32</b>

### *Financial Planning Concentration*

The Financial Planning concentration prepares students to enter the financial planning and advising field. Students who complete the financial planning concentration are prepared to become investment advisors with knowledge in investment decision making, retirement planning, estate planning, insurance and taxation and will be eligible to take the CFP exam.

A student electing the financial planning concentration is required to complete the following:

ACCT 3210 Taxation I: Individuals	4
FINA 3131 General Principles of Financial Planning	4
FINA 3121 Investments	4
FINA 3125 Principles of Insurance and Risk	4
FINA 3132 Retirement Planning	4
FINA 3133 Estate Planning	4
FINA 3134 Financial Plan Development	4
Internship or Program Elective	4
<b>Total Concentration Credits:</b>	<b>32</b>

### *Management Concentration*

The Management Concentration enables students to build broad skills and knowledge for successfully managing or operating a business. A student electing the concentration in management is required to complete the following:

FINA 3562 Budgeting	4
MGMT 3111 Human Resource Management	4
MGMT 3121 Management Information Systems	4
MGMT 3123 Management Skills Development	4
MGMT 3124 Organizational Behavior	4
2 MGMT Electives	8
Internship or Program Elective	4
<b>Total Concentration Credits:</b>	<b>32</b>

### *Marketing Concentration*

The marketing function is vital to the long-term viability of business organizations. In a global society, marketing is the interface among customers at all levels and providers of goods and/or services. The Marketing Concentration is designed to provide students with the necessary theoretical constructs and a keen understanding about their practical value. It prepares graduates

for entry level positions in the profession and/or graduate study. The required concentration courses are:

MKTG 3210 Marketing Research	4
MKTG 3355 Personal Selling and Sales Management	4
MKTG 4470 Strategic Marketing	4
3 MKTG Electives	12
1 Program Elective	8
Internship or Program Elective	4
<b>Total Concentration Credits</b>	<b>32</b>

### **BUSINESS STUDIES MINOR**

The minor provides an opportunity for students majoring in programs other than BSNS or HTMS to expand their awareness of the dynamic and multi-faceted business environment. The minor consists of 24 credits (16 required and 8 elective), completed with a grade of C or better.

Required courses: ACCT 2110, ACCT 2120, MGMT 3110, MKTG 3110.

Elective courses: other BSNS, ECON or approved G-acronym courses. These must be taken at Stockton.

### **COURSE SEQUENCING AND SCHEDULE PLANNING**

It is essential that students develop sound skills and a conceptual foundation before attempting a concentration in business courses. The majority of business program courses are not offered to students until the sophomore or junior year, and the business major must carefully plan courses to develop the proper foundation of General Studies and the lower level Business Core.

In considering course selection and sequences, students should understand that The Richard Stockton College does not have an evening division or an evening program. Consequently, there is no guarantee that all Business Studies, Liberal Studies or General Studies courses required for graduation will be offered every semester during evenings. While many required business courses are offered during the evening and business faculty attempt to schedule required courses at night at least once every two years, it is highly likely that at some point students who only take courses during evening hours will have to revise their schedules to allow them to take daytime course work in order to graduate.

Should the student be unable for any reason to take a prescribed course in the regular semester, it is his/her responsibility to take the course later. The student should not expect a waiver for the course at a subsequent date, nor should s/he expect that the course will be offered at an unusual time to meet personal needs.

Students should also understand that it is their responsibility to make certain that their academic records are in proper order at the time they make application for the Bachelor's Degree.

## **GRADUATION WITH DISTINCTION**

A Bachelor of Arts or Bachelor of Science degree with “Distinction in Business Studies” will be awarded to students who achieve 70% A (or equivalent) grades in program course work and who have a distinctive and outstanding record of participation in and contribution to the offerings of the Business Studies program.

## **CAREER OPPORTUNITIES**

A nationwide trend in American industry is the demand for managers with strong technical skills who are also skilled at working within organizations. Demand remains strong for individuals with both baccalaureate and graduate education in business. The Stockton business program is designed to develop graduates who are ready to enter today’s workforce and help shape its future, who are prepared for graduate-level study, and who will also enter society as well-educated citizens.

## **SPECIAL OPPORTUNITIES**

The BSNS program offers the opportunity to gain college credit through independent study and “hands-on” work experience. Among these opportunities is the Washington Internship Program. Of schools not located in the District of Columbia, Stockton has the largest Washington Internship Program of any college or university in the country. The full semester internship can be a useful tool for gaining career experience and contacts. Previous placements for majors in BSNS have included: the International Contract and Research Corp., Sheraton-Carlton Hotels, Harrah’s Casino-Atlantic City, The Chelsea Hotel, Resorts Casino Hotel, Regal Cinemas, Kelson & Merves CPA, Jersey Shore Federal Credit Union, Merrill Lynch, Millennium Radio, Target, Comcast Spectacor/Wachovia Complex, NJ PATH, Scottrade, Wachovia Bank, Congressional Database, USA Hosts, Double R Productions, FAA, U.S. Department of Commerce, U.S. Department of the Treasury, Internal Revenue Service and the Federal Trade Commission.

## **INFORMATION ABOUT THE PROGRAM**

Business Studies Program Coordinator  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-4534

Dean of Enrollment Management  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-4261

For current, detailed course descriptions, go to the [Online Catalog](#).

## COMPUTER SCIENCE AND INFORMATION SYSTEMS

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### IN THE SCHOOL OF BUSINESS

#### FACULTY

**Vincent Cicirello (2005)**, Associate Professor of Computer Science and Information Systems; Ph.D., Carnegie Mellon University; M.S., Drexel University; B.S., Drexel University; artificial intelligence, multi-agent systems, operations research, machine learning, software engineering, information assurance, and biologically-inspired computing techniques.

**Jill Gerhardt (1993)**, Associate Professor of Computer Science and Information Systems; Ph.D., Drexel University; M.S., Drexel University; M.A., State University of New York at Stony Brook; B.A., Rowan University; systems analysis and design, human factors and cognitive engineering of interfaces, computer science education, legal concerns involving computers, and ethical issues in computing.

**Steve Kubricki (1980)**, Associate Professor of Computer Science and Information Systems; Ph.D., Pennsylvania State University; Ed.D., Pennsylvania State University; M.S., Pennsylvania State University; B.S., Wilkes College; simulation, operations research, and statistics.

**Saralyn Mathis (1999)**, Associate Professor of Computer Science and Information Systems; Ed.D., West Virginia University; M.S., University of Illinois, Champaign-Urbana; B.S., Frostburg State College; systems analysis and design, database systems, information systems, and operations research.

**Mohamad Neilforoshan (2000)**, Professor of Computer Science and Information Systems; Ph.D., University of Connecticut; M.S., University of Southern Mississippi; B.S., Tehran Institute of Technology; parallel processing, computer architecture, operating systems, telecommunication systems, distributed computing, optimization, and computing and society.

**Michael Olan (1999)**, Professor of Computer Science and Information Systems; D.A., Idaho State University; M.S., Northern Michigan University; B.S., Northern Michigan University; networking technologies, web application development, computer networking, software development, programming languages and theory, and computer security.

**Joseph Pascucci (2010)**, Visiting Assistant Professor of Computer Science and Information Systems; MBA, Fordham University; B.A., Fordham University; computer science and overview, and statistics.

**Aakash Taneja (2006)**, Associate Professor of Computer Science and Information Systems; Ph.D., University of Texas at Arlington; M.S., University of Texas at Arlington; MBA, Delhi University, India; B. Architecture, Regional Engineering College, India; digital enterprises, ethical issues in computing, evolution of disciplines, information assurance, project management, research methodologies, and systems analysis and design.

**Helen (Duo) Wei (2001)**, Assistant Professor of Computer Science and Information Systems; Ph.D., New Jersey Institute of Technology; B.S., Changchun Normal University, China; programming and problem solving, and foundations of computer science.

### **ASSOCIATED FACULTY**

**Elaine D. Ingulli (1986)**, Professor of Business Law; LL.M., Temple University School of Law; J.D., Hofstra School of University School of Law; B.A., State University of New York at Stony Brook; business law, legal environment, sex discrimination and the law, perspective on women, and computer law and ethics.

**Audrey Wolfson Latourette (1977)**, Professor of Business Law; J.D., Temple University School of Law; M.A., Rowan University; B.A., Rutgers, The State University; business law, legal environment, women and the law, law and literature, and computer law and ethics.

**Judith Vogel (2001)**, Associate Professor of Mathematics; Ph.D., Temple University; M.A., Temple University; B.A., The Richard Stockton College of New Jersey; numerical analysis, numerical linear algebra, and iterative methods.

**Chia-Lin Wu (1996)**, Associate Professor of Mathematics; Ph.D., University of California, Irvine; M.A., California State University at Long Branch; B.S., National Kao-Shiung Normal University; probability and statistics, queuing networks, ATM networks, performance and evaluation, and optimization.

### **PROFESSOR EMERITUS**

**Murray R. Kirch (1972)**, Professor Emeritus of Computer Science and Mathematics; Ph.D., Lehigh University; M.S., Lehigh University; A.B., Temple University; information assurance and security, software engineering, computational science and numerical analysis, theory of computation, artificial intelligence, computer science education, and mathematics of risk.

### **MISSION STATEMENT FOR THE SCHOOL OF BUSINESS**

The School of Business provides high quality, affordable undergraduate and graduate education strongly infused with the liberal arts and connected to our surrounding communities. The faculty delivers excellence in teaching and actively pursues scholarly activities and professional development that contribute to classroom effectiveness. The faculty produces scholarly works that advance the knowledge and practice of business, hospitality and tourism management, and computer science and information systems. The School strives to have a positive impact on the wider community, responding to the evolving needs of the southern New Jersey region, the State of New Jersey and beyond.

Hallmarks of the School of Business at Richard Stockton College include:

- A curriculum delivered in the context of a nationally recognized public liberal arts college
- A personalized approach to teaching and learning as evidenced by small classes, systematic advising, and substantial student access to faculty

- Research and service that blends the practical and theoretical, with an emphasis on application and supporting pedagogical excellence

## **MISSION STATEMENT FOR THE CSIS PROGRAM**

The mission of the CSIS Program at Stockton College is to provide outstanding undergraduate degrees and courses that are consistent with the missions of the College and the School of Business, and that meet the full range of needs of the students. The Program provides students with an adaptable curriculum and pedagogy that complements the evolution of computer technology and the computing profession so that our graduates will have:

- A strong theoretical and application oriented background across the computer science and information systems disciplines;
- Practical skills and experience that enables them to become valuable contributors to their profession;
- The ability and motivation to grow professionally and/or to continue their education after graduation;
- An understanding of their professional and ethical responsibilities.

## **PROGRAM INTRODUCTION**

The Computer Science and Information Systems (CSIS) program offers courses of study in Computer Science and Information Systems. Computer Science is concerned with the study of computer hardware and software systems, programming, methodology, programming languages, data structures, algorithms, mathematical laws governing the limitation and potentialities of computers, paradigms for analyzing and reasoning about problems and the implementation of solutions.

Information Systems deals with theory of information, human-computer interface, systems analysis and design, methodologies of data collection and analysis, mathematical modeling and simulation, computerized information storage and retrieval, electronic communication and networking.

The CSIS program is designed to provide a solid education foundation for those who intend to obtain employment as computer and information systems professionals, as well as those who plan to enter graduate school for advanced studies. The program also provides courses for those who do not intend to become professionals but who wish to obtain some computer skills to assist them in their careers.

## **PROGRAM ORGANIZATION**

The CSIS program offers a B.A. degree and a B.S. degree. For the B.S. degree a student may pursue a concentration in either Computer Science or Information Systems. The B.A. degree provides a broad foundation in computer science and information systems. It does not prescribe a particular area for in-depth study. The B.A. student generally has more flexibility in pursuing his/her interest if that interest does not correspond with the more structured curriculum of the B.S. degrees.

The courses in CSIS are divided into clusters. A common core cluster of seven courses (five in CSIS and two in MATH) is required of all students seeking a degree. This common core offers a strong introduction to computer science and information systems, and it provides the necessary foundation for more advanced studies. Students are advised to complete the common core by the end of the sophomore year. For the B.A. and B.S. degrees a grade of C or better is required in the five common core CSIS courses.

### ADMISSION TO THE PROGRAM

The CSIS program is open to any student with an active interest in computer science or information systems. No prior computer experience is required. The curriculum requires the study of statistics, discrete mathematics and calculus. Students who need to review algebra should enroll first in MATH 1100.

Students should declare their degree major no later than the end of the sophomore year. Students who transfer 64 credits or more from another institution without having completed the equivalent of Programming and Problem Solving I and II before coming to Stockton should expect to spend more than two years at Stockton to fulfill the requirements for a degree in CSIS.

### GRADUATION REQUIREMENTS

**Completion of the following seven core courses (or their equivalents) is required of all CSIS majors (B.A. or B.S).**

CSIS 1206	Statistics	4
CSIS 2101	Programming and Problem Solving I	4
CSIS 2102	Programming and Problem Solving II	4
CSIS 2210	Systems Analysis and Design	4
CSIS 3230	Computer Networking Principles	4
MATH 2215	Calculus I	5
MATH 2225	Discrete Mathematics	4
<b>Total CSIS Core Credits</b>		<b>29</b>

Although Calculus and Discrete Mathematics are independent courses, it is recommended that *Discrete Mathematics* be taken before *Calculus I*. Students with little or no computer science education should take CSIS 1100, *Computer Science: An Overview*, as a program elective. It should be completed prior to taking CSIS 2101 *Programming and Problem Solving I*.

### COURSE REQUIREMENTS FOR B.A. DEGREE:

Common Core	29
CSIS or Cognate courses*	35
Designated General Studies	32
At-Some-Distance Courses	32
<b>Total required credits</b>	<b>128</b>

**\* The B.A. requires at least 20 credits in 3000-4999 level CSIS courses, taken at Stockton. Cognate courses should be approved by the student's program preceptor.**

**COURSE REQUIREMENTS FOR B.S. DEGREE—COMPUTER SCIENCE  
CONCENTRATION:**

Common Core	29
Computer Science Core	17
Extended Computer Science Core	24
Electives/Cognates*	10
Designated General Studies	32
At-Some-Distance Courses	16
<b>Total required credits</b>	<b>128</b>

**\* Cognate and MATH elective courses must be approved by the student’s program preceptor.**

**Computer Science Core:**

CSIS 2226	Foundations of Computer Science
CSIS 3103	Data Structures
CSIS 3250	Computer Organization
MATH 2216	Calculus II

**Extended Computer Science Core:**

(Students select six from the following list):

CSIS 3381	Information Assurance and Security
CSIS 4135	Web Application Engineering
CSIS 4244	Programming Language Concepts
CSIS 4251	Operating Systems
CSIS 4463	Artificial Intelligence
CSIS 4466	Computer Graphics
CSIS 4469	Computer Architecture
CSIS 4481	Cryptography and Data Security
CSIS 4485	Software and Security Engineering
MATH 4471	Computer Algorithms

**COURSE REQUIREMENTS FOR B.S. DEGREE—INFORMATION SYSTEMS  
CONCENTRATION**

Common Core	29
Information Systems Core	12
Extended Information Systems Core	28
Electives/Cognates	11
Designated General Studies	32
At-Some-Distance Courses	16
<b>Total required credits</b>	<b>128</b>

**\*Cognate courses should be approved by the student’s program preceptor.**



**Information Systems Core:**

ACCT 2110 Financial Accounting  
CSIS 3222 Database Systems  
CSIS 4211 Advanced Systems Analysis

**Extended Information Systems Core:**

At least one of the following two courses:

CSIS 3103 Data Structures  
CSIS 3470 Application Development

Plus at least six from the following:

CSIS 3241 Operations Research  
CSIS 3241 E-Commerce  
CSIS 3381 Information Assurance and Security  
CSIS 3472 Human-Computer Interface  
CSIS 3475 IT Project Management  
CSIS 4223 Advanced Database Systems  
MGMT 3110 Introduction to Management  
MGMT 3124 Organizational Behavior

**ADDITIONAL CSIS ELECTIVES**

Any Stockton CSIS course may be used as a program elective. (CSIS 1100 and CSIS 1180 may not be taken by any CSIS major who has credit for a CSIS course at the 2000 level or higher.) Students concentrating in Computer Science may use pre-calculus or higher level MATH courses as cognates. Students concentrating in Information Systems may use pre-calculus as a cognate. Courses not specifically listed above must be approved by the student's preceptor.

**MINOR IN INFORMATION SYSTEMS**

The minor in Information Systems requires completion of 20 CSIS course credits. The required courses provide a fundamental understanding of the process of developing and implementing an information system. Students select additional courses based on their interests. An overall GPA of 2.0 in the minor courses is required.

The minor in Information Systems is designed for students who will be professionals in a computer-based organization or who desire an additional career option. Students in any program can enhance their employment potential or help to fulfill prerequisites for business-oriented graduate programs.

**Required Courses:**

CSIS 1100 Computer Science: An Overview –OR–  
CSIS 1180 Computer Concepts & Applications  
CSIS 2101 Programming and Problem Solving I  
CSIS 2210 Systems Analysis and Design

**At Least Two from the Following:**

CSIS 2102 Programming and Problem Solving II

CSIS 3222	Database Systems (requires MATH 2225)
CSIS 3230	Computer Networking Principles (requires MATH 2225)
CSIS 3241	E-Commerce
CSIS 3381	Information Assurance and Security (Requires MATH 2225)
CSIS 3470	Application Development
CSIS 3472	Human-Computer Interface
CSIS 3475	IT Project Management

### **MINOR IN COMPUTER SCIENCE**

The minor in Computer Science requires completion of 20 CSIS-acronym course credits. Students completing this minor will get a broad overview of the subject (CSIS 1100), the foundation courses to prepare for more advanced level courses (CSIS 2101-2102), and the flexibility to select upper level courses appropriate to individual interests and needs.

The minor in computer science is appropriate for students of all majors who wish to gain expertise with the modern computer-based technology that pervades our daily lives. For example, a student interested in graphic design could minor in CSIS and take an advanced-level course in computer graphics. This would provide a better understanding of the computer-based tools used by professional graphic designers.

A student interested in the natural sciences could minor in CSIS to obtain the background to work in the area of computational science.

#### **Required Courses:**

CSIS 1100	Computer Science: an Overview –OR–
CSIS 2226	Foundations of Computer Science
CSIS 2101	Programming and Problem Solving I
CSIS 2102	Programming and Problem Solving II

#### **At least two from the following:**

CSIS 3103	Data Structures (Requires MATH 2225)
CSIS 3230	Computer Networking Principles (Requires MATH 2225)
CSIS 3250	Computer Organization
CSIS 3381	Information Assurance & Security (Requires MATH 2225)
CSIS 4135	Web Application Engineering
CSIS 4244	Programming Language Concepts
CSIS 4251	Operating Systems
CSIS 4463	Artificial Intelligence
CSIS 4466	Computer Graphics
CSIS 4469	Computer Architecture
CSIS 4481	Cryptography and Data Security
CSIS 4485	Software & Security Engineering

## **GUIDELINES FOR INDEPENDENT STUDIES**

A student who wishes to pursue a specialized project or a research topic for credit that is not covered by established courses may opt to register for an independent study. The number of credits to be earned is determined in concert with the faculty member sponsoring the independent study. The student must have a minimum GPA of 2.5 and have successfully completed at least 64 credits before s/he will be permitted to undertake an independent study. *No more than eight CSIS internship/independent study credits will be accepted toward the degree.*

## **GUIDELINES FOR INTERNSHIPS**

An internship involves program-related employment, paid or non-paid. Typically, internships involve partnerships with area and regional organizations. As an intern, a student will work for an employer outside of the academic setting in a carefully designed learning experience involving a supervisor at the internship site and a faculty member. An internship will help students connect their coursework to actual industry settings, provide potential career opportunities, and give “real work” experience for a resume. Internships last a full semester, can be for up to 4 credits, and can count as a program elective towards the student’s major.

1. A student, having the sponsorship of a CSIS faculty member, must indicate (to the Assistant Dean of the School of Business) his/her intention to pursue an internship during a particular term. The student must have a minimum GPA of 2.5 and have successfully completed at least 64 credits before s/he will be permitted to undertake an internship.
2. Before the internship is approved for credit, the student must submit a proposal to his/her CSIS faculty sponsor, signed by the prospective employer and specifying the scope and expectations involved in the internship.
3. During the course of the internship, the student must submit to the CSIS faculty sponsor, on a regular basis, signed progress reports confirmed by the employer.
4. At the end of the internship the student must submit to the CSIS faculty sponsor a culminating project describing what was learned and accomplished as a result of this employment.

**No more than eight CSIS internship/independent study credits will be accepted toward the degree.**

CSIS majors have completed internships with various government and private organizations including the Federal Aviation Administration Technical Center, Lockheed Martin and Computer Sciences Corporation. Stockton CSIS students have also engaged in Summer research activity at major research centers including Cornell University and the Los Alamos National Laboratory. The Washington Internship Program can also be appropriate for CSIS students. CSIS internships have led to placement upon graduation with organizations including LORAL, IBM, Department of Environmental Protection, CompuLan, Lucent and CSC.

## **INFORMATION ASSURANCE AND SECURITY**

The extensive dependence on computers and networks by individuals, industry and government organizations has produced a critical need to make these systems secure and to assure their availability. Consequently, Information Assurance and Security (IAS) has become a rapidly growing, high-priority field with excellent career opportunities for researchers, instructors and practitioners. The CSIS program at Stockton offers a rich set of courses and experiences to

provide students with the foundation for professional employment and graduate level study in IAS.

**Courses with an Information Assurance and Security focus include:**

- CSIS 3230 Computer Networking Principles
- CSIS 3381 Information Assurance and Security
- CSIS 4135 Web Application Engineering
- CSIS 4481 Cryptography and Data Security
- CSIS 4485 Software and Security Engineering

**COURSE SEQUENCING AND SCHEDULE PLANNING**

CSIS majors must carefully plan their course work to meet the prerequisite requirements of CSIS courses, and to complete an appropriate selection of General Studies topics.

Only a limited selection of CSIS courses is offered at night. In order to complete the requirements for a CSIS degree, students will need to schedule most of their major courses during the day.

Students unable for any reason to take a prescribed course in the regular semester, have the responsibility to take the course later. Students should not expect a waiver for the course at a subsequent date, nor should they expect that the course will be offered at an unusual time to meet personal needs.

Students should also understand that it is their responsibility to make certain that their academic records are in proper order at the time they apply for the Bachelor's Degree.

**GRADUATION WITH DISTINCTION**

A bachelor's degree with distinction in Computer Science and Information Systems will be awarded to students who achieve at least 80% A grades in program and cognate course work.

**CAREER OPPORTUNITIES**

Professional opportunities in Computer Science and Information Systems continue to increase at a rapid pace. The Occupational Outlook Handbook from the Federal Bureau of Labor Statistics includes a list of occupations projected to grow fastest during the period 2006-16. This list includes the following computing related fields:

- Network systems and data communications
- Computer software engineers, applications
- Computer systems analysts
- Database administrators
- Computer software engineers, systems software

The CSIS program provides courses of study to prepare students for each of these occupations. Graduates of the CSIS program have also been successful in a wide range of other professional areas including artificial intelligence, security, virtual reality, Internet technologies consulting, secondary education, and university teaching and research.

**INFORMATION ABOUT THE PROGRAM**

Computer Sciences and Information Systems Program Coordinator  
The Richard Stockton College of New Jersey  
1 01 Vera King Farris Road  
Galloway, NJ 08205-9441  
Phone: (609) 652-4534

Dean of Enrollment Management  
The Richard Stockton College of New Jersey  
101 Vera King Farris Road  
Galloway, NJ 08205-9441  
Phone: (609) 652-4261

For current, detailed course descriptions, go to the [Online Catalog](#).

## **HOSPITALITY AND TOURISM MANAGEMENT STUDIES**

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### **IN THE SCHOOL OF BUSINESS**

#### **FACULTY**

**Donna Albano (2003)**, Director and Associate Professor of Hospitality and Tourism Management Studies; Ed.D., Rowan University; M.A., Rowan University; B.A., The University of New Haven; hospitality internship, controls & hospitality information systems (cooperative education), hotel administration, hospitality information systems, facilities management, and leadership research.

**Jane Bokunewicz (2012)**, Assistant Professor of Hospitality and Tourism Management Studies; Ph.D., Indiana University of PA; MBA, Monmouth College; B.S., Indiana University of PA

**Joseph Lema (2011)**, Associate Professor of Hospitality and Tourism Management Studies; Ph.D., University of Southern Mississippi; M.S., University of Southern Mississippi; B. Commerce; University of Alberta, Canada; contemporary international tourism, economics of tourism, and introduction to hospitality and tourism management.

**William Quain (2010)**, Associate Professor of Hospitality and Tourism Management; Ph.D., University of New Orleans; M.S., Florida International University; B.S., Cornell University; food and beverage management, and marketing principles.

**Michael S. Scales (2002)**, Associate Professor of Hospitality and Tourism Management Studies; Ed.D., Rowan University; M.S., Widener University; B.S., Widener University; hospitality management, food and beverage management, hospitality controls and cooperative education and special event management.

**Ivan Turnipseed (2011)**, Assistant Professor of Hospitality and Tourism Management Studies; Ph.D., William F. Harrah College of Hotel Administration; M.S., New York University; B.A., Brandeis University; introduction to hospitality and tourism management, marketing principles, and human resource management

**Brian J. Tyrrell (2005)**, Associate Professor of Hospitality and Tourism Management Studies; Ph.D., Purdue University; M.A., West Chester University; B.S., West Chester University; A.S., Delaware County Community College; hospitality and tourism management, tourism management studies, and tourism geographical information systems.

**Clifford Whithem (2000)**, Professor of Hospitality and Tourism Management Studies; Ph.D., Temple University; M.Ed., Widener University; B.S., Florida International University; food and beverage management, human resource management, purchasing, information systems, business policies and strategies and cooperative education.

## **ASSOCIATED FACULTY**

**Jean Abbott (2007)**, Assistant Professor of Business Studies; MBA, Monmouth College; CPA; managerial accounting and financial management.

## **MISSION STATEMENT FOR THE SCHOOL OF BUSINESS**

The School of Business provides high quality, affordable undergraduate and graduate education strongly infused with the liberal arts and connected to our surrounding communities. The faculty delivers excellence in teaching and actively pursues scholarly activities and professional development that contribute to classroom effectiveness. The faculty produces scholarly works that advance the knowledge and practice of business, hospitality and tourism management, and computer science and information systems. The School strives to have a positive impact on the wider community, responding to the evolving needs of the southern New Jersey region, the State of New Jersey and beyond.

Hallmarks of the School of Business at Richard Stockton College include:

- A curriculum delivered in the context of a nationally recognized public liberal arts college
- A personalized approach to teaching and learning as evidenced by small classes, systematic advising, and substantial student access to faculty
- Research and service that blends the practical and theoretical, with an emphasis on application and supporting pedagogical excellence

## **PROGRAM INTRODUCTION**

The Hospitality and Tourism Management Studies program at The Richard Stockton College of New Jersey is committed to providing a quality liberal arts undergraduate education that incorporates theory and practice in the hospitality and tourism industry. The mission of the program is to imbue students with the knowledge, skills, values and strategic perspectives essential to obtaining leadership roles in the service professions throughout the world, and to foster research and scholarship that will engender excellence in hospitality management.

As a major employer in the world today, the hospitality industry can open doors to exciting career paths in every segment of the industry. These segments include:

Hotel operations  
Restaurant operations  
Food service industry and healthcare  
Travel and tourism  
Marketing and sales  
Human resources  
Tourism for conference and convention centers  
Tourism for state, county and local government  
Skilled property management  
Accounting and finance  
Casino management  
Country club management

## **PROGRAM ORGANIZATION**

The Hospitality and Tourism Management Studies Program (HTMS) offers students an opportunity to earn a B.S. in Hospitality and Tourism. The program allows students generalized study related to the industry in accounting, finance, food and beverage, hotel management, restaurant management, marketing, and travel and tourism positions.

All Hospitality and Tourism Management students must take a core of 80 credits in required Business courses, Hospitality, and Tourism Management course work. In addition, students must fulfill the College's General Studies graduation requirements (described fully in the General Studies section of the Bulletin) and meet the Liberal Arts credit requirements.

## **BACHELOR OF SCIENCE DEGREE**

The B.S. (Bachelor of Science) degree in Hospitality and Tourism Management requires 80 credits of HTMS Business program courses and 48 credits in General Studies.

The General Studies requirement for B.S. students includes fulfilling the College's General Studies requirements, and taking at-some-distance electives (i.e., courses not in Business Studies, Hospitality and Tourism Management Studies, or Economics) for a total of 48 credits.

The required program courses are:

### **HTMS Core Courses:**

HTMS 2101	Intro. to Hospitality & Tourism Mgmt	4 credits
HTMS 2110	Food and Beverage Management	4 credits
HTMS 2122	Hotel Administration & Operations	4 credits
HTMS 2125	Geographical Tourism Information Systems	4 credits
HTMS 2143	Contemporary International Tourism	4 credits
HTMS 3120	Facilities Management	4 credits
HTMS 3126	Economics of Tourism	4 credits
HTMS 3901	Professional Work Experience	0 credits
HTMS 4960*	HTMS Cooperative Education Semester	12 credits
HTMS or BSNS Electives		8 credits

\*Normally taken in the senior year.

### **HTMS Cognate Courses:**

CSIS 1206	Statistics I	4 credits
ACCT 2110	Financial Accounting	4 credits
HTMS 2120	Managerial Accounting (or ACCT 2120)	4 credits
HTMS 3101	Marketing Principles (or MKTG 3110)	4 credits
FINA 3110	Introduction to Financial Management	4 credits
HTMS 3110	Legal, Social, Ethical Environment of Business (or PLAW 3110)	4 credits
HTMS 3111	Human Resource Management (or MGMT 3111)	4 credits
HTMS 4112	Business Policy & Strategies (Seniors Only) (or BSNS 4112)	4 credits
<b>TOTAL PROGRAM CREDITS</b>		<b>80 credits</b>



## **WORK EXPERIENCES**

All HTMS students must complete a practical work experience (400 hours) in a location of their choice and a semester-long internship for an additional 400 hours (usually paid), which is taken along with the cooperative education courses listed above and together with them constitute a student's cooperative education semester. In the Atlantic City area or elsewhere in the world, students will acquire world-class experiences for their lifetime in new and progressive facilities. But no matter where a work experience occurs, students gain self-confidence, network with professionals and explore possible career options in this dynamic industry.

## **COURSE SEQUENCING AND SCHEDULE PLANNING**

It is essential that student develop sound skills and a conceptual foundation before attempting a concentration in business courses. The majority of HTMS program courses are not offered to students until the sophomore year, and the HTMS major must carefully plan courses to develop the proper foundation of General Studies and the lower level Business Core.

In considering course selection and sequences, students should understand that the Richard Stockton College of NJ does not have an evening division or an evening program. Consequently, there is no guarantee that all courses required for graduation will be offered every semester during evenings. While many required courses are offered during the evening, and it is highly likely that at some point students who only take courses during evening hours will have to revise their schedules to insure they take the daytime only courses they will need to graduate.

Should the student be unable for any reason to take a prescribed course in the regular semester, it is his/her responsibility to take the course later. The student should not expect a waiver for the course at a subsequent date, nor should s/he expect that the course will be offered at an unusual time just to meet the individual's personal needs.

Students should also understand that it is their responsibility to make certain that their academic records are in proper order at the time they make application for graduation with the bachelor's degree.

## **GRADUATION REQUIREMENTS**

A student must obtain a grade of C or higher in all program and cognate courses required for graduation.

## **GRADUATION WITH DISTINCTION**

A bachelor of arts or bachelor of science degree with distinction in hospitality and tourism management studies will be awarded to students who achieve 70% A (or equivalent) grades in program course work and who have a distinctive course work and who have a distinctive and outstanding record of participation in and contribution to the offerings of the hospitality and tourism management studies program taken at Stockton.

## **CAREER OPPORTUNITIES**

Increased technical sophistication has become a nationwide trend in the hospitality and tourism industry. There is good reason to believe that this emphasis on specialty training will foster a demand for individuals with both baccalaureate and graduate education in business. The

Stockton HTMS program is designed to develop graduates who will fit this new demand, be prepared for graduate-level study and also be able to enter society as well-educated citizens.

### **SPECIAL OPPORTUNITIES**

Cooperative Education is required in the HTMS program. It is often through our cooperative education program that graduates secure their future employment opportunities. Stockton's previous placements for majors in HTMS include a variety of experiences throughout the hospitality and tourism industry. Those placements are regional and local, and include the state of New Jersey, the country, and corporate foreign locations as well. The HTMS program maintains a long term mentoring relationship with all of our graduates.

HTMS students have the special opportunity of historic learning, working, and even living at the Stockton Seaview Resort. The Seaview, purchased by the College in 2010, includes 270 hotel rooms, two restaurants, a spa, and two world-class golf courses. Activities at and about Seaview are integrated throughout the hospitality and tourism management curriculum and programs.

Another unique opportunity for HTMS students is the cooperative agreement between Stockton College and the Cornell University School of Hotel Administration. This agreement gives Cornell students the opportunity to live at Seaview and take Stockton classes while interning in the Atlantic City area and promotes Cornell's SHA graduate programs to qualified Stockton HTMS graduates.

### **INFORMATION ABOUT THE PROGRAM:**

Hospitality and Tourism Management Studies  
Donna Albano, Director  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive,  
Galloway, NJ 08205-9441  
Phone: (609) 652-4493  
Fax: (609) 626-5539

Office of Enrollment Management  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-4261  
[www.stockton.edu](http://www.stockton.edu)

For current, detailed course descriptions, go to the [Online Catalog](#).

## SCHOOL OF EDUCATION

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### TEACHER EDUCATION

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#### IN THE SCHOOL OF EDUCATION

#### THE FACULTY

**Amy Ackerman (2007)**, Associate Professor of Instructional Technology; Ph.D., Florida State University; M.Ed., Temple University; B.A., Trenton State College; Instructional design processes, presentation skills, evaluation of training, human performance improvement, and blended learning.

**Norma Boakes (2004)**, Associate Professor of Education; Ed.D., Temple University; M.A., Rowan University; B.A., Rowan University; mathematics education, mathematics across the curriculum, curriculum development, instructional technology, and origami-mathematics.

**Ronald A. Caro (2006)**, Assistant Professor of Education; Ed.D., Pepperdine University; M.S., National University; B.A., Queens College; veterans education, technology in education, secondary math methods, school reform, communities of practice and knowledge management.

**Darrell Cleveland (2007)**, Associate Professor of Education; Ph.D., University of North Carolina, Chapel Hill; MS.Ed., Saint Joseph's University; B.A., Temple University; editor of *Journal of Educational Foundation*, foundations of education, elementary education.

**Reva A. Curry (2008)**, Executive Director of Community Partnerships, Stockton Center for Community Schools; Ph.D., University of Pennsylvania; M.Ed. Augusta College; B.S. Medical College of Georgia; community schools.

**Susan Cydis (2011)**, Assistant Professor of Education; Ed.D., Widener University; B.A., M.A., Rowan University; literacy education, elementary education, authentic instruction and assessment, competency-based educational practices.

**Jeremy A. Ervin (2011)**, Assistant Professor of Education; Ph.D., The Ohio State University; M.A., The Ohio State University; B.A., Cornerstone University; science education, general pedagogy, inquiry/reformed methodology, and outdoor education.

**Deborah M. Figart (1995)**, Professor of Education and Economics, Director Stockton Center for Economic & Financial Literacy; Ph.D., The American University; B.A., Wheaton College; economic and financial literacy, budgeting, labor-management relations, school finance, economics of gender and race/ethnicity, public policy and well-being, personal finance education.

**Priti Haria (2012)**, Assistant Professor of Education; Ph.D., University of Delaware; M.S., Lehigh University; M.S., University of Scranton; B.Comm. University of Bombay; Literacy

instruction in primary and upper elementary grades, instructional interventions for at-risk learners and students receiving special education services.

**Douglas Harvey (1999)**, Associate Professor of Instructional Technology; D.Ed., The Pennsylvania State University; M.S., Philadelphia College of Textiles and Science; B.A., Eastern College; learning and academic technology, preparing in-service and pre-service teachers for technology integration, online learning and distance education.

**Claudine Keenan (2006)**, Dean of the School of Education; Ed.D., University of Massachusetts, Amherst; M.A., California State University, Northridge; B.A., Adelphi University; outcomes assessment, educational policy and leadership, research design and methods, measurement and statistics, instructional technology, distance education, curriculum and instruction

**Kimberly Lebak (2005)**, Associate Professor of Education; Ed.D., University of Pennsylvania; B.S., M.A., The College of New Jersey; pedagogy, differentiated instruction, curriculum, reflective practitioner development.

**Jung Lee (1999)**, Associate Professor of Instructional Technology; Ph.D., University of Wyoming; M.A., College of Mount Saint Joseph; B.A., M.A., Sang-Myung University, Seoul; adult learning and technology, multimedia/hypermedia interface design, human factors in computer/Web-based instruction, visual literacy.

**Joseph J. Marchetti (1985)**, Professor of Education; Ph.D., University of Pennsylvania; B.A., M.S., Wilkes College; educational research, educational leadership, organizational leadership, curriculum and instruction.

**Shelly Meyers (2008)**, Assistant Professor of Education; Ed. D., Nova Southeastern University; special education, pedagogy, inclusion, supervision and leadership, education to workplace transition.

**Rita Mulholland (2006)**, Associate Professor of Education ; Ph.D., American University; M.A., Catholic University; B.A., Alvernia College; mild/moderate disabilities, learning disabilities, reading, behavior management, curriculum adaptations, autism, assistive technology.

**John Quinn (1990)**, Associate Professor of Education; Ed.D., Pepperdine University; M.A., Rowan University; B.S., The Richard Stockton College of New Jersey; developmental education, interdisciplinary quantitative reasoning, effects of standards-based instruction

**George F. Sharp (2011)**, Assistant Professor of Education; Ed.D., Nova Southeastern University; M.A., Rowan University; B.S., The College of New Jersey; educational leadership, organizational culture, public school administration and policy; curriculum development, supervision and evaluation of instruction.

**Lois Spitzer (2008)**, Assistant Professor of Education; Ed. D, Boston University; English as a second language, bilingual/bicultural education.

**Ron Tinsley (2004)**, Associate Professor of Education; Ed.D., M.S., Texas A & M University; B.A., Southern Methodist University; literacy development, teaching methods, reflective practitioner development.

**Pamela A. Vaughan (2011)**, Assistant Dean of the School of Education; Ed.D., Widener University; M.P.A., Fairleigh Dickinson University; B.S., Fairleigh Dickinson University; B.A., Fairleigh Dickinson University; alternate route instructor.

## **ASSOCIATED FACULTY**

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

## **PROGRAM GOAL**

The goal of the Teacher Education Program is to prepare competent, caring, qualified educators. Teachers prepared by Stockton College are competent in both subject matter and pedagogical skills and prove themselves to be caring practitioners in diverse and technologically rich learning environments.

## **INTRODUCTION**

The Teacher Education Program is a post-baccalaureate certification program that prepares candidates to teach a wide range of subjects in grades K-12. The Teacher Education Program offers course work leading to elementary teacher certification with middle grade specializations and secondary teacher certifications for subjects taught in grades 6-12. Middle grade specializations include mathematics, science, language arts and social studies. Secondary subjects include art, biological science, chemistry, earth science, physical science, physics, mathematics, English, social studies and world languages.

The Teacher Education Program is a fieldwork-intensive program requiring candidates to spend 200 hours in public schools prior to the student-teaching semester. Field experiences (including Student Teaching) are coordinated and organized by the School of Education. All placements must be authorized by the School of Education. A student may not conduct fieldwork at a site that has not been authorized and approved by the School of Education. All final decisions regarding fieldwork placements are at the discretion of the School of Education.

The Stockton Teacher Education Program is accredited by the Teacher Education Accreditation Council (TEAC), an independent agency nationally recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. Stockton's teacher certification curricula have been approved by the New Jersey Department of Education and are recognized by the National Association of State Directors of Teacher Education and Certification.

## **REQUIRED CRIMINAL HISTORY REVIEW**

Prior to placement in School of Education fieldwork, a student must successfully complete the NJDOE required Criminal History Review Process and have documentation of the review on file

with the Stockton School of Education. A valid NJ Substitute Teacher Certificate is accepted as documentation of this process.

### **ADVISING**

The first step for all students seeking teacher certification at Stockton is to attend a Teacher Education Workshop which is held twice monthly to explain the requirements, policies and procedures of the Program. Students should see the School of Education Web page or call the School of Education (609) 652-4688 to register.

At the workshops students receive information, guidance and a curriculum worksheet which will outline a plan for your particular certification. A file will be started in the School of Education for each student who submits transcripts at a workshop. Workshops are open to the public, as well as to all Stockton students. Attendance at a Teacher Education Workshop is required since it assists in planning ahead several semesters for successfully navigating through the application and admission processes.

Education preceptors are officially assigned upon admission to the program and will assist students in choosing courses that meet certification requirements. Students should always meet with their major preceptor as well as their preceptors in the Teacher Education Program.

### **PROGRAM REQUIREMENTS**

Teacher certification in New Jersey requires all candidates to complete a baccalaureate degree including a minimum of 60 credits in the liberal arts or sciences.

The course work leading to teacher certification is composed of three groups of courses: 1) Content Requirements; 2) Professional Requirements; and 3) Professional Education Requirements. Only courses in which a student earns a grade of C or higher may be counted toward certification unless a higher minimum grade is otherwise indicated.

**CONTENT REQUIREMENTS** include courses required for a BA/BS degree. Some certification areas have specific content requirements. (See the School of Education Web page for curriculum worksheets and more information.)

**PROFESSIONAL REQUIREMENTS** are fulfilled by taking a selection of specific open-enrollment courses. The Professional Requirement courses include the following: EDUC 3515 Families, Schools and Communities; INTC 3610 Instructional Technology for K-12 Teachers;\* a course in human and intercultural relations (I); adolescent psychology course (Developmental or Lifespan Psychology course are acceptable options); and an approved disabilities studies course. Courses in this category may be taken at Stockton or transferred in from other institutions. Educational Psychology must be completed with a B- or better with the 40 hours of fieldwork taken at Stockton. Students must also pass the New Jersey Health Examination, administered at Stockton or through any county school superintendent's office, as part of the professional requirements. Courses in nutrition, health, or biology can meet the health requirement also. Students must also pass the state prescribed subject matter examinations by the deadline dates; (May 15<sup>th</sup> for the Fall, November 1<sup>st</sup> for the Spring) before being recommended for the certification semester.

\*INTC is the acronym used for Instructional Technology. These courses are designed to bring the best instructional technologies into education and training in school, business, industry, and non-profit organizations. Program courses like INTC 3610 Technology for K-12 Teachers provide students opportunities to design, develop and evaluate digital content using multimedia technology, including web tools, and related learning theories.

**PROFESSIONAL EDUCATION REQUIREMENTS** are distributed over three semesters of permit-only college-based and field-based courses. These semesters are referred to as the Introductory, Intermediate, and Certification Semesters. A student must be admitted into the Teacher Education Program in order to receive permits for the Professional Education Requirements. These semesters may be entered as early as the junior year with guidance from an Education Preceptor.

### **TEACHER CERTIFICATION — PROFESSIONAL EDUCATION REQUIREMENTS**

Teacher certification at Stockton follows the guidelines set forth by NJAC 6A:9–10.4, the requirements for post-baccalaureate and graduate-level teacher preparation programs set forth by the New Jersey Department of Education. The curricula and requirements are designed to help students meet the New Jersey Professional Standards for Teachers and to prepare them to teach subject matter in accordance with the New Jersey Core Curriculum Content Standards.

#### Application Semester

The gateway course to the Teacher Education Program is PSYC 3391 Educational Psychology. Students typically apply for admission to the program while enrolled in PSYC 3391. Students transferring in a course equivalent to PSYC 3391 Educational Psychology (4 credits) must document a minimum of 40 hours of school-based fieldwork or take PSYC 3890 Educational Psychology Fieldwork – 40 hours (1 credit) at Stockton.

Students must meet specific admission standards to begin the Introductory Semester. Students must meet additional New Jersey certification requirements in order to be recommended for the student teaching certification semester.

#### Admission Requirements

- Matriculate into Stockton College
- Attend a Stockton Teacher Education Workshop
- Have a cumulative GPA of all college course work of at least 2.75 (or in the last completed undergraduate or graduate program)
- Document acceptable admission test scores on Praxis I PPST—Reading 175; Writing 173; Math 174. Students with 570 on any corresponding section of the SAT or 24 on any corresponding test section of the ACT are not required to take that PPST section.
- Complete Educational Psychology (with 40 hours of fieldwork) requirements (grade of B- or higher)
- Participate in Teacher Education Orientation
- Submit a signed Acknowledgement form
- Submit a current resume

Once admitted into the Program, students must maintain a GPA of 2.75 or higher in order to continue. A student may not register for a course in the Professional Education Requirements, including Student teaching, more than two times.

### **Introductory Semester**

EDUC 4101 Introductory Fieldwork in Education	2
EDUC 4105 Literacy Development (elementary certification only)	3
EDUC 4200 Practices and Techniques of Teaching	4

### **Intermediate Semester: Elementary Certification**

EDUC 4110 Methods of Teaching Elementary Reading and Language Arts	2
EDUC 4150 Methods of Teaching Elementary School Math	2
EDUC 4600 Intermediate Fieldwork in Education	2
EDUC 4610 Curriculum and Methods in Elementary Education	3

### **Intermediate Semester: Secondary Certification**

EDUC 4120 Reading in the Content Area	2
EDUC 4600 Intermediate Fieldwork	2
EDUC 4601 4608 Methods of Teaching	4

Praxis II and any other State of New Jersey required certification exams must be taken, passed, and filed with the School of Education prior to applying for and being placed in Student Teaching. Elementary certification candidates who request a middle school placement must pass the Elementary K-5 Praxis II AND the Praxis II for the specialization area {LAL; Science; Math; Social Studies} in which they want to student teach. The deadline to file passing Praxis II scores with the School of Education is **May 15** for an upcoming **FALL** semester student teaching placement and **November 1** for an upcoming **SPRING** semester student teaching placement.

### **Certification Semester**

EDUC 4990 Student Teaching	10
EDUC 4991 Student Teaching Seminar	2

Students must earn a B- or higher in each course in each semester of the Professional Education Requirements before advancing to the next semester. Students must complete the course work in the order specified. Students must earn a B- or better in student teaching and earn a cumulative GPA of 2.75 or higher to be eligible for certification.

### **STUDENT TEACHING TERMINATION**

In addition to self-termination, a student teacher may be terminated by the school district in which she/he is placed, or by the School of Education.



Student teachers must adhere to the policies and procedures of the College (Campus Conduct Code as found in the College Bulletin and Student Handbook) the School of Education (Handbook of the Teacher Education Program & Student Teacher Handbook) and the New Jersey Professional Standards for Teachers (N.J.A.C.6A:9). A breach of any of the above may result in student teaching termination with reasonable cause.

Students may be considered for termination following verifiable reports of unprofessional or unethical conduct, or multiple reports of a student's lack of capacity for appropriate teaching dispositions. Reasons for termination include, but are not limited to, inadequacy, incompetence, insubordination, and ethical misconduct. Be advised that a school district holds the right to terminate a student teacher at any time.

When the School of Education is formally alerted to an alleged breach, it is immediately referred to the Dean of Education. A student whose behavior appears to warrant termination will receive written notice from the Dean of Education specifying concerns. The School of Education will make every effort to gather information from multiple sources (college supervisor, appropriate faculty, school administrator(s) and mentoring teachers) regarding the alleged infraction(s). Once the investigation is complete, the decision for continuance in the Teacher Education Program rests with the Dean of Education. The recommendation to terminate a student will be made by the Dean of Education to the Provost. The Provost will make the final College decision regarding termination from the Teacher Education Program.

Should a student be terminated, or self-terminate at any time once student teaching begins, she/he will be assessed accordingly for College expenses already incurred, i.e. tuition & fees, cooperating teacher's honorarium, student teaching supervisor fees, administrative costs, etc. Any monetary refunds are subject to student teaching timetables (Fall/Spring) and College policy. Note: the student teaching experience begins approximately three weeks prior to the official start of classes for the Spring term.

Grading and withdrawal procedures will be determined on an individual basis according to the policies outlined by the College, and at the discretion of the Dean of Education.

### **ADDITIONAL PROGRAM REQUIREMENTS**

If at any time faculty indicate that they have concerns about a student's progress and/or dispositions toward the teaching profession, the administration has the right to require additional and/or alternative evaluation procedures or to prescribe remedial action. In some cases it may be necessary to terminate a student from the Program. Specific procedures are outlined in the Handbook of the Teacher Education Program.

Students are expected to act in professional ways, using professional ethics as a guide, as stated in the Handbook of the Teacher Education Program and the Student Teaching Handbook. When students are in a school, they are expected to comply with the school's code of behavior and rules.

The tuition for the certification semester includes a student teaching fee that pays for the cooperating teacher in the school, certification fees and administrative costs. A separate fee must

be paid for each additional endorsement. Students who successfully complete all the requirements of the Stockton Education Program are recommended for certification by the Dean of Education.

### **EXIT INTERVIEW**

Individual interviews are held after the conclusion of student teaching and following graduation, when all final grades have been entered on the official Stockton transcript. At this mandatory session, students meet with the assistant dean (Stockton's Certification Authorizing Officer) to ensure that their applications for certification are properly prepared for submission to the New Jersey Department of Education.

After the application is approved by the School of Education and after clearance from the College to release transcripts, the recommendation for certification is submitted to the New Jersey Department of Education in Trenton. This submission requires numerous checks and balances on our part, including reviewing individual records for holds on Stockton accounts, checking inconsistencies in transcripts, producing individual documentation that an approved training program has been completed, and inputting all the data into the State's computerized system.

Failure to attend an Exit Interview will cause a delay in having an individual's licensure application forwarded to the NJDOE.

### **RECEIPT OF THE CERTIFICATE**

Students may anticipate receiving the Certificate of Eligibility with Advanced Standing (CEAS) from the NJDOE within one month of the submission.

### **NEW JERSEY CERTIFICATION**

A candidate must pass content area exams mandated by the New Jersey Department of Education prior to the issuance of a state certificate. Successful completion of all requirements of the Stockton Education Program entitles the student to a New Jersey Certificate of Eligibility with Advanced Standing (CEAS). The advanced standing status indicates that the certificate holder has completed a state-approved education program. The holder of this certificate may apply for jobs in New Jersey or in states party to the Interstate Certification Agreement and the NASDTEC reciprocity agreements. There are currently approximately 40 states involved to some degree in certification reciprocity. After a year of successful teaching with mentoring in a New Jersey public school district, the holder of a CEAS will be eligible for a New Jersey Standard Certificate.

Because the New Jersey Department of Education makes changes in certification and teacher certification program requirements for colleges, the information contained in this section of the Bulletin is subject to significant change without prior notice. It is, therefore, essential that students with an interest in teacher certification at Stockton seek advice from a member of the Education program early in their college careers.

### **BACHELOR OF ARTS IN TEACHER EDUCATION**

Students who earn a bachelor's degree at Stockton and earn 160 or more credits in the process of completing teacher certification are eligible to be granted a Bachelor of Arts in Teacher Education. Students who have earned a bachelor's degree at another institution prior to entering Stockton and earn a total of 128 or more credits on their Stockton transcript in the process of completing teacher certification are eligible to be granted a Bachelor of Arts in Teacher Education. See a School of Education advisor for more details on the specific requirements for earning a second bachelor's degree at Stockton.

### **PROVISIONAL TEACHER TRAINING PROGRAM**

On behalf of the New Jersey Department of Education, Stockton offers the provisional teacher training program (alternate route to certification). Students interested in the alternate route must contact their county office of the State Department of Education for specific requirements, or review requirements at [www.state.nj.us/education](http://www.state.nj.us/education).

### **INFORMATION ABOUT THE PROGRAM**

School of Education  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive,  
Galloway, NJ 08205-9441  
Phone: (609) 652-4688  
[www.stockton.edu](http://www.stockton.edu)

For current, detailed course descriptions, go to the [Online Catalog](#).

## SCHOOL OF GENERAL STUDIES

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### AFRICANA STUDIES

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#### IN THE SCHOOL OF GENERAL STUDIES

#### THE FACULTY

**Donnetrice Allison (2004)**, Associate Professor of Communication Studies and Associate Professor of Africana Studies; Ph.D., M.A., Howard University; B.A., The University of New Haven; media and culture, film theory and criticism, research methods. African American rhetoric and hip hop culture.

**Rogers G. Barlatt (1980)**, Professor of Chemistry; Ph.D., University of Connecticut; Dip.Ed., University of Sierra Leone; B.S., University of Durham; West Africa, Black contributions in science, science education.

**Robert James Barney (1980)**, Assistant Professor of Social Work; Ph.D., University of Louisville; MSW, University of Kentucky; B.A., Asbury College; HIV/AIDS in Africa, culturally competent interventions and organizational management, cultural diversity issues.

**Darrell Cleveland (2007)**, Assistant Professor of Education; Ph.D., University of North Carolina at Chapel Hill; MS. Ed., Saint Joseph's University; B.A., Temple University; foundations of education, diversity and social justice, sociology of education, history of education, minority issues in higher education.

**Shawn Riva Donaldson (1980)**, Associate Professor of Sociology; Ph.D., Rutgers, The State University; M.A., B.A., University of Pennsylvania; Southern Africa, race relations, sociology of law, womanist issues.

**Penelope A. Dugan (1976)**, Professor of Writing; D.A., State University of New York at Albany; M.A., State University of New York at Binghamton; B.A., LeMoyne College; African-American writers, slave narratives, African-American rhetoric.

**Robert S. Gregg (1996)**, Dean of the School of Arts and Humanities; Professor of History; Ph.D., University of Pennsylvania; M.A., Edinburgh University; U.S. and African-American history, 1865-present; comparative history.

**Adalaine Holton (2007)**, Associate Professor of Literature; Ph.D., M.A., University of California, Santa Cruz; B.A., University of Maryland; African-American literature, comparative American literature, U.S. ethnic studies, theories of race and ethnicity.

**William C. Jaynes IV (1977)**, Professor of Social Work and Africana Studies; MSW, BSW, Temple University; social policy, urban affairs, Africana studies, gerontology, social work practice, ethnic and minority relations.

**Janice O. Joseph (1989)**, Professor of Criminal Justice; Ph.D., M.A., York University; B.A., University of West Indies; juvenile justice, criminology and deviance, blacks and crime corrections.

**Melaku Lakew (1982)**, Professor of Economics; Ph.D., M.A., University of California at Riverside; B.A., University of California at Berkeley; African, global economics, monetary theory and economic development.

**Michelle Craig McDonald (2006)**, Associate Professor of History; Ph.D., University of Michigan; M.A., St. John's College; M.A., George Washington University; early American history, Atlantic history, comparative slavery and emancipation, public history.

**Linda Williamson Nelson (1981)**, Professor of Anthropology and Africana Studies; Ph.D., Rutgers, The State University; M.A., New York University; B.A., Long Island University; Cultural Constructions in Life Narrative Discourse; Hegemonic Discourses, Contemporary African American literature, African-American Vernacular English, Language and Gender studies in Language and Power.

**Anne F. Pomeroy (1999)**, Associate Professor of Philosophy; Ph.D., Fordham University; M.A., Columbia University; B.A., Connecticut College; African-American philosophy, critical race theory.

**Patricia Reid-Merritt (1976)**, Distinguished Professor of Social Work and Africana Studies; DSW, University of Pennsylvania; MSW, Temple University; B.A., Cabrini College; Africana culture and Diaspora issues, African-American families, African-American social policy and leadership issues, African, Afro-Caribbean and African-American dance.

**Allison N. Sinanan (2008)**, Associate Professor of Social Work; Ph.D., Fordham University; MSW, Adelphi University; B.A., Hunter College, The City University of New York; sexual abuse recurrence in minority children, oppression of children and families of color.

**Sharon A. Smith (2005)**, Associate Professor of Social Work and Field Coordinator; Ph.D., M.A., University of Pennsylvania; MSW, University of Chicago; B.A., Douglass College; African-American family relationships throughout the life cycle.

**Ivan B. Turnipseed (2011)**, Assistant Professor of Hospitality and Tourism Management Studies; Ph.D., University of Nevada, Las Vegas; M.S., New York University; B.A., Brandeis University; Black issues in hospitality and tourism, Diversity and inclusion, Social stratification in organizations.

**Beverly J. Vaughn (1982)**, Professor of Music; D.M.A., M.M., Ohio State University; B.A., Loma Linda University; African-Americans in music, African-Americans in society and history, African-American cultural life.

## **INTRODUCTION**

The Africana Studies program is an interdisciplinary minor that forms an important segment of the liberal arts education for any student. It provides the opportunity for students to study, analyze and systematically evaluate the various disciplines, e.g., history, art and science, from an Africana perspective. The program continues to attract students from all ethnic, racial and cultural backgrounds as they recognize ways that this concentration provides them with a forum to examine the intellectual life, the historical experience and the cultural understanding of one of this country's largest racial minority groups. Students electing to pursue courses in the program are entering into the current intellectual dialogue on multiculturalism in this society as they study with professors who have conducted notable research in African, Caribbean, Africana and African-American Studies within their traditional disciplines. Although students may not major in Africana Studies, they may minor in this area by completing the required core and cognate courses, meeting the grade-point-average criterion and submitting a portfolio with samples of their written course work. The Africana Studies program at The Richard Stockton College of Stockton College of New Jersey is affiliated with the National Council for Black Studies, Inc. (NCBS) and students are eligible to apply for membership in Ankh Maat Wedjau, the National Honor Society for majors and minors in Africana Studies.

## **PROGRAM ORGANIZATION**

A diverse selection of General Studies and program courses relevant to Africana Studies are available. Courses are divided into core and cognate categories. Core courses are further divided into three groups: arts-related, history/culture related and science-related courses. Both core and cognate courses are offered each academic year. Independent study projects with interested faculty members also are available. In addition, opportunities for study in selected African countries are possible. Group study tours are offered regularly. Students interested in studies in Africa, the Caribbean, South America or Europe should contact the coordinators of Africana Studies and Study Abroad for further details. The Africana Studies program is open to everyone regardless of race, creed, color, religion or ethnic background.

## **REQUIREMENTS FOR THE MINOR**

Each student will be required to take a minimum of four core courses. Two of these must be GSS 2201 Africana Studies: An Introductory Perspective, GIS 4601 African-Americans: A Seminar, the capstone course GSS 2201 is the required prerequisite for GIS 4601. The remaining two core courses must be selected from a different group (arts-related, history/culture-related, science-related). The final course may be selected from the core and/or cognate group. Students selecting an independent study as a substitute should discuss this with the program coordinator prior to registration. Students who earn a minimum 2.0 grade point average in their required courses qualify for the minor. Students who earn a 3.5 or greater average in core courses qualify for Ankh Maat Wedjau, the National Honor Society for Africana Studies majors and minors for NCBS. Core and cognate courses are listed below. Interested students should contact the Africana Studies coordinator each term for updates.

## CORE COURSES

### 1. Required Introduction

GSS 2201     Africana Studies: An Introductory Perspective

### 2. Arts-Related

GAH 1215     African-American Dance  
GAH 1216     African-American Theater Workshop  
GAH 1248     Music of Black Americans  
GAH 2341     South African Literature and Culture  
GIS 4634     Rhetoric of the African Diaspora  
GSS 2451     South Africa Now  
LITT 2148     Introduction to African-American Literature  
LITT 3121     African-American Women Writers  
LITT 3122     The Contemporary African-American Novel  
LITT 3309     Literature of the Harlem Renaissance

### 3. History/Culture-Related

ANTH 2238     Anthropological Fieldwork  
ANTH 3640     The Language and Culture of African-Americans  
GAH 1360     Topics in African-American History and Culture  
GAH 1650     African-American Literature and Culture  
GAH 2184     Hip Hop Culture  
GAH 2360     Civil Rights  
GAH 3121     African American Women Writers  
GAH 3207     Blaxploitation: Cinema During the 1970s  
GAH 3312     Black Radicalism  
GIS 3190     Black Power  
GIS 3635     Discover Africa  
GIS 3672     The Slave Narrative Revisited  
GSS 1652     African Civilizations  
GSS 3795     African-American Cinema  
HIST 2119     Ancient Egypt  
HIST 2330     African-American Civilization to 1865  
HIST 2331     African-American History since 1865  
HIST 3605     Comparative Slavery and Emancipation  
PHIL 2201     African-American Philosophy

### 4. Science-Related (Social/Natural)

GIS 3190     Black Power  
GIS 3635     The African Experience  
GNM 2236     Black Scientists and Inventors  
GSS 2188     African-Americans and the Law  
GSS 2195     Blacks and Jews: Future Hope  
GSS 2610     African-American Economic Experience  
GSS 3162     Africana Male/Female Relations

GSS 3195 Blacks and Jews: Problems and Promise

### **5. Required Capstone**

GIS 4601 African-Americans: A Seminar (prerequisite: GSS 2201)

### **COGNATE COURSES**

ANTH 2152 Language and Culture  
COMM 2205 Intercultural Communications  
CRIM 3715 Race, Class and Gender in Criminal Justice  
GAH 3109 Women, Minorities and the Media  
GAH 3206 Race and U.S. Culture  
GSS 2191 Puerto Ricans on the Mainland  
GSS 2278 Dealing with Diversity  
GSS 2480 The Sixties  
GSS 3104 Language and Power  
GSS 3516 Intercultural Communication  
HIST 2128 Atlantic History, 1492-1888  
SOCY 2213 Minority-Majority Relations  
SOWK 2504 Ethnic and Minority Relations

### **INFORMATION ABOUT THE PROGRAM**

Africana Studies Coordinator  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-1776  
[www.stockton.edu](http://www.stockton.edu)

For current, detailed course descriptions, go to the [Online Catalog](#).



## BASIC STUDIES

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### IN THE SCHOOL OF GENERAL STUDIES

#### THE FACULTY

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

**Jack Connor (1984)**, Professor of Writing; Ph.D., University of Florida; M.A., Seton Hall University; B.A., Franklin and Marshall College; composition, writing about nature, natural history, ornithology, and the Pine Barrens.

**Judith Copeland (2005)**, Associate Professor of Writing; J.D., University of Oregon; MFA, University of Iowa; B.A., Duke University; creative nonfiction, memoir, travel writing, humor writing, spiritual writing, freshman seminars.

**Pamela G. Kennedy Cross (1986)**, Writing Center Coordinator/Developmental Education Specialist; M.A., Georgetown University; B.A., The Richard Stockton College of New Jersey; Tutor training, teaching first-year students, working with at-risk students, developing students' information literacy skills, writing for the workplace, and understanding learning differences.

**Emari DiGiorgio (2006)**, Associate Professor of Writing; MFA, New York University; B.A., The Richard Stockton College of New Jersey; creative writing (poetry and fiction), contemporary world poetry, why poetry matters, composition, women's studies, social activism.

**Penelope A. Dugan (1976)**, Professor of Writing; D.A., State University of New York at Albany; M.A., State University of New York at Binghamton; B.A., LeMoyne College; composition theory, history of rhetoric, women writers, critical theory and feminism, early American literature, American literature to 1865.

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

**Carra Leah Hood (2005)**, Associate Professor of Writing; Ph.D., M.A., Yale University; B.A., Hunter College, City University of New York; expository writing and research, digital composing, visual rhetoric, new and traditional media.

**G.T. Lenard (1984)**, Associate Professor of Writing; Ph.D., Temple University; M.A., B.A., Rutgers, The State University; American studies, 18th century literature, composition.

**Heather McGovern (2002)**, Associate Professor of Writing; Ph.D., Texas Tech University; M.A., Clemson University; B.A., Albertson College of Idaho; technical and professional writing, assessment of student learning, environmental rhetoric, composition theory, online writing, document design, rhetoric, rhetoric of science.

**Betsy McShea (2001)**, Associate Professor of Developmental Mathematics; Ph.D., The American University; B.S., University of Hartford; algebraic problem solving, quantitative reasoning, methods of teaching elementary mathematics, elementary school math, numbers and patterns, sports and math, politics and math.

**Francis Nzuki (2008)**, Assistant Professor of Developmental Mathematics; Ph.D., M.S., Syracuse University; M.S., B.S., Nairobi University; algebraic problem solving, quantitative reasoning, elementary school math, college Algebra.

**Luis E. Peña (2004)**, Supervisor, Mathematics Tutor Center, Math Center Coordinator; M.S., University of Illinois at Urbana-Champaign; B.S., The Richard Stockton College of New Jersey; mathematics, quantitative reasoning, tutor training, aerospace engineering, space science, history and policy.

**Dina Yankelwitz (2010)**, Assistant Professor of Mathematics; Ed.D., Ed.M., Rutgers, The State University of NJ; B.S., Touro College; mathematics, mathematics education, mathematical reasoning and justification, task design, accounting education, teacher education.

## **ASSOCIATED FACULTY**

**Alan F. Arcuri (1972)**, Professor of Political Science; Ph.D. Brown University; M.A., B.A., Michigan State University; judicial politics, law and society, political behavior, Supreme Court politics, critical thinking.

**Anne F. Pomeroy (1999)**, Associate Professor of Philosophy; Ph.D., Fordham University; M.A., Columbia University; B.A., Connecticut College; social and political philosophy, Marxism, existentialism, process philosophy.

**John M. Quinn (1990)**, Associate Professor of Education; Assistant Professor of Developmental Mathematics; Ed.D., Pepperdine University; M.A., Rowan University; B.S., The Richard Stockton College of New Jersey; mathematics, curriculum development, mathematics education, technology in education.

## **INTRODUCTION**

Basic Studies (BASK) is a program within General Studies that provides freshmen with coordinated experiences in academic reading, writing and mathematics. The program serves as an introduction to college work by offering materials to build a firm base for academic achievement. The program also carefully and clearly identifies the range of freshman abilities through testing and provides a wide variety of pedagogical means for expanding these abilities in a positive and holistic learning environment.

## **ADMISSION TO THE PROGRAM**

Newly admitted freshmen with 15 or fewer credits are subject to the BASK competency requirement. Placement into appropriate BASK courses is made on the basis of SAT/ACT scores. The courses are BASK 1101 College Writing, BASK 1102 Readings, BASK 1113 Developmental Mathematics, and BASK 1203 Quantitative Reasoning. In consultation with their preceptors, most freshmen take one or more other courses in addition to their BASK courses. Credits for BASK 1113 may not be applied to the degree. Students enrolled in BASK 1203 must enroll concurrently in BASK 1703 Math Workshop, a non-credit tutorial. Those students whose test scores indicate a particular need for skills reinforcement are advised to use the Academic Tutoring Center, and some are assigned to non-credit tutorials. Any Stockton student may use the resources of the Academic Tutoring Center, and faculty members are encouraged to advise all students of this resource.

## **SKILLS COMPETENCY**

All newly admitted freshmen or transfer students with 15 or fewer credits are required to fulfill the College's competency requirement. Except as noted below for BASK 1113, this must be accomplished within two terms of matriculation, although part-time students who cannot take all their required BASK courses during the first term may be granted an extension. The requirement may be met by demonstrating competency on the placement tests, or by passing the appropriate BASK course(s)— BASK 1101, 1102 and/or 1203 with a minimum grade of C. Students enrolled in BASK 1113 must earn a minimum grade of C and then earn a minimum grade of C BASK 1203 to demonstrate competency. Students who fail to meet the competency requirement in BASK 1101, 1102 or 1203 in the first semester must retake the course in the next term in order to satisfy the requirement. Those who do not meet the competency requirement at the end of the term are subject to dismissal from the College.

Students who are dismissed may not apply for readmission to the College for a period of at least one year. These students must demonstrate competency in the appropriate skill area(s) before their readmission application will be considered. Many students who are subject to BASK dismissal are also subject to general academic dismissal. These students must satisfy both sets of requirements for readmission. Students who do not earn a minimum grade of C in BASK 1113 must retake the course in the next term and satisfy the minimum grade requirement before proceeding to BASK 1203. Those who do not earn a minimum grade of C in BASK 1113 the second time are subject to dismissal from the College. Many students taking BASK courses are assigned to a BASK program preceptor. In addition, all students in the BASK program have the benefit of advice from other Basic Studies faculty members.

## **INFORMATION ABOUT THE PROGRAM**

Basic Studies Program Coordinator  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-4441

For current, detailed course descriptions, go to the [Online Catalog](#).

## **HOLOCAUST AND GENOCIDE STUDIES**

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### **IN THE SCHOOL OF GENERAL STUDIES**

#### **THE FACULTY**

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

**Michael R. Hayse (1996)**, Associate Professor of History; Ph.D., University of North Carolina, Chapel Hill; M.A., University of Maryland; B.A., Dartmouth College; Modern European history, German history, Eastern European history, history of the Holocaust.

**Marion Hussong (2002)**, Professor of Literature and Professor of Holocaust and Genocide Studies; Ph.D., M.A., University of Pennsylvania; B.A., Rutgers, The State University; Holocaust Literature, 19th and 20th century German and Austrian literature, comparative literature, children's literature.

**Murray Kohn (1987)**, Professor of Holocaust Studies; D.D., The Jewish Theological Seminary; D.J.L., (Jewish Theological Seminary), People's University, Herzlia Jewish Teachers Institute; B.R.E., Jewish Theological Seminary of America; B.A., Brooklyn College; Fellow of Hebrew University, Jerusalem; Eastern Europe during the Holocaust, history of the Holocaust.

**Christina Morus (2008)**, Assistant Professor of Comparative Genocide & Communications Studies; Ph.D., University of Georgia; comparative genocide, the rhetoric of mass violence and genocide.

**Carol Rittner (1994)**, Distinguished Professor of Holocaust and Genocide Studies and the Dr. Marsha Raticoff Grossman Professor of Holocaust Studies, Coordinator of Holocaust and Genocide Studies; D.Ed., The Pennsylvania State University; M.T.S., St. John's Seminary; M.A., University of Maryland; B.A., Misericordia University; women during the Holocaust and other genocides, theological issues related to the Holocaust and other genocides, rescue during the Holocaust, Jewish-Christian relations; genocides in the 20th and 21st centuries; rape as a weapon of genocide.

#### **ASSOCIATED FACULTY**

**Paul Bartrop (2011-2012 )**, Ida E. King Distinguished visiting Scholar of Holocaust Studies; Ph.D., Monash University, Australia.

**Nili Karen (2010-2011 )**, Ida E. King Distinguished visiting Scholar of Holocaust Studies; Ph.D. Hebrew University of Jerusalem.

**Maryann McLoughlin (2000)**, Assistant Supervisor of the Sara and Sam Schoffer Holocaust Resource Center; Ph.D., M.A., Temple University, literature of genocide and upheaval, music and the Holocaust, women and genocide, Holocaust literature, Asian and African Literature.

**Dalia Ofer (Spring 2008)**, Professor of Holocaust Studies, the Hebrew University, Jerusalem; Ph.D. Hebrew University of Jerusalem; Ida E. King Distinguished visiting Scholar of Holocaust Studies.

**Michael Phayer (2006-2007 )**, Director, Institute for Family Studies, Marquette University, 1987-2000; Ph. D., University of Munich; Ida E. King Distinguished Visiting Scholar of Holocaust Studies.

**Gail H. Rosenthal (1991)**, Director of the Sara and Sam Schoffer Holocaust Resource Center M.A., The Richard Stockton College of NJ; B.S., Temple University; education, Holocaust Resource Center internships.

**Samuel Totten (2009-2010 )**, Professor of education, University of Arkansas at Fayetteville; Ed.D. Columbia University; Ida E. King Distinguished Visiting Scholar of Holocaust Studies.

**Judith Vogel (2001)**, Associate Professor of Mathematics; Ph.D., M.A., Temple University; B.A., The Richard Stockton College of New Jersey; children during the Holocaust.

## **INTRODUCTION**

The minor in Holocaust and Genocide Studies provides a broad interdisciplinary study, from an interfaith perspective, of the Holocaust and other genocides of the 20th and 21st centuries. Studies about the Holocaust and other genocides address a central tenet of education: What does it mean to be a responsible citizen in a democratic society? Such study can help students realize that:

- The genocide of the Jews during World War II and the Nazi Era was a “watershed event” in human history.
- Democratic institutions and values are not automatically sustained but need to be appreciated, nurtured, and protected.
- Silence and indifference to the suffering of others, or to the infringement of human and civil rights in any society—however unintentionally— serves to perpetrate the problems.
- Genocides are not “accidents” in history— genocides occur because individuals, organizations and governments make choices that not only legalize discrimination but allow prejudice, hatred and ultimately mass murder to occur.

In view of the mandate by the State of New Jersey requiring the study of the Holocaust and genocide-related issues as part of school curricula, some of the courses in the minor may be attractive to students who may eventually want to obtain certification in education. The Holocaust and genocide minor provides a good preparation for Stockton undergraduate students who plan, after graduation, to enroll in the College’s Master of Arts in Holocaust and Genocide Studies (MAHG) program.

## **PROGRAM ORGANIZATION**

Completion of the minor requires a minimum of 20 credits in courses related to the minor. A range of relevant classes is offered under both General Studies and program acronyms. These undergraduate courses provide the opportunity for a broad overall investigation of Holocaust and Genocide Studies as well as an in-depth consideration of specific issues related to these areas.

Courses relevant to the minor are offered every semester and are open to any student at Stockton, and on a space-available basis, to non-Matriculated students. Every formal course in the minor carries four credits. Independent study courses may also be carried out with faculty members who teach in the minor. However, no more than one independent study course may be used toward meeting the requirements of the minor and that independent study course cannot be one of the three required courses.

## **REQUIREMENTS FOR COMPLETION OF THE MINOR**

There are no special requirements for admission into the program. There are no special minimum grade requirements beyond those required by the College for graduation. While there are no special requirements for admission into the minor, students must take and pass a minimum of 20 credits—five courses, each of which is four credits—related to the minor in Holocaust and Genocide Studies, including three required courses: GSS 2240, The Holocaust, GAH 2242, Perspectives on Genocide and GIS 3600, Seminar on the Holocaust and Genocide. A minimum of two additional courses in Holocaust and Genocide Studies beyond the three required courses must be completed. These should be selected from the list of courses provided below.

## **COURSES REQUIRED INTRODUCTORY COURSE**

GAH 2114 Perspectives on Genocide

GSS 2240 The Holocaust

## **OTHER COURSES**

(A minimum of two additional courses selected from the list below.)

ANTH 2220 Ethnicity

GAH 2112 Art, Politics and the Nazi Era

GAH 2113 Non-Jewish Victims of the Nazis

GAH 2119 History and Memory of Nazi Era

GAH 2319 Music and the Holocaust

GAH 2326 Art of the Holocaust

GAH 3215 Literature of Genocide and Upheaval

GAH 3234 Holocaust Literature

GAH 3248 Media, Public Perception & Genocide

GEN 2238 The Holocaust and Children's Literature

GEN 2308 Children of the Holocaust

GIS 3418 Witness to Genocide

GIS 3601 Seminar on the Holocaust

GIS 3658 Woman and Genocide

GIS 3659 Genocide, War Crimes and Law

GIS 3660 The Impact of the Holocaust

GIS 3662 Will Genocide Ever End?

GIS 3666 The Holocaust in Film and Literature  
GIS 3667 Families in Genocide: History and Memory  
GIS 3671 The Holocaust and the Christian World  
GIS 4641 Approaches to Auschwitz  
GSS 1057 War, Nationalism and Genocide  
GSS 2190 Ordinary Evil  
GSS 2196 Race and Nation in History  
GSS 2248 Business and Nazi Germany  
GSS 3172 Ethnic Violence and Nationalism  
GSS 3240 Holocaust and Genocide Education  
GSS 3946 Holocaust Resource Center Internship  
HIST 2117 Modern Germany  
HIST 3615 Hitler, Mussolini and Stalin  
HIST 3616 History of the Third Reich  
LITT 3206 Literature After the Holocaust

Additional courses are developed on a regular basis in response to the needs of the undergraduate minor. Courses not on this list may be acceptable towards the minor in Holocaust and Genocide Studies. However, such approval must be given by the Coordinator of Holocaust and Genocide Studies, *before the student takes the course*.

### **SPECIAL OPPORTUNITIES AND RESOURCES**

Undergraduates studying for the minor in Holocaust and Genocide Studies are eligible to apply to The Richard Stockton College Foundation for special undergraduate scholarships and book awards specifically designated for students interested in the study of the Holocaust. These include the Chipkin Memorial Scholarship and the Koopman-van de Kar Scholarship, among others.

A regional Holocaust Resource Center, cosponsored by the College and the Federation of Jewish Agencies of Atlantic and Cape May Counties, is housed in the Stockton College Library. Opened in 1990, the Center serves as a focal point for the study of the Holocaust and other genocides. The Center houses artifacts and oral histories, in addition to many books, videos and other resources. Students are able to serve an internship for academic credit at the Holocaust Resource Center. The Center is easily accessible. Its trained and experienced staff is available to provide guidance.

Stockton has very strong library and media collections in the area of Holocaust Studies, augmented by a recent substantial grant for the further development of our print, media and audio-visual holdings.

The Ida E. King Distinguished Visiting Scholar in Holocaust and Genocide Studies brings to Stockton on a rotating basis, for one or two semesters each year, scholars of international renown to teach about the Holocaust and other genocides and to pursue scholarly work in their field. Faculty who teach in the area of Holocaust and Genocide Studies come from a variety of disciplines and from various schools of the College. In addition, several half-time faculty members hold appointments in Holocaust and Genocide Studies. In addition to the

Undergraduate Minor in Holocaust and Genocide Studies, Stockton also offers a Master of Arts degree in Holocaust and Genocide Studies.

Opportunities for relevant overseas study are available through Stockton's Coordinator of International Education. Stockton students may also undertake credit-bearing study visits (combined with subsequent independent studies) during the Winter break or in the Summer. Scholarships to help defray part of the cost of such study are often available.

### **INFORMATION ABOUT THE PROGRAM**

Students interested in pursuing a minor in Holocaust and Genocide Studies should inform their preceptors about their interest and they also should contact the Coordinator of Holocaust and Genocide Studies as soon as possible. More information about the minor is available from:

Coordinator of Holocaust and Genocide Studies  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-4542  
[www.stockton.edu](http://www.stockton.edu)

For current, detailed course descriptions, go to the [Online Catalog](#).



## **HOLISTIC HEALTH**

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### **IN THE SCHOOL OF GENERAL STUDIES**

#### **THE FACULTY**

**Elaine Bukowski (1987)**, Professor of Physical Therapy; D.P.T., Drexel University; M.S., University of Nebraska; B.S., St. Louis University; geriatric physical therapy, orthopedic physical therapy, extremity kinesiology, gross anatomy, complementary medicine.

**Ronald Caplan (1994)**, Associate Professor of Public Health; Ph.D., M.A., B.A., University of Massachusetts; health economics, health policy.

**Tara Crowell (2000)**, Associate Professor of Public Health; Ph.D., University of Oklahoma; M.A., B.A., West Virginia University; health communication, social marketing, quantitative research methods.

**Mary Lou Galantino (1991)**, Professor of Physical Therapy; Ph.D., Temple University; M.S.C.E., University of Pennsylvania; M.S., Texas Women's University; B.S., University of Pittsburgh; neuromuscular physical therapy, chronic pain, HIV, systemic diseases, long-term care rehabilitation, complementary medicine, yoga and hypertension, osteoarthritis and acupuncture, meditation for healthcare professionals.

**Laurie Greene (1989)**, Associate Professor of Anthropology; Ph.D., M.A., Tulane University; B.A., University of Pennsylvania; language and culture, anthropology of men and women, Latin America and Caribbean cultures, cultures in education, social activism.

**Maritza Jauregui (2006)**, Associate Professor of Public Health; Ph.D., University of California, Irvine; B.A., Columbia College, Columbia University; environmental health, environmental justice, occupational health.

**Thomas Nolan (1988)**, Associate Professor of Physical Therapy; DPT Temple University; M.S., Temple University; B.S., New York University; B.A., Glassboro State College; orthopedic and sports physical therapy, spinal kinesiology, electrotherapy.

**Joan Perks (2009)**, Assistant Professor of Nursing; MSN, Widener University; BSN, Thomas Jefferson University; Nutrition, Adult Health Emergency Nursing, Critical Care, Infusion Therapy, Leadership, Service Learning and Cultural Competency.

**Marcello Spinella (1999)**, Associate Professor of Psychology; Ph.D., City University of New York; M.A., Queens College, City University of New York; B.A., Fairleigh Dickinson University; neuropsychology, psychopharmacology, herbal medicines, executive functions, addiction, positive psychology.

**Ralph E. Werner (1997)**, Associate Professor of Biology; V.M.D., University of Pennsylvania; Health Professions Advisor; physiology, pathology, pathophysiology, anatomy, parasitology, medicine, human health, alternative medicine, biology of aging.

**Ann B. Walker (2008)**, Assistant Professor of Nursing; MSN, LaSalle University; B.S., Gwynedd-Mercy College; Community Health, Leadership, Nutrition and parent education.

**Joyce Welliver (2009)**, Assistant Professor of Nursing; CRNP, Allegheny/Drexel University; MSN, Villanova University; BSN, Holy Family College; Psychopharmacology, psychosocial nursing, health and nursing assessment.

## **ASSOCIATED FACULTY**

**Patrick Hossay (1999)**, Associate Professor of Political Science; Ph.D., The New School for Social Research; M.A., San Francisco State University; B.S., San Jose State University; comparative politics, international relations, political science methodology, racism and nationalism.

**Peter F. Straub (1994)**, Professor of Biology; Ph.D., M.S., University of Delaware; B.S., The Richard Stockton College of New Jersey; plant physiology, plant gene regulation, gene regulation, beach and salt marsh plants.

## **PROFESSORS EMERITI**

**Rosalind L. Herlands (1974)**, Professor Emerita of Biology; Ph.D., M.S., University of California at Irvine; B.A., Stanford University; developmental biology, cell biology, embryology, immunology, histology, turtle biology, bioethics, women's studies.

**William M. Miley (1972)**, Professor Emeritus of Psychology; Ph.D., M.A., Temple University; B.A., State University of New York at Buffalo; health psychology, mind/body interactions, abnormal psychology.

## **INTRODUCTION**

The Holistic Health program is an interdisciplinary minor housed in the School of General Studies. Its goal is to advance the understanding of complementary and alternative health care through education, critical thinking and research. It is not a training program that will allow students to practice in any given field. Further professional training and licensing appropriate to a particular field would be required for that. The program is designed to provide students the knowledge and background necessary to understand relevant issues in holistic health. The two main goals of the program are:

1. *Educational*: To provide courses taught by a qualified and interdisciplinary faculty that identify and define the available holistic therapies and their relevance in modern health care. Students learn the philosophical rationales and aesthetic foundations for such therapies. Further, they learn to think critically about holistic health and health care,

evaluating therapies on the basis of empirical, peer-reviewed research, and to apply this perspective to decision-making processes.

2. *Research:* To encourage faculty and students to collaborate in undertaking quality research. These efforts would help address the need to evaluate critically and fairly the theoretical bases, efficacy and safety of holistic treatments and their role in the health care system.

### **ADMISSION TO THE PROGRAM**

The program is open to students in all majors. Students should contact the coordinator of the Holistic Health program to indicate their interest in pursuing the minor. It also is helpful for students to inform their preceptor of their intention to pursue the minor as the requirements for Holistic Health can simultaneously fulfill other graduation requirements. With early planning, the requirements for the Holistic Health minor can be fulfilled within the framework of completing any undergraduate degree at the College.

### **GRADUATION REQUIREMENTS**

Completing a minor in Holistic Health involves completion of a total of 20 undergraduate credits. Two courses are needed to fulfill the required core courses, along with an additional three elective courses.

### **REQUIRED CORE COURSES**

Students are required to complete one course from cluster A and one from cluster B (see below). These courses provide students with a broad introduction to holistic health, as well as background in research methodology. While POLS 2150 is a political science course, it covers the relevant research background and techniques, and students can arrange with the instructor for the research projects to cover holistic health-related topics.

Cluster A: General Introduction to Holistic Health

GNM 2201 Health and Healing

GNM 1026/2144 Alternative Health Care

Cluster B: Research Methodology Courses

GEN 3411 Interdisciplinary Research Methods

POLS 2150 Introduction to Political Methodology

PUBH 2330 Research Methods & Statistics

PUBH 4610 Public Health Research Methods

PSYC 2241 Statistical Methods

PSYC 3242 Experimental Psychology

SOWK 3102 Research Methods & Statistics (SOWK majors only)

### **ELECTIVE COURSES**

The following is a list of courses that may serve as electives toward completion of the minor. As other courses are added in the future, they also may be considered to serve as electives provided that their content is appropriate for the minor. If you feel there is a course that may fit as an elective in this minor that is not listed below, please check with the minor coordinator for

approval. In addition, students may elect to complete an independent study that would serve as an elective. An independent study allows the student to pursue a particular area of holistic health in greater depth when the topic is not already covered comprehensively by an existing course.

ANTH 2136 World Perspectives on Health  
GAH 2162 Medicine, Ethics and the Arts  
GEN 1016 GEN 2516 Mind Body Conditioning  
GEN 2158 the Body in Motion  
GEN 2325 Nutrition and Health  
GEN 2319 Meditation: Theory & Practice  
GEN 3617 Physical and Mental Wellness  
GIS 3207 Contemporary Issues in Bioethics  
GIS 4636 Yoga: East Meets West  
GIS 4644 Mindfulness, Self and Reality  
GNM 2117 Microbes and Man  
GNM 2206 Herbal Medicine  
GNM 2267 Folk & Traditional Medicine  
GNM 2336 Modern Health Issues  
GSS 2159 Psychology of Well Being  
GSS 2351 Herbal Psychopharmacology  
GSS 3160 Stress and Anxiety  
PHIL 2111 Daoism  
PHIL 3112 Philosophy East and West  
PSYC 2212 Health Psychology  
PSYC 3635 Positive Psychology  
PUBH 2432 Contemporary Health Issues  
SOWK 3220 Aging and Spirituality

### **CAREER OPPORTUNITIES**

A large proportion of Americans consult complementary and alternative treatments for health problems, particularly chronic conditions such as back problems, anxiety, depression and headaches. For example, more than half of Americans experiencing anxiety or depression report using alternative therapies to treat these conditions. Recent estimates indicate that over \$20 billion per year are spent on holistic health treatments for illness. A sizable proportion of Americans do not inform healthcare providers about their use of such therapies. A majority of American medical schools report that they now offer some course work on holistic health, although many healthcare workers feel inadequately informed about the topic. The minor in Holistic Health provides useful background to those interested in pursuing careers in government, journalism, insurance, and any of the various forms of healthcare (e.g., medicine, nursing, physical therapy, occupational therapy).

**INFORMATION ABOUT THE PROGRAM**

Holistic Health Program Coordinator  
School of General Studies  
The Richard Stockton College of New Jersey  
101 Vera King Farris Road  
Galloway, NJ 08205-9441  
(609) 652-4542

Dean of Enrollment Management  
The Richard Stockton College of New Jersey  
101 Vera King Farris Road  
Galloway, NJ 08205-9441  
Phone: (609) 652-4261  
[www.stockton.edu](http://www.stockton.edu)

For current, detailed course descriptions, go to the [Online Catalog](#).

## **INTERNATIONAL EDUCATION**

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### **IN THE SCHOOL OF GENERAL STUDIES**

#### **INTRODUCTION**

The Richard Stockton College of New Jersey provides comprehensive overseas study programs at reasonable rates. Study programs may be for a term or for an entire academic year in Africa, Australia, China, Eastern Europe, France, Germany, Israel, Mexico, Spain or the United Kingdom, to mention just a few locations. Stockton is proud to contribute to broadening international understanding. Each year the College has increased the number and diversity of its overseas study programs. Such programs now also include study tours (see below).

The goal of the [International Education](#) program is to permit Stockton students to gain experience and knowledge about the outside world and to examine their attitude toward other peoples. Each of these processes is essential for global harmony. In addition to developing academic competence, maturity and self-confidence, study abroad can serve another purpose. It can provide students with breathing space and a time for reflection on and examination of their values. Many students find that besides learning to appreciate other cultures, the process enables them to recognize and appreciate the finer aspects of their own culture.

#### **STUDY ABROAD: A VALUABLE ASSET**

A term or year of study abroad is one excellent way to achieve the goals described above. For the serious language student, supervised study abroad provides an unparalleled opportunity for attaining fluency in a foreign language. For the future business or government administrator, an international experience provides valuable insight into people from other cultures. For other majors, the time spent experiencing other worlds and gaining understanding of other people and cultures will never be wasted.

#### **INDIVIDUAL OPPORTUNITIES**

Stockton offers a variety of international study opportunities. These take three basic forms: study at foreign institutions with which the College, in collaboration with other New Jersey State colleges, has exchange agreements; independent study or study through another American college/university program or consortium in a foreign country or at a foreign institution selected by the student and approved in advance by the College; and study internships abroad with selected international associations for the exchange of students.

#### **ELIGIBILITY**

Most students study abroad during their junior year, but some opt for the first semester of their senior year. Students can study abroad earlier in their college career but they must provide some compelling reason to do so. Students must have a minimum cumulative GPA of 2.5 during the semester prior to their semester abroad. Many of the programs abroad require a higher GPA, usually 2.5 or better. Students must have been enrolled for credit at Stockton College during at least two consecutive semesters immediately before the semester or year abroad. To study abroad students must a) fill in the appropriate application form provided by the coordinator of

international education; b) accompany their application with a non-refundable application fee; c) submit an official copy of their transcript; d) submit three letters of reference; and e) write an acceptable essay in which they demonstrate their interest in and goals for studying abroad.

Although study abroad is usually restricted to junior and senior years, students are encouraged to begin planning for the program early in their college experience with their preceptors and the coordinator of international education.

### **PROGRAM COSTS**

Study abroad programs vary in cost; certain programs are less expensive than a semester on campus at Stockton or may be equal in price (including airfare). Certain other international programs are substantially more expensive and costs may vary from Spring to Fall. Studying abroad occupies students full time. Therefore, students should not plan to work during their academic term or year overseas. It is also often legally prohibited. Many Stockton students need some form of financial aid to study abroad.

Almost all forms of financial aid available to students on campus can be used to study abroad, provided that students a) enroll in a full-time class schedule while studying abroad, and b) participate in a Stockton-sponsored study abroad program. In addition, there may be some scholarship, grant and loan aid available from a number of organizations and institutions in this country and abroad.

### **STOCKTON STUDY TOURS**

Stockton study tours offer a valuable option different from study abroad. These tours, usually lasting from one to four weeks, are led by regular Stockton faculty. In most cases, students enroll in an on-campus class during the regular semester, which serves as orientation. This is followed by a group trip to a foreign or domestic destination in the following Winter, Spring or Summer break. Some trips, such as the annual Spring break trip, which features sites related to the Holocaust, are non-credit and involve no course work, although students can arrange for related independent study.

Recent study tours have taken students to Costa Rica, South Africa, Australia, Germany, England, Ireland, Hungary, the Netherlands and Israel; destinations within the United States have included South Carolina and California. The following are some tours that have been offered on a regular basis:

- South Africa: A 4-credit GSS course or an Anthropology class during Fall semester followed by a two-week tour (December/January) to South Africa.
- History and Memory of the Nazi Era: 10-day trip to destinations in Europe or Israel focusing on sites related to the Third Reich, World War II and the Holocaust. Sites vary each year. Offered as part of a 4-credit Summer course (GAH 2119). Information is available at Holocaust Resource Center.
- GIS 3342 Latin American Study Tour: This is a two week trip to Ecuador during which students will live with host families and spend the days in Spanish language classes, cooking and dance classes. The class will also visit Ingapirca (major Inca ruins in Ecuador).

- Social Work: Currently interested students may take two 4-credit-bearing courses (“Spanish for the Human Service Field” and “Spanish Immersion Seminar”) that culminate in a three-week language immersion experience in Costa Rica.

For information about upcoming study tours, contact the Coordinator of International Education or specific faculty study tour leaders.

### **ELIGIBILITY**

Most study tours are open to all Stockton students at any level, although some are restricted to juniors and seniors or require permission of the instructor. It is a good idea to discuss eligibility and other details of a trip with the faculty organizer before registering.

### **COSTS AND FINANCIAL AID**

The costs of study tours vary depending on destination, duration and amenities. As the entire program is administered under Stockton’s auspices, related costs can be factored into financial aid awards.

### **CREDITS FOR STUDY ABROAD**

Credits earned through this program will be recorded as transfer credits on the student’s Richard Stockton College transcript as long as the grade received is equivalent to a C or better.

### **CANCELLATION**

The College reserves the right to cancel any of the aforementioned programs before departure or during the program if the international situation makes it prudent to do so.

### **INFORMATION ABOUT THE PROGRAM**

International Education Coordinator  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-4542  
[www.stockton.edu](http://www.stockton.edu)

For current, detailed course descriptions, go to the [Online Catalog](#).



## JEWISH STUDIES

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### IN THE SCHOOL OF GENERAL STUDIES

#### THE FACULTY

**Ronald L. Caplan (1994)**, Associate Professor of Public Health; Ph.D., M.A., B.A., University of Massachusetts, Amherst; comparative health systems, international health care reforms.

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

**Marcia Fiedler (2000)**, Instructor in Jewish Studies; M.A., New York University; B.A., University of Pittsburgh; Biblical studies, Hebrew, Jewish education, Jewish Women, Women and Jewish Law.

**Michael Hayse (1996)**, Associate Professor of History; Ph.D., University of North Carolina; M.A., University of Maryland; B.A., Dartmouth College; modern European history, German history, Eastern European history, history of the Holocaust.

**Carra Leah Hood (2005)**, Associate Professor of Writing; Ph.D., M.A., Yale University; B.A., Hunter College, City University of New York; expository writing and research, digital composing, visual rhetoric, new and traditional media.

**Murray J. Kohn (1987)**, Professor of Holocaust Studies; D.D., The Jewish Theological Seminary; D.J.L., Jewish Theological Seminary, People's University, Herzlia Jewish Teachers Institute; B.R.E., Jewish Theological Seminary of America; B.A., Brooklyn College; Fellow of Hebrew University, Jerusalem; Holocaust studies, Jewish literature.

**Evonne J. Kruger (1996)**, Associate Professor of Business Studies; Ph.D., MBA, Temple University; M.A., University of Minnesota; B.A., The George Washington University; Jewish spirituality, Jewish mysticism, organization of the Jewish community in the United States.

**Elinor Lerner (1979)**, Associate Professor of Sociology; Ph.D., University of California at Berkeley; M.A., Humboldt State College; M.A. University of Rochester; B.A., Reed College; Jewish American history, American Jewish women, anti-Semitism in America.

**Richard Miller (2008)**, Assistant Professor of Jewish Studies; Ed.D., Ed.S., Seton Hall University; M.A., B.S., Hebrew Union College.

**Kate Nearpass Ogden (1991)**, Associate Professor of Art History; Ph.D., M. Phil., Columbia University; B.A., Gettysburg College; Jewish art.

**Tom Papademetriou (2001)**, Assistant Professor of History; Associate Director of the Interdisciplinary Center for Hellenic Studies; Ph.D., Princeton University; M.A., St. John's College; M. Div., Holy Cross Greek Orthodox School of Theology; B.A., Hellenic College; Middle East, Balkans, and Hellenism.

**Israel Posner (1973)**, Executive Director, Lloyd D. Levenson Institute and Gaming, Hospitality and Tourism; Ph.D., M.A., Temple University; B.A., Brooklyn College, City University of New York; Jewish contributions to psychology, the Holocaust and its impact.

**Gail H. Rosenthal (1991)**, Director of the Sara and Sam Schoffer Holocaust Resource Center; M.A., The Richard Stockton College of NJ; B.S., Temple University.

**Joseph Rubenstein (1972)**, Professor of Anthropology; Ph.D., M.A., New School for Social Research; B.A., Hunter College; Jewish culture, Jewish ethnicity.

**Yitzhak Y. Sharon (1972)**, Professor of Physics and Weinstein Professor of Jewish Studies; Ph.D., M.A., Princeton University; A.B., Columbia University; the State of Israel, internships, independent study projects in Israel, the Hebrew language.

## **PROFESSORS EMERITI**

**Fred C. Mench, Jr. (1971)**, Professor Emeritus of Classics; Ph.D., M.A., Yale University; B.A., Kenyon College; Executive Director of The Interdisciplinary Center for Hellenic Studies; AFGLC Endowed Professor of Greek Culture; Jews in the ancient world.

**Marcia Steinbock (1989)**, Professor Emerita of Criminal Justice; J.D., Rutgers University School of Law, Camden; MSW, State University of New York at Albany; BFA, Boston University; women in Judaism.

## **INTRODUCTION**

The minor in Jewish Studies is concerned with the investigation and understanding of a major cultural tradition, Judaism. This tradition has made seminal contributions to the cultural and religious heritage of Europe, America and the Middle East. It has had a major impact on the literature, art, music, philosophy, science and social science of Western civilization.

The minor, through its sequence of formal courses and independent studies, provides a breadth of inquiry that is interdisciplinary in its overall thrust. It involves faculty from all the schools of the College. While it is not possible to major in Jewish studies, students can concentrate in Jewish studies through their major programs and/or the General Studies program. Another possibility is to design a Liberal Studies degree with emphasis on Jewish Studies. The Jewish Studies minor is available to all graduating students who complete the program's requirements.

## **PROGRAM ORGANIZATION**

A wide range of Jewish Studies courses and independent studies is offered under both General Studies and program acronyms. These courses provide both a wide scope for study and an opportunity for thorough investigation of specific issues.

Courses that are relevant to the program will be offered every year and are open to any student at Stockton. Every formal Jewish Studies course carries 4 credits.

Examples of Jewish Studies courses are listed below. Ideas for areas of independent study are listed above, following the name of each member of the Jewish Studies faculty.

### **REQUIREMENTS FOR THE MINOR**

1. Students interested in completing the Jewish Studies minor will be required to take four courses in Jewish Studies in at least two different content areas. Two of these courses may be related to Holocaust Studies. No more than two Hebrew courses can count towards the minor.
2. All students wishing to complete the Jewish Studies minor must, in addition, enroll in either an independent study or internship project as a capstone to their program. Project topics must be approved by the Jewish Studies coordinator and supervised by a member of the Jewish Studies faculty (or by another Stockton faculty member upon the request of the Jewish studies coordinator).

### **SPECIAL OPPORTUNITIES**

Opportunities for related overseas studies are available at Tel Aviv University and other universities in Israel. Stockton, with the other New Jersey State colleges, participates in a semester long program of study at Tel Aviv University. The courses offered at Tel Aviv are conducted in English and include classes in Judaica and in subjects of a more general nature. Opportunities also exist for students to spend a year at the Hebrew University in Jerusalem or Ben Gurion University in Be'er Sheva. Interested students should contact the coordinator of international education. Stockton students may also undertake study visits to Israel during the Summer or Winter break and carry out their credit-bearing projects under the auspices of Stockton's International Education program; scholarships to help defray the cost of study in Israel are often available for this purpose.

Students who are studying for the Jewish Studies minor are eligible to apply to the Stockton Foundation for several special scholarships and book awards. These scholarships and awards are designated for students who are completing the Jewish Studies minor, planning a career in Jewish communal work, have made major contributions to Jewish life on campus, or have made major contributions to multicultural harmony on campus.

Extensive cultural activities of relevance to Jewish studies are offered at Stockton, sponsored by the Jewish Studies faculty and Stockton's active Jewish Student Union/Hillel. The Stockton Library has a strong collection in Jewish Studies.

A regional Holocaust Resource Center housed in the Library was opened at Stockton in 1990. The Center serves as a focal point for the Study of the Holocaust and its meaning. It helps to train teachers and also houses artifacts and oral histories of the Holocaust. Students are able to serve internships for academic credit at the Holocaust Center.

The Jewish Studies faculty works closely with the Jewish Federation of Atlantic and Cape May Counties. Students interested in careers in Jewish communal work can serve in internships with the Federation or its agencies. Internships in Washington D.C., of relevance to Jewish Studies, may also be available.

### **RELEVANT COURSES**

Each course in the sample course listing below has been approved for the minor.

ANTH 2230 Ethnicity  
ANTH 2237 Jewish Culture  
GAH 1044 Women in the Bible  
GAH 1052 Jewish Stories and Storytellers  
GAH 1320 The Bible, Art and Literature  
GAH 1355 The American Jewish Experience  
GAH 1362 Jewish Culture and Western Civilization  
GAH 1365 Jewish Civilization  
GAH 1367 Current Issues in Judaism  
GAH 1368 Heritage: Civilization and the Jews  
GAH 2171 World's Major Religions  
GAH 2176 Jewish Spirituality  
GAH 2112 Art, Politics and the Nazi Era  
GAH 2118 Christian, Jews, Muslims  
GAH 2144 Women in the Bible  
GAH 2149 Biblical Ethics, Modern Times  
GAH 2239 Old Testament and Film  
GAH 2248 Prophets and Political Change  
GAH 2302 American Jewish Literature  
GAH 2304 Jewish Stories and Storytellers  
GAH 2305 Basic Judaism  
GAH 2327 How Judaism Approaches Life  
GIS 3230 Jewish Women  
GIS 3600 Holocaust and Genocide  
GIS 3601 Seminar on the Holocaust  
GIS 3660 The Impact of the Holocaust  
GIS 3666 Holocaust in Film and Literature  
GSS 2240 The Holocaust  
GSS 2246 Introduction to Middle East  
GSS 2436 The Arab-Israeli Conflict  
GSS 3240 Holocaust and Genocide Education  
GSS 3946 Holocaust Center Internship  
HIST/PHIL 1310 Early Christianity  
HIST 2117 Modern Germany  
HIST 2127 Ottoman History  
HIST 2131 Islam and Eastern Christianity  
HIST 2200 Ancient Israel  
HIST 2405 Eastern Christianity

LANG 1255 Beginning Hebrew I  
LANG 1256 Beginning Hebrew II  
LANG 1257 Intermediate Hebrew I  
LANG 1258 Intermediate Hebrew II  
LANG 1757 Hebrew III  
LITT 3213 Literature of the Bible  
PHIL 2102 Issues: Religion and Society  
PHIL 2402 Abrahamic Faiths

Additional courses are being developed on a regular basis in response to the needs of the program. Courses not on this list may be acceptable toward the minor upon approval by the coordinator of Jewish Studies.

### **INFORMATION ABOUT THE PROGRAM**

Interested students should inform their preceptors about their interest in Jewish Studies and should contact the Jewish Studies coordinator as soon as possible. More information is available from:

Coordinator of Jewish Studies  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 626-6087  
[www.stockton.edu](http://www.stockton.edu)

For current, detailed course descriptions, go to the [Online Catalog](#).

## LATIN AMERICAN AND CARIBBEAN STUDIES

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### IN THE SCHOOL OF GENERAL STUDIES

#### THE FACULTY

**Merydawilda Colón (2001)**, Associate Professor of Social Work; Ph.D., M. Phil., Rutgers, The State University; MSW, Rutgers, The State University; B.A., Universidad de Puerto Rico; social work practice, hospice (grief, death and dying), HIV/AIDS, health care social work, Latinos and community outreach, social work with oppressed groups.

**Arnaldo Cordero-Román (1999)**, Associate Professor of Spanish; Ph.D., University of Maryland; M.A., B.A., Universidad de Puerto Rico; comparative literature, translation, documentary photography, language and cultural studies in the Caribbean and Latin America.

**Alfonso Corpus (1980)**, Associate Professor of Art; MFA, BFA, Indiana University; art and artists in Latin America.

**Lisa E. Cox (1999)**, Associate Professor of Social Work; Ph.D., MSW, LCSW, Virginia Commonwealth University; B.A., Bridgewater College; clinical social work practice, human behavior, HIV/AIDS, clinical trials research, medication compliance and social support, spirituality, program development in community and health settings, cultural diversity, and existentialism.

**Diane Falk (1996)**, Professor of Social Work; Ph.D., LCSW, Rutgers, The State University; MSW, University of Pennsylvania; M.A., B.A., University of Chicago; social work practice, program development and administration, mental health practice and policy, human rights, international social work.

**Sonia Gonsalves (1990)**, Professor of Psychology; Ph.D., M.Ed., Temple University; B.S., Diploma in Education, University of the West Indies; issues in the Caribbean, Latin America and the Caribbean.

**Arleen Caballero González (1986)**, Associate Professor of Criminal Justice; J.D., Rutgers, The State University; B.A., The Richard Stockton College of New Jersey; Puerto Rican history and culture.

**Laurie Greene (1989)**, Associate Professor of Anthropology; Ph.D., M.A., Tulane University; B.A., University of Pennsylvania; early civilizations, ethnicity, circum-Caribbean cultures, Latin America and the Caribbean, Creole languages.

**Maritza Jauregui (2006)**, Associate Professor of Public Health; Ph.D., University of California, Irvine; B.A., Columbia College, Columbia University; Latinos and public health.

**Janice O. Joseph (1989)**, Professor of Criminal Justice; Ph.D., M.A., York University, Canada; B.A., University of West Indies; crime in the Caribbean, religion in the Caribbean, Caribbean race relations, the Caribbean family.

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

**Gorica Majstorovic (2002)**, Associate Professor of Spanish; Ph.D., New York University, New York; M.A., University of Southern California; B.A., University of Belgrade; Iberian, Latin American, and U.S.-Latino literature, fine, visual arts and theatre, postcolonial studies.

**Michelle McDonald (2006)**, Associate Professor of History; Ph.D., University of Michigan; M.A., George Washington University; M.A., St. John's College; Atlantic history, comparative Caribbean history, business and economic history, public history.

**Patricia Reid-Merritt (1976)**, Professor of Social Work and Africana Studies; DSW, University of Pennsylvania; MSW, Temple University; B.A., Cabrini College; African-American/Afro-Caribbean dance; race, ethnicity, diversity and minority group relationships.

**Francisco Javier Sanchez (2007)**, Assistant Professor of Spanish; Ph.D., The University of North Carolina, Chapel Hill; M.A., North Carolina Central University; B.A., Universidad de Salamanca, Spain; Spanish language and literature, comparative literature, 20<sup>th</sup> century narrative.

## **PROFESSOR EMERITUS**

**Rudolf G. Arndt (1974)**, Professor Emeritus of Marine Science; Ph.D., M.S., B.S., Cornell University; vertebrate zoology, ecology, tropical rainforest.

## **INTRODUCTION**

The minor in Latin American and Caribbean Studies is an interdisciplinary program in which faculty from throughout the College are involved. A sequence of courses in Latin/Caribbean Studies provides students with an understanding of the shared historical experience, languages, artistic traditions and cultures that constitute the current make-up of Latin America and the Caribbean.

The Caribbean and Latin America are areas of significant academic interest and political importance. Geographically circumscribed and distinguished by a rich, multicultural history, the region provides a coherent focus for study in many disciplines. The proximity of this region to the United States, its primary role in U.S. foreign and economic policy, and the growing numbers of Americans of Latin and Caribbean descent underpin the importance of the area for academic study.

## **PROGRAM ORGANIZATION**

Courses in Latin American and Caribbean Studies include an introductory course and a capstone seminar, required of all students seeking to complete a minor. Other courses in the program are divided into three categories: Historical Process, Language and the Arts, and Modern Cultural Experience. The courses are drawn from various General Studies categories as well as several degree programs. The program is open to all students regardless of ethnic background. The requirements can be met by students in any major program of study.

## **REQUIREMENTS FOR THE MINOR**

Completion of the minor requires a 20-credit sequence of five courses. Each student must complete one introductory course: GEN 1302 Introduction to Latin America and the Caribbean or GEN 1030 Freshman Seminar, Introduction to Latin America/Caribbean or LANG 3252 Latin American Culture and Civilization and GIS 3730 the Latin American and Caribbean Studies Senior Seminar. The remaining three courses must comprise one from each of the program's three topical categories — Historical Process, Language and the Arts, and Modern Cultural Experience. Students will also be required to demonstrate proficiency in Spanish (or another relevant language), either by completing two semesters of college Spanish or by some other method accepted by the language faculty. Credits for these language courses will not be counted toward the 20 credits required for certification. Students interested in completing the minor should notify the coordinator of Latin American and Caribbean Studies as early as possible. A partial list of the courses available in the program is given below:

## **REQUIRED COURSES**

1 Introductory course:

GEN 1030 (Freshman Seminar) Introduction to Latin America/Caribbean

GIS 3730 Senior Seminar: Issues in Immigration

Or LANG 3252 Latin American Culture and Civilization

## **THE HISTORICAL PROCESS**

ANTH 2134 Early Civilizations

ECON 3670 Economic Development

GAH 2172 Religion and Social Change in Latin America

GAH 2216 Puerto Rican History and Culture

GAH 2217 Mexico Since the Revolution

GAH 3216 Literature and Power in the Americas

GAH 3224 Latin American and World Literature

GNM 2280 Latinos and Health

HIST 1160 Latin American History I: Political Development

HIST 1161 Latin American History II: Social and Economic Development

HIST 2128 Atlantic History, 1492-1888

HIST 3605 Slavery and Emancipation



## **LANGUAGE AND THE ARTS**

ARTV 2271 World Art  
GEN 2230 Black American Experience Through Dance  
LANG 2140 Spanish: Reading Knowledge I  
LANG 2141 Spanish: Reading Knowledge II  
LANG 2200 Spanish for Human Services  
LANG 2230 Intermediate French I  
LANG 2231 Intermediate French II  
LANG 2240 Intermediate Spanish I  
LANG 3215 Latin American Short Story  
LANG 3230 Advanced French I  
LANG 3240 Advanced Oral and Written Expression  
LANG 3241 Advanced Spanish Composition and Syntax  
LANG 3259 Latin American Theatre  
LANG 3255 Spanish-English Grammar  
LANG 3607 French Civilization  
LANG 4246 20th Century Latin American Poetry  
LANG 4649 20th Century Latin American Novel  
SOWK 2200 Spanish for the Human Service Field

## **MODERN CULTURAL EXPERIENCE**

ANTH 2230 Ethnicity  
ANTH 3233 Circum-Caribbean Cultures  
GAH 2230 Migration & Immigration  
GAH 2363 Puerto Rico: Society and Culture  
GAH 3120 Contemporary Latino Literature  
GAH 3216 Literature and Power in the Americas  
GAH 3119 Multicultural Latin America  
GIS 3342 Mexican Culture  
GIS 3639 Immigration and Immigrants  
GIS 4612 Costa Rica Cultural Study Tour  
GNM 2434 Prep for Tropical Field Biology  
GSS 2191 Puerto Ricans on the Mainland  
LANG 2142 Mapping Hispanic Cultures I  
LANG 2143 Mapping Hispanic Cultures II  
SOCY 2213 Minority-Majority Relations  
SOWK 2504 Race, Ethnicity, Diversity

## **ADDITIONAL OPPORTUNITIES**

The Latin American/Caribbean Studies program offers many co-curricular activities, which enhance relevant educational opportunities at the College. The program sponsors panel discussions and presentations on current issues that affect the Latin America and Caribbean region. Past events include cultural exhibits such as Elaine Ling: Photography Cuba Chronicles, Guatemalan Weavings by Armando Sosa, and Pre-Columbian, Popular Mexican Culture and Don Quixote; an art exhibit by Javier Silva Sánchez, Roberto Crisóstomo Chacón and Laura

Estela Rodríguez. The program also sponsors presentations from Latin American and Caribbean community leaders.

Along with the curriculum requirements, the program also encourages international study as well as service learning in the community. Credits earned at Latin American or Caribbean universities may be applied to degree requirements. Students interested in this option should consult the Coordinator of International Education. The College also offers a variety of courses with travel components in the minor. Offerings will vary from year to year.

### **INFORMATION ABOUT THE PROGRAM**

Latin American and Caribbean Studies Coordinator  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609)652-4542

Dean of Enrollment Management  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609)652-4261  
[www.stockton.edu](http://www.stockton.edu)

For current, detailed course descriptions, go to the [Online Catalog](#).

## **LIBERAL STUDIES**

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### **IN THE SCHOOL OF GENERAL STUDIES**

#### **INTRODUCTION**

The Bachelor of Arts in Liberal Studies (Liberal B.A. or LIBA) is an option for students whose educational or career goals or academic interests are not met by any of Stockton's existing degree programs. The Liberal B.A. permits students to design a complete 128-credit interdisciplinary program suited to their individual needs and plans. This program thus provides extraordinary opportunities for creativity in educational planning and allows students to take advantage of a wide range of Stockton's faculty and other resources. To become a LIBA major, a student must prepare a carefully conceived proposal for multidisciplinary study and must have that proposal approved by a committee composed of the Dean of General Studies and two or three faculty members.

Like any Stockton degree program, a Liberal B.A. program should show coherence, breadth of education and depth of study in a particular area. Like any Stockton Bachelor of Arts program, it should also reflect the College's commitment to the liberal arts in the general education of students. Liberal Studies majors are not exempt from the General Studies requirements. Although proposals resembling an existing degree program may be approved, the LIBA major is not a means by which established programs can be diluted. Students pursuing a specific career or graduate study are advised to solicit and consider the advice of faculty in similar or related disciplines and programs. The Liberal B.A. program is not intended to be a default option for students in other majors.

Planning a Liberal B.A. takes time and commitment; considerable thought and discussion are required, since the student proposing a Liberal B.A. is, in effect, proposing that the College support an individually-tailored degree program. Planning a Liberal B.A. also requires that the student assume a large portion of the responsibility for his or her educational choices.

#### **PROGRAM ORGANIZATION**

The organization of a Liberal B.A. course of study may take several forms depending on the particular interests and needs of the student. The course of study, and the proposal describing it, must reflect a central unifying purpose or theme.

In recent years, students have pursued the following interests through the LIBA Program:

- Thematic/topical — interdisciplinary exploration of a particular theme or topic (e.g., "Freedom and Constraint" and "The World, Its People, and Their Art");
- Expanded study in a topical program, such as gerontology, Women's Studies, African-American studies or humanities; and
- Pre-professional interdisciplinary study intended to prepare the student either to enter a particular career field (e.g., wildlife illustration or fine arts management), or to attend graduate or professional school in a variety of areas.

## **COURSE REQUIREMENTS**

The basic requirements for a student undertaking a Liberal B.A. are planning and thinking. Not all proposals are accepted and most require revision. The student should develop a coherent set of classroom courses, independent study projects and (if appropriate) off-campus experiences, all of which are intended to meet the particular objectives of his/her program. The student should also plan a senior project that will provide a capstone for the program and an opportunity to demonstrate what s/he has learned.

Planning for a LIBA should normally be started before a student reaches junior status. Therefore, transfer students with junior standing must act particularly quickly if they wish to pursue the LIBA option.

Final approval must be obtained prior to achievement of senior status (i.e., before the 96th credit is completed) and is normally obtained prior to the completion of 80 credits. A proposal will be considered only if it calls for a least a full year of additional course work (32 credits) subsequent to its approval.

## **PROCEDURES**

Students interested in pursuing the Liberal B.A. should discuss their ideas with staff in the School of General Studies as early as possible and consult regularly while developing their plans. They should also obtain advice from two or more faculty members who will serve as sponsors for their programs. As LIBA programs are usually interdisciplinary, these faculty members should represent different disciplines.

The most important requirement for entering the Liberal B.A. program is the preparation of a written proposal. Detailed instructions for preparing a proposal are available from the School of General Studies. The key elements are these:

### **Rationale**

An explanation of why the LIBA program is appropriate for meeting the student's educational goals. This rationale should explain the overall concept and purpose of the student's program, and the principal areas of knowledge or skills that will be included in order to achieve this purpose.

### **Description**

A complete description of the curriculum of the proposed program. This should include a listing of all courses that already have been taken or are proposed for future terms, categorized by their function in the program, i.e., which of the areas of knowledge or skills they support.

### **Evaluation**

Criteria and procedures by which it can be determined at graduation whether the student has met his/her educational goals. This evaluation should include the description of a proposed senior project that is suitable for demonstrating the breadth and depth of the student's learning. It should indicate any public presentation of the student's work that may seem appropriate.

**Resources**

Description of the College resources (faculty, courses, facilities) that are needed to complete the Liberal B.A., as well as any off-campus persons or facilities that will be involved. The purpose of this section is to demonstrate that the College is able to support a program in the student's area of interest.

The proposal will also indicate the student's local and permanent address, telephone number, Stockton ID number, the title of the proposed program and the names of the two faculty sponsors who are supporting the program. The student should attach copies of all Stockton and transfer transcripts.

When the proposal is in its final form, it must be submitted to the Dean of the School of General Studies. The student will then arrange to meet with the advisory committee, whose members include the dean and the two faculty sponsors. The dean may also appoint an additional member. If the committee approves the proposal, the student may then declare LIBA as his or her major. The committee may set conditions for its approval and may agree to meet subsequently to monitor the student's progress. As previously noted, this part of the process is to be accomplished prior to achievement of senior status (i.e., prior to completion of the 96th credit).

**PROGRAM DISTINCTION**

Program distinction in Liberal Studies will be awarded to students who receive 70% A grades in their courses, including transfer courses; who maintain at least a 3.5 grade point average; who receive two recommendations from faculty other than the LIBA sponsors for the purposes of this distinction and who, in the judgment of their LIBA sponsors, complete an outstanding senior project.

**INFORMATION ABOUT THE PROGRAM**

Dean of General Studies  
The Richard Stockton College of New Jersey  
Galloway, NJ 08205-9441  
Phone: (609) 652-4542

Dean of Enrollment Management  
The Richard Stockton College of New Jersey  
Galloway, NJ 08205-9441  
Phone: (609) 652-4261  
[www.stockton.edu](http://www.stockton.edu)

For current, detailed course descriptions, go to the [Online Catalog](#).

## WOMEN'S, GENDER, AND SEXUALITY STUDIES

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### IN THE SCHOOL OF GENERAL STUDIES

#### THE FACULTY

**Nancy L. Ashton (1977)**, Associate Professor of Psychology; Ph.D., M.A., University of Florida; B.A., Smith College; violence against women, psychology, feminist spirituality, topics in women's studies.

**Elizabeth Calamidas (1986)**, Associate Professor of Public Health; Ph.D., Temple University; M.S., B.S., The Pennsylvania State University; human sexuality, women's health.

**Judith Copeland (2005)**, Associate Professor of Writing; J.D., University of Oregon; MFA, University of Iowa; B.A., Duke University; women's memoir and travel writing, women and the law, history of feminist activism in the United States and other cultures.

**Emari DiGiorgio (2006)**, Associate Professor of Writing; MFA, New York University; B.A., The Richard Stockton College of New Jersey; creative writing (poetry and fiction), Contemporary world poetry, why poetry matters, composition, freshman seminars, women's studies, social activism.

**Shawn Riva Donaldson (1980)**, Associate Professor of Sociology; Ph.D., Rutgers, The State University; M.A., B.A., University of Pennsylvania; African-American women, African-American authors, male-female relationships.

**Penelope Dugan (1976)**, Professor of Writing; D.A., State University of New York at Albany; M.A., State University of New York at Binghamton; B.A., LeMoyne College; women's literature, women's lives, women's autobiography, critical theory and feminism.

**Joshua Duntley (2006)**, Associate Professor of Criminal Justice; Ph.D., University of Texas; M.A., B.A., State University of New York at Plattsburgh; forensic psychology, Evolutionary psychology, homicide, stalking, sexual victimization, victim defenses, statistics.

**Diane Falk (1996)**, Professor of Social Work; Ph.D., Rutgers, The State University; MSW, University of Pennsylvania; M.A., B.A., University of Chicago; human rights.

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

**Deborah M. Figart (1995)**, Professor of Education and Economics; Ph.D., The American University; B.A., Wheaton College; Director of New Jersey Coalition for Financial Education (NJCFE), Southern Regional Office and Financial/Economic Literacy Project Coordinator, SRI & ETTC; economics of gender and race/ethnicity, economic and financial literacy, labor-management relations, political economy and public policy, living standards.

**Arleen C. Gonzalez (1986)**, Associate Professor of Criminal Justice; J.D., Rutgers University School of Law, Camden; B.A., The Richard Stockton College of New Jersey; sex discrimination law, Puerto Rican women.

**Laurie Greene (1989)**, Associate Professor of Anthropology; Ph.D., M.A., Tulane University; B.A., University of Pennsylvania; anthropology of women and men, language and gender.

**Deborah Gussman (1999)**, Associate Professor of Literature; Ph.D., Rutgers, The State University; B.A., Temple University; women's literature; constructions of identity - gender, race, class, sex and nation; feminist theory.

**Pamela Hendrick (1995)**, Professor of Theatre; MFA, Northwestern University; B.A., University of Michigan; performance and gender; women playwrights.

**Adalaine Holton (2007)**, Associate Professor of Literature; Ph.D., M.A., University of California, Santa Cruz; B.A., University of Maryland; comparative American literature, U.S. ethnic studies, theories of race, gender, class, and sexuality.

**Lisa Honaker (1995)**, Professor of Literature; Ph.D., Rutgers, The State University; B.A., University of Illinois, Chicago; 19th century women writers; gender and literature.

**Elaine Ingulli (1986)**, Professor of Business Law; LL.M., Temple University School of Law; J.D., Hofstra University School of Law; B.A., State University of New York at Stony Brook; perspectives on women, Feminist legal studies, gender, violence in film, fiction, society.

**Kristin Jacobson (2005)**, Associate Professor of Literature; Ph.D., The Pennsylvania State University; M.A., University of Colorado, Boulder; B.A., Carthage College; feminist theory and pedagogy, American women writers.

**Janice Joseph (1989)**, Professor of Criminal Justice; Ph.D., M.A., York University, Canada; B.A., University of West Indies; women and criminal justice.

**Adeline Koh (2010)**, Assistant Professor of Literature; Ph.D., M.A., University of Michigan at Ann Arbor; B.A., California State University; 20th-century British literature, postcolonial and anglophone literature, Southeast Asian literature, international feminism, film and visual culture, digital humanities.

**Audrey Wolfson Latourette (1977)**, Professor of Business Law; J.D., Temple University School of Law; M.A., Rowan University; B.A., Rutgers, The State University, Camden; women and the law, perspectives on women, women in law, history and literature.

**Elinor Lerner (1979)**, Associate Professor of Sociology; Ph.D., University of California, Berkeley; M.A., Humboldt State College; M.A., University of Rochester; B.A., Reed College; sociology of women, women in political movements, sexuality.

**Margaret E. Lewis (1996)**, Associate Professor of Biology; Ph.D., M.A., State University of New York at Stony Brook; B.A., Rice University; human anatomy, biological anthropology, evolutionary biology, women's reproductive issues & health, intersection of biology and culture.

**Nathan Long (2005)**, Associate Professor of Creative Writing; MFA, Virginia Commonwealth University; M.A., Carnegie Mellon University; B.A., University of Maryland, College Park; gender studies, history of the LGBT movement, intersexuality, queer theory.

**Sara Martino (2005)**, Associate Professor of Psychology; Ph.D., Temple University; M.A., Boston College; B.A., West Chester University; psychology of women, aggressive behavior, violence against women.

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

**Heather McGovern (2002)**, Associate Professor of Writing; Ph.D., Texas Tech University; M.A., Clemson University; B.A., Albertson College of Idaho; women's nature writing, ecofeminism, gender and environmental rhetoric.

**Sharon Musher (2007)**, Associate Professor of American History; Ph.D., Columbia University; M.Phil., Oxford University; history of motherhood; women and the welfare state, gender and history, U.S. women's history, gender and the body.

**Ellen Mutari (1999)**, Professor of Economics; Ph.D., The American University; B.A., Swarthmore College; women's employment, wages, and public policies, political economy of gender, race, ethnicity and class, U.S. women's movements.

**Linda Williamson Nelson (1981)**, Professor of Anthropology and Africana Studies; Ph.D., Rutgers, The State University; M.A., New York University; B.A., Long Island University; Cultural Constructions in Life Narrative Discourse; Hegemonic Discourses, Contemporary African American literature, African-American Vernacular English, Language and Gender studies in Language and Power.

**Kate Nearpass Ogden (1991)**, Associate Professor of Art History; Ph.D., M.Phil., Columbia University; B.A., Gettysburg College; feminist themes in the visual arts.

**Marilyn E. Vito (1994)**, Associate Professor of Business Studies; MBA, Monmouth College; B.S., The Richard Stockton College of New Jersey; Certified Public Accountant; Certified Management Accountant; women in leadership.

**Linda J. Wharton (2001)**, Associate Professor of Political Science; J.D., Rutgers University School of Law, Camden; B.A., Bryn Mawr College; women and the Constitution, sex discrimination law, feminist legal theory, reproductive rights.



## PROFESSORS EMERITI

**Joanne D. Birdwhistell (1979)**, Professor Emerita of Philosophy and Asian Civilization; Ph.D., M.A., Stanford University; B.A., University of Pennsylvania; feminist philosophies, women in philosophy.

**Cheryle J. Eisele (1980)**, Professor Emerita of Nursing; Ed.D., Temple University; MSN, University of Pennsylvania; BSN, The Richard Stockton College of New Jersey; women's health, women and nursing, sexuality.

**Marcia Steinbock (1989)**, Professor Emerita of Criminal Justice; J.D., Rutgers University School of Law, Camden; MSW, State University of New York at Albany; BFA, Boston University; women and homelessness, Jewish women.

## INTRODUCTION

Women's, Gender, and Sexuality Studies expands the traditional base of a liberal arts education by focusing on women's contributions, roles and perspectives that are otherwise omitted from traditional curriculum offerings. The program takes an interdisciplinary approach to the study of women, gender, and sexuality and focuses on the diversity of human experience. Courses are offered through both General Studies and degree-granting academic programs. Participation in the program can lead to a minor in Women's, Gender, and Sexuality Studies, which is noted on a student's academic transcript.

## PROGRAM ORGANIZATION

All Women's, Gender, and Sexuality Studies courses are open to any student at Stockton College. A minor in Women's, Gender, and Sexuality Studies is awarded to those students who complete 20 credits in relevant courses accepted for the minor, including:

1. Perspectives on Women, a four-credit course offered every semester, either as GAH 2358 or GSS 2358, that serves as an introduction to the study of women's, gender, and sexuality studies and to feminist scholarship and activism;
2. 12 credits of study (three courses), which must come from courses that are approved by the Women's, Gender, and Sexuality Studies faculty and based in feminist theory. A list of approved courses follows.
3. Seminar in Feminist Theory, a capstone experience, (GIS 3614) a 4-credit course focusing on primary source readings in feminist theory. Course covers how humans create, interpret and evaluate knowledge claims about the world. Students in the seminar will compile an electronic portfolio of their relevant undergraduate work.

Students who are interested in pursuing a minor in Women's, Gender, and Sexuality Studies are asked to contact the WGSS coordinator for further information, and to inform their preceptors. A "Declaration or Change of Minor" form should be signed by the WGSS coordinator.

## **WOMEN'S, GENDER, AND SEXUALITY STUDIES COURSES**

A partial listing of Women's, Gender, and Sexuality Studies courses is given below; an updated list is available online.

### **Core Courses:**

GAH 2358 or GSS 2358 Perspectives on Women (4 credits)  
GIS 3614 Seminar in Feminist Theory (4 credits)

### **Elective Courses:**

ANTH 3355 Anthropology of Men and Women  
CRIM 3757 Women and Criminal Justice  
GAH 1044 Women and the Bible  
GAH 1051 The Body Across Disciplines  
GAH 2122 Women's Lives  
GAH 2280 Witches  
GAH 3109 Women, Minorities and the Mass Media  
GAH 3121 African-American Women Writers  
GAH 3202 Gay and Lesbian Literature  
GAH 3205 Queer Autobiographies  
GAH 3206 Race & US Culture  
GAH 3617 Meanings of Motherhood  
GAH 3635 U.S. Women's Movements  
GEN 2306 Women and Health  
GIS 3648 Gender and Violence in Film/Fiction and Society  
GIS 3658 Women and Genocide  
GIS 3672 Slave Narrative Revisited  
GIS 3725 Women in Law, History and Literature  
GIS 4602 Sex, Power, Conflict  
GIS 4622 The Geography of Women  
GNM 1031 Gender Issues in Computing  
GSS 2161 Perspectives on Sexuality  
GSS 2310 Sex Discrimination and the Law  
GSS 2337 Gender and Aggressive Behavior  
GSS 3104 Language and Power  
GSS 3121 Women in Leadership  
GSS 3601 Gender and Work  
HIST 3618 Global Feminism Seminar  
LITT 2140 Literature by Women  
LITT 2145 Domestic Dramas  
LITT 3311 19<sup>th</sup> Century American Women Writers  
LITT 3316 Contemporary American Women Writers  
POLS 3222 Women and the Law  
PSYC 3602 Psychology of Gender  
SOCY 2111 Women and Social Action  
SOCY 2642 Homosexuality in Film  
SOCY 3678 Popular Culture, Tough Women

Course descriptions for the offerings listed above appear with other courses of the same acronym online. Not all Women's, Gender, and Sexuality Studies courses are included in the list above. Students wishing to transfer an elective should contact the coordinator or their preceptor. Students should work with their preceptor to select from the Women's, Gender, and Sexuality Studies offerings each semester. These can be viewed on the list of courses for Interdisciplinary Minors offered each term which is posted online prior to pre-registration. In addition to the above courses, faculty offer a variety of independent studies.

### **CAREER OPPORTUNITIES**

Career preparation for jobs in management, marketing, counseling, teaching, journalism, social work, banking, nursing, health services and government will be enhanced by a background in women's, gender, and sexuality studies because knowledge of special concerns of women will produce more effective performance in these careers. Experience in women's, gender, and sexuality studies also provides preparation for employment opportunities such as women's educational, legal and political projects; work with women's health collectives, social services and hotlines; women's career and credit counseling and work with small businesses owned by women.

### **INFORMATION ABOUT THE PROGRAM**

Women's, Gender, and Sexuality Studies Coordinator  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-4542

Dean of Enrollment Management  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-4261  
[www.stockton.edu](http://www.stockton.edu)

For current, detailed course descriptions, go to the [Online Catalog](#).

## THE WRITING PROGRAM

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### IN THE SCHOOL OF GENERAL STUDIES

#### THE FACULTY

**Jack Connor (1984)**, Professor of Writing; Ph.D., University of Florida; M.A., Seton Hall University; B.A., Franklin and Marshall College; composition, writing about nature, natural history, ornithology, and the Pine Barrens.

**Judith Copeland (2005)**, Associate Professor of Writing; J.D., University of Oregon; MFA, University of Iowa; creative nonfiction, memoir, travel writing, humor writing, spiritual writing, freshman seminars.

**Pamela G. Kennedy Cross (1986)**, Writing Center Coordinator/Developmental Education Specialist; M.A., Georgetown University; B.A., The Richard Stockton College of New Jersey; Tutor training, teaching first-year students, working with at-risk students, developing students' information literacy skills, writing for the workplace, and understanding learning differences.

**Emari DiGiorgio (2006)**, Associate Professor of Writing; MFA, New York University; B.A., The Richard Stockton College of New Jersey; creative writing (poetry and fiction), contemporary world poetry, why poetry matters, composition, women's studies, social activism.

**Penelope A. Dugan (1976)**, Professor of Writing; D.A., State University of New York at Albany; M.A., State University of New York at Binghamton; B.A., LeMoyne College; personal essay, memoir, African-American literature, autobiography, composition theory and history of rhetoric.

**Carra Leah Hood (2005)**, Associate Professor of Writing; Ph.D., M.A., Yale University; B.A., Hunter College, City University of New York; expository writing and research, digital composing, visual rhetoric, new and traditional media

**G.T. Lenard (1984)**, Associate Professor of Writing; Ph.D., Temple University; M.A., B.A., Rutgers, The State University; American studies, 18th century literature, composition, popular culture.

**Heather McGovern (2002)**, Associate Professor of Writing; Ph.D., Texas Tech University; M.A., Clemson University; B.A., Albertson College of Idaho; technical and professional writing, assessment of student learning, environmental rhetoric, composition theory, online writing, document design, rhetoric, rhetoric of science.

## **PROFESSORS EMERITI**

**Stephen Dunn (1974)**, Distinguished Professor Emeritus of Creative Writing; M.A., Syracuse University; B.A., Hofstra University; creative writing (poetry and fiction), contemporary world poetry, 20th century American literature.

**Mimi Schwartz (1980)**, Professor Emerita of Writing; Ed.D., Rutgers, The State University; M.A., University of California at Los Angeles; B.A., New York University; creative nonfiction, memoir, literary journalism, literature of the Holocaust.

## **INTRODUCTION**

The Stockton Writing Program involves faculty from all schools within the College, as well as a core writing faculty located in General Studies. Writing-designated courses are offered under both General Studies and program acronyms; therefore, students can choose from a variety of offerings and fulfill distribution requirements toward graduation while they use writing as a vital part of their education.

## **MISSION STATEMENT**

Stockton's Writing Program offers students a variety of writing courses at all levels of the curriculum. These courses help students grow as writers, both by improving their writing and by providing them opportunities to learn about and to practice diverse forms of writing, such as expository writing, creative nonfiction, poetry, research writing, and digital writing. We also offer students opportunities to use their writing outside of the classroom and to develop the foundation for producing purposeful, socially engaged work after they graduate. Whether students take only required writing courses or earn a writing minor while they are at Stockton, they can build their confidence as writers; enhance their knowledge of writing genres; and create writing habits that will serve them during school, at work, and in their personal lives.

## **WRITING-DESIGNATED COURSES**

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

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

W1 - Writing-Intensive courses focus on writing as the subject of the course. The quality of writing is the major criterion for evaluating the student's performance, whether it be an introductory W1 course such as BASK 1101, *College Writing*, or an advanced W1 course, such as GAH 3604, *The Personal Essay*.

W2 - Writing-Across-the-Curriculum courses focus on disciplinary or interdisciplinary content. They use writing as a way of learning subject matter and expressing that learning. These courses also provide students with opportunities and support to improve their writing skills. The quality

of writing, not only the mastery of content, is an important criterion in evaluating a student's performance in the course. W2 courses assume minimal competence in writing and in most cases should not be attempted by a student concurrently enrolled in BASK 1101, *College Writing*.

W1 and W2 courses are offered as part of Stockton's interdisciplinary General Studies curriculum and in most programs. They are also identified within the *Schedule of Courses* each term.

### **FRESHMAN PLACEMENT**

Based on their SAT scores, some freshmen are required to take BASK 1101 College Writing; all others are required to take a 1000- or 2000-level W1 course, such as GEN 1120, *Rhetoric and Composition* or GEN 2240, *Introduction to Research*.

### **WRITING REQUIREMENT FOR GRADUATION**

Stockton students write throughout their college careers and are advised to take one or more writing-designated courses each year, depending on their interest and needs. All students must fulfill the College's writing requirement in order to graduate. They must earn a C or better in each of four writing-designated courses: one W1 course taken as a freshman, and three other writing-designated courses (W1s or W2s), at least one of which must be a 3000- or 4000-level course. Transfer students are subject to the writing requirement. Up to two transfer courses in composition or writing will be credited as W1 courses and counted toward the requirement. All W2 courses must be completed at Stockton. Writing-designated courses that carry fewer than four credits or transfer courses that carry fewer than three credits do not count toward the writing requirement.

For further information about the writing requirement or placement, contact the Writing Program Coordinator or visit the Writing Program Website at <http://stocktonwritingprogram.webs.com/>

### **INFORMATION ABOUT THE WRITING PROGRAM**

Writing Program Coordinator  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
(609) 652-4542  
[www.stockton.edu](http://www.stockton.edu)

## **MINOR IN WRITING**

The Writing Minor provides students with a way to structure and to document their interests and talents as writers. As writing (W1) courses at Stockton are offered in most Schools and majors and throughout the General Studies curriculum, students working toward a Writing Minor have a wide variety of courses to choose from, among them: fiction/poetry, creative nonfiction, expository/research/academic writing, digital/journalism/new media writing, and writing theories/pedagogies. Students can design their minor curriculum to suit their personal, academic or career goals; they can choose to concentrate their courses in one or two writing genres or to take courses in many.

Interested students should contact any member of the Writing Program or the Writing Program Coordinator. Students can also visit the [Writing Minor Web site](#) or the Writing Minor at Stockton Facebook page.

To earn the minor a student must:

1. complete at least five W1 courses, with at least two courses at the 3000–4000 level and no more than one course (of the five) at the 1000 level;
2. complete GIS 4619: Writing Senior Seminar preferably in the Fall semester of the junior year, but no later than the Fall semester of the senior year;
3. maintain a minimum GPA of 3.2 in the five W1 courses counted towards his/her minor;
4. declare a Writing Minor and contact a Minor Preceptor (from among the core Writing Program) to discuss course selection and assembling the portfolio-in-progress; and
5. submit a final portfolio no later than midpoint of the semester in which s/he plans to graduate.

The awarding of a minor is dependent upon approval of the portfolio by Writing Program faculty. Interested students should contact any member of the program or the Writing Program Coordinator.

## **INFORMATION ABOUT THE PROGRAM**

Coordinator of Writing  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-4441

Dean of Enrollment Management  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
(609) 652-4261  
[www.stockton.edu](http://www.stockton.edu)

For current, detailed course descriptions, go to the [Online Catalog](#).

## SCHOOL OF HEALTH SCIENCES

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### HEALTH SCIENCES

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#### IN THE SCHOOL OF HEALTH SCIENCES

##### THE FACULTY

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

**Amanda Copes (2011)**, Clinic Director of Richard Stockton College Speech and Hearing Clinic; M.S., West Chester University.

**Amy J. Hadley (2006)**, Associate Professor of Speech Pathology and Audiology; Ed.D., University of Central Florida; M.S.Ed., B.A., State University of New York; College at New Paltz; Speech-language Pathology.

**Phillip Hernandez (2010)**, Assistant Professor of Communication Disorders; Ed.D., Arcadia University; Speech-language Pathology

**Marjorie Taylor (2011)**, Assistant Professor of Communication Disorders; AuD., Salus University; Speech and Hearing Science, Audiology, Aural Rehabilitation.

##### INTRODUCTION

The Bachelor of Science in Health Sciences (BSHS) is designed to provide both a liberal arts and a pre-professional education with a strong foundation in the health sciences as on-site training through internships and practica. By offering a BSHS degree, the student will be prepared for employment venues such as: health care delivery systems, health insurance companies, pharmaceutical companies, assisted living communities, and health service research organizations. For those who already have an associate's degree, and are working in their chosen health related field, the BSHS will allow for increased opportunities for advancement, once completing a four-year degree.

##### ADMISSION TO THE PROGRAM

The Bachelor of Science in Health Sciences is open to Stockton students in good academic standing. Students are advised to declare their majors by the beginning of the sophomore year to provide sufficient time to meet all program requirements for graduation by the end of their senior year. Credit for transfer students and students who possess an associate's degree will be considered on an individual basis. An interview by appointment with the coordinator is strongly recommended prior to declaration of the major.

##### PROGRAM ORGANIZATION

The tracks within the Bachelor of Science in Health Sciences are: a Generalist Track and a Communication Disorders Track.



## GRADUATION REQUIREMENTS

Successful completion of the following School of Health Sciences leading to the Bachelor of Science in Health Sciences degree:

### BSHS: General Track

- BSHS Core Courses 36 credits
- Program and Cognate courses 44 credits
- General Studies G-acronym course 32 credits
- Liberal Arts Studies (ASD/At-Some-Distance) 16 credits

**Total** 128 credits

### CORE COURSES

- HLTH 1101 Introduction to the Health Sciences I 4 credits
- HLTH 1102 Introduction to the Health Sciences II 4 credits
- HLTH 1411 Writing & Editing for the Health Sciences 4 credits
- HLTH 2221 Functional Human Anatomy 4 credits
- OR
- BIOL 2180 Human Anatomy 4 credits
- BIOL 2185 Human Anatomy Lab 0 credits
- OR
- HLTH 2170 Anatomy & Physiology I with Hybrid Lab 4 credits
- HLTH 2270 Anatomy & Physiology II with Hybrid Lab 4 credits
- HLTH 2301 Cultural Diversity in Healthcare 4 credits
- HLTH 2305 Statistics 4 credits
- HLTH 2441 Computers for Health Sciences 4 credits
- HLTH 3200 Research for the Health Sciences 4 credits
- HLTH 3XXX Health Sciences Practicum 4 credits
- OR
- HLTH 4XXX Health Science Internship 4 credits

### BSHS Communication Disorders (CD) Track

The communication disorders track is designed for students interested in the study of normal and disordered human communication. The track provides pre-requisite coursework for graduate study in communication disorders and sciences including study in speech-language pathology or audiology. Additional coursework should be completed in the areas of: biology, physical science, social science, and mathematics. Students should meet with their preceptor to discuss requirements for specific graduate programs of study.

The Richard Stockton College of New Jersey operates the Speech and Hearing Clinic. In addition to providing services to the local community, it serves as a laboratory for students. Students in the BSHS Communication Disorders track will engage in supervised observation of speech-language pathology and audiology sessions in the Speech and Hearing Clinic, located at 10 West Jimmie Leeds Road in Galloway, N.J.

## CORE COURSES

- HLTH 1101 Introduction to the Health Sciences I 4 credits
- HLTH 1102 Introduction to the Health Sciences II 4 credits
- HLTH 1411 Writing & Editing for the Health Sciences 4 credits
- HLTH 2221 Functional Human Anatomy 4 credits
- HLTH 2301 Cultural Diversity in Healthcare 4 credits
- HLTH 2305 Statistics 4 credits
- HLTH 2441 Computers for Health Sciences 4 credits
- HLTH 3200 Research for the Health Sciences 4 credits
- HLTH 3241 Medical Terminology 4 credits
- HLTH 3XXX Health Sciences Practicum 4 credits

OR

- HLTH 4XXX Health Science Internship 4 credits

## Communication Disorders Courses for BSHS

- CMDS 1101 Phonetics 4 credits
- CMDS 1102 Speech Science I 4 credits
- CMDS 1103 Speech Science II 4 credits
- CMDS 2115 Language Acquisition 4 credits
- CMDS 2119 Introduction to Communication Disorders 4 credits
- CMDS 2125 Methods & Materials in Speech-language Pathology 4 credits
- CMDS 3120 Introduction to Articulation and Phonological Disorders 4 credits
- CMDS 3121 Aural Rehabilitation 4 credits
- CMDS 3123 Introduction to Language Disorders 4 credits
- PSYC 3323 Developmental Psychology: Childhood/Adolescence 4 credits
- CMDS 3715 Clinical Practicum I 2 credits

Communication Disorders Cognate to complete 80 credit requirement in major

The College's General Studies requirements are fully described in the *Bulletin*; the student is responsible for meeting those requirements as well as the requirements of the Bachelor of Science in Health Sciences program.

## GRADUATION WITH DISTINCTION

A Bachelor of Science in Health Sciences degree with distinction in each health sciences program will be awarded to students who achieve 70% A (or equivalent) grades in program and cognate course work and who have a distinctive and outstanding record of participation in and contribution to the offerings of the allied health sciences.

## **INFORMATION ABOUT THE PROGRAM**

Bachelor of Science in Health Sciences Program Coordinator  
School of Health Sciences  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-4501

Dean of Enrollment Management  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-4261  
[www.stockton.edu](http://www.stockton.edu)

## **NURSING: FOUR-YEAR BSN PROGRAM**

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### **IN THE SCHOOL OF HEALTH SCIENCES**

#### **THE FACULTY**

**Linda Aaronson (1982)**, Associate Professor of Nursing; Ed.D., Rutgers, The State University; MSN, Seton Hall University; BSN, The Richard Stockton College of New Jersey; Adult Health and Gerontics.

**Nancy Taggart Davis (1973)**, Professor of Pathology; Ph.D., University of Pennsylvania; B.S., Rollins College; Mexican culture, pathology, pathophysiology, epidemiology.

**Mary Padden (2011)**, Assistant Professor of Nursing; RNC, PhD, Widener University; APN-C, FN-CSA, M.S., University of Delaware; BSN, The Richard Stockton College of New Jersey; Pediatrics, Maternal and Child Health, Research.

**Joan Perks (2009)**, Assistant Professor of Nursing; MSN, Widener University; BSN, Thomas Jefferson University; Burn, Emergency and Trauma.

**Michelle Sabatini (1997)**, Assistant Professor of Nursing; Ph.D, Widener University; MSN, University of Pennsylvania; BSN, The Richard Stockton College of New Jersey; Adult health.

**Rose Scaffidi** (Visiting Assistant Professor of Nursing), CNM, MSN, DrNP, Drexel University; MSN, University of Pennsylvania; BSN, The Richard Stockton College of New Jersey; Women's health, Research.

**Ann Walker (2008)**, Assistant Professor of Nursing; MSN, LaSalle University; B.S., Gwynedd Mercy College; Community Health, Leadership and Management.

**Edward Walton (2010)**, Assistant Professor of Nursing; CRNA, CRNP, M.Sc., St. Joseph's University; Pharmacology, Pathophysiology.

**Joyce Welliver (2009)**, Assistant Professor of Nursing; CRNP, Allegheny/Drexel University; MSN, Villanova University; BSN, Holy Family College; Psycho-Social, Medical/Surgical Nursing.

#### **PROFESSOR EMERITA**

**Cheryle Fisher Eisele (1980)**, Professor Emerita of Nursing; Ed.D., Temple University; MSN, University of Pennsylvania; BSN, The Richard Stockton College of New Jersey; Women's Health, Pediatrics.

## **INTRODUCTION**

This entry-level, generic baccalaureate Nursing Program (BSN) is designed for the student who wishes to become a registered nurse (RN) while completing the Bachelor of Science in nursing degree.

The program focuses on the acquisition of the knowledge and skills necessary to practice as a professional RN. Developing an understanding of theories and concepts from the physical, social and behavioral sciences and the humanities is emphasized. Concepts such as ethics, altruism and communication are integrated throughout the curriculum. Students are encouraged to take responsibility for their learning experience with guidance from faculty preceptors. The program prepares graduates to participate in a culturally diverse and ever changing global society.

The program encourages critical thinking and independent decision making. The roles of advocate, educator and healthcare provider/coordinator are emphasized. Health promotion and disease prevention within a global society is stressed in the program. The program prepares the graduate to successfully complete the NCLEX-RN and provides a base for graduate education and clinical specialization.

## **PURPOSES OF THE PROGRAM**

- Prepare professional nurse generalists.
- Provide varied experience in general education through General Studies and liberal arts and sciences.
- Provide a foundation for graduate study.
- Encourage continuing personal and professional growth.

## **OBJECTIVES**

Richard Stockton College's Nursing program objectives are in accordance with those of the Commission on Collegiate Nursing Education (CCNE) and the New Jersey Board of Nursing in that it is designed to produce a nurse generalist who is able to:

1. Utilize The Roy Adaptation Model when making decisions about professional nursing practice.
2. Synthesize theoretical and empirical knowledge from the physical and behavioral sciences and humanities with nursing theory and practice.
3. Utilize the nursing process and critical thinking to assess health status and health potential; plan, implement and evaluate nursing care for individuals, families and communities.
4. Perform and monitor therapeutic nursing interventions that are evidence-based.
5. Accept responsibility and accountability within an ethical framework for nursing interventions and outcomes.
6. Evaluate research for its applicability in defining and extending nursing practice.

7. Utilize leadership skills through interaction with consumers and providers in meeting health needs and nursing goals.
8. Collaborate on the interdisciplinary health team to identify and effect needed change that will improve care delivery within specific health care systems.
9. Implement the major roles of the professional nurse; caregiver, educator, advocate and activist.
10. Incorporate concepts of human diversity when implementing and evaluating therapeutic nursing interventions.

### **PROGRAM ORGANIZATION**

The curriculum implements the philosophy, purposes and objectives of the program. General Systems Theory is the organizing framework. Sequencing of courses allows the student to progress from basic nursing skills to the level of the professional nurse generalist. The program includes 64 credits in Nursing Science, 20 credits in applied science, 12 credits at some distance and 32 credits in general education. Students are required to complete 765 clinical hours.

### **REQUIRED NURSING AND SCIENCE COURSES**

#### *Freshman Year*

Chemistry I for Life Science	4 credits
Chemistry II for Life Science	4 credits
Anatomy and Physiology I	4 credits
Foundations of Professional Practice	4 credits

#### *Sophomore Year*

Anatomy and Physiology II	4 credits
Nursing Assessment I	3 credits
Pathophysiology	4 credits
Pharmacology for Life Science	4 credits
Nursing Assessment II	3 credits

#### *Junior Year*

Microbiology for Life Science	4 credits
Care of the Adult I	8 credits
Psychosocial Nursing	5 credits
Research Methods	3 credits
Care of the Childbearing/Childrearing Family	6 credits

#### *Senior Year*

Professional Nursing in the Community	6 credits
Care of the Adult II	6 credits
Issues in Nursing	4 credits
Care of the Adult III	8 credits

## **ADMISSION TO THE PROGRAM**

Applicants should have completed four years of English, three years of a laboratory science, two years of a foreign language, two years of mathematics, three years of history and one additional academic unit prior to enrollment. The Scholastic Aptitude Test or ACT is required. SAT scores in the range of 1150 and ACT scores in the range of 25 desired. Two letters of recommendation from high school teachers or advisors must be submitted. Special attention will be given to the strength of the high school curriculum (for example, honors or advanced placement courses). Admission to the Program is highly competitive. Transfer students should have an overall GPA of 3.0 (on a scale of 4.0) and a GPA of 3.2 in all science courses. Transcripts will be evaluated on an individual basis.

## **GRADUATION REQUIREMENTS**

Students must complete a total of 128 credits: 64 credits in Nursing, 20 credits in applied science, 12 credits At-Some-Distance and 32 credits in General Studies. Clinical hours required are 765. A student must pass clinical courses with a minimum grade of C; nursing courses may be repeated only once. Students must meet all general education requirements.

## **GRADUATION WITH DISTINCTION**

A bachelor of science in nursing with distinction will be awarded to students whose work in senior level courses is of outstanding quality; both classroom and clinical courses will be included. Students considered for graduation with distinction must have a minimum GPA of 3.2; all decisions for distinction are made by a vote of the nursing faculty.

## **SPECIAL OPPORTUNITIES**

The Mainland Division of AtlantiCare Regional Medical Center and the Bacharach Institute of Rehabilitation are located on the Stockton campus. Many other agencies in Atlantic, Cape May and Cumberland counties provide opportunities for clinical practice with both inpatient and outpatient experience. Theta Sigma Chapter of Sigma Theta Tau, International, a nursing honor society, inducts qualified students each year.

## **ACCREDITATION**

The nursing program at Richard Stockton College is fully accredited by the Commission on Collegiate Nursing Education (CCNE) and the New Jersey State Board of Nursing.

## **INFORMATION ABOUT THE PROGRAM**

Nursing Program Coordinator  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-4501  
[www.stockton.edu](http://www.stockton.edu)

For current, detailed course descriptions, go to the [Online Catalog](#).

## **NURSING: UPPER-DIVISION BSN PROGRAM**

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### **IN THE SCHOOL OF HEALTH SCIENCES**

#### **THE FACULTY**

**Linda Aaronson (1982)**, Associate Professor of Nursing; Ed.D., Rutgers, The State University; MSN, Seton Hall University; BSN, The Richard Stockton College of New Jersey; Adult Health and Gerontics.

**Nancy Taggart Davis (1973)**, Professor of Pathology; Ph.D., University of Pennsylvania; B.S., Rollins College; Mexican culture, pathology, pathophysiology, epidemiology.

**Mary Padden (2011)**, Assistant Professor of Nursing; RNC, PhD, Widener University; APN-C, FN-CSA, M.S., University of Delaware; BSN, The Richard Stockton College of New Jersey; Pediatrics, Maternal and Child Health, Research.

**Joan Perks (2009)**, Assistant Professor of Nursing; MSN, Widener University; BSN, Thomas Jefferson University; Burn, Emergency and Trauma.

**Michelle Sabatini (1997)**, Assistant Professor of Nursing; Ph.D., Widener University; MSN, University of Pennsylvania; BSN, The Richard Stockton College of New Jersey; Adult health.

**Rose Scaffidi** (Visiting Assistant Professor of Nursing), CNM, MSN, DrNP, Drexel University; MSN, University of Pennsylvania; BSN, The Richard Stockton College of New Jersey; Women Health, Research.

**Ann Walker (2008)**, Assistant Professor of Nursing; MSN, LaSalle University; B.S., Gwynedd Mercy College; Community Health, Leadership and Management.

**Edward Walton (2010)**, Assistant Professor of Nursing; CRNA, CRNP, M.Sc., St. Joseph's University; Pharmacology, Pathophysiology.

**Joyce Welliver (2009)**, Assistant Professor of Nursing; CRNP, Allegheny/Drexel University; MSN, Villanova University; BSN, Holy Family College; Psycho-Social, Medical/Surgical Nursing.

#### **PROFESSOR EMERITA**

**Cheryle Fisher Eisele (1980)**, Professor Emerita of Nursing; Ed.D., Temple University; MSN, University of Pennsylvania; BSN, The Richard Stockton College of New Jersey; Women's Health, Pediatrics.



## **INTRODUCTION**

The upper-division Nursing (NURS) program is designed for registered nurses who want to continue their education by earning the degree of Bachelor of Science in nursing. The program focuses on the acquisition of knowledge and skills that enable the nurse to assist individuals, families, and communities to achieve and maintain optimum health. Emphasis is on the expansion of function to include the entire wellness-to-illness continuum throughout the life cycle within various community settings.

The program encourages self-directed learning, critical thinking and independent action. It promotes professional identity, awareness, and accountability and provides a base for graduate work in education and clinical specialization. Issues in human diversity are integrated throughout the curriculum.

## **PURPOSES OF THE PROGRAM:**

1. Prepare professional nurse generalists.
2. Provide varied experiences in general education through General Studies and liberal arts and sciences.
3. Advance the educational level of nurses to effect improvement in community health care.
4. Encourage continuing professional and personal growth.
5. Provide a foundation for graduate study.

## **OBJECTIVES**

Richard Stockton College Nursing Program objectives are in accordance with those of the Commission on Collegiate Nursing Education (CCNE) and the New Jersey Board of Nursing in that it is designed to produce a nurse generalist who is able to:

1. Utilize The Roy Adaptation Model when making decisions about professional nursing practice.
2. Synthesize theoretical and empirical knowledge from the physical and behavioral sciences and humanities with nursing theory and practice.
3. Utilize the nursing process and critical thinking to assess health status and health potential; plan, implement and evaluate nursing care for individuals, families and communities.
4. Perform and monitor therapeutic nursing interventions that are evidence-based.
5. Accept responsibility and accountability within an ethical framework for nursing interventions and outcomes.
6. Evaluate research for its applicability in defining and extending nursing practice.
7. Utilize leadership skills through interaction with consumers and providers in meeting health needs and nursing goals.
8. Collaborate on the interdisciplinary health team to identify and effect needed change that will improve care delivery within specific health care systems.
9. Implement the major roles of the professional nurse: caregiver, educator, advocate and activist.
10. Incorporate concepts of human diversity when implementing and evaluating therapeutic nursing interventions.

## PROGRAM ORGANIZATION

The curriculum implements the philosophy, purposes and objectives of the program and is developed within the systems framework, utilizing nurse theorists such as Roy Neuman. Nursing courses build upon nursing theory and skills acquired at the lower-division level; they are not repetitive of lower-division work. The program includes 30 program credits in upper division nursing, 8 credits in supporting subjects (cognates) and 24 credits in General Studies electives as required by the College.

## REQUIRED COURSES (UPPER DIVISION)

### *Junior Year*

NURS 3331 Theory in Nursing	4 credits
NURS 3333 Health Assessment	4 credits
NURS 3334 Research Methods	3 credits
NURS 3421 Life Science	4 credits

### *Senior Year*

NURS 4901 Nursing Practicum	2 credits
NURS 4335 Professional Nursing in the Community	4 credits
NURS 4935 Community Practicum	2 credits
NURS 4336 Professional Nursing I	4 credits
NURS 4337 Professional Nursing II	2 credits
NURS 4937 Senior Project	3 credits
NURS 4638 Issues in Nursing	2 credits
NURS 4421 Pathophysiology	4 credits
Total Program Credits	38 credits
Total General Studies electives	24 credits
Total	62 credits

## ADMISSION TO THE PROGRAM

Admission to the program is open to individuals who are licensed to practice as registered nurses in New Jersey. Applicants must have established junior standing by having earned the equivalent of 66 credits as follows:

<i>Lower Division Nursing</i>	29 credits
Program Courses	
Anatomy and Physiology	8 credits
Chemistry	4 credits
Microbiology	4 credits
<i>General Studies</i>	
English	6 credits
Psychology	3 credits
Statistics	3 credits
Electives	9 credits
TOTAL	66 credits

Stockton will accept transfer credit for the courses required for admission to the program provided they were taken at regionally accredited institutions and passed with a C grade or better. CLEP, TECEP and Excelsior College Exams may be taken for credit in all non-nursing courses according to the College policy.

### **GRADUATION REQUIREMENTS**

After admission to the upper-division BSN program as juniors, students will complete an additional 30 credits in upper-division nursing, eight credits in science, and 24 credits in General Studies electives, for a total of 80 program and 48 General Studies credits. A student must pass clinical courses with a minimum grade of C. (Clinical courses may be repeated only once.)

### **GRADUATION WITH DISTINCTION**

A Bachelor of Science in nursing with distinction will be awarded to students whose work in NURS 4337 (Professional Nursing II) and NURS 4937 (Senior Project) is of outstanding quality. The award will be conferred by vote of the nursing faculty to those whose projects show initiative, creativity and ability to apply theory to nursing practice.

### **SPECIAL OPPORTUNITIES**

The Mainland Division of AtlantiCare Regional Medical Center and the Bacharach Institute of Rehabilitation are located on the Stockton campus. Many other health agencies in Atlantic and surrounding counties, both inpatient and outpatient, provide opportunities for clinical experience. All nursing courses are taught through a hybrid-online format. Students meet with the faculty in the traditional classroom setting about 50 percent of the time. Additional material and assignments are posted online. Selected clinical courses do not have an online component. Theta Sigma Chapter of Sigma Theta Tau, the international nursing honor society, inducts qualified graduating seniors and graduate students each year.

### **ACCREDITATION**

The program is accredited by the New Jersey Board of Nursing and the Commission on Collegiate Nursing Education.

### **INFORMATION ABOUT THE PROGRAM**

Nursing Program Coordinator  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-4501

[www.stockton.edu](http://www.stockton.edu)

For current, detailed course descriptions, go to the [Online Catalog](#).

## **PUBLIC HEALTH**

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### **IN THE SCHOOL OF HEALTH SCIENCES**

#### **THE FACULTY**

**Elizabeth G. Calamidas (1986)**, Associate Professor of Public Health; Ph.D., Temple University; M.S., B.S., The Pennsylvania State University; Community and Public Health, Health Education, Health Behavior, Human Sexuality, Women and Health, Aging and Health.

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

**Tara Crowell (2000)**, Associate Professor of Public Health, Public Health Internship Coordinator; Ph.D., University of Oklahoma; M.A., B.A., West Virginia University; Health Communication, Social Marketing, Quantitative Research Methods.

**Maritza Jauregui (2006)**, Associate Professor of Public Health; Ph.D., University of California; B.A., Columbia College, Columbia University; Environmental Health, Environmental Justice, Epidemiology, Occupational Health, Risk Assessment, Latinos and Health, Complementary and Alternative Medicine, Wellness Outcomes.

**Brenda Stevenson-Marshall (2009)**, Dean of the School of Health Sciences and Professor of Public Health; Ph.D. University of Michigan; M.Ph., University of California; A.B., A.M.; University of Michigan; Health Management, Health Economics.

#### **PROFESSOR EMERITUS**

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

#### **INTRODUCTION**

The Public Health (PUBH) degree is designed to make available to students the skills and knowledge necessary to attain employment in health related fields within the public and private sector. It is also a pre-professional degree that may be used to pursue graduate study in a variety of allied health fields. Students may choose from five highly structured curricular concentrations within the program. Majors may specialize in Community Health Education, Environmental Health, or Health Administration, Occupational Therapy Interest or Physical Therapy Interest.

All Public Health students will take 28 credits of Public Health Core courses and additional Public Health courses specific to their respective concentrations. Students pursuing the Community Health Education concentration will take courses in the natural and behavioral sciences. Those pursuing the Health Administration track will take additional business-related courses. Environmental Health students will take additional courses in the natural and applied sciences. Students in both the Occupational and the Physical Therapy Interest concentrations

will take courses that help fulfill the prerequisites to entry level professional preparation graduate programs. Completion of the degree does not guarantee acceptance into a graduate program.

The combination of core and concentration requirements results in 80 credits of required courses. Track electives permit public health majors to focus on sub-specialties in other Stockton programs such as gerontology, environmental science, holistic health, women, gender and sexual studies, and business studies. Students are required to complete an internship to obtain field experience in Public Health. Most students choose to participate in an internship sponsored by the Public Health Program. However, other internship programs such as the Washington Internship Program and programs in international studies are also available. Students who wish to pursue a minor or a dual degree within another program are advised to consult with the coordinator of the respective program to insure that all the curriculum requirements are met.

Public Health graduates will be eligible for entry-level positions within a variety of health related organizations, including state or local health departments, federal health agencies, voluntary health agencies, public utilities, private industry, consulting firms, hospitals, nursing homes, community health centers, health insurance companies, health maintenance organizations and preferred provider organizations.

### **ADMISSION TO THE PROGRAM**

The Public Health program is open to Stockton students in good academic standing. Students are advised to declare their majors by the beginning of the sophomore year to provide sufficient time to meet all program requirements for graduation by the end of their senior year. Credit for transfer students will be considered on an individual basis. An interview by appointment with the coordinator is strongly recommended prior to declaration of the major. A “C” average (2.0) or better is required across all PUBH courses (or their equivalents) to be eligible for graduation.

### **PROGRAM ORGANIZATION**

The concentrations within the Public Health Program are: Community Health Education, Environmental Health, Health Administration,

### **GRADUATION REQUIREMENTS**

Successful completion of the following Public Health program requirements leads to the Bachelor of Science degree:

Public Health Core:	28 credits
Concentration courses	52 credits
General Studies (G-acronym) *	32 credits
At Some Distance (ASD)	16 credits
Total credits	128 credits

\*Spanish or another modern language is recommended for Public Health majors.

### **GRADUATION WITH DISTINCTION**

Students who earn a 3.5 GPA in all program courses will be awarded a Bachelor of Science degree in Public Health with distinction.

## MINOR IN PUBLIC HEALTH

This minor is intended to expose students in other majors to some of the fundamental concepts in public health. It consists of 20 credit hours or five courses. The minor is 20 credits and two options are available. Students must complete the requirements for either Option A or Option B to earn a Minor in Public Health. An average grade of “C” (2.0) or better in these five courses is required. Two courses (up to 8 credits) can be transferred into the minor with the approval of the Program Coordinator.

### OPTION A (20 credits) – Emphasis on General Public Health Principles

PUBH 1200 Introduction to Public Health 4

PUBH 3420 Epidemiology 4

*Choose one of the following* 4

PUBH 2530 Basic Environmental Health

PUBH 2605 Environmental Justice

*Choose one of the following:* 4

PUBH 2402 Health Policies and Issues

PUBH 3225 Health Insurance

*Choose one of the following:* 4

PUBH 2315 Health Communication

PUBH 2415 Public Health & Marketing

PUBH 2330 Research Methods & Statistics

### OPTION B (20 credits)-Emphasis on Basic Environmental Health Principles

PUBH 1100 Intro to Community Health 4

PUBH 3420 Epidemiology 4

PUBH 2530 Basic Environmental Health 4

PUBH Environmental Health courses\* 8

\* chosen with the approval of the Program or PUBH Minor Coordinator

## BACHELOR OF SCIENCE IN PUBLIC HEALTH

### Public Health Core - 28 Credits

PUBH 1200 Introduction to Public Health 4

PUBH 2330 Research Methods and Statistics 4

PUBH 2450 Public Health and Marketing 4

PUBH 2530 Basic Environmental Health 4

PUBH 3415 Writing for Health Professionals 4

PUBH 3420 Epidemiology 4

PUBH 4950 Public Health Internship and Fieldwork 4

## Public Health Concentrations (52 Credits)

### *Community Health Education Track Concentration (CHED)*

BIOL 1200	Cells and molecules	4
BIOL 1205	Cells and Molecules Lab	1
CHEM 2110	Chemistry I—General Principles	4
CHEM 2115	Chemistry I Lab	1
HLTH 2221	Functional Human Anatomy	4
PSYC 1100	Introduction to Psychology	4
PSYC 2212	Health Psychology	4
PUBH 2432	Contemporary Health Issues	4
PUBH 3102	Community Health Education Theory and Practice	4
PUBH 3510	School Health Education	4
PUBH 4113	Patient Education	4
PUBH 4810	Topics in Public Health –Community Health education	4
Concentration Electives*		10
Total Concentration Credits		48

\*Suggested CHED electives; others with prior approval of preceptor:

ANTH 2136	World Perspectives on Health
GERO 1100	Introduction to Gerontology**
GERO 2107	Aging and Health
GEN 2306	Women and Health
GNM 2146	Survey of Human Nutrition
GNM 3105	Psychopharmacology
GSS 2161	Perspectives on Sexuality
GSS 3160	Stress and Anxiety
PUBH 2315	Health Communication
PUBH 2415	Health Information Technology
PUBH 2421	Computers for Health Professionals
PUBH 2435	Fires, Flood, and Famine: Communities in Crisis
PUBH 2605	Environmental Justice
PUBH 4110	Public Health Administration and Law
SOWK 3303	Interviewing/Counseling Skills

\*\*Students interested in earning a Gerontology minor should consult with the Gerontology Coordinator.

*Graduates of the Community Education concentration are eligible to take the examination to become a Certified Health Education Specialist (CHES) offered by the National Commission for Health Education Credentialing.*

*Environmental Health Track Concentration (ENVH)*

BIOL 1200	Cells and Molecules	4
BIOL 1205	Cells and Molecules Lab	1
CHEM 2110	Chemistry I General Principles	4
CHEM 2115	Chemistry I Lab	1
CHEM 2120	Chemistry II Organic Structures	4
CHEM 2125	Chemistry II Lab	1
PUBH 2605	Environmental Justice	4
PUBH 3620	Occupational Health	4
PUBH 3640	Environmental Risk Assessment	4

*Choose one of the following: (Other courses may fulfill this requirement with the approval of the preceptor)*

PUBH 3111	Food Safety	4
ENVL 3302	Geographic Information Systems	4

*Choose one of the following: (Other courses may fulfill this requirement with the approval of the preceptor)*

ENVL 2640	Environmental Toxicology	4
ENVL 3241	Environmental Pollution & Regulation	4
ENVL 3432	Soil Science	4

Concentration Electives\* 17

Total Concentration Credits 52

\*ENVH Electives will be chosen with preceptor

*ENVH concentration courses can be tailored to the professional needs of the student, with specific course combinations for those pursuing careers in industrial hygiene, registered environmental health specialist, emergency preparedness and other special interests.*

*Health Administration Concentration (HADM)*

ACCT 2110	Financial Accounting	4
ACCT 2120	Managerial Accounting	4
ECON/PUBH 2104	Health Care Economics	4
HLTH 2221	Functional Human Anatomy	4
MGMT3110	Introduction to Management	4
MGMT3111	Human Resource Management	4
MKTG 3110	Marketing Principles	4
PUBH 2402	Health Policies and Issues	4
PUBH 3225	Health Insurance	4
PUBH 4401	Health Management	4
Concentration Electives*		12
Total Concentration Credits		52



\*Suggested HADM electives; others with prior approval of preceptor:

ANTH 2136 World Perspectives on Health

ECON 1200 Introduction to Macroeconomics

GERO 1100 Introduction to Gerontology\*\*

GERO 2107 Aging and Health

GNM 1026 Alternative Health Care

or

GNM 2144 Alternative Health Care

GSS 1044 Diversity Issues

or

GSS 2128 Diversity Issues

MGMT3124 Organizational Behavior

PLAW 2120 Business Law I

PLAW 3110 Legal and Social Environment of Business

PLAW 3120 Business Law II

POLS 2180 Introduction to Public Administration

POLS 2209 State and Local Government

POLS 2280 Administrative Law

PUBH 2315 Health Communications

PUBH 2415 Health Information Technology

PUBH 2421 Computers for Health Professionals

PUBH 2605 Environmental Justice

PUBH 3102 Community Health Education Theory and Practice

PUBH 3620 Occupational Health

PUBH 4110 Public Health Administration and Law

PUBH 4115 Health Planning

**Occupational Therapy Interest Concentration (PROT)**

PSYC 1000 Introduction to Psychology 4

PUBH 2432 Contemporary Health Issues 4

PUBH 2000 level or higher 4

PUBH 3000 level or higher 4

PUBH 3000 level or higher 4

*Choose one of the following:* 4

ANTH 1100 Introduction to Anthropology

SOCY 1100 Introduction to Sociology

*Choose one of the following* 4

PSYC 2211 Abnormal Psychology

SOWK 1103 Human Behavior in the Social Environment

*Choose one of the following Anatomy & Physiology sequences (no mixing of sequences is permitted)*

HLTH 2170	Anatomy & Physiology I with lab <b>and</b>	5
HLTH 2270	Anatomy & Physiology II with lab	5
Or		
HLTH 2221	Functional Human Anatomy <b>and</b>	4
PSYC 3331	Physiological Psychology	4
Or		
Biology 2180 & 2185	Human Anatomy with lab <b>and</b>	4
Biology 2150 & 2151	Principles of Physiology with lab*	4
*Prerequisites: BIOL 1200/1205, 1400/1405, CHEM 2110/2115, & CHEM 2121/2125		
Concentration Electives **		14-16
<b>Total Concentration credits</b>		<b>52</b>

**\*\* PROT Concentration electives will be chosen with preceptor**

**Physical Therapy Interest Concentration (PRPT)**

BIOL 1200	Cells and molecules	4
BIOL 1205	Cells and Molecules Lab	1
BIOL 1400	Biodiversity and Evolution	4
BIOL 1405	Biodiversity and Evolution Lab	1
CHEM 2110	Chemistry I General Principles	4
CHEM 2115	Chemistry I Lab	1
CHEM 2120	Chemistry II Organic Structure	4
CHEM 2125	Chemistry II Organic Structure Lab	1
PHYS 2110	Physics for Life Sciences I	4
PHYS 2115	Physics for Life Sciences I Lab	1
PHYS 2120	Physics for Life Sciences II	4
PHYS 2125	Physics for Life Sciences II Lab	1
PSYC 1100	Introduction to Psychology	4
PUBH 3000	Level or Higher	4

*Choose one of the following Anatomy & Physiology sequences (no mixing of sequences is permitted)*

HLTH 2170	Anatomy & Physiology I with lab <b>and</b>	5
HLTH 2270	Anatomy & Physiology II with lab	5
OR		
Biology 2180 & 2185	Human Anatomy with lab <b>and</b>	4
Biology 2150 & 2151	Principles of Physiology with lab*	4
*Prerequisites: BIOL 1200/1205, 1400/1405, CHEM 2110/2115, & CHEM 2121/2125		
Concentration Electives**		4-6
<b>Total Concentration Credits</b>		<b>52</b>

**\*\* PRPT Concentration electives will be chosen with preceptor**

## **INFORMATION ABOUT THE PROGRAM**

Public Health Program Coordinator  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-4501

Dean of Enrollment Management  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-4261  
[www.stockton.edu](http://www.stockton.edu)

For current, detailed course descriptions, go to the [Online Catalog](#).

## **SCHOOL OF NATURAL SCIENCES AND MATHEMATICS**

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### **BIOCHEMISTRY/ MOLECULAR BIOLOGY**

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#### **IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS**

##### **THE FACULTY**

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

**William A. Rosche (2007)**, Assistant Professor of Biology; Ph.D., Texas A&M University; B. A., DePauw University; microbiology, molecular genetics, bioremediation, microbial ecology.

**Brian Rogerson (1998)**, Associate Professor of Chemistry; Ph.D., University of Pittsburgh; B.S., Florida International University; biochemistry, molecular immunology, B-lymphocyte immune responses, somatic mutation of antibody genes.

**Peter Straub (1994)**, Professor of Biology; Ph.D., M.S., University of Delaware; B.S., The Richard Stockton College of New Jersey; plant physiology, plant molecular biology, plant population genetics, environmental stress, beach and salt marsh plants.

**Karen York (1995)**, Associate Professor of Biology; Ph.D., University of Pennsylvania; B.S., Western Kentucky University; genetics, molecular genetics and microbiology.

##### **ASSOCIATED FACULTY**

**Ada Casares (1987)**, Assistant Professor of Chemistry; Ph.D., M.S., B.S., National University of Mexico; organic synthesis and methodology, stereochemistry.

**Tara Harmer Luke (2005)**, Associate Professor of Biology; Ph.D., Johns Hopkins University; B.A., Boston University; molecular systematics, biology of deep sea hydrothermal vents, symbiosis, bioinformatics, prokaryotic transcription, marine microbial ecology.

**Matthew Landau (1987)**, Professor of Marine Science; Ph.D., Florida Institute of Technology; M.S., Long Island University; B.S., St. John's University; aquaculture, tropical marine biology, crustacean biology, general evolutionary theory, comparative physiology and toxicology, biometry, biochemistry.

**Elizabeth C. Pollock (2006)**, Assistant Professor of Chemistry; Ph.D., Yale University; B.A., Oberlin College; biochemistry, nuclear magnetic resonance, environmental science.

**Shanthi Rajaraman (2003)**, Associate Professor of Chemistry; Ph.D., Rutgers, The State University of New Jersey; M.S., Indian Institute of Technology; B.S., University of Madras, India; organic chemistry, organic reaction mechanisms, synthetic organic chemistry, heterocyclic

chemistry, natural products, medicinal chemistry.

## **PROFESSORS EMERITI**

**Richard Colby (1971)**, Professor Emeritus of Cell Biology; Ph.D., University of California, Berkeley; S.B., Massachusetts Institute of Technology; cell and molecular biology, microscopy, tissue culture, biochemistry, environmental chemistry, mechanisms of movement in muscle and amoeboid cells, differentiation of cells in culture, lipid metabolism.

**Rosalind Herlands (1974)**, Professor Emerita of Biology; Ph.D., University of California, Irvine; B.A., Stanford University; developmental biology, cell biology, embryology, immunology; histology, molecular biology studies on diamondback terrapins, bioethics, women's studies.

## **INTRODUCTION**

Biochemistry/Molecular Biology (BCMB) represents a rapidly growing discipline that bridges the chemical and biological sciences. It focuses on how cells solve various biological problems and the role of the chemical components. The rapid development of this field has been due to advancement of laboratory techniques that involve the use of protein and nucleic acids such as DNA. Knowledge of this field was always necessary for those interested in medical science and it has become increasingly important for those interested in the pharmaceutical and forensics fields. The program offerings as well as the faculty expertise reflect the combined chemical and biological basis for this field. Introductory courses in both biology and chemistry are required. Upper level courses tend to combine both fields as the chemistry of living organisms is examined. Since it is such an experimental science, the program emphasizes laboratory skills and use of instruments and equipment to prepare students for employment or for study toward a variety of advanced degrees. In addition, an articulation agreement with the Ernest Mario School of Pharmacy at Rutgers University allows students the opportunity to earn an advanced degree in pharmacy combined with a baccalaureate degree from Stockton.

## **ADMISSION TO THE PROGRAM**

There are no formal prerequisites for admission to the Biochemistry/Molecular Biology major, and all interested students are welcome. Students are encouraged to take at least three years of high school mathematics as well as college preparatory science including chemistry and physics. The development of oral and written communication skills is also encouraged. The student whose background in these areas requires strengthening will be advised individually and they may be required to take basic skills courses. It is advisable to be assigned to a preceptor early. There is a selective admissions process with specified requirements for those students accepted into the articulated program with the Ernest Mario School of Pharmacy at Rutgers, The State University. Certain requirements must be met in order to apply and become accepted. Students apply in their senior year of high school for this program.

## **GRADUATION REQUIREMENTS**

In addition to the College's general education requirements, students must meet the graduation requirements for a B.S. in Biochemistry/Molecular Biology. The curriculum includes

introductory courses in biology, chemistry, physics and mathematics as well as intermediate and advanced courses in biochemistry, biology and chemistry. The culmination is the senior project or internship. In some cases this may require more than one semester to complete and students are encouraged to begin planning early and allow ample time for completion. All students will make an oral presentation, as well as submit a written report, of the senior project or internship at the senior symposium. The symposium is held every semester. There are two requirements for graduation.

1. An overall grade point average of C or better is required for all core, cognate and elective courses;
2. A grade of C or better is required for all core courses that are listed.

The core courses are:

BIOL 1200 Cells and Molecules and 1205 Laboratory  
BIOL1400 Biodiversity and Evolution and 1405 Laboratory  
CHEM 2110 Chemistry I and 2115 Laboratory  
CHEM 2120 Chemistry II and 2125 Laboratory  
CHEM 2130 Chemistry III and 2135 Laboratory  
CHEM 2140 Chemistry IV and 2145 Laboratory  
BIOL/CHEM 3250 Biochemistry  
BIOL/CHEM 3550 Biochemical Laboratory Methods  
BIOL/CHEM/BCMB 4800 Senior project or  
BIOL/CHEM/BCMB 4900 Senior internship

The curriculum is listed below and is divided into introductory and advanced courses.

### **INTRODUCTORY LEVEL**

BIOL 1200 Cells and Molecules and 1205 Laboratory  
BIOL1400 Biodiversity and Evolution and 1405 Laboratory  
BIOL 2110 Genetics and 2115 Laboratory  
CHEM 2110 Chemistry I: General Principles and 2115 Laboratory  
CHEM 2120 Chemistry II: Organic Structure and 2125 Laboratory  
CHEM 2130 Chemistry III: Organic Reactions and 2135 Laboratory  
CHEM 2140 Chemistry IV: General Principles and 2145 Laboratory  
MATH 2215 Calculus I

*Either*

PHYS 2110 Physics for Life Sciences I and 2115 Laboratory  
PHYS 2120 Physics for Life Sciences II and 2125 Laboratory  
Or PHYS 2220 Physics I and 2225 Laboratory and  
PHYS 2230 Physics II and 2235 Laboratory

### **ADVANCED LEVEL**

BIOL/CHEM 3250 Biochemistry  
BIOL/CHEM 3350 Biochemistry Laboratory Methods  
*Either*  
BIOL 4210 Molecular Genetics or  
BIOL 4215 Biotechnology or

BIOL 4211 Molecular Evolution  
BIOL 4212 Molecular Biology

*Either*

BCMB 4800 Biochemistry/Molecular Biology Research Project or  
BCMB 4900 Biochemistry/Molecular Biology Internship

*Two of the following five:*

CHEM 3035 Survey of Instrumentation  
CHEM 3310 Laboratory Methods  
BIOL/CHEM 3550 Advanced Biochemistry  
CHEM 3410 Physical Chemistry I  
CHEM 3520 Advanced Organic Chemistry

*Two of the following or other approved courses:*

BIOL 3100 Cell Biology Laboratory Methods  
BIOL 3110 Animal Behavior  
BIOL 3132 Invertebrate Physiology  
BIOL 3141 Vertebrate Development  
BIOL 3160 Developmental Biology  
BIOL 3170 Microbiology  
BIOL 3180 Plant Physiology  
BIOL 3190 Intermediate Cell Biology  
BIOL 3433 Freshwater Wetlands  
BIOL 3435 Evolutionary Mammology  
BIOL 4100 Principles of Evolution  
BIOL 4155 Environmental Physiology  
BIOL 4160 Reproductive Physiology  
BIOL 4200 Immunology  
BIOL 4210 Molecular Genetics  
BIOL 4211 Molecular Systematic  
BIOL 4215 Biotechnology  
BIOL 4220 Endocrinology

Some students may find that 128 credits are not sufficient to satisfy their needs in college. They are encouraged to regard the 128 credits as a minimum and supplement them with additional courses of interest. Course substitutions must be reviewed and approved by the Biochemistry/Molecular Biology Program Faculty. Students are encouraged to plan and select courses in consultation with their Preceptor.

### **SAMPLE CURRICULUM**

A sample curriculum is shown. It includes only program and cognate courses required for the major; general education requirements are not shown. It is essential in this major that students complete the lower level courses in chemistry, biology and mathematics in a timely fashion. Chemistry I through Chemistry IV, a year of introductory biology, Genetics and Calculus I should be completed in the first two years. All of these courses are offered every semester and

there is some flexibility in the order of chemistry courses. Consult the chemistry program description for more information. The curriculum allows much more flexibility in the junior and senior years.

### **GRADUATION WITH DISTINCTION**

A Bachelor of Science degree with distinction in Biochemistry/Molecular Biology will be awarded to students who meet the College criteria and whose course work and senior project or internships are of outstanding quality. The award will be conferred by the Biochemistry/Molecular Biology program faculty on those whose scholarly and scientific achievements are judged to be of unusual merit.

### **SPECIAL OPPORTUNITIES**

For the senior research project, students have the opportunity to carry out research on campus in the laboratory of a faculty member. This might result in publication of work as well as presentation at a conference. There are several sources of financial support for students to attend conferences. For the senior internship, students may choose to perform off-campus work in government, university or industrial laboratories. Examples of these have included regional internships at the Federal Aviation Administration Technical Center and State Police Crime Lab as well as research projects carried out by students through the National Science Foundation Research Experience for Undergraduates program. Students can apply for this program and be paid a stipend to carry out a research project at a university. In addition, Stockton's Washington Internship program offers opportunities for placement in institutions such as National Institutes of Health, National Science Foundation and Walter Reed Army Medical Hospital. Academic credit will be granted for such experience, provided it contributes significantly to the student's intellectual development. An outstanding opportunity is participation in Stockton's International Education experience. Stockton also has an articulation agreement with the Ernest Mario School of Pharmacy at Rutgers, so that students can complete courses in the BCMB major for two or three years and then transfer to Rutgers. Students apply and are accepted into this program directly from high school and earn a B.S. degree in BCMB from Stockton and a Doctor of Pharmacy degree from Rutgers.

### **SAMPLE CURRICULUM**

#### **Freshman year**

##### *First semester (Fall)*

Chemistry I (CHEM 2110)  
Chemistry I lab (CHEM 2115)  
Cells and Molecules (BIOL 1200)  
Cells and Molecules lab (BIOL 1205)  
Calculus I (MATH 2215)

##### *Second semester (Spring)*

Chemistry II (CHEM 2120)  
Chemistry II lab (CHEM 2125)  
Biodiversity and Evolution (BIOL 1400)  
Biodiversity and Evolution Lab (BIOL 1405)



## **Sophomore year**

### *First semester (Fall)*

Chemistry III (CHEM 2130)  
Chemistry III lab (CHEM 2135)  
Physics for Life Sciences I (PHYS 2110)  
Physics for Life Sciences lab (PHYS 2115)  
Genetics (BIOL 2110)  
Genetics Lab (BIOL 2115)

### *Second semester (Spring)*

Chemistry IV (CHEM 2140)  
Chemistry IV lab (CHEM 2145)  
Physics for Life Sciences II (PHYS 2120)  
Physics for Life Sciences II lab (PHYS 2125)  
Plant Physiology or other advanced Biology course

## **Junior year**

### *First semester (Fall)*

Biochemistry (BIOL/CHEM 3250)  
Microbiology (BIOL 3170)  
Physical Chemistry (BIOL 3410)

### *Second semester (Spring)*

Biochemistry Lab Methods (BIOL/CHEM 3550)  
Biotechnology (BIOL 4215)

## **Senior Year**

### *First semester (Fall)*

Advanced Biology course  
Senior project/Internship

### *Second semester (Spring)*

Advanced Chemistry course

## **CAREER OPPORTUNITIES**

Students who earn degrees in this field have a variety of options for employment or higher education. They can pursue careers in the pharmaceutical, forensics, or biotechnology industries. Other graduates have also gone on to become teachers. Students with a degree in this field could also pursue advanced study in medicine, dentistry, veterinary medicine or complete graduate degrees in microbiology, cellular biology, biochemistry or molecular biology.

## **INFORMATION ABOUT THE PROGRAM**

Biochemistry/Molecular Biology

Sub-coordinator

The Richard Stockton College of New Jersey

101 Vera King Farris Drive

Galloway, NJ 08205-9441

Phone: (609) 652-4546

Dean of Enrollment Management

The Richard Stockton College of New Jersey

101 Vera King Farris Drive

Galloway, NJ 08205-9441

Phone: (609) 652-4261

For additional, current information, visit the BCMB Web site under Undergraduate Programs at [www.stockton.edu](http://www.stockton.edu).

For current, detailed course descriptions, go to the [Online Catalog](#).

## BIOLOGY

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### IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

#### THE FACULTY

**Adam A. Aguiar (2011)**, Assistant Professor of Biology; Ph.D., University of Delaware; B.S., Fairleigh Dickinson University; molecular biology and genetics

**Patrick J. Baker (2011)**, Visiting Assistant Professor of Biology; Ph.D., M.S., Miami University; B.A., Bard College; physiological ecology, herpetology, conservation biology.

**Guy F. Barbato (2010)**, Visiting Assistant Professor of Biology; Ph.D., M.S., Virginia Tech; B.S., Wilkes College; genetics, genomics, physiological genetics, systems biology.

**David W. Burleigh (2005)**, Associate Professor of Biology; Ph.D., Old Dominion University and Eastern Virginia Medical School; M.S., Louisiana State University; B.S., California State University; reproductive biology, placental biology.

**Tim A. Haresign (1993)**, Associate Professor of Biology; Ph.D.; University of Connecticut at Storrs; B.S., State University College of New York at Plattsburgh; neuroscience, animal behavior, bioacoustics, evolutionary psychology, cognitive science, issues of diversity.

**Tara Harmer Luke (2005)**, Associate Professor of Biology; Ph.D., Johns Hopkins University; B.A., Boston University; molecular systematics, biology of deep sea hydrothermal vents, symbiosis, bioinformatics, prokaryotic transcription, marine microbial ecology.

**Daniel Hernandez (2005)**, Associate Professor of Biology; Ph.D., M.A., Rutgers, The State University of New Jersey; B.S., The Richard Stockton College of New Jersey; A.S., Middlesex County College; conservation biology, ornithology, biology of horseshoe crabs, terrapins, wildlife management.

**Ron S. Hutchison (2005)**, Associate Professor of Biology; Ph.D., University of Illinois; B.A., Kenyon College; cell and molecular biology, photosynthesis, plant biology, algal responses to cold environments, polar biology, climate change.

**Michael R. Lague (2006)**, Associate Professor of Biology; Ph. D., The State University of New York at Stony Brook; B.A., New York University; biological anthropology, human evolution, skeletal biology, morphometrics, size and scaling, vertebrate paleontology.

**Margaret E. Lewis (1996)**, Associate Professor of Biology; Ph.D.; State University of New York At Stony Brook; B.A., Rice University; paleontology, vertebrate anatomy, anthropology, paleoecology, evolutionary biology, forensics.

**William A. Rosche (2007)**, Assistant Professor of Biology; Ph.D., Texas A&M University; B. A., DePauw University; microbiology, molecular genetics, bioremediation, microbial ecology.

**Ekaterina G. Sedia (2001)**, Associate Professor of Biology; Ph.D., Rutgers, The State University of New Jersey; B.S., Moscow State University; community and ecosystem ecology, ecological role of non-vascular plants and lichens, environmental philosophy, population and human behavioral genetics.

**Linda Smith (1999)**, Associate Professor of Biology; Ph.D.; Rutgers, The State University of New Jersey; B.S., Millersville University; B.A., The Pennsylvania State University; conservation biology, sustainable agriculture, ecological physiology, behavioral ecology.

**Peter Straub (1994)**, Professor of Biology; Ph.D., M.S., University of Delaware; B.S., The Richard Stockton College of New Jersey; plant physiology, plant molecular biology, plant population genetics, environmental stress, beach and salt marsh plants.

**Ralph E. Werner (1997)**, Associate Professor of Biology, Health Professions Advisor; V.M.D., University of Pennsylvania; physiology, pathology, pathophysiology, anatomy, parasitology, medicine, human health, alternative medicine.

**Karen York (1995)**, Associate Professor of Biology; Ph.D., University of Pennsylvania; B.S., Western Kentucky University; genetics, molecular genetics and microbiology.

**Melissa Zwick (2006)**, Visiting Assistant Professor of Biology; Ph.D., University of Kentucky; B.S., Plattsburgh State University of New York; neurobiology, human anatomy, vertebrate physiology, toxicology, science education.

## **ASSOCIATED FACULTY**

**Eva Baranowski (1991)**, Biology Professional Services Specialist; M.S. (University of Massachusetts, Amherst; B.A., University of Massachusetts, Boston.

**John J. Connor (1984)**, Professor of Writing; Ph.D., University of Florida; M.A., Seton Hall University; B.A., Franklin and Marshall College; biology of birds, composition, journalism, science journalism, natural history.

**William J. Cromartie, Jr. (1974)**, Associate Professor of Environmental Science; Ph.D., Cornell University; B.A., St. John's College; general ecology, entomology, population biology, aquatic ecology.

**Richard P. Hager (1974)**, Associate Professor of Marine Science; Ph.D., University of New Hampshire; B.S., Bates College; marine ecology, general and population ecology, invertebrate zoology, biology of amphipod crustaceans, ecology of beaches.

**Matthew Landau (1987)**, Professor of Marine Science; Ph.D., Florida Institute of Technology; M.S., Long Island University; B.S., St. John's University; aquaculture, tropical marine biology, crustacean biology, general evolutionary theory, comparative physiology and toxicology, biometry, biochemistry.

**Mark Sullivan (2006)**, Associate Professor of Marine Science; Ph.D., University of Miami; M.S., State University of New York at Stony Brook; B.S., Tulane University; marine ecology, ichthyology, early life history of fishes, fisheries oceanography, climate change, fisheries management.

**George Zimmermann (1982)**, Professor of Environmental Science; Ph.D., Rutgers, The State University of New Jersey; M.S., Utah State University; B.S., Cook College, Rutgers, The State University of New Jersey; forest ecology, ecological forest management, silviculture, wildlife-forest interactions, quantitative methods in ecology.

## **PROFESSORS EMERITI**

**Sandra Hartzog Bierbrauer (1971)**, Professor Emerita of Genetics; Ph.D., M.A., B.S., University of Massachusetts at Amherst; human genetics and evolution, ethnobotany, bio-archaeology.

**Richard Colby (1971)**, Professor Emeritus of Cell Biology; Ph.D., University of California, Berkeley; S.B., Massachusetts Institute of Technology; cell and molecular biology, microscopy, tissue culture, biochemistry, environmental chemistry, mechanisms of movement in muscle and amoeboid cells, differentiation of cells in culture, lipid metabolism.

**Rosalind Herlands (1974)**, Professor Emerita of Biology; Ph.D., University of California, Irvine; B.A., Stanford University; developmental biology, cell biology, embryology, immunology; histology, molecular biology studies on diamondback terrapins, bioethics, women's studies.

**Roger C. Wood (1971)**, Professor Emeritus of Zoology; Ph.D., Harvard University; B.A., Princeton University; conservation biology, vertebrate paleontology, evolution, zoogeography, systematics.

## **INTRODUCTION**

The Biology (BIOL) program offers Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) degrees and a Biology minor in order to (1) prepare students for a variety of careers in biological science; (2) provide a background of skills, attitudes and knowledge needed for further study in professional and graduate schools; and (3) promote enjoyment and appreciation of the organisms that populate our planet. Biology courses emphasize the diversity of life-forms that have evolved and the wide range of levels at which they can be studied: molecular to ecosystem. Many courses have laboratory and/or field components, and seminar, tutorial or independent project modes of instruction are also utilized. The program takes advantage of the College's 2,000-acre setting in the New Jersey Pine Barrens close to the Atlantic Ocean. It is an area rich with diverse terrestrial, estuarine and marine habitats. Nearby are the Forsythe National Wildlife Refuge and many other federal, state, county and private wildlife preserves, in addition to research facilities on campus. The College has its own Marine Science and Environmental Field Station. The laboratory complex on campus includes a greenhouse, animal facilities, environmental growth chambers, fossil/extant vertebrate and invertebrate collections, computer apparatus for

physiological studies, light microscopes of many descriptions, plant and animal tissue culture facilities, and modern biological instrumentation including centrifuges, thermocyclers, and instrumentation for automated DNA sequencing.

### **ADMISSION TO THE PROGRAM**

The Biology program welcomes all interested Stockton students. Early declaration of a Biology major is advisable. To be assigned a biology preceptor, students should see the Center for Academic Advising or the desired preceptor and file the declaration of major (or minor) and preceptor form available from the Center for Academic Advising. High school students preparing for a career in biology should take at least three years of college-preparatory mathematics, three years of college-preparatory science (especially chemistry), and four years of college-preparatory English. Computer skills are helpful and a foreign language is also recommended. Before students are accepted as Biology majors or minors, they must demonstrate math readiness in ONE of the following ways:

- MATH SAT > 550 or ACT score of >24 **OR**
- Accuplacer test score >55 **OR**
- Any Stockton MATH acronym course with a grade of C or better, or GEN 1126 with a grade of C or better, or GNM 1125 with a grade of C or better.

Students interested in taking the Accuplacer test may contact the Center for Academic Advising to arrange the test. Beginning science students who lack adequate backgrounds may find it necessary to take basic skills courses before starting the core biology and chemistry sequences. Such students may have to complete more than the 128 required credits and study for more than four years to meet the Biology program's degree requirements.

### **GRADUATION REQUIREMENTS**

For a Bachelor of Arts (B.A.) or a Bachelor of Science (B.S.) Degree, 128 total credits.

### **REQUIREMENTS FOR BOTH B.A. AND B.S. DEGREES**

*Required Program Courses (BIOL Core)*

BIOL 1200 and 1205 (Cells and Molecules, Lab)

BIOL 1400 and 1405 (Biodiversity and Evolution, Lab)

BIOL 2110 and 2115 (Genetics, Lab)

The pass/fail option for grading is not acceptable for the above core courses; a minimum letter grade of C, or better, must be earned in order to continue. A grade of C- is not acceptable.

BIOL 3600 (Preparation for Research) Recommended in the sophomore year.

BIOL 4600 (Biology Seminar)

At least one plant course. The required plant course could include any of the following:

BIOL 2120 (Botany),

BIOL 3180 (Plant Physiology),

BIOL 3365 (Economic Botany),

BIOL 3370 (Medical Botany)

BIOL/ENVL 3414 (Plant Ecology),

BIOL 3417/ENVL 3416 (Dendrology),

MARS 3335 (Marine Botany),

MARS 3336 (Marine Plant Ecology),  
BIOL/MARS 3416 (Tropical Marine Biology) by request.  
BIOL 3467 (Tide March Ecology)

*Elective Program Courses*

Upper Level Electives:

At least three 4-credit courses at 3000-4000 level (not including BIOL 4800/4900). The pass/fail option for grading is not acceptable for the above courses; they must be taken for a letter grade. (Independent studies and Internships do not fulfill the Upper Level Elective requirement).

Additional Biology (and related life science) courses for a total of 32 Biology credits (B.A.), or 40 Biology credits (B.S.). A senior project or internship (BIOL 4800 or 4900) is recommended, but is required only for those students wishing to be considered for graduation with Program Distinction.

*Required Cognate Courses (Cognate Core)*

CHEM 2110 and 2115 (Chemistry I Gen. Principles, Lab)

CHEM 2120 and 2125 (Chemistry II Organic Structure, Lab)

The pass/fail option for grading is not acceptable for the above courses; they must be taken for a letter grade.

Required chemistry courses should be taken concurrently with introductory biology sequence.

*Additional Cognate Courses*

MATH 1100 or 2215 (Pre-calculus or Calculus I)

Math should be taken as early in the program as possible since it is a key tool for any scientific program and a prerequisite for BIOL 2110 (Genetics). Students pursuing a Math sequence are encouraged to complete the sequence in a timely manner to avoid erosion of skills. Students with poor Math preparation will be expected to complete BASK Math or select an appropriate lower level math with their preceptor before attempting Pre-calculus. Students with good high school preparation are encouraged to begin with Calculus.

**STUDENTS GRADUATING WITH A B.S. IN BIOLOGY MUST TAKE AT LEAST THREE COURSES FROM THE FOLLOWING LIST:**

- 1) CHEM 2130/2135 Chemistry III—Organic Reactions and Lab
- 2) CHEM 2140/2145 Chemistry IV—Theory and Application and Lab
- 3) CHEM 3250 Biochemistry
- 4) PHYS 2110/2115 Physics for Life Sciences I and Lab or PHYS 2220/2225 Physics I and Lab
- 5) PHYS 2120/2125 Physics for Life Sciences II and Lab or PHYS 2230/2235 Physics II and Lab

Physics, additional Chemistry, additional Mathematics (especially statistics), CSIS 1206, ENVL 2400, PSYC 2241 or BIOL 3105, Geology and other appropriate science courses for a total of 32 cognate credits (B.A.) or 40 cognate credits (B.S.)

For College General Studies (“G-course”) distribution requirement, see General Studies section of this *Bulletin* for full details (total of 32 credits).

Additional General Studies courses or program courses “at some distance” from biology (foreign language is particularly recommended) should total 32 credits (B.A.) or 16 credits (B.S.).

College writing and quantitative reasoning requirements are included in all of the above courses.

A grade of C or better is required in each core Biology course. A grade point average of 2.0 or higher is required in Biology and cognate courses. Biology and cognate courses should be selected carefully with the help of a preceptor. Many ENVL and MARS courses are also BIOL courses and some social science and professional studies courses can be used as cognates, on a case-by-case basis. Some BIOL courses are offered as a service to students in other degree programs and are not acceptable towards the degree in Biology (e.g. BIOL 1180, Functional Human Anatomy).

Biology is a broader discipline than most other sciences, leading to many elective courses in the curriculum. Therefore a preceptor’s guidance is important for bringing coherence to the selection of courses.

***STUDENTS GRADUATING WITH A B.S. IN BIOLOGY MUST TAKE AT LEAST THREE COURSES FROM THE FOLLOWING LIST:***

- 1) CHEM 2130/2135 Chemistry III—Organic Reactions and Lab
- 2) CHEM 2140/2145 Chemistry IV—Theory and Application and Lab
- 3) CHEM 3250 Biochemistry
- 4) PHYS 2110/2115 Physics for Life Sciences I and Lab or PHYS 2220/2225 Physics I and Lab
- 5) PHYS 2120/2125 Physics for Life Sciences II and Lab or PHYS 2230/2235 Physics II and Lab

## **SAMPLE CURRICULUM**

### **Freshman Year**

*First Semester (Fall)*

BIOL 1200 and 1205 (Cells and Molecules, Lab)

CHEM 2110 and 2115 (Chemistry I, Lab)

GAH, GEN, GNM or GSS

MATH 1100 (Pre-calculus Mathematics)

or MATH 2215 (Calculus I)



*Second Semester (Spring)*

BIOL 1400 and 1405 (Biodiversity and Evolution, Lab)

CHEM 2120 and 2125 (Chemistry II, Lab)

Freshman Seminar:

General Studies elective: GAH, GEN, GNM or GSS

MATH 2215 (Calculus I) *or*

MATH 2216 (Calculus II) or a Statistics course

**Sophomore Year**

*First Semester (Fall)*

BIOL 2110 and 2115 (Genetics, Lab)

CHEM 2130 and 2135 (Chemistry III, Lab)

General Studies elective or at-some-distance course

PHYS 2110 and 2115 (Physics for Life Sciences I, Lab) *or*

PHYS 2220 and 2225 (Physics I, Lab)

*Second Semester (Spring)*

four courses from:

BIOL 2100 (Ecology)

BIOL 2120 (Botany)

BIOL 2130 (Vertebrate Zoology)

BIOL 2150 (Physiology, Lab) *or*

BIOL 3140 (Vertebrate Embryology)

BIOL 3600 (Preparation for Research)

CHEM 2140 and 2145 (Chemistry IV, Lab) *and*

General Studies or elective or at-some-distance course

PHYS 2120 and 2125 (Physics for Life Sciences II, Lab) *or*

PHYS 2230 and 2235 (Physics II, Lab)

**Junior and Senior Years**

The specific courses taken will depend on the student's interests in biology and on the degree desired (B.A. or B.S.). Advice from a Biology program preceptor is strongly urged.

BIOL 3600 (Preparation for Research) should be taken in the sophomore year. This course is not generally available in the Fall term. Students intending an internship or independent study should plan and prepare well before the start of the senior year, again with guidance from a faculty member.

**CONCENTRATIONS**

Concentration structures are informal and intended only for general guidance in selecting a coherent set of recommended courses that supplement the general requirements above. At the time a concentration is selected, students may wish to switch preceptors to someone best able to provide guidance. **It is recommended that student consult with their Preceptor for guidance in selecting courses.**

### *1. Pre-professional Concentration*

Includes prerequisites for most medical, veterinary, dental, optometry, podiatric, physician assistant, chiropractic, pharmacy, and other schools in the health sciences requiring similar preparation: BIOL and cognate elective recommendations include BIOL 3170 (Microbiology), BIOL 3250 (Biochemistry), BIOL 4800/4900, a full year of General and Organic Chemistry, MATH 2215 (Calculus I), a statistics course, and a year of Physics.

### *2. Pre-Physical Therapy Concentration*

For students intending to apply to a graduate degree program in Physical Therapy. Must complete the following courses and their prerequisites by end of Spring semester in the year of application to graduate school: BIOL 2150/2151 (Physiology, Lab), BIOL 2180/2185 (Human Anatomy, Lab), PSYC 1100 (Introduction to Psychology), and a year of Physics (either Life Science version or the Calculus version). Completion of this concentration does not guarantee admittance to the DPT graduate program at Stockton. Please see the [Physical Therapy-FAQ Web page](#) for prerequisite information and information on the average cumulative GPA and Science GPA of recent DPT admittees.

### *3. Graduate Degree in Physical Therapy Concentration*

For students accepted into the Physical Therapy Graduate program, who will also obtain a B.S. in Biology must select cognate courses including BIOL2150/2151 (Principles of Physiology with lab), BIOL 2180/2185 (Human Anatomy with lab), PSYC 1100 (Introduction to Psychology), a year of Physics, and a statistics course prior to beginning the Physical Therapy Graduate Program. Certain courses that are a required part of the Physical Therapy Graduate program curriculum including BIOL 4150 (Advanced Physiology), BIOL 4230/4231 (Neuroscience, Lab) PHTH 5010 (Human Gross Anatomy, Lab), PHTH 5020 and 5025 (Pathology I and II), MAY be counted as upper-level program courses towards the undergraduate degree if needed, but are not required for fulfillment of the B.S. in Biology.

### *4. Biotechnology Concentration*

For students desiring laboratory careers in the pharmaceutical industry or perhaps graduate study in molecular biology BIOL and cognate electives might include: BIOL 3160 (Developmental Biology), BIOL 3170 (Microbiology), BIOL 3180 (Plant Physiology), BIOL 3190 (Intermediate Cell Biology), BIOL 3250 (Biochemistry), BIOL/CHEM 3350 (Biochemical Lab Methods), BIOL 4110 (Bioinformatics), BIOL 4200 (Immunology), BIOL 4210 (Molecular Genetics), BIOL 4211 (Molecular Evolution), and BIOL 4215 (Biotechnology).

### *5. General/Integrative Concentration*

Students wishing to be “generally” prepared in biology might select courses in Ecology, Evolutionary Biology (e.g. Paleontology), Conservation Biology and various other courses about particular groups of organisms. Students are strongly encouraged to plan and select courses in consultation with their Preceptor.

### *6. Medical Technology Concentration*

For students entering a special dual degree program to earn a B.S. in Biology from RSC and a B.S. in Medical Technology from University of Delaware. Biology electives must include BIOL 2150 (Principles of Physiology), BIOL 3170 (Microbiology). In this concentration, 31 credits of MEDT coursework (with a grade of C or higher) earned at University of Delaware will be accepted to complete the Biology degree. Students in this concentration need to complete all General Studies and

General Education Outcome requirements within their first three years at Stockton.

### **RELATED PROGRAMS AND CONCENTRATIONS**

The Chemistry program offers a Biochemistry/ Molecular Biology major. Students interested in invertebrate animals, algae and other marine organisms might want to consider a Marine Science degree. Students interested in life at the ecosystem level of organization might pursue degrees in Environmental Science or Marine Science. Students preparing for medicine or other health careers should read the guide to premedical and related studies in the *Bulletin*. Students seeking primary or secondary school teaching certification in Biology should consult the Assistant Director of Teacher Education for specific course requirements in Biology, General Studies and Education.

### **TRANSFER STUDENTS**

It is crucial to talk immediately with a program faculty member so that decisions can be made as to the transferability of courses taken elsewhere. Transfer students may need more than 128 credits to complete program requirements.

### **MINOR IN BIOLOGY**

*Course Requirements—20-22 credits*

Core courses:

One year of general biology, including laboratory exercises. BIOL 1200/1205, 1400/1405 or equivalent (8-10 credits)

Genetics, including laboratory BIOL 2110/2115 (4 credits)

One semester each of inorganic and organic chemistry. CHEM 2110/2115, 2120/2125 or equivalent (credits do not count toward minor)

Biology Seminar:

BIOL 4600 (0 credits)

Intermediate/advanced electives:

Any two BIOL 4-credit courses at 3000 or 4000 level other than BIOL 4800/4900 (8 credits).

The core course requirement contributes breadth and the elective component contributes depth in biology. The minor might be of interest to almost any student curious about the living world. Students for whom the minor would fit most easily include those majoring in BCMB, CHEM, ENVL, MARS, PSYC, and PUBH. As with all minors within the School of Natural Sciences and Mathematics, all courses taken within the minor must be completed with a C or better. A C- grade is not acceptable. Additionally, at least the Seminar and the two elective courses must be taken at Stockton.

### **GRADUATION WITH DISTINCTION**

Distinction is bestowed upon students who meet College criteria; who have completed senior projects or internships displaying initiative, critical thinking and methodological skill; and who have presented their project either at the Biology Seminar or have prepared and displayed a poster suitable for a professional meeting.

## **SPECIAL OPPORTUNITIES**

1. Local internships: Mentoring is available at wildlife refuges and other public and private facilities for monitoring, rehabilitating and otherwise studying local wildlife, zoos, museums, aquariums, botanical gardens, hospitals and other healthcare practices and laboratories, nursing homes, the State Police forensic laboratory, the Federal Aviation Authority Technical Center, pharmaceutical companies, environmental testing laboratories, etc.
2. Washington, D.C. Internship: The College participates in a program open to all majors. Biology students have been assigned to the Walter Reed Hospital and Research Center, the Food and Drug Administration, National Institutes of Health laboratories, etc. See Washington Internship Program in the *Bulletin*.
3. Semester abroad: There is a semester- or year-abroad program, in which Biology majors have enjoyed taking classes at universities in Britain, Ireland, Australia, etc. See International Education in the *Bulletin*.
4. Research: Most Stockton faculty maintains research programs involving students.
5. Teaching Certificate: Students who combine a Biology degree with preparation for a teaching career have developed projects to introduce new teaching or laboratory instructional units as part of their practice teaching in a local school.
6. Independent study: Students are invited to approach faculty with ideas for learning topics not included in the regular curriculum, which are then pursued by independent study or tutorial modes of instruction.
7. Minor: The opportunity to combine a Biology degree with a minor in Chemistry, Biochemistry/Molecular Biology, Mathematics, Language, Performing Arts, Economics, etc., is particularly valuable.
8. Certificate Programs: Certificates may be earned in Energy, Forensic Science, Gerontology and Holocaust-Genocide Studies. Certificates indicate that students have successfully completed coursework in these interdisciplinary subjects beyond those completed as part of the Biology degree.

## **ARTICULATION PROGRAMS**

Articulation agreements with medical and dental schools provide options for selected students intending careers in medicine or dentistry. For further information, contact the College Health Professions Advisor.

## **CAREER OPPORTUNITIES**

Biology program alumni report that the largest employment niche for graduates has been the research and development laboratories of pharmaceutical companies and other industries, university research labs and clinics. Graduates also find employment in other industrial and commercial niches (such as pharmaceutical sales) and in the public sector as teachers or as technicians in federal, state, or county laboratories and agencies. Other Biology graduates go on

to professional or graduate school, and several are now faculty members at major universities. Virtually all graduates report the need for frequent use of their writing and computer skills, suggesting that future graduates should take full advantage of Stockton's writing program and opportunity for minors. Many graduates develop careers by combining their preparation in biology with expertise in computer science, library science, drawing, journalistic or creative or technical writing, environmental law, accounting, marketing, management, psychology, etc.

### **INFORMATION ABOUT THE PROGRAM**

Biology Program Coordinator  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-4546

Dean of Enrollment Management  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-4261

For additional, current information, visit the Biology Web site under Undergraduate Programs at [www.stockton.edu](http://www.stockton.edu).

For current, detailed course descriptions, go to the [Online Catalog](#).

## CHEMISTRY

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### IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

#### THE FACULTY

**Rogers G. Barlatt (1980)**, Professor of Chemistry; Ph.D., University of Connecticut; Dip.Ed., University of Sierra Leone; B.S., University of Durham; synthesis and characterization of solid state inorganic materials, electrochemical analysis, physical science education.

**Earl Benjamin III (2011)**, Visiting Assistant Professor of Chemistry; Ph.D., Morgan State University; M.S., Delaware State University; B.S., The Richard Stockton College of New Jersey; environmental chemistry, biochemistry, microbiology.

**Lawrence Boni (2010)**, Visiting Assistant Professor of Chemistry; Ph.D., SUNY at Buffalo; M.A., B.A., CUNY at Queens College; drug delivery via lipid-based systems designed to alter drug pharmacokinetic profiles, buffering of toxicity, increasing drug stability.

**Ada Casares (1987)**, Assistant Professor of Chemistry; Ph.D., M.S., B.S., National University of Mexico; organic synthesis and methodology, stereochemistry.

**Kristen Hallock-Waters (2000)**, Assistant Professor of Chemistry; Ph.D., University of Maryland at College Park; B.S., Long Island University, Southampton College; environmental chemistry, photochemistry, spectroscopic methods for determination of trace pollutants, statistical analysis of long-term pollution data.

**Bruce N. Hietbrink (2009)**, Assistant Professor of Chemistry; Ph.D., University of California, Los Angeles; B.S., Nebraska Wesleyan University; organic chemistry, computational chemistry, organometallics, physical organic.

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

**Elizabeth C. Pollock (2006)**, Assistant Professor of Chemistry; Ph.D., Yale University; B.A., Oberlin College; biochemistry, nuclear magnetic resonance, environmental science.

**Shanthi Rajaraman (2003)**, Associate Professor of Chemistry; Ph.D., Rutgers, The State University; M.S., Indian Institute of Technology; B.S., University of Madras, India; organic chemistry, organic reaction mechanisms, synthetic organic chemistry, heterocyclic chemistry,

**Adam M. Redding (2008)**, Instructor of Chemistry; M.S. (Michigan State University).

**Marc L. Richard (2007)**, Assistant Professor of Chemistry; Sc.D., Massachusetts Institute of Technology; B. S., Northwestern University; materials science, physical chemistry, phase transformations, trace explosive analysis, archaeometallurgy.

**Brian Rogerson (1998)**, Associate Professor of Chemistry; Ph.D., University of Pittsburgh; B.S., Florida International University; biochemistry, molecular immunology, B-lymphocyte immune responses, somatic mutation of antibody genes.

**Louise S. Sowers (1984)**, Associate Professor of Chemistry; Ph.D., M.S., Drexel University; A.B., Rutgers, The State University of New Jersey; chemical impact of energy systems on the environment, pollution analysis, trace analysis, instrumental techniques.

**Aaron Wohlrab (2011)**, Visiting Assistant Professor of Chemistry; Ph. D., University of California, San Diego; B.S., The Richard Stockton College of New Jersey; organic chemistry, total synthesis of natural products.

### **ASSOCIATED FACULTY**

**Tait Chirenje (2003)**, Associate Professor of Environmental Science; Ph.D., University of Florida; M.S., University of Guelph; B.S., University of Zimbabwe; urban trace metal geochemistry, environmental remediation, water chemistry, brownfields characterization.

**Robert J. Olsen (2002)**, Assistant Professor of Computational Science; Ph.D., M.A., Brandeis University; physical chemistry, chemical physics, computational science, chemical kinetics, nonlinear dynamics, combustion, chemometrics.

### **PROFESSORS EMERITI**

**Claude M. Epstein (1971)**, Professor Emeritus of Environmental Science; Ph.D., Sc.M., Brown University; A.B., Hunter College; hydrology, water resources, geomorphology, wetland hydrology, geothermal energy, paleoecology, earth history, invertebrate paleobiology.

**Jonathan S. Griffiths (1972)**, Professor Emeritus of Chemistry; Ph.D., A.M., Duke University; B.A., Gettysburg College; synthetic organic chemistry involving carbanions, investigation of chronic phenomena, “experiential” chemistry, chemical education.

**Edward Paul (1972)**, Professor Emeritus of Chemistry; Ph.D., University of Oregon; B.A., Brandeis University; physical chemistry, chemical physics, thermodynamics, phase diagrams, chemical mechanical polishing, mathematical modeling, scientific models and structures.

### **INTRODUCTION**

The Chemistry (CHEM) program offerings are designed for students who want to become chemists, for those who would like to use chemistry to understand the behavior of living systems, and for those who wish to apply chemistry to problems in physics, geology, environmental science or marine science. It is also an appropriate degree program for students pursuing careers in engineering, medicine, dentistry, veterinary medicine or science teaching at the secondary level. The program seeks to provide students an opportunity to acquire a sound foundation in chemistry, and to see its broader applications. Students are encouraged and expected to develop a comprehensive view of their subject as more than a simple sequence of courses. This requires attention to questions of methodology and intellectual style. Course offerings, laboratory experiments, seminars and independent study in the program are tailored to

the background and goals of the individual student as much as possible. As the student progresses, emphasis shifts from relatively structured classroom and laboratory experiences to activities that require increasing independence and initiative on the student's part.

Undergraduate research is an integral part of the typical experience in the laboratory for juniors and seniors.

### **PROGRAM ORGANIZATION**

Students with a reasonable knowledge of high school algebra (high school chemistry is helpful but not essential) should begin the Chemistry program with CHEM 2110 Chemistry I—General Principles. Students with a weak high school algebra background should begin with MATH 1100 Pre-calculus Mathematics and continue with CHEM 2110 Chemistry I. The CHEM 2110-2140 General and Organic Chemistry I-IV sequence is recommended for all students. Many students in the life sciences who are taking chemistry as a supporting program will find the recommended sequence of CHEM 2110 Chemistry I—General Principles and CHEM 2120 Chemistry II—Organic Structure to be sufficient for their needs. Others might find that CHEM 2140 should be taken AFTER Chemistry I to obtain the equivalent experience of a traditional year-long general chemistry course. The sophomore or junior who transfers to Stockton with a year's course in general chemistry should register for CHEM 2120 Chemistry II—Organic Structure followed by CHEM 2130 Chemistry III—Organic Reactions. All courses in the Chemistry I-IV sequence have associated laboratories. CHEM 3025 Organic Techniques Laboratory, designed to supplement Chemistry III, provides additional experience with organic synthesis and instrumentation. Intermediate-level courses in inorganic chemistry, laboratory methods and physical chemistry are required of all CHEM majors and are appropriate for a variety of other science majors.

Courses such as Environmental Chemistry, Biochemistry and advanced courses in organic Chemistry and biochemistry are offered on a regular basis. A senior project or research-based internship is required of all CHEM majors for graduation. In addition to regularly scheduled courses, the CHEM 4700 Topics series offers students the chance to work on special focus areas, laboratory projects and independent studies by arrangement with and permission of a faculty member. For more information on faculty specialties and interests, see The Faculty.

### **DEGREE OPTIONS**

Studies toward a degree in chemistry are organized into five degree options or concentrations:

1. **B.A. degree**, appropriate as a general introduction to the physical sciences and for employment in chemistry.
2. **B.S. degree**, suitable for employment or graduate study in chemistry and for professional programs in health-related fields.
3. **B.S. degree with American Chemical Society (ACS) Certification**, for those wishing a traditional, intensive background in chemistry. This curriculum of the Chemistry program meets the undergraduate criteria established by the American Chemical Society (ACS) and is included in the ACS list of approved programs. Students who complete the ACS requirements will be certified to the Society upon graduation.



4. **B.S. degree: Environmental Chemistry Concentration**, suitable for those interested in combining training in traditional chemistry with the ability to apply that knowledge to environmental problems. This concentration prepares students for employment or graduate study in this field.
5. **B.S. and B.S.E. Dual-Degree in Chemistry and Engineering**, for those interested in chemical engineering. Stockton has established five-year dual-degree programs in liberal arts/engineering with the New Jersey Institute of Technology (NJIT) and Rutgers University. Under this option, chemistry majors will spend their first three years at Stockton and last two years at NJIT or Rutgers. The dual-degree program is described in more detail in the Engineering program guide.

### **RELATED PROGRAMS**

The field of Biochemistry/Molecular Biology is the interface of Chemistry and Biology. Students interested in this area can study it from either of these basic starting points. A description of graduation requirements for the Biochemistry/Molecular Biology major (BCMB) is included in a separate chapter in the *Bulletin*.

### **ADMISSION TO THE PROGRAM**

There are no formal prerequisites for admission to the Chemistry program. Chemistry is based in large measure on physics and mathematics. These subjects are very much a part of the chemist's thinking. The student with more than a casual interest in chemistry is, therefore, encouraged to develop, in high school, a solid background in the physical sciences and mathematics. The development of oral and written communication skills is also encouraged. The student whose background in these areas requires strengthening will be advised individually in the design of a program tailored to his/her needs.

### **GRADUATION REQUIREMENTS**

Although requirements are adjusted to suit the background and goals of each individual, the typical student in the program will choose to follow one of the specific program concentrations. In addition to the college's general education requirements, as described in the *Bulletin*, CHEM majors are expected to complete the following courses:

1. 40 credits in Chemistry, including the core chemistry courses consisting of General and Organic Chemistry I-IV with labs, Organic Techniques Laboratory, Inorganic Chemistry, Lab Methods I and II, and Physical Chemistry I and II. A GPA of 2.00 or better is required in all chemistry courses with no grade lower than a C- in any of these courses. For those students in the ENVL/CHEM concentration, a 2.00 or better GPA is required in all Chemistry courses and Environmental Science courses, with no grade lower than C- in any of these courses:

CHEM 2110/ Chemistry I—General 2115 Principles and Lab  
CHEM 2120/ Chemistry II—Organic 2125 Structure and Lab  
CHEM 2130/ Chemistry III—Organic 2135 Reactions and Lab  
CHEM 2140/ Chemistry IV—Theory and Applications 2145 and Lab  
CHEM 3025 Organic Techniques Lab  
CHEM 3110 Inorganic Chemistry

CHEM 3310 Lab Methods I—Analysis  
CHEM 3320 Lab Methods II—Instrumental  
CHEM 3410 Physical Chemistry I  
CHEM 3420 Physical Chemistry II

2. A year of calculus and a year of physics, with lab.

MATH 2215 Calculus I  
MATH 2216 Calculus II  
PHYS 2220/2225 Physics I and Lab  
PHYS 2230/2235 Physics II and Lab

3. At least one semester of CHEM 4600, Chemistry Seminar. Students are encouraged to enroll in the Chemistry Seminar well before their senior year.

4. An independent project or research-based internship that may involve original laboratory work culminating in a written and oral Senior Project Report.

CHEM 4800 Senior Project or CHEM 4900 Internship

5. Electives associated with particular concentrations.

For the **B.A. and B.S.** options: Additional elective courses to bring the total to a minimum of 64 (for the B.A. degree) or 80 (for the B.S. degree) credits in Chemistry Or In Chemistry Related Courses From Supporting Programs Like Biology, Biochemistry/Molecular Biology, Physics, Mathematics, Geology, Marine Science, Environmental Science Or Computer Science And Information Systems.

For the **American Chemical Society (ACS) certified B.S. concentration:** elective courses must include: BIOL 1200/1205 Cells and Molecules with Laboratory, CHEM 3250 Biochemistry, and a research-intensive Senior Project or Internship. A total of 44 credits in CHEM courses are required for the B.S. degree with ACS certification.

For the **B.S. Degree, Environmental Chemistry concentration:** A Chemistry Core (consisting of General Chemistry I-IV with labs, Lab Methods I and II, Environmental Chemistry, and Atmospheric Chemistry plus a Senior Project or Internship related to Environmental Chemistry), an Environmental Science Core (consisting of Environmental Issues, Soil Science, Pollution Systems and Solutions, and Hydrology or Groundwater Hydrology), Calculus I and Physics for Life Sciences I and II, plus additional elective courses chosen from an approved list to bring the total to at least 80 credits of science related program courses.

For the **B.S. and B.S.E.** dual-degree, certain additional courses are specified, including Calculus III and Differential Equations, which may be taken instead of Chemistry II and Chemistry III, while Modern Physics may replace Physical Chemistry II. Additional courses in basic engineering are also required. Students may complete Inorganic Chemistry and Laboratory Methods II at either Stockton or at NJIT or Rutgers. Work in the Engineering program at NJIT or Rutgers will fulfill other CHEM requirements including the Senior Project.

## **CURRICULUM FOR THE B.S. DEGREE IN CHEMISTRY**

The B.S. degree requires 80 credits in program and cognate (supporting) courses. At a minimum, a student must take 64 science credits for the B.A. degree. There are several variations possible in the selection and sequence of courses in the junior and senior years. Since flexibility is based on preparation, it is very important to complete the calculus sequence as early as possible. In many cases, the student and the program preceptor can construct a curriculum to meet special skills and goals.

### **Freshman**

*Fall*

Calculus I  
Chemistry I  
General Studies (16 credits)

*Spring*

Calculus II  
Chemistry II

### **Sophomore**

*Fall*

Chemistry III  
Physics I  
General Studies (12 credits)

*Spring*

Chemistry IV  
Organic Techniques Lab  
Physics II  
Chemistry Seminar

### **Junior**

*Fall*

Physical Chemistry I  
Lab Methods I  
Program/Cognate Electives (4 credits)  
General Studies (12 credits)  
Chemistry Seminar

*Spring*

Physical  
Chemistry II  
Lab Methods II

## Senior

### *Fall*

Inorganic Chemistry

Program/Cognate Electives (10 credits)

Chemistry Seminar (If not previously taken)

General Studies (8 credits)

### *Spring*

Senior Project

## MINOR IN CHEMISTRY

In order to encourage students to pursue depth in their studies, the program faculty offers certification of a minor in chemistry to students, who complete 26 credits with the following requirements:

The Chemistry Minor is not available to Chemistry or Biochemistry/Molecular Biology majors.

<i>Introductory Core</i>		<i>Credits</i>
CHEM 2110/2115	Chemistry I and Lab	5
CHEM 2120/2125	Chemistry II and Lab	5
CHEM 2130/2135	Chemistry III and Lab	4
CHEM 2140/2145	Chemistry IV and Lab	4
<i>Intermediate Core</i>		
One of the following three courses:		
CHEM 3035	Survey of Instrumentation	4
CHEM 3110	Inorganic Chemistry	4
CHEM 3310	Laboratory Methods I	4
CHEM 3350	Biochemical Lab Methods	4
CHEM 3520	Advanced Organic Chemistry with Organic Techniques Laboratory CHEM 3025 (both CHEM 3520 and CHEM 3025 must be taken to meet the Intermediate core requirement)	4

### *Intermediate/Advanced Elective 4*

One additional 4-credit CHEM course at the 3000 or 4000 level.

Appropriate elective courses for the CHEM minor include Inorganic, Physical, Environmental, Advanced Organic Chemistry or Biochemistry, Laboratory Methods II, and Topics in Chemistry or Independent Study offerings.

A GPA of 2.00 or better is required in these courses, with no grade lower than a C-. Transfer students must complete the credits beyond the introductory core at Stockton.

## **GRADUATION WITH DISTINCTION**

A Bachelor of Science degree with distinction in Chemistry will be awarded to students who meet college criteria and whose course work and senior projects are judged by the Chemistry program faculty to be of outstanding quality. The award will be conferred by the Chemistry program faculty on those whose scholarly and scientific achievements are judged to be of unusual merit.

## **SPECIAL OPPORTUNITIES**

Many Chemistry students choose to perform off campus work in a government, university or industrial laboratory, often as part of the National Science Foundation Research Experience for Undergraduates (NSF-REU) program. In addition, Stockton's active Washington Internship Program offers particular opportunities for placements in institutions like the National Academy of Sciences, the National Institutes of Health, or the National Institutes of Standards and Technology, located in the Washington, D.C. area. Academic credit will be granted for such experience, provided it contributes significantly to the student's intellectual development. Credit will generally be contingent on a comprehensive report submitted after the experience is over. Students may choose to do some or all of their independent projects off campus.

## **CAREER OPPORTUNITIES**

Successful completion of a degree program in Chemistry may be considered the initial step toward employment in industrial- or public-sector positions, including chemical and pharmaceutical manufacturing, sales, testing and evaluation, regulation and basic or applied research. It can also serve as a foundation for advanced study in science, human or veterinary medicine or dentistry, and for teaching at the secondary school or college level. Graduates of Stockton's Chemistry program have, in fact, been successful in all of these areas.

## **INFORMATION ABOUT THE PROGRAM**

Chemistry Program Coordinator  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway NJ 08240-0195  
Phone: (609) 652-4546

Dean of Enrollment Management  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway NJ 08240-0195  
Phone: (609) 652-4261

For additional, current information, visit the [Chemistry Web site](#).

For current, detailed course descriptions, go to the [Online Catalog](#).

## COMPUTATIONAL SCIENCE

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### IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

#### THE FACULTY

**John Russell Manson (2007)**, Associate Professor of Computational Science; Ph.D., University of Glasgow; B. Eng., University of Strathclyde; mathematical models, hydraulics, hydrology, engineering, earth science, rivers, estuaries, coasts.

**Robert J. Olsen (2002)**, Assistant Professor of Computational Science; Ph.D., M.A., Brandeis University; physical chemistry, chemical physics, computational science, chemical kinetics, nonlinear dynamics, combustion, chemometrics.

**Monir H. Sharobeam (1991)**, Professor of Computational Science; Ph.D., University of Tennessee; M.S., B.S., University of Cairo; mechanical engineering, mechanics of materials, fracture mechanics, finite element methods, computer-aided drafting and design.

#### ASSOCIATED FACULTY

**Vincent Cicirello (2005)**, Associate Professor of Computer Science; Ph.D., Carnegie Mellon University; M.S., B.S., Drexel University; artificial intelligence, computational intelligence, evolutionary computation, machine learning, multi-agent systems, operations research, software engineering.

**Tara Harmer Luke (2005)**, Associate Professor of Biology; Ph.D., Johns Hopkins University; B.A., Boston University; molecular systematics, biology of deep sea hydrothermal vents, symbiosis, bioinformatics, prokaryotic transcription, marine microbial ecology.

**Ron S. Hutchison (2005)**, Associate Professor of Biology; Ph.D., University of Illinois; B.A., Kenyon College; cell and molecular biology, photosynthesis, plant biology, algal responses to cold environments, polar biology, climate change.

**Michael R. Lague (2006)**, Associate Professor of Biology; Ph. D., The State University of New York at Stony Brook; B.A., New York University; biological anthropology, human evolution, skeletal biology, morphometrics, size and scaling, vertebrate paleontology.

**Saralyn Mathis (1999)**, Associate Professor of Computer Science and Information Systems; Ed.D., West Virginia University; M.S., University of Illinois, Champaign-Urbana; B.S., Frostburg State College; database modeling, design, implementation, and application development, operations research theories, computational techniques.

**Suzanne Nezzar (2005)**, Associate Professor of Mathematics; Ph.D., University of California, Los Angeles; B.S., Santa Clara University; image processing, radial basis functions, spectral methods, radon transform.

**Michael Olan (1999)**, Professor of Computer Science and Information Systems; D.A., Idaho State University; M.S., B.S., Northern Michigan University; networking technologies, object-oriented design, software development for internet applications, computer security.

**Sipra Pal (1986)**, Associate Professor of Physics; Ph.D., Georgetown University; M.S., University of Delhi; B.S., University of Calcutta; solid state physics, theoretical surface physics, mathematical physics, energy studies and computational modeling.

**Brandy Lynn Rapatski (2005)**, Associate Professor of Mathematics; Ph.D., University of Maryland; M.S., B.A., New Jersey Institute of Technology; mathematical epidemiology, mathematical biology, differential equations.

**Juan Tolosa (1988)**, Professor of Mathematics; Ph.D., Patrice Lumumba University, USSR; local and global theory of dynamical systems, retarded and neutral functional differential equations, ordinary differential equations, maps of intervals, chaos.

**Judith Vogel (2001)**, Associate Professor of Mathematics; Ph.D., Temple University; S.M., Massachusetts Institute of Technology; B.A., Williams College; numerical analysis, numerical linear algebra, iterative methods.

**Chia-Lin Wu (1996)**, Associate Professor of Mathematics; Ph.D., University of California, Irvine; M.A., California State University at Long Beach; B.S., National Kao-Shiung Normal University; probability and statistics, queuing networks, ATM networks performance and evaluation, optimization.

George Zimmermann (1982), Professor of Environmental Science; Ph.D., Rutgers, The State University of New Jersey; M.S., Utah State University; B.S., Cook College, Rutgers, The State University of New Jersey; forest ecology, ecological forest management, silviculture, wildlife-forest interactions, quantitative methods in ecology.

## PROFESSORS EMERITUS

**Douglas Lessie (1975)**, Professor Emeritus of Physics; Ph.D., University of Pittsburgh; M.S., University of Vermont; B.S., Queens College, City University of New York; solid-state physics, surface physics, quantum theory, nonlinear physics, physics education.

**Murray R. Kirch (1972)**, Professor Emeritus of Computer Science and Mathematics; Ph.D., M.S., Lehigh University; A.B., Temple University; information assurance and security, software engineering, computational science and numerical analysis, theory of computation, computer algorithms, artificial intelligence, mathematics of risk.

## INTRODUCTION

The use of computers to acquire insight into scientific problems has grown steadily since the creation of the first general-purpose computing machine. The scope of applications has increased as a direct result of the increase in both computational power and the availability of computational resources. It can now be said that computation stands alongside experiment and theory as a third pillar of science. Presently, the majority of scientists and engineers have

received limited formal computational training during their undergraduate education. In many cases, this training does not include any exposure to specialized topics such as numerical analysis or numerical methods in the sciences. Steady progress in science depends strongly on a more systematic approach to training future scientists and engineers in the effective use of computers in scientific and engineering applications. Computational science provides the framework for such an approach by applying techniques from mathematics and computer science to the sciences and offering them to the student in an organized curriculum.

Demand for engineers and scientists with computational skills are growing in many corporations. Employment prospects for computational scientists can be estimated using the data contained in the *Monthly Labor Review*, which is published by the U.S. Department of Labor Bureau of Labor Statistics (BLS). Overall employment categories in this journal describing occupations closest to computational scientist are “Computer and mathematical science occupations,” “life scientists,” and “physical scientists.” The first category includes both traditional computer scientists and computational scientists, while the latter two categories include computational scientists and more traditional scientists who do not use computational analysis to the same extent as true computational scientists. The *Monthly Labor Review* for November of 2007 projects that between 2006 and 2016 employment for “computer and mathematical science occupations” will grow the fastest among all professional and related occupations with an expected increase of 24.8%. The same publication projects that employment for “life scientists” and “physical scientists” will grow by 12.8% and employment for “physical scientists” will grow by 15.7%. In addition the [November 2009 Monthly Labor Review](#) listed computer software engineers and applications as one of the occupations with the projected largest job growth between 2008 and 2018. This category includes computational scientists and is expected to experience a growth of about 34% which is much higher than the average for all occupations.

## **PROGRAM ORGANIZATION**

The Computational Science (CPLS) Program at Stockton is both an interdisciplinary five-year B.S./M.S. dual-degree program and an interdisciplinary four-year B.S. program. A student entering the program will acquire substantial knowledge in the sciences of his or her interest by taking courses offered in existing School of Natural Sciences and Mathematics (NAMS) programs: Biochemistry/Molecular Biology, Biology, Chemistry, Environmental Science, Geology, Mathematics, Marine Science and Physics. This knowledge will be augmented by an introduction to sophisticated computational software and programming tools whose mastery will allow the student to explore problems in the sciences whose intractability has placed them outside the scope of existing courses. Students will also develop skills in data analysis, presentation, and visualization skills that will permit them to visualize results and compare them with actual laboratory measurements. The course work will be supplemented by special projects and/or internships with local industry to provide a capstone experience for our students in both programs. Both programs include concentrations in various science areas and mathematics. The undergraduate curriculum contains a strong balance of courses in science, mathematics, computer science and computational science with emphasis on research in the fourth year. Year five of the dual-degree program is designed to enhance the research experience by providing continuity with the undergraduate research project, as well as adding a new professional dimension to the student’s learning experience in computational science.



To earn a Bachelor's degree in Computational Science, students must complete a minimum of 128 credits. To earn a Bachelor's and Master's degree in Computational Science, students must complete a minimum of 153 credits including 30 at the graduate level. Six of the graduate credits will be completed in the fourth year of the dual-degree program and the other 24 will be completed in the fifth year.

## THE CURRICULUM

### The First Four Years

#### I- Basic Core Requirements (35 credits)

CPLS 2110 Introduction to Computational Science	(4)
CPLS 2120 Introduction to Computational Modeling	(4)
CSIS 2101 Programming and Problem Solving I	(4)
CSIS 2102 Programming and Problem Solving II	(4)
MATH 2215 Calculus I	(5)
MATH 2216 Calculus II	(5)
MATH 2216 Calculus III	(5)
MATH 3323 Linear Algebra	(4)

#### II- Cognate and Concentration Requirements (29 to 32 credits)

These include seven science/math courses outside computational science with at least two at the junior level or above. These courses are given below.

##### Biology Concentration (31 Credits)

BIOL 1200/1205 Cells and Molecules/lab	(5)
BIOL 1400/1405 Biodiversity and Evolution/lab	(5)
CHEM 2110/2115 Chem I/lab	(5)
BIOL 2110/2115 Genetics/lab	(4)
2000 level or above Science or Math elective	(4)
Upper level biology electives	(8)

##### Math Concentration (32 Credits)

PHYS 2220/2225 Physics I/lab	(6)
PHYS 2230/2235 Physics II/lab	(6)
MATH 3328 Differential Equations	(4)
2000 level or above Science or Math elective	(4)
3000 or higher level science elective	(4)
4000 level two math electives	(8)

##### Physics Concentration (32 credits)

PHYS 2220/2225 Physics I/lab	(6)
PHYS 2230/2235 Physics II/lab	(6)
PHYS 3010 Physics III	(4)
2000 level or above Science or Math elective	(4)
MATH 3328 Differential Equations or PHYS 3350 Mathematical Physics	(4)

Upper level physics electives (8)

A student may take CSIS3101 Data Structures in lieu of an upper level concentration elective, in which case. Discrete Math may need to be taken at least one semester before

### **III- General Education Courses (48 credit hours)**

Students are required to complete 48 credit hours in general education (see the General Studies requirements in the bulletin). It is also recommended that one of these courses has a strong emphasis on Statistics.

### **IV- Advanced Core Requirements:**

The Four-year B.S. Program (13–16 credits):

CPLS 3410 Computational Nonlinear Systems or	
CPLS 3420 Bioinformatics	(4)
MATH 4461 Numerical Analysis	(4)
CPLS 4800/4900 Research Project/Internship	
(Two semesters)	(4-6)

The Dual-degree B.S./M.S. Program:

CPLS 3410 Computational Nonlinear Systems or	
CPLS 3420 Bioinformatics	(4)
MATH 4461 Numerical Analysis	(4)
CPLS 4800/4900 Research Project/Internship	(2)
CPLS 5210 Advanced Computational Linear Systems <sup>1</sup>	(3)
CPLS 5110 Computer Science for Modeling and Simulation <sup>2</sup>	(3)

The B.S. in Computational Science is awarded upon the completion of the fourth year of the program. Qualified students in the dual-degree program advance to the fifth year of the program.

### **The Fifth Year of the Dual-degree Program (24 credits)**

CPLS 5200 Scientific Visualization <sup>1</sup>	(3)
CPLS 5440 Advanced Parallel Computing <sup>2</sup>	(3)
CPLS 5xxx Four graduate electives	(12)
CPLS 5800/5900 Research Project/Internship	
(Two semesters)	(6)

1, 2 : Courses can alternate

### **ELIGIBLE STUDENTS**

Students admitted to Stockton can elect an undergraduate major in Computational Science as they would any other undergraduate major at the college. They will be fully matriculated into the program and have the option of pursuing either the four year B.S. program or the five-year B.S./M.S. dual-degree program. Students interested in the dual-degree program must declare their intention early in the Spring semester of their junior year of the program. They are required then to complete the accelerated dual-degree acceptance form and submit it to the program coordinator. Only students with a cumulative GPA of 3.0 with at least a B average in science, mathematics, computational science and computer science courses and a grade of at least C in all

core courses will be considered for acceptance into the program. Accepted students will be awarded an early conditional admission to the CPLS Masters' program and be allowed to register for graduate courses during their senior year.

### **PROGRAM DISTINCTION**

The Bachelor of Science degree with distinction in Computational Science will be awarded to students who meet College criteria and whose course work and senior projects are of outstanding quality. The program will consider only those with at least a cumulative GPA of 3.5 in all Computational Science courses, at least a "B" in every 3000 or above science or math course and a grade of A in the senior project for program distinction.

### **INFORMATION ABOUT THE PROGRAM**

Coordinator of the Computational Sciences Program  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone (609) 652-4546

Dean of Enrollment Management  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-4261  
[www.stockton.edu](http://www.stockton.edu)

For current, detailed course descriptions, go to the [Online Catalog](#).

## ENERGY CERTIFICATE

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### IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

#### THE FACULTY

**Nancy L. Ashton (1977)**, Associate Professor of Psychology; Ph.D., M.A., University of Florida; B.A., Smith College; environmental psychology and sustainability, energy conservation behaviors and attitudes, gender and the environment.

**William J. Cromartie, Jr. (1974)**, Associate Professor of Environmental Science; Ph.D., Cornell University; B.A., St. John's College; general ecology, entomology, population biology, aquatic ecology.

**Elizabeth A. Elmore (1972)**, Professor of Economics; Ph.D., M.A., University of Notre Dame; B.A., Saint Mary's College; economics of energy, economics of utility regulation.

**Daniel A. Moscovici (2009)**, Assistant Professor of Environmental Science; Ph.D., M.S., University of Pennsylvania; B.S., Lehigh University; environmental planning, energy and conflict, natural resource management, land use, study abroad pedagogy, international sustainability.

**Sipra Pal (1986)**, Associate Professor of Physics; Ph.D., Georgetown University; M.S., University of Delhi; B.S., University of Calcutta; solid state physics, theoretical surface physics, mathematical physics, energy studies and computational modeling.

**Yitzhak Y. Sharon (1972)**, Professor of Physics and Weinstein Professor of Jewish Studies; Ph.D., M.A., Princeton University; A.B., Columbia University; nuclear energy.

**Louise S. Sowers (1984)**, Associate Professor of Chemistry; Ph.D., M.S., Drexel University; A.B., Rutgers, The State University of New Jersey; chemical impact of energy systems on the environment, pollution analysis, trace analysis, instrumental techniques.

#### PROFESSORS EMERITI

**Richard Colby (1971)**, Professor Emeritus of Cell Biology; Ph.D., University of California, Berkeley; S.B., Massachusetts Institute of Technology; cell and molecular biology, microscopy, tissue culture, biochemistry, environmental chemistry, mechanisms of movement in muscle and ameboid cells, differentiation of cells in culture, lipid metabolism.

**Claude M. Epstein (1971)**, Professor Emeritus of Environmental Science; Ph.D., Sc.M., Brown University; A.B., Hunter College; hydrology, water resources, geomorphology, wetland hydrology, geothermal energy, paleoecology, earth history, invertebrate paleobiology.

**Douglas Lessie (1975)**, Professor Emeritus of Physics; Ph.D., University of Pittsburgh; M.S., University of Vermont; B.S., Queens College, City University of New York; solid-state physics, surface physics, quantum theory, nonlinear physics, physics education.

**Edward Paul (1972)**, Professor Emeritus of Chemistry; Ph.D., University of Oregon; B.A., Brandeis University; physical chemistry, chemical physics, thermodynamics, phase diagrams, chemical mechanical polishing, mathematical modeling, scientific models and structures.

**Lynn F. Stiles (1973)**, Professor Emeritus of Physics; Ph.D., M.S., Cornell University; B.S., State University of New York at Stony Brook; geothermal systems, energy management, solar energy, and environmental physics.

## **INTRODUCTION**

Energy Studies is an interdisciplinary program. It is designed to educate students in the multifaceted problems associated with energy use in our society and to pose methods for possible solutions to problems. Energy prices and supplies have become, and will remain for the foreseeable future, a major concern for homeowners, business people and industry. The majority of residential and commercial buildings in the United States will have their energy efficiency drastically upgraded during the next decade. The geothermal heat pump project at Stockton is serving as a national model for such upgrades. Also, the campus serves as a model for fuel cells, photovoltaic solar electric and advanced aquifer thermal energy storage systems. There will be a demand for “house doctors” and “building doctors” that can diagnose energy inefficiencies and prescribe remedies. There will also be a need for “energy planning” to design community plans and incentive programs. As homeowners and users of energy resources, students will be faced with their own personal need to conserve energy. The energy problem is complex and involves scientific, technological, economical, and political components. Hence, the Energy Certificate program involves faculty from several programs within the College.

## **PROGRAM ORGANIZATION**

Two different curricular plans are offered, each leading to a certificate that will be awarded at graduation: 1) the Physical Science Energy Certificate program, and 2) the Environmental Science Energy Certificate program. Each of these programs is interdisciplinary in nature. The Physical Science Energy Certificate program is generally designed for majors in Physics, Chemistry, Geology, and Mathematics. It emphasizes the application of physical laws to energy-related issues and energy technology. The Environmental Science Energy Certificate program is generally designed for majors in Environmental Science, Biology, and Marine Science. It emphasizes the relationship of energy use, energy resources, and energy technology to the environment and society. Any Stockton student, regardless of major, who can meet the requirements detailed below will be fully eligible for certification.

## **REQUIREMENTS FOR CERTIFICATION**

The following course requirements must be met for certification:

### **1) The Physical Science Energy Certificate Program**

PHYS 2220/25 Physics I with lab

PHYS 2230/35 Physics II with lab

MATH 2215 Calculus I

MATH 2216 Calculus II

CHEM 2110/15 Chemistry I General Principles with lab

Two of the following four (those marked with an asterisk are offered as independent study):

PHYS 3443 Energy Planning (or alternate approved by Coordinator)

PHYS 3444 Energy Management (or GNM 3321 Energy Management)

\*PHYS Energy Physics

\*PHYS Alternate Energy Sources

One energy-related elective, and an energy related senior project or internship, and one introductory economics course from the following:

ENVL 3454 Environmental Economics

ECON 1400 Introduction to Microeconomics

ECON 1200 Introduction to Macroeconomics

The elective can be an independent study in an energy area or a regular program or General Studies course.

## **2) The Environmental Science Energy Certificate Program**

\*PHYS 2110/2115 and 2120/2125 Physics for Life Sciences I, II with labs

or

\*PHYS 2220 and 2230 with labs

CHEM 2110/2115 Chemistry I General Principles with lab

Two of the following four (those marked with an asterisk are offered as independent study):

ENVL 3443 Energy Planning

ENVL 3444 Energy Management (or GNM 3321 Energy Management)

\*ENVL Energy Physics

\*ENVL Alternate Energy Sources

One energy-related elective, and an energy-related senior project or internship, and one introductory economics course from the following:

ENVL 3454 Environmental Economics

ECON 1400 Introduction to Microeconomics

ECON 1200 Introduction to Macroeconomics

The elective can be an independent study in an energy area or a regular program or General Studies course. After completing these requirements, the student will receive the energy certificate following graduation.

## **CAREER OPPORTUNITIES**

The Energy Certificate program will be of direct use to students pursuing careers in newly emerging fields, such as energy planning, energy conservation in buildings, alternative energy sources (e.g., wind and solar power) and other fields.

The Energy Certificate program is also designed to give non-specialists an enhanced appreciation of how energy issues affect their own disciplines (e.g., economics, environmental science, marine science) and even their own immediate lives. Thus, it can provide non-specialists with an understanding of energy conservation in their homes.

## **INFORMATION ABOUT THE PROGRAM**

Coordinator of Energy Certificate Program  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-4546

Dean of Enrollment Management  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-4261

For additional, current information, visit the Certificate Program in Energy Web site under Undergraduate Programs at [www.stockton.edu](http://www.stockton.edu).

For current, detailed course descriptions, go to the [Online Catalog](#).

## **ENGINEERING DUAL-DEGREE PROGRAM**

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### **IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS**

#### **INTRODUCTION**

With two major New Jersey State universities— New Jersey Institute of Technology (NJIT) and Rutgers, the State University of New Jersey— Stockton has established a five-year dual-degree program that leads to two degrees: a Baccalaureate degree from Stockton in Applied Physics, Chemistry, or Mathematics, and a Bachelor of Science degree in Engineering from NJIT or Rutgers. The dual-degree program is designed for eager and capable students who are well prepared in mathematics and science and interested in a challenging college curriculum. The program begins with three years at Stockton and concludes with two years at NJIT or Rutgers. It combines a strong foundation in science, mathematics and basic engineering and breadth in the liberal studies in the first three years at Stockton, with well-developed, in-depth technical courses in the last two years at NJIT or Rutgers.

The program provides a unique undergraduate engineering curriculum that yields a new generation of highly qualified engineers. Graduates of such a program are well-grounded in science and mathematics. Also, their broad knowledge in liberal studies allows them to integrate well with society, understand its needs and problems, and develop and apply future technology.

The dual-degree program provides solid preparation for employment and careers. The program also provides excellent opportunities for science and non-science students who are not interested in a full engineering degree, yet who would like to gain applied technical knowledge, develop some technical skills, or get hands-on experience in state-of-the-art technologies. Several technical and engineering courses that are offered in the college can meet such needs. These include Engineering Graphics and CAD Statics, Computational Mechanics, Electronics Electrical Circuits and Mechanics of Materials.

#### **ARTICULATION AGREEMENTS**

Following is a summary of the articulation agreements for the dual-degree program between Stockton and both NJIT and Rutgers.

- The program typically begins with three years of study at Stockton and concludes with two years at NJIT or Rutgers. Some dual-degree students may be required to take Summer courses in the third year at the engineering school.
- Students in the program will obtain a Bachelor of Science degree from Stockton and a Bachelor of Science in Engineering degree from NJIT or Rutgers.
- The Bachelor of Science degree from Stockton will be awarded in Chemistry, Mathematics or Physics. The Bachelor of Science degree from NJIT will be awarded in Mechanical, Chemical or Civil Engineering. The Bachelor of Science degree from Rutgers will be awarded in Bioenvironmental, Biomedical, Chemical, Civil, Electrical, and Computer, Industrial or Mechanical Engineering. A student must declare his/her intention to be in the program as early as possible in the freshman year. Later declaration may make it impossible to finish the program in five years.



- Courses in which a grade of C or better has been earned and that are contained in the dual degree curricula will be accepted by the different institutions for their respective degrees.
- However, a cumulative GPA of C+ or higher with at least a B average in science and mathematics in Stockton courses is required for students to be admitted to NJIT, and a cumulative GPA of B or higher with at least a B average in science and mathematics in Stockton courses is required for students to be admitted to Rutgers.
- Eligible students in the program at Stockton will be automatically transferred after the third year of their study to NJIT or Rutgers. No new SAT or ACT scores and no entrance examinations are required. However, students are required to submit Stockton transcripts if they select NJIT, or Stockton transcripts and copies of their high school diploma (or GED) if they select Rutgers. Students may be also required to submit an on-line application to the engineering school.

### **ELIGIBILITY REQUIREMENTS**

There are no additional admission requirements to join the program for entering freshmen beyond those of the School of Natural Sciences and Mathematics but entering freshmen should be well prepared to take Calculus I and Physics I in their first semester at Stockton in order to complete the program in five years.

Stockton students who did not join the program as entering freshmen as well as transfer students can join the program if they have at least a B average in mathematics and sciences. However, these students may take longer than five years to complete the program.

A student in the program whose cumulative GPA falls below a B average in program courses for two subsequent semesters or receives a grade lower than C in more than two program courses may be removed from the program.

### **COURSE REQUIREMENTS FOR THE DUAL-DEGREE**

Although the course requirements for each dual-degree are different depending on which degrees at Stockton and NJIT or Rutgers the student will pursue, they can generally be represented as follows:

I. Core: the following courses in Basic Engineering, Chemistry, Mathematics, and Physics are typically required for dual-degree programs.

- a) Basic Engineering: Engineering Graphics, Statics, and Mechanics.
- b) Chemistry: Chemistry I and IV— (General Principles).
- c) Mathematics: Calculus I-III, and Differential Equations.
- d) Physics: Physics I, II, and III.

II. Liberal Studies:

The Liberal Studies requirements are a course in English composition, an introductory course in economics, an introductory course in management, and five General Studies courses in arts and humanities, social and behavioral sciences, and general integration and synthesis.

Most of these courses will be taken in the first three years at Stockton. *Students in the program should consult with the dual-degree program coordinator for the appropriate courses before registration to avoid taking courses that may not be transferred to the Engineering school.*

### III. Advanced Courses:

The advanced courses differ from one dual degree to another. A group of advanced courses will be taken at Stockton, and a second group will be taken at NJIT or Rutgers. Some of the advanced courses in each group will be counted for both degrees and others will be counted for one only. The Stockton group should include Discrete Mathematics and Electrical Circuits for students pursuing a degree in Electrical or Computer Engineering and Mechanics of Materials for those pursuing a degree in Civil, Mechanical, or Industrial. Students in the program need to consult with the coordinator of the dual-degree program and Stockton program coordinators for the lists of the required advanced courses in both groups.

Students who have been transferred to the engineering schools through this program are required to register for the Stockton Engineering seminar course (ENGN 4600) every semester until their graduation. The course carries zero credit and registration will be facilitated through the coordinator of the dual-degree engineering program.

## **SAMPLE CURRICULUM**

### **I- ENGINEERING/PHYSICS**

#### **Fall**

#### **First year:**

MATH 2215 Calculus I

PHYS 2220/5 Physics I/Lab

GEN 1120 Rhetoric and Composition

\*GAH/ GSS course

(Freshman Seminar)

Note: The freshman seminar needs to be selected from the GAH or GSS group of courses and not the GNM or GEN group.

#### **Spring**

MATH 2216 Calculus II

PHYS 2230/5 Physics II/Lab

PHYS 2300 Statics

GEN 2180 Engineering Graphics and CAD

#### **Second year:**

#### **Fall**

MATH 2217 Calculus III

PHYS 3010 Physics III

MGMT 3110 Introduction to Management

\*GSS/GAH course

#### **Spring**

MATH 3328 Differential Equations

CSIS 2101 Prog. and Prob. Solv. I (or an equivalent course on C++)

Physics/Engineering Course

\*GSS/GAH course

**Third year:****Fall**

CHEM 2110/5 Chemistry I/Lab

Electronics or Optics

Physics/Engineering course

\*GSS/GAH/GIS course (upper level)

**Spring**

CHEM 2140/5 Chemistry IV/Lab

3000 level Physics elective

PHYS 3220 Mechanics

\*GIS course

**Fourth and Fifth years:** Courses at NJIT or Rutgers.

\* Students must consult with the Engineering Coordinator before selecting any G course.

**II- ENGINEERING/MATHEMATICS****First year:**

Same as Engineering/Physics

**Second year:****Fall**

MATH 2217 Calculus III

MATH 3325 Linear Algebra

Foundations of Mathematics

PHYS 3010 PHYSICS III

\*GSS/GAH course

**Spring**

MATH 3328 Differential Equations

MATH 3323 Linear Algebra

PHYS 3200 Mechanics of Materials

CSIS 2101 Prog. and Prob. Solv. I (or an equivalent course on C++)

**Third Year:****Fall**

CHEM 2110/5 Chemistry I/Lab 4000 level Math course

GSS/GAH (upper level)

MGMT 3110 Introduction to Management

**Spring**

CHEM 2140/5 Chemistry IV/Lab

PHYS 3220 Mechanics

4000 level Math course

\*GIS course

**Fourth and Fifth years:**

Courses at NJIT or Rutgers.

\* Students must consult with the Engineering Coordinator before selecting any G course.

**III- ENGINEERING/CHEMISTRY****Fall****First year:**

CHEM 2110/5 Chemistry I/Lab

MATH 2215 Calculus I

GEN 1120 Rhetoric and Composition

\*GAH/GSS course

(Freshman Seminar)

Note: The freshman seminar needs to be selected from the GAH or GSS group of courses and not the GNM or GEN group.

**Spring**

CHEM 2120/5 Chemistry II/Lab

MATH 2216 Calculus II

GEN 2180 Engineering Graphics and CAD

\*GAH/GSS course

**Second year:****Fall**

MATH 2217 Calculus III

CHEM 2130/5 Chemistry III/Lab

PHYS 2220/5 Physics I

\*GSS/GAH course

**Spring**

CHEM 2140/5 Chemistry IV/Lab

PHYS 2230/5 Physics II

CSIS 2101 Prog. and Prob. Solv. I or an equivalent course on C++

MGMT 3110 Introduction to Management

**Third year:****Fall**

CHEM 3340 Physical Chemistry I

CHEM 3310 Lab Methods I

PHYS 3010 Physics III

\*GSS/GAH/GIS course (upper level)

**Spring**

MATH 3328 Differential Equations

CHEM 3320 Lab Methods II

Chemistry/Engineering course

\*GIS course

**Fourth and Fifth years:** Courses at NJIT or Rutgers.

\* Students must consult with the Engineering Coordinator before selecting any G course.

The sample curriculum given above is designed to show the expected course load and scheduling for the first three years. However, students must consult with the coordinator of the dual-degree program and Stockton program coordinators to develop appropriate schedules according to each program's course offerings and requirements. For the fourth and fifth years, NJIT or Rutgers engineering curricula will be followed with minor adjustments. In some cases, students may need to take a course or two in the Summer of their third year before being admitted to NJIT or Rutgers.

### **CAREER OPPORTUNITIES**

Engineers are in very high demand in today's high-tech world. The Bureau of Labor Statistics forecasts an overall increase in engineering jobs of 11% between 2008 and 2018 with faster growth than the average for areas such as Biomedical, Civil and Environmental, Industrial and Petroleum Engineering. Opportunities for engineers are available in industries, government and academia. Mechanical engineers are hired by industries concerned with the design and development of power plants, mechanical systems, vehicles, engines, machine parts, and conventional and alternate energy systems. Positions for electrical and electronics engineers are available in different areas such as the design and development of electrical devices, computers, communications and control systems. Civil engineers are usually employed in areas such as design, planning and construction of new cities, highways, dams, and water and sewage systems. Positions for chemical engineers are available in pharmaceutical, food, pesticide, fertilizer and petroleum industries, and also in pollution control and treatment. Management of production processes, operation research, and analysis of technical and human factors and problems in industry are some of the positions open for industrial engineers.

### **INFORMATION ABOUT THE PROGRAM**

Coordinator of Engineering Dual-Degree Program  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-4546

Dean of Enrollment Management  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-4261

For current, detailed course descriptions, go to the [Online Catalog](#).

## **ENVIRONMENTAL SCIENCE AND ENVIRONMENTAL STUDIES**

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### **IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS**

#### **INTRODUCTION**

The School of Natural Sciences and Mathematics offers degree programs and courses in Environmental Science, Geology and Sustainability. The Programs are described within the Bulletin in alphabetical order. The Environmental Science Program offers a Bachelor of Science in Environmental Science and a Bachelor of Arts in Environmental Studies. The Geology Program offers Bachelor of Arts and Bachelor of Science degrees. A related degree, in Sustainability (SUST) focuses more on policy. The College also offers an advanced degree, the Professional Science Masters (PSM), which is described in the section on graduate education. The PSM offers exceptional undergraduate students the option of completing a Bachelor's and a Master's Degree in five years under a 4+1 Dual Degree Program.

#### **THE FACULTY**

**Tracy J. Baker (2011)**, Assistant Professor of Environmental Science; Ph.D., University of Wyoming; hydrology, groundwater hydrology, watershed management, remote sensing, spatial analysis of landscapes, water resources of Africa, international development of natural resources.

**Tait Chirenje (2003)**, Associate Professor of Environmental Science; Ph.D., University of Florida; M.S., University of Guelph; B.S., University of Zimbabwe; urban trace metal geochemistry, environmental remediation, water chemistry, brownfields characterization.

**William J. Cromartie, Jr. (1974)**, Associate Professor of Environmental Science; Ph.D., Cornell University; B.A., St. John's College; general ecology, entomology, population biology, aquatic ecology.

**Weihong Fan (1995)**, Professor of Environmental Science; Ph.D., Colorado State University; M.S., Beijing Normal University; B.S., Northeastern Normal University; geographic information systems, remote sensing, watershed management, plant ecology, ecological modeling, and global climatic change.

**Michael D. Geller (1976)**, Associate Professor of Environmental Science; Ph.D., State University of New York at Binghamton; B.A., University of Connecticut; mammalian ecology, population ecology, wetlands analysis, pine barrens botany, population regulation in mammals, ecology of reproduction, ecology of disease.

**Daniel A. Moscovici (2009)**, Assistant Professor of Environmental Science; Ph.D., M.S., University of Pennsylvania; B.S., Lehigh University; environmental planning, energy and conflict, natural resource management, land use, study abroad pedagogy, international sustainability.

**George Zimmermann (1982)**, Professor of Environmental Science; Ph.D., Rutgers, The State University of New Jersey; M.S., Utah State University; B.S., Cook College, Rutgers, The State University of New Jersey; forest ecology, ecological forest management, silviculture, wildlife-forest interactions, quantitative methods in ecology.

#### **ASSOCIATED FACULTY**

**Nancy L. Ashton (1977)**, Associate Professor of Psychology; Ph.D., M.A., University of Florida; B.A., Smith College; environmental psychology and sustainability, energy conservation behaviors and attitudes, gender and the environment.

**John J. Connor (1984)**, Professor of Writing; Ph.D., University of Florida; M.A., Seton Hall University; B.A., Franklin and Marshall College; biology of birds, composition, journalism, science journalism, natural history.

#### **Patrick Hossay**

Ph.D. (The New School for Social Research), Associate Professor of Sustainability: environmental policy and law, sustainable development, alternative energy, sustainable technology and design.

**Michael J. Hozik (1976)**, Professor of Geology; Ph.D., University of Massachusetts at Amherst; M.S., University of Colorado; B.S., Dickinson College; structural geology, paleomagnetism, geophysics, environmental geology, rock mechanics.

**Kristen Hallock-Waters (2000)**, Assistant Professor of Chemistry; Ph.D., University of Maryland at College Park; B.S., Long Island University, Southampton College; environmental chemistry, photochemistry, spectroscopic methods for determination of trace pollutants, statistical analysis of long-term pollution data.

**Ron S. Hutchison (2005)**, Associate Professor of Biology; Ph.D., University of Illinois; B.A., Kenyon College; cell and molecular biology, photosynthesis, plant biology, algal responses to cold environments, polar biology, climate change.

**Margaret E. Lewis (1996)**, Associate Professor of Biology; Ph.D.; State University of New York At Stony Brook; B.A., Rice University; paleontology, vertebrate anatomy, anthropology, paleoecology, evolutionary biology, forensics.

**Sipra Pal (1986)**, Associate Professor of Physics; Ph.D., Georgetown University; M.S., University of Delhi; B.S., University of Calcutta; solid state physics, theoretical surface physics, mathematical physics, energy studies and computational modeling.

**Doreena Patrick (2009)**, Visiting Assistant Professor of Geology; Ph.D., University of Pennsylvania; M.S., B.S., Temple University; aqueous geochemistry, rare earth element geochemistry, marine geology, sedimentary geology, stratigraphy and basin analysis, coastal processes, and marine geochemistry.

**Matthew Severs (2009)**, Assistant Professor of Geology; Ph.D., Virginia Tech; B.A., Colby College; igneous and metamorphic petrology, volcanology, geochemistry, ore deposits, planetary geology, mineralogy.

**Louise S. Sowers (1984)**, Associate Professor of Chemistry; Ph.D., M.S., Drexel University; A.B., Rutgers, The State University of New Jersey; chemical impact of energy systems on the environment, pollution analysis, trace analysis, instrumental techniques.

## **PROFESSORS EMERITI**

**Richard Colby (1971)**, Professor Emeritus of Cell Biology; Ph.D., University of California, Berkeley; S.B., Massachusetts Institute of Technology; cell and molecular biology, microscopy, tissue culture, biochemistry, environmental chemistry, mechanisms of movement in muscle and amoeboid cells, differentiation of cells in culture, lipid metabolism.

**Claude M. Epstein (1971)**, Professor Emeritus of Environmental Science; Ph.D., Sc.M., Brown University; A.B., Hunter College; hydrology, water resources, geomorphology, wetland hydrology, geothermal energy, paleoecology, earth history, invertebrate paleobiology.

**Stewart C. Farrell (1971)**, Executive Director, Coastal Research Center; Professor Emeritus of Marine Science; Ph.D., University of Massachusetts at Amherst.

**Raymond G. Mueller (1978)**, Professor Emeritus of Environmental Science; Ph.D., University of Kansas; M.S., Montana State University; B.A., State University of New York at Buffalo; soil science, geoarchaeology, sustainable agriculture, physical geography, geomorphology.

**Lynn F. Stiles (1973)**, Professor Emeritus of Physics; Ph.D., M.S., Cornell University; B.S., State University of New York at Stony Brook; geothermal systems, energy management, solar energy, and environmental physics.

**Roger C. Wood (1971)**, Professor Emeritus of Zoology; Ph.D., Harvard University; B.A., Princeton University; conservation biology, vertebrate paleontology, evolution, zoogeography, systematics.

## **ENVIRONMENTAL SCIENCE/ENVIRONMENTAL STUDIES**

The School of Natural Sciences and Mathematics offers degree programs and courses in Environmental Science, Geology and Sustainability. The Programs are described within the Bulletin in alphabetical order. The Environmental Science Program offers a Bachelor of Science in Environmental Science and a Bachelor of Arts in Environmental Studies. The Geology Program offers Bachelor of Arts and Bachelor of Science degrees. A related degree, in Sustainability (SUST) focuses more on policy. The College also offers an advanced degree, the Professional Science Masters (PSM), which is described later in this *Bulletin*. The PSM offers exceptional undergraduate students the option of completing a Bachelor's and a Master's Degree in five years under a 4+1 Dual Degree Program.



## **Environmental Science /Environmental Studies**

The Environmental Science Program at Stockton prepares students to deal with the complex environmental problems that confront society by providing a broad, basic understanding of the interactions among the physical, biological and human components of the environment. Students can select courses widely from areas within Environmental Science to get a broad perspective, or they can specialize in one of several areas, or concentrations, within Environmental Science if their interests are more narrowly defined. The following is a list of our areas of specialization and the professors to contact for more information. Students are encouraged to carefully select upper level courses in consultation with their Faculty Preceptor.

- Ecology, Forestry, and Wildlife Management: Drs. Cromartie, Geller, and Zimmermann
- Environmental Chemistry: Drs. Chirenje in Environmental Science, and Drs. Hallock-Waters and Sowers in the Chemistry Program
- Environmental and Regional Planning and Policy: Drs. Moscovici and Hossay
- Geographic Information Systems (GIS) and Global Positioning Systems (GPS): Drs. Fan, Moscovici, and Zimmermann
- Pollution Remediation; Regulation; and Risk Assessment: Dr. Chirenje
- Water and Soil Resources: Dr. Baker

Students can also combine a degree in Environmental Science with programs in the School of Natural Sciences and Mathematics like Sustainability, Geology, Chemistry or Biology. Similarly, students can combine work in ENVL with other schools within the College. Those interested in education can augment their courses in the program with courses in Education and Psychology to prepare to teach science on the elementary, middle or high school levels, or work toward a career in environmental education centers or parks. Students can augment their work in Environmental Science with courses in the Public Health Program to prepare for a career in environmental health, or they can do the same with the Criminal Justice Program to prepare for a career focusing on environmental crime..

One of the hallmarks of Environmental Science is flexibility. The program emphasizes a multidisciplinary approach to the study of environmental phenomena to emphasize the complexity of environmental problems. The program encourages close work between students and the full-time faculty in courses and in independent research that often involves extensive fieldwork, stressing real world applications and experience. This hands-on work helps prepare students for careers or graduate education. In many courses and projects, the program utilizes the latest technology as components of students' learning experience to prepare them for their professional lives. The program requires a senior project that can be an internship with government agencies, private consulting firms, natural resource industries and environmental organizations as a practical approach to learning about the field. Alternatively, the senior project can involve independent research with a faculty member to deepen the student's experience in and understanding of environmental science.

## **ADMISSION TO THE PROGRAM**

The program is open to any student admitted to Richard Stockton College. High school course work in the sciences and mathematics is recommended. Students transferring to Stockton in the junior year (64 credits) should consult with a program preceptor as soon as possible to determine

whether credits beyond the 128-credit minimum are necessary to earn a B.S. degree. This is less likely if prospective transfers have taken college Biology, Chemistry and Math courses. Students seeking a nontraditional degree or a second bachelor's degree are also encouraged to apply, although it will not be possible to obtain the regular degree by taking courses only in the evenings.

### **DEGREES OFFERED**

The Bachelor of Science (B.S.) degree prepares students for scientific and technical careers. This degree requires 80 credits in program and cognate courses and 48 credits in general education. Students who want to design a college career that more strongly emphasizes their major should consider this degree. Likewise, those students interested in graduate school are advised to complete a B.S.

- Program courses are any courses with an ENVL acronym. Environmental Science courses are numbered as follows: 1000 level is introductory, 2000 level is intermediate, 3000 and 4000 levels are advanced.
- Cognate courses are those related to Environmental Science and include those in Biology, Chemistry, Computer Sciences, Geology, Marine Science, Mathematics, Physics and Sustainability. Cognate courses might also include courses outside of science and mathematics such as those in Economics, Political Science and Public Health if these are recommended as appropriate by the student's preceptor.
- General education courses are those in General Studies as well as At-Some-Distance courses, that is, courses outside of the sciences and mathematics that are unrelated to the student's major. Examples of this last category include courses taken in the History, Philosophy, Art, Literature, and Language Programs.

The Bachelor of Arts (B.A.) in Environmental Studies is offered to students whose interests center on law or criminal justice, communications, public school teaching and environmental education, political science and public administration, and other fields in which a study of the environment is combined with work in areas outside of science and mathematics. These students take 64 credits in program and cognate courses, and 64 credits in general education. Students may also create a curriculum tailored to their own special needs (e.g., environment and the arts, or environment and business) by developing a liberal studies B.A., or LIBA. Please see LIBA requirements elsewhere in this *Bulletin*.

The Bachelor of Science (B.S.) and Bachelor of Arts (B.A.) degrees require a standard core of 18 credits of Environmental Science courses at the introductory and intermediate level along with cognate courses in science and mathematics.. Sophomores and juniors begin to take advanced courses in Environmental Science and their Environmental Seminar. In their senior year, students finish their advanced courses, take Environmental Issues and complete an advanced level independent study or internship for four additional credits. Compared to students earning a B.A. degree, students earning a B.S. must take 16 more program and cognate credits, and they must take more courses in Chemistry and Mathematics.

## REQUIREMENTS FOR THE B.S. AND B.A. DEGREES

### Core ENVL courses required for both the B.S. and B.A. degrees.

All students are required to complete the core ENVL courses with a minimum grade of C with the exception of ENVL 2400, which only requires a passing grade. To graduate, students must also have a minimum GPA of 2.0 in program and cognate courses.

#### ENVL Core credits

ENVL 1100                      Intro. To Environmental Studies                      4

(May be waived on a case by case basis for transfer students who have a background in the sciences.)

ENVL 2100/2105              Physical Geography/ Lab                      5

ENVL 2200/2205              Ecological Principles/Lab                      5

Students must complete ENVL 2100/2105 and 2200/2205, passing with a grade of C or better, prior to taking any ENVL courses numbered 3000 or above.

ENVL 2400                      Statistics and Computers                      4

(minimum grade of C not required)

ENVL 4600                      ENVL Seminar                      1

(Students are encouraged to take ENVL 4600 in their junior year. They may take it more than once for credit.)

ENVL 4300/4305 Environmental Issues/Lab 4. This should be taken in a student's senior year.

Students complete one of the following also in their senior year.

ENVL 4800/Senior Project or

ENVL 4900/ Senior Internship                      4

Total ENVL Core Credits                      27

## ENVIRONMENTAL SCIENCE

### B.S. Requirements

ENVL Core (see above)                      28

BIOL 1400/1405 Biodiversity and Evolution/Lab or

BIOL 1200/1205 Cells and Molecules/Lab                      5

CHEM 2110/2115 Chemistry I/Lab                      5

CHEM 2120/2125 Chemistry II/Lab or

CHEM 2140/2145 Chemistry IV/Lab                      5

GEOL 2101/2105 Physical Geology/Lab or

PHYS 2110/2115 Physics for Life Science/Lab                      5

MATH 1100 Pre-calculus                      4

(If they are qualified, students may go directly into Calculus I, or its substitute.)

MATH 2000 level Calculus I, Calculus for Life Sciences, or an appropriate substitute

(Introduction to Computational Science, CPLS 2110). Students considering graduate school should take at least one semester of calculus.

We strongly recommend that students finish the required courses listed above before beginning upper level ENVL courses.

Four (4) upper level ENVL courses (i.e., courses numbered 3000 or above)	16
Additional Program Cognate Credits as needed	xx
Total Credits Toward Major	80
General Studies and At-Some-Distance	48
Minimum Required for Graduation	128

### **B.A. Requirements**

ENVL core (see above)	27
BIOL 1400/1405 or Biodiversity and Evolution/Lab or BIOL 1200/1205 Cells and Molecules/Lab	5
CHEM 2110/2115 Chemistry I/Lab	5
MATH 1100, Pre-calculus (Calc. I, or substitute)	4-5
GEOL 2101/2105, PHYS 2110.2115,or ECON 1200	4-5

We strongly recommend that students finish the required courses listed above before beginning upper level ENVL courses.

Three (3) upper level ENVL courses (courses numbered 3000 or above)	12
Additional Program Cognate Credits as needed	xx
Total Credits Toward Major	64
General Studies and At Some Distance courses	<u>64</u>
Minimum Required for Graduation	128

**Note:** Any Program requirements may be substituted if prior, *written* ENVL Program approval is obtained. Students must consult their preceptor and program coordinator *before* making any substitution. Students are strongly urged to complete the lower level cognate courses, including the mathematics requirement *prior* to taking upper-level courses in Environmental Science. It is particularly important to take the mathematics sequence in rapid succession.

### **MINOR IN ENVIRONMENTAL SCIENCE**

A minor consists of 24 credits with at least two courses at the upper level (3000 or above). Each student selects a coherent sequence of courses appropriate to his or her academic interests. The courses will be selected in consultation with an ENVL faculty member and must be approved in advance by the ENVL program. Interested students should see the program coordinator for further information and the minor approval form. To earn a minor in Environmental Science, each student must earn a GPA averaging at least 2.0 in program and cognate courses and must pass any ENVL core courses with a minimum grade of C.

### **GRADUATION WITH DISTINCTION**

A student can graduate with distinction in Environmental Science provided she/he meets criteria of the College and of the Environmental Science program. Students will be considered if their course work is of outstanding quality, demonstrating a breadth of knowledge of the fundamentals and some specialization in at least one area. The student must present the results of his/her senior

project or internship as a poster in the Environmental Science Seminar (ENVL 4600) where it will be evaluated for evidence of initiative, ability to integrate ideas, and ability to apply critical intellectual skills to specific problems. Distinction will be awarded based on a majority vote of the senior faculty members.

### **SPECIAL EDUCATIONAL OPPORTUNITIES**

The Environmental Science program is located on a college campus of 1600 acres, most of which are part of an environmental reserve. The program is housed in the Arts and Sciences Building. Its facilities include:

- Soils, hydrology, ecology and environmental chemistry laboratories
- Biological and geological collections
- Environmental field monitoring stations
- A groundwater monitoring well field
- Greenhouse and arboretum
- Geographic information systems (GIS) microcomputer laboratory containing 25 workstations each with two monitors, a flatbed printer, and another microcomputer laboratory containing an additional 21 computers.

The College is a leader in alternative energy research. It is heated and cooled with a closed loop, geothermal system containing more than 400 wells. This is the world's second largest system, and it heats and cools most of the academic spaces on campus. The College also has photovoltaic facilities one of which covers a portion of a parking lot and others of which are located on buildings.

The College supports a vigorous field program that provides experience with field techniques in regular course work as well as special courses that have included Summer field trips to the Rocky Mountains, Iceland, Newfoundland and other parts of the world.

### **CAREER OPPORTUNITIES**

Recent surveys indicated that the majority of Stockton's Environmental Science graduates establish careers related to their major. They work in state, federal and local governmental agencies; in schools, colleges and universities; in engineering, consulting, and resource management and exploration companies; and in a wide array of industries. Some work for nongovernmental or non-profit organizations. ENVL students have been successful at some of the nation's leading graduate schools, where they have gone on to complete doctoral degrees. Other students have begun successful businesses in environmental consulting while yet others have risen to prominence in governmental and nongovernmental agencies.

### **CAREER SPECIALIZATIONS, AREAS OF INTERDISCIPLINARY INTEGRATION AND CONCENTRATIONS**

The Environmental Science program offers special career and interdisciplinary specialization for students who want more in-depth knowledge beyond the level of the concentrations preparing the student for specific career goals or for graduate school.

The Hydrogeology concentration combines work in water resources with that in geology with the aim of preparing students for the description of “hydrogeologist” in state and federal governments.

The Geographic Information Systems concentration is useful for ENVL majors as well as non-majors. Students are trained in using this powerful computer application to manipulate spatial geographic information. A certificate in Geographic Information Systems is offered (<http://loki.stockton.edu/~wwwgis>).

The Environmental Chemistry concentration prepares students to work in the field of environmental contamination and remediation for both governmental agencies and private firms. Students use the methods of chemistry and toxicology, working on the fate and persistence of environmental pollutants in soils, groundwater and atmospheric systems.

The Wildlife Management specialization helps prepare students to apply for certification with the Wildlife Society as an Associate Wildlife Biologist.

The Environmental Policy and Sustainability specialization combines work in the Political Science program and Environmental Science, permitting students to work for governmental and nongovernmental agencies.

Interested students may contact the Coordinator of the Environmental Science program for information on any of these concentrations.

### **PREPARATION FOR GRADUATE EDUCATION**

Some graduates attend graduate school immediately upon finishing their undergraduate degree and often are supported by teaching and research assistantships. Others attend graduate school while working or after a period of work experience.

Graduate school can increase students’ professional options, salaries and opportunities for creative work. Students interested in graduate school are advised to talk to their preceptors early in their college careers. Graduate programs are highly variable and often have different requirements. These commonly include a semester or two of Calculus, two semesters of Physics, Chemistry beyond what the ENVL program routinely advises, and additional courses in Biology or Geology.

### **DUAL DEGREE PROGRAM**

The dual BS/PSM program is an intensive five-year curriculum that offers students the opportunity to earn both a Bachelor’s and Master’s degree in Environmental Science. Students take enough courses to meet all requirements for the undergraduate BS (Environmental Science) and then transition into the MS program in their “senior” year, the fourth year of study. This program is designed as a terminal degree for students who want to obtain advanced skills that will prepare them for the workplace. Students interested in research leading to a doctoral degree should consider more traditional programs and are advised to enroll in the BS in Environmental Science, and take basic and applied science courses that prepare them for a broad range of research opportunities typical of a conventional graduate program.

Stockton students may apply for early, conditional admission to the dual BS/PSM program as high school seniors and at the beginning of the second semester of their “junior” year.

Transfer students may apply alongside their application for admission to Stockton. Transfer students will be considered for admission on a case by case basis, depending on prerequisites met and the likelihood of completing upper level undergraduate ENVL courses by their senior year. Exceptional transfer students who do not have prerequisites may be conditionally admitted, in consultation with their advisors. These students may require more time to meet the requirements of the BS/PSM. Only students with a minimum cumulative GPA of 3.5 will be considered.

### **MAINTENANCE OF ACADEMIC ELIGIBILITY**

To remain academically eligible to continue in the program, BS/PSM students must maintain a cumulative GPA of 3.5 with at least a B+ average in science and mathematics courses. Students’ academic records will be reviewed at the end of the second year and every semester thereafter to check their eligibility to continue in the dual-degree program.

The conditional admission of those who do not meet the eligibility requirements will be suspended. They will be then eligible for the Bachelor’s degree only. However, a student with a suspended conditional admission can request to be reinstated if he or she meets the eligibility requirements at or before the end of the third year of the program.

At the end of their junior year, each conditionally-admitted dual degree student must take the Graduate Record Exam (GRE), and have their scores sent to The Richard Stockton College of New Jersey (code 2889). He or she must also complete the essay portion of the Stockton graduate degree application at the end of the Fall semester and submit it to the Office of Enrollment Management.

Upon receipt of the GRE scores, the essay and the student’s academic record at Stockton, the PSM Admissions Committee will evaluate the student’s progress and verify that the early, conditional acceptance to the dual-degree program would continue. The results of their decisions will be communicated to the student in writing (by the Dean of Enrollment Management and/or the Dean of the School of Graduate and Continuing Studies).

### **CURRICULUM FOR DUAL DEGREE BS/PSM STUDENTS**

Students in the Dual Degree Program must have completed all their Program requirements for core courses and their ENVL 3000/4000 level courses by the end of their junior year. By that time, they also must have completed all their General Studies and At Some Distance requirements, including the subscript and writing requirements. In their fourth year, students complete Environmental Issues and Lab (4300/4305) and a Senior Project or Internship, and also complete their core requirements in the Professional Science Master’s. During their fifth year, students complete the Graduate Capstone course and remaining credits of graduate work necessary to complete their Master’s Degree.

## **INFORMATION ABOUT THE PROGRAM**

Undergraduate

Environmental Science Program Coordinator

The Richard Stockton College of New Jersey

101 Vera King Farris Drive

Galloway, NJ 08205-9441

Phone: (609) 652-4546

Professional Science Master's:

Director of the Professional Science Master's

The Richard Stockton College of New Jersey

101 Vera King Farris Drive

Galloway, NJ 08205-9441

Phone: (609) 652-4546

Dean of Enrollment Management

The Richard Stockton College of New Jersey

101 Vera King Farris Drive

Galloway, NJ 08205-9441

Phone: (609) 652-4261

For additional, current information, visit the [Environmental Science](#) and [Geology](#) Web sites.

For current, detailed course descriptions, go to the [Online Catalog](#).



## **GEOLOGY**

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### **IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS**

The School of Natural Sciences and Mathematics offers degree programs and courses in Environmental Science, Geology and Sustainability. The Programs are described within the Bulletin in alphabetical order. The Environmental Science Program offers a Bachelor of Science in Environmental Science and a Bachelor of Arts in Environmental Studies. The Geology Program offers Bachelor of Arts and a Bachelor of Science degrees. A related degree, in Sustainability (SUST) focuses more on policy. The College also offers an advanced degree, the Professional Science Masters (PSM), which is described in the section on graduate education in this *Bulletin*. The PSM offers exceptional undergraduate students the option of completing a Bachelor's and a Master's Degree in five years under a 4+1 Dual Degree Program.

### **THE FACULTY**

**Michael J. Hozik (1976)**, Professor of Geology; Ph.D., University of Massachusetts at Amherst; M.S., University of Colorado; B.S., Dickinson College; structural geology, paleomagnetism, geophysics, environmental geology, rock mechanics.

**Doreena Patrick (2009)**, Visiting Assistant Professor of Geology; Ph.D., University of Pennsylvania; M.S., B.S., Temple University; aqueous geochemistry, rare earth element geochemistry, marine geology, sedimentary geology, stratigraphy and basin analysis, coastal processes, and marine geochemistry.

**Matthew Severs (2009)**, Assistant Professor of Geology; Ph.D., Virginia Tech; B.A., Colby College; igneous and metamorphic petrology, volcanology, geochemistry, ore deposits, planetary geology, mineralogy.

### **PROFESSORS EMERITI**

**Claude M. Epstein (1971)**, Professor Emeritus of Environmental Science; Ph.D., Sc.M., Brown University; A.B., Hunter College; hydrology, water resources, geomorphology, wetland hydrology, geothermal energy, paleoecology, earth history, invertebrate paleobiology.

**Stewart C. Farrell (1971)**, Executive Director, Coastal Research Center; Professor Emeritus of Marine Science; Ph.D., University of Massachusetts at Amherst.

**Raymond G. Mueller (1978)**, Professor Emeritus of Environmental Science; Ph.D., University of Kansas; M.S., Montana State University; B.A., State University of New York at Buffalo; soil science, geoarchaeology, sustainable agriculture, physical geography, geomorphology.

**Roger C. Wood (1971)**, Professor Emeritus of Zoology; Ph.D., Harvard University; B.A., Princeton University; conservation biology, vertebrate paleontology, evolution, zoogeography, systematics.

## **INTRODUCTION**

Stockton's Geology curriculum provides students with a solid foundation in the basic sub-disciplines of geology, so that students have the background to pursue a career in almost any area of geology. Beyond the basic core, students may concentrate their studies in subjects as traditional as earthquakes, volcanoes, minerals, and sedimentary rocks or in applied topics such as environmental geology, coastal processes, economic geology, hydrology, and water resources. Geology students may also develop a concentration in hydrogeology or Marine Geology. Flexibility within a traditional framework is a characteristic of the Geology degree.

The strongly interdisciplinary nature of Stockton's School of Natural Sciences and Mathematics provides students with a range of opportunities unique to a school of moderate size. Depending on a student's interest, he or she may explore areas related to Marine Geology by taking courses in our Marine Science Program; he or she may explore areas related to the environment by taking courses in our Environmental Science Program. Geology provides the link between Marine Science and Environmental Science, and virtually all courses in any of the programs count as cognate electives in any of the other programs.

The Geology curriculum stresses thorough preparation in the basic sciences, field experience, independent study projects and internships. These encourage students to develop initiative and professionalism while they provide practical experience and enhance the students' understanding of local geology, the region, and the world.

## **PROGRAM ORGANIZATION**

Stockton offers a Bachelor of Science (B.S.) degree in Geology to prepare students for scientific and technical careers. This degree requires 80 credits in program and cognate courses and 48 in General Studies.

1000 level is introductory, not intended for majors or minors

2000 level is introductory for majors

3000 level is intermediate

4000 level is advanced

## **ADMISSION TO THE PROGRAM**

The program is open to any student admitted to Richard Stockton College. High school course work in the sciences and mathematics is recommended. Students transferring to Stockton in the junior year (64 credits) should consult with a program preceptor as soon as possible to determine whether credits beyond the 128 credit minimum are necessary to earn a B.S. degree. This is less likely if prospective transfers have taken college chemistry, physics, and math courses.

Students seeking a non-traditional or second bachelor's degree are encouraged to apply for a Geology degree. It will not be possible to obtain the regular degree by taking courses only in the evenings.

## **GRADUATION REQUIREMENTS**

Please note that most intermediate and advanced courses are offered in alternate years.

**Core Geology courses required for both B.S. and B.A. degrees:**

(All students are required to maintain at least a 2.0 average in GEOL courses.)

<u>Acronym/Number</u>	<u>Name</u>	<u>Credits</u>
GEOL 2101/2105	Physical Geology and Lab or	
GEOL 2110/2115	Marine Geology and Lab	5
GEOL 2102/2106	Historical Geology	5
GEOL 3211	Mineralogy	4
GEOL 3212	Petrology	4
GEOL 3221	Field Geology	4
GEOL 3222	Structural Geology	4
GEOL 3231	Sedimentology and Stratigraphy	4
GEOL 4800	Senior Project or Internship	2-4
		32-34

**B.S. Requirements**

GEOL core (see above)		32-34
CHEM 2110/2115	Chemistry I and Lab)	5
CHEM 2120/2125	Chemistry II and Lab or	
CHEM 2150/2155	Chemistry IV and Lab)	5
MATH 2215	Calculus I	5
MATH 2216	Calculus II	5

PHYS 2110/2115 and 2120/2125

Physics for Life Scientists I and II with Labs or

PHYS 2220/2225 and 2230/2235

Physics I and II with Labs		10-12
		62-66

Students are strongly urged to take Calculus I and II back to back and to complete the Math requirement earlier rather than later in their academic career.

Intermediate and upper level program and cognate electives		14-18
General Studies and at some distance		48
Grand Total		128

**B.A. Requirements**

GEOL core (see above)		32-34
CHEM 2110/2115	Chemistry I and Lab)	5
CHEM 2120/2125	Chemistry II and Lab or	
CHEM 2150/2155	Chemistry IV and Lab)	5
MATH 1100 and MATH 2215		
	Pre-Calculus and Calculus I or	
MATH 2215 and Math 2216		

Calculus I and II or MATH 2215 and a statistics course	9-10 51-54
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Students are strongly urged to take Calculus the semester after they take pre-calculus and NOT to wait until later semesters to finish their math requirements.

Intermediate and upper level program and cognate electives	10-13
General Studies and at some distance	64
Grand Total	128

### **MINOR IN GEOLOGY**

To earn a minor in Geology, students are required to complete at least 22 credits from the lists of courses presented below:

#### **Required Courses**

All of the following (10 credits):

<u>Acronym/Number</u>	<u>Name</u>	<u>Credits</u>
GEOL 2101/2105	Physical Geology with lab or	
GEOL 2110/2115	Marine Geology with lab	5
GEOL 2102/2106	Historical Geology with lab	5

#### **Electives**

At least 8 credits from the following:

GEOL 3211	Mineralogy	4
GEOL 3212	Petrology	4
GEOL 3221	Field Geology	4
GEOL 3222	Structural Geology	4
GEOL 3231	Sedimentology and Stratigraphy	4

Up to 6 credits from the following:

GEOL 3232	Basin Analysis	4
GEOL 3241	Paleobiology or	
GEOL 3242	Vertebrate Paleontology	4
GEOL 3250	Geomorphology	4
GEOL 3310	Marine Geochemistry	4
GEOL 3328	Environmental Geology	4
GEOL 4371	Geophysics	4
GEOL 4391	Field Studies: Selected Area	4-6
ENVL 3432	Soil Science	4
ENVL 3434	Hydrology	4
ENVL 3435	Groundwater Hydrology	4
MARS 3305	Coastal Processes: Beaches	4

**Special Features:** Physical Geology and its lab (GEOL 2101/2105) or Marine Geology (GEOL 2110/2115) are the only prerequisites for all of the other courses in the minor, except GEOL 3212: Petrology, which requires GEOL 3211: Mineralogy, and GEOL 3231: Sedimentology and Stratigraphy, which requires GEOL 2102: Historical Geology.

### **GRADUATION WITH DISTINCTION**

A degree with distinction in Geology will be awarded to students who meet College criteria and whose course work and senior project or internship are of outstanding quality. The student's program must reflect breadth of background in fundamentals and advanced course work in at least one area, and he or she must perform well on the Graduate Assessment Exam. The student's senior project or internship and upper-level course work will be evaluated for evidence of initiative, ability to integrate ideas and ability to apply critical intellectual skills to specific problems. In addition, students seeking Program Distinction in Geology must demonstrate a contribution to program activities. The award will be conferred by the Geology faculty.

### **CAREER OPPORTUNITIES**

Recent studies indicate that the majority of geology graduates establish careers related to their major. They fill positions in industry; in state, federal and local governmental agencies; in schools; and in other organizations, including engineering, insurance, consulting, and mining, oil, and natural resource management and exploration companies.

### **PREPARATION FOR GRADUATE EDUCATION**

Many graduates attend graduate school immediately upon finishing their undergraduate degree and often are supported by teaching and research assistantships. Others attend graduate school while working or after a period of work experience. Graduate school can increase your professional options, salary, and opportunities for creative work, and we encourage our students to pursue graduate degrees. Students interested in graduate school are advised to talk to their preceptors early in their college careers. Graduate programs are highly variable and often have different requirements. These commonly include math and science courses beyond our basic requirements, and adequate scores on the Graduate Record Examination.

### **CAREER SPECIALIZATION AND AREAS OF INTERDISCIPLINARY INTEGRATION**

The Geology program offers career and interdisciplinary specializations for students who wish to integrate their curricula with courses outside the specific disciplines in the program; these clusters prepare students for specialized career goals or for graduate school. More information on the specializations is available from the appropriate academic program.

1. The Hydrogeology Specialization combines work in water resources with that in geology with the aim of preparing students for the description of "hydrogeologist" in state and federal governments. Contact the Environmental Studies and Geology program.
2. The Geographic Information Systems Specialization is useful for GEOL majors as well as non-majors. Students are trained in using this powerful computer application to manipulate spatial geographic information. A Certificate in Geographic Information Systems is currently being offered. Contact an Environmental Studies preceptor or check the Web page for more information.

3. The Marine Geology Specialization (BS) combines the core course in geology with an added specialization in Marine Science. This specialization is designed to prepare students for graduate school, coastal zone management, watershed management, natural resource exploration, environmental mapping and chemical or geological oceanography. Contact the Geology or Marine Science program.
4. In addition to the Geology (BS) core, additional upper level cognates/electives include the following courses. Students seeking the Marine Geology Specialization should take three or four of the following:

- GEOL 3310 Marine Geochemistry
- GEOL 3232 Basin Analysis (Advanced Stratigraphy)
- MARS 3121 Florida Geology and Coastal Processes
- MARS 3305 Coastal Processes
- MARS 3308 Coastal Zone Management
- MARS 3381 Marine Chemistry Lab
- MARS 3396 Chemical Oceanography
- MARS 3397 Physical Oceanography
- ENVL 3302 Geographical Information Systems
- ENVL 4436 Biogeochemistry of Wetlands

#### **SAMPLE FOUR-YEAR COURSE SEQUENCE**

GEOL elective = any upper level GEOL, ENVL, MARS, or other science course approved by the student's preceptor

G = General Studies course

ASD = General Studies course or Program course at some distance from the GEOL program

#### **BS DEGREE**

<b>Year</b>	<b>Fall</b>	<b>Spring</b>
Freshman	GEOL 2101/2105 or GEOL 2110/2115 MATH 1100 or MATH 2215 G/ASD—Freshman Seminar G/ASD	GEOL 2102/2106 MATH 2215 or MATH 2216 GEOL elective G/ASD
Sophomore	GEOL 3211 GEOL 3231 CHEM 2110/2115 G/ASD	GEOL 3212 G/ASD CHEM 2120/2125 or 2140/2145 G/ASD
Junior	GEOL 3221 PHYS 2110/2115 or 2220/2225 GEOL elective G/ASD	GEOL 3222 PHYS 2120/2125 or 2230/2235 GEOL elective G/ASD
Senior	GEOL Elective GEOL 4800 G/ASD G/ASD	GEOL elective GEOL elective G/ASD G/ASD

## BA DEGREE

Year	Fall	Spring
Freshman	GEOL 2101/2105 or GEOL 2110/2115 MATH 1100 or MATH 2215	GEOL 2102/2106 MATH 2215 or MATH 2216 or Statistics
	G/ASD	G/ASD
	G/ASD	G/ASD
Sophomore	GEOL 3211 CHEM 2110/2115	GEOL 3212 CHEM 2120/2125 or 2140/2145
	G/ASD	G/ASD
	G/ASD	G/ASD
Junior	GEOL 3221 GEOL elective	GEOL 3222 GEOL elective
	G/ASD	G/ASD
	G/ASD	G/ASD
Senior	GEOL 3231 GEOL 4800	GEOL elective GEOL elective
	G/ASD	G/ASD
	G/ASD	G/ASD

## SPECIAL OPPORTUNITIES

The Arts and Sciences Building houses Environmental Sciences and Geology. Its facilities include a soil and hydrology lab; paleomagnetism laboratory; chemical and biological laboratories; greenhouse, rock cutting, polishing and thin sectioning lab; biological and geological collections; computer cartography room; and microcomputer laboratories. The Marine Geology specialization also offers access to the research station at The Marine Science and Environmental Field Station and its facilities including research vehicles (boat), side scan sonar, and marine geochemistry, sediment sampling and water quality instrumentation and laboratories.

The College supports a vigorous field program that provides experience with field techniques in regular course work as well as special courses that have included Summer field trips to the Rocky Mountains, Florida, Iceland, Newfoundland and other parts of the world.

## INFORMATION ABOUT THE PROGRAM

Geology Program Coordinator  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-4546

For additional, current information, visit the [Geology Web site](#).

For current, detailed course descriptions, go to the [Online Catalog](#).

## MARINE SCIENCE

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### IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

#### THE FACULTY

**Gordan Grguric (1995)**, Associate Professor of Marine Science; Ph.D., M.S., Florida Institute of Technology; B.S., Lehigh University; seawater aquarium chemistry, redox processes, interstitial water, physical and chemical modeling of closed seawater systems.

**Richard P. Hager (1974)**, Associate Professor of Marine Science; Ph.D., M.S., University of New Hampshire; B.S., Bates College; marine ecology, general and population ecology, invertebrate zoology, biology of amphipod crustaceans, ecology of beaches.

**Jessie Campbell Jarvis (2010)**, Assistant Professor of Marine Science; Ph.D., M.S., The College of William & Mary; B.S., Chowan College; marine science, marine botany, ecology, estuaries, seagrass.

**Matthew Landau (1987)**, Professor of Marine Science; Ph.D., Florida Institute of Technology; M.S., Long Island University; B.S., St. John's University; aquaculture, tropical marine biology, crustacean biology, general evolutionary theory, comparative physiology and toxicology, biometry, biochemistry.

**Doreena Patrick (2009)**, Visiting Assistant Professor of Geology; Ph.D., University of Pennsylvania; M.S., B.S., Temple University; aqueous geochemistry, rare earth element geochemistry, marine geology, sedimentary geology, stratigraphy and basin analysis, coastal processes, and marine geochemistry.

**Mark Sullivan (2006)**, Associate Professor of Marine Science; Ph.D., University of Miami; M.S., State University of New York at Stony Brook; B.S., Tulane University; marine ecology, ichthyology, early life history of fishes, fisheries oceanography, climate change, fisheries management.

#### ASSOCIATED FACULTY

**Claude M. Epstein (1971)**, Professor Emeritus of Environmental Science; Ph.D., Sc.M., Brown University; A.B., Hunter College; hydrology, water resources, geomorphology, wetland hydrology, geothermal energy, paleoecology, earth history, invertebrate paleobiology.

**Tara Harmer Luke (2005)**, Associate Professor of Biology; Ph.D., Johns Hopkins University; B.A., Boston University; molecular systematics, biology of deep sea hydrothermal vents, symbiosis, bioinformatics, prokaryotic transcription, marine microbial ecology.

**Michael J. Hozik (1976)**, Professor of Geology; Ph.D., University of Massachusetts at Amherst; M.S., University of Colorado; B.S., Dickinson College; structural geology, paleomagnetism, geophysics, environmental geology, rock mechanics.



**Yitzhak Y. Sharon (1972)**, Professor of Physics and Weinstein Professor of Jewish Studies; Ph.D., M.A., Princeton University; A.B., Columbia University; applications of physics to oceanography.

**Peter Straub (1994)**, Professor of Biology; Ph.D., M.S., University of Delaware; B.S., The Richard Stockton College of New Jersey; plant physiology, plant molecular biology, plant population genetics, environmental stress, beach and salt marsh plants.

## **PROFESSORS EMERITUS**

**Stewart C. Farrell (1971)**, Executive Director, Coastal Research Center; Professor Emeritus of Marine Science; Ph.D., University of Massachusetts at Amherst.

**Roger C. Wood (1971)**, Professor of Zoology; Ph.D., Harvard University; B.A., Princeton University; conservation biology, vertebrate paleontology, evolution, zoogeography, systematics.

## **INTRODUCTION**

The Richard Stockton College of New Jersey is located adjacent to the Jacques Cousteau National Estuarine Research Reserve (Mullica River-Great Bay estuary) and is one of only a few undergraduate institutions in the U.S. that offers a degree program in marine science. With direct access to the College's Nacote Creek Marine Science and Environmental Field Station only 10 minutes away, the program is well situated to provide superior field, teaching, and research opportunities that form the backbone of the curriculum. Stockton's Marine Science (MARS) program encompasses two general areas of study: marine biology and oceanography.

Within each of these broad areas of study are several focus areas that students may choose as a function of their selected electives. Examples include marine geology, resource management, estuarine ecology, and marine technology and survey. A number of field courses, laboratory courses, seminars, independent studies and research team opportunities are offered, with a strong emphasis on teaching in the field. The program is interdisciplinary and requires student competence in several areas of science. Upper-level students have the opportunity to design and implement their own independent study projects and are strongly encouraged to present results at the NAMS Poster Day and at regional science conferences. Students study the relevant original literature, identify research problems, collect-analyze-synthesize data, and interpret results in the light of previously published studies. One of the major objectives of Stockton's Marine Science program is to demonstrate that undergraduate students can become actively involved in research and make contributions to the field.

## **MARINE SCIENCE PROGRAM**

All students in the Marine Science program must complete the core requirements. Students must also complete the Marine Biology specialization requirements or the Oceanography concentration requirements. Then, in consultation with their preceptor, students select appropriate elective (cognate) courses to round out their degree. These electives help to shape the student's experiences and tailor them toward more specific areas of study related to future career

paths. Students have significant latitude to develop their own program of study within their concentration, and the listed required courses are the minimum requirements. The electives and the course sequence for each student should be determined with the assistance of individual preceptors. Elective courses can be chosen from offerings in marine science, biology, chemistry, geology, mathematics, applied physics, environmental science, and computational science. Students in other programs may earn a minor in Marine Science.

Students may also combine the core Marine Science Curriculum with courses offered through the Geology program. This specialization is designed to prepare students for graduate school, coastal zone management, watershed management, natural resource exploration, environmental mapping, and chemical or geological oceanography. Please see the Geology program Bulletin description for more information.

### **ADMISSION TO THE PROGRAM**

The program is open to any student admitted to Richard Stockton College. High school course work in the sciences and mathematics is recommended.

Students transferring to Stockton in the junior year (64 credits) should consult with a program preceptor as soon as possible to determine whether credits beyond the 128 credit minimum are necessary to earn a B.S. degree. This is less likely if prospective transfers have taken college Biology, Chemistry, and Math courses.

### **GRADUATION REQUIREMENTS**

The minimum requirement for the Bachelor of Arts in Marine Science is 64 credits of marine science and cognate courses. The Bachelor of Science degree requires a minimum of 80 credits in marine science and cognate courses. These program credits, in combination with the College's General Studies requirement, constitute the minimum of 128 credits necessary for a Stockton degree. In order to be able to graduate, a student must meet College criteria, which include a minimum grade point average of 2.0 overall.

In addition, a student must satisfy the Marine Science Program course distribution requirements, and have a minimum grade point average of 2.0 in program and cognate courses. The transfer student who wishes to major in Marine Science should contact the program coordinator prior to registering for courses at Stockton. Important note: some transfer students may require an extra year to fulfill degree requirements, particularly if they lack a science background.

### **CORE REQUIREMENTS**

MARS 2201 Introduction to Marine Biology

MARS 2202 Introduction to Oceanography

MARS 3371/3375 Oceanography II with Laboratory

CHEM 2110/2115 Chemistry I with Laboratory

CHEM 2120/2125 Chemistry II with Laboratory

GEOL 2110/2115 Marine Geology with Laboratory OR

other suitable 2000-4000 level GEOL course

PHYS 2110/2115 and 2120/2125 (Physics for Life Sciences I and II with Laboratories), for Marine Biology Concentration B.S. students (B.A. students are only required to take PHYS

2110/2115) or PHYS 2220/2225 and 2230/2235 (Physics I and II with Laboratories) for all Oceanography concentration students.

### **MARINE BIOLOGY CONCENTRATION REQUIREMENTS**

BIOL 1200/1205 Cells and Molecules with Laboratory

BIOL 1400/1405 Biodiversity and Evolution with Laboratory

Any 2000-4000 level statistics class

B.S. students must also take either MATH 2210 (Calculus for Life Sciences) or MATH 2215 (Calculus I)

Students must choose at least three of the following:

BIOL 2100 Ecology

MARS 3335 Marine Botany

MARS/BIOL 3300 Invertebrate Zoology

MARS/BIOL 3340 Introduction to Ichthyology OR other suitable vertebrate taxonomy course

Students must choose at least one of the following courses:

MARS 3306 Aquaculture

MARS 3307 Fisheries Science & Management

B.S. students must also take at least 4 elective MARS credits at the 3000-4000 level

*Students are strongly urged to complete the Math requirements earlier rather than later in their academic career.*

### **OCEANOGRAPHY CONCENTRATION REQUIREMENTS**

CHEM 2140/2145 Chemistry IV with Laboratory

MATH 2215 Calculus I

MATH 2216 Calculus II OR a statistics course at the 2000 level or above

Any GEOL elective course

MARS 3372 Oceanography III

B.S. students must also take at least 4 elective MARS credits at the 3000-4000 level

*Students are strongly urged to complete the MATH requirements earlier rather than later in their academic career.*

### **RECOMMENDED ELECTIVE COURSES**

The following groups of recommended courses are examples of courses appropriate as concentration electives. These lists are not comprehensive, and students can substitute additional courses in consultation with their preceptor. Note: both concentrations require additional MARS/Cognate electives to round out the B.S. (80 total science credits) or B.A. (64 total science credits) degrees.

### **MARINE BIOLOGY CONCENTRATION ELECTIVES**

MARS/BIOL 3115 Ecological Statistics

MARS 3416 Tropical Marine Biology

MARS 3489 Marine Mammalogy

MARS 3360 Underwater Archaeology

BIOL 2110/2115 Genetics with Laboratory

BIOL 2175 Scientific Diving  
BIOL 3121 Wildlife Management  
BIOL 3122 Wildlife Techniques  
BIOL 3333 Deep-Sea Biology  
BIOL 3413 Population Biology  
BIOL 3465 Tide Marsh Ecology  
BIOL 3504 Conservation Biology  
ENVL 3304 Remote Sensing  
CHEM 2130 Chemistry III, or additional approved MARS, BIOL, ENVL, or CHEM courses

### **OCEANOGRAPHY CONCENTRATION ELECTIVES**

MARS 3121 Florida Keys Geology  
MARS 3305 Coastal Processes: Beaches  
MARS 3381 Marine Chemistry Laboratory  
MARS 3382 Analysis of Seawater and Sediments  
CHEM 3410 Physical Chemistry I  
CHEM 3530 Environmental Chemistry  
CSIS 1180 Computing Concepts and Applications  
ENVL 3435 Groundwater Hydrology  
GEOL 3100 Marine Geology II with Laboratory  
GEOL 3211 Mineralogy  
GEOL 3212 Petrology  
GEOL 3222 Structural Geology  
GEOL 3231 Sedimentology and Stratigraphy  
MATH 2217 Calculus III  
MATH 3323 Linear Algebra  
MATH 3328 Differential Equations  
PHYS 3220 Mechanics, or additional approved CHEM, MATH, PHYS, CSIS, or GEOL courses

### **GRADUATION WITH DISTINCTION**

A Bachelor of Science degree with distinction in Marine Science will be awarded to students who meet College criteria, who maintain at least a 3.50 grade point average, whose course work is of outstanding quality and who complete an outstanding senior project. The senior project will be reviewed for evidence of initiative and ability to apply critical intellectual skills to a particular problem. Students who expect to graduate with distinction must be sure that their proposed project is approved by the appropriate Marine Science faculty preceptor(s) and that copies of their final written report are available to all marine science faculty before they meet to consider awarding such a degree. The award will be conferred by the Marine Science program faculty.

### **MINOR IN MARINE SCIENCE**

Students in other Programs may earn a minor in Marine Science. The requirements for this minor are:

MARS 1100 Survey of Ocean Life OR MARS 2201 Introduction to Marine Biology  
MARS 2202 Introduction to Oceanography

At least 12 more elective MARS course credits, eight of which must be at the 3000+ or 4000+ levels.

Students must complete all prerequisites for any MARS courses selected as electives.

Selection of a suite of electives that correspond to the interests of the student should be made with the help of the preceptor and/or a MARS program faculty member.

### **SPECIAL OPPORTUNITIES**

Located on an eight-acre waterfront site in the Jacques Cousteau National Estuarine Research Reserve, the Marine Science and Environmental Field Station makes available the facilities, research vessels, sampling equipment, and staff to provide Stockton students with hands-on learning experiences in a marine environment second to none. The Field Station offers several teaching and research laboratories and offices, five research vessels ranging in size from 16' – 28', various marine sampling equipment, general-use laboratory equipment, state-of-the-art water sampling equipment and numerous marine technology instruments including a remotely operated vehicle (ROV) and side-scan sonar. Undergraduate students engaged in marine science and marine science-related courses (biology, environmental science, geology) access the facility regularly throughout their academic career. All students are encouraged to further utilize the facility for independent study projects and to become part of the numerous faculty and staff-led research teams. There are many opportunities to carry out Marine Science research at the undergraduate level at Stockton and at State and Federal agencies and Institutions nearby. The Field Station is also home to the Coastal Research Center, a contract and grant-funded institute focused on research and monitoring of New Jersey's coastal zone issues ranging from beach access, inlet dynamics, and pre and post-storm surveys of coastal municipal beaches.

Both the Field Station and the Coastal Research Center provide part-time work and volunteer opportunities for MARS students, as do numerous local agencies. Students may propose their own field, laboratory, or library research projects to prospective faculty sponsors, and/or work on suitable internships. Student interns have been placed locally in field/laboratory positions, including at the Adventure Aquarium, Rutgers Field Stations (Tuckerton, Port Norris, Cape May), Jacques Cousteau National Estuarine Research Reserve, NJ Division of Fish and Wildlife agencies, USFWS agencies, Brigantine Marine Mammal Stranding Center, and at area shellfish hatcheries. Through the Washington Internship program, MARS majors have been placed at the National Aquarium, the National Oceanographic and Atmospheric Administration, the National Academy of Sciences and the Smithsonian Institute/Natural History Museum.

For research projects that necessitate the processing of larger quantities of numerical data, students can make use of the College Computer Center, which is tied into the statewide Educational Computer Network. Stockton is a member of the New Jersey Marine Sciences Consortium and has access to Consortium marine stations, boats, and equipment. Stockton students can take, with the approval of the MARS program, Summer courses at the NJMSC facilities at Sandy Hook.

## **CAREER OPPORTUNITIES**

Graduates of the Marine Science program seek employment directly with their B.A. or B.S. degrees, or go on to graduate school to work for M.S. or Ph.D. degrees. There are a number of employment opportunities in this field, both in the private and public sectors.

Stockton graduates in Marine Biology have been very successful in obtaining entry-level positions in their field with local, state, and federal agencies. Such positions have involved laboratory work, fieldwork on marine habitats, data analysis, K-12 and public education and law enforcement. Some have gone on to consulting jobs with private firms, and some have entered postgraduate study and have attended major universities. Examples of student studies are: marine plant ecology, tropical fish ecology, marine parasitology, heavy metal pollution of mud flat habitats, micro-nutrient analysis of open ocean communities, fish population biology, and chemical defenses of marine algae.

The pending energy shortage will necessitate an increased search for petroleum deposits on the continental shelf, additional offshore ports, and an increased need for coastal sites for power plants. This will mean employment opportunities for a number of marine engineers and marine geologists on offshore oil surveys and marine construction projects. Students concentrating in Oceanography, and those taking additional electives in marine geology, marine technology, and underwater surveying should do well in this job market. At the same time, many of these energy-related activities can be expected to disturb the natural balances of beaches, estuaries, and shallow coastal waters by thermal pollution from power plants, oil spills from offshore drilling operations or accidents during the unloading of super-tankers, and disruption of the bottom by dredging and the disposal of dredge spoils. These, and other environmental problems, will, when coupled with more stringent water quality control standards imposed by the federal government, mean jobs for water chemists, physical oceanographers, and marine biologists with consulting firms to prepare environmental impact statements and with state and federal agencies to monitor sources of pollution.

## **OCEANOGRAPHY**

The pending energy shortage will necessitate an increased search for petroleum deposits on the continental shelf, additional offshore ports, and an increased need for coastal sites for power plants. This will mean employment opportunities for a number of marine engineers and marine geologists on offshore oil surveys and marine construction projects. At the same time, many of these energy-related activities can be expected to disturb the natural balances of beaches, estuaries, and shallow coastal waters by thermal pollution from power plants, oil spills from offshore drilling operations or accidents during the unloading of super-tankers, and disruption of the bottom by dredging and the disposal of dredge spoils. These, in addition to problems caused by sludge from coastal sewage outfalls, chemical pollutants from various industrial processes, pesticides from agricultural run-off, and even photochemical smog purged from the atmosphere by rain, will, when coupled with more stringent water quality control standards imposed by the federal government, mean jobs for water chemists, physical oceanographers, and marine biologists with consulting firms to prepare environmental impact statements and with state and federal agencies to monitor sources of pollution.

## **INFORMATION ABOUT THE PROGRAM**

Marine Science Program Coordinator  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-4546

Dean of Enrollment Management  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-4261  
[www.stockton.edu](http://www.stockton.edu)

For additional, current information, visit the [Marine Science Web site](#).

For current, detailed course descriptions, go to the [Online Catalog](#).

## MATHEMATICS

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### IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

#### THE FACULTY

**Bradley Forrest (2009)**, Assistant Professor of Mathematics; Ph.D., M.S., Cornell University; B.S., Harvey Mudd College; geometric group theory, topology.

**Renganathan G. Iyer (1991)**, Associate Professor of Mathematics; Ph.D., Massachusetts Institute of Technology; B.Sc., M.Sc., University of Pune; representation theory of finite and infinite dimensional Lie algebras, commutative algebra, curriculum development and mathematics education.

**Pamela Kosick (2009)**, Assistant Professor of Mathematics; Ph.D., M.S., University of Delaware; B.A., The College of New Jersey; finite fields and applications, polynomials over finite field, commutative semifields.

**Suzanne Nezzar (2005)**, Associate Professor of Mathematics; Ph.D., University of California, Los Angeles; B.S., Santa Clara University; image processing, radial basis functions, spectral methods, radon transform.

**Simon R. Quint (1981)**, Associate Professor of Mathematics; Ph.D., University of California, Berkeley; B.S., Tufts University; representations of Lie groups, mathematical innerconnections.

**Brandy Lynn Rapatski (2005)**, Associate Professor of Mathematics; Ph.D., University of Maryland; M.S., B.A., New Jersey Institute of Technology; mathematical epidemiology, mathematical biology, differential equations.

**Yujin Shen (1986)**, Associate Professor of Mathematics; Ph.D., M.S., University of Delaware; B.S., Kirin University; mathematical statistics, probability, actuarial science.

**Juan Tolosa (1988)**, Professor of Mathematics; Ph.D., Patrice Lumumba University, USSR; local and global theory of dynamical systems, retarded and neutral functional differential equations, ordinary differential equations, maps of intervals, chaos.

**Judith Vogel (2001)**, Associate Professor of Mathematics; Ph.D., Temple University; M.A., Temple University; B.A., The Richard Stockton College of New Jersey; numerical analysis, numerical linear algebra, and iterative methods.

**Chia-Lin Wu (1996)**, Associate Professor of Mathematics; Ph.D., University of California, Irvine; M.A., California State University at Long Beach; B.S., National Kao-Shiung Normal University; probability and statistics, queuing networks, ATM networks performance and evaluation, optimization.



## ASSOCIATED FACULTY

**Frank A. Cerreto (1976)**, Professor of Mathematics; Ed.D., Rutgers, The State University of New Jersey; M.S., Stevens Institute of Technology; B.S., M.A., City College, City University of New York; mathematics, curriculum development, mathematics education, technology in education.

**Yitzhak Y. Sharon (1972)**, Professor of Physics and Weinstein Professor of Jewish Studies; Ph.D., M.A., Princeton University; A.B., Columbia University; theoretical physics, mathematical physics.

## PROFESSORS EMERITI

**Charles W. Herlands (1975)**, Professor Emeritus of Mathematics; Ph.D., University of California, Irvine; M.A., University of California, San Diego; B.S., Stanford University; algebra, category theory, homological algebra, history and philosophy of science, computer science.

**Murray R. Kirch (1972)**, Professor Emeritus of Computer Science and Mathematics; Ph.D., M.S., Lehigh University; A.B., Temple University; information assurance and security, software engineering, computational science and numerical analysis, theory of computation, computer algorithms, artificial intelligence, mathematics of risk.

**Donald Plank (1971)**, Professor Emeritus of Mathematics; Ph.D., University of Rochester; M.A., Yale University; B.S., Trinity College; algebra, general topology, rings of functions, ordered algebraic systems, collective choice theory.

## INTRODUCTION

The Mathematics (MATH) program is designed to meet the needs of those students who wish to acquire certain mathematical techniques for use in the physical, life, management, and social sciences, as well as those whose primary interests lie in mathematics itself. Mathematics is an appropriate degree program for students preparing themselves for careers in actuarial science, statistical analysis, operations research, computer science, engineering, or secondary education and for those who wish to pursue graduate study in mathematics or certain mathematics-related areas (e.g., computer science, computational science, statistics or economics).

## PROGRAM ORGANIZATION

The Mathematics curriculum is highly sequential, so it is important that majors begin the calculus sequence in the first term of the freshman year if at all possible. It is recommended that all students complete degree requirements in Mathematics as soon as possible within their first four semesters. By the end of the sophomore year, majors should have completed the calculus sequence, MATH 3323 Linear Algebra, and MATH 3325 Foundations of Mathematics, leaving the junior and senior years open for advanced courses, independent study, tutorials and seminars.

The Mathematics program offers four specialized concentrations: Actuarial Science, Computer Science, Graduate School preparation and Secondary Education concentration. It is not necessary

that mathematics majors choose one of these concentrations to graduate; the concentrations are for advisory purposes only.

Students interested in an actuarial career should elect the Actuarial Science concentration. Actuarial students are advised to begin the sequence of actuarial examinations upon completion of MATH 4451 Probability and Statistics I and MATH 4452 Probability Statistics II.

Students with an interest in the computational aspects of mathematics and the use of computers to solve mathematical problems should elect the Computer Science concentration or pursue a degree in Computational Science.

Students who intend to continue their mathematical training in graduate school should elect the Graduate School Preparation concentration. Such students are advised to take the Graduate Record Examination in their senior year. It is desirable for such students to acquire a reading knowledge of at least one foreign language (usually French, German or Russian).

Students who wish to be certified to teach mathematics in secondary school should elect the Secondary Education concentration and also should consult the School of Education for an explanation of certification requirements. Students who intend to apply to Stockton's Teacher Education program are encouraged to select a second preceptor. Students interested in the five-year, dual degree Mathematics/Engineering program should complete the five core mathematics courses and MATH 3328 Differential Equations during the first two years. In addition, they must complete a year of Physics, a year of General Chemistry, and additional dual-degree requirements by the end of the third year before transferring to Rutgers or NJIT for the final two years or finishing the math program requirements in their fourth year.

Students who complete the dual-degree program will receive a Bachelor's degree in Mathematics from Stockton after the fourth year and a Bachelor of Science degree in Engineering from Rutgers or NJIT after the fifth year. See the section on Engineering Dual-Degree Program elsewhere in this *Bulletin*.

### **ADMISSION TO THE PROGRAM**

The Mathematics program is open to any student with an active interest in mathematics. Students who have a good working knowledge of two years of high school algebra, one year of high school geometry and trigonometry should begin with MATH 2215 Calculus I. Students who were proficient in high school calculus may wish to seek advanced standing. Students who need to review algebra and trigonometry should enroll first in MATH 1100 Pre-calculus Mathematics before beginning the calculus sequence. High school students considering a major in mathematics at Stockton are strongly urged to take four years of college-preparatory mathematics (through trigonometry), at least three years of college preparatory science (including physics and chemistry), and four years of college-preparatory English courses that emphasize writing. Students who lack adequate backgrounds in high school mathematics, science or English may not be sufficiently prepared to attempt the rigorous freshman- and sophomore-level core courses in mathematics.

Community college graduates who have not completed a one-year sequence in single-variable calculus should expect to spend more than two years at Stockton to obtain a degree in mathematics. Transfer students who wish to major in mathematics should contact the coordinator of the Mathematics program before the beginning of their first term at Stockton.

### GRADUATION REQUIREMENTS

Completion of the following mathematics core courses (or their equivalents) with a minimum grade of C is required of all mathematics majors:

MATH 2215	Calculus I
MATH 2216	Calculus II
MATH 2217	Calculus III
MATH 3323	Linear Algebra
MATH 3325	Foundations of Mathematics
MATH 3328	Differential Equations (required for students pursuing a B.S. degree in mathematics)

Completion of the following core courses is also required:

PHYS 2220/25	Physics I
PHYS 2230/35	Physics II Programming and Problem Solving I or another course where a high level language such as Fortran or C++ is taught.

(*Note:* PHYS 2220/25 is offered Fall term only and PHYS 2230/35 is offered Spring term only.)

In addition to these courses, completion of four of the following 10 advanced courses (or their equivalents) with at least one from Group I and at least one from Group II, will be required:

#### *Group I*

MATH 4431	Advanced Calculus
MATH 4432	Complex Analysis
MATH 4441	Algebraic Structures
MATH 4445	Modern Geometry
MATH 4481	Topics in Mathematics*
MATH 4491	Partial Differential Equations

#### *Group II*

MATH 4451	Probability and Statistics I
MATH 4452	Probability and Statistics II
MATH 4461	Numerical Analysis
MATH 4471	Computer Algorithms
MATH 4472	Theory of Computation
MATH 4481	Topics in Mathematics*

(*Note:* Most of these courses are offered once a year. MATH 4441, 4445, 4451 and 4461 are offered Fall term only MATH 4431, 4432, and 4452 are offered Spring term only MATH 4471, 4472 and MATH 4481 are offered in the Spring semester on a need basis.

\* Depending on the course content, MATH 4481 may belong to Group I or II. Please check with the instructor before you enroll in the course regarding the Group designation.)

Students must also complete two semesters of MATH 4600, Mathematics Seminar. In addition to the above, the B.A. and the B.S. degree candidates must satisfy the following requirements:

B.A. degree: additional courses to be taken in mathematics or in related programs for a total of 64 credits and fulfillment of the applicable College General Studies requirement.

B.S. degree: additional courses to be taken in mathematics or in related programs for a total of 80 credits and fulfillment of the applicable College General Studies requirement.

All degree candidates are required to have at least a 2.0 GPA in MATH-acronym courses. For the purposes of this Program requirement, if a MATH-acronym course is taken more than once, only the highest grade earned will be used.

Students should consult with their preceptors before taking statistics courses that do not have MATH acronyms. Non-calculus-based statistics courses will not count as Program/Cognate courses toward a MATH degree.

Transfer students should note that transfer credits for non-calculus-based statistics courses, although accepted by the College, will not count as Program/Cognate credits toward a MATH degree. The specialized concentrations in mathematics follow.

Students do not have to choose a concentration to graduate; the concentrations are for advisory purposes only.

### **ACTUARIAL SCIENCE CONCENTRATION**

#### *Primary courses:*

GNM	3149	Mathematics of Finance
MATH	2225	Discrete Mathematics
MATH	4451	Probability and Statistics I
MATH	4452	Probability and Statistics II

#### *Recommended courses:*

ECON	1200	Introduction to Macroeconomics
ECON	1400	Introduction to Microeconomics
FINA	3110	Introduction to Financial Management
FINA	3120	Financial Management II
ECON	3610	Introduction to Econometrics

The above five courses have been approved by the Society of Actuaries (SOA) and the Casualty Actuarial Society (CAS) to meet the Validation by Education Experience (VEE) requirement with grade B- or better.

MATH	3328	Differential Equations
MATH	4432	Complex Analysis
MATH	4461	Numerical Analysis
CSIS	2102	Programming and Problem Solving II
CSIS	2226	Foundations of Computer Science
CSIS	3103	Data Structure.

## GRADUATE SCHOOL PREPARATION CONCENTRATION

### *Primary courses:*

MATH	2225	Discrete Mathematics
MATH	3328	Differential Equations
MATH	4431	Advanced Calculus
MATH	4432	Complex Analysis
MATH	4441	Algebraic Structures

Additional courses (selected to meet the student's needs and major interests):

MATH	4445	Modern Geometry
MATH	4451	Probability and Statistics I
MATH	4452	Probability and Statistics II
MATH	4461	Numerical Analysis
MATH	4471	Computer Algorithms
MATH	4472	Theory of Computation

### *Recommended courses:*

CSIS	2101	Programming and Problem Solving I
CSIS	2102	Programming and Problem Solving II
CSIS	3103	Data Structures
CSIS	2259	Operations Research I
CSIS	4463	Artificial Intelligence

## COMPUTER SCIENCE CONCENTRATION

### *Primary courses:*

MATH	2225	Discrete Mathematics
MATH	3328	Differential Equations
MATH	4451	Probability and Statistics I
MATH	4461	Numerical Analysis
MATH	4471	Computer Algorithms
MATH	4472	Theory of Computation
CSIS	2101	Programming and Problem Solving I
CSIS	2102	Programming and Problem Solving II
CSIS	3103	Data Structures
CSIS	2226	Foundations of Computer Science
CSIS	3250	Computer Organization and Assembly Language

At least one of the following:

CSIS	4244	Programming Language Structures
CSIS	4251	Operating Systems
CSIS	4469	Computer Architecture

### *Recommended courses:*

MATH	4441	Algebraic Structures
MATH	4452	Probability and Statistics II

Any course from the Extended Core for the Computer Science Concentration of the CSIS Program.

## SECONDARY EDUCATION CONCENTRATION

### *Primary courses:*

ECON	1200	Macroeconomics
GNM	1261	Applied Geometry or
MATH	4445	Modern Geometry
GNM	2113	History of Mathematics
MATH	2225	Discrete Mathematics
MATH	4441	Algebraic Structures
MATH	4451	Probability and Statistics I

### *Additional courses (selected to meet the student's needs and major interests):*

MATH	3328	Differential Equations
MATH	3330	Interrelations in Mathematics
MATH	4431	Advanced Calculus
MATH	4432	Complex Analysis
MATH	4452	Probability and Statistics II
MATH	4461	Numerical Analysis
MATH	4471	Computer Algorithms
MATH	4472	Theory of Computation

### *Other Recommended courses:*

BIOL	1100/05	Organisms and Evolution
BIOL	2110	Genetics
CHEM	2110/15	Chemistry I – General Principles
CHEM	2120/25	Chemistry II - Organic Structure
CSIS	1206	Statistics
CSIS	2101	Programming and Problem Solving I
MATH	3350	Mathematical Physics

*Note:* Not all science or CSIS courses are considered cognate courses for math majors. Students should consult with their preceptors or the mathematics program coordinator if they have any questions.

## MINOR IN MATHEMATICS

Students may earn a minor in mathematics by completing the following courses with a grade of C or better:

MATH	2215/	Calculus I,
MATH	2216	Calculus II,
MATH	2217	Calculus III and
MATH	3323	Linear Algebra and one additional 4-credit 3000 or 4000 level
MATH		course.

## SPECIAL OPPORTUNITIES

Some students may wish to take part in off-campus experiences where their knowledge of mathematics may be applied to “real-world” situations. Academic credit can be granted for such an experience, provided it contributes significantly to the student’s intellectual development. Credit will generally be contingent upon a comprehensive report to be submitted after the experience is completed. Seniors may wish to undertake some special project in mathematics for

academic credit. This may consist of a thesis, seminar or some other project agreeable to the mathematics faculty. Specifics will be established on a case-by case basis.

### **ARTICULATION PROGRAMS**

A five-year dual-degree Engineering option with the New Jersey Institute of Technology (NJIT) and Rutgers, the State University is available to mathematics (and other) majors. Under this option, the mathematics major spends the first three years at Stockton and the last two years at NJIT or Rutgers. The B.S. degree in Mathematics is awarded from Stockton and the B.S.E. degree from NJIT or Rutgers. The Engineering degree for the Mathematics major could be in one of four areas—Mechanical Engineering, Industrial Engineering, Manufacturing Engineering or Engineering Science. For further information, contact the Engineering Coordinator.

### **GRADUATION WITH DISTINCTION**

A bachelor's degree with distinction in mathematics will be awarded to students who meet College criteria for graduation with distinction and whose course work and senior projects are of outstanding quality. The award will be conferred by the Mathematics program faculty on those who have scholarly and mathematical achievements that are judged to be of unusual merit, who have or will have completed MATH 4800, and who have given a project talk in the MATH Seminar. The student seeking the degree with distinction should consult with a mathematics faculty member regarding the design of a senior project before entering the senior year.

### **CAREER OPPORTUNITIES**

Students who successfully complete a degree program in mathematics may continue their education at the graduate level or pursue careers in secondary education, business, industry, actuarial science or federal/state government. Professional opportunities in actuarial science are excellent since the demand by insurance companies, consulting firms, and government agencies for qualified actuaries exceeds the available supply.

### **INFORMATION ABOUT THE PROGRAM**

Mathematics Program Coordinator  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-4546

Dean of Enrollment Management  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-4261

For additional, current information, visit the [Math Web site](#).

For current, detailed course descriptions, go to the [Online Catalog](#).

## APPLIED PHYSICS

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### IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

#### THE FACULTY

**Neil Aaronson (2008)**, Assistant Professor of Physics; Ph.D., M.S., Michigan State University; B.S., The College of New Jersey; psychoacoustics, audio quality perception, room acoustics, music perception, underwater acoustics.

**Benjamin Agyare (2007)**, Instructor of Physics; M.S., Miami University at Oxford Ohio; quantum optics.

**Fang Liu (2003)**, Associate Professor of Physics; Ph.D., University of Pennsylvania; B.S., M.S., Tsinghua University; biomedical and health physics, positron emission tomography (PET), PET surgical probes, biomedical optics imaging, biophysics.

**Sipra Pal (1986)**, Associate Professor of Physics; Ph.D., Georgetown University; M.S., University of Delhi; B.S., University of Calcutta; solid state physics, theoretical surface physics, mathematical physics, energy studies and computational modeling.

**Benita P. Villar (2008)**, Visiting Assistant Professor of Physics; M.A., B.A., Rowan University; physics.

**Yitzhak Y. Sharon (1972)**, Professor of Physics and Weinstein Professor of Jewish Studies; Ph.D., M.A., Princeton University; A.B., Columbia University; theoretical low-energy nuclear physics, physics education.

**Joseph Jude Trout (2011)**, Assistant Professor of Physics; Ph.D., M.S., Drexel University; B.S., The Richard Stockton College of New Jersey; atmospheric physics, computational physics, applied physics, meteorology, physics education.

#### ASSOCIATED FACULTY

**John Russell Manson (2007)**, Associate Professor of Computational Science; Ph.D., University of Glasgow; B. Eng., University of Strathclyde; mathematical models, hydraulics, hydrology, engineering, earth science, rivers, estuaries, coasts.

**Robert J. Olsen (2002)**, Assistant Professor of Computational Science; Ph.D., M.A., Brandeis University; physical chemistry, chemical physics, computational science, chemical kinetics, nonlinear dynamics, combustion, chemometrics.

**Monir H. Sharobeam (1991)**, Professor of Computational Science; Ph.D., University of Tennessee; M.S., B.S., University of Cairo; mechanical engineering, mechanics of materials, fracture mechanics, finite element methods, computer-aided drafting and design.



## PROFESSORS EMERITI

**Douglas Lessie (1975)**, Professor Emeritus of Physics; Ph.D., University of Pittsburgh; M.S., University of Vermont; B.S., Queens College, City University of New York; solid-state physics, surface physics, quantum theory, nonlinear physics, physics education.

**Lynn F. Stiles (1973)**, Professor Emeritus of Physics; Ph.D., M.S., Cornell University; B.S., State University of New York at Stony Brook; geothermal systems, energy management, solar energy, and environmental physics.

## INTRODUCTION

A degree in Applied Physics provides preparation for a wide range of scientific and technical careers and for secondary-school science teaching. As a fundamental science, with applications in many fields, Physics (PHYS) also strengthens the backgrounds of students whose major interests are Biology, Marine Science, Physical Therapy, Mathematics, Chemistry, Astronomy, Environmental Science, Information and Computer Sciences, Computational Science, Geology, Pre-Medical Studies And Other Health Sciences. There is much overlap between Applied Physics and Stockton's Engineering Dual-Degree program (see Engineering elsewhere in this *Bulletin*). Applied Physics majors who are interested in teaching as a career can obtain New Jersey certification for teaching. Such students should inform their preceptor and should contact the Dean of Education as soon as possible after enrolling at Stockton. Additional relevant information is provided under Education in the *Bulletin*.

## PROGRAM ORGANIZATION

Upon completion of the core Physics and cognate (related) courses, Applied Physics majors are encouraged to study the application of physics to their own individual fields of interest. This may be accomplished through courses as well as through independent study courses with the Applied Physics program faculty (see list of specialties above). An Energy Certificate option and a five-year engineering dual-degree, both related to Physics, are also offered (see Energy Certificate and Engineering listings). This curriculum accommodates a broad range of student interests. The program provides two general orientations: industrial and government, and graduate school. It is also possible for a student to obtain a Physics degree and to carry out simultaneously a concentration in a related area such as Engineering, Mathematics, Biology, Computational Science, Marine Science, Business, Computer Sciences, Environmental Science, Energy, etc.

In addition to the standard Physics curriculum, which prepares students for graduate school, the Physics program also offers applied thrusts in Energy Studies, Engineering Physics, Computational physics, Biomedical Physics and Astronomy.

The introductory course sequence, PHYS 2220 Physics I, PHYS 2230 Physics II, and PHYS 3010 Physics III, is offered yearly (starting only in the Fall semester). This is the preferred course sequence for Applied Physics majors. Another parallel course sequence, Physics for Life Sciences (PHYS 2110 and PHYS 2120), starts only in the Fall, and subsequently can be followed by Physics III (PHYS 3010).

Also offered are more advanced topical courses. Except for Computational Mechanics (PHYS 3220) which is offered annually, all these courses are offered in alternate years. Applied Physics students and faculty meet regularly for a zero-credit colloquium to discuss topics of current interest in Physics, Engineering and related areas, visit various facilities, and meet with guest speakers from within and outside the Stockton community. This Physics and Engineering Colloquium (PHYS 2600) is required each semester for all Physics and Physics Engineering majors. All Physics majors are expected to sign up for the Physics and Engineering Colloquium every semester.

The Applied Physics program also sponsors special projects, as well as industrial, governmental and teaching internships for interested students. During their last year at Stockton, Applied Physics majors gain valuable technical experience by completing a required credit bearing senior research project, which they are expected to begin during their junior year. At the end of the junior year, they are required to submit a research proposal to the Physics faculty for review.

### **ADMISSION TO THE PROGRAM**

The program is open to all interested students. High school students who intend to major in Physics can prepare by building a solid foundation in Mathematics and the physical sciences. Students who are planning a career in teaching Physics are advised to complete a senior project related to teaching.

Students pursuing scientific or technical careers should consider beginning the PHYS 2220/2225-PHYS 2230/2235 courses in the Fall term, preferably, of their freshman year. Students majoring in Physics who have not completed these courses and the co-requisite Calculus I and II courses by the end of their sophomore year may need to spend additional time at Stockton to meet graduation requirements.

### **ARTICULATION PROGRAMS**

A five-year dual-degree engineering option with Rutgers University or with the New Jersey Institute of Technology (NJIT) is available to Physics (and other) majors. Under this option, the Physics major normally spends the first three years at Stockton and the last two years at NJIT or Rutgers. The B.S. degree in Applied Physics from Stockton is awarded after the fourth year and the B.S.E. degree from Rutgers or NJIT a year later. The Engineering degree for the Physics major could be in one of the following areas: Electrical Engineering, Mechanical Engineering, Computer Engineering, Industrial Engineering, Manufacturing Engineering, Bioenvironmental Engineering, Biomedical Engineering or Engineering Science. Graduates of the dual-degree engineering program will have acquired not only a thorough training in engineering but also a very strong background in Physics and liberal arts. This should provide good preparation for careers in the 21st century.

Students interested in the five-year, dual degree option in Engineering should contact the coordinator of the dual-degree program at (609) 652-4546. (See the section on the Engineering Dual-Degree Program elsewhere in this *Bulletin*). Articulation agreements with medical, dental and pharmaceutical schools provide options for selected students intending careers in medicine or dentistry. For further information, contact the program coordinator or the Health Professions Advisor.

## GRADUATION REQUIREMENTS

A minimum of 128 credits is required for graduation from Stockton. Most students, however, exceed the required 128-credit minimum in the course of preparing for advanced study and careers. The Applied Physics program offers the Bachelor of Science (B.S.) and the Bachelor of Arts (B.A.) degrees. Students pursuing the B.S. degree are required to complete 80 credits in PHYS and cognate courses. B.A. degree candidates must complete 64 credits in PHYS and cognate courses. In addition, an overall grade point average of C or better is required for program courses. The B.A. degree adequately prepares the students for the job market. The B.S. degree may be interdisciplinary in nature, in which case students have the freedom of choosing (with careful advising) several Physics or cognate courses that best meet their career goals.

The College is not only committed to providing students with a strong specialization in a major, but also seeks to expand the intellectual and cultural horizons of students by requiring courses in general education. Students pursuing a B.A. degree, in addition to 64 credits in PHYS and cognates, are required to complete 64 credits in General Studies; students pursuing a B.S., in addition to 80 credits in PHYS and cognates, are required to complete 48 credits in General Studies. The General Studies program includes courses designated by a G-acronym (of which 32 credits are required for graduation) and Program Studies courses in fields not related to Physics and Mathematics. (See General Studies requirements in the *Bulletin*.)

## REQUIRED AND ELECTIVE COURSES FOR THE B.A. AND B.S. DEGREES

### Required Physics Core Courses for All Physics Majors (B.A. or B.S. Degrees)

			# of credits
PHYS	2220/2225	Physics I/Lab	6
PHYS	2230/2235	Physics II/Lab	6
PHYS	3010	Physics III	4
PHYS	2600	Physics and Engineering Colloquium **	0
PHYS	3110	Electronics	4
PHYS	3220	Computational Mechanics	4
PHYS	3340	Optics	4
PHYS	3352	Nonlinear Systems***	4
PHYS	3370	Electricity and Magnetism	4
PHYS	3380	Thermal Physics	4
PHYS	3390	Introduction to Quantum Mechanics	4
PHYS	4620	Research Methods	0
PHYS	4800	Senior Project Variable	2-3

\*\* PHYS 2600 is offered each semester. Students should enroll in this seminar course each semester.

\*\*\* MATH 3323 Linear Algebra may replace this course

## Required Cognate Courses

			# of credits
MATH	2215	Calculus I	5
MATH	2216	Calculus II	5
MATH	2217	Calculus III	5
MATH	3328	Differential Equations	4

**Four additional elective Physics or cognate courses are required for the B.S. degree.** These four elective courses can be chosen in Physics, Mathematics, Computer Science, Computational Science, Chemistry, or other cognate areas or as independent study. Note, too, that a wide variety of independent study courses are available and encouraged, representing the interests of the Physics faculty and students. With careful advising these courses may be selected to obtain a concentration in Biomedical Physics, Computational Physics or Physics teaching. B.A. students may take appropriate courses to obtain strength in Law, Management, Business Studies, Economics or other areas.

## SAMPLE CURRICULUM LEADING TO THE B.S. DEGREE (128+ CREDITS) \*

Fall Term		Spring Term	
<i>Freshman</i>			
Physics I and Lab	(6)	Physics II and Lab	(6)
Calculus I	(5)	Calculus II	(5)
General Studies	(4)	General Studies	(4)
Physics and Engn Colloquium**	(0)	Physics and Engn Colloquium	(0)
<i>Sophomore</i>			
Physics III	(4)	Computational Mechanics	(4)
Calculus III	(5)	General Studies	(4)
Electronics or Optics	(4)	General Studies	(4)
General Studies	(4)	Differential Equations	(4)
Physics and Eng Colloquium	(0)	Physics and Eng Colloquium	(0)
<i>Junior</i>			
Optics or Electronics	(4)	Non Linear Systems or Thermal Physics	(4)
Electricity and Magnetism or Quantum Mechanics	(4)	Physics Elective	(4)
Research Methods	(0)	Research Methods	(0)
Physics and Eng Colloquium	(0)	Physics and Eng Colloquium	(0)
General Studies/ASD	(8)	General Studies/ASD	(8)
<i>Senior</i>			
Electronics or Optics	(4)	Thermal Physics or Non Linear Systems	(4)
Quantum or Electricity & Magnetism	(4)	Physics Elective	(4)
Research Methods	(0)	Research Methods	(0)
Physics and Eng Colloquium	(0)	Physics and Eng Colloquium	(0)
Physics Elective/Independent Studies	(4)	Senior Project (2-3)	
General Studies/ASD	(4)	General Studies/ASD	(8)

\*This typical four year sample curriculum applies to students who are Applied Physics majors. The Applied Physics program has a curriculum that is aimed at the diverse career goals of its students. (See Career Opportunities section below.) For example, B.S. students who will seek immediate postgraduate employment with industry or government will take different elective courses than those students who will carry out graduate study in Physics or related areas. Consequently, the sample curriculum provides only overall guidance. Each student is expected to discuss his/her individual program and career plans with a Physics program faculty member on a regular basis.

### **MINOR IN APPLIED PHYSICS**

The minor in Applied Physics meets a need for students who wish to go beyond the introductory level in understanding the physics that applies to their chosen major field.

#### *Core Requirements*

PHYS	2220/2225	Physics I/Lab	(6)
or			
PHYS	2110/2115	Physics for Life Sciences I/Lab	
PHYS	2230/2235	Physics II/Lab	(6)
or			
PHYS	2120/2125	Physics for Life Sciences II/Lab)	
PHYS	3010	Physics III	(4)

#### *Additional Requirements*

Any two 3000-level Physics courses (8 credits) from the following:

PHYS	3030	Biomedical Physics
PHYS	3110	Electronics
PHYS	3120	Electrical Circuits
PHYS	3200	Mechanics of Materials
PHYS	3220	Computational Mechanics
PHYS	3230	Survey of Computational Science
PHYS	3340	Optics
PHYS	3350	Mathematical Methods
PHYS	3352	Nonlinear Systems
PHYS	3370	Electricity and Magnetism
PHYS	3380	Thermal Physics
PHYS	3390	Introduction to Quantum Mechanics
PHYS	3443	Energy Planning
PHYS	3444	Energy Management
PHYS	4100	Advanced Laboratory

#### *Sample Selections by Major Program*

To satisfy the two-course additional requirement, possible PHYS course choices for students in various majors are listed below. Majors and course choices other than those listed are, of course, also acceptable.

BIOL:	PHYS 3030, 3110, 3340
CHEM:	PHYS 3110, 3380, 3390, 3340
CSIS:	PHYS 3110, 3120, 3230

ENVL:       PHYS 3340, 3380, 3443, 3444  
MARS:       PHYS 3110, 3220, 3380, 4100  
MATH:       PHYS 3120, 3350, 3352, 3370  
PUBH:       PHYS 3030, 3340, 3444

### **GRADUATION WITH DISTINCTION**

The Bachelor of Science or Bachelor of Arts degree with distinction in Applied Physics will be awarded to students who meet College criteria and whose course work and senior projects are of outstanding quality. In addition, scholarly performance, adherence to the campus conduct code, and service contributions to the field of Physics and the Physics Program will be considered. The level and the number of advanced courses taken will also play a significant role in the decision process for program distinction.

### **SPECIAL OPPORTUNITIES**

In selecting elective courses, Applied Physics majors may take advantage of research opportunities in the Geothermal Project on campus or in an internship with an outside organization. Such opportunities provide valuable practical training and make the Applied Physics curriculum directly relevant to postgraduate employment or to graduate studies. Students have held internships with the nearby Federal Aviation Administration Technical Center (FAATC) as well as with nationally recognized laboratories such as Argonne, Oak Ridge, Brookhaven, the Princeton Plasma Laboratory, the Goddard Space Center and the Space Telescope Sciences Institute. Students have also participated in REU Summer programs at other universities. Additional internships can be arranged by students and faculty with other governmental or industrial firms. These may be made into a cooperative work-study arrangement for qualified students.

Applied Physics students are encouraged to become actively involved in various aspects of the program. Advanced students can gain teaching experience as Student Assistants for laboratory sections. Students are expected to become involved in one of the ongoing research programs. These include energy studies, Stockton's geothermal heating and cooling system (the longest closed loop system in the United States), observational astronomy, nuclear physics, computational physics, nonlinear dynamics, reliability of semiconductor components, biomedical physics or physics education. In Stockton's energy program students apply their physics knowledge to technical topics such as solar heating, wind power, fuel cells, energy conservation and heat pumps. The Physics program has developed significant strengths in the field of energy in buildings and continues to obtain special equipment for its study.

The Applied Physics program emphasizes computer computation in its courses from the very start of the first year. More advanced work, both in theoretical modeling and on computer interfacing to laboratory instrumentation in the laboratory, is part of the program curriculum.

### **CAREER OPPORTUNITIES**

Graduates of Applied Physics are prepared for positions in industry, government and education, as well as for graduate work in graduate school. Among the career opportunities are positions in expanding technological areas such as alternative and conventional energy production; energy conservation; scientific computer programming and computational science; radiation safety;

medical and health physics; microelectronics; communication and transportation analysis; engineering; advanced optical and optoelectrical technological applications; and astronomical scientific applications.

### **INFORMATION ABOUT THE PROGRAM**

Applied Physics Program Coordinator  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-4546

Dean of Enrollment Management  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-4261

For additional, current information, visit the [Physics Web site](#).

For current, detailed course descriptions, go to the [Online Catalog](#).

## **PREPARATION FOR THE HEALTH PROFESSIONS**

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### **IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS**

#### **INTRODUCTION**

Applications to professional schools have risen steadily in recent years, resulting in keen competition for available seats. In addition to hard work and thorough preparation in the sciences, prospective applicants must demonstrate a well-rounded background with a variety of interests.

Stockton graduates have been accepted to some of the finest medical, dental, veterinary and other graduate professional schools in the country. The list of such schools includes Stanford, Georgetown, Case-Western Reserve, Tufts, University of Pennsylvania, University of Chicago, New York University, and all of the schools within the University of Medicine and Dentistry of New Jersey. Stockton graduates have generally reported that the College prepared them well enough to compete with students from any college or university in the country.

The publication *Medical School Admission Requirements*, prepared by the Association of American Medical Colleges, indicates that the largest single percentage of applicants to medical schools have majored in biology, with the next most common major being chemistry. It is possible to major in music, history, philosophy or other disciplines and still gain admission to a professional school, provided that the student does well in all of his/her courses, plans ahead carefully and meets the specific science requirements of the chosen professional school.

Professional schools are concerned with the overall quality and scope of a student's undergraduate work. Careful planning is the key. As soon as students identify an interest in a profession, they should consult the Health Professions Advisor and a current edition of a relevant publication such as *Medical School Admissions Requirements*, *Dental School Admissions Requirements* or *Veterinary Medical School Admissions Requirements*.

What follows in this guide applies to a wide range of students interested in a number of medically related fields. The student who is already set on being a physician, dentist or veterinarian may find it valuable to keep an open mind about other available options such as podiatry, pharmacy, physician assistant, optometry and biomedical graduate studies. Catalogs from appropriate graduate/professional schools should be consulted as early as possible. The Office of Career Services can provide informative pamphlets and catalogs to assist students in narrowing their selection.

#### **PREPARATION**

Students are expected to have a solid foundation in biology, chemistry, physics and mathematics regardless of their choice of major, but there is more to the health professions than just science. The undergraduate years at Stockton provide an opportunity for the in-depth pursuit of non-science subjects of interest, and for developing a well-rounded liberal arts and sciences background. Many professional schools (especially medical) like to see a liberal arts background, so pursuing a BA rather than BS degree may be of some advantage.



Since competition is intense, students must strive to excel in every area that professional schools consider in an application. Most professional schools provide information on average GPAs, entrance test scores, number of applicants applied/accepted and average student profiles. This information will vary somewhat between schools and professions but it can be used as a valuable guideline and career planner.

Several factors should be carefully considered when planning a pre-professional degree program of study.

**One:**

Required and elective courses should be started as soon as possible and completed on schedule. Many science courses are given in sequence and have prerequisites. By following a well-planned, step-wise course selection, all required subjects should be completed by Spring of the junior year (the time when most students apply to professional schools).

Required courses vary among the professional schools but almost always include the following:

Biology	1 year with lab
General Chemistry	1 year with lab
Organic Chemistry	1 year with lab
Genetics	1 semester with lab
Mathematics	1 year

(Calculus and/or statistics are required by many schools.)

(It is highly recommended that all Math requirements be completed as soon as possible following admission to Stockton)

Physics

or

Physics for Life Science	1 year with lab
Biochemistry	1 semester (required by many schools, especially veterinary schools)
English/Writing	1 year

In addition, the following courses are strongly recommended, as they are often required by professional schools:

Microbiology	1 semester with lab
Physiology	1 semester
Psychology or other social science	1- 2 semesters

While the above courses will meet the requirements of most professional schools, it is always best to investigate thoroughly the specific institutions being considered.

Elective courses should be chosen from among the liberal arts. The entrance examinations (MCAT, DAT, GRE, etc.) rely heavily on writing and reading comprehension skills, and electives should be selected with this in mind. A wide variety of courses will also add to the broad background preferred by most professional schools.

**Two:**

Selecting a major is not critical for pre-professional students. For most health professions there is no specific need to major in a science. Students who are capable of superior work both in the sciences and the non-sciences stand the best chance for admission to all professional schools regardless of major.

**Three:**

Course loads should not be so heavy that performance and grades suffer. It is very difficult to raise a GPA that has suffered a disastrous semester. This is especially important in the first year of college life. Good study habits and time management are the key to both undergraduate and graduate success and should begin immediately upon entering college. Science courses are particularly demanding and must be scheduled carefully to avoid an overwhelming workload. Students need to consult with their preceptors for optimal course selections.

Academic achievement is probably the biggest single predictor of performance in professional school. Therefore, schools consider college grades highly important in the selection process. In addition to the overall GPA, most professional schools also consider academic performance in the sciences. There is no minimum GPA for admittance although many schools will provide the average GPA of the incoming class. This average can be used as a gauge of the caliber of competition seeking entrance to individual colleges.

Withdrawals and incomplete grades should be avoided if at all possible. Unless there is a very good excuse (sickness, family problems, etc.), admissions committees tend to look unfavorably on transcripts with several of these grades. In addition, it is best to avoid pass/no-credit grades, especially in the required sciences.

**Four:**

A poor academic record in the freshman year can be overcome with continued excellent improvement in the following years and will usually be considered by admissions committees. However even a strong finishing record will not always negate a poor start and the final GPA may not be competitive. The strong message here is to avoid being placed in this situation.

**Five:**

Experience and extracurricular activities may be deciding factors for admissions committees when selecting a new class. The professions are seeking well-rounded people who have looked into the details and workings of their chosen profession. Health-related jobs or volunteer experience can give a first-hand look at the nitty-gritty of a professional's life. Outside interests are also important and will demonstrate that the student is not just "classroom smart." Remember that interviewers are looking for motivation and commitment in an applicant, attributes that are not easy to fake.

Community service is an important aspect of all health professions. It should be no surprise that professional schools look for evidence of community service in a student's file. Membership in the college clubs or societies for the various health professions is a great way to find information the various professions, professional schools and volunteer opportunities, as well as insight into professional life.

## **APPLICATION PROCESS**

By the junior year, most of the required courses should have been completed or currently underway. Students may request an interview by the Stockton Health Professions Committee in the Spring of their junior year or Fall of their senior year. An admissions test score must be included with the request (MCAT, DAT, GRE, ETC.). A file will need to be prepared for this process and must be completed prior to the interview. The Health Professions Advisor will provide the necessary information for starting a file. The file will include three letters of recommendation, a personal statement, the academic record and admissions test scores. The granting of an interview and the writing of a letter of recommendation is entirely at the discretion of the Stockton Committee and is based on the quality of the student's academic record, performance on the appropriate admissions exam and quality of the interview.

Professional schools depend upon letters of reference to gain information that is not found in the transcript or in the student's application. They are particularly interested in receiving letters from faculty, including science faculty, who can comment about a student's performance in the class, in the lab or in any research projects. These letters can provide useful information about the student's motivation, dedication, integrity and leadership potential, as well as academic ability. Letters from health professionals commenting on a student's work in a particular health field are also valuable to admissions committees. A recommendation letter from the Stockton Health Professions Committee is actually an endorsement of the candidate by the College and is a valuable addition to the application file.

## **ARTICULATION AGREEMENTS**

Stockton has developed formal articulation agreements with a number of medical and other health professions schools. These agreements are designed to provide early admission decisions to outstanding students and in some cases to allow completion of a baccalaureate and professional degree in six or seven years. The following options are available:

1. Acceptance to medical/professional school during the senior year in high school (6 or 7-year program).
2. Acceptance to medical/professional school during the sophomore year at Stockton (7- year program).
3. Early acceptance to medical/dental school.
4. Traditional admission during the senior year at Stockton.
5. Each of these programs has specific requirements. Information on the articulation programs can be obtained from the College's Health Professions Advisor.

Agreements are currently in place with the University of Medicine and Dentistry of New Jersey (UMDNJ) and its four schools: Robert Wood Johnson Medical School, New Jersey Medical School, School of Osteopathic Medicine and New Jersey Dental School. Other agreements are in place with the Temple University School of Podiatric Medicine, the New York College of Podiatric Medicine, the New York State College of Optometry and the Rutgers University Ernest Mario School of Pharmacy.

## **ADMISSIONS TESTS**

There are several tests available for the various health professions and it is prudent to check each specific school for its requirements.

- The Medical College Admission Test (MCAT) is required by all medical schools. It is also required by colleges of osteopathic medicine and podiatric medicine.
- The Dental Admission Test (DAT) is required by all dental schools.
- The Optometry Admission Test (OAT) is required for all optometry applicants.
- The Graduate Record Exam (GRE) or MCAT is required by most schools of veterinary medicine.
- The Veterinary College Admissions Test (VCAT) is no longer given.
- The GRE is sometimes required by podiatric colleges in lieu of the MCAT.
- The Pharmaceutical College Admissions Test (PCAT) is required by many pharmacy schools.
- In addition, the Test of English as a Foreign Language (TOEFL) may be required of some applicants.

Application packets are available for each exam by request. The address can be obtained from the Health Professions Advisor or from the Internet. Careful planning ahead of time is necessary to allow for thorough preparation. Additionally, preparation courses are available commercially and sometimes in the form of a local study group. Regardless of the study method pursued, students should take the exam only once, and when they are maximally prepared. While the tests may be taken more than once, all scores are reported. Admissions committees will note this and may give the edge to an equally qualified candidate who took the exam only one time and did well. Do not take an admissions test for practice!

## **INFORMATION ON THE HEALTH PROFESSIONS**

Association of American Medical Colleges  
One Dupont Circle N.W., Suite 200  
Washington, DC 20036

American Association of Colleges of  
Osteopathic Medicine  
4720 Montgomery Lane, Suite 609  
Washington, DC 20114

American Association of Dental Schools  
1625 Massachusetts Avenue, N.W.  
Washington, DC 20036

Association of American Veterinary  
Medical Colleges  
Betz Publishing Company  
351 West Camden Street  
Baltimore, MD 21201

American Optometric Association  
243 Lindbergh Avenue  
St. Louis, MO 63141

American Association of Colleges of Podiatric  
Medicine and the American Podiatry  
Association  
20 Chevy Chase Circle, N.W.  
Washington, DC 20015

American Chiropractic Association  
1701 Clarendon Blvd.  
Arlington, VA 22209

American Association of Physician Assistants  
950 North Washington Street  
Alexandria, VA 22314

American Association of Colleges of Pharmacy  
1730 "M" Street, N.W.  
Washington, DC 20015

**INFORMATION ABOUT THE PROGRAM**

Health Professions Advisor  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway NJ 08205-9441  
Phone: (609) 652-4546

Dean of Enrollment Management  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway NJ 08205-9441  
Phone: (609) 652-4261  
[www.stockton.edu](http://www.stockton.edu)

For current, detailed course descriptions, go to the [Online Catalog](#).

## SUSTAINABILITY

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### IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

The School of Natural Sciences and Mathematics offers degree programs and courses in Environmental Science, Geology and Sustainability. The Programs are described within the Bulletin in alphabetical order. The Environmental Science Program offers a Bachelor of Science in Environmental Science and a Bachelor of Arts in Environmental Studies. The Geology Program offers Bachelor of Arts and Bachelor of Science degrees. A related degree, in Sustainability (SUST) focuses more on policy. The College also offers an advanced degree, the Professional Science Masters (PSM), which is described in the section in this *Bulletin* on graduate education. The PSM offers exceptional undergraduate students the option of completing a Bachelor's and a Master's Degree in five years under a 4+1 Dual Degree Program.

### THE FACULTY

**Patrick Hossay (1999)**, Associate Professor of Sustainability; Ph.D., The New School for Social Research; M.A., San Francisco State University; B.S., San Jose State University; environmental policy and law, sustainable development, alternative energy and design, sustainable technology.

### ASSOCIATED FACULTY

**Michael Busler (2008)**, Associate Professor of Business Studies; Ph.D., MBA, Drexel University; finance, financial institutions, introduction to financial management, game theory, graduate managerial economics, graduate financial management.

**Tait Chirenje (2003)**, Associate Professor of Environmental Science; Ph.D., University of Florida; M.S., University of Guelph; B.S., University of Zimbabwe; urban trace metal geochemistry, environmental remediation, water chemistry, brownfields characterization.

**John J. Connor (1984)**, Professor of Writing; Ph.D., University of Florida; M.A., Seton Hall University; B.A., Franklin and Marshall College; biology of birds, composition, journalism, science journalism, natural history.

**Oliver D. Cooke (2005)**, Associate Professor of Economics; Ph.D., University of Massachusetts, Amherst; B.A., Trinity College; urban/regional economics, economic history, political economy.

**Michael D. Geller (1976)**, Associate Professor of Environmental Science; Ph.D., State University of New York at Binghamton; B.A., University of Connecticut; mammalian ecology, population ecology, wetlands analysis, pine barrens botany, population regulation in mammals, ecology of reproduction, ecology of disease.

**Rodger L. Jackson (1997)**, Associate Professor of Philosophy; Ph.D., M.A., Michigan State University; B.A., Alma College; ethical theory, applied ethics, pragmatism, history of philosophy.

**Kristin J. Jacobson (2005)**, Associate Professor of Literature; Ph.D., Pennsylvania State University; M.A., University of Colorado, Boulder; B.A., Carthage College; 20th-and 21st-century American literature and culture, popular culture, feminist theory and pedagogy, environmental and geographic approaches to literature, ecofeminism.

**Maritza Jauregui (2006)**, Associate Professor of Public Health; Ph.D., University of California, Irvine; B.A., Columbia College, Columbia University; environmental toxicants, environmental health disparities, psychosocial stressors in the work environment, minority health issues, social ecological models, wellness and quality of life research.

**Evonne J. Kruger (1996)**, Associate Professor of Business Studies; Ph.D., MBA, Temple University; M.A., University of Minnesota; B.A., The George Washington University; strategic management, management skills, organizational behavior.

**Daniel A. Moscovici (2009)**, Assistant Professor of Environmental Science; Ph.D., M.S., University of Pennsylvania; B.S., Lehigh University; environmental planning, energy and conflict, natural resource management, land use, study abroad pedagogy, international sustainability.

**Robert Nichols (2000)**, Professor of History; Ph.D., M.A., University of Pennsylvania; B.A., University of Illinois; Indian Ocean history, South Asian history, social movements, historiography.

**Ekaterina G. Sedia (2001)**, Associate Professor of Biology; Ph.D., Rutgers, The State University of New Jersey; B.S., Moscow State University; community and ecosystem ecology, ecological role of non-vascular plants and lichens, environmental philosophy, population and human behavioral genetics.

**Linda Smith (1999)**, Associate Professor of Biology; Ph.D.; Rutgers, The State University of New Jersey; B.S., Millersville University; B.A., The Pennsylvania State University; ecological physiology, behavioral ecology, endocrinology, animal behavior.

**Mark Sullivan (2006)**, Associate Professor of Marine Science; Ph.D., University of Miami; M.S., State University of New York at Stony Brook; B.S., Tulane University; Ecology of early stage fishes in estuarine / continental shelf environments, implications of climate change on fish recruitment, impacts of mobile fishing gear on seafloor habitats, American eel early life history.

**George Zimmermann (1982)**, Professor of Environmental Science; Ph.D., Rutgers, The State University of New Jersey; M.S., Utah State University; B.S., Cook College, Rutgers, The State University of New Jersey; forest ecology, ecological forest management, quantitative methods in ecology.

## **INTRODUCTION**

The Sustainability program offers a Bachelor of Science and a Bachelor of Arts degree. Each degree program has multiple possible concentrations of study; and every student is required to select a concentration. The Sustainability degree program is partnered with the Environmental Science program that offers a bachelor of science in Environmental Science and a bachelor of arts in Environmental Studies. A related degree, the Professional Science Masters (PSM), is described in the *Graduate Bulletin*. Both the Sustainability and the Environmental Science degree programs offer exceptional students the option of completing a Bachelor's and a Master's Degree in five years under a 4+1 Dual Degree Program.

## **SUSTAINABILITY**

The study of Sustainability is focused on the sociopolitical, economic, ethical, and scientific efforts that help bring human existence into balance with the natural world. We live on a planet under stress; and a degree in Sustainability helps prepare students to define a more just, verdant, healthy and environmentally-sound future. This challenge exists at the intersection of multiple fields of knowledge, including the natural sciences, social sciences, humanities and professional studies. So, students in the Sustainability program are required to begin by developing a broad-based understanding, with early coursework in mathematics, physics, and chemistry, and core program courses in policy, economics, ecology, and applied technology.

The Sustainability curriculum is innovative and engaging, providing students with both a rigorous and broad education in concepts and theory, as well as extensive hands-on training with the latest technology and practices. And, with a focus on community engagement and experiential learning, the program expects students to take what they learn in the classroom and apply it in communities and businesses across the state as they complete their studies. Each student completes several hands-on assignments, applied practica, research projects, and an internship.

## **ADMISSION TO THE PROGRAM**

The program is open to any student admitted to Richard Stockton College. High school course work in the sciences and mathematics is strongly recommended. Students transferring to Stockton in the junior year (64 credits) should consult with a program preceptor as soon as possible to determine whether credits beyond the 128-credit minimum are necessary to earn a Sustainability degree. This is less likely if prospective transfers have taken college Biology, Chemistry and advanced Math courses. Students seeking a nontraditional degree or a second bachelor's degree are also encouraged to apply, although it will not be possible to obtain the regular degree by taking courses only in the evenings.

## **DEGREES OFFERED**

Students can pursue either a BA or a BS in Sustainability. Both degrees require a series of courses in the natural and physical sciences, and both share the same core program courses. However, the BS degree required a more rigorous background in physics and mathematics; and each option offers different opportunities for concentrations of study. Students in the BA degree can choose to concentrate in environmental policy, or they can focus their studies in environmental management. The Policy concentration is ideal for students planning a career in public policy, environmental advocacy, non-profits, sustainable



development or law. The concentration in Sustainability Management will help train students to work in business and industry as sustainability professionals.

Students pursuing a BS can choose among three concentrations: Energy, Environmental Quality, or Sustainable Biosystems. The Energy concentration allows students to gain advanced training in alternative energy technology, energy planning, and energy analysis and management. The concentration in Environmental Quality is focused on the scientific, political, and economic elements of environmental pollution, remediation, and public health. The concentration in sustainable biosystems is an excellent science background for those interested in a career in natural resource law, policy or management.

- Sustainability program courses are designated with a SUST acronym. Because of the degree's highly interdisciplinary nature, numerous core and concentration requirements are drawn from courses in other degree programs, including designated courses in Environmental Science and Economics. Sustainability courses are numbered as follows: 1000 level is introductory, 2000 level is intermediate, 3000 and 4000 levels are advanced.
- Cognate courses are those courses related to Sustainability and required as preparation for program courses, including courses in Biology, Chemistry, Mathematics, and Physics.
- Each student is required to complete general education requirements through the completion of designated courses in General Studies as well as At-Some-Distance courses. Courses outside of the sciences and mathematics that are unrelated to the student's major are qualified as At Some Distance courses. This includes courses taken in the History, Philosophy, Art, Literature, or Languages, for example.

## **REQUIREMENTS FOR THE B.S. AND B.A. DEGREES**

### **Cognate Courses**

The cognate requirements differ for the BA and BS degree.

Students pursuing a BA in Sustainability must complete the following cognate courses:

Course Number Title Credits CHEM 2110/2115 Chemistry 1/Lab 5 BIOL 1200 /1205 Cells and Molecules 5 *Or* BIOL 1400/1205 Biodiversity and Evolution + Lab 5 ENVL 2400 Intro to Statistics & Computers 4 *Or* POLS 2150 Intro to Political Methodology 4 PHYS 2110/2115 Physics for Life Sciences/Lab 5

Students pursuing a BS in Sustainability must complete the following cognate courses:

Course Number Title Credits MATH 2215 Calculus I 5 CHEM 2110/2115 Chemistry 1/Lab 5 BIOL 1200 /1205 Cells and Molecules 5 *Or* 1400/1205 Biodiversity and Evolution + Lab 5 ENVL 2400 Intro to Statistics & Computers 4 PHYS 2220/2225 Physics I/Lab 5 It is strongly recommend that students finish the required courses listed above before beginning upper level SUST courses.

### **Core Sustainability courses required for both the B.S. and B.A. degrees.**

All students are required to complete the core courses with a minimum grade of C. To graduate, students must also have a minimum GPA of 2.0 in core, concentration and cognate courses.

Course Number Title Credits SUST 2100 Environmental Sustainability 4 SUST 3300 Environmental Policy and Law 4 ECON 2200 Ecological Economics 4 SUST 3301 Sustainable Technologies/Lab 5 ENVL 2200/2205 Ecological Principles/Lab 5

Students must also complete the following courses in their senior year SUST 4600 Sustainability Seminar 4

And one of the following: SUST 4800 Senior Project 2

Or

SUST 4900 Senior Internship 2

### **Concentration Requirements**

Students pursuing a BA degree must complete the requirements for a concentration in either Policy or Sustainability Management

Required Policy concentration coursework: Course Number Title Credits ENVL 3310 Environmental Planning and Policy 4 SUST 3310 Natural Resource Policy and Law 4

SUST 3400 Global Sustainability 4 Approved electives or special project(s) 6

Required Sustainability Management concentration coursework:

Course Number Title Credits SUST 3330 Green Finance and Accounting 4 SUST 3320 Business and Sustainability 4 SUST 3100 Envl Risk Communications and Management 4 Approved electives or special project(s) 6

Students pursuing a BS degree must complete the requirements for either a concentration in Energy, Environmental Quality or Sustainable Biosystems

Required Energy concentration coursework PHYS 2230/5 Physics II 5 MATH 2216 Calculus II 5 SUST 3XXX Energy Practicum 4 ENVL 3443 Energy Planning 4 SUST 3XXX Energy Management 4 Electives or special project(s) 6

Required Environmental Quality concentration coursework ENVL 3421 Environmental Pollution and Regulation 4 ENVL 3432 Soil Science 4 ENVL 3434 Watershed Hydrology 4 ENVL 4446 Envl Remediation and Biotechnology 4 Electives or special project(s) 12

Required Sustainable Biosystems concentration coursework ENVL 3419 Ecological Forest Management 4 ENVL 3413 Population Biology 4 ENVL 2100/05 Physical Geography and Lab 5 BIOL 3121 Wildlife Management 4 Electives or special project(s) 11

Note: Any alteration in program requirements must be approved in writing by the student's preceptor and the SUST program coordinator.

## **CAREER OPPORTUNITIES**

The Sustainability program answers a growing demand by employers for professionals with specialized training in sustainability. As industry and business develop a greater interest in their green profile, and as alternative energy and conservation gain prominence, the need for sustainability professionals has grown sharply. This program will help students serve that pressing need. Graduates in Sustainability work across the spectrum, in public agencies, nonprofit organizations, industry, business, public advocacy, education and many other fields.

## **PREPARATION FOR GRADUATE EDUCATION**

Some graduates attend graduate school immediately upon finishing their undergraduate degree and often are supported by teaching and research assistantships. Others attend graduate school while working or after a period of work experience. Graduate school can increase students' professional options, salaries and opportunities for creative work. Students interested in graduate school are advised to talk to their preceptors early in their college careers. Graduate programs are highly variable and often have different requirements. In the sciences, these commonly include a semester or two of Calculus, and two semesters of Physics, Biology, or Chemistry, depending on the academic discipline of study.

There is a growing interest in sustainability in higher education, exemplified by an expanding number of interdisciplinary research centers at the nation's leading universities. Columbia University's Earth Institute, the University of California's Energy Institute, and MIT's Environmental Research Council, are just a few of the multiple and diverse examples. These are joined by a rising number of graduate level programs in the sustainability field. Hence, the potential for Stockton graduates to continue graduate studies at some of the nation's leading universities is high. Opportunities for professional graduate studies in design, planning, architecture, law and related areas are also very good. Increasing numbers of professional graduate programs are expanding and enriching their opportunities for advanced sustainability-related training. A major in sustainability could also be a desirable background for law-school-bound undergraduates.

## **INFORMATION ABOUT THE PROGRAM**

Professor Patrick Hossay, Sustainability Program Coordinator  
Natural Sciences and Mathematics  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-4303

## SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

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### BEHAVIORAL NEUROSCIENCE

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## SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

### THE FACULTY

**Mark E. Berg (2008)**, Assistant Professor of Psychology; Ph.D., University of Canterbury (New Zealand); M.S., B.S., Brigham Young University; perceptual category learning, experimental analysis of behavior, history of psychology, motivation, industrial/organizational psychology.

**John Bulevich (2011)**, Assistant Professor of Psychology; Ph.D., M.A., Washington University; B.S., University of Washington; cognitive control and long term memory, aging and metacognition.

**Vincent Cicirello (2005)**, Associate Professor of Computer Science and Information Systems; Ph.D.; Carnegie Mellon University; artificial intelligence, multi-agent systems, operations research, machine learning, software engineering, information assurance, biologically-inspired computing techniques.

**Joshua D. Duntley (2006)**, Associate Professor of Criminal Justice; Ph.D., University of Texas; M.A., B.A., State University of New York at Plattsburgh; evolutionary psychology, forensic psychology, homicide, stalking, victim defenses, human mating, quantitative methods and statistics.

**Jessica Fleck (2006)**, Associate Professor of Psychology; Ph.D., Temple University; B.S., B.A., Shippensburg University; cognitive neuroscience: research in the behavioral and neural underpinnings of problem-solving and creativity, the link between creativity and schizophrenia, and creativity enhancement.

**Tim A. Haresign (1993)**, Associate Professor of Biology; Ph.D.; University of Connecticut at Storrs; B.S., State University College of New York at Plattsburgh; neuroscience, animal behavior, bioacoustics, evolutionary psychology, cognitive science, issues of diversity.

**Carra Leah Hood (2005)**, Associate Professor of Writing; Ph.D., M.A., Yale University; B.A., Hunter College, City University of New York; expository writing and research, digital composing, visual rhetoric, new and traditional media

**Ron S. Hutchison (2005)**, Associate Professor of Biology; Ph.D., University of Illinois; B.A., Kenyon College; cell and molecular biology, photosynthesis, plant biology, algal responses to cold environments, polar biology, climate change.

**Rodger L. Jackson (1997)**; Associate Professor of Philosophy Ph.D., Michigan State University; M.A., Michigan State University; B.A., Alma College; ethical theory, applied ethics, pragmatism, history of philosophy.

**Fang Liu (2003)**, Associate Professor of Physics; Ph.D., University of Pennsylvania; B.S., M.S., Tsinghua University; biomedical and health physics, positron emission tomography (PET), PET surgical probes, biomedical optics imaging, biophysics.

**Jennifer A. Lyke (2001)**, Associate Professor of Psychology; Ph.D., Temple University; B.S., University of Pennsylvania; counseling psychology, research methods, abnormal psychology, eating disorders, advanced statistics, states of consciousness.

**Ekaterina G. Sedia (2001)**, Associate Professor of Biology; Ph.D., Rutgers, The State University of New Jersey; B.S., Moscow State University; community and ecosystem ecology, ecological role of non-vascular plants and lichens, environmental philosophy, population and human behavioral genetics.

**Elizabeth Shobe (1998)**, Associate Professor of Psychology; Ph.D., University of Toledo; B.A., The Richard Stockton College of New Jersey; cognition, learning theories, experimental psychology, statistical methods, behavioral neuroscience, evolution and behavior.

**Marcello Spinella (1999)**, Professor of Psychology; Ph.D., City University of New York; M.A., Queens College, City University of New York; B.A., Fairleigh Dickinson University; physiological psychology, clinical neuropsychology, psychometrics, psychopharmacology, herbal medicines, executive functions, addiction, aging and mental health.

**Joyce Welliver (2009)**, Assistant Professor of Nursing; CRNP, Allegheny/Drexel University; MSN, Villanova University; BSN, Holy Family College; Psycho-Social, Medical/Surgical Nursing.

**John White (1992)**, Associate Professor of Psychology; Ph.D., M.Ed., B.A., North Texas State University; sex crimes, violent crimes, police psychology, forensic psychology, criminal profiling.

## **INTRODUCTION**

The Behavioral Neuroscience (BHNS) minor, housed in the School of Social and Behavioral Sciences, is an interdisciplinary minor which involves students and faculty from across the College. Neuroscience is the study of brain anatomy and physiology, as well as the relationship between the brain and overt behavior, cognitive processes, and emotional experiences, among others. Behavioral neuroscience is a sub discipline within the general field and is directed toward understanding the neural components that support human behavior, both normal and abnormal. Neuroscience generally focuses on the study of the nervous system, whereas behavioral neuroscience is concerned with how neural components result in behavior.

The minor provides an opportunity for the in-depth exploration of the field of behavioral neuroscience to better prepare students for future study and careers in the natural and social sciences. Although advanced knowledge of the structure and function of the brain would augment the coursework in many majors (e.g., speech pathology and audiology, nursing, criminal justice, and biology), it is not always possible to offer sufficient coursework within any of these majors to provide the level of training that a minor in behavioral neuroscience could

provide. Thus, students with similar interests from various disciplines can collaborate on projects, broaden their perspectives, and increase their knowledge in this growing field, opening doors to careers that students would have otherwise not known about nor have been qualified to pursue.

### **PROGRAM ORGANIZATION**

Students will be required to complete 24 credit hours, divided into three levels of study: basic principles, advanced topics and electives. This flexibility reflects the dynamic nature of the behavioral neuroscience field.

Central to the minor are basic principles and advanced topics. The courses covering basic principles are intended to provide students with a foundation in cellular and systems components of the brain. Introductory courses in related fields (i.e., biology and psychology) are required to enhance students' understanding of behavioral neuroscience concepts. The advanced topics requirement is intended to foster additional student-faculty research and to give students an opportunity to apply the basic principles through the analysis of existing research in behavioral neuroscience and the participation in research in this exciting area. Research and practicum experiences offered by other programs (e.g., SPAD, BIOL, CRIM) can be counted toward advanced topics provided the content has a neuroscience emphasis, contingent on receiving prior approval from the BHNS coordinator. Electives are the third area of study and allow students to make the minor specific to their goals and interests. Students can merge knowledge accumulated in their disciplines with knowledge from completed behavioral neuroscience courses.

### **CURRICULUM OVERVIEW**

#### **Foundations**

Foundation credits do not count toward the credit total for the minor but must be completed for the minor to be awarded.

- a. PSYC 1100 Introduction to Psychology
- b. BIOL 1200/1205 Cells and Molecules/Cells and Molecules Lab

These courses serve as prerequisites for many of the courses below.

#### **Required Coursework (24credits)**

##### **Basic Principles (8 credits)**

Systems Core:

PSYC 3331 Physiological Psychology

OR

GSS 3114 The Dynamic Brain

Cellular Core:

PSYC 3300 Neurons and Networks

OR

BIOL 3360 Neurobiology

### **Advanced Topics (8 credits)**

Choose two:

CSIS 3800/4800	Special Project in Computer Science/Information Systems
PSYC 3355	Clinical Neuropsychology
PSYC 3634	Seminar in Cognitive Neuroscience
PSYC 3636	Human Memory
PSYC 3708	Research on Creativity
PSYC 3718	Research in Neuroscience
PSYC 3900	Field Placement in Psychology**
PSYC 4800	Special Project in Cognitive Neuroscience/Neuropsychology
PSYC 4820	Project for Program Distinction**

### **Electives \* (8 credits)**

Choose two:

BIOL 2150	Principles of Physiology
BIOL/PHYS 3030	Biomedical Physics
BIOL 3110	Animal Behavior
CSIS 4463	Artificial Intelligence
CSIS 4510	Topics in Computer Science
GIS 3633	States of Consciousness
GIS 4614	Human Behavioral Genetics
GIS 4644	Mindfulness, Self, and Reality
GNM 2209	Intelligent Machines/Human Beings
GNM 2216	Medical Technology
GNM 2248	Artificial Intelligence in Society
GNM 3105	Psychopharmacology
GNM 3386	Medical Narrative
GSS 2351	Herbal Psychopharmacology
PSYC 2215	Cognitive Psychology
PSYC 2700	Neuroscience Research Practicum
PSYC 3332	Perception
SPAD 3123	Language Disorders

\*Additional Advanced Topics courses may be used as electives.

\*\*Must have a neuroscience emphasis and prior approval from the minor coordinator.

### **ADMISSION TO THE PROGRAM**

The Behavioral Neuroscience Minor is open to students of all majors. Interested students should inform their preceptor of their interest and be sure to complete the Declaration of Major/Minor Form, available through Academic Advising to officially declare the minor. The declaration form must be signed by the minor coordinator.

Because of the varied nature of the coursework, many of the above courses can be applied toward either cognate or at-some-distance requirements depending on the student's academic major and specific course selections within the minor. Much of the minor's coursework would be considered as cognates for students with majors in Natural Sciences and Mathematics or Social

and Behavioral Sciences, whereas most courses would be considered at-some-distance for majors in Arts and Humanities, Business, and Health Sciences. Many of the elective courses in the minor are general studies courses that can be used to meet these requirements. Students should consult with their preceptor and the minor coordinator to determine exactly how courses in the minor will be applied. The decision about where minor courses fit in a student's academic plan is usually made by the student's preceptor on behalf of the program in which the student majors. Planning early, particularly in programs with highly structured requirements, can help students complete the minor without taking additional coursework beyond the 128 credits required for graduation.

### **CAREER OPPORTUNITIES**

Completing a minor in Behavioral Neuroscience should increase one's success in applying to graduate programs in medicine, neuroscience programs, as well as programs in biology, clinical neuropsychology, forensic psychology, criminal justice, law, physical therapy, and occupational therapy, among others. Specialized training in the brain would also be an asset for students entering into or completing professional programs, such as nursing and speech audiology and pathology, in which an advanced understanding of the brain's structure and function would assist students in applying interventions aimed at rehabilitation.

In addition, training in neuroscience will help prepare students to work in applied laboratory settings that utilize neuroscience techniques and related approaches. Because neuroscience has become an integral component of many fields, the minor will serve as a complement to many undergraduate programs that prepare students to enter directly into service and applied professions, such as education, social work, and law enforcement.

### **INFORMATION ABOUT THE PROGRAM**

Behavioral Neuroscience Program Coordinator  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-4512  
[www.stockton.edu/bhns](http://www.stockton.edu/bhns)

Dean of Enrollment Management  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
(609) 652-4261

Additional information on the program and the field of behavioral neuroscience is available at the program's Web page listed above.

For current, detailed course descriptions, go to the [Online Catalog](#).



## CRIMINAL JUSTICE

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### IN THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

#### THE FACULTY

**Jibey Asthappan (2010)**, Assistant Professor of Criminal Justice; Ph.D., American University; M.A., B.S., Pennsylvania State University; terrorism/counterterrorism, policy analysis, criminological theory, statistics and program evaluation.

**Deeanna Button (2012)**, Assistant Professor of Criminal Justice; Ph.D., University of Delaware; M.A., B.S., Old Dominion University; social inequality, violence/victimization, gender and sexuality, LGBTQ youth and resiliency, criminology, research methods and statistics.

**Joshua D. Duntley (2006)**, Associate Professor of Criminal Justice; Ph.D., University of Texas; M.A., B.A., State University of New York at Plattsburgh; evolutionary psychology, forensic psychology, homicide, stalking, victim defenses, human mating, statistics.

**Susan Fahey (2010)**, Assistant Professor of Criminal Justice; Ph.D., M.A., University of Maryland, College Park; B.A., American University; terrorism, political instability, governance and legitimacy, criminological theory, quantitative data, research methods, statistics, and transitional justice.

**Arleen Caballero Gonzalez (1986)**, Associate Professor of Criminal Justice; J.D., Rutgers School of Law, Camden; B.A., The Richard Stockton College of New Jersey; criminal procedure, criminal law, legal research, Fourteenth Amendment, Puerto Rican studies.

**Janice O. Joseph (1989)**, Distinguished Professor of Criminal Justice; Ph.D., M.A., York University; B.A., University of West Indies; juvenile justice, criminology and deviance, minorities and crime, corrections.

**Marissa P. Levy (2004)**, Associate Professor of Criminal Justice; Ph.D., M.A., Rutgers, The State University; B.A., The Richard Stockton College of New Jersey; environmental criminology with emphasis on spatial analysis of crime (crime mapping and crime prevention), evaluations and statistics.

**Larry E. Nutt (1975)**, Associate Professor of Criminal Justice; Ph.D., M.A., University of Chicago; B.A., Reed College; police behavior, criminology, social theory, sociology of religion.

**Rupendra Simlot (1998)**, Associate Professor of Criminal Justice; Ph.D., University of Rajasthan; MBA, University of Rhode Island; Forensic Science, Crime Scene Investigation, High Tech Investigation, Criminal Justice Management, Police and their Issues, and International Culture.

**Amy Yingyi Situ-Liu (1992)**, Associate Professor of Criminal Justice; Ph.D., M.A., Indiana University of Pennsylvania; B.A., Jilin University; environmental crime, comparative criminal justice, quantitative and qualitative research methods, criminology, crime control.

**Christine Tartaro (2000)**, Professor of Criminal Justice; Ph.D., M.A., Rutgers, The State University; B.A., The College of New Jersey; corrections, research methods and statistics, violence in correctional facilities, suicide in correctional facilities, program evaluation, sentencing.

## **ASSOCIATED FACULTY**

**Alan F. Arcuri (1972)**, Professor of Political Science; Ph.D., Brown University; M.A., B.A., Michigan State University; American politics, the presidency, judicial process, legislative process, College pre-law advisor.

## **PROFESSOR EMERITA**

**Marcia R. Steinbock (1989)**, Professor Emerita of Criminal Justice; J.D., Rutgers University School of Law, Camden; MSW, State University of New York at Albany; BFA, Boston University; judicial systems, prisoners' rights, psychology and law, Jewish women.

## **INTRODUCTION**

The Criminal Justice (CRIM) program at The Richard Stockton College of New Jersey provides students with an understanding of the criminal justice system from the perspective of the social sciences. Its primary focus is academic — an examination of an important aspect of American society — rather than training for specific roles in the criminal justice system. The program will:

1. Have students learn different theories of crime and criminality and their applicability to criminal justice issues.
2. Have students understand principles of criminal justice research.
3. Have students understand basic statistical issues.
4. Encourage students to think critically.
5. Teach students to evaluate the quality of sources of information.
6. Provide students with a greater understanding of the courts and legal system and the issues confronting these entities. Specifically, students will learn about constitutional issues relating to criminal justice.
7. Provide students with a greater understanding of the police and the issues confronting law enforcement.
8. Provide students with a greater understanding of corrections and the issues confronting the corrections systems.
9. Teach students about the complicated relationship between diverse groups and the U.S. criminal justice system.
10. Introduce students to ethical considerations in criminal justice work.
11. Prepare students to effectively communicate orally and in writing.
12. Prepare students to continue their education at the graduate level.

## **PROGRAM ORGANIZATION**

Students majoring in criminal justice are required to take 10 Criminal Justice courses, seven of which are the following required core courses:

### **CORE COURSES**

CRIM 1100	Introduction to Criminal Justice*
CRIM 2108	Courts, Law and Procedure
CRIM 2114	Theories of Criminality
CRIM 2121	Police Behavior and Organization
CRIM 2130	Introduction to Corrections
CRIM 2141	Research & Evaluation in Criminal Justice
CRIM 2145	Statistics for Criminal Justice
CRIM 36XX	Any capstone seminar

\*At the introductory level, students should first take the core course CRIM 1100 Introduction to the Criminal Justice System as it is the prerequisite course for all other Criminal Justice courses.

After completing their core course requirements, students may then select courses in the area(s) of their choosing. Additional courses are offered in each of four major substantive areas: a) nature of crime; b) the police; c) law and judicial process; d) corrections. Students are also required to take a capstone seminar (any course numbered 3600-3699) in their senior year. All CRIM 36XX courses will require a student to have earned a C or higher in the following prerequisite courses before enrolling: CRIM 1100, CRIM 2114, CRIM 2141, and CRIM 2145. Individual capstone seminars may have additional prerequisites.

Transfer students with an A.A. or A.S. in Criminal Justice are required to take five courses in Criminal Justice at Stockton. These five courses include CRIM 2141 Research Design and Methods in Criminal Justice or CRIM 2141 Research and Evaluation in Criminal Justice, which must be taken in their first year at the College, and CRIM 36XX after they have met the prerequisite course requirements noted above. If transfer students with an A.A. or A.S. degree in Criminal Justice lack transfer credits in any of the core course areas, they must select, among the five courses at Stockton, appropriate courses to meet the deficiency. Beyond these requirements, transfer students with an A.A. or A.S. in Criminal Justice may take any criminal justice offerings of their own choosing to fulfill the program's requirement of five courses at Stockton.

The Criminal Justice program does not accept police academy or military work for program credit. However, if the student has completed an A.A. or A.S. degree that included police academy or military credit, we will honor those credits as long as they are part of a complete A.A. or A.S. degree from a New Jersey community college.

## **A. NATURE OF CRIME**

- CRIM 2211 Terrorism
- CRIM 2212 Criminal Behavior
- CRIM 2218 Organized Crime
- CRIM 2219 White Collar Crime
- CRIM 2400 Forensic Anthropology
- CRIM 2650 Environmental Crime
- CRIM 3120 Forensic Psychology
- CRIM 3145 Sex Crimes
- CRIM 3320 Homeland Security
- CRIM 3604 Discoveries in Criminal Justice
- CRIM 3607 Violent Crime
- CRIM 3625 Sex & Violence
- CRIM 3628 Philosophy of Law
- CRIM 3646 Forensic Behavior Analysis
- CRIM 3675 Criminal Justice: Politics and Policy
- CRIM 3710 Victimless Crime
- CRIM 3757 Women and Criminal Justice
- CRIM 3760 Issues in White Collar Crime

## **B. THE POLICE**

- CRIM 2610 Introduction to Forensic Science
- CRIM 2626 Issues in Policing
- CRIM 3622 Police Supervision
- CRIM 3754 Police Misconduct
- CRIM 3770 Advanced Forensic Science Tutorial
- CRIM 4870 Forensic Science Internship/Research

## **C. LAW AND JUDICIAL PROCESS**

- CRIM 2100 American Court System
- CRIM 2101 Criminal Procedure: Investigation
- CRIM 2102 Criminal Procedure: Adjudication
- CRIM 2301 Prisoners' Rights
- CRIM 2308 Family Law
- CRIM 3104 Criminal Law
- CRIM 3123 Judicial Process
- CRIM 3134 Psychology and the Law
- CRIM 3603 Advanced Criminal Procedure
- CRIM 3705 Legal Research and Writing

## **D. CORRECTIONS**

- CRIM 2111 Juvenile Justice
- CRIM 2130 Introduction to Corrections
- CRIM 2335 Community-Based Corrections
- CRIM 3234 Penology

CRIM 3240 Prisons and Jails  
CRIM 3235 Violence in Correctional Facilities  
CRIM 3614 Community-Based Corrections

### **ADMISSION TO THE PROGRAM**

The program is open to any Stockton student with an interest in the criminal justice system. A student should declare a major before starting the junior year to ensure that all program requirements are met for graduation at the end of the fourth year.

### **GRADUATION REQUIREMENTS**

Students in the major must earn 40 credits (10 courses) in Criminal Justice to graduate. In addition, they must complete six courses (24 credits) in cognate subjects related to criminal justice but not part of the Criminal Justice program. A student may take a variety of courses typically drawn from other social science offerings, including but not limited to psychology, social work, economics, political science and sociology. Or, a student may choose to concentrate in one of the certificate tracks discussed below.

In keeping with general College requirements for the Bachelor of Arts degree, students are expected to complete the 64-credit General Studies requirement. The faculty members of the Criminal Justice program, in their capacity as preceptors, work to ensure that students meet both the demands of the Criminal Justice program and the criteria of a general education.

Students must earn a grade of C or better in program courses.

### **GRADUATION WITH DISTINCTION**

A Bachelor of Arts degree with Distinction in Criminal Justice will be awarded to those students who achieve 70% A or A- grades and a GPA of 3.5 in all Stockton program and cognate course work, and earn at least a B grade in CRIM 4820 Honors Research Project.

### **CERTIFICATE PROGRAM IN FORENSIC SCIENCE**

This certificate is designed to provide a focus for those students who are interested in pursuing a career in forensic science. This program is specially designed for students majoring in chemistry, biochemistry or biology or for those who have already graduated but would like to pursue a career in forensic science by taking additional courses.

### **CONCENTRATIONS**

Criminal justice students are not required to pursue a concentration, but may choose to focus on a particular area of interest. The program offers a concentration in forensic investigation that is designed to give students an overview of crime scene investigation and the myriad career opportunities available in this growing field. A forensic psychology concentration allows students to explore the relationship between psychological and psychosocial factors in human development and the kinds of thinking that lead to criminal offending. The program also offers a concentration in Homeland Security (taught by Criminal Justice and Political Science faculty) which includes topics such as terrorism, global awareness, and U.S. and international policy. These concentrations—or “career clusters”—consist of a group of courses (including CRIM 1100) and a capstone seminar. They are intended to augment an education in criminal justice

with special knowledge and skills useful in a variety of criminal justice occupations. Students undertake a concentration as a part of meeting the normal requirements for graduation. Students who desire to pursue a concentration should meet with their preceptors as early as possible in order to design a course plan for fulfilling the concentration's requirements in a timely fashion.

### **FORENSIC INVESTIGATION CONCENTRATION**

Criminal Justice majors may enroll in the forensic investigation concentration no later than their junior year, though it is suggested they enroll earlier to avoid duplication in course work. They select a sequence of offerings drawn from Criminal Justice program courses. The concentration is designed to give students an overview of career options in crime scene investigation and related fields, such as fingerprint examination, ballistics, questioned document examination, blood splatter examination, crime scene photography and criminal behavior. Students interested in careers in criminal justice, law enforcement and the legal profession will find this unique concentration challenging and rewarding. Specifically, criminal justice majors in this concentration take the following courses:

Foundation course requirements:

(Note: CRIM 1100 Intro to CRIM and CRIM 2108 Courts, Law and Procedure are prerequisites to these courses)

CRIM 2101 Criminal Procedure: Investigation  
CRIM 2610 Introduction to Forensics  
CRIM 3770 Advanced Forensic Science Tutorial  
CRIM 4870 Forensic Science Internship or Research

Electives: Students must take ONE of the following courses:

HLTH	2221	Functional Human Anatomy	
BIOL 2400/	CRIM 2400/	ANTH 2400	Forensic Anthropology
CRIM/PSYC	3646	Forensic Behavior Analysis	
CRIM/PSYC	3648	The Criminal Brain	
ENVL	3423	Entomology	
PSYC	2211	Abnormal Psychology	
CRIM	2610	Introduction to Forensics	

Upon successful completion of the forensic investigation track, students may seek opportunities as Forensics Investigators in law enforcement agencies on the federal, state and local levels, such as the FBI and prosecutors' offices, as well as in various agencies ranging from insurance companies to medical examiners' offices.

Students interested in pursuing a concentration in this area should contact their preceptor.

### **FORENSIC PSYCHOLOGY CONCENTRATION**

Forensic psychology is a rapidly growing field within psychology and criminal justice disciplines. Courses that comprise the concentration at The Richard Stockton College of New Jersey were selected so students will understand the relationship between psychological principles and criminal offending. The criminal offender is continually influenced by multiple systems within the psychosocial environment. By taking the courses in the forensic psychology concentration,

students will synthesize selected components in criminal justice and psychology that will result in a better understanding of how developmental patterns result in criminal behavior. Students will develop insight into how criminals think relative to the choices they make. These courses are also designed to allow a student to easily continue studying forensic psychology in the Master's degree program in Criminal Justice at Stockton, to continue studying in a Psychology Master's degree program in another institution of higher education, or to pursue a variety of career opportunities.

Criminal Justice and Psychology majors may enroll in the Forensic Psychology concentration at any time.

Foundation course requirements:

(Note: PSYC 1100 and CRIM 1100 are prerequisites to these courses)

CRIM 2114	Theories of Criminality
PSYC 2211	Abnormal Psychology
CRIM/PSYC 3120	Forensic Psychology

Electives: Students must take TWO of the following courses:

CRIM 2111	Juvenile Justice
CRIM 2327	Victimology
CRIM 2610	Introduction to Forensics
CRIM 3625	Sex & Violence
CRIM/PSYC 3145	Sex Crimes
CRIM/PSYC 3646	Forensic Behavior Analysis
CRIM/PSYC 3648	The Criminal Brain
PSYC 3618	The Psychology of Child Witnesses

Students interested in pursuing a concentration in this area should contact their preceptor.

### **HOMELAND SECURITY CONCENTRATION**

Homeland Security has become a salient aspect of the Criminal Justice and Political Science fields. Courses that comprise the concentration at The Richard Stockton College of New Jersey offer students a thorough understanding of a variety of topics in homeland security. The world is continually changing; therefore, it is essential for students to understand the political, economic, and legal aspects of global security. Students in the Homeland Security concentration will learn about the context of catastrophic events and will analyze related domestic and foreign policy decisions. These courses are designed to equip students who plan to continue studying Homeland Security in the Master's degree program in Criminal Justice at Stockton, to continue studying administration of policy at another institution of higher education, or to pursue a variety of career opportunities.

Criminal Justice majors may enroll in the Homeland Security concentration at any time. Specifically, criminal justice majors in this concentration take the following courses:

Foundation course requirements:

- CRIM 2108 Courts, Law and Procedure
- CRIM 2211 Terrorism
- CRIM 3320 Homeland Security
- CRIM 3652 Homeland Security Policy (capstone taken senior year)

Electives: (Students must take TWO of the following courses)

- ANTH 1100 Introduction to Anthropology
- CRIM 2101 Criminal Procedure: Investigations
- POLS 2160 Intro to Comparative Politics
- POLS 2170 Introduction to International Politics
- POLS 2190 Introduction to Public Policy
- POLS 3221 Constitutional Law
- POLS 3313 The International Order
- PUBH 2435 Fires, Flood, Famine: Communities in Crisis

Students in this concentration may wish to take a CRIM or POLS internship in this area.

Students interested in pursuing a concentration in this area should contact their preceptor.

### **DUAL-DEGREE PROGRAM**

The dual BA/MA degree program in Criminal Justice is designed to offer students a broad, multidisciplinary and multidimensional perspective of the criminal justice system. Students will embark on an intensive academic experience for five years. This program includes all of the liberal arts courses that all Criminal Justice students at Stockton are expected to take, plus all of the undergraduate and graduate core Criminal Justice classes. Students have the choice of either completing the requirements for the master's degree in Justice Studies, Forensic Psychology or Homeland Security concentration. This is an intense program and not recommended for students who have to work many hours outside of school. Students may apply for dual-degree status by contacting the coordinator of the program. Once accepted into the program, students may decide to major in something other than Criminal Justice or graduate with a B.A. degree only by notifying the Criminal Justice program and the College in writing.

### **Eligible Students**

Two types of students may apply for admission to the dual-degree program:

1. The first group consists of high schools seniors who apply to Stockton. Students expressing an interest in majoring in Criminal Justice, who are in the top 20% of their high school class, have a minimum 3.2 GPA, and who have good SAT scores (minimum 1100 preferred) will be considered for early, conditional admission into the dual-degree program. They will be issued letters of acceptance to The Richard Stockton College of New Jersey as undergraduate students and be given conditional admission to the dual-degree program in Criminal Justice. These students will have to maintain a minimum GPA of 3.2 every semester as well as uphold the academic honesty policy for the College in order to maintain their eligibility in the dual-degree program.



2. The second group is Criminal Justice students who are already enrolled at Stockton or who are transfer students. These students may apply for early, conditional admission if they have a GPA of at least 3.2 every semester from Stockton or their sending institution. These students will be expected to maintain a minimum GPA of 3.2 every semester as well as uphold the academic honesty policy for the college in order to maintain their eligibility for the dual-degree program. The program will accept a maximum of 64 undergraduate transfer credits, but students with that many transfer credits will likely have to take either Summer classes or extra classes during the regular semester to graduate on time. (Students entering Stockton with an Associate's Degree will have 64 credits by the end of their sophomore year, but dual-degree candidates will have completed or need to complete at least 68 credits by that time.) Current students must apply for the program as soon as they are interested. Waiting until junior year may negatively impact the student's ability to move through the program in 5 years, and thus negate the benefits of enrolling in the dual degree program.

All students must complete their General Studies and At-Some-Distance (non-social and behavioral science) electives by the end of their junior year. By the time students begin to take graduate courses in their senior year, they should have only six credits of cognates (social and behavioral science courses) remaining.

Students in the dual-degree program cannot enroll in an undergraduate concentration. They can, however, take a concentration as part of their graduate work.

### **Maintenance of Academic Eligibility**

To maintain eligibility in the dual-degree program, the following standards for academic progress and requirements would be published, and early, conditional students will sign a letter of commitment in writing:

- Students must maintain a cumulative GPA of at least 3.2 while they are at Stockton to remain conditionally admitted to the accelerated dual-degree BA/MA program. Students who fail this standard will have their early, conditional admission to the MACJ program withdrawn. They could be eligible to apply for regular admission to the MACJ program 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.
- Students must work closely with the dual degree advisor to be sure they are enrolled in the proper classes each semester. The student, the dual degree advisor and the dual degree curriculum worksheet must all be in sync in order for students to start the MACJ program in the fourth year.

## **Curriculum**

To earn a Bachelor's and Master's Degree in Criminal Justice, students must complete a minimum of 128 undergraduate credits and 36 graduate credits. The coursework will consist of the following:

- 28 undergraduate criminal justice credits
- 18 undergraduate cognate credits
- 32 undergraduate general studies credits
- 32 undergraduate credits at-some-distance

18 graduate credits applied to the baccalaureate degree and 18 graduate credits applied to the Master's degree.

The graduate curriculum consists of 36 graduate credits, including the 6 core courses for the Master's degree. Eighteen graduate credits will be counted toward the Bachelor's degree. Dual-degree students will then either take five graduate electives and write a thesis or take six graduate courses and take a comprehensive exam.

## **SPECIAL OPPORTUNITIES**

Students may earn up to eight (8) credits for internships at the undergraduate level. Internships allow students to experience working in a criminal justice agency at the local, state or federal level at the same time as earning college credit from RSCNJ. Students are required to complete 140 hours of service at the agency in exchange for 4 credits, and 70 hours of service at the agency for 2 credits. Students will also be required to complete academic work, such as a journal of their daily activities at the agency and a research paper on the agency itself.

In order to be eligible to apply for the internship in the Criminal Justice program, students must be criminal justice majors, have junior or senior class standing, have a 2.5 or greater GPA and have passed CRIM 2141 with a C or better. In addition, students must pay for and pass a criminal background check. The application deadlines are as follows: Spring internship deadline is October 20, Summer internship deadline is February 20, and Fall internship deadline is March 20. An application must be completed and the background check paid for and initiated by that date in order to be eligible for the following semester's internship.

Criminal justice students with a concentration in Forensic Investigations are required to meet the above requirements as well as having completed the required courses for the concentration. These students are required to work 280-300 hours in exchange for 4 credits.

After the application has been submitted, students who meet the RSCNJ requirements will then be assisted in finding an internship placement that works for them. Students may also suggest internship opportunities to the Internship Coordinator, who will then investigate the possibility of placing the student there.

Please note that qualifying for an internship does not guarantee placement at any agency or at any specific agency. Students will also be required to meet the agency's requirements for interns, including potentially lengthy background checks. These potentially lengthy background checks by the agency itself are particularly likely to be long when applying at federal agencies; please expect to wait 6 months or more if applying to intern at a federal agency.

Students seeking more information on this program should contact the Internship Coordinator directly at [cjintern@stockton.edu](mailto:cjintern@stockton.edu) with any questions.

### **CAREER OPPORTUNITIES**

Few areas offer as many challenging and varied career opportunities as the criminal justice system. The field is growing rapidly, and salaries are generally competitive. While private involvement has been growing in recent years, the public sector remains the largest employer. Public employment in the criminal justice system often involves successful completion of a civil service examination. Nationwide, there is a growing demand for persons with broad educational backgrounds in the criminal justice system. Students taking the Forensic Investigation or Forensic Psychology concentration will find many career opportunities available to them in agencies ranging from law enforcement and prosecutors' offices to insurance companies. Students taking the Homeland Security concentration can anticipate careers within the Department of Homeland Security as well as local, state, and federal agencies. Students anticipating employment with specific agencies should contact those agencies as early as possible to learn their requirements and examination procedures. Program preceptors in the Criminal Justice program can provide further information about employment procedures.

### **INFORMATION ABOUT THE PROGRAM**

Criminal Justice Program Coordinator  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-4512  
[www.stockton.edu/crim](http://www.stockton.edu/crim)

Dean of Enrollment Management  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone:(609) 652-4261  
[www.stockton.edu](http://www.stockton.edu)

For current, detailed course descriptions, go to the [Online Catalog](#).

## ECONOMICS

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### IN THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

#### THE FACULTY

**Oliver Cooke (2005)**, Associate Professor of Economics; Ph.D., University of Massachusetts, Amherst; B.A., Trinity College; Urban/regional economics, economic history, political economy, macroeconomics.

**Elizabeth A. Elmore (1972)**, Professor of Economics; Ph.D., M.A., University of Notre Dame; B.A., Saint Mary's College; labor economics, statistics and econometrics, financial gerontology, political economy of gender, gender issues in gerontology and social security.

**G. Reza Ghorashi (1981)**, Professor of Economics; Ph.D., Fordham University; M.A., University of Oklahoma; B.Sc., University of Shiraz; international trade and international finance, microeconomics, political economy.

**Melaku Lakew (1982)**, Professor of Economics; Ph.D., M.A., University of California at Riverside; B.A., University of California at Berkeley; monetary theory, history of economic thought, comparative economic systems, economic development.

**Ellen Mutari (1999)**, Professor of Economics; Ph.D., American University; B.A., Swarthmore College; labor market and employment policies, gender, race-ethnicity and class, economic history, contemporary political economy.

**Ramya Vijaya (2004)**, Associate Professor of Economics; Ph.D., The American University; B.A., Bombay University, India; Feminist political economy, labor and international trade, econometrics.

#### ASSOCIATED FACULTY

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

**Deborah M. Figart (1995)** Professor of Education and Economics, Director Stockton Center for Economic and Financial Literacy; Ph.D., The American University; B.A., Wheaton College; economic and financial literacy, budgeting, labor management relations, school finance, economics of gender and race/ethnicity, public policy and well-being personal finance education.

#### INTRODUCTION

Economics is often described as the social science that studies how societies and individuals allocate scarce resources to satisfy competing and unlimited wants. From another perspective, economics deals with the individual's relationship to the material base and the distribution of resources among social classes. More broadly, economics studies the social provisioning process. By developing a diverse set of analytical tools, economists provide insight into how societies are

organized to enable people to provide for their material needs and wants. Stockton's Economics Program provides a broad understanding of a variety of economic theories and approaches, so that students can develop their own perspectives on controversial economic issues.

The study of economics thus allows students to develop a framework for analyzing and answering broad questions related to important public policy issues. How do unemployment and inflation affect the economy? Why do the ups and downs of the stock market matter? Should the Federal Reserve focus more on maintaining low inflation or promoting economic growth? What role should the government play in a market-based economy? Why have wage and income inequality increased in the United States? How will the retirement of millions of baby-boomers impact social security? What policies would help curb U.S. dependency on foreign oil? Is outsourcing a major problem for the U.S. economy? Why do many inner cities continue to experience high rates of poverty and unemployment? How should public health insurance and education policies be designed?

Stockton's Economics Program is practical, rigorous and flexible. In addition to learning basic economics theories and how modern market-based economies work, students develop a portable set of analytical thinking and writing skills, making a major in economics the pathway to a diverse array of careers in business, banking and finance, government, law, journalism, public policy and academics. The recent employment opportunities for economists with undergraduate degrees have been better than for many other majors.

### **PROGRAM ORGANIZATION**

The program requires 10 courses in Economics – seven in the core curriculum and three electives. The components of the core curriculum include the following:

#### *Introductory Sequence:*

- ECON 1200 Introduction to Macroeconomics\*
- ECON 1400 Introduction to Microeconomics

\*Note that ECON 1200 is a prerequisite course for ECON 1400.

#### *Intermediate Core:*

- Two of the following three\* courses:
- ECON 3601 Intermediate Micro Theory
- ECON 3602 Intermediate Macro Theory
- ECON 3636 Political Economy

\*For those planning to continue with graduate courses, taking all three is recommended.

#### *Economic Methods Core:*

- ECON 3605 History of Economic Thought
- ECON 3610 Introduction to Econometrics
- ECON 4695 Senior Seminar

### *Economics Program Electives:*

The remaining three elective program courses can be drawn from other Economics program course offerings (except ECON 1120) or other independent study options in consultation with a student's preceptor. At least two courses (8 credits) should be 3000 level courses.

### *Cognates:*

The study of economics is interdisciplinary; economics courses are well supplemented by courses from such fields as political science, sociology, anthropology, mathematics, history, philosophy, and business studies. Economics program preceptors assist all economics majors in selecting courses from these fields to broaden the student's understanding of the social and political implications of economics.

## **MINOR IN ECONOMICS**

Students may obtain a minor in Economics if they successfully complete at least 20 credits in Economics with passing grades, including ECON 1200 and ECON 1400. At least two of other courses (a) must be at the 3000-level or higher and (b) may not be transferred from another institution.

## **GLOBAL ECONOMICS CONCENTRATION**

Offerings in the Global Economics concentration provide educational opportunities for individuals interested in careers in global network agencies, institutions and corporations. Various agencies of the United Nations, international non-profit research institutions, government agencies and multinational corporations provide employment opportunities for students. With the growing interdependence of nations, there are promising career opportunities for graduates in New York, Washington, D.C. and Philadelphia. Course work within the concentration will make students aware of major international issues and international economic problems and demonstrate how domestic policy must go beyond the parochial or national levels to assure real progress.

In addition to the seven core courses, students selecting the Global Concentration must include two of the following three courses:

ECON 3655 International Trade

ECON 3670 International Economic Development

ECON 3675 International Money and Finance

## **GRADUATE SCHOOL PREPARATION**

Students planning on attending graduate school in economics should complete all three courses in the intermediate theory core. They should also strongly consider a minor in Mathematics, or at minimum two semesters of Calculus. These MATH courses can be counted as Cognates toward the Economics major. Some economics graduate programs are open to applicants with less mathematical preparation; students wanting advice on the best programs for their skills and interests should consult with their preceptor.

An economics major is also excellent preparation for those who intend to pursue graduate study in business administration, public administration, urban planning or any of the social sciences. It

is also useful for the study of law. Students intending to apply to law school should select appropriate Political Science courses as their Cognates.

### **ADMISSION TO THE PROGRAM**

The program is open to all students. However, satisfactory progress in program courses is necessary for continuation as an Economics major. Each student majoring in Economics is assigned a program preceptor for regular consultation about course selection and general academic progress. Those interested in Economics are urged to seek program guidance as early as possible.

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## **GRADUATION REQUIREMENTS**

An important goal of the Economics program at Stockton is to provide students with a recognized level of competence in the discipline. This implies an ability to establish hypotheses, in particular those concerning the economic system, and to test them in a rational and consistent manner. In addition to meeting the College's General Studies requirements, every student is expected to complete satisfactorily 64 program and cognate credits. Besides the seven core courses (See Program Organization, above), all students must complete at least 12 other credits in Economics. Of these, at least 8 credits must be from upper-level courses, i.e., courses currently designated at the 3000 level. Of these electives, one or more can be non-class instruction, including independent studies, research opportunities, internships, or other individualized instruction. All majors must have a C average for Economics courses. The remaining 24 credits may be selected from additional courses in Economics or other related disciplines as appropriate to the student's goals. (See section above on Cognates.) However, every Economics major is encouraged to consult with his/her preceptor before course selection

## **GRADUATION WITH DISTINCTION**

A Bachelor of Arts degree with Distinction in Economics will be awarded to those students who achieve 70% A or A- grades in program and cognate course work completed at Richard Stockton College and maintain at least a B+ average in Economics courses. Only Stockton courses will be reviewed for this distinction. The award will be conferred by the Economics faculty on those students whose senior thesis or project is judged to be academically excellent.

## **CAREER OPPORTUNITIES**

The thought processes encouraged by the study of economics have wide application outside the discipline itself. A background in economics is useful for someone who plans a career in business, financial services, government, or the non-profit sector, as well as someone who wishes to teach social studies in secondary schools. It is also excellent preparation for graduate study in a variety of fields, including economics. In fact, a graduate degree in economics may make available more options than any other single discipline because the skills developed are demanded by business, federal, state and local governments, and by colleges and universities for teaching and research.



## **INFORMATION ABOUT THE PROGRAM**

Economics Program Coordinator  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-4512  
[www.stockton.edu/econ](http://www.stockton.edu/econ)

Dean of Enrollment Management  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
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For current, detailed course descriptions, go to the [Online Catalog](#).

## GERONTOLOGY

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### IN THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

#### THE FACULTY

**David C. Burdick (1984)**, Professor of Psychology and Director, Stockton Center on Successful Aging; Ph.D., M.A., University of Notre Dame; B.A., Alfred University; adult development and aging, technology and aging, intergenerational relationships, applied gerontology, mental health and aging.

**William D. Cabin (2009)**, Assistant Professor of Social Work; Ph.D., The City University of New York; J.D., MPH; New York University School of Law; MSW, University of Michigan; M.A., New School for Social Research; B.A., University of Pittsburgh; non-profit and government management, hospice and home care, program and policy evaluation and auditing in programs dealing with child welfare, home care and hospice, formerly-incarcerated persons, and Medicaid nursing homes.

**Elizabeth G. Calamidas (1986)**, Associate Professor of Public Health; Ph.D., Temple University; M.S., B.S., The Pennsylvania State University; Community and Public Health, Health Education, Health Behavior, Human Sexuality, Women and Health, Aging and Health.

**Merydawilda Colón (2001)**, Associate Professor of Social Work; Ph.D., M. Phil., The City University of New York; MSW, Rutgers, The State University; B.A., Universidad de Puerto Rico; social work practice, hospice (grief, death and dying), acculturation and attitudes of Latinos towards hospice, Latinos and community outreach, social work with oppressed groups.

**Lisa E. Cox (1999)**, Associate Professor of Social Work; Ph.D., LCSW, MSW, Virginia Commonwealth University; B.A., Bridgewater College; clinical social work practice, cultural neuroscience, gerontology, health care, HIV/AIDS, clinical trials and research methods.

**Nancy Taggart Davis**

Ph.D. (University of Pennsylvania), Professor of Pathology: psycho-social stimuli and disease.

**Elizabeth A. Elmore (1972)**, Professor of Economics; Ph.D., M.A., University of Notre Dame; B.A., Saint Mary's College; labor economics, statistics, financial gerontology, political economy of gender, gender issues in gerontology and social security.

**Christine V. Ferri (2005)**, Associate Professor of Psychology; Ph.D., M.A., Duke University; B.A., Rutgers, The State University; geropsychology, abnormal psychology, psychotherapy, positive psychology, statistical methods.

**William C. Jaynes IV (1977)**, Professor of Social Work and Africana Studies; MSW, BSW Temple University, social policy, urban affairs, Africana studies, gerontology, social work practice, ethnic and minority relations.

**Janice Joseph(1989)**, Distinguished Professor of Criminal Justice; Ph.D., M.A., York University; B.A., University of West Indies; juvenile justice, criminology and deviance, minorities and crime, corrections.

**Sharon Hines Smith (2005)**, Associate Professor of Social Work; Ph.D., ACSW, LSW, M.A., University of Pennsylvania; MSW, University of Chicago; B.A., Douglass College; Social work practice, aging, grandparents raising grandchildren, middle-aged daughters as caregivers, supervision and consultation, end of life care decision making in multicultural families.

**Marcello Spinella (1999)**, Professor of Psychology; Ph.D., City University of New York; M.A., Queens College, City University of New York; B.A., Fairleigh Dickinson University; physiological psychology, clinical neuropsychology, psychometrics, psychopharmacology, herbal medicines, executive functions, addiction, aging and mental health.

**Ralph E. Werner (1997)**, Associate Professor of Biology, Health Professions Advisor; V.M.D., University of Pennsylvania; physiology, pathology, pathophysiology, anatomy, parasitology, medicine, human health, alternative medicine.

#### **ASSOCIATED FACULTY**

**Cheryl R. Kaus (2004)**, Dean and Professor of Psychology, Social and Behavioral Sciences; Ph.D., successful aging, gerontological education, program development and evaluation.

**Dee McNeely-Greene (2004)**, Associate Vice President for Student Affairs; Ph.D., M.A., M.S., M.C., BSN, RN, University of Delaware; applied human development, health and aging, geriatrics, nursing.

#### **INTRODUCTION**

The Gerontology Minor (GERO) program, housed in the School of Social and Behavioral Sciences, and affiliated with the Stockton Center on Successful Aging (SCOSA), involves students and faculty from across the College and offers a variety of 4-credit undergraduate courses on aging. Matriculated students who complete the 20-credit sequence of required and elective courses noted below can earn a Gerontology Minor in conjunction with any major at the College. Non-matriculated students who do not wish to earn a degree from Stockton can receive a Certificate of Completion in Gerontology with the same 20-credit sequence. Such non-matriculated students often enroll in the program to enhance their job performance and/or credentials in this growing field. Additional continuing education workshops and seminars on aging are periodically offered by the Stockton Center on Successful Aging and the Division of Continuing Studies. Stockton does not currently offer an undergraduate major in Gerontology because faculty believe it is generally in the student's best interest to combine the minor/certificate with credentials in a traditional discipline. It is, however, possible for matriculated students to design their own Liberal Studies curriculum with a gerontology focus. (Students wishing to pursue this option should see the Liberal Studies program description under the School of General Studies and speak to the GERO Coordinator early in their college career.)

## **PROGRAM ORGANIZATION**

Requirements and curriculum for the minor (and certificate of completion) are consistent with standards set by the Association for Gerontology in Higher Education and are designed to provide students with a well-rounded understanding of the multidisciplinary study of aging through basic and applied course work. The Gerontology minor is awarded to matriculated students who have satisfactorily completed 20 credits (five courses) as described below. The Gerontology Certificate of Completion is conferred by the Division of Continuing Studies in the School of Graduate and Continuing Studies to non-matriculated students who have successfully completed the same set of requirements.

Students with previous extensive experience working with older adults may request from the GERO Coordinator the substitution of another Gerontology elective course in place of the Internship. Additionally, practicum experiences offered by other fields (e.g. SOWK, PSYC, PUBH, BIOL, etc.) that primarily involve work with the aged may be substituted for the GERO internship, contingent on receiving prior approval from the GERO Coordinator. Specific guidelines for such substitution are available on the Gerontology Program Web site, accessed through [www.stockton.edu/sobl](http://www.stockton.edu/sobl).

Advanced students may take advantage of independent studies or tutorials and become involved in various faculty-sponsored research and community service projects. The Stockton Center on Successful Aging also offers a variety of research, education and service activities for students, making Stockton an ideal location to advance one's knowledge and skills related to aging.

### **REQUIRED COURSES (12 credits)**

GERO 1100 Introduction to Gerontology OR  
GERO 1090 Aging and Society  
GERO 2107 Aging and Health OR  
GERO 2109 Biology of Aging  
GERO 3900 Gerontology Internship (or approved substitute as noted above)

**ELECTIVE COURSES (8 credits)** — Students must select at least two of the following courses, tutorials or independent studies. Some of these courses are cross-listed with various majors and completion of the cross-listed section will also count toward the minor or certificate. Additional elective courses are occasionally offered, so students should check the online course schedule.

GERO 2282 Economics for All Ages  
GERO 2292 Aging and the Family  
GERO 2381 Adult Development and Aging  
GERO 2620 Therapeutic Arts with Older Adults  
GERO 3220 Aging and Spirituality  
GERO 3616 Aging and Mental Health  
GERO 3754 Research on Aging  
GERO 3760 Funding in Aging  
GSS 2194 Death and Dying  
GSS 2256 Exploring the Dying Process

GSS 2344 Mindfulness and End of Life Care  
GSS 2403 Aging and Diversity  
GSS 3645 Aging and Technology

### **ADMISSION TO THE PROGRAM**

The program is open to all majors as well as to non-matriculated students. Matriculated students should inform their preceptor and officially declare the Gerontology Minor on the Declaration of Major and Minor Form provided by the College's Center for Academic Advising. Gerontology courses may fit into students' overall graduation requirements in several ways, depending on the student's major. For example, GERO is generally a cognate to SOCY/ANTH, SOWK, PSYC, POLS, CRIM, ECON and some programs in the School of Health Sciences and the School of Business. For majors in the Arts and Humanities or Natural Sciences, most GERO courses would be considered at-some-distance; students from these areas could use GERO as a "career cluster." The GSS courses would be counted toward students' General Studies requirements. GERO is also a suitable minor for majors in Health Sciences or Business; students should consult with their preceptor and the GERO Coordinator for additional guidance. The decision about where GERO courses fit into a student's academic plan is usually made by the student's preceptor in their major. Planning early, particularly in programs with highly structured requirements, can help students complete the minor without taking additional courses beyond the basic 128 credit hours needed for graduation.

Nonmatriculated students wishing to enroll in the program must first contact the Division of Continuing Studies in the School of Graduate and Continuing Studies. This office and the Stockton Center on Successful Aging will assist in planning and enrollment; however, nonmatriculated students must be aware that Stockton's policy gives matriculated students priority in registration, and openings in desired courses may not be available at the time of nonmatriculated student registration.

### **CAREER OPPORTUNITIES**

Gerontologists usually work in one of two general areas: direct services to the elderly or administration of service, research and education. Undergraduate course work in Gerontology coupled with the appropriate major prepares students for various entry-level positions in these areas. U.S. Labor Department statistics consistently indicate that jobs in fields related to aging will be particularly abundant for the near future as 72 million baby boomers pass age 65 during the next three decades. This will be true especially in New Jersey because of the state's older-than-average population and even more so in southern New Jersey because of its growing popularity as a retirement destination.

Thus, the study of gerontology can enhance one's performance and marketability as a professional in many disciplines. For example, social workers, physical and occupational therapists, psychologists, nurses, financial managers, and health care administrators all require knowledge of aging.

## **INFORMATION ABOUT THE PROGRAM**

Gerontology Program Coordinator  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
(609) 652-4512

Dean of Enrollment Management  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Galloway NJ 08240-0195  
(609) 652-4261

Director, Stockton Center on Successful Aging (SCOSA)  
Phone: (609) 652-4311

Executive Director for Health Sciences and Human Services  
Phone: (609) 652-4227

Additional information on the program and the field of gerontology are available at the program's Web page under the School of Social and Behavioral Sciences (SOBL) at [www.stockton.edu/sobl](http://www.stockton.edu/sobl) and at the Stockton Center on Aging (SCOSA) Web page: [www.stockton.edu/scosa](http://www.stockton.edu/scosa).

For current, detailed course descriptions, go to the [Online Catalog](#).

## **POLITICAL SCIENCE**

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### **IN THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES**

#### **THE FACULTY**

**Alan F. Arcuri (1972)**, Professor of Political Science; Ph.D., Brown University; M.A., B.A., Michigan State University; American politics, the presidency, judicial process, legislative process, College pre-law advisor.

**James Mac Avery (2006)**, Associate Professor of Political Science; Ph.D., M.A., University of Kentucky; B.A., San Francisco State University; American public opinion, political behavior, methodology, race, the media.

**David L. Carr (1992)**, Professor of Political Science and Senior Fellow, William J. Hughes Center for Public Policy; Ph.D., State University of New York at Binghamton; M.A., B.A., San Diego State University; comparative politics, political development, comparative public policy, research methods and statistics.

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

**William T. Daly (1971)**, Distinguished Professor of Political Science; M.A., Princeton University; B.A., George Washington University; international politics, political development, contemporary political ideologies.

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

**Michael S. Rodriguez (2006)**, Associate Professor of Political Science; Ph.D., Temple University; M.A., University of Texas, Austin; B.A., Princeton University; Campus Liaison, Washington Internship Program, and Director of Research & Policy Analysis, William J. Hughes Center for Public Policy: Washington Internship Program, race and politics, American government, public policy, religion and politics.

**Linda J. Wharton (2001)**, Associate Professor of Political Science; J.D., Rutgers University School of Law, Camden; B.A., Bryn Mawr College; constitutional law, civil liberties, women and the law, gender and political action, advanced constitutional litigation, public education and the law.

**Tina M. Zappile (2012)**, Assistant Professor of Political Science; Ph.D., M.A., University of Nebraska-Lincoln; M.A., B.A., University of Nevada, Las Vegas; international relations, global governance, international law, international financial institutions, economic development and international trade and finance.

## **ASSOCIATED FACULTY**

**Patrick Hossay (1999)**, Associate Professor of Sustainability; Ph.D., The New School for Social Research; M.A., San Francisco State University; B.S., San Jose State University; environmental policy and law, sustainable development, alternative energy and design, sustainable technology.

## **PROFESSORS EMERITI**

**Jacqueline Pope**, Professor Emerita of Political Science; Ph.D; Columbia University; public administration, public policy, metro politics, Africana studies.

**G. William Sensiba**, Professor Emeritus of Political Science; Ph.D.; Yale University; methodology, political personality and behavior, political sociology, comparative politics.

## **INTRODUCTION**

Political Science is focused on the analysis of the power relationships and decision-making patterns that shape and determine the outcomes of vital social, economic and policy issues. Therefore, much of political science involves the study of government, the arena in which public issues are raised and resolved.

The Political Science program (POLS) provides its students with three kinds of knowledge: 1) a basic factual knowledge of American government and politics, as well as some exposure to the politics of foreign cultures, international relations and organizations, and normative political values and ideologies; 2) a capacity for personal political analysis, which includes the ability to define personal goals and to understand political behavior sufficiently to select appropriate means for achieving these goals; and 3) a capacity for conducting original and systematic political research.

In addition to these specific areas of knowledge, the Political Science program is committed to constant reinforcement of broadly transferable skills such as critical thinking, writing, computer literacy and mathematics.

## **PROGRAM ORGANIZATION**

The strength of the Political Science program at Stockton lies in the theoretical and empirical study of American government and politics. The program also offers a broad selection of courses in political theory, comparative government and international relations. Moreover, there are opportunities to investigate the politics of specific geographical areas and of specific topics. Students work with a preceptor to define a series of courses within the Political Science/cognate or at-some-distance categories of their curriculum that reflect their special academic interests and enhance their career preparation. Course work is offered in a variety of formats: lecture, seminar and tutorial. Independent studies are encouraged for students who wish to pursue particular topics, themes or problems in greater depth than would normally be available through general course offerings.



## **POLITICAL SCIENCE CURRICULUM OVERVIEW**

### **American Politics**

POLS 1100 Introduction to Politics  
POLS 2100 Introduction to American Politics  
POLS 2150 Introduction to Political Methodology  
POLS 2211 Law and Legislative Process  
POLS 2222 President and Congress  
POLS 2335 Civics: Citizen Education  
POLS 3605 Presidential Biography Seminar  
POLS 3625 Campaigns and Elections  
POLS 3630 Bill of Rights Seminar  
POLS 3658 Politics in Film and Literature

### **Public Policy**

POLS 2190 Introduction to Public Policy  
POLS 2201 Politics of the Environment  
POLS 2209 State and Local Government  
POLS 2235 Religion and Politics  
POLS 2245 Race and Politics  
POLS 3722 Municipal Environmental Policy

### **Political Behavior and Analysis**

POLS 2150 Introduction to Political Methodology  
POLS 3250 Public Opinion  
POLS 3625 Campaigns and Elections

### **Political Theory**

POLS 2140 Introduction to Political Theory  
POLS 2335 Civics: Citizen Education  
POLS 3641 Modern Political Theory  
POLS 3644 Classical Political Theory  
POLS 3648 Topics in Political Theory  
POLS 3658 Politics in Film and Literature

### **International and Comparative Politics**

POLS 1100 Introduction to Politics  
POLS 2160 Introduction to Comparative Politics  
POLS 2170 Introduction to International Politics  
POLS 3313 The International Order  
POLS 3660 Comparative Politics Seminar  
POLS 3665 World Politics

### **Law**

POLS 2221 Law and Legal Process  
POLS 3123 Judicial Process  
POLS 3221 Constitutional Law

POLS 3222 Women and the Law  
POLS 3225 Civil Liberties  
POLS 3621 Advanced Constitutional Litigation

### **Internships**

POLS 3900 Political Science Internship  
WASH 3620 Washington Seminar  
WASH 3940 Washington Internship

### **ADMISSION TO THE PROGRAM**

The Political Science program is open to any Stockton student with an interest in government and politics. All students must declare majors by the beginning of their junior year. Students who might be interested in the Political Science major should consider taking POLS 1100: Introduction to Politics. Offered each semester, this course is team-taught by the program faculty and provides an integrated overview of the discipline plus an exposure to the variety of approaches and teaching styles represented in the program.

### **GRADUATION REQUIREMENTS**

To receive a B.A. degree in Political Science, a student is required to complete a minimum of 40 credits (10 courses) in Political Science and 24 credits (six courses) in cognate areas such as historical studies, criminal justice, economics, anthropology, psychology, social work or sociology. All Political Science majors are required to take POLS 2150 Introduction to Political Methodology. Students are also strongly encouraged to receive training in a foreign language. Students interested in going on to graduate school are advised to take language training and training in statistical analysis. Students must also complete POLS 4695 Senior Seminar. Students are strongly encouraged to take POLS 1100 Introduction to Politics or POLS 2100 Introduction to American Politics in their first term as a Political Science major.

To ensure that the interests and goals of each student are pursued through a coherent selection of courses, each Political Science major is assigned a preceptor from the program faculty. Together the student and his/her preceptor develop a sequence of courses tailored to the academic aspirations of the student within the parameters of the discipline. For general knowledge in Political Science, each student is expected to take at least four of the core courses (2100 series) representing the major areas within political science: political theory, American government, international relations, comparative government, public administration and methodology. After a student has identified individual interests, s/he is advised to take the more specialized upper-level courses appropriate to individual goals. The student is also encouraged to vary the choice of courses in format (lecture, seminar, independent study), as well as to participate in an internship. No more than 12 credits earned in internships may be applied to the total number of credits required for the Political Science major and cognates.

### **MINOR IN POLITICAL SCIENCE**

For students in other majors who desire a background in government and politics, the program offers a minor in Political Science. It consists of a minimum of three courses at the introductory level. These courses comprise a basic core that will introduce the student to the ideas and language of political science. In addition, two upper-level courses must be completed. These

courses allow the student to pursue in more depth material that has been learned in the introductory courses or to apply it in a work setting.

No more than one four-credit internship may be counted for the minor. Students interested in a minor should meet with any member of the POLS faculty to work out a coherent program tailored to their needs and interests.

### **GRADUATION WITH DISTINCTION**

A Bachelor of Arts degree with Distinction in Political Science will be awarded to those students who achieve College honors as well as a grade point average of at least 3.75 in all Political Science courses and an A in Senior Seminar.

### **SPECIAL OPPORTUNITIES**

The Political Science program offers numerous special opportunities to enrich classroom-based learning. All students are encouraged to take advantage of one or more of the following:

#### **Internships**

Internships provide practical knowledge of government and politics and the personal contacts that may result in employment after graduation. Students interested in arranging internships should contact their Preceptor or Dr. Michael Rodriguez who coordinates internship placements. *State and Local Internships:* State and local internships are those with a local public prosecutor's or defender's office, a non-profit organization, an advocacy group, the local staff of a State Senator, Assemblyman or Assemblywoman; or any number of politically active organizations. *The Washington Internship Program:* The Washington Internship Program is an extraordinary opportunity to spend an entire academic term in Washington, DC, working in a variety of settings and completing an entire semester's worth of credit. Participants in the program work in a variety of governmental and political settings. Students interested in this program should contact Dr. Michael Rodriguez as early as possible.

#### **International Study Opportunities**

Students interested in comparative politics and/or international relations are encouraged to spend a semester studying abroad. Students may study in dozens of countries around the world and have the course work count toward their Political Science degree. The College also offers many opportunities for short-term stays abroad through study tours.

#### **William J. Hughes Center for Public Policy**

Although not based in the Political Science Program, the Hughes Center provides students with opportunities to be engaged in applied research and to participate in an annual cycle of events that bring speakers to campus. The Hughes Center also sponsors a Legislator-in-Residence program that gives students the opportunity to interact with members of State government from both parties.

#### **The American Democracy Project and Political Engagement Project**

These College-wide initiatives are connected with national projects co-sponsored by the American Association of State Colleges and Universities, the New York Times, and participating campuses. College faculty participating in these projects foster civic and political engagement of

students through a variety of types of programming, including Constitution Day, field trips, speakers, and alumni presentations. As a result of its excellence in these programs and others, the College has been recognized by the Carnegie Foundation as meeting the standards for being designated as a “Community Engaged Institution.”

### **Student Organizations**

The Political Science program supports and provides advisory assistance to the student-organized Political Science Student Association and a wide range of additional student clubs and organizations. These currently include Young Republicans and Young Democrats, the Pride Alliance, the Women’s Rights Coalition, and others.

### **CAREER COUNSELING**

The Political Science program has a commitment to helping students define and plan a career. Political Science preceptors provide students with information on employment opportunities in areas of interest to them and on the best educational preparation for employment in those areas. The program encourages students to develop clusters of courses designed to provide a secondary area of expertise using the cognate and at-some-distance portions of their degree requirements (these special clusters can involve career preparation, skills development or special interests). Internship programs within Political Science provide opportunities for students to gain real-life experience in areas of career interest, and the program offers three concentrations for students interested in these fields.

The Political Science program has a series “Career Conversations” throughout the school year, offering focused conversations with faculty and program alumni on career fields and professional preparation. At these events, alumni offer practical insights based on their experiences in law, government, journalism, international affairs, public service and the academic world. In addition, the program maintains an alumni directory, “The Old POLS Network,” of Political Science graduates working in various fields who have agreed to respond to career-oriented telephone and e-mail inquiries from current students.

### **PROGRAM CONCENTRATIONS**

As a broad liberal arts major, Political Science is an excellent basis for a wide variety of careers. The Political Science faculty will help students to develop a collection of courses, internships, and graduate or professional school choices appropriate to their career aims. Students with general knowledge in Political Science often pursue careers in international organizations, business, the media, teaching, and national, state, and local government. The Political Science program also offers four concentrations for focused career preparation in pre-law, social studies education, sustainability and environmental policy, and political theory. Students wishing to complete a concentration should notify their preceptor as early in their course work as possible. Students pursuing a concentration are required to meet with their preceptor each term prior to enrolling in courses for the following term.

#### **Pre-Law**

This concentration is designed for students who plan to attend law school. Stockton’s Political Science graduates have had extraordinary success in gaining admission to law school by taking advantage of a rich array of legal studies courses that both help them get into law school and

prepare them for success once they are there. Courses in this concentration provide instruction in substantive areas of law and enhance students' skills in analytical and critical thinking, legal reasoning, writing, and comprehending judicial opinions. The concentration is also valuable to students interested in paralegal careers.

Students seeking certification in the pre-law concentration must consult with their program preceptor once each semester and obtain approval of selected courses. To obtain the pre-law certification, students must take at least seven of the courses listed below. Among these courses, four have been designated core courses, and it is strongly recommended that students take these courses.

#### *Core Courses*

POLS 1100 Introduction to Politics  
POLS 3123 Judicial Process  
POLS 3221 Constitutional Law  
POLS 3225 Civil Liberties

#### *Recommended*

PHIL 1204 Symbolic Logic  
PLAW 2120 Business Law I  
PLAW 3120 Business Law II  
POLS 2100 Introduction to American Politics  
POLS 2140 Introduction to Political Theory  
POLS 2190 Introduction to Public Policy  
POLS 3222 Women and the Law  
POLS 3228 Public Education and the Law  
POLS 3621 Advanced Constitutional Litigation  
POLS 3900 Local Internship  
POLS 4800 Independent Study (Law or the Judiciary)  
SUST 3300 Environmental Policy and Law  
SUST 3310 Natural Resource Policy and Law  
WASH 3620 Washington Seminar  
WASH 3940 Washington Internship

In addition to meeting the course requirements described above, students are also strongly encouraged to meet regularly with the Pre-Law Advisor and attend workshops offered by the Political Science program each semester on the law school admissions process.

#### **Social Studies Education**

A degree in Political Science can provide excellent preparation for a career in teaching. This concentration helps prepare students for this career, with a particular focus on social studies education. Students seeking teacher certification must meet both the requirements for graduation in Political Science and the state requirements for teacher certification through a second degree in Teacher Education with an additional 32 credits.

Since several of the State requirements can be met by the same courses that are required for the Political Science major, it is highly recommended that students meet regularly with their program preceptor as well as attend one of the Education Workshops sponsored by the School of Education in their first semester at Stockton (or in the first semester they are considering an education career) to maximize strategic course selection. Political Science faculty are familiar with the content knowledge requirements of the Praxis teacher licensure and certification exam, and much of the skills and knowledge requirements of this exam are incorporated into the Political Science curriculum. In addition, the Political Science program offers students a supplementary reading list and administers a practice exam annually to help prepare its students for the Praxis in Social Studies.

This concentration defines a designated set of options in Political Science and cognate courses that can help students meet both sets of requirements. Students interested in pursuing teaching certification should regularly consult the [School of Education](#) staff and/or Web site for the most up-to-date curriculum information to meet state requirements. Political Science requirements may be modified to allow students to meet state requirements in the most efficient manner. So, concentration requirements can change frequently, as state requirements and the related requirements of the School of Education are altered. Students pursuing the concentration in Social Studies Education are strongly encouraged to consider the following core courses:

*Core Courses*

POLS 1100 Introduction to Politics  
POLS 2100 Introduction to American Politics  
POLS 2245 Race and Politics  
POLS 3228 Public Education and the Law

*Citizenship, Values and Governance*

POLS 2140 Introduction to Political Theory (with preceptor approval)  
POLS 2335 Civics: Citizen Education  
POLS 3641 Modern Political Theory (with preceptor approval)  
*Or alternate course with approval of preceptor*

*Economics*

ECON 1200 Introduction to Macroeconomics  
ECON 3636 Political Economy  
POLS 3313 The International Order  
*Or alternate course with approval of preceptor*

*Early U.S. History and Society*

HIST 1152 Introduction to U.S. History to 1865  
HIST 2152 North American History to 1789  
HIST 2153 U.S. History 1789-1865  
*Or alternate course with approval of preceptor*

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*Modern U.S. History*

HIST 1153 Introduction to U.S. History Since 1865

HIST 2162 U.S. History 1865-1920

HIST 2163 U.S. History Since 1920

HIST 2331 African-American History Since 1865

*Or alternate course with approval of preceptor*

*Early Western or European History*

HIST 1310 History of Early Christianity

HIST 2116 Ancient Mediterranean History

HIST 2120 Europe: 1400 to 1815

HIST 2121 Europe: 1815 to the Present

*Or alternate course with approval of preceptor*

*Modern Western or European History*

HIST 2117 Modern Germany

HIST 2118 Europe in the Twentieth Century

HIST 2122 Modern Britain: 1688 to Present

HIST 2135 Modern Russian and Soviet History

*Or alternate course with approval of preceptor*

*African, Asian, or Latin American History*

HIST 1160 Latin American History Political Development

HIST 1161 Latin American Social History

HIST 1170 Asian History

HIST 2106 Modern Middle East History

HIST 2128 Atlantic History

HIST 2140 History of India

HIST 2146 Indian Ocean History

*Or alternate course with approval of preceptor*

*Geography*

POLS 2160 Comparative Politics

ENVL 2100 Physical Geography

*Or alternate course with approval of preceptor*

*Educational Psychology*

PSYC 3391 Educational Psychology

And choose one of the following:

PSYC 3322 Lifespan Psychology

PSYC 3323 Developmental Psychology: Childhood and Adolescence

**Sustainability and Environmental Policy**

The concentration in Sustainability and Environmental Policy is a collaborative initiative of the Political Science, Sustainability and Environmental Science programs. The curriculum offers focused course work for students planning careers in environmental policy, environmental

management, law, advocacy and education. This curriculum is committed to training a new generation of environmental leaders that will help our local, national and international communities address the great environmental challenges we face and define a more sustainable future.

The challenge of sustainability transcends professional and disciplinary borders and requires a rigorous understanding of natural systems as well as social and political institutions and behavior. As a result, this growing field demands a uniquely broad range of skills and knowledge from its practitioners. The curriculum in Sustainability and Environmental Policy trains students to take on complex challenges, understand the multifaceted interactions of human and natural systems, identify and analyze policy options, and combine rigorous scientific analysis and knowledge with a sophisticated understanding of sociopolitical issues. Students pursuing a concentration in Sustainability and Environmental Policy should draw from the following Political Science courses when completing their coursework:

POLS 2190 Introduction to Public Policy  
POLS 3221 Constitutional Law  
POLS 3313 The International Order  
POLS 3648 Topics in Political Theory

In addition, students must complete the following four courses as cognates:

SUST 2100 Environmental Sustainability OR  
ENVL 1100 Introduction to Environmental Studies  
ECON 2200 Ecological Economics  
SUST 3300 Environmental Policy and Law  
SUST 3310 Natural Resource Policy and Law

Students must also complete at least two of the following courses:

BIOL 1400/05 Biodiversity and Evolution with Lab  
CHEM 2100/15 Inorganic Chemistry with Lab  
ENVL 2100/05 Physical Geography with Lab  
ENVL 2200 Ecological Principles (ENVL 2205 Lab optional)  
BIOL 3504 Conservation Biology  
ENVL 2300/05 Environmental Issues with Lab  
ENVL 3121 Wildlife Management  
ENVL 3241 Environmental Pollution and Regulation  
ENVL 3302 Geographic Information Systems  
ENVL 3413 Pollution Biology  
ENVL 3419 Ecological Forest Management  
ENVL 3432 Soil Science  
ENVL 3434 Watershed Hydrology  
SUST 3100 Environmental Risk Communication and Management  
SUST 3320 Business Sustainability



SUST 3330 Green Finance and Accounting  
SUST 3400 Global Sustainability

Students should also endeavor to complete a focused policy research project as an independent study in an environmental policy area of their choosing and an internship locally or in Washington, DC, with an environmentally-related institution or agency.

### **Political Theory**

The concentration in Political Theory is designed to develop skills in critical analysis, with a practical focus on examining important theories of ethics, responsibility, and the role of citizens in demanding more responsive government. The earliest questions in political theory concerned the nature of justice and the just society. These questions continue to command attention in our contemporary world and therefore are at the center of many courses in this concentration. Primary course work in political theory will be supplemented by Philosophy cognate offerings in ethics, logics, postmodern and feminist theory, and critical race and social theory. The Political Science core consists of two required courses and two electives from the core list below; the Philosophy cognates consist of one required course and two electives from the cognate list below.

#### *Core Courses*

POLS 3641 Modern Political Theory  
POLS 3644 Classical Political Theory

And select two of the following:

POLS 2140 Introduction to Political Theory  
POLS 2235 Religion and Politics  
POLS 2245 Race and Politics  
POLS 2335 Civics: Citizen Education  
POLS 3348 Topics in Political Theory  
POLS 4800 Special Project (with approval)

#### *Cognates*

PHIL 2211 Social and Political Philosophy

And select two of the following:

PHIL 1203 Informal Logic  
PHIL 2109 Ancient Greek Philosophy  
PHIL 2212 Ethics: Theory and Practice  
PHIL 2118 Pragmatism  
PHIL 2201 African-American Philosophy  
PHIL 3100 Moral Theory  
PHIL 3202 Plato and Aristotle  
PHIL 3608 Political Philosophy  
PHIL 3613 Feminist Philosophies  
PHIL 3617 Critical Social Theory

## **INFORMATION ABOUT THE PROGRAM**

Political Science Program Coordinator  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-4512  
[www.stockton.edu/sobl](http://www.stockton.edu/sobl)

Dean of Enrollment Management  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
(609) 652-4261  
[www.stockton.edu](http://www.stockton.edu)

For current, detailed course descriptions, go to the [Online Catalog](#).

## PSYCHOLOGY

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### IN THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

#### THE FACULTY

**Nancy L. Ashton (1977)**, Associate Professor of Psychology; Ph.D., M.A., University of Florida; B.A., Smith College; social psychology, prosocial behavior, gender, global issues, environmental psychology, developmental psychology, research methods.

**John Bulevich (2011)**, Assistant Professor of Psychology; Ph.D., M.A., Washington University; B.S., University of Washington; cognitive control and long term memory, aging and metacognition.

**Mark E. Berg (2008)**, Assistant Professor of Psychology; Ph.D., University of Canterbury (New Zealand); M.S., B.S., Brigham Young University; perceptual category learning, experimental analysis of behavior, history of psychology, motivation, industrial/organizational psychology.

**David C. Burdick (1984)**, Professor of Psychology and Director, Stockton Center on Successful Aging; Ph.D., M.A., University of Notre Dame; B.A., Alfred University; adult development and aging, technology and aging, intergenerational relationships, applied gerontology, mental health and aging.

**Christine V. Ferri (2005)**, Associate Professor of Psychology; Ph.D., M.A., Duke University; B.A., Rutgers, The State University; geropsychology, abnormal psychology, psychotherapy, positive psychology, statistical methods.

**Jessica Fleck (2006)**, Associate Professor of Psychology; Ph.D., Temple University; B.S., B.A., Shippensburg University; cognitive neuroscience; research in the behavioral and neural underpinnings of problem-solving and creativity, the link between creativity and schizophrenia, and creativity enhancement.

**Michael L. Frank (1977)**, Professor of Psychology; Ph.D., B.A., State University of New York at Albany; statistics, mathematical models, motivation, research methods, gambling and risk-taking behavior.

**Sonia V. Gonsalves (1990)**, Professor of Psychology; Ph.D., M.Ed., Temple University; B.S., Diploma in Education, University of the West Indies; issues in the Caribbean, Latin America and the Caribbean, educational psychology, statistics, research methods, psychological and educational testing, experimental psychology, adolescence, learning.

**Cheryl R. Kaus (2004)**, Dean and Professor of Psychology, Social and Behavioral Sciences; Ph.D., The Pennsylvania State University; M.A., State University of New York at Oswego; B.A., State University of New York at Fredonia; successful aging, gerontological education, program development and evaluation.

**David Lester (1971)**, Distinguished Professor of Psychology, Ph.D., M.A., Brandeis University; Ph.D., M.A., B.A., Cambridge University; abnormal psychology, psychological statistics, personality, psychological testing, theories of counseling.

**Jennifer A. Lyke (2001)**, Associate Professor of Psychology; Ph.D., Temple University; B.S., University of Pennsylvania; counseling psychology, research methods, abnormal psychology, eating disorders, advanced statistics, states of consciousness.

**Sara Martino (2005)**, Associate Professor of Psychology; Ph.D., Temple University; M.A., Boston College; B.A., West Chester University; counseling psychology, illness-related stress disorders, female aggression, self mutilation, superwoman ideal, gender group identity, psychology of women, marriage and family therapy.

**Elizabeth Shobe (1998)**, Associate Professor of Psychology; Ph.D., University of Toledo; B.A., The Richard Stockton College of New Jersey; cognition, learning theories, experimental psychology, statistical methods, evolution and behavior.

**Marcello Spinella (1999)**, Professor of Psychology; Ph.D., City University of New York; M.A., Queens College, City University of New York; B.A., Fairleigh Dickinson University; physiological psychology, clinical neuropsychology, psychometrics, psychopharmacology, herbal medicines, executive functions, addiction, aging and mental health.

**Connie M. Tang (2005)**, Associate Professor of Psychology; Ph.D., M.S., University of Wyoming, Laramie; MSW, Washington University, St. Louis; B.A., Zhongshan University; child and adolescent development, psychology and the law, child maltreatment and juvenile delinquency, research methods.

**John White (1992)**, Associate Professor of Psychology; Ph.D., M.Ed., B.A., North Texas State University; sex crimes, violent crimes, police psychology, forensic psychology, criminal profiling.

**Keith B. Williams (1998)**, Associate Professor of Psychology; Ph.D., M.A., University of Minnesota; B.A., Macalester College; educational psychology, social psychology, educational testing and measurement, Psychology of individual differences.

## **ASSOCIATED FACULTY**

**Joshua D. Duntley (2006)**, Associate Professor of Criminal Justice; Ph.D., University of Texas; M.A., B.A., State University of New York at Plattsburgh; evolutionary psychology, forensic psychology, homicide, stalking, victim defenses, human mating, statistics.

**Israel Posner (1973)**, Executive Director, Management Development and Professional Services; Ph.D., Temple University; learning and motivation, industrial/organizational psychology.

## **PROFESSORS EMERITI**

**Jean Mercer (1974)**, Professor Emerita of Psychology; Ph.D., Brandeis University; A.B., Occidental College; developmental psychology, early childhood, infancy, perception, history and systems.

**William M. Miley (1972)**, Professor Emeritus of Psychology; Ph.D., M.A., Temple University; B.A., State University of New York at Buffalo; health psychology, mind/body interactions, abnormal psychology.

## **INTRODUCTION**

Psychology is the systematic study of the behavior and experience (such as thoughts, desires and emotions) of humans and other animals. It is a multidimensional discipline within which a variety of specialties have developed. Psychologists study the structure and function of the nervous system; basic processes such as sensation, perception and cognition; and complex phenomena such as personality dynamics, abnormal behaviors, and behaviors in social settings, the workplace and the environment. The program offers an array of courses reflecting the breadth of the field. Courses such as Physiological, Social, Cognitive, Developmental, and Abnormal Psychology form the traditional core of the discipline as these processes affect behaviors in all settings. Other courses, such as Theories of Counseling, Health Psychology, Industrial/ Organizational Psychology, Perception, Learning: Theories and Research, and Adult Development and Aging allow students to explore more specialized areas of interest. Both the Bachelor of Arts and the Bachelor of Science degrees are offered in Psychology. There is no minor offered in Psychology, but the Forensic Psychology concentration and the Behavioral Neuroscience and Gerontology minors contain heavy concentrations of Psychology courses and/or topics.

## **PROGRAM ORGANIZATION**

Three basic courses, required of all majors, provide a foundation for the understanding of psychology: PSYC 1100 Introduction to Psychology, PSYC 2241 Statistical Methods, and PSYC 3242 Experimental Psychology. Students must also select courses from two core areas of the discipline: Natural Science Core (Group 1) and Social Science Core (Group 2). Juniors and seniors have the opportunity to work closely with faculty members in seminars, tutorials and independent studies, which require students to be active, responsible participants while examining various theoretical, empirical, and applied topics. Seminars always involve regular class meetings and discussion; research tutorials are often more flexible with less structured class time and more independent investigation and inquiry. Field placements allow students to apply what they have learned in their courses and gain experience working in educational, social services, and other professional settings.

## **ADMISSION TO THE PROGRAM**

Any Stockton student with an interest in psychology may seek a Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree in Psychology. All students should declare their major and obtain a Psychology faculty preceptor as early as possible, but no later than the beginning of their junior year to help ensure that they can meet all program requirements in a timely fashion.

## **GRADUATION REQUIREMENTS**

All Psychology majors are expected to have passed PSYC 1100 Introduction to Psychology and PSYC 2241 Statistical Methods by the end of their sophomore year or no later than one year following their declaration as Psychology majors. (Statistics courses from other disciplines such as Math and Computer Science and Information Systems are generally not acceptable substitutes for the program's statistics course; nor are 3 credit statistics courses from other colleges.) PSYC 3242 Experimental Psychology should be completed prior to the senior year since it is a prerequisite to some advanced courses in the program. Additional requirements are listed below. In addition to fulfilling requirements for either the B.A. or B.S., students must satisfy all other College-wide requirements in effect at the time of their matriculation.

## **REQUIREMENTS FOR BACHELOR OF ARTS DEGREE**

The B.A. (Bachelor of Arts) degree in Psychology requires a minimum of 64 credits of program and cognate courses and an additional 64 credits in General Studies and courses At-Some-Distance from the major. A minimum of 40 credit hours must be in Psychology. In addition to the three foundation courses listed above, B.A. candidates must take three of the following nine courses, choosing at least one course from each group.

### ***Group 1: Natural Science Core***

PSYC 2215 Cognitive Psychology  
PSYC 3324 Learning: Theory and Research  
PSYC 3331 Physiological Psychology  
PSYC 3332 Perception  
PSYC 3323 Childhood and Adolescence: Developmental Science

### ***Group 2: Social Science Core***

PSYC 2211 Abnormal Psychology  
PSYC 2301 Social Psychology  
PSYC 3302 Personality  
PSYC 3322 Lifespan Development

Three additional Psychology electives and at least one PSYC seminar (3600-3699 Level) or research tutorial (3700-3799 Level) complete the required course work for the B.A. degree.

### ***Cognate Electives***

The B.A. (Bachelor of Arts) in Psychology also requires 24 credits of cognate courses (or additional Psychology courses). Cognates are courses from other programs that are related to the major in some way. Those from other Social and Behavioral Sciences programs include: ANTH, CRIM, ECON, GERO, SOCY, SOWK and POLS. Disciplines outside of Social and Behavioral Sciences such as EDUC, MATH, CSIS, BIOL, CHEM, PHIL, MGMT, MKTG, PUBH and SPAD may sometimes, but not automatically, be counted as cognates. They must be selected after careful consultation with the student's preceptor and based upon the student's particular interests and career aspirations.

## **REQUIREMENTS FOR BACHELOR OF SCIENCE DEGREE**

The B.S. degree in Psychology requires a minimum of 80 credits of program and cognate courses, of which at least 40 credits must be in Psychology, as well as at least 48 credit hours in fulfillment of the College's General Studies requirements. Since the B.S. requirements are more specific and extensive than those for the B.A., it is strongly suggested that B.S. students begin planning with their preceptors by the start of the sophomore year. In addition to the three foundation courses required of all Psychology majors, B.S. students must complete four core courses, two each from the Natural Sciences Core and the Social Sciences Core, listed above under the B.A. requirements. They must also complete the following:

PSYC 3661 Psychology: History and Systems  
PSYC 3641 Advanced Statistics  
Any PSYC 3600-3799 course (seminar or tutorial)

### ***Required Cognates for the B.S.***

BIOL 1200/1205 Cells and Molecules  
MATH 2215 Calculus I OR MATH 2210 Calculus for Life Sciences

## **GRADUATION WITH DISTINCTION**

Both B.A. and B.S. students may apply to graduate with Distinction in Psychology. Students who have completed at least 24 credits of PSYC course work and obtain at least a 3.2 GPA in Stockton PSYC courses are strongly encouraged to seek Distinction. In addition to meeting the grade requirements, students must conduct a senior thesis that is judged by the program faculty. During the semester prior to that in which it is completed, students must decide upon a general topic of investigation, obtain a faculty sponsor and prepare a research prospectus/proposal. The research proposal must be approved by a committee of three Psychology faculty, which the sponsor will then submit to the program faculty for approval. The student and the faculty sponsor agree upon the specific activities and requirements necessary to complete the thesis. At the conclusion of the project, which is done as a 4-credit independent study (PSYC 4820 Senior Thesis for Distinction), students submit a final paper (at least 10 days prior to the end of the semester), and orally present their thesis in a short meeting with the program faculty. The Psychology faculty confer Distinction on those students who meet the College's criteria and whose senior theses are judged academically excellent.

## **SPECIAL OPPORTUNITIES**

Stockton's Psychology faculty support field placements in Psychology in a variety of settings including social service agencies, general hospitals, an on-campus rehabilitation hospital, schools, nursing homes and various businesses. A partial listing of sites is available on the program's Web page, and through individual faculty sponsors. Psychology students also participate in the Washington Internship Program and have worked at settings including the National Institute of Mental Health, the Department of Health and Human Services and the National Council on Aging.

Psychology students are encouraged to explore various minors and concentrations in which program faculty members participate. These offerings include minors in the School of Social and Behavioral Sciences, such as the Gerontology (GERO) minor, the Behavioral Neuroscience

(BHNR) minor; those in General Studies, such as the Women's, Gender and Sexuality Studies, Jewish Studies and Africana Studies minors; and the Forensic Psychology concentration, which is open to both Psychology majors and Criminal Justice majors (described below).

The program has an active Psychology Club as well as a chapter of Psi Chi, the National Honor Society in Psychology. In collaboration with program faculty, the Psychology Club meets regularly for discussion about courses, careers, graduate school, conferences and other special opportunities for undergraduates in psychology. *All majors are urged to join the conference.* Psi Chi membership is open to students who have completed at least one semester of full time course work at Stockton (including 9 credit hours in psychology), registered as a Psychology major, and maintained an overall GPA of at least 3.2 and a PSYC GPA of at least 3.0 for work completed at Richard Stockton College. Each year Psi Chi and Psychology Club sponsor an undergraduate research conference showcasing student-faculty research collaborations, student independent projects, a keynote speaker, and a Distinguished Alumni Award.

Students who elect to complete a senior thesis as well as others doing research in the program are encouraged to apply for the Stockton Board of Trustees Fellowships for Distinguished Students Program. Additionally, Psychology students enrolled in the Gerontology Certificate Program, or those wishing to specialize in health-related issues of Psychology, are encouraged to apply for Southshore Foundation Scholarships in Health Education.

Students with a bachelor's degree or higher may elect to pursue a Student Assistance Coordinator Certificate (SAC), through the School of Graduate and Continuing Studies. A SAC is a professional who works in a school setting providing substance abuse prevention, assessment and referral services for students (and occasionally for staff). This is a Master's level certificate program, but does not offer a degree.

### **FORENSIC PSYCHOLOGY CONCENTRATION**

Forensic psychology is a rapidly growing field within psychology and criminal justice. Courses that comprise the concentration at The Richard Stockton College of New Jersey were selected so students will understand an overall relationship between psychological principles and criminal offending. The criminal offender is continually influenced by multiple systems within the psychosocial environment. By taking the courses in the forensic psychology concentration, students will synthesize selected components in criminal justice and psychology that will result in a better understanding of how developmental patterns result in criminal behavior. Students will develop insight into how criminals think relative to the choices they make. These courses are also designed to allow a student to continue easily studying forensic psychology in the Master of Arts in Criminal Justice program at Stockton, to continue studying in a psychology master's degree program in another institution of higher education, or to pursue a variety of career opportunities.

Criminal Justice and Psychology majors may enroll in the Forensic Psychology concentration at any time. CRIM 3646 or PSYC 3646 Forensic Behavior Analysis should be taken in the student's last semester of his/her senior year.



The following courses are required to fulfill requirements of the concentration:

Foundation course requirements:

(Note: PSYC 1100 and CRIM 1100 are prerequisites to these courses)

CRIM 2114	Theories of Criminality
PSYC 2211	Abnormal Psychology
CRIM/PSYC 3120	Forensic Psychology

Electives: Students must take TWO of the following courses:

CRIM 2111	Juvenile Justice
CRIM 2327	Victimology
CRIM 2610	Introduction to Forensics
CRIM 3625	Sex & Violence
CRIM/PSYC 3145	Sex Crimes
CRIM/PSYC 3646	Forensic Behavior Analysis
CRIM/PSYC 3648	The Criminal Brain
PSYC 3618	The Psychology of Child Witnesses

Students interested in pursuing a concentration in this area should contact their preceptor.

### **CAREER OPPORTUNITIES**

Since the major emphasis of psychology is the study of behavior, a wide variety of career options are open to students with a baccalaureate degree in this discipline. Psychology is a useful undergraduate major for medicine, teaching, business, law and other fields involving human interaction. Psychology graduates may proceed to further study at the graduate level in psychology or related fields such as social work, counseling and guidance, marriage and family therapy, occupational therapy, drug and alcohol counseling, etc. They may also choose to work with groups that have psychological problems (e.g., persons with mental retardation, the juvenile delinquent, substance abusers), assume positions as research assistants for psychologists and related professionals, teach (if they obtain certification) or begin careers in business and corporate settings. To ensure proper planning, students interested in careers in psychology should consult with Psychology faculty, the Psychology program Web page, and the *Psychology Handbook* as well as the Office of Career Services. Students seeking teacher certification must meet both the requirements for graduation in Psychology and the state requirements for teacher certification through a second degree in School of Education with an additional 32 credits. Since several of the state requirements can be met by the same courses that are required for the Psychology major, it is highly recommended that students meet regularly with their program preceptor as well as attend one of the Education Workshops sponsored by the School of Education in their first semester at Stockton (or in the first semester they are considering an education career) to maximize strategic course selection.

## **INFORMATION ABOUT THE PROGRAM**

Additional information may be obtained from The Psychology Program Web site noted below.  
The [\*Psychology Handbook\*](#) may be obtained from the SOBL Office or online.

Psychology Program Coordinator  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-4512  
[www.stockton.edu/psyc](http://www.stockton.edu/psyc)

Dean of Enrollment Management  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone:(609) 652-4261  
[www.stockton.edu/](http://www.stockton.edu/)

For current, detailed course descriptions, go to the [Online Catalog](#).

## **SOCIAL WORK**

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### **IN THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES**

#### **THE FACULTY**

**Guia Calicdan-Apostle (2012)**, Assistant Professor of Social Work; DSW, University of Pennsylvania; MSW, Asian Social Institute (Manila, Philippines); BSW, Philippine Women's University; clinical social work practice, cultural competence, spirituality in mental health, public health intervention and advocacy (tobacco control).

**Robert J. Barney (2010)**, Assistant Professor of Social Work; Ph.D., University of Louisville; MSW, University of Kentucky; B.A., Asbury University; international social work, family and community development, cultural diversity in HIV/AIDS support, research practice.

**William D. Cabin (2009)**, Assistant Professor of Social Work; Ph.D., M.P.H., The City University of New York; J.D., New York University School of Law; MSW, University of Michigan; M.A., New School for Social Research; B.A., University of Pittsburgh; non-profit and government management, hospice and home care, program and policy evaluation and auditing in programs dealing with child welfare, home care and hospice, formerly-incarcerated persons, and Medicaid nursing homes.

**Merydawilda Colón (2001)**, Associate Professor of Social Work; Ph.D., M. Phil., The City University of New York; MSW, Rutgers, The State University; B.A., Universidad de Puerto Rico; social work practice, hospice (grief, death and dying), acculturation and attitudes of Latinos towards hospice, Latinos and community outreach, social work with oppressed groups.

**Lisa E. Cox (1999)**, Associate Professor of Social Work; Ph.D., MSW, Virginia Commonwealth University; B.A., Bridgewater College; Associate Professor of Social Work; LCSW; clinical social work practice, cultural neuroscience, health care, HIV/AIDS, gerontology, research methods, Tourette Syndrome.

**Diane S. Falk (1996)**, Professor of Social Work; Ph.D., Rutgers, The State University; MSW, University of Pennsylvania; M.A., B.A., University of Chicago; LCSW; Social work practice, program development and administration, child welfare, mental health practice and policy, human rights, international social work, computer technology in social work.

**Maya A. Lewis (2010)**, Assistant Professor of Social Work, Ph.D., University of Maryland (Baltimore); MSW, Washington University, George Warren Brown School of Social Work; B.A., Spelman College; human behavior, research methods, social work practice with individuals, groups, and communities, adolescent mental health, minority health, health disparities, cultural competence.

**Reid-Merritt, Patricia (1976)**, Distinguished Professor of Social Work and Africana Studies; DSW; University of Pennsylvania; social work practice, social policy, social work with ethnic/minority groups, Africana organizations and leadership practices, African-Centered social work practice.

**William W. Reynolds (2008)**, Assistant Professor of Social Work; Ph.D., M.S.S., Bryn Mawr College; M.Ed., Temple University; B.A., Lafayette College; ethics of pediatric medical research and clinical care.

**Allison N. Sinanan (2007)**, Associate Professor of Social Work; Ph.D., Fordham University; MSW, Adelphi University; B.A., Hunter College, The City University of New York; sexual abuse recurrence in minority children, oppression of children and families of color.

**Sharon Hines-Smith (2005)**, Associate Professor of Social Work; Ph.D., M.A., University of Pennsylvania; MSW, University of Chicago; B.A., Douglass College; supervision and consultation to practice areas, social work practice, aging, grandparents raising grandchildren, middle-aged daughters as caregivers, end of life care decision making in multicultural families.

## **PROFESSOR EMERITUS**

**John W. Searight (1973)**, Professor Emeritus of Social Work; MSW, University of Pennsylvania; B.A., Yale University; social work practice, child welfare (protective services).

## **ASSOCIATED FACULTY**

**Douglas Deane (2010)**, Coordinator of Undergraduate Social Work Field Education; MSW, Arizona University; B.A., Northwestern University; LCSW; Background in supervisory and clinical experience in mental and behavioral health.

**Dawn Konrady (2007)**, Director, Child Welfare Education Institute; MBA, The Richard Stockton College of New Jersey; M.A., La Salle University; B.S. Susquehanna University; Bilingual/bicultural studies, Spanish language, information systems, leadership in higher education.

## **INTRODUCTION**

The social work profession promotes social change and empowers people to enhance their well-being. Social work is based on a set of values and ethical principles, such as respect for human dignity, that are articulated in its Code of Ethics. Since its beginnings more than one hundred years ago, social work has developed a body of knowledge and skills that focuses on meeting human needs, especially the needs of vulnerable and oppressed populations. Social workers intervene with systems of all sizes—individuals, families, groups and communities. Principles of social justice, human rights and cultural competence are fundamental to social work.

## **MISSION AND GOALS**

The Richard Stockton College Social Work program's mission is to prepare undergraduate Social Work majors for generalist social work practice with individuals, families, groups,

organizations, and communities by providing a broad-based, professional education that rests on a solid liberal arts foundation. The program also seeks to serve the larger College community through Social Work and General Studies course offerings that have universal appeal to those seeking a better understanding of the human condition. The Program's central focus is on producing graduates who have a lifetime commitment to upholding human rights, respecting human diversity, and working towards social and economic justice in their professional and personal lives.

## **GOALS AND CORE COMPETENCIES**

**Goal I:** To prepare graduates to practice with diverse populations, particularly those who have been placed at risk by patterns and histories of social injustice.

*Graduates of the Stockton Social Work program will have mastered the following core competencies:*

- Engage diversity and difference in practice
- Advance human rights and social and economic justice
- Engage, assess, intervene, and evaluate with individuals, families, groups, and organizations

**Goal II:** To provide comprehensive content about generalist social work practice.

*Graduates of the Stockton Social Work program will have mastered the following core competencies:*

- Identify as a professional social worker and conduct oneself accordingly
- Apply social work ethical principles to guide professional practice
- Apply critical thinking to inform and communicate professional judgments
- Engage diversity and difference in practice
- Advance human rights and social and economic justice
- Engage in research-informed practice and practice-informed research
- Apply knowledge of human behavior and the social environment
- Engage in policy practice to advance social and economic well-being and to deliver effective social work services
- Respond to contexts that shape practice
- Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

**Goal III:** Provide content about the social contexts of social work practice.

*Graduates of the Stockton Social Work program will have mastered the following core competencies:*

- Apply knowledge of human behavior and the social environment
- Engage in policy practice to advance social and economic well-being and to deliver effective social work services
- Respond to contexts that shape practice

**Goal IV:** Infuse throughout the curriculum the values and ethics that guide professional social workers in their practice.

*Graduates of the Stockton Social Work program will have mastered the following core competency:*

- Apply social work ethical principles to guide professional practice

**Goal V:** Prepare graduates to be conscientious lifelong learners.

*Graduates of the Stockton Social Work program will have mastered the following core competency:*

- Identify as a professional social worker and conduct oneself accordingly

**Goal VI:** Prepare graduates who demonstrate the ability to think critically, write effectively, communicate effectively orally, use practice experience to inform scientific inquiry, and be comfortable with the use of computers.

*Graduates of the Stockton Social Work program will have mastered the following core competencies:*

- Apply critical thinking to inform and communicate professional judgments
- Engage in research-informed practice and practice-informed research

**Goal VII:** Faculty of the Stockton Social Work Program will provide service to the broader College community, to the surrounding southern New Jersey region, and in wider statewide, national, and international arenas. In this way, we deepen the Social Work Program's capacity to bring professional values and ethics to the broadest possible population, representing to students what it means to be engaged professional social workers; and we demonstrate our commitment to ensure that Stockton College graduates are prepared to be citizens in a democratic, multicultural society.

## **CORE COMPETENCIES AND ASSOCIATED PRACTICE BEHAVIORS**

### **Identify as professional social worker and conduct oneself accordingly:**

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning;
- use supervision and consultation.

### **Apply social work ethical principles to guide professional practice:**

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the national association of social workers code of ethics and, as applicable, of the international federation of social workers/international association of schools of social work ethics in social work,

- statement of principles;
- tolerate ambiguity in resolving ethical conflicts;
- apply strategies of ethical reasoning to arrive at principled decisions.

**Apply critical thinking to inform and communicate professional judgments:**

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation;
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

**Engage diversity and difference in practice:**

- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences;
- view themselves as learners and engage those with whom they work as informants.

**Advance human rights and social and economic justice:**

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and economic justice;
- engage in practices that advance social and economic justice.

**Engage in research-informed practice and practice-informed research:**

- use practice experience to inform scientific inquiry;
- use research evidence to inform practice.

**Apply knowledge of human behavior and the social environment:**

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation;
- critique and apply knowledge to understand person and environment.

**Engage in policy practice to advance social and economic well-being and to deliver effective social work services:**

- analyze, formulate, and advocate for policies that advance social well-being;
- collaborate with colleagues and clients for effective policy action.

**Respond to contexts that shape practice:**

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging society trends to provide relevant services;

- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

**Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities:**

Engagement

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and inter interpersonal skills;
- develop a mutually agreed-on focus of work and desired outcomes.

Assessment

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives;
- select appropriate intervention strategies.

Intervention

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients;
- facilitate transitions and endings.

Evaluation:

- social workers critically analyze, monitor, and evaluate interventions.

**PROGRAM ORGANIZATION**

The Social Work (SOWK) program offers you a unique interaction between classroom lectures and discussions and field observation and work. Course content in social welfare concepts and practice builds upon concepts from the humanities and from the natural, social, behavioral, and health sciences. The program consists of three core sequences of social work courses:

The Introductory Sequence

SOWK 1101 Introduction to Social Work (4 credits)

SOWK 1103 Human Behavior in the Social Environment (4 credits)

SOWK 2504 Race, Ethnicity, Diversity

You are introduced to the building blocks – knowledge, values, and skills – of generalist social work practice. These courses are taken in the first and second years, usually beginning the second term of the first year. During these two years, you are preparing to become a Social Work major. In addition to the courses listed above, you are expected to have made significant progress in completing the Social Work program’s liberal arts foundation requirement prior to entering the Junior sequence. This includes courses in the following areas of instruction: psychology, sociology/anthropology/criminal justice, political science, economics and human biology; as well as a writing course, a freshman seminar, and 16 credit hours distributed among General Arts and Humanities (GAH), General Social and Behavioral Sciences (GSS), General Natural Sciences and Mathematics (GNM), and General Interdisciplinary Skills and Topics (GEN).



### The Junior Sequence

You must successfully complete SOWK 1101 and SOWK 1103 or their equivalent before entering the Junior sequence.

SOWK 3101 History of Social Welfare Policy (4 credits)

SOWK 3102 Research Methods in Social Work (4 credits)

SOWK 3604 Generalist Social Work Practice: Theory and Methods I (4 credits)

SOWK 3605 Generalist Social Work Practice: Theory and Methods II (4 credits)

SOWK 3905 Field Practicum (2 credits)

In the Junior year, having completed the introductory sequence and liberal arts base, you take courses to begin to integrate the knowledge, value, and skills of generalist social work practice. In the Fall semester of the Junior year while enrolled in Generalist Social Work Practice: Theory and Methods I, you apply to enter Generalist Social Work Practice: Theory and Methods II and Field Practicum. The faculty determines your eligibility based on your academic and professional performance record. Successful completion of this process ensures that you have become a full-fledged major. In addition to the five courses listed above, you are expected to continue fulfilling General Studies requirements and should begin to complete more advanced social and behavioral science requirements (18 credits).

### The Senior Sequence

SOWK 4601 Senior Seminar: Social Work Practice I (4 credits)

SOWK 4901 Senior Fieldwork I (4 credits)

SOWK 4602 Senior Seminar: Social Work Practice II (4 credits)

SOWK 4902 Senior Fieldwork II (4 credits)

In the Senior year, having completed the Introductory and Junior sequences, you prepare to become a generalist social work practitioner through completing the integration of knowledge, values, and skills. You apply to enter Senior Seminar with Fieldwork as listed above, during the Spring of your Junior year. The application consists of an essay, the purpose of which is to deepen the ongoing process of self-evaluation and career discernment. In the essay, you will discuss your interests in social work, including specialization interests. (Many students find that this essay serves as the basis of the personal statement that they prepare when applying for admission to a graduate program in social work.) The faculty determines your eligibility, based on your application essay and on your academic, professional performance, and field work record. During the Summer of your Senior year, you are assigned to your Senior field placement and are expected to contact your field supervisor for an interview. Opportunities for field experience and learning under professional supervision are available in the following settings, among others: child welfare, family services, schools, hospital and health care, behavioral health, developmental disabilities, services to older adults, and criminal justice.

### **ACCREDITATION**

The Social Work program is accredited by the Council on Social Work Education (CSWE).

Graduates are prepared for entry-level, professional social work practice positions as generalist practitioners.

## **ADMISSION TO THE PROGRAM**

The Social Work program is open to Stockton students in good standing who have an overall GPA of at least 2.5 in program courses and who have successfully completed the introductory sequences of social work courses and who have discussed their intent to major in social work with a social work program preceptor. Students are encouraged to consult social work faculty members to determine their interests in social work and assess what the program and the profession may offer to those who participate. The earlier this is done the better.

Community college transfer students who do not come from a human services/social work program and/or who have not satisfied the liberal arts requirements described herein, may have to complete more than 64 credits at Stockton. This may require an additional one or two terms of academic work.

## **CREDIT FOR LIFE EXPERIENCE**

The Social Work program does not grant credit for life experience or previous work experience.

## **TERMINATION FROM THE PROGRAM**

In addition to the minimum 2.5 GPA that is required for students to remain enrolled in the program, the Undergraduate Program has additional Professional Program Standards. In general, students who meet academic standards will have no difficulty meeting professional standards. However, on occasion a student may possess all the requisite academic skills and yet may not be ready to meet the emotional challenges of undergraduate studies. This lack of readiness would be evidenced by behaviors that emerge in the classroom, in relations with professors or other students, or in fieldwork. Since it is possible for a student to have difficulty relating with one particular professor or field instructor, the decision to terminate or take other disciplinary action against an undergraduate student (i.e., place on probation or suspension from the program) will not be made by only one person but will be the decision of the Academic and Professional Standing Committee. Additional information may be found in the *Student Handbook* and the *Field Manual* which is posted on the Social Work program website.

## **GRADUATION REQUIREMENTS**

Graduates of the program receive the Bachelor of Science degree. The College requires completion of a minimum of 128 credits for graduation. For the B.S. degree, a minimum of 80 credits must be earned in program studies and cognate courses. Thirty-two credits must be from General Studies. The 16 remaining credit hours may either be in General Studies or in programs that are considered at some distance from the major. Transfer students are given credits for appropriate work done at other regionally accredited institutions.

As noted above, Social Work majors must complete a combination of entry-level and upper-level social and behavioral sciences courses, as well as all required Social Work courses, including 90 hours in the junior year and 400 hours in the senior year of fieldwork in an approved social work agency or program during the senior year.

## **GRADUATION WITH DISTINCTION**

A Bachelor of Science degree with Distinction in Social Work will be awarded to those students who achieve a 3.5 GPA in all Stockton program and cognate courses, successfully complete the senior fieldwork placement and complete an honors project.

## **SPECIAL OPPORTUNITIES**

The program provides students with field observation and fieldwork experience in a wide variety of social welfare programs and social work agencies in southern New Jersey. Opportunities for experience and learning under professional supervision are available in a variety of settings, such as services to families and children, schools, health care, behavioral health care and services to the aging.

## **CHILD WELFARE CONCENTRATION**

A concentration in child welfare is available to social work majors considering a professional career in services to children and families. There is a major crisis in child welfare in many states, including New Jersey. A major effort is underway to transform the provision of child protective services to New Jersey's at-risk families and children. There is a significant need for social workers with specialized knowledge and skills in child welfare to join this effort, and there are excellent employment opportunities.

Students electing the concentration in child welfare, in addition to the core requirements for the social work major, must complete SOWK 3650 Topics in Child Welfare, SOWK 3670 Child Welfare Services and Practice, and have their senior fieldwork in a child welfare agency. The expected sequencing of these courses is completion of the Topics in Child Welfare seminar in the junior year and the Child Welfare Services and Practice seminar in the senior year in conjunction with the Senior Seminar in Social Work Practice and the senior fieldwork, which must be in a child welfare agency.

## **SPANISH LANGUAGE STUDY**

In addition to the option of enrolling in Spanish language classes in the College, social work students have the option of further enhancing their cultural competence through participation in Spanish language study specially designed for social work students. Students electing this option enroll in SOWK 2200/LANG 2200 Spanish for the Human Service Field and GIS 4606 Costa Rica Cultural Study Tour, which involves an intensive three-week experience studying Spanish, visiting social work agencies and service learning experiences in Costa Rica.

## **GERONTOLOGY MINOR**

The program also participates in the Gerontology (GERO) program. Social work students are encouraged to pursue their interests in this field of study with a gerontology minor.

## **CAREER OPPORTUNITIES**

The Bachelor of Science in Social Work has been recognized by the Council on Social Work Education and the National Association of Social Workers as the entry-level professional degree in social work. Job opportunities exist in a wide range of public and private social welfare agencies and institutions. Many state Civil Service commissions, including New Jersey's, recognize the Bachelor of Science degree in social work as qualification for a professional social

work position. Graduate programs leading to the master of social work (MSW) degree are available at most major universities including The Richard Stockton College of New Jersey. Students with the Bachelor of Science degree in social work are in an excellent position to apply for advanced standing in most programs. They are eligible to apply for professional status as certified social workers (CSW).

### **INFORMATION ABOUT THE PROGRAM**

Social Work Program Coordinator  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-4512  
[www.stockton.edu/sobl](http://www.stockton.edu/sobl)

Dean of Enrollment Management  
The Richard Stockton College of New Jersey  
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[www.stockton.edu](http://www.stockton.edu)

For current, detailed course descriptions, go to the [Online Catalog](#).

## **SOCIOLOGY AND ANTHROPOLOGY**

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### **IN THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES**

#### **THE FACULTY**

**Shawn R. Donaldson (1980)**, Associate Professor of Sociology; Ph.D., Rutgers, The State University; M.A., B.A., University of Pennsylvania; race/class/gender, sociology of law, medical sociology, demography, South African studies.

**Laurie Greene (1989)**, Associate Professor of Anthropology; Ph.D., M.A., Tulane University; B.A., University of Pennsylvania; language and culture, anthropology of men and women, Latin American and Caribbean cultures, culture in education, social activism.

**Robert E. Helsabeck (1971)**, Professor of Sociology; Ph.D., M.S., M.A., Indiana University; B.A., Culver-Stockton College; social psychology, research methods, religion, conflict.

**Elinor Lerner (1979)**, Associate Professor of Sociology; Ph.D., University of California at Berkeley; M.A., Humboldt State College; M.A., University of Rochester; B.A., Reed College; political sociology, sociology of women, deviance, sexuality, popular culture, human/animal relations.

**Linda Williamson Nelson (1981)**, Professor of Anthropology and Africana Studies; Ph.D., Rutgers, The State University; M.A., New York University; B.A., Long Island University; anthropological linguistics, cultural anthropology, gender and culture, field methods, contemporary African American literature, African American vernacular English, African American culture.

**Joseph Rubenstein (1972)**, Professor of Anthropology; Ph.D., M.A., New School for Social Research; B.A., Hunter College; religion and ritual, anthropological theory, ethnicity, Jewish culture, field methods, food and culture, anthropological photography.

**Franklin O. Smith (1973)**, Professor of Sociology; Ed.D., University of Massachusetts at Amherst; M.Ed., Springfield College; B.A., Hampton Institute; family, sociology of education, sociology of sports, acting, public oratory.

#### **ASSOCIATED FACULTY**

**Janice O. Joseph (1989)**, Distinguished Professor of Criminal Justice; Ph.D., M.A., York University; B.A., University of West Indies; juvenile justice, criminology and deviance, minorities and crime, corrections.

**Margaret E. Lewis (1996)**, Associate Professor of Biology; Ph.D.; State University of New York At Stony Brook; B.A., Rice University; paleontology, vertebrate anatomy, anthropology, paleoecology, evolutionary biology, forensics.

**Larry E. Nutt (1975)**, Associate Professor of Criminal Justice; Ph.D., M.A., University of Chicago; B.A., Reed College; police behavior, criminology, social theory, sociology of religion.

## **INTRODUCTION**

The Sociology (SOCY) program focuses on the analysis of human beings as members of societies. Sociologists study phenomena of various sorts: social interaction among individuals, groups and societies; the institutions that constitute a society; and the processes that create and sustain social inequality. In addition, sociological analysis sharpens the understanding of various levels of social life, from interpersonal interaction (such as found in families, small work groups, friendships, and casual encounters); through the organization and function of social institutions (such as the family, religion, education, politics and medicine); to the structure and functioning of social systems as a whole (class structure, ethnic relations, ideology and various political processes).

The Anthropology (ANTH) program broadens this focus to the study of human cultures worldwide. People are understood in terms of their biological and behavioral variation cross-culturally and through time. Stockton's SOCY/ANTH program emphasizes the method of research common to both sociology and anthropology—the field method—but provides work in survey, historical, and experimental methods as well. Substantively, the program is particularly concerned with the ways people are influenced by and react to dominant-subordinate relationships such as those manifested in ethnicity/race, class, gender and/or age. The dominant perspective of the program is comparative and international.

The curriculum of the SOCY/ANTH program gives students competencies that serve the goals of both disciplinary competence as well as the development of general skills necessary for a full life. Skills of analysis, critical thinking and verbal and written communication, as well as the various attributes of responsible citizens, are developed in the major. One of the overall emphases of the program is to deepen students' understanding of life in contemporary American society. The other emphasis is to provide students with an international, interdisciplinary and historical perspective on important human issues.

## **PROGRAM ORGANIZATION**

The SOCY/ANTH program offers a wide range of courses for majors and non-majors, and it provides considerable flexibility for majors to design their own programs of study. In consultation with program preceptors, students are encouraged to shape a program that fits their current interests and future career plans. Students are encouraged also to take courses in computer literacy and two semesters of a foreign language. Proficiency in both computer and foreign language are considered important skills for any career. Instructional technology and computer literacy will also be integrated into many SOCY/ANTH courses.

All students in the major will be expected to develop a command of the essential substantive and methodological core of Sociology and Anthropology. Beyond the “core,” students are encouraged to build upon their special interests within the major, in cognate areas and in areas “at some distance” from the major. Also, the program sponsors internships and encourages overseas study to enable students to gain practical and professional experience and to apply the knowledge derived from their college experience.

The SOCY/ANTH program offers four career-oriented concentrations for its majors. Together with Environmental Studies the program offers a concentration in Archaeology, which prepares students for careers in areas such as contract archaeology, museum/historical archiving and cultural resource management. There is a concentration in Physical Anthropology, combining courses in the biological sciences with program offerings. This concentration prepares students for careers or further education in the allied health sciences, forensics and human engineering. Anthropology offers a career concentration in Language and Culture, requiring interdisciplinary course work from the fields of communication and linguistics. This may help prepare students for jobs in ESL, bilingual education or other language-related disciplines. Finally, the program also offers a concentration in Education to help prepare students for certification and teaching in K-8 and high school social studies. These career clusters are designed to augment an education in Sociology/Anthropology with special knowledge and skills useful in a variety of occupations. Students may complete a certificate career cluster as a part of meeting the normal program requirements for graduation, or may choose to graduate without choosing a concentration.

Many other linkages are possible between SOCY/ANTH and fields such as social work, business studies, history, nursing, literature, health care, and computer science. Cognate or non-cognate clusters or minors can be constructed, which may have career benefits for the student. Many of these clusters will prepare the student for entry into a wide variety of careers. In addition, the linkage of a professionally specific area of study with the base-building nature of the major is an excellent preparation for graduate or professional school. It is also possible for students who wish to do so to focus more on Sociology or Anthropology through those respective concentrations in the SOCY/ANTH major.

### **ADMISSION TO THE PROGRAM**

The program is open to any Stockton student with an interest in Sociology or Anthropology. All students should declare a major by the beginning of their junior year to ensure that all program requirements are met for graduation at the end of their senior year. Transfer students are especially urged to consult with the program coordinator before enrolling in classes. When declaring a major in Sociology/Anthropology, students should select a preceptor from the program who will assist them in making course selections and advise them on career options. Both program declaration and preceptor selection may be done by completing one form available from the Center for Academic Advising. If a student is planning to complete a minor or take advantage of one of the concentration options, s/he may declare these intentions on this same form as well.

### **GRADUATION REQUIREMENTS**

In addition to the College's 64 credit general education requirement, a B.A. degree in Sociology/Anthropology students must satisfactorily complete 64 credits in program/cognate studies for a B.A. degree in Sociology/Anthropology. Five of the required program courses should be taken in the following order:

*Freshman/Sophomore year*

SOCY 1100 Introduction to Sociology or

ANTH 1100 Introduction to Anthropology

*Junior Year*

SOCY 3742 Social Research Methods Tutorial  
ANTH 3643 Anthropological Field Methods

*Senior Year*

SOCY/ANTH 3681 Social Theory\* (Fall)  
SOCY/ANTH 4685 Senior Seminar (Spring)

\*Note that Social Theory is ONLY taught in the Fall and Senior Seminar is ONLY taught in the Spring. There will be no substitutions or equivalents for these requirements; independent study is not an option for either course. This need not negatively impact a student's ability to graduate in Summer, Fall or Spring, but careful planning in consultation with a program preceptor can avoid

In addition to these courses, students are required to take five additional electives in either Anthropology or Sociology, and a statistics course. The following courses may be used toward fulfillment of the statistics requirement:

PSYC 2241 Statistical Methods or  
CSIS 1206 Statistics or equivalent

Students should consult with program preceptors when selecting a statistics course, so that they might maximize its usefulness for their career goals. In the selection of electives, students may opt to strengthen their command of one of the two fields, maintain a dual thrust by selecting courses from both disciplines, or pursue a concentration in conjunction with cognate selections. The program offers coverage of all the major areas of Anthropology and Sociology necessary for admission to graduate school. Beyond the program requirements, it is highly recommended that students pursue proficiency in a foreign language and computer literacy.

The cognate courses (24 credits) may be additional program courses or courses chosen from the following disciplines: political science, economics, gerontology, psychology, social work, criminal justice, historical studies, philosophy/ religion, biology, language arts and environmental studies. Other courses may be considered as cognates only after consultation with a preceptor or the program coordinator. For example, business and information science courses may be considered cognate courses for students with certain educational aims and "at some distance" courses for other students.

A student majoring in Sociology/Anthropology is encouraged to consider two uses of cognate courses. A student may take a variety of courses from the disciplines listed above, or may choose one of the concentrations listed below.

**THE ARCHAEOLOGY CONCENTRATION (21 CREDITS)**

Twenty-three credits are needed to complete a concentration in archaeology. Course requirements draw from environmental sciences and geology along with anthropology. Field placement experience is also required. This may be fulfilled while taking archaeological field methods; students should consult with the program coordinator to insure this requirement is met



ANTH 1100 Introduction to Anthropology  
ANTH 2134 Early Civilizations  
ANTH 3831 Archaeological Field Methods  
GEOL 2101/2105 Physical Geology/Lab  
GEOL 3231 Sedimentology and Stratigraphy

**THE PHYSICAL ANTHROPOLOGY CONCENTRATION (24 CREDITS)**

ANTH 1100 Introduction to Anthropology  
ANTH 2136 World Perspectives on Health  
GNM 2335 Human Evolution or  
GSS 2601 Human Evolution  
BIOL 1180 Functional Human Anatomy or  
BIOL 2180 Human Anatomy

*Choose two from the following:*

ANTH/BIOL 2200 Human Adaptation and Variation  
BIOL 1200/05 Cells and Molecules /Lab  
BIOL 2110/15 Genetics/Lab  
BIOL 3110 Animal Behavior  
BIOL 3240 Human Evolution  
BIOL 3241 Paleobiology  
BIOL 3242 Vertebrate Paleontology  
BIOL/ENVL 3413 Population Biology  
BIOL 3435 Evolutionary Mammology  
GNM 2472 The Primates  
PUBH 3420 Epidemiology

**LANGUAGE AND CULTURE CONCENTRATION (20 CREDITS)**

ANTH 2152 Language and Culture  
GAH 1610 Introduction to Language  
GSS 3104 Language and Power

*Choose two of the following:*

ANTH 2602 Language and Social Identity  
ANTH 3872 Creole Language and Culture  
COMM 3200 Theories of Communication  
GSS 3104 Intercultural Communication

**EDUCATION CONCENTRATION (28 CREDITS)**

Anthropology and Sociology afford many advantages to students wishing to pursue a post baccalaureate degree in education. For those wishing to get high school social studies certification, the major provides ample broad-based content material, and a strong emphasis on good writing and critical thinking skills. For students wishing to pursue certification in Elementary Education (K-8), Anthropology and Sociology provide content that is easily transferable to the classroom, as well as the knowledge and skills needed to teach effectively in

the diverse schools of the 21st century. Students interested in pursuing teaching certification must meet both the requirements for graduation in Sociology/Anthropology and the state requirements for teacher certification through a second degree in Teacher Education with an additional 32 credits. Since several of the state requirements can be met by the same courses that are required for the Sociology/Anthropology major, it is highly recommended that students meet regularly with their program preceptor as well as attend one of the Education Workshops sponsored by the School of Education in their first semester at Stockton (or in the first semester they are considering an education career) to maximize strategic course selection. Students interested in pursuing teaching certification should regularly consult the [School of Education](#) for the most up-to-date curriculum information to meet state requirements.

Choose at least three of the following as electives in SOCY/ANTH:

ANTH 2152 Language and Culture  
ANTH 2134 Early Civilizations  
ANTH 3220 Ethnicity  
SOCY 2213 Minority-Majority Relations  
SOCY 2201 Social Psychology  
SOCY 2235 Sociology of Education  
SOCY 2290 Schools and Society  
GSS 3104 Intercultural Communication

Take as cognates at least two of the following:

ENVL 2100 Physical Geography  
ECON 1150 Current Economic Issues  
ECON 1200 Introduction to Macroeconomics  
ECON 1400 Introduction to Microeconomics  
PSYC 1100 Introduction to Psychology\*  
PSYC 3323 Developmental Psychology\* or PSYC 3322 Lifespan Psychology\*  
PSYC 3391 Educational Psychology\* (junior year)

Recommended additional cognates/electives:

CSIS 1180 Microcomputers and Applications  
GNM 2335 Human Evolution or GSS 2601 Human Evolution  
U.S. History courses (may select from those offered in History program)  
Foreign Language courses Spanish (or French) recommended

Students working toward a concentration in Education are encouraged to design their field and research projects required in SOCY 3642 (Social Research Methods) and ANTH 3643 (Anthropological Field Methods) with a focus on education or the classroom environment.

In addition, students may want to consider courses which are part of the Community Partnership Initiative, a College-wide program coordinated by the SOCY/ANTH program, to assist community schools to build and transform their neighborhoods. It is recommended that students consult with the program coordinator for up-to-date information regarding this exciting initiative. Below is a selection of current SOCY/ANTH courses, with new courses under development all

the time in the program and in other majors within the School of Social and Behavioral Sciences as well as other Schools across the College.

ANTH 2136	World Perspectives on Health
ANTH 2301	Community Schools
ANTH 2311	Community Gardens
ANTH 2315	Grant Writing for Socially Responsible Organizations
ANTH/SOCY 3625	Community Partnerships; Community Schools
ANTH/SOCY 3626	Community Partnerships: Community Organizations
ANTH 3900	Internship in Language, Identity and Classroom Discourse
SOCY 2745	Race, Poverty and Education

### **THE ANTHROPOLOGY CONCENTRATION**

Students who wish to major in the joint degree with a concentration in Anthropology may do so by taking three or more of their program electives in Anthropology.

### **THE SOCIOLOGY CONCENTRATION**

Students who wish to major in the joint degree with a concentration in Sociology may do so by taking three or more of their program electives in Sociology.

In order to graduate, students are also required to fulfill their 64-credit general education requirement, and complete 24 credits of course work in cognates to Sociology/Anthropology. Cognate courses are Social and Behavioral Sciences courses and others approved by a preceptor. A well-structured cognate selection should show the student's attempt either to get breadth or to complete a concentration in his or her respective field of interest.

### **GRADUATION WITH DISTINCTION**

A Bachelor of Arts degree with Distinction in Sociology/Anthropology will be awarded to those students who achieve 70% A or A- grades in Stockton program and cognate course work and maintain at least a B grade in all program courses completed at Richard Stockton College.

### **MINOR IN ANTHROPOLOGY**

Students may earn a minor in Anthropology in two ways:

#### *General Anthropology Minor:*

ANTH 1100 Intro to Anthropology

ANTH 3643 Anthropological Field Methods

Three additional ANTH courses, one of which must be at the 3000 level or higher.

Or fulfillment of one of the concentrations described above (provided that at least one course must be at 3000 level or above):

Archaeology Concentration

Physical Anthropology Concentration

Language and Culture Concentration

## **MINOR IN SOCIOLOGY**

Students may earn a minor in Sociology by completing the following requirements:

*General Sociology Minor:*

SOCY 1100 Intro to Sociology

SOCY 3642 Social Research Methods

Three additional SOCY courses, one of which must be at the 3000 level or higher.

## **SPECIAL OPPORTUNITIES**

For information about special opportunities, SOCY/ANTH students should refer to the Sociology/Anthropology website at [www.stockton.edu/socy](http://www.stockton.edu/socy) or the bulletin board outside the office of the School of Social and Behavioral Sciences. The board contains postings for many of the activities described below, as well as information on graduate and professional schools. All students are encouraged to participate in internships related to their areas of interest. SOCY/ANTH majors may intern with local family service agencies, juvenile rehabilitation centers, hospitals, and nursing homes, or in institutions through the Washington Internship Program.

Students have also participated in service projects sponsored by living history museums, the Herb and Botanical Alliance, in public schools and in community garden projects. Internships may lead to employment opportunities as well as provide hands-on work experience in your field of interest. Preceptors can provide additional information and help students get involved in an internship program.

Majors may wish to attend Summer field schools in either archaeology or ethnography. These schools are run by a number of prominent universities throughout the United States. Students should consult with their preceptors or the program coordinator for details.

Research projects sponsored by program faculty provide students with the opportunity to engage in research internships. Such research experiences can serve career goals or as the basis for further work in graduate school. Students may apply for Board of Trustees Fellowships for Distinguished Students, which are made available to fund such projects.

Opportunities also exist for overseas study. An international experience is worthwhile and may act to strengthen the transcript of students pursuing a concentration in Anthropology in particular. Students may want to take advantage of study abroad to strengthen their foreign language skills through one of the many language immersion programs. Interested students should consult with their preceptor and with the coordinator of International Education at the College.

Sociology/Anthropology majors who have a B average in all of their course work and who have also maintained a B average in program courses completed at Richard Stockton College may be eligible for membership in Alpha Kappa Delta, the International Sociology Honor Society. At least four Sociology courses must be taken prior to initiation.

The program also participates in the following interdisciplinary minors, open to all majors of the College: Africana Studies, Gerontology, Jewish Studies and Women's, Gender and Sexuality Studies. SOCY/ANTH students are encouraged to pursue their interests in these fields of study.

## **CAREER OPPORTUNITIES**

In addition to the above career concentrations, a number of other career opportunities are available for graduates of the SOCY/ANTH program who effectively combine the major with some training in fields such as gerontology, business studies or health care. Program completion constitutes satisfactory preparation for students wishing to qualify for public service at the local, state or federal levels, and for positions in social service and welfare agencies. The liberal arts training that SOCY/ANTH provides is an asset to those who wish to qualify for positions in business where the knowledge of human relations and of group processes is considered important (e.g., marketing or personnel management) or in any field where analytical skills are valued. Majors may, in consultation with the School of Education and by taking appropriate EDUC program and content area courses, become certified as teachers of social studies in New Jersey. Majors can design a program, emphasizing anthropology, to prepare them for museum work. After completing their B.A. degrees, majors may go on to complete M.A. and Ph.D. graduate work to enter college teaching, assume upper level social research positions, or enter administrative work in a variety of settings. Majors should inform their preceptors of their career plans as early as possible so that they can best advise them as to course options and postgraduate education. A sampling of career options for SOCY/ANTH majors with various degrees are listed below:

- Social services: in rehabilitation, case management, group work with youth or the elderly, recreation or administration.
- Community work: in fund raising for social service organizations, nonprofits, child-care or community development agencies, or environmental groups. Corrections: in probation, parole, or other criminal justice work.
- Business: in advertising, marketing and consumer research, insurance, real estate, personnel work, training or sales.
- College settings: in admissions, alumni relations or placement offices.
- Health services: in family planning, substance abuse, rehabilitation counseling, health planning, hospital admissions and insurance companies.
- Publishing, journalism, and public relations: in writing, research and editing.
- Government services: in federal, state, and local government jobs in such areas as transportation, housing, agriculture and labor.
- Teaching: in elementary and secondary schools, in conjunction with appropriate teacher certification.

## **INFORMATION ABOUT THE PROGRAM**

Sociology and Anthropology Program Coordinator

The Richard Stockton College of New Jersey

101 Vera King Farris Drive

Galloway, NJ 08205-9441

Phone: (609) 652-4512

[www.stockton.edu/socy](http://www.stockton.edu/socy)

For current, detailed course descriptions, go to the [Online Catalog](#).

## **WASHINGTON INTERNSHIP PROGRAM**

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### **IN THE WILLIAM J. HUGHES CENTER FOR PUBLIC POLICY**

#### **INTRODUCTION**

Stockton's Washington Internship Program offers students across all majors the opportunity to significantly advance their educational and professional objectives while earning academic credit in the nation's capital. Through its collaboration with the Washington Center, the country's largest internship organization, Stockton College offers an internship experience with significant educational and paraprofessional value. Interns enhance their preparation for a career in their chosen field by combining their academic training with substantive and meaningful (hands-on) experience in variety of professional environments in Washington, DC. The Washington Internship Program places a high premium on the mentoring, advice, and professional guidance interns receive from their program advisors, faculty, and internship supervisors. Intern alums often utilize the vast network of contacts they develop during their internship experiences to advance their career objectives.

Stockton considers the academic internship to be of great personal value. It involves students in a dynamic undertaking that combines theories from the classroom with experience in the field. Internships encourage students to explore different modes of learning as they keep pace with a changing world. Although the Washington internship does not guarantee students a job after graduation, it does offer Stockton graduates the opportunity to experience high quality professional positions and to include them on their résumés. This usually gives a student an advantage over graduates from other colleges that do not offer this experience.

#### **PROGRAM ORGANIZATION**

In addition to being the seat of governance for the nation, Washington, D.C. is also one of the world's premier centers for historical and cultural tourism, global commerce and trade, and international diplomacy. The Washington metropolitan region is also a major center for research and development in medicine, cyber-technology, and science. During the internship experience, students work approximately 36 hours a week at their placements. Internship opportunities are available for all majors in the legislative, executive, and judicial branches of government, the private sector, non-profit social service and advocacy organizations, and in art and cultural institutions. In addition to an 8-credit internship (WASH 3940), students also enroll in a 4-credit seminar (WASH 3620); the Washington Center offers approximately 40 courses each semester across a variety of academic disciplines. Classes meet once a week and are taught by practitioners and professors from the Washington metropolitan area. Additionally, an optional 4-credit independent study course can be taken to fulfill the GIS requirement.

#### **RESIDENTIAL LIFE**

Stockton interns live in the Washington Center's residential and academic facility (the RAF), along with over 350 interns from the United States and several countries, such as Belgium, South Korea, China, Mexico, and Saudi Arabia. Interns also participate in a range of co-curricular activities, including a speaker series, civic engagement, embassy visits, museum tours, and residence life activities in the RAF. Stockton interns are strongly encouraged to take full

advantage of the broad array of social, cultural, and educational activities and events that are frequently sponsored throughout Washington, DC, many of which are free to the public.

**PROGRAM COSTS, FINANCIAL AID**

The cost of Stockton’s Washington Internship Program is generally comparable to a full semester at Stockton (including tuition, fees, books, and room and board). Students can utilize their Stockton financial assistance to help defray the program’s costs. The Washington Center also awards (competitive) scholarships and Stockton College interns receive an \$800 stipend.

Additional information can be obtained from:

Michael S. Rodriguez  
Associate Professor of Political Science  
Campus Liaison, the Washington Internship Program  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-4476  
[www.stockton.edu/hughescenter](http://www.stockton.edu/hughescenter)

Dean of Enrollment Management  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-4261  
[www.stockton.edu](http://www.stockton.edu)

## SCHOOL OF GRADUATE AND CONTINUING STUDIES

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### GRADUATE STUDIES AT A GLANCE

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- Admission of matriculated students in the Fall and Spring terms occurs through the Graduate Admissions Office and graduate degree program.
- A mandatory Graduate Student Orientation program for newly admitted graduate students occurs twice per year.
- Nonmatriculated students are limited to 9 credit hours, in total, in most graduate programs. The MAED, MAIT and MBA limit nonmatriculated students to 6 credit hours of attempted study, without the possibility of repeating a course. Applications for nonmatriculated status are processed through the Office of the Registrar.
- Registration is Web-based.
- Full-time status is defined as 9 credits per semester, but individual degree programs may require a higher credit load.
- Financial aid is available, including Graduate Assistantships (matriculated, degree seeking students only).
- Campus facilities and offices are available to support graduate study.
- Academic advisors (preceptors) are assigned upon enrollment (matriculated students only).
- Grading system is based on an A-F range (plus/minus included); grades of I (incomplete) convert to a grade at the end of the succeeding semester.
- Students must maintain a GPA of 3.0 to remain in good academic standing.
- Individual programs have policies and procedures that govern academic and professional requirements.
- Students are required to check their College assigned email accounts regularly.
- College policy requires that, once matriculated, students must be continuously enrolled each semester (excluding Summer terms). A Maintenance of Matriculation or Leave of Absence Form must be completed and approved by the Dean of the School of Graduate and Continuing Studies for each Fall or Spring term for which the student is not enrolled. Students continuing their master's thesis are required to register for 1 course credit of the thesis course for each semester of thesis work (following the first one) until completion.
- Check the [Graduate School's Web site](#) for program and policy updates.



## **GRADUATE STUDY**

The Richard Stockton College of New Jersey has been authorized to offer programs at the graduate level by the New Jersey Commission on Higher Education. The College offers the following graduate degree programs:

Doctor of Physical Therapy (DPT)  
Master of Arts in American Studies (MAAS)  
Master of Arts in Criminal Justice (MACJ)  
Master of Arts in Education (MAED)  
Master of Arts in Educational Leadership (MAEL)  
Master of Arts in Holocaust and Genocide Studies (MAHG)  
Master of Arts in Instructional Technology (MAIT)  
Master of Business Administration (MBA)  
Master of Science in Communication Disorders (MSCD)  
Master of Science in Computational Science (MSCP)  
Master of Science in Nursing (MSN)  
Master of Science in Occupational Therapy (MSOT)  
Master of Social Work (MSW)  
Professional Science Master's in Environmental Science (PSM)

The College also offers several post-baccalaureate and post-master's certificate programs that are covered in this *Bulletin*.

## **APPLICABILITY OF GENERAL POLICIES**

All policies and procedures of the College that refer to students and courses of study apply equally to graduate study except where explicitly stated otherwise. This includes the campus code of conduct, academic honesty policy and all other rules relating to individual conduct. Graduate students must also follow the policies and procedures applicable in their individual graduate programs.

## **DEAN OF THE SCHOOL OF GRADUATE AND CONTINUING STUDIES**

The Dean of the School of Graduate and Continuing Studies is the College official primarily responsible for College-wide policies relating to graduate programs and graduate students. Questions and issues that relate to these policies, or that cannot be resolved within an individual graduate program, can be addressed to the Dean. The Dean is also concerned with the overall welfare of graduate students at the College.

## **DEAN OF STUDENTS**

The Office of the Dean of Students is committed to quality and excellence while serving as a primary advocate for student life. The office provides programs and services that contribute to total student learning. Student life functions such as counseling, health services, athletics and recreation, and career services are available to graduate students as they work toward their degree. Students are encouraged to become actively involved in co-curricular programs and leadership opportunities. Issues impacting student life including residential and commuter concerns, safety and security, personal development, and alcohol and drug awareness are part of the campus life curriculum.

## ACADEMIC ADVISING

Upon enrollment in a graduate program, each student is assigned a preceptor. Students meet with their preceptor to plan courses and discuss their academic progress.

## STUDENT STATUS

A graduate student may be matriculated or nonmatriculated, part time or full time. Every graduate student must hold a baccalaureate degree from a regionally accredited institution of higher education.

(a) A full time student is enrolled in 9-15 or more credits per semester, as defined by the graduate program in which the student is enrolled. Students are not required to be full time in order to work toward and complete a graduate degree (unless so required by their particular program), but the normal time limit for degree completion is five years. Note the following:

- Audited courses and withdrawals do not count toward full time status.
- ESL (English as a Second Language) courses do count toward full time status.
- When students are in their normal sequence of field education experience, and are registered for co-op, field, clinical or lab experience as part of their program cohort, they may be certified by the Dean of Graduate and Continuing Studies as full-time students for a minimum registration of 3 credits each semester.
- International students must be in full-time status every semester.

(b) Part-time students are those registered for fewer than 9 credits during a semester.

(c) Half-time students may be given this designation for Federal and other reporting purposes if they meet one of the following conditions:

- they are registered for between 6 and 8 credits in a semester.
- they have completed all other course work and other degree and credit requirements, and are registered in final project or thesis research and seminar, for at least 3 credits for the semester.
- they are enrolled in the alternate route certificate program with the School of Education, are enrolled for all requisite Education course work and are employed full time as classroom teachers as part of their alternate route certification process.

A matriculated student is one who has been admitted to the College as a graduate student in a particular program. Only matriculated students may be considered for the awarding of a degree. Each program that offers a graduate degree determines whether a nonmatriculated student may enroll in the program's courses. Where such enrollment is permitted, the program guide states the conditions of enrollment and any limits on applicability toward the degree of courses taken as a nonmatriculated student. The College sets an upper limit of 9 credits attempted in nonmatriculated status, though some programs have a limit of 6 credits. Matriculated students are assessed graduate tuition for *all* courses attempted.

Graduate programs may permit qualified undergraduate students to enroll in graduate courses if space is available and if an undergraduate student meets the minimum College requirements. Requirements are specified on a Permission Form to be completed by the student and signed by relevant faculty and administrators. Additional requirements may be required by the graduate program and will appear in the program's *Policies and Procedures Manual*.

## **MAINTENANCE OF MATRICULATION REQUIREMENT FOR GRADUATE STUDENTS**

Once admitted to a degree program, graduate students must either be registered continuously for credit each semester (excluding Summer terms) until they complete degree requirements or they must apply for and receive Maintenance of Matriculation status and pay the requisite fee in lieu of tuition. *Graduate students who neither register for credit during a Fall or Spring term nor apply for and receive Maintenance of Matriculation status and pay the requisite fee will lose their student status and must apply for readmission to the College and be reaccepted in order to continue their graduate work.* The Maintenance of Matriculation Fee will be proposed annually by the Provost upon consultation with the Dean of Graduate and Continuing Studies and is subject to approval by the Board of Trustees in its consideration of student fees.

Students completing a master's thesis do not pay the Maintenance of Matriculation fee after the semester they begin their thesis [Course xxxx5880 ]. Instead, upon receiving the IP (in progress) grade for the thesis, students must register for 1 credit of xxxx5880 each semester until successful graduation. This cost replaces Maintenance of Matriculation.

## **LEAVE OF ABSENCE**

Although the College has a Maintenance of Matriculation requirement for graduate students, a Leave of Absence may be granted, normally for medical reasons. A Leave of Absence is the process of leaving school temporarily, and is generally used for family medical leave or military service. A Leave of Absence is valid for a maximum of five years and must be renewed each term by notifying the Office of the Registrar before the Leave expires. Students should consult the *Policies and Procedures Manual* as in some degree programs, five years may not be possible. Students should complete and submit a [Leave of Absence Form](#) from the [Office of the Registrar](#) prior to the end of the Drop/Add period noted on the [Academic Calendar](#) for the term the Leave is effective.

## **GRADING POLICIES**

Grades represent the professional judgment of a faculty member on a student's academic performance in a particular instructional experience.

Stockton College permits two systems of grading, letter grading or Pass/No credit (P/NC). P/NC grading must be approved prior to the time of registration, and will not be granted at any time during or after the term.

### **Letter Grading**

The following letter grades will be recorded on the student's official transcript:

- A = 4.0
- A- = 3.7
- B+ = 3.3
- B = 3.0
- B- = 2.7
- C+ = 2.3
- C = 2.0

C-	=	1.7
D+	=	1.3
D	=	1.0
D-	=	0.7
F	=	0

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

### **P/NC (Pass/No Credit) Grading**

At the discretion of the instructor or program, a course may be available either in letter-grade mode or P/NC mode.

Courses graded P (Pass) or NC (No Credit) will be recorded on the student's official transcript, but will not be factored into calculation of the student's GPA. In graduate school programs, P symbolizes passing work (i.e., performance in the A to C range), and NC symbolizes failing work. However, where individual graduate programs have more stringent requirements for passing work, those requirements shall apply.

### **W symbolizes “withdrawal”**

If the student completes a withdrawal from the College or individual courses between the end of the drop/add period and the end of the eleventh week of a full term, or the fifth week of a sub term, a W will be recorded.

### **WI symbolizes “withdrawal due to illness”**

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

### **WT symbolizes “withdrawal from thesis”**

Students may withdraw from their thesis project when both the student and advisor agree the project can no longer be completed. The student will write a letter to the professor stating their request to withdrawal and the student will present this to the faculty thesis advisor. The faculty thesis advisor will forward this letter along with a letter of support to the School of Social and Behavioral Sciences with a copy to the School of Graduate and Continuing Studies.

### **I symbolizes “incomplete”**

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

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

Special circumstances may exist by which completion of the I requires special arrangements, e.g., lab courses, foreign language courses, internships and the like. Those arrangements must be described in an attachment to the Agreement for Completion of Course Work Authorization and approved by the appropriate dean(s). Both the student and the course instructor must sign this form and file it in the office of the dean of the school in which the course is listed. A copy should be retained by the student and by the authorizing faculty member. Any variation from the signed contract must be initiated by the faculty member and approved by the dean.

### **IP Symbolizes “In Progress”**

IP is assigned only for multi-term incomplete final projects, theses, or dissertations and is replaced by a final grade upon completion. Students must continuously register each semester for their Master’s thesis and will receive the IP grade until completion. If the final project, thesis, or dissertation is not graded, the IP notation will default to an F. All IP notations should be completed before the final class day of the subsequent term (not including Summer sessions).

### **Assignment of Grades**

Grades are due each semester by the deadlines noted on the [Academic Calendar](#) and are submitted by faculty online through the *goStockton* portal. Faculty can only submit A, A-, B+, B, B-, C+, C, C-, D+, D, D- and F grades. Letter grades are submitted for courses with Pass/No Credit grading mode approval, and converted on the student’s transcript as P for passing or NC for non-passing. I grades require approval from the dean of the school in which the program resides. AU, I, W, and WI grades will be entered by the Office of the Registrar.

### **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 situations of a successful grade appeal. Grade changes, except those awarded under the appeal system, may be submitted by the instructor directly to the Office of the Registrar. Instructors may refer to the Grade Changes link in the *goStockton* portal on the Faculty tab in the Instructional Resources channel for the procedure for submitting a grade change.

### **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 submit a request for the I grade to be changed to the Office of the Registrar within seven calendar days or by the due date for the current term’s grades, whichever is sooner.

### **Repeating a Course for Credit**

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

### **Independent Study**

Independent study is an approach followed at Stockton to encourage close working relationships between students and faculty. Independent study provides opportunities to develop highly individualized, rigorous and personal learning experiences. This approach fulfills three needs. It permits students to pursue questions not addressed in faculty-directed classrooms, laboratories or studios; it helps students to develop valuable research skills; and it enables students to test mastery of principles, methods and materials presented in regular classes by instructors. Properly done, independent study should lead to that goal sought by all educated persons, namely the capacity for independent learning throughout life. Students who wish to undertake independent study projects should consult the instructor with whom they wish to work and the Graduate Director. Projects must be carefully formulated on a Special Project Request Form and signed by the appropriate instructor, student and dean.

### **Grade Appeals**

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

The student’s first responsibility in making a grade appeal is to discuss the issue with the faculty member responsible for assigning the grade. If satisfactory resolution cannot be reached with the instructor, the student should submit the issue *in writing* to the program director, and, if necessary, formally appeal the decision to the Dean of the School where the program resides.

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

instructor and the student. This Board will make a recommendation to the Provost, whose decision is final.

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

## **TUITION**

Students will be charged undergraduate vs. graduate tuition (plus any applicable fees) based on the following conditions:

- Students pay undergraduate tuition and fees for undergraduate courses and appropriate graduate (master's and doctoral) tuition and fees for graduate courses.
- Dual Degree students and other students fulfilling prerequisites, for example, pay tuition and fees by the course level, undergraduate for undergraduate and graduate (master's and doctoral) for graduate.

## **ACADEMIC PROGRESS**

### *(a) Degree Completion*

To be awarded a graduate degree, a student must have a cumulative GPA of at least 3.0 in courses applied toward the graduate program. The number of credits required and the specific courses or distribution of courses that must be completed as well as any additional specific requirements are indicated within this *Bulletin*. The student must apply for graduation online through the *goStockton* portal prior to the deadlines noted in the [Academic Calendar](#). The graduation fee will be charged to the student's account upon application. (Students will note that they are required to pay the graduation fee for each degree they receive from the College, e.g., once for a baccalaureate degree and once for a master's degree, if applicable).

### *(b) Good Academic Standing, Probation and Dismissal*

A graduate student must maintain a cumulative GPA of 3.0 to remain in good academic standing. A student whose GPA falls below a cumulative GPA of 3.0 is placed on Academic Probation. The student has an opportunity to bring his or her GPA up to 3.0 by the time no more than an additional one quarter of the total number of credits required to complete the degree have been taken in order to maintain good academic standing. For example, students in programs that require between 30-36 credit hours must raise their cumulative GPA to a 3.0 by the time they have taken no more than 9 additional credit hours. Students in a program requiring more than 36 credit hours must also raise their cumulative average to 3.0 by the time they have taken no more than an additional 25% of total credits in order to maintain good academic standing. (10 credits in MSN, 21 credits in MSOT and 26 credits in DPT). A student on probation who does not accomplish this is subject to dismissal from the graduate program and from the College.

### *(c) Other Grounds for Dismissal*

Each graduate program may have standards in addition to the minimum 3.0 GPA that are required for students to remain enrolled in the program. Students should refer to their program *Policies and Procedures Manual* to learn more about both academic and non-academic grounds for dismissal.

*(d) Transfer Credit*

Each program determines whether, to what extent, and under what conditions credits for courses taken at other regionally accredited institutions may be applied to degree requirements. The College sets an upper limit of 9 such credits, and requires that the student must have earned a grade of B or better or the equivalent in all such courses. Transfer credit requests should be submitted at the time of application. Any other supporting material to complete any transfer requests should be submitted to the student's advisor for prior approval, no later than the first semester following admission to the program. All transcript evaluations are conducted by the individual graduate program. Please note that transfer of credits will only be considered once. Upon matriculation into a Richard Stockton College graduate program, students must complete all program requirements at Stockton to receive their degree.

A student may attempt nine credits of nonmatriculated study in more than one graduate program, if permissible. It is the discretion of the program which nine credits they will accept and apply toward degree completion.

The College may accept up to 9 transfer credits that sufficiently match corresponding Stockton courses, provided that the grade earned is a B or better. Transfer credit requests should be submitted at the time of application. Any other supporting material to complete any transfer requests should be submitted to the student's advisor for prior approval, no later than the first semester following admission to the program. All transcript evaluations are done by the individual graduate program. Please note that transfer of credits will only be considered once. Upon matriculation into a Richard Stockton College graduate program, students must complete all program requirements at Stockton to receive their degree.

**PROGRAM DISTINCTION**

Programs may convey recognition of superior performance in the graduate program based on criteria that are printed in the program's *Policies and Procedures Manual*. Students receiving such awards will be announced at the time of commencement as receiving *Program Distinction*. Students will also receive a Certificate of Program Distinction signed by the Dean of the School of Graduate and Continuing Studies.

**CHANGE OF NAME/ADDRESS**

Those students who have a change of address or change of name, either by court order or marriage, must notify the Office of the Registrar.



## GRADUATE ADMISSIONS

### **The Graduate Admissions Process**

Stockton draws its graduate student body from a large variety of prospective applicants, including recent baccalaureate degree recipients and college graduates in the professions. Committed to diverse educational opportunities, Stockton encourages the enrollment of persons customarily considered to be outside the regular student pool (e.g., fully employed adults, homemakers, veterans, senior adults and professionals). Stockton will consider baccalaureate degrees obtained within the last twenty (20) years; however, individual graduate programs will evaluate the transcript for currency and may require the student to complete some courses as prerequisites to graduate study.

Applications for admission to graduate study are submitted to the [Graduate Admissions Office](#) for the Fall or Spring term. Each graduate program also has a committee that evaluates completed files. Students should contact the Graduate Admissions Office for deadlines. Any student, non-matriculated or matriculated, may register for Summer classes on a space-available basis. Information regarding Summer classes is available online through the *goStockton* portal.

### **PART-TIME STUDY OPPORTUNITIES**

Depending on the degree program, opportunities for part-time study are available. Graduate courses are primarily offered in the evening; however, there are occasional courses during the day. A person interested in part-time study as a matriculated student is required to complete all steps of the admissions process. Persons interested in part-time study as nonmatriculated students should complete and submit the [Nonmatriculated Graduate Student Registration Form](#) and provide the documents to the Office of the Registrar. At the time that the nonmatriculated student wishes to change his or her student status to matriculated, he or she must formally apply to the College through the Graduate Admissions Office. Financial aid and veteran's benefits programs define a part-time student as one who carries fewer than 9 credits.

## DEFINITIONS OF STUDENT STATUS

### **Matriculated**

A matriculated student is one who has formally applied to and been accepted for admission by the Graduate Admissions Office to work toward a degree and who has satisfied the acceptance deposit requirement. All matriculated graduate students are required to submit copies of official transcripts from all schools attended prior to admission to Stockton College.

### **Nonmatriculated**

Except where limited by individual graduate degree programs (Doctor of Physical Therapy, Master of Arts in Educational Leadership, and Master of Science in Occupational Therapy and the Master of Social Work programs), a student who is interested in taking credit-bearing courses but who is not presently working toward a degree may enroll as a nonmatriculated student. To attend as a nonmatriculated student, the [Nonmatriculated Graduate Student Registration Form](#) must be completed and submitted to the Office of the Registrar. Nonmatriculated registration dates are posted on the [Academic Calendar](#) and registration for classes is on a space-available

basis. Note that graduate programs may require either undergraduate or other graduate courses as prerequisites.

For a graduate degree program, normally no more than 9 credits may be attempted in nonmatriculated status though some programs (MAED, MAIT, and MBA) may set lower limits. After a student reaches the maximum cap, a prospective student must apply to the degree program through the graduate school. Note that all grades *and notations (such as W)* count as an attempt.

For graduate certificate or endorsement programs, normally no more than 6 graduate credits may be attempted in nonmatriculated status though some programs may set lower limits. Note that all grades *and notations (such as W)* count as an attempt. To register beyond the program limit, the nonmatriculant must apply and be admitted as a matriculated student.

Note that degree and certificate programs may require either undergraduate or graduate course as prerequisites. Further, courses that a student anticipates transferring must be “current,” meaning that you must complete the courses at other institutions within the past four (4) years. Stockton, faculty staff also reserve the right to evaluate courses completed within the last four (4) years for currency.

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

Though a nonmatriculated student is expected to have a strong academic record, a nonmatriculated student does not automatically qualify for matriculation after completion of course work in nonmatriculated status. Evaluation of the student will include satisfactory completion of work taken as a nonmatriculant. Additional information concerning educational background may be required. Faculty recommendations, transcripts from all other colleges attended, test scores and other application materials will be reviewed as part of the admission process.

### **TERM OF MATRICULATION**

Students are admitted to the College only for the Fall and Spring terms. The term for which the student enrolls is the student’s official term of matriculation and thereby establishes the academic policies the student must meet. These include: academic progress, honors at graduation, academic dismissal and graduation requirements. (Note that students may opt to elect new curricular requirements as adopted in lieu of those published at the time of matriculation.)

Any student who has previously attended Stockton as a matriculated student and stopped attending for two or more terms, was dismissed for academic reasons, or was suspended or expelled from the College must formally reapply for admission. *Readmitted students, therefore, establish a new term of matriculation and are obligated to adhere to the academic policies in effect at the time of readmission.*

A student who has been academically dismissed must submit a statement of personal goals and a formal application to the Dean of the School of Graduate and Continuing Studies. This material

will be reviewed by the Graduate Program prior to making a recommendation to the Dean of the School of Graduate and Continuing Studies and the Provost.

### **TRANSFER CREDITS**

The College may accept up to 9 transfer credits that sufficiently match corresponding Stockton courses, provided that the grade earned is a B or better. Transfer credit requests should be submitted at the time of application. Any other supporting material to complete any transfer requests should be submitted to the student's advisor for prior approval, no later than the first semester following admission to the program. All transcript evaluations are done by the individual graduate program. Please note that transfer of credits will only be considered once. Upon matriculation into a Richard Stockton College graduate program, students must complete all program requirements at Stockton to receive their degree.

### **APPLICATION STEPS**

1. Application for admission as a matriculated student should be completed online with the College at the earliest opportunity. Complete application instructions are included within the online application. A \$50 application fee must accompany the Signature Page of the Application.
2. Program admission deadline vary, please consult the Website for specific information.
3. The applicant is responsible for notifying the appropriate individuals or organizations to forward test scores and transcripts from **all** institutions attended to the Graduate Admissions as specified on the application for admission. Admission decisions will not be made until all application information has been received.
4. A personal interview is required for admission to the Master of Arts in Educational Leadership, Master of Science in Occupational Therapy, and Master of Social Work program.
5. The applicant will be notified of acceptance by the College at the earliest possible opportunity.
6. Stockton endeavors to provide class spaces to all newly admitted students who submit, as required, non-refundable acceptance deposits confirming their intentions to enroll. This \$250.00 *non-refundable* deposit is applied toward the amount due for the term for which the student is accepted. The applicant who is admitted but who fails to pay this deposit will not be guaranteed a space. Additional mailings related to testing, orientation and registration will be sent at a later date.
7. All requests for applications and information for matriculation on either a full-time or part-time basis for the Fall or Spring term should be directed to:  
The Richard Stockton College of New Jersey  
Dean of the School of Graduate and Continuing Studies  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
(609) 626-3640

All requests for nonmatriculated student status should also be sent to:  
The Richard Stockton College of New Jersey  
Office of the Registrar  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
(609) 652-4235

The schedule of courses offered each semester can be found [online](#).

### **INTERNATIONAL GRADUATE STUDENT ADMISSION**

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

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

International applicants must file complete applications to receive consideration for admission. They must have completed their secondary education and the bachelor's degree, be eligible to enter a graduate program in their native country and submit the following:

8. A completed Supplementary Form for International Students.
9. A completed Affidavit of Support.
10. A completed Application for Admission and \$50 application fee.
11. TOEFL scores
12. Official copies of all college/university transcripts.
13. Evaluation of credentials by Educational Credentials Evaluators or AACRAO.
14. A completed International Student Financial Statement including a certified financial statement proving ability to pay tuition and living expenses.

The Office of Graduate Admissions should be contacted for further information regarding international student admission procedures and/or individual exceptions to the above requirements.

### **REVIEW OF APPLICATIONS**

All completed applications will be reviewed by the School of Graduate and Continuing Studies and the graduate program's admission committee to which the applicant applied. Applicants may receive correspondence from each of these offices requesting clarification or additional information or documents. Responses should be directed to the inquiring office directly.

Formal admission to The Richard Stockton College is offered only by the School of Graduate and Continuing Studies. Applicants admitted to the graduate school will receive a written offer of admission from the Dean of the School of Graduate and Continuing Studies. To accept or decline the offer, applicants must notify the graduate school by the date listed in their acceptance letter or the offer becomes null and void. In some programs applicants are allowed a one-time

only deferral of the admission of up to one year, subject to approval by the graduate program. Applicants who are unsuccessful in gaining admission to a graduate program are also notified in writing by the School of Graduate and Continuing Studies.

### **WAITING LIST**

School of Graduate and Continuing Studies often receive more applications than there are spots available for admissions. Waitlist are created for cohort programs (DPT, MSOT, MSCD, MSW) to ensure that if an applicant decides not to attend Stockton, another qualified applicant could be offered admission in their place. If this occurs, a member of the Graduate Admissions team will reach out to offer admission to a student on the waitlist. During this time the applicant is responsible for updating the application with additional test scores, college transcripts, and any other material requested by the Graduate Admissions Office or the program, or is deemed important by the applicant in support of this re-evaluation.

### **SPECIAL CONSIDERATION AND OPPORTUNITIES**

#### **Early Admission**

Early admission is a possibility in some programs such as Physical Therapy, Occupational Therapy, and in dual-degree programs.

#### **HEALTH INSURANCE**

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

#### **GRADUATE ASSISTANTSHIPS**

Graduate assistantships are an important form of financial support for degree seeking graduate students and are offered by each of the graduate programs. Assistantships are granted in the form of tuition waiver and can vary from a one credit waiver to nine credits or the maximum tuition charge per semester, whichever is applicable. Awards are made on a semester basis during the academic year (August – May). There are occasionally assistantships available for Summer terms. Award nominations are made by the faculty and program director of each graduate program and are then forwarded to the graduate dean for final approval. Students who are approved for an assistantship will receive an offer-of-appointment letter from the Dean of Graduate and Continuing Studies.

#### **Eligibility**

- Students *must be matriculated* in a graduate program at The Richard Stockton College of New Jersey.
- Students must have and maintain a minimum cumulative GPA of 3.0 or better.

## **Application Process**

- Students must submit a Graduate Assistantship Application and letter of interest to their program director no later than October 31 for Spring semesters and March 31 for Fall semesters. Application forms can be obtained from the program director or from the [Graduate School Web site](#).
- Please refer to any individual program guidelines (in the *Policies and Procedures Manual*) for specific requirements such as minimum GPA, test scores etc., as these may vary for each program.

## **Duties**

The main purpose of a graduate assistantship is to further the professional and/or academic development of the graduate student. While the graduate assistant's duties may involve some clerical work, the assistantship is expected to serve as a meaningful learning experience. For example, a graduate assistant may:

- Work collaboratively with faculty on a research or program project
- Work collaboratively with faculty on curricular projects for an undergraduate course
- Gather and analyze data for the program
- Design or update a Web site
- Perform other tasks as determined by the student's graduate program
- Assist the graduate school on a project related to graduate education

To the extent possible, graduate assistants are assigned to units that complement their areas of academic study. Generally, the maximum number of hours in an assistant's workload is in proportion to the number of credits for which a student receives a tuition waiver. The work hours are defined by the program or unit in which the assistant is assigned. In some instances, temporary work assignments may be made in the evenings or on weekends to meet the special needs of the graduate assistant's work or research assignment.

## **Policies**

Graduate assistants must abide by all academic policies and procedures, as well as rules and regulations of the College as set forth in this *Bulletin*. Graduate assistants are expected to conduct themselves in a professional and ethical manner at all times. The assistantship work assignment must be performed in an acceptable manner.

## **Resignation or Termination of Assistantship**

If, for any reason, a graduate assistant resigns or is terminated prior to the end of the appointment, the following conditions apply:

- Two weeks written notice of the resignation must be sent to the Dean of Graduate and Continuing Studies and a copy provided to the faculty supervisor and, if applicable, to the site supervisor as well.
- If the resignation takes place after the 12th week of the semester in which the assistantship is awarded, the tuition waiver for that semester remains in effect.
- If the resignation or termination takes effect after the College deadline for withdrawal with refund (generally 15 days after the Drop/Add period) as indicated on the [Academic Calendar](#), a bill will be issued to the student for the balance of the tuition.

- Unsatisfactory performance of the assistantship tasks may result in termination of an assistantship, as determined by the policies of the respective graduate program.

### **Taxation of Awards**

Under the provisions of the Tax Reform Act of 1986, all College and external fellowship awards *in excess of* tuition, general fees, and required course-related expenses (such as required books) are subject to federal income tax.

### **Student Grievance Procedures**

Stockton is concerned that College policies and procedures be applied as equitably and fairly as possible. The College is especially aware of its obligation not to discriminate because of race, creed, color, national origin, ancestry, disability, age, sex, affectional or sexual orientation, marital status, liability for service in the Armed Forces of the United States or nationality.

Students who have a complaint regarding non-award, withdrawal or termination of financial assistance, or who feel that they have been the subject of possible discriminatory treatment on the basis of their handicap/disability, should direct their initial complaint to the Graduate Program Coordinator. If the complaint involves the Graduate Program Director or remains unresolved at this level, the student should direct his/her appeal within 20 days to the Dean of the School of Graduate and Continuing Studies.

### **TEST OF ENGLISH AS A FOREIGN LANGUAGE (TOEFL)**

Applicants who are non-native English speakers are required to report scores from the Test of English as a Foreign Language (TOEFL). Applicants must take the TOEFL in time to have their scores reported to Stockton before registering for classes.

### **ADMISSIONS PREREQUISITES**

Admission to a specific graduate program may be based on both the grade point average (GPA) and scores on the Graduate Records Examination (GRE), the Graduate Management Admission Test (GMAT) or the Miller Analogies Test (MAT). For the minimum score in either the GRE or GMAT or MAT on which consideration of admission to a program is based, students should read the admissions requirements specific to the individual graduate program included in the program descriptions in the following sections. Meeting the minimum requirement for admission does not guarantee acceptance into the program.

### **OTHER ADMISSIONS REQUIREMENTS**

Admissions requirements specific to an individual graduate program are included in the graduate program descriptions [online](#).

## **DOCTOR OF PHYSICAL THERAPY (DPT)**

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### **IN THE SCHOOL OF HEALTH SCIENCES**

#### **THE FACULTY**

##### **Elaine Bukowski**

D.P.T. (Drexel University), Professor of Physical Therapy, P.T.: geriatric physical therapy, orthopedic physical therapy, extremity kinesiology, human gross anatomy, complementary medicine.

##### **Mary Lou Galantino**

Ph.D. (Temple University), Professor of Physical Therapy, M.S.C.E. (NIH Post-Doctoral, University of Pennsylvania), P.T.: neuromuscular physical therapy, chronic pain, HIV, systemic diseases, long-term care rehabilitation, complementary medicine.

##### **Lee Ann Guenther**

D.P.T. (Temple University), Associate Professor of Physical Therapy, P.T.: neuromuscular physical therapy, general orthopedics, professional development, ethics, health care management.

##### **Bess P. Kathrins**

Ph.D. (Touro University International), Professor of Physical Therapy, P.T.: exercise physiology, cardiopulmonary physical therapy, curriculum development.

##### **Alysia Mastrangelo**

Ph.D. (Temple University), Associate Professor of Physical Therapy, P.T.: orthopedic and sports physical therapy, women's health.

##### **Robert Marsico**

Ed. D. (Teachers College-Columbia University), Assistant Professor of Physical Therapy, cardiopulmonary and vascular physical therapy, exercise physiology, orthopedic physical therapy.

##### **Patricia Q. McGinnis**

Ph.D. (Temple University), Associate Professor of Physical Therapy, P.T.: neuromuscular physical therapy, balance disorders, geriatric physical therapy.

##### **Thomas P. Nolan Jr.**

D.P.T. (Temple University), Associate Professor of Physical Therapy, P.T., O.C.S.: orthopedic and sports physical therapy, spinal kinesiology, electrotherapy, pharmacology.

##### **Greta von der Luft**

Ph.D. (Temple University), Assistant Professor of Physical Therapy, P.T.: Pediatrics, developmental disabilities.



## ASSOCIATED FACULTY

**Nancy Taggart Davis (1973)**, Professor of Pathology; Ph.D., University of Pennsylvania; B.S., Rollins College; Mexican culture and psychopharmacology, pathology, pathophysiology, epidemiology.

**Tim Haresign (1993)**, Associate Professor of Biology; Ph.D., University of Connecticut at Storrs; B.S., State University College of New York at Plattsburgh; neuroscience, animal behavior, bioacoustics, sound and vibrational localization.

**Ralph E. Werner (1997)**, Associate Professor of Biology and Health Professions Advisor; V.M.D., University of Pennsylvania; physiology, pathology, parasitology, pathophysiology, anatomy, medicine, human health, alternative medicine.

## INTRODUCTION

### Definition of Physical Therapy

Physical Therapy is a health care profession devoted to human health and function. Physical Therapy improves and maintains an individual's ability to move and assists in the prevention of movement disorders.

### Role of Physical Therapists

Physical therapists work directly with patients and clients of every age group. They conduct evaluations to identify and then resolve existing and potential health problems. Physical therapists work with patients and clients to improve movement, reduce pain improve the ability to carry out daily activities and achieve vocational goals. They also address patient and client fitness and wellness. Physical therapists have additional roles in the health care system. They are involved in education, research, consultation, administration and health care planning.

### Work Settings for Physical Therapists

Physical therapists may choose to work in a variety of settings including private practices, acute care and rehabilitation hospitals, nursing homes, industry, private home therapy, school systems, athletic programs and fitness centers.

### Becoming a Physical Therapist

1. In the United States, a practicing physical therapist must hold a state license. For a U.S.-educated person, the following must be fulfilled:
  - a. Graduation from a physical therapy program accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association.
  - b. A person may then qualify to take the physical therapist licensure examination. State licensure boards may have additional criteria such as satisfactory criminal background checks.
  - c. Upon passing the licensure examination and receiving a state physical therapy license, a therapist may then practice Physical Therapy in states in which he or she is licensed.

## **DOCTOR OF PHYSICAL THERAPY PROGRAMS**

Stockton offers two Doctor of Physical Therapy (DPT) Programs:

1. The Professional DPT program is a professional program for those students who are not currently licensed physical therapists.
2. The Post-Professional DPT program is a “transitional” program for those students who are already licensed physical therapists.

### **PROFESSIONAL DPT PROGRAM**

Stockton College’s Professional DPT program is designed for those students who are not currently licensed physical therapists. The program is six semesters plus two Summer session courses.

#### **Accreditation**

The professional DPT program is accredited by the Commission on Accreditation in Physical Therapy Education located at:

1111 North Fairfax Street

Alexandria, VA 22314-1488

Phone: 703-684-APTA (2782) or 800-999-2782

Fax: 703-684-7343

The mission of the Commission on [Accreditation in Physical Therapy Education](#) is to serve the public by establishing and applying standards that assure quality and continuous improvement in the professional level preparation of physical therapists and physical therapist assistants, and that reflect the evolving nature of education, research, and practice.

Graduates of Stockton’s professional DPT Program will meet the academic eligibility requirement to take the national physical therapist licensure exam and apply for physical therapy licensure in each of the 50 states in the U.S. and the District of Columbia.

### **PROFESSIONAL DPT ADMISSIONS**

The Physical Therapy Program is among the most competitive at the College. It is a doctoral program that strives to meet the highest academic and professional standards. Admission is very selective.

Students interested in the DPT have a maximum of *two* opportunities to apply officially for admission and consideration by the DPT Admissions Committee. Students are considered once per year because the DPT program is run as a “cohort” in which new students’ DPT course work begins every Fall; prospective students should check with the College for deadlines.

In order to assist students in deciding when they elect to exercise their option to file an application, the Program and the College will publish aggregated information about the academic qualifications of recent students admitted to the program, e.g., high school class rank, SAT scores, overall Grade Point Average (GPA), GPA in science courses; prospective students may check the Web sites of the graduate school and the DPT program. In ascertaining when to apply

for admission, it is also recommended that a prospective DPT student seek academic advice from, when appropriate, high school counselors or Stockton academic advisors, their Stockton (or college) preceptor or DPT Program faculty (through the Graduate Director).

The *first possible entry gate* and opportunity to apply is when a student is a high school senior and has been accepted for undergraduate admission to The Richard Stockton College of New Jersey. A limited number of seats in the DPT program are available for high school graduates in the form of early, conditional admission, also called “direct entry” into the graduate school. The College will announce the minimum academic standards (SAT score and class rank, for example) to be considered for early, conditional admission or direct entry. These standards will be posted on the College Web site. Those high school students who are accepted by the College, who are interested in Physical Therapy, and who meet the academic eligibility standards will be considered for the DPT program. Applicants will then be screened by the DPT Admissions Committee.

- The students accepted and enrolled in direct entry will have to maintain contractual requirements for satisfactory academic progress to retain their conditional admission status; their academic progress will be monitored carefully. Failure to maintain contractual requirements will result in dismissal from the direct entry program, but those students will remain eligible to apply once more later on.

The *second possible entry gate* is when students are enrolled in an undergraduate degree program (at Stockton or another college/university) or are in possession of an undergraduate degree. Since students have a maximum of *two* opportunities to apply officially for admission to the DPT program, it is recommended that students think about their academic record, the DPT Program prerequisites, the academic profile of students who were previously admitted to the Program, and choose wisely. The criteria below are **required** of all applicants.

- Completion of the application for graduate admissions with DPT supplements, including three recommendations, at least one from a licensed physical therapist. Prospective students may visit the [School of Graduate and Continuing Studies](#) to apply.
- Completion of a minimum of 64 credit hours of undergraduate education at a regionally-accredited college or university by the end of the Spring semester of the academic year in which the applicant is applying; the 64 credits must include the prerequisite courses listed below.
- Completion of the prerequisite courses listed below by the end of the Spring semester of the academic year in which the student is applying for admission. Details about these prerequisite courses can be found in the [Physical Therapy Program Web site](#)'s admissions section:
  - 1 year of biology with labs as [BIOL1200/1205 and BIOL 1400/1405](#) or equivalent
  - 1 year of chemistry with labs as [CHEM 2110, 2115, 2120, and 2125](#) or equivalent
  - 1 year of physics with labs as [PHYS 2110, 2115, 2120, 2125](#) or equivalent
  - 1 semester of Anatomy with lab as [BIOL 2150 and 2152](#) AND 1 semester of Physiology with lab as [BIOL 2180 and 2185](#) or equivalent *or* 1 year of Anatomy/Physiology with labs
  - General Psychology/Introduction to Psychology as [PSYC 1100](#) or equivalent

- All enrolled students in the Professional DPT program must meet the “[Technical Standards and Essential Functions](#)” requirements for participation in Stockton’s Physical Therapy Program. These functions can be reviewed online in the [Physical Therapy Program Web site](#)’s admissions section. Physical therapy volunteer and/or paid experience is *required*. A *minimum of 80 hours of experience is strongly recommended*. The purpose of volunteer and/or paid experience is for applicants to gain an understanding of the scope of physical therapy practice and to observe licensed physical therapists in a health care setting. Regardless of the length of field experience, a physical therapist letter of recommendation is required.
- Cumulative GPA of 3.0 or higher, though the typical cumulative GPA of a DPT admitted student and the GPA in prerequisite science course work is higher. Information about the cumulative GPA of admitted students can be accessed at [www.stockton.edu/dpt](http://www.stockton.edu/dpt) in the FAQ section. Cumulative GPA includes all course work at regionally accredited colleges or universities attended.
- Standardized test scores. Information can be accessed at [www.stockton.edu/dpt](http://www.stockton.edu/dpt).
- Admission to The Richard Stockton College of New Jersey and selection by the DPT Admissions Committee.

### **Length of the Program**

The DPT Program is six semesters in length, plus two Summer session courses. Stockton students often apply the prerequisite and, at most, one and two DPT courses to their undergraduate degree to achieve their undergraduate and DPT degree in 6 years.

*Typically if a student applies:*

- As a High School senior, it will take six years for an undergraduate and DPT degree
- As a Stockton or transfer sophomore, it will take four more years for an undergraduate and DPT degree
- As a Stockton junior, it will take three more years for an undergraduate and DPT degree
- As a Baccalaureate degree graduate/candidate, it will take three more years for the DPT degree

Note that the length of time to achieve an undergraduate degree may vary depending on the major and/or credits transferred.

### **CORE PROFESSIONAL DPT CURRICULUM**

Upon completion of the three-year DPT curriculum, students are prepared as practitioners who can meet the current and future physical therapy needs of the patient/client and profession. Emphasis is placed on the study of musculoskeletal, neuromuscular, cardiovascular and pulmonary functions. Additional emphasis is placed on both clinical proficiency and professionalism.

During Year One, all courses except PHTH 5001 may be applied to an undergraduate degree. All students must hold a baccalaureate degree by the end of Year One.

Students attend classes in one of three multipurpose complexes located on campus. While classes are in session, the Bacharach Institute for Rehabilitation, located on Stockton’s campus, affords students the ongoing opportunity to apply their “book knowledge” in a clinical setting. Students also participate in field trips to other facilities throughout the school year. Additionally, there are three separate, full-time clinical experiences. These full-time experiences take place at health care facilities located primarily in the mid-Atlantic region.

Students are subject to policies and procedures of the College and DPT Program as described in this *Bulletin* and the *Physical Therapy Policies and Procedures Manual*. All enrolled students are expected to meet technical standards and essential functions. These functions can be reviewed online at the [Physical Therapy Program Web site](#)’s admission section. The PHTH program faculty will assign the student to clinical experiences only if the student complies with all requirements established by the program and the clinics. Please note that clinics may require a student to obtain a satisfactory criminal background check. Academic performance is one of several criteria determining admission, promotion, program completion, graduation and/or request for withdrawal.

Note: Visit the [Bursar’s Office](#) for detailed tuition and fee information.

## **DOCTOR OF PHYSICAL THERAPY PROGRAM**

### **Year One:**

#### *Fall Semester*

BIOL 4230	Neuroscience with Lab	5 credits
PHTH 5010	Human Gross Anatomy	4 credits
PHTH 5020	Pathology I	3 credits
Additional undergraduate courses toward a non-PT baccalaureate degree		

#### *Spring Semester*

XXXX	Statistics	4 credits
BIOL 4150	Advanced Physiology	4 credits
PHTH 5001	Kinesiology, Basic PT Evaluation	7 credits
PHTH 5025	Pathology II	2 credits
Additional undergraduate courses toward a non-PT baccalaureate degree by the end of the Spring semester		

### **Year Two:**

#### *Fall Semester DPT Courses*

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

#### *Spring Semester DPT Courses*

PHTH 5520	Musculoskeletal PT III	7 credits
PHTH 5530	Musculoskeletal PT IV	7 credits
PHTH 5610	Research II	3 credits
PHTH 5620	Physical Therapy Management	2 credits
PHTH 5805	Pre-Clinical Experience I	0 credits

*Summer Session*

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

**Year Three:**

*Fall Semester DPT Courses*

PHTH 6500 Neuromuscular PT I 7 credits

PHTH 6510 Neuromuscular PT II 7 credits

PHTH 6520 Cardiopulmonary PT 7 credits

PHTH 6805 Pre-Clinical Experience II 0 credits

*Spring Semester DPT Courses*

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

PHTH 6810 Clinical Experience II 5 credits

The last six weeks of the semester are on-campus:

PHTH 6530 Other Systems in Physical Therapy 7 credits

PHTH 6620 Research III 2 credit

PHTH 6640 Education Practicum 2 credits

PHTH 6650 Issues in Health Care 2 credits

PHTH 6660 Health Promotion and Wellness 2 credits

PHTH 6815 Pre-Clinical Experience III 0 credits

*Summer Session*

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

***Credits for Doctor of Physical Therapy = 116 credits (104 doctoral +12- 13 undergraduate)***

**INFORMATION ABOUT THE DPT PROGRAM**

Director, Physical Therapy Program

The Richard Stockton College of New Jersey

101 Vera King Farris Drive

Galloway, NJ 08205-9441

Phone: (609) 652-4501

E-mail: [dpt@stockton.edu](mailto:dpt@stockton.edu)

Dean of the School of Graduate and Continuing Studies

The Richard Stockton College of New Jersey

101 Vera King Farris Drive

Galloway, NJ 08205-9441

Phone: (609) 626-3640

E-mail: [gradschool@stockton.edu](mailto:gradschool@stockton.edu)

For additional, current information about the program or an application, visit the [DPT Web site](#).

For current, detailed course descriptions, go to the [Online Catalog](#).

## **POST PROFESSIONAL DPT PROGRAM (TDPT)**

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### **IN THE SCHOOL OF HEALTH SCIENCES**

#### **THE FACULTY**

**Elaine Bukowski (1987)**, Professor of Physical Therapy; D.P.T., Drexel University; M.S., University of Nebraska; B.S., St. Louis University; geriatric physical therapy, orthopedic physical therapy, extremity kinesiology, human gross anatomy, complementary medicine, diagnostic imaging in physical therapy.

**Mary Lou Galantino (1991)**, Professor of Physical Therapy; Ph.D., Temple University; M.S.C.E., University of Pennsylvania; M.S., Texas Women's University; B.S., University of Pittsburgh; neuromuscular physical therapy, chronic pain, HIV, systemic diseases, long-term care rehabilitation, complementary medicine.

**Lee Ann Guenther (1989)**, Associate Professor of Physical Therapy; DPT. Temple University; M.S., St. Joseph's University; Post-Baccalaureate Certification, University of Pennsylvania; B.S., The Pennsylvania State University; neuromuscular physical therapy, general orthopedics, professional development, ethics, health care management.

**Bess P. Kathrins (1984)**, Professor of Physical Therapy; Ph.D., Touro University International; B.S., M.S., Boston University; exercise physiology, cardiopulmonary physical therapy, curriculum development.

**Robert Marsico (2008)**, Assistant Professor of Physical Therapy; Ed.D., Teachers College-Columbia University; MPT, UMDNJ-SHRP & Rutgers University; B.S., Florida International University; cardiopulmonary and vascular physical therapy, exercise physiology, orthopedic physical therapy.

**Alysia Mastrangelo (2000)**, Associate Professor of Physical Therapy; M.P.T., Ph.D., Temple University; M.S., Slippery Rock University; B.S., Springfield College; orthopedic and sports physical therapy, women's health.

**Patricia Q. McGinnis (1999)**, Professor of Physical Therapy; Ph.D., Temple University; M.S., Philadelphia College of Pharmacy and Science; B.S., University of Delaware; neuromuscular physical therapy, balance disorders, geriatric physical therapy.

**Thomas P. Nolan Jr. (1988)**, Associate Professor of Physical Therapy; DPT Temple University; M.S., Temple University; B.S., New York University; B.A., Glassboro State College; orthopedic and sports physical therapy, spinal kinesiology, electrotherapy, pharmacology.

#### **INTRODUCTION**

##### **Mission**

According to the American Physical Therapy Association, by 2020, the profession of physical therapy will be provided by those who are doctors of physical therapy, recognized by consumers

and other health care professionals as the practitioners of choice to whom consumers have direct access for the diagnosis of, interventions for, and prevention of impairments, functional limitations, and disabilities related to movement, function, and health (APTA Vision Statement for Physical Therapy, at [www.apta.org](http://www.apta.org)).

To meet this vision, the mission of the Post-Professional DPT program, called tDPT for short, is to augment the professional education of currently-licensed physical therapists to achieve a standard education for the doctoring profession of physical therapy.

### **Admission Requirements**

- Completion of a PT degree at the undergraduate or graduate level.
- Current license to practice physical therapy in any state of the US.  
(Note: A temporary license is not acceptable.)
- Completion of Stockton's Post-Professional DPT application for admission.

### **The Curriculum**

The Post-Professional DPT Program is primarily an online distance education program, requiring a maximum of seven 3-credit courses.

To earn a Post-Professional DPT degree, students must successfully complete the following (listed by category):

For Stockton graduates since 2003:	12 required credits (four courses)
PHTH 6670 Physical Therapy Diagnostics	
PHTH 6685 Clinical Decision Making	
PHTH 6680 Health Care in the 21 <sup>st</sup> Century	
PHTH 6675 Business and Ethics in Physical Therapy Practice	

For Stockton graduates from 1990 - 2002:	18 required credits (six courses)
PHTH 6670 Physical Therapy Diagnostics	
PHTH 6685 Clinical Decision Making	
PHTH 6680 Health Care in the 21 <sup>st</sup> Century	
PHTH 6675 Business and Ethics in Physical Therapy Practice	
PHTH 5675 Evidence-Based Practice in Physical Therapy	
PHTH 6690 Health Promotion and Wellness	

Depending upon their professional development and continuing education, students in this group may apply to the Physical Therapy program for a waiver of one of the above courses. A maximum of one course may be waived; in that case, students need not complete a substitute course. Please contact the program about what to submit to document proof of completion of the course objectives.

For non-Stockton graduates:	21 required credits (seven courses)
PHTH 6670 Physical Therapy Diagnostics	
PHTH 6685 Clinical Decision Making	
PHTH 6680 Health Care in the 21 <sup>st</sup> Century	



PHTH 6675 Business and Ethics in Physical Therapy Practice  
PHTH 5675 Evidence-Based Practice in Physical Therapy  
PHTH 6690 Health Promotion and Wellness  
PHTH 5670 Pharmacology

Depending upon their professional development and continuing education, students in this group may apply to the Physical Therapy program for a waiver of one of the above courses. A maximum of one course may be waived; in that case, students need not complete a substitute course. Please contact the program about what to submit to document proof of completion of the course objectives.

In some states, the courses in the DPT curriculum are accepted for continuing education credit.

### **FREQUENTLY ASKED QUESTIONS**

- I am a full-time clinician. Will I have to come to campus every week?  
No. Once students have attended the graduate orientation session, students will be required to attend on-campus sessions one time per year.
- I have been out of school for an extended period of time. Will I be able to keep up with my studies?  
Yes. The program is designed to allow time for reading and integration of the materials, as well as online discussions with classmates and faculty. Since you will not be traveling to campus every week, this saved time can be used for study.
- Do I need any special computer skills?  
You are expected to have basic computer skills, such as word processing. You will need a computer that utilizes MS windows, MS PowerPoint, and an Internet connection (broadband is recommended over dial-up). Adobe Acrobat Reader for PDF files can be accessed for free via your Internet connection. An online tutorial for PowerPoint will be provided for those not familiar with this program.
- Can I take a course as a nonmatriculated student?  
Yes, you may take one course before completing your application for admission.
- How long does it take to complete the program?  
Depending on the number of credits required, we anticipate that typical students will take two-to-three and a half years. However, there is a five-year limit to complete the degree. (This degree will be offered for a limited time only.)
- Do I have to take courses in a particular sequence?  
No. Courses are designed to be taken in any sequence.
- How will this degree prepare me for practicing in today's health care arena?  
Our program is designed to prepare you to meet the APTA's Vision 2020 statement by augmenting your professional education to achieve a standard education for the profession of physical therapy.

**INFORMATION ABOUT THE PROGRAM**

**Director of Post-Professional DPT Program**

The Richard Stockton College of New Jersey

101 Vera King Farris Drive

Galloway, NJ 08205-9441

Phone: (609) 652-4416

E-mail: Elaine.Bukowski@stockton.edu

**Dean of the School of Graduate and Continuing Studies**

The Richard Stockton College of New Jersey

101 Vera King Farris Drive

Galloway, NJ 08205-9441

Phone: (609) 626-3640

E-mail: gradschool@stockton.edu

For additional, current information, visit the [Post-Professional DPT program Web site](#).

For current, detailed course descriptions, go to the [Online Catalog](#).

## MASTER OF ARTS IN AMERICAN STUDIES (MAAS)

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### IN THE SCHOOL OF ARTS AND HUMANITIES

#### THE FACULTY

**Robert Gregg (1996)**; Dean of the School of Arts and Humanities; Professor of History; Ph.D., University of Pennsylvania; M.A., Edinburgh University; American history 1865-present, African-American history, comparative history.

**Deborah Gussman (1999)**; Associate Professor of Literature; Ph.D., Rutgers, The State University; M.A., Rutgers, The State University; B.A., Temple University; colonial and 19<sup>th</sup>-century American literature, American Indian literature, women's literature and feminist studies.

**Adalaine B. Holton (2007)**; Associate Professor of Literature; Ph.D., University of California, Santa Cruz; M.A., University of California, Santa Cruz; B.A., University of Maryland; 19<sup>th</sup>-and 20<sup>th</sup>-century American literature, African-American literature.

**Kristin J. Jacobson (2005)**; Associate Professor of Literature; Ph.D., Pennsylvania State University; M.A., University of Colorado, Boulder; B.A., Carthage College; 20<sup>th</sup> - and 21<sup>st</sup> - century American literature and culture, popular culture, feminist theory and pedagogy, environmental and geographic approaches to literature, ecofeminism.

**Adeline Koh (2010)**; Assistant Professor of Literature; Ph.D., University of Michigan at Ann Arbor; M.A., University of Michigan at Ann Arbor; B.A., California State University; 20<sup>th</sup>-century British literature, postcolonial and anglophone literature, Southeast Asian literature, international feminism, film and visual culture, digital humanities.

**Michelle McDonald (2006)**; Associate Professor of History; Ph.D., University of Michigan; M.A., George Washington University; M.A., St. John's College; B.A.; University of California, Los Angeles; Atlantic history, comparative Caribbean history, business and economic history, public history, early American history.

**Sharon Ann Musher (2007)**; Associate Professor of History; Ph.D., Columbia University; M.A., Columbia University; M.Phil., Columbia University; M.Phil., Oxford University; B.A., University of Michigan; 20<sup>th</sup> century US history, modern social-cultural history, women's history, African-American history.

**Kate Nearpass Ogden (1991)**; Associate Professor of Art History; Ph.D., Columbia University; M.Phil., Columbia University; B.A., Gettysburg College; American and modern art, history of photography.

**Francisco Javier Sánchez (2007)**; Associate Professor of Spanish; Ph.D., The University of North Carolina, Chapel Hill; M.A., North Carolina Central University; B.A., Universidad de Salamanca, Spain; Spanish language and literature, comparative literature, 20th century narrative.

**Ai Zhang (2009)**; Assistant Professor of Communication Studies; Ph.D., University of Maryland; M.A., Syracuse University; B.A., University of Colorado at Denver; public relations, advertising.

## **INTRODUCTION**

Stockton's graduate program in American Studies offers a 30-credit master's degree and a 15-credit certificate program that cross disciplinary and professional boundaries in an effort to explore the multiple cultures that comprise the United States within both regional and global contexts.

American Studies asks what it means to be "American." It interrogates the forces that hold Americans together, while also recognizing that "America" has always been a contested category whose meaning has changed over time. American Studies at Stockton is also decidedly transnational – emphasizing hemispheric, diasporic, and transatlantic approaches to American history and culture.

The American Studies program also builds on Stockton College's long-standing commitment to interdisciplinary teaching and scholarship. The program's faculty members are respected scholars in traditional disciplines, such as literature, history, art history, and communications, as well as interdisciplinary fields, including Latin American and Caribbean studies, women's, gender, and sexuality studies, Native American studies, Africana studies, Jewish studies, postcolonial studies, and studies of American culture and the environment.

Stockton's American Studies program provides an advanced interdisciplinary degree for students seeking professional and personal advancement through the liberal arts. The degree and certificate programs are tailored to fit a variety of career goals as well as to provide preparation for professional degrees or doctoral programs in the humanities and social sciences. Degree and certificate candidates could seek careers – or enrich their careers – in public relations, education, law, market research, journalism, government, museums, auction houses, libraries, and nonprofit work. The program's international approach to American studies will, furthermore, prepare graduates with skills to understand globalization and the relationship of the United States with different parts of the world.

Graduate students enter Stockton's American Studies program from a variety of backgrounds and with a range of skills, professional experiences, and research interests. They will find a community of scholars and a range of resources to complement their specific interests and allow them to pursue their personal and professional goals.

## **ADMISSION REQUIREMENTS**

1. Completed online application.
2. Baccalaureate degree from a regionally accredited institution (official transcripts from all colleges/universities attended are required).
3. A minimum undergraduate GPA of 3.0

4. Testing Requirements:

- Standardized test scores (GRE or MAT) are required for international applicants without U.S. or Canadian degrees and for applicants with lower than a 3.0 cumulative GPA.
- Standardized test scores are optional for students with a 3.0 GPA or above with a U.S. or Canadian undergraduate degrees from an accredited institution.

5. Three current letters of recommendation along with the recommendation form written specifically for admission to the MAAS Program.

6. A current resume.

### **DIRECT ENTRY**

Direct Entry is an application option for recent Stockton graduates (within the past three years). Direct Entry applicants are not required to submit GRE or MAT scores, letters of recommendation, or an application fee. To be eligible for Direct Entry, the applicant must have a 3.4 minimum GPA in the program and 3.2 cumulative. To apply, applicants submit the Direct Entry Form, graduate application essay, and a writing sample.

### **TRANSFER CREDIT**

The College accepts up to nine credits of appropriate graduate study from other colleges and universities, subject to approval by the MAAS Director. Credits earned from American Studies courses taken prior to matriculation in the program (see “Non-Degree Option” below) are treated as transfer credits; the combined credits from transfer courses and courses taken as a nonmatriculated student may not exceed nine credits.

### **NON-DEGREE OPTION**

Nonmatriculated individuals may enroll in American Studies courses provided they meet the admission requirements as determined by the MAAS Director. Nonmatriculated students will be limited to a maximum of nine credits of graduate study. Up to nine credits taken in nonmatriculated status can be applied to the M.A. degree if the student is later admitted into the MAAS degree program or the American Studies Certificate program. Registration in classes for nonmatriculated students will be on a space-available basis once all matriculated students have registered.

### **MASTER OF ARTS DEGREE REQUIREMENTS**

A student must complete a total of 30 hours of graduate credit through a combination of core courses, electives, and the Capstone Experience. The typical track is 24 credit hours of graduate course work plus an additional six credits as a Capstone Experience. Students complete elective courses selected from at least two of three categories: Periods Electives, Approaches and Applications Electives, and Topics Electives (see “Elective Courses” below).

The Capstone Experience may consist of a master’s thesis, a directed study project, or an internship, constituting six credits. Master’s theses are generally completed in two consecutive

semesters or a Summer session. Students will present the results of the Capstone Experience to a faculty panel as part of the degree requirements.

Students choosing to complete a master's thesis will engage in a research tutorial directed by the faculty member serving as the thesis advisor and must adhere to the Thesis Guidelines and Requirements contained in the School of Graduate and Continuing Studies *Thesis Manual*. Non-thesis Capstone projects will be directed by a faculty member on an individual basis.

### **CERTIFICATE REQUIREMENTS**

The Certificate in American Studies allows students to earn advanced training in American Studies without committing to a master's degree program. The certificate program requires 15 hours of graduate credit. This includes five courses, two of which must be AMST 5000: Proseminar in American Studies and AMST 5001: Research Methods in American Studies. Certificate students are also required to complete either AMST 5002: Critical Theory and American Studies or an internship and two American Studies elective courses. With approval of the MAAS director, certificate students may complete one course in the Master of Arts in Holocaust and Genocide Studies Program (MAHG) or complete an internship to fulfill three of the six required elective credits.

### **CORE COURSES**

*M.A. students must complete all three core courses. Certificate students may substitute a three-credit internship for AMST 5002.*

AMST 5000 Proseminar in American Studies  
AMST 5001 Research Methods in American Studies  
AMST 5002 Critical Theory and American Studies

### **ELECTIVE COURSES**

*M.A. students must complete coursework in at least two of the three categories listed below.*

**Periods Electives (P)** examine a particular historical time period from the perspective of multiple disciplines and intellectual paradigms. Possible courses include "1930s America" and "The Age of Revolutions."

**Approaches and Applications Electives (A)** explore a particular theoretical or methodological approach in American Studies. Possible courses include "Feminist Theory," "Theories of Race and Ethnicity," and "Museum Studies."

**Topics Electives (T)** interrogate a particular issue or theme related to the cultures of the United States and/or the Americas. Possible courses include "Literature of the Americas" and "Sustainability and the Humanities."

## **INFORMATION ABOUT THE PROGRAM**

Director, Master of Arts in American Studies  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: 609-652-5511  
[MAAS@stockton.edu](mailto:MAAS@stockton.edu)

Dean of the School of Graduate and Continuing Studies  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 626-3640  
E-mail: [gradschool@stockton.edu](mailto:gradschool@stockton.edu)

For additional, current information, visit the [MAAS program website](#).

For current, detailed course descriptions, go to the [Online Catalog](#).

## **MASTER OF ARTS IN CRIMINAL JUSTICE (MACJ)**

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### **IN THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES**

#### **THE FACULTY**

**Jibey Asthappan (2010)**, Assistant Professor of Criminal Justice; Ph.D., American University; M.A., B.S., Pennsylvania State University; terrorism/counterterrorism, policy analysis, criminological theory, statistics and program evaluation.

**Deeanna Button (2012)**, Assistant Professor of Criminal Justice; Ph.D., University of Delaware; M.A., B.S., Old Dominion University; social inequality, violence/victimization, gender and sexuality, LGBTQ youth and resiliency, criminology, research methods and statistics.

**Joshua D. Duntley (2006)**, Associate Professor of Criminal Justice; Ph.D., University of Texas; M.A., B.A., State University of New York at Plattsburgh; evolutionary psychology, forensic psychology, homicide, stalking, victim defenses, human mating, statistics.

**Susan Fahey (2010)**, Assistant Professor of Criminal Justice; Ph.D., M.A., University of Maryland, College Park; B.A., American University; terrorism, political instability, governance and legitimacy, criminological theory, quantitative data, research methods, statistics, and transitional justice.

**Arleen Caballero Gonzalez (1986)**, Associate Professor of Criminal Justice; J.D., Rutgers School of Law, Camden; B.A., The Richard Stockton College of New Jersey; criminal procedure, criminal law, legal research, Fourteenth Amendment, Puerto Rican studies.

**Janice O. Joseph (1989)**, Distinguished Professor of Criminal Justice; Ph.D., M.A., York University; B.A., University of West Indies; juvenile justice, criminology and deviance, minorities and crime, corrections.

**Marissa P. Levy (2004)**, Associate Professor of Criminal Justice; Ph.D., M.A., Rutgers, The State University; B.A., The Richard Stockton College of New Jersey; environmental criminology with emphasis on spatial analysis of crime (crime mapping and crime prevention), evaluations and statistics.

**Larry E. Nutt (1975)**, Associate Professor of Criminal Justice; Ph.D., M.A., University of Chicago; B.A., Reed College; police behavior, criminology, social theory, sociology of religion.

**Rupendra Simlot (1998)**, Associate Professor of Criminal Justice; Ph.D., University of Rajasthan; MBA, University of Rhode Island; Forensic Science, Crime Scene Investigation, High Tech Investigation, Criminal Justice Management, Police and their Issues, and International Culture.



**Amy Yingyi Situ-Liu (1992)**, Associate Professor of Criminal Justice; Ph.D., M.A., Indiana University of Pennsylvania; B.A., Jilin University; environmental crime, comparative criminal justice, quantitative and qualitative research methods, criminology, crime control.

**Christine Tartaro (2000)**, Professor of Criminal Justice; Ph.D., M.A., Rutgers, The State University; B.A., The College of New Jersey; corrections, research methods and statistics, violence in correctional facilities, suicide in correctional facilities, program evaluation, sentencing.

## **ASSOCIATED FACULTY**

**Sara Martino (2005)**, Associate Professor of Psychology; Ph.D., Temple University; M.A., Boston College; B.A., West Chester University; psychology of women, aggressive behavior, violence against women.

## **INTRODUCTION**

The Master of Arts in Criminal Justice (MACJ) Program at The Richard Stockton College of New Jersey provides a quality graduate program that promotes advanced inquiry and application of new knowledge and fosters advanced-level career opportunities. The program aims to serve the criminal justice educational and research needs in the southern New Jersey area. Program faculty participate in research and service activities that benefit criminal justice and social service agencies locally, statewide and nationally. The faculty's involvement in research and community affairs enhances the classroom experience, as faculty members are able to engage students in discussions of current dilemmas and controversies. The program provides students with the education needed to advance in the practitioner realm of criminal justice, but it also prepares those who want to continue with their education by giving them the research and analytical skills to pursue those goals.

## **PROGRAM OBJECTIVES**

The faculty of the MACJ program will emphasize dialogue, critical thinking, policy evaluation, and clear and effective written and oral communication of ideas. Specifically, the program will:

1. Equip students with the necessary knowledge, insight and sensitivity to occupy positions in public and private criminal justice agencies.
2. Prepare students to continue their graduate work at the Ph.D. level.
3. Have students apply criminal justice theories, concepts or principles to criminological problems.
4. Prepare students to use criminal justice theories to critically analyze criminal justice problems.
5. Have students understand principles of criminal justice research and data analysis.
6. Effectively use information technology to gather and disseminate information.
7. Provide students with a greater understanding of all branches of the criminal justice system (including police, law and courts, and the corrections system) and the issues confronting these branches of the system.
8. Teach students the tools and techniques for designing effective criminal justice policy while sensitizing them to how politics tends to affect this process.

9. Familiarize students with theoretical and practical issues related to the administration and management of criminal justice organizations.
10. Have students understand the ethical issues involved in the dilemmas confronting the criminal justice system.
11. Provide students with an overview of what the scholarly community can contribute to their understanding of current issues facing the criminal justice system.

### **ADMISSION REQUIREMENTS**

The Criminal Justice Program offers a direct entry option for applicants. Stockton students and very recent graduates (within one year of application to the graduate program) may apply using direct entry if they meet the following criteria:

- A cumulative GPA of 3.2 or higher;
- Completed prerequisites:
  - CRIM 1100 (must have earned a minimum grade of C or better);
  - CRIM 2140, 2141, PSYC 3242 or equivalent research class (must have earned a minimum grade of B or better);
  - Forensic Psychology Track students must also have completed PSYC1100 with a grade of C.

The following are the admissions requirements for the MACJ program for (1) candidates with BA/BS degrees from other colleges, (2) candidates who graduated from Stockton over a year prior to their application to the graduate program, and (3) candidates who graduated from Stockton and do not qualify for direct entry:

- 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 (official 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 (we strongly recommend that at least two come from faculty members);
- Students with an undergraduate GPA under 3.5 at the time of application will be required to complete the Graduate Records Exam (GRE)—have your scores sent directly to Stockton (code 2889). Students who apply to MACJ after having earned a master's degree from another accredited institution do not have to take the GREs.
- Minimum college/university cumulative GPA of 3.0; and, if applicable,
- The TOEFL Exam is required of students for whom English is the second language.

### **TRANSFER CREDIT**

Provided that the courses sufficiently match corresponding Stockton courses, the College will accept up to six credits of appropriate, relevant graduate credit from other regionally-accredited colleges and universities.

## **NON-DEGREE OPTION**

Students who desire graduate education but do not necessarily intend to earn a graduate degree may attempt three courses (9 credits) as non-degree (nonmatriculated) students. An application for nonmatriculated status is required, and registration for classes is on a space-available basis. Nonmatriculated students must complete the undergraduate course prerequisites before taking graduate program classes.

## **DEGREE REQUIREMENTS**

The program requires 36 credits for completion. Students will typically take a total of 12 three-credit courses to achieve that goal, although reading courses and independent studies of fewer than three credits may be factored into the equation if students need to tailor their curricula. Six of the courses, or 18 credits, will be taken in a required core that introduces the student to general issues as well as administration and planning issues. The remaining credits will be earned in elective courses selected from a variety of offerings. The program offers students the option of either sitting for a non-credit bearing comprehensive exam or completing a master's thesis under a faculty supervisor. Students may only choose the thesis option if they earn at least an A- in both their Research and Evaluation and Quantitative Reasoning courses.

Assessment of student learning is an important component of the MACJ program. All students are required to participate in the program's assessment plan. As a graduation requirement, each student will submit a portfolio comprised of his/her work, including essays, papers, and projects completed during the student's tenure in the MACJ Program at The Richard Stockton College of New Jersey. Students must also submit a reflective essay describing the materials and demonstrating the student's knowledge of the criminal justice system and synthesizing the significance of each class and how it fits into the career/academic goals of the individual student. The portfolio shall be submitted along with the application for degree and reviewed by a portfolio committee comprised of three faculty members. Students must receive a "Pass" on the portfolio materials and the reflective essay in order to successfully apply for graduation. Students not receiving a "Pass" will be given suggestions and asked to continue to work on the portfolio until it is satisfactory. The portfolio must be submitted to the committee four weeks prior to the date that faculty grades are due to The Office of the Registrar. For more information on the student portfolios, students may refer to the *MACJ Policies and Procedures Manual*.

## **CURRICULUM**

To earn a MACJ degree, students must successfully complete a minimum of 36 hours of graduate credit through a combination of core courses and electives, and either write a thesis or pass a comprehensive exam. Students planning to complete the Forensic Psychology track or the Homeland Security track will be required to write a thesis.

### **Justice Studies Track Curriculum**

Mandatory Courses:

CRIM 5204 Advanced Issues in Criminal Justice

CRIM 5206 Criminological Theory

CRIM 5312 Quantitative Reasoning in Criminal Justice

CRIM 5316 Graduate Research and Evaluation in Criminal Justice

CRIM 5410 Criminal Justice Policy and Planning

CRIM 5414 Criminal Justice Administration  
CRIM 5880 Thesis OR Comprehensive Exam

**Elective Courses:**

Five electives\* and the thesis OR six electives and the comprehensive exam\*

CRIM 5414 Corrections  
CRIM 5222 Victimology  
CRIM 5368 Advanced Issues in Crime  
CRIM 5420 Judicial Process  
CRIM 5425 International Human Rights Law  
CRIM 5434 Comparative Criminal Justice  
CRIM 5800 Independent Study  
CRIM 5990 Graduate Internship

Justice Studies students may choose elective courses offered by other Stockton graduate programs with the permission of their faculty advisor. They may also take as many Homeland Security and Forensic Psychology electives as they wish.

**Forensic Psychology Track Curriculum**

**Mandatory courses:**

CRIM 5204 Advanced Issues in Criminal Justice  
CRIM 5206 Criminological Theory  
CRIM 5208 Forensic Psychology  
CRIM 5210 Forensic Psychopathology  
CRIM 5312 Quantitative Reasoning in Criminal Justice  
CRIM 5316 Graduate Research and Evaluation in Criminal Justice  
CRIM 5410 Criminal Justice Policy and Planning  
CRIM 5414 Criminal Justice Administration  
CRIM 5880 Thesis OR Comprehensive Exam

**Electives:**

CRIM 5214 Corrections  
CRIM 5222 Victimology  
CRIM 5225 Criminal Psychology and Profiling  
CRIM 5245 Introduction to Counseling in the Criminal Justice System  
CRIM 5282 Courtroom Psychology  
CRIM 5310 Forensic Investigation in the Criminal Justice System  
CRIM 5306 Crime Mapping  
CRIM 5348 Drugs, Crime, and Criminal Justice  
CRIM 5800 Independent Study or CRIM 5990 Graduate Internship  
One elective in another MACJ track or a course in another Stockton graduate program  
*(Director's permission required for taking a course outside of the MACJ Program.)*

## **Homeland Security Track Curriculum**

### **Mandatory courses:**

CRIM 5204 Advanced Issues in Criminal Justice  
CRIM 5206 Criminological Theory  
CRIM 5312 Quantitative Reasoning in Criminal Justice  
CRIM 5316 Graduate Research and Evaluation in Criminal Justice  
CRIM 5410 Criminal Justice Policy and Planning  
CRIM 5414 Criminal Justice Administration  
CRIM 5505 Terrorism  
CRIM 5508 Crisis, Emergency and Disaster Management  
CRIM 5880 Thesis OR Comprehensive Exam

### **Electives:**

CRIM 5306 Crime Mapping  
CRIM 5510 Homeland Security and Information Technology  
CRIM 5520 Legal Issues in Homeland Security  
CRIM 5518 The Intelligence Community and Homeland Security  
CRIM 5524 Transportation, Corporate, and Utility Security  
CRIM 5535 Terrorism in the United States  
CRIM 5540 Homeland Security Policy  
CRIM 5800 Independent Study OR CRIM 5990 Graduate Internship  
One elective in another MACJ track or a course in another Stockton graduate program  
(Director's permission required for taking a course outside of the MACJ program.)

## **DUAL-DEGREE PROGRAM**

The dual BA/MA degree program in Criminal Justice is designed to offer students a broad, multidisciplinary and multidimensional perspective of the criminal justice system. Students will embark on an intensive academic experience for five years. This program includes all of the liberal arts courses that all Criminal Justice students at Stockton are expected to take, plus all of the undergraduate and graduate core Criminal Justice classes. Students have the choice of either completing the requirements for the master's degree in Justice Studies, Forensic Psychology or Homeland Security concentrations. This is an intense program and not recommended for students who have to work many hours outside of school. Students may apply for dual-degree status by contacting the Coordinator of the program. Once accepted into the program, students may decide to major in something other than Criminal Justice or graduate with a B.A. degree only by notifying the Criminal Justice program and the College in writing.

### **Eligible Students**

Two types of students may apply for admission to the dual-degree program:

1. The first group consists of high school seniors who apply to Stockton. Students expressing an interest in majoring in Criminal Justice, who are in the top 20% of their high school class, have a minimum 3.2 GPA, and who have good SAT scores (minimum 1100 preferred) will be considered for early, conditional admission into the dual-degree program. They will be issued letters of acceptance to The Richard Stockton College of New Jersey as undergraduate students and be given conditional admission to the dual-degree program in Criminal Justice. These

students will have to maintain a minimum GPA of 3.2 every semester as well as uphold the academic honesty policy for the College in order to maintain their eligibility in the dual-degree program.

2. The second group 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 every semester from Stockton or their sending institution. These students will be expected to maintain a minimum GPA of 3.2 every semester as well as uphold the academic honesty policy for the college in order to maintain their eligibility for the dual-degree program. The program will accept a maximum of 64 undergraduate transfer credits, but students with that many transfer credits will likely have to take either Summer classes or extra classes during the regular semester to graduate on time. (Students entering Stockton with an Associate's Degree will have 64 credits by the end of their sophomore year, but dual-degree candidates will have completed or need to complete at least 68 credits by that time.) Current students must apply for the program as soon as they are interested. Waiting until junior year may negatively impact the student's ability to move through the program in 5 years, and thus negate the benefits of enrolling in the dual-degree program.

All students must complete their General Studies and At-Some-Distance (non-social and behavioral science) electives by the end of their junior year. By the time students begin to take graduate courses in their senior year, they should have only six credits of cognates (social and behavioral science courses) remaining.

Students in the dual-degree program cannot enroll in an undergraduate concentration. They can, however, take a concentration as part of their graduate work.

### **Maintenance of Academic Eligibility**

To maintain eligibility in the dual-degree program, the following standards for academic progress and requirements would be published, and early, conditional students will sign a letter of commitment in writing:

- Students must maintain a cumulative GPA of at least 3.2 while they are at Stockton to remain conditionally admitted to the accelerated dual-degree BA/MA program. Students who fail this standard will have their early, conditional admission to the MACJ program withdrawn. They could be eligible to apply for regular admission to the MACJ program 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.
- Students must work closely with the dual-degree advisor to be sure they are enrolled in the proper classes each semester. The student, the dual-degree advisor and the dual-degree curriculum worksheet must all be in sync in order for students to start the MACJ program in the fourth year.

## **Curriculum**

To earn a Bachelor's and Master's Degree in Criminal Justice, students must complete a minimum of 128 undergraduate credits and 36 graduate credits. The course work will consist of the following:

- 28 undergraduate criminal justice credits
- 18 undergraduate cognate credits
- 32 undergraduate general studies credits
- 32 undergraduate credits at-some-distance from social and behavioral science
- 18 graduate credits applied to the baccalaureate degree and
- 18 graduate credits applied to the master's degree.

The graduate curriculum consists of 36 graduate credits, including the six core courses for the Master's degree. Eighteen graduate credits will be counted toward the Bachelor's degree. Dual-degree students will then either take five graduate electives and write a thesis or take six graduate courses and take a comprehensive exam.

## **INFORMATION ABOUT THE PROGRAM**

Director, Master of Art in Criminal Justice Program

The Richard Stockton College of New Jersey

101 Vera King Farris Drive

Galloway, NJ 08205-9441

Phone: (609) 652-4512

[MACJ@stockton.edu](mailto:MACJ@stockton.edu)

Dean of the School of Graduate and Continuing Studies

The Richard Stockton College of New Jersey

101 Vera King Farris Drive

Galloway, NJ 08205-9441

Phone: (609) 626-3640

E-mail: [gradschool@stockton.edu](mailto:gradschool@stockton.edu)

For additional, current information, visit the [MACJ Web site](#).

For current, detailed course descriptions, go to the [Online Catalog](#).

## MASTER OF ARTS IN EDUCATION (MAED)

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### IN THE SCHOOL OF EDUCATION

#### THE FACULTY

**Norma Boakes (2004)**, Associate Professor of Education; Ed.D., Temple University; M.A., Rowan University; B.A., Rowan University; mathematics education, mathematics across the curriculum, curriculum development, instructional technology, and origami-mathematics.

**Ronald A. Caro (2006)**, Assistant Professor of Education; Ed.D., Pepperdine University; M.S., National University; B.A., Queens College; veterans education, technology in education, secondary math methods, school reform, communities of practice and knowledge management.

**Darrell Cleveland (2007)**, Associate Professor of Education; Ph.D., University of North Carolina, Chapel Hill; MS.Ed., Saint Joseph's University; B.A., Temple University; editor of *Journal of Educational Foundation*, foundations of education, elementary education.

**Susan Cydis (2011)**, Assistant Professor of Education; Ed.D., Widener University; B.A., M.A., Rowan University; literacy education, elementary education, authentic instruction and assessment, competency-based educational practices.

**Priti Haria (2012)**, Assistant Professor of Education; Ph.D., University of Delaware; M.S., Lehigh University; M.S., University of Scranton; B.Comm. University of Bombay; Literacy instruction in primary and upper elementary grades, instructional interventions for at-risk learners and students receiving special education services.

**Kimberly Lebak (2005)**, Associate Professor of Education; Ed.D., University of Pennsylvania; B.S., M.A., The College of New Jersey; pedagogy, differentiated instruction, curriculum, reflective practitioner development.

**Shelly Meyers (2008)**, Assistant Professor of Education; Ed. D., Nova Southeastern University; special education, pedagogy, inclusion, supervision and leadership, education to workplace transition.

**Lois Spitzer (2008)**, Assistant Professor of Education; Ed. D, Boston University; English as a second language, bilingual/bicultural education.

**Rita Mulholland (2006)**, Associate Professor of Education ; Ph.D., American University; M.A., Catholic University; B.A., Alvernia College; mild/moderate disabilities, learning disabilities, reading, behavior management, curriculum adaptations, autism, assistive technology.

**John Quinn (1990)**, Associate Professor of Education; Ed.D., Pepperdine University; M.A., Rowan University; B.S., The Richard Stockton College of New Jersey; developmental education, interdisciplinary quantitative reasoning, effects of standards-based instruction



**Ron Tinsley (2004)**, Associate Professor of Education; Ed.D., M.S., Texas A & M University; B.A., Southern Methodist University; literacy development, teaching methods, reflective practitioner development.

## **ASSOCIATED FACULTY**

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

## **INTRODUCTION**

The Master of Arts in Education (MAED) Program offers advanced professional development in effective teaching and learning for certified teachers. Built upon the liberal arts tradition of The Richard Stockton College of New Jersey, the program consists of three major components: content, pedagogy and research. Course work in the MAED program promotes the role of teachers as reflective practitioners through emphasis on strengthening subject matter content, understanding pedagogical issues surrounding teaching and learning of content, and interpreting and implementing current research on teaching and learning.

Students can enhance the skills necessary for excellence in teaching while pursuing additional endorsements. Students are eligible for a New Jersey elementary specialization endorsement by completing the content courses in Language Arts Literacy, Mathematics, or Science. Students may also choose to complete endorsements in Special Education, E.S.L., Bilingual/Bicultural, Preschool-Grade 3 and/or LDTC. A post-master's Supervisor Endorsement program is also available for students who have completed a master's degree.

## **PROGRAM MISSION**

Our mission is to support educators to successfully impact student learning by:

- \*Building and integrating content area knowledge, implementing effective pedagogy strategies, and applying educational theory and research.
- \*Effectively engaging their students in classroom instruction that supports students' academic achievement.
- \*Demonstrating commitments to professionalism through caring relationships, reflective teaching practices, and involvement in learning communities.

## **ADMISSION REQUIREMENTS**

The requirements for admission into the MAED program are:

- An undergraduate degree from an accredited college or university.
- A minimum grade point average of 2.75.
- A teaching certificate (standard or certificate of eligibility with advanced standing)
- Graduate Record Examination (GRE) General Exam (School Code 2889) **or** Miller Analogies Test scores (MAT) (School Code 1391)
- Application Essay
- Letters of recommendation

## **TRANSFER CREDIT**

Provided that the courses sufficiently match corresponding Stockton courses, the College will accept up to nine credits of appropriate, relevant graduate credit from other regionally-accredited colleges and universities. Graduate credit will only be accepted upon application to Stockton. Once students have matriculated at the College, students will be required to finish the remainder of their course work at Stockton.

## **NON-DEGREE OPTION**

Students who desire graduate education but do not necessarily intend to earn a graduate degree may attempt two courses (6 credits) as non-degree (nonmatriculated) students. An application for nonmatriculated status is required, and registration for classes is on a space-available basis. Nonmatriculated students must complete the undergraduate course prerequisites before taking graduate program classes.

## **DEGREE REQUIREMENTS**

To earn an MAED degree, students must earn a minimum of 36 graduate credits by completing 12 courses in the following areas:

Content specialization	five courses
Pedagogy	three courses
Research	two courses
Electives	two courses

Students must maintain a GPA of 3.0 or better throughout the program. In order to be certified for graduation, students must complete EDUC 5920, The Capstone, with a B- or better.

## **DEGREE OPTIONS**

### **Content, Instruction And Assessment Track**

#### *Core Courses*

The core courses relate directly to how teachers teach and how to analyze the effectiveness of teaching and learning.

EDUC 5410	Differentiated Instruction
EDUC 5415	Curriculum Development and Analysis
EDUC 5420	Assessment and Implications for Instruction
EDUC 5910	Research Methods in Education
EDUC 5920	Capstone Project

## *Content Courses*

Students choose five courses from the following content areas:

### **LANGUAGE ARTS / LITERACY**

- EDUC 5350 The Practice of Reading and Writing
- EDUC 5351 The Practice of Speaking and Listening
- EDUC 5352 Cultural Studies and Media Literacy
- EDUC 5353 Approaches to Teaching Literature and Culture: Special Topics I
- EDUC 5354 Approaches to Teaching Literature and Culture: Special Topics II

### **MATHEMATICS**

- EDUC 5314 Integrating Math and Science Instruction
- EDUC 5370 Numbers and Operations in Middle School
- EDUC 5371 Algebra and Functions in Middle School
- EDUC 5372 Measurement and Geometry in Middle School
- EDUC 5373 Data Analysis, Statistics and Probability

### **SCIENCE**

- EDUC 5310 Ecology and Environmental Studies
- EDUC 5311 Physical Science: Physics and Chemistry
- EDUC 5312 Life Sciences
- EDUC 5313 Earth Science and Astronomy
- EDUC 5314 Integrating Math and Science Instruction

### **ESL**

- EDUC 5202 Introduction to Linguistics
- EDUC 5203 Second Language Acquisition
- EDUC 5205 Methods of Teaching ESL/BE
- EDUC 5201 Current issues in ESL/BE
- EDUC 5204 Language and Intercultural Communication

### **PRESCHOOL-GRADE 3**

- EDUC 5330 Survey of Mild Learning Disabilities
- EDUC 5321 Educational and Community Resources
- EDUC 5151 Language and Motor Development Birth – 8
- EDUC 5152 Curriculum, Instruction, and Assessment of the Young Child
- EDUC 5153 Curriculum, Instruction, and Assessment in the Primary Grades

### **SPECIAL EDUCATION TRACK**

The core courses for Special Education are:

- EDUC 5334 Differentiated Instructional Techniques
- EDUC 5336 Curriculum Adaptations
- EDUC 5337 Curriculum Based Assessment
- EDUC 5910 Research Methods in Education
- EDUC 5920 Capstone Project

The content courses for Special Education are:

- EDUC 5320 Survey of Moderate and Severe Disabilities
- EDUC 5321 Educational and Community Resources
- EDUC 5330 Characteristics and Education of Learning Disabilities
- EDUC 5331 Behavior Management and Behavioral Disorders
- EDUC 5332 Internship in Special Education
- EDUC 5335 Developmental Reading Instruction

### **Reading Specialist Track**

Courses in the Reading Specialist Track must be taken from the following areas: Content, Pedagogy, and Research. The following requirements (36 credits) must be met for a Master of Arts in Education degree with specialization in Reading Specialist:

#### *Content*

- EDUC5330 Survey of Mild Disabilities
- EDUC5335 Developmental Reading Instruction
- EDUC 5365 Diagnosis of Rdg/Language Abilities/Disabilities
- EDUC5366 Seminar in Reading

Select two from the list below:

- EDUC 5340 Assistive Technology
- EDUC 5339 Collaborative Practice and Inclusion
- EDUC 5350 Practice of Reading and Writing
- EDUC 5353 Children's Literature
- EDUC 6120 Principles of Supervision

Select one from the list below:

- EDUC 5202 Intro to Linguistics
- EDUC 5203 Second Language Acquisition
- EDUC 5205 Methods of Teaching ESL

#### *Pedagogy*

- EDUC5336 or EDUC 5415 (one only) Curriculum Adaptations or Curriculum Development and Analysis
- EDUC5337 or EDUC 5410 (one only) Curriculum Based Assessment or Implications for Assessment

- EDUC 5367 Clinical Practicum

#### *Research*

- EDUC 5910 Educational Research
- EDUC 5920 The Capstone

## **ENDORSEMENT ONLY REQUIREMENTS**

Students may also elect to complete courses leading to specific endorsements, without pursuing a full degree. The requirements for admissions into all endorsement programs are identical to those for the MAED program. The following endorsement only programs are available: Bilingual/Bicultural, ESL, Preschool-Grade 3, and Special Education.

### *ESL Endorsement Required Courses:*

EDUC 5202 Introduction to Linguistics  
EDUC 5203 Second Language Acquisition  
EDUC 5205 Methods of Teaching ESL/BE  
EDUC 5201 Current Issues in ESL/BE  
EDUC 5204 Language and Intercultural Communication

### *Bilingual/Bicultural Endorsement Required Courses:*

EDUC 5202 Introduction to Linguistics  
EDUC 5203 Second Language Acquisition  
EDUC 5205 Methods of Teaching ESL/BE  
EDUC 5201 Current Issues in ESL/BE

Students completing the ESL program must pass the OPI (oral proficiency interview) and WPT (writing proficiency test) in English. Students completing the Bilingual/Bicultural program must pass the OPI in English and a second language.

### *Preschool – Grade 3 Endorsement Required Courses:*

EDUC 5330 Survey of Mild Learning Disabilities  
EDUC 5321 Educational and Community Resources  
EDUC 5151 Language and Motor Development Birth – 8  
EDUC 5152 Curriculum, Instruction, and Assessment of the Young Child  
EDUC 5153 Curriculum, Instruction, and Assessment in the Primary Grades

### *Special Education Endorsement Required Courses:*

EDUC 5320 Survey of Moderate and Severe Disabilities  
EDUC 5321 Education and Community Resources  
EDUC 5330 Survey of Mild Learning Disabilities  
EDUC 5331 Behavioral Management and Behavioral Disorders  
EDUC 5334 Differentiated Instructional Techniques  
EDUC 5335 Developmental Reading Instruction  
EDUC 5336 Curriculum Adaptations  
EDUC 5337 Curriculum Based Assessment

## **LDTC Endorsement**

The MAED program also offers a Learning Disabilities Teacher/Consultant (LDT/C) endorsement option. The LDT/C special services endorsement enables the holder to become a member of a child study team in New Jersey. To be eligible for the program, two successful years of teaching must be documented by the applicant. Upon completion of the program, the student must have completed three successful years of teaching and hold a Master's degree in

order to qualify for the New Jersey LDT/C endorsement. There are three basic routes students may take to complete the LDT/C P-12 endorsement. It is recommended that students considering this program have their graduate transcripts reviewed by the sub-coordinator of special education to determine if any exceptions may be made to requirements listed below:

**1. For students possessing a Master's Degree in Education and Special Education  
Endorsement as a result of graduate level work:**

**List of required courses (11 credits):**

EDUC 5338 Neurophysiological Basis for Learning Theory  
EDUC 5339 Collaborative Practice and Inclusion  
EDUC 6340 Assessment and Correction of Learning Disabilities (4 credits)  
EDUC 6941 LDT/C Practicum (1 credit)

**2. For students possessing a Master's Degree in Education, but NOT Certified in Special  
Education**

**List of required courses (26 credits):**

EDUC 5320 Survey of Moderate & Severe Disabilities  
EDUC 5330 Survey of Mild Disabilities  
EDUC 5335 Developmental Reading Instruction  
EDUC 5338 Neurophysiological Basis for Learning Theory  
EDUC 5339 Collaborative Practice and Inclusion Pedagogy  
EDUC 5334 Differentiated Instruction Techniques  
EDUC 5336 Curriculum Adaptations  
EDUC 6340 Assessment and Correction of Learning Disabilities  
EDUC 6941 LDT/C Practicum

**3. For students wishing to pursue a Master of Arts in Education degree with Special  
Education certification and LDT/C endorsement**

**List of required courses (41 credits):**

EDUC 5320 Survey of Moderate & Severe Disabilities  
EDUC 5321 Educational Community Resources  
EDUC 5330 Survey of Mild Disabilities  
EDUC 5331 Behavior Management & Behavioral Disorders  
EDUC 5335 Developmental Reading Instruction  
EDUC 5338 Neurophysiological Basis for Learning Theory  
EDUC 5339 Collaborative Practice and Inclusion Pedagogy  
EDUC 5334 Differentiated Instruction Techniques  
EDUC 5336 Curriculum Adaptations  
EDUC 5337 Curriculum Based Assessment  
EDUC 6340 Assessment and Correction of Learning Disabilities  
EDUC 6941 LDT/C Practicum Research  
EDUC 5910 Research Methods in Education  
EDUC 5920 Educational Research Applications

## **INFORMATION ABOUT THE PROGRAM**

Director of the Master of Arts in Education Program  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-4688  
[MAED@stockton.edu](mailto:MAED@stockton.edu)

Dean of the School of Graduate and Continuing Studies  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 626-3640  
E-mail: [gradschool@stockton.edu](mailto:gradschool@stockton.edu)

For additional, current information, visit the [MAED Program](#). Applications are available on the Web site.

For current, detailed course descriptions, go to the [Online Catalog](#).

## **NEW JERSEY SUPERVISOR ENDORSEMENT PROGRAM (POST-MASTER'S)**

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The Supervisor Endorsement program is designed for educators who have earned a master's degree and wish to pursue a supervisory position in the public school system in the State of New Jersey. Stockton offers all courses required to meet the criteria for the New Jersey Supervisor Certificate (NJAC 6A:9-12.6). Students who complete all program requirements will be eligible for the New Jersey Supervisor license.

### **ADMISSION TO THE PROGRAM**

1. A completed application form (available in the Office of Enrollment Management).
2. A New Jersey standard teaching certificate.
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.

\* Students who are already matriculated in a Master's degree program at the Richard Stockton College and want to pursue a supervisory endorsement may begin to take courses from the restricted elective list at any time in the program and may take the required courses upon completion of 24 credits.

### **CURRICULUM**

#### 1. Required Courses - 6 Credits

EDUC/INTC 6110*	Curriculum Development and Evaluation	3 Credits
EDUC/INTC 6120*	Principles of Supervision	3 Credits

\*Prerequisite: 24 credits completed

#### 2. Restricted Electives – 6 Credits (two courses)

EDUC 5336	Curriculum Adaptations	3 Credits
EDUC 5337	Curriculum Based Assessment	3 Credits
EDUC 5415	Curriculum Development and Analysis	3 Credits
EDUC 5420	Assessment and Implications	3 Credits
INTC 5160	Instructional Design	3 Credits
INTC 5230	Supervising and Coordinating Instructional Technology	3 Credits
INTC 5330	Integrating Technology in the Classroom	3 Credits

### **COMPLETION REQUIREMENTS**

1. Completion of all required courses with a cumulative GPA of 3.0.
2. A minimum of three years of teaching experience with a New Jersey certificate.
3. All curriculum requirements must be completed within six years of the date of matriculation.



## **INFORMATION ABOUT THE PROGRAM**

Director, Master of Arts in Education Program  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-4688  
MAED@stockton.edu

Dean of the School of Graduate and Continuing Studies  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 626-3640  
E-mail: [gradschool@stockton.edu](mailto:gradschool@stockton.edu)

For additional, current information, visit the [Supervisor Endorsement Program](#) Web site.

For current, detailed course descriptions, go to the [Online Catalog](#).

## **MASTER OF ARTS IN EDUCATIONAL LEADERSHIP (MAEL)**

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### **IN THE SCHOOL OF EDUCATION**

#### **THE FACULTY**

**Deborah M. Figart (1995)**, Professor of Education and Economics, Director Stockton Center for Economic & Financial Literacy; Ph.D., The American University; B.A., Wheaton College; economic and financial literacy, budgeting, labor-management relations, school finance, economics of gender and race/ethnicity, public policy and well-being, personal finance education.

**Joseph J. Marchetti (1985)**, Professor of Education; Ph.D., University of Pennsylvania; B.A., M.S., Wilkes College; educational research, educational leadership, organizational leadership, curriculum and instruction.

**George F. Sharp (2011)**, Assistant Professor of Education; Ed.D., Nova Southeastern University; M.A., Rowan University; B.S., The College of New Jersey; educational leadership, organizational culture, public school administration and policy; curriculum development, supervision and evaluation of instruction.

#### **ASSOCIATED FACULTY**

**Kimberly Lebak (2005)**, Associate Professor of Education; Ed.D., University of Pennsylvania; B.S., M.A., The College of New Jersey; pedagogy, differentiated instruction, curriculum, reflective practitioner development.

#### **INTRODUCTION**

The Master of Arts in Educational Leadership Program is a graduate program leading to administrative certification offering both school supervisor and principal endorsements for practicing teachers. New Jersey Department of Education Licensure Code requires three years of successful teaching and/or educational services experience for applying to the State for a Supervisor certificate and five years of successful teaching and/or educational services experience for applying to the State for a Principal certificate. The school leader candidate will have to possess a valid provisional or standard certificate and a Master's degree.

The Program reflects current research that educational leaders must be prepared to lead schools to higher student achievement.

*Applicants already possessing an appropriate master's degree or Supervisor endorsement may elect to complete certification only and not complete the full MAEL degree program. See Requirements and Curriculum below for more information.*

## **MISSION OF THE PROGRAM**

The goal of the Master of Arts in Educational Leadership Program is to prepare educational professionals to acquire and/or refine leadership and supervisory skills that will prepare them to successfully assume administrative positions in educational organizations. Our mission is to prepare educators to become instructional leaders who:

- Provide vision for the future
- Create a culture for learning
- Manage resources, time, and leadership
- Collaborate with coworkers, families, and the community
- Serve ethically, justly, and accountably
- Advocate for learners at the local, state, and national levels

The outcomes of the program are aligned with the state-approved standards (such as ISLLC) in order to help future leaders meet the New Jersey Professional Standards for School Leaders.

**Standard 1:** *An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.*

### Functions

- Collaboratively develop and implement a shared vision and mission
- Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
- Create and implement plans to achieve goals
- Promote continuous and sustainable improvement
- Monitor and evaluate progress and revise plans

**Standard 2:** *An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.*

### Functions

- Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- Create a comprehensive, rigorous, and coherent curricular program
- Create a personalized and motivating learning environment for students
- Supervise instruction
- Develop assessment and accountability systems to monitor student progress
- Develop the instructional and leadership capacity of staff
- Maximize time spent on quality instruction
- Promote the use of the most effective and appropriate technologies to support teaching and learning
- Monitor and evaluate the impact of the instructional program

**Standard 3:** *An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.*

### Functions

- Monitor and evaluate the management and operational systems
- Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- Promote and protect the welfare and safety of students and staff
- Develop the capacity for distributed leadership
- Ensure teacher and organizational time is focused to support quality instruction and student learning

**Standard 4:** *An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.*

### Functions

- Collect and analyze data and information pertinent to the educational environment
- Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- Build and sustain positive relationships with families and caregivers
- Build and sustain productive relationships with community partners

**Standard 5:** *An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.*

### Functions

- Ensure a system of accountability for every student's academic and social success
- Model principles of self-awareness, reflective practice, transparency, and ethical behavior
- Safeguard the values of democracy, equity, and diversity
- Consider and evaluate the potential moral and legal consequences of decision-making
- Promote social justice and ensure that individual student needs inform all aspects of schooling

**Standard 6:** *An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.*

### Functions

- Advocate for children, families, and caregivers
- Act to influence local, district, state, and national decisions affecting student learning
- Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

[http://www.ccsso.org/Documents/2008/Educational\\_Leadership\\_Policy\\_Standards\\_2008.pdf](http://www.ccsso.org/Documents/2008/Educational_Leadership_Policy_Standards_2008.pdf)

## **ADMISSION TO THE PROGRAM**

Applications are screened by the MAEL Admissions Committee for fit with the program. Complete application files require:

- A cumulative Grade Point Average (GPA) of at least 3.00 when a GPA of 4.00 equals an A grade in a baccalaureate degree program, higher degree program or in a State-approved post-baccalaureate certification program with a minimum of 13 semester-hours. If applicant holds a graduate degree, the graduate GPA will also be considered.
- The Graduate Record Examination (GRE) General Exam (School Code 2889) or Miller Analogies Test scores (MAT) (School Code 1391). Scores should be submitted from a test taken within the past ten years. (Applicants possessing a Master's Degree from an accredited college/university are exempt.)
- For candidates seeking state endorsement(s), three (3) years of successful teaching experience under Provisional and/or Standard certificate accompanied by copies of all P-12 teaching certifications.
- Three (3) current letters of recommendation written specifically for admission to the MAEL Program from current or former administrators familiar with your work who can comment on your background, experiences, capacity to succeed, etc. Employers, supervisors, superintendents, principals, or other professionals are appropriate choices; friends, family or fellow students are not.
- A current resume.
- Completion of the Graduate Application Essay (the standard essay for admission to the graduate school). In 500 words or less, describe your life experiences and unique characteristics that would contribute to your becoming an outstanding professional in your chosen field of study. (Applicants who were previously matriculated in an SOE graduate program are exempt.)
- Completion of the MAEL Essay (required for all applicants) answering the following 2 questions:
  1. In what ways do your academic background and your professional experiences provide evidence of your potential for success in the program you selected and in your eventual career? Please give specific examples of relevant coursework and/or experience.
  2. Describe your vision of educational leadership and explain why others would want to be led by you?

Upon matriculation, the student will be notified by the School of Graduate and Continuing Studies of the date for the next Graduate Student Orientation event. Attendance at Orientation is mandatory for all students newly matriculated into the program.

## **TRANSFER CREDIT**

Requests for transfer of graduate credits earned at another institution must be submitted at the time of application. The college may accept up to 9 credits that sufficiently match corresponding Stockton courses, provided that the grade earned is a B or better. Students are not permitted to take further courses at other institutions, once enrolled in Stockton's MAEL.

Candidates for admission or transfer to the MAEL program who are currently enrolled in another Stockton graduate program and/or who have successfully completed courses required for supervisory certifications/endorsements at Stockton may have taken equivalent courses that meet MAEL requirements. Students may request a transcript review audit to determine course equivalencies in transferring to the MAEL program. Determinations of Stockton course equivalencies will be determined by the program director.

**MATRICULATION REQUIREMENT**

Students must be matriculated into the MAEL program in order to register for courses that are restricted to MAEL students only.

**DEGREE REQUIREMENTS**

The Master of Arts in Educational Leadership requires a total of 36 graduate credits. Of the 36 total credits required, 30 credits consist of coursework in the following topical areas: school policy and procedure, school law and finance, instructional assessment and supervision, curriculum design and evaluation, and educational leadership. Principal certification requires 300 hours of internship in a school. The 6 credits of internship are conducted continuously over a three semester cycle. Interns will have opportunities to demonstrate their positive impact on a school community as future education leaders and document their activities in a final report of their leadership actions in the field.

<b>MAEL Curriculum (36 credits)</b>	
<b>Content (15 credits)</b>	
EDUC 5430 School Leadership and Decision Making	EDUC 6120 Principles of Supervision and Evaluation of Instruction
EDUC 5431 School Law	EDUC 6130 Public School Administration and the Community
EDUC 5432 School Finance and Resources	
<b>Pedagogy (12 credits)</b>	
INTC 5330 Integrating Technology into the Classroom OR INTC 5250 Leadership in Instructional Technology	
EDUC 6110 Curriculum Development and Evaluation OR EDUC 6131 Curriculum Theory and Practice	
EDUC 5415 Curriculum Development and Analysis OR EDUC 6132 Curriculum Writing and Implementation	

EDUC 5337 Curriculum Based Assessment  
 OR  
 EDUC 5420 Assessment and Implications for Instruction  
 OR  
 EDUC 6133 Instruction and Program Assessment

**Research for School Leaders (9 credits)**  
 (\*\*6 credits of Internship required during 300 hours of service over 3 semesters)

EDUC 6134 Research for Education Leaders	EDUC 6936 Internship for School Leaders II (1-3 credits)
EDUC 6935 Internship for School Leaders I (1-3 credits)	EDUC 6937 Internship for School Leaders III—Capstone (0-3 credits)

\*\*EDUC 6935 Internship I is co-requisite for students taking EDUC 6134 Research for School Leaders. Interns complete the internship over three semesters at a rate of 50 clock hours of service per academic credit. NJDOE Licensure requires 300 hours of internship which equates to a total of 6 graduate credits distributed among the three semesters of internship at Stockton. Program completers must file an application for the Principal endorsement through the Stockton School of Education. Applicants for the Principal endorsement must pass the School Leaders Licensure Assessment (6011).

**ENDORSEMENT REQUIREMENTS**

**Supervisor and Principal Endorsements Curriculum**  
*For Candidates holding appropriate graduate degrees (30 credits)*

**Leadership (12 credits)**

EDUC 5430 School Leadership and Decision Making	EDUC 5432 School Finance and Resources
EDUC 5431 School Law	EDUC 6120 Principles of Supervision and Evaluation of Instruction

**Supervision (9 credits)**

EDUC 6110 Curriculum Development and Evaluation  
 OR  
 EDUC 6131 Curriculum Theory and Practice

EDUC 5415 Curriculum Development and Analysis  
 OR  
 EDUC 6132 Curriculum Writing and Implementation

EDUC 5337 Curriculum Based Assessment  
 OR  
 EDUC 5420 Assessment and Implications for Instruction  
 OR  
 EDUC 6133 Instruction and Program Assessment

**Internship (\*\*6 credits required during 300 hours of service over 3 semesters)**

EDUC 6935 Internship for School Leaders I (1-3 credits)

EDUC 6936 Internship for School Leaders II (1-3 credits)

EDUC 6937 Internship for School Leaders III—Capstone (0-3 credits)

**Elective (3 credits—choose one of the following courses)**

EDUC 5321 Educational and Community Resources  
 EDUC 5336 Curriculum Adaptations  
 EDUC 6130 Public School Administration and the Community

INTC 5230 Supervising and Coordinating Instructional Technology  
 INTC 5250 Leadership in Instructional Technology  
 INTC 5330 Integrating Technology into the Classroom  
 INTC 5160 Instructional Design

\*\* Interns complete the internship over three semesters at a rate of 50 clock hours of service per academic credit. NJDOE Licensure requires 300 hours of internship which equates to a total of 6 graduate credits distributed among the three semesters of internship at Stockton. Program completers must file an application for the Principal endorsement through the Stockton College School of Education. Applicants for the Principal endorsement must pass the School Leaders Licensure Assessment (6011).

**Principal Endorsement Curriculum**  
*For Candidates holding the Supervisor Endorsement (18 credits)*

**Leadership (12 credits)**

EDUC 5430 School Leadership and Decision Making

EDUC 5432 School Finance and Resources

EDUC 5431 School Law



**Internship (\*\*6 credits required during 300 hours of service over 3 semesters)**

EDUC 6935 Internship for School Leaders I  
(1-3 credits)

EDUC 6936 Internship for School Leaders II  
(1-3 credits)

EDUC 6937 Internship for School Leaders III—  
Capstone (0-3 credits)

**Elective (3 credits—choose one of the following courses)**

EDUC 5321 Educational and Community  
Resources  
EDUC 5336 Curriculum Adaptations  
EDUC 5337 Curriculum Based Assessment  
EDUC 5415 Curriculum Development and  
Analysis  
EDUC 5420 Assessment and Implications for  
Instruction

INTC 5160 Instructional Design  
INTC 5230 Supervising and Coordinating Instructional  
Technology  
INTC 5250 Leadership in Instructional  
Technology  
INTC 5330 Integrating Technology into the Classroom  
EDUC 6130 Public School Administration and the  
Community

\*\*Interns complete the internship over three semesters at a rate of 50 clock hours of service per academic credit. NJDOE Licensure requires 300 hours of internship which equates to a total of 6 graduate credits distributed among the three semesters of internship at Stockton. Program completers must file an application for the Principal endorsement through the Stockton College School of Education. Applicants for the Principal endorsement must pass the School Leaders Licensure Assessment (6011).

**POLICIES AND PROCEDURES**

Students must adhere to all college-wide policies as described in the Graduate Bulletin. Certain MAEL policies are more stringent than those of the College at large. In those instances, students are required to follow the program policies as stated in this manual or in a course syllabus. Students are responsible to learn and adhere to all policies of the college, program, and courses. It is the students' responsibility to ensure that all degree requirements have been met.

**COURSE OF STUDY**

Students must maintain a grade point average of 3.0 or better throughout the program. No program course grade below B- will be applied toward meeting state certification requirements by the School of Education. Students will not be permitted to enroll in any graduate EDUC course more than two times.

Students should meet regularly with their preceptor to plan their course of study.

The research and internship courses in the MAEL program provide opportunities for future leaders to investigate, analyze, and report on a variety of aspects that have an impact on student

learning within a specific school community. Through the research and internship courses, interns will work collaboratively with college faculty and school leaders in conducting, documenting, and reflecting on activities. One hundred (100) clock hours of internship service are required in each of the three semesters.

### **ATTENDANCE AND PARTICIPATION**

Students are required to attend and participate in all lectures, labs, field trips, and other scheduled activities. Excused absences may be necessary due to significant illness, death in the family, or accident. It is the student's responsibility to contact the course instructor prior to the scheduled class/activity, make-up the work missed, and upon request, furnish the instructor with the necessary documentation, such as a medical note. Excessive absenteeism, lack of participation, and/or tardiness may adversely affect a student's grade. Individual faculty has the discretion of his/her own attendance and participation policy as stated in the course syllabus.

### **LEAVE OF ABSENCE**

Students who do not wish to be enrolled in consecutive semesters must submit a written request for a leave of absence to the program director. The request must include the anticipated date of return. The program reserves the right to limit and/or deny a leave of absence request. Should the leave of absence be approved by the program, the student must follow college-wide leave of absence procedures as described in the college bulletin.

### **MAINTENANCE OF MATRICULATION**

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 Vice President for Academic Affairs upon consultation with the Dean of the Graduate School and is subject to approval by the Board of Trustees in its consideration of student fees.

### **RESEARCH AND INTERNSHIP REQUIREMENT**

An appropriate Stockton graduate level research course that includes the fundamentals of planning and conducting educational action research must be taken prior to or concurrent with EDUC 6935 Internship I.

### **GRADUATION REQUIREMENTS**

Once admitted, students must successfully complete the coursework. Degree completion requires a minimum total of 36 credits. In the final year, all students must successfully complete a Capstone project that demonstrates and documents improved teaching and learning in their own classrooms. Throughout the program students must maintain a 3.0 grade point average. During the final semester, students apply for graduation.

## **GRADUATION WITH PROGRAM DISTINCTION**

A panel of faculty will evaluate a student's eligibility for graduation with Program Distinction. Decisions are made during the final semester of study, and will be based on the following criteria:

- A cumulative program GPA of 4.0
- A meritorious Internship Capstone project

### **Dr. Adam C. Pfeffer Distinguished Service Award**

The Dr. Adam C. Pfeffer Distinguished Service Award may be awarded to a graduate whose Internship Capstone project best demonstrates the application of leadership theories to enhance learning performance and administrative efficiency. The award is recommended by the MAEL faculty members and participating MAEL alumni.

## **INFORMATION ABOUT THE PROGRAM**

Director of the Master of Arts in Educational Leadership Program  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-4688

Dean of Graduate and Continuing Studies  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 626-3640  
E-mail: [graduate.admissions@stockton.edu](mailto:graduate.admissions@stockton.edu)  
For additional, current information, visit the [MAEL Web site](#).

For current, detailed course descriptions, go to the [Online Catalog](#).

## **MASTER OF ARTS IN HOLOCAUST AND GENOCIDE STUDIES (MAHG)**

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### **IN THE SCHOOL OF ARTS AND HUMANITIES**

#### **THE FACULTY**

**Michael Hayse (1996);** Associate Professor of History; Ph.D., University of North Carolina; M.A., University of Maryland; B.A., Dartmouth College; 20<sup>th</sup> century German history, Russian and East European history, Holocaust studies, history and memory, memorials.

**Marion Hussong (2002);** Professor of Literature and Holocaust and Genocide Studies; Ph.D., M.A., University of Pennsylvania; B.A., Rutgers, The State University; genocide and literature, European literature, German and Austrian literature, children's literature, art and literature.

**Murray Kohn (1987);** Professor of Holocaust Studies; Fellow of Hebrew University, Jerusalem D.D., The Jewish Theological Seminary; D.J.L., People's University, Herzlia Jewish Teachers Institute; B.R.E., Jewish Theological Seminary of America; B.A., Brooklyn College; Holocaust studies, Jewish literature, Jewish life and culture.

**Marcia Sachs Littell (1997);** Professor of Holocaust and Genocide Studies; Ed.D., Temple University; M.S., Temple University; B.S., Temple University; the Holocaust, Holocaust history, Holocaust and genocide education, women during the Holocaust, the Holocaust in film and literature, America and the Holocaust, resistance during the Holocaust, Jewish Christian relations, study seminars to the sites of mass destruction, social studies methods and materials.

**Christina M. Morus (2008);** Assistant Professor of Comparative Genocide & Communication Studies; Ph.D., University of Georgia; M.A., Eastern Michigan University; B.S., Eastern Michigan University; the rhetoric of mass violence and genocide, discourses of memory, the rhetoric of peace & human rights activist organizations, critical media studies, discourses of gender, race, class and ethnicity.

**Carol Rittner (1994);** Distinguished Professor of Holocaust and Genocide Studies and Dr. Marsha Raticoff Grossman Professor of Holocaust Studies; Ida E. King Distinguished Visiting Scholar 1994-95; D.Ed., The Pennsylvania State University; M.T.S., St. John's Seminary; M.A., University of Maryland; B.A., Misericordia University; women during the Holocaust and other genocides, theological issues related to the Holocaust and other genocides, history of the Holocaust, the Christian churches during the Holocaust and the genocide in Rwanda, Jewish-Christian relations, rape as a weapon of genocide, rescue during genocide.

**Ida E. King Distinguished Visiting Professors of the Holocaust.** The Ida E. King Distinguished Visiting Professorship brings world-renowned scholars to Stockton to teach undergraduate and graduate students. Past Ida E. King Professors have included

Joyce Apsel (New York University)  
Elizabeth Baer (Gustavus Adolphus College)  
Dan Bar-On (Bar Ilan University, Israel)  
Paul Bartrop (Nialik College, Australia)  
Yehuda Bauer (The Hebrew University and Yad Vashem, Israel)  
Michael Berenbaum (American Jewish University, Los Angeles)  
Myrna Goldenberg (Montgomery College, Maryland)  
Henry Huttenbach (City University of New York)  
Nili Keren (Hakibbutzim College of Education, Israel)  
Hubert Locke (University of Washington)  
Paul Mojzes (Rosemont College, Pennsylvania)  
Dalia Ofer (Hebrew University, Israel)  
Mordechai Paldiel (Yad Vashem, Israel)  
Michael Phayer (Marquette University, Wisconsin)  
Samuel Totten (University of Arkansas)

## **INTRODUCTION**

The Master of Arts in Holocaust and Genocide Studies (MAHG) is a central component of the Richard Stockton College of New Jersey's commitment to study the Holocaust and other forms of genocide. The in-depth study of the pathologies of past genocides not only offers us an opportunity to examine humanity at its worst; it also offers clues that may help to interrupt patterns of prejudice, persecution, and violence that feeds genocidal impulses.

The MAHG program was founded in 1998 as the first program of its kind in the country: an interdisciplinary, non-denominational graduate program dedicated to the study of the Holocaust and other genocides. It offers a rigorous approach to understanding the dynamics of genocide. The MAHG program provides outstanding preparation for teachers, human rights professionals, museum curators, and others interested in Holocaust and genocide studies. It seeks to enrich learners, by challenging them intellectually, professionally and personally. The program embodies an educational experience that produces knowledgeable, competent, compassionate, and ethical graduates.

At The Richard Stockton College of New Jersey, the Holocaust and other genocides are analyzed from multiple perspectives, including those of survivors, perpetrators, bystanders, liberators and rescuers. MAHG faculty bring insights from their training in many disciplines, including history, education, literature, communication, and religious studies.

Stockton College offers many facilities to support the study of the Holocaust and other genocides. Since 1986, the Sara and Sam Schoeffler Holocaust Resource Center has been actively collecting the oral testimonies of Holocaust survivors, liberators, and rescuers, as well as assisting survivors in writing and publishing their memoirs. The library boasts one of the most extensive English-language holdings on the Holocaust and other genocides of any comparable institution in the country. In addition, students and faculty have access to extensive book and

video collections in the well-selected library and media center. Seminars are held in the Liviu Librescu room of the Holocaust Resource Center, which is outfitted with modular furniture and state-of-the-art instructional technology.

### **ADMISSION REQUIREMENTS**

Students who wish to apply must hold a B.S. or B.A. degree from an accredited institution and must submit transcripts from all institutions of higher learning previously attended. Other factors that will be considered include the professional experience of the candidate, the candidate's overall undergraduate record, an essay stating his or her reason(s) for wanting to enroll in the program and three letters of recommendation. A personal interview may be required. A faculty Admissions Committee, including the MAHG Director, recommends admission.

### **TRANSFER CREDIT**

The College accepts up to nine credits of appropriate graduate study from other colleges and universities, subject to approval by the MAHG Director. Credits earned from MAHG courses taken prior to matriculation in the program (see "Non-Degree Option" below) are treated as transfer credits; the combined credits from transfer courses and courses taken as a nonmatriculated student may not exceed nine credits.

### **NON-DEGREE OPTION**

Non-matriculated individuals may enroll in MAHG courses provided they meet the admission requirements as determined by the MAHG Director. Non-matriculated students will be limited to a maximum of nine credits of graduate study. Up to nine credits taken in non-matriculated status can be applied to the M.A. degree if the student is later admitted into the MAHG degree program. Registration in classes for non-matriculated students will be on a space-available basis once all matriculated students have registered.

### **DEGREE REQUIREMENTS**

A student must complete a total of 36 hours of graduate credit. This includes 12 courses of which two must be the core courses. (Each graduate course ordinarily is worth three credits.) The typical track is 30 to 33 credit hours of graduate course work plus an additional three to six credits as a Capstone Project. A minimum of two elective courses must be designated as Holocaust courses, and another two courses must be designated as Genocide courses. Students will present the results of their Capstone Experience or defend their thesis to a faculty panel as part of the degree requirements.

Students choosing to complete a master's thesis will engage in a research tutorial directed by the faculty member serving as the thesis advisor and must adhere to the Thesis Guidelines and Requirements contained in the School of Graduate and Continuing Studies *Thesis Manual*. Non-thesis Capstone projects will be directed by a faculty member on an individual basis.

#### **Core Courses**

MAHG 5000 The History of the Holocaust  
MAHG 5001 The History of Genocide

Uniquely qualified undergraduate students with senior status who meet specific requirements may be qualified to enroll in the following elective course that contain a \* after them. Contact the MAHG Program Director for more information.

### **Elective Courses**

*A minimum of two elective courses taken must be Holocaust electives (H) and a minimum of two must be Genocide electives (G).*

MAHG 5002\* Rescuers and Bystanders  
MAHG 5003\* Holocaust and Genocide Education  
MAHG 5004\* The Holocaust and the American Experience (H)  
MAHG 5005\* Contemporary Genocides (G)  
MAHG 5006\* Jewish History and Culture before the Holocaust (H)  
MAHG 5007\* Selected Topics with the Ida E. King Distinguished Scholar of Holocaust Studies  
MAHG 5008\* Jewish-Christian Relations in the Shadow of Auschwitz (H)  
MAHG 5009\* Antisemitism  
MAHG 5010\* Gender, War, and Genocide (G)  
MAHG 5011\* The Psychology of Genocide (G)  
MAHG 5012\* Resistance During the Holocaust (H)  
MAHG 5013\* Nazi Art and Propaganda  
MAHG 5016\* Europe in the Twentieth Century  
MAHG 5017\* Women During Holocaust (H)  
MAHG 5018\* Non Jewish Victims of the Nazis (H)  
MAHG 5019\* The Holocaust in Literature and Film (H)  
MAHG 5020\* The Literature of the Holocaust (H)  
MAHG 5021\* German History and the Holocaust (H)  
MAHG 5026\* The Holocaust, Terrorism and Genocide  
MAHG 5027\* Germany and the Holocaust After 1945 (H)  
MAHG 5028\* Genocide: Special Topics(G)  
MAHG 5029\* The UN, Human Rights and Genocide (G)  
MAHG 5030\* The Armenian Genocide (G)  
MAHG 5353\* Literature and Culture: Special Topics  
MAHG 5800 Independent Study  
MAHG 5850 Independent Study Capstone Project

### **Capstone**

The Capstone experience should be tailored toward the individual student's interests and career goals in consultation with a faculty advisor and the Program Director. The Capstone may consist of a master's thesis, field work, an approved study tour to Holocaust and Genocide sites, an internship, or a directed study project. Capstone projects that require considerable work, such as a thesis, will count for six credits (two course equivalents).

MAHG 5880 Thesis (6 credits). Research and write a thesis over two semesters under the direction of a faculty thesis advisor.

MAHG 5022 Study Seminar to the Sites

MAHG 5850 Independent Capstone Project

MAHG 5900 Internship

**INFORMATION ABOUT THE PROGRAM**

Director, Master of Art in Holocaust and Genocide Studies  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-4553 or 626-3404  
MAHG@stockton.edu

Dean of the School of Graduate and Continuing Studies  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 626-3640  
E-mail: gradschool@stockton.edu

For additional, current information, visit the [MAHG Program Web site](#).

For current, detailed course descriptions, go to the [Online Catalog](#).



## **MASTER OF ARTS IN INSTRUCTIONAL TECHNOLOGY (MAIT)**

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### **IN THE SCHOOL OF EDUCATION**

#### **THE FACULTY**

**Amy Ackerman (2007)**, Associate Professor of Instructional Technology; Ph.D., Florida State University; M.Ed., Temple University; B.A., Trenton State College; Instructional design processes, presentation skills, evaluation of training, human performance improvement, and blended learning.

**Douglas Harvey (1999)**, Associate Professor of Instructional Technology; D.Ed., The Pennsylvania State University; M.S., Philadelphia College of Textiles and Science; B.A., Eastern College; learning and academic technology, preparing in-service and pre-service teachers for technology integration, online learning and distance education.

**Jung Lee (1999)**, Associate Professor of Instructional Technology; Ph.D., University of Wyoming; M.A., College of Mount Saint Joseph; B.A., M.A., Sang-Myung University, Seoul; adult learning and technology, multimedia/hypermedia interface design, human factors in computer/Web-based instruction, visual literacy.

#### **INTRODUCTION**

The field of instructional technology deals with the improvement of human learning and performance with the aid of technologies. This degree is designed to bring the best instructional technologies into education and training in school, business industry and non-profit organizations. With a strong theoretical foundation, the degree prepares its graduates to understand that technology is a tool to enhance learning and training. The courses in the program require solving real-world problems using various technologies. Course delivery is a hybrid format that includes face-to-face and online components with some courses offered totally online. The program is open to anyone with an interest in instructional technology, regardless of prior knowledge and skills in media or computers. Graduates of instructional technology programs can become professionals and leaders in a variety of fields, and qualify for positions in:

#### **P-12 and Higher Education**

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

#### **Business/Non-profit Organizations**

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

## **PROGRAM ORIENTATION**

The program serves 1) students who seek or will continue employment in the P-12 schools; 2) students who wish to pursue coordinator or supervisor positions in P-12 schools and districts; and 3) students seeking or holding careers in business, industry, or non-profit organizations. The core courses focus on important issues related to learning, instruction, research and the impact of technology, and include an overview of a variety of technologies, software applications and Web-based tools. The elective courses are designed to extend the core skills into more specialized environments, and to give students opportunities to enhance their personal interests in the field. Students can develop a customized curriculum from elective courses which is tailored to their needs. Some program courses may satisfy course requirements for a Supervisor's Endorsement in the State of New Jersey.

## **ADMISSION REQUIREMENTS**

Applications are screened by the Program Director for fit with the program. Complete application files require:

- Application form
- Undergraduate degree from a regionally-accredited college or university
- Official transcripts from all institutions of higher education attended
- Essay describing relevant experience and reason for pursuing MAIT degree
- Three letters of recommendation
- Graduate Record Examination (GRE) General Exam (School Code 2889) or Miller Analogies Test scores (MAT) (School Code 1391)

## **ADMISSION TO THE PROGRAM**

To be eligible for admission to the MAIT program, applicants must have earned an undergraduate degree from a regionally-accredited college or university. In addition, application decisions are based on a combination of the applicant's overall grade point average (minimum 3.0 GPA), relevant experience, reference letters and GRE General Exam scores. Admission is competitive and acceptance into the program is not guaranteed. Provided that the courses sufficiently match corresponding Stockton courses, the College will accept up to nine credits of appropriate, relevant graduate credit from other colleges and universities. Transfer credit requests should be filed in the first semester following admission to the program.

## **NON-DEGREE OPTION**

Students who desire graduate education but do not necessarily intend to earn a graduate degree may attempt two courses (6 credits) as non-degree (nonmatriculated) students. An application for nonmatriculated status is required, and registration for classes is on a space-available basis. Nonmatriculated students must complete the undergraduate course prerequisites before taking graduate program classes.

Those nonmatriculated students who may want to continue but still do not intend to earn a master's may be admitted to the program as non-degree students provided they meet the program's admissions requirements. They are required to stipulate whether they plan to matriculate following the completion of six credits in the program, and should see the Program Director and School of Graduate and Continuing Studies for the appropriate form. Once

approved, non-degree students are restricted to a maximum of 15 credits of graduate course work, including those already completed. (A maximum of six credits taken in nonmatriculated status can be applied to the M.A. degree.) Registration in classes will be on a space-available basis once all matriculated students have registered.

### **DEGREE REQUIREMENTS**

To earn the MAIT degree, students must successfully complete a minimum of 33 credits of graduate study including a final project. Students must maintain a GPA of 3.0 or better throughout their time in the program. In addition, students must receive a B or better in all core courses. Each student must complete 18 credits in the following core courses:

#### **MAIT Core Courses:**

- INTC 5001 Instructional Technology and 21<sup>st</sup> Century Learning
- INTC 5110 Learning Strategies for Instructional Technology
- INTC 5120 Visual Design and Communications
- INTC 5160 Instructional Design and Development  
(Prerequisite: INTC 5001, 5110 or permission of instructor)
- INTC 5170 Research in Instructional Technology  
(To be taken in the semester immediately preceding enrollment in INTC 5810)
- INTC 5810 Capstone: Final Project  
(Prerequisite: completion of the core courses or having one non-core course remaining.)

In addition, students must complete five elective courses. Students are strongly encouraged to work with their advisor in order to develop a customized curriculum tailored to their needs. The elective courses are grouped by related areas to assist students in course selection.

#### **Elective Courses**

##### *P – 12 Education Related Courses*

- INTC 5230 Supervising and Coordinating Educational Technology
- INTC 5280 Grant Writing
- INTC 5290 Leadership in Instructional Technology
- INTC 5320 Using Educational Software and Hardware
- INTC 5330 Integrating Technology in the Classroom
- EDUC 6110 Curriculum Development and Evaluation

##### *Business/Organizational Development Related Courses:*

- INTC 5405 Information Literacy and Communication
- INTC 5410 Adult Learning
- INTC 5420 Human Performance Improvement and Tools
- INTC 5450 Project Management Approach to Educational Change
- INTC 5560 E-learning

##### *Digital Technology Related Courses:*

- INTC 5340 Web Design
- INTC 5350 Advanced Web Design (Prerequisite: INTC 5340 or permission of instructor)

- INTC 5530 Digital Media in Design (Prerequisites: INTC 5120 or permission of instructor)  
INTC 5591 Digital Video Production (Prerequisite: INTC 5120 or permission of instructor)

*Miscellaneous Courses:*

- INTC 5590 Special Topics in Instructional Technology  
INTC 5701 Internship (1-3 credits) (Prerequisite: completion of core, at least three elective courses and permission of instructor)  
INTC 5800 Independent Study (Prerequisite: permission of instructor)

**INFORMATION ABOUT THE PROGRAM**

Director, Master of Arts in Instructional Technology Program  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-4688  
[www.facebook.com/StocktonMAIT](http://www.facebook.com/StocktonMAIT)  
Email: MAIT@stockton.edu

Dean of the School of Graduate and Continuing Studies  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 626-3640  
[www.facebook.com/StocktonGrad](http://www.facebook.com/StocktonGrad)  
E-mail: [gradschool@stockton.edu](mailto:gradschool@stockton.edu)

For additional, current information, visit the [MAIT Web site](#).

For current, detailed course descriptions, go to the [Online Catalog](#).

## **MASTER OF BUSINESS ADMINISTRATION (MBA)**

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### **IN THE SCHOOL OF BUSINESS**

#### **THE FACULTY**

**Gurprit S. Chhatwal (1992)**, Associate Professor of Business Studies; Ph.D., Kansas State University; B.S., Punjab Agricultural University; M.S., DePaul University; M.S., Kansas State University; CPA; accounting, financial statement analysis, finance.

**Erdem Aktug (2011)**, Assistant Professor of Business Studies; Ph.D., Lehigh University; M.S., Lehigh University; B.S., Bgazici University; intro to financial management, international business finance, investments, macroeconomics, and microeconomics.

**Michael Busler (2008)**, Associate Professor of Business Studies; Ph.D., Drexel University; MBA, Drexel University; B.S., Drexel University; financial management, and game theory.

**Gregory Fink (1977)**, Professor Emeritus of Business Studies; MBA, Rutgers, The State University; M.A., The Wharton School, University of Pennsylvania; B.S., U.S. Merchant Marine Academy; CPA; CMA; accounting, finance, and risk and insurance.

**Diane M. Holtzman (2005)**, Assistant Professor of Business Studies; Ed.D., Nova Southeastern University; M.A., Rowan University; B.A., University of Detroit; marketing, and management skills.

**Elaine D. Ingulli (1986)**, Professor of Business Law; LL.M., Temple University School of Law; J.D., Hofstra School of University School of Law; B.A., State University of New York at Stony Brook; business law, legal environment, sex discrimination and the law, and perspectives on women.

**Robert Kachur (2004)**, Assistant Professor of Business Studies; MBA, University of Richmond; B.S., Drexel University; CPA managerial and cost accounting, controllership, accounting information systems, enterprise resource planning systems, and entrepreneurship.

**Warren Kleinsmith (2010)**, Assistant Professor of Business Studies; Ph.D., Capella University; MBA, Rutgers University; B.S., Rowan University; A.S., Camden County College; financial and managerial accounting.

**Evonne J. Kruger (1996)**, Associate Professor of Business Studies; Ph.D., Temple University; MBA, Temple University; M.A., University of Minnesota; B.A., The George Washington University; organizational behavior, strategic management, and management skills.

**Amit Mukherjee (2005)**, Associate Professor of Business Studies; Ph.D., Syracuse University; MBA, University of Minnesota; M.A., University of Delaware; B.A., University of Calcutta; services marketing, sales management, and international marketing.

**Whiton Paine (1997)**, Associate Professor of Business Studies; Ph.D., University of Maryland; M.A., University of Maryland; B.S., The Pennsylvania State University; applied marketing management, and business ethics.

**Michael S. Scales (2002)**, Associate Professor of Hospitality and Tourism Management Studies; Ed.D., Rowan University; M.S., Widener University; B.S., Widener University; hospitality management, food and beverage management, hospitality controls and cooperative education and special event management.

**Francis C. Thomas (1979)**, Professor of Business Studies; MBA, St. John's University; B.S., Wagner College; finance, accounting, taxation, financial planning, and microcomputer applications.

**Marilyn E. Vito (1994)**, Associate Professor of Business Studies; MBA, Monmouth College; B.S., The Richard Stockton College of NJ; CPA; accounting, auditing, finance, and corporate fraud.

**Jinchang Wang (2003)**, Professor of Business Studies; Ph.D., Georgia Institute of Technology; MBA, Shanghai Institute of Mechanical Engineering; B.S., Xian University of Technology; management science, decision theory, operations management, and management information systems.

**Shaoping Zhao (1996)**, Associate Professor of Business Studies; Ph.D., The Pennsylvania State University; B.S., Guangxi University of China; decision analysis, operations management, and management information systems.

#### **ASSOCIATED FACULTY**

**Susan Adelizzi-Schmidt (2011)**, Adjunct in Marketing; MBA, Richard Stockton College of NJ; B.A., Arcadia University; applied marketing management.

**Lewis A. Leitner (1972)**, Dean of the School of Graduate and Continuing Studies; Ph.D., State University of New York at Buffalo; M.A., State University of New York at Buffalo; B.A., Lehigh University; strategic management, entrepreneurship, and total quality management.

**Janet Wagner (2007)**, Professor of Business Studies and the Dean of the School of Business; Ph.D., Massachusetts Institute of Technology; S.M., Massachusetts Institute of Technology; B.A., Williams College; operations research, quantitative business methods, and operations management

#### **MISSION STATEMENT FOR THE SCHOOL OF BUSINESS**

The School of Business provides high quality, affordable undergraduate and graduate education strongly infused with the liberal arts and connected to our surrounding communities. The faculty delivers excellence in teaching and actively pursues scholarly activities and professional development that contribute to classroom effectiveness. The faculty produces scholarly works that advance the knowledge and practice of business, hospitality and tourism management, and

computer science and information systems. The School strives to have a positive impact on the wider community, responding to the evolving needs of the southern New Jersey region, the State of New Jersey and beyond.

Hallmarks of the School of Business at Richard Stockton College include:

- A curriculum delivered in the context of a nationally recognized public liberal arts college
- A personalized approach to teaching and learning as evidenced by small classes, systematic advising, and substantial student access to faculty
- Research and service that blends the practical and theoretical, with an emphasis on application and supporting pedagogical excellence

## **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 accelerated dual degree program leading to a BA-BS and an MBA is also offered and provides students an opportunity to complete an undergraduate and graduate degree in five years.

## **PROGRAM ORGANIZATION**

The program offers students an opportunity to earn a Master's degree in Business Administration requiring 33-51 semester hours (11-17 courses) depending on the student's undergraduate business preparation.

## **ADMISSION TO THE PROGRAM**

In order to enroll in the MBA program, students must have a baccalaureate degree from a regionally-accredited college or university and have graduated with a cumulative GPA of 3.0 or higher. In addition, students must take the Graduate Management Admission Test (GMAT) and have their scores sent to the Director of the MBA Program.

Students may apply for admission to the MBA Program through the School of Graduate and Continuing Studies. Students have the option to enroll for a maximum of two courses on a nonmatriculated basis prior to formal admission into the program. Performance as a nonmatriculated student does not guarantee admission to the program.

## **DEGREE REQUIREMENTS**

Students must have a minimum GPA of 3.0 in the program of study prescribed below and may have no more than one "C" or lower on the transcript. Students may retake courses to improve their grades. (Note: Each attempt is counted in calculating the student's GPA.)

## **TRANSFER CREDIT**

Students who have received credit for graduate study in business at another college or university may receive transfer credit for a maximum of 9 graduate-level credit hours (three courses) if

those courses correspond to courses at Stockton College provided the student earned a grade of B or better. Students must formally apply to the Graduate Director in writing to request transfer credit, preferably at the time of the admission application but no later than the first semester of matriculated study. At a minimum, the student requesting transfer credit must provide a catalog description of the course, copies of a course syllabus, a description of course content and the textbook used to help with this process.

### **UNDERGRADUATE COURSE WORK IN BUSINESS**

The MBA program includes five foundation courses (described below) that are intended to provide those with undergraduate majors in non-business fields the essential preparation needed for advanced study in business. Student with no prior course work in business or business related topics will be expected to complete all five foundation courses.

However, students with previous undergraduate business courses or degrees from an accredited institution of higher education can use these undergraduate courses to fulfill one or more of the foundation requirements. The MBA Director will work with each student upon acceptance into the MBA program to determine which foundation courses have been fulfilled by prior course work. The following topical areas in undergraduate course work can be used to fulfill the foundation requirements:

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

Most of the applicants with an undergraduate degree in business from an accredited program do not need to take any foundation courses.

### **PROGRAM OF STUDY: MBA**

The program of study for the MBA includes five foundation courses, seven core courses, one capstone course and four electives.

*The foundation courses are:*

- BSNS 5005 Foundations of Marketing
- BSNS 5010 Foundations of Quantitative and Statistical Methods
- BSNS 5015 Foundations of Accounting and Finance
- BSNS 5020 Foundations of Management and Operations Management
- BSNS 5025 Foundations of Economics

*The core courses are:*

- BSNS 5205 Accounting Performance, Control and Analysis\*
- BSNS 5215 Management: Theory Practice & Vision
- BSNS 5220 Applied Marketing Management\*\*



BSNS 5225 Applied Financial Analysis\*\*\*  
BSNS 5230 Managerial Decision Making Tools  
BSNS 5345 Information Systems & Strategies for Business  
PLAW 5305 Selected Topics in Legal Environment of Business\*\*\*\*

NOTES:

\* Not open to students with 12 or more hours for undergraduate coursework in accounting (Student must take an additional elective course.)

\*\* Not open to students with 12 or more hours of undergraduate coursework in marketing within the last 5 years (Student must take an additional elective course.)

\*\*\* Not open to students with 6 or more hours of undergraduate business law course (No additional elective required for this waiver)

\*\*\*\* Waived for students with an undergraduate business law course (No additional elective required for this waiver.)

If a course is deemed “not open” to a student but is taken anyway, it will **not count** towards graduation.

Students may seek waiver of one of the core courses if they can provide evidence of proficiency.

*Students are normally required to complete a minimum of 12 graduate courses to receive an MBA, with the exception of students who have met the requirement for business law at the undergraduate level, in which case successful completion of a minimum of 11 graduate courses is required.*

*The capstone course is:*

BSNS 5505 Capstone: Business Strategy and Policy

Students are required to complete a capstone course. They may take the capstone course when all courses in the Core have been successfully completed 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.

The MBA program requires four elective courses. Examples of electives offered within the past 5 years include:

***Elective courses - Students choose four from the following:***

ACCT 5312 Taxation of Individuals  
ACCT 5313 Taxation of Corporations, Partnerships and Trusts  
ACCT 5353 Advanced Auditing  
ACCT 5405 Accounting Information Systems  
BSNS 5310 Management Issues in the Hospitality Industry  
BSNS 5340 Understanding Corporate Fraud  
BSNS 5341 Business Plans & Forecasts

BSNS 5346	New Ventures
FINA 5305	Financial Statement Analysis
FINA 5310	Bankruptcy - Restructuring
FINA 5330	Capital Markets, Investments and Financial Institutions
FINA 5340	Portfolio Management
HTMS 5310	Management Issues in Hospitality
MGMT 5325	Practical Business Ethics (cross-listed with MKTG 5325)
MGMT 5380	E-Commerce
MGMT 5410	Critical Issues in Human Resource Management
MKTG 5315	Services Marketing
MKTG 5325	Practical Business Ethics (cross-listed with MGMT 5325)
MKTG 5330	Market, Channels & Technology
MKTG 5340	Marketing Commercial and Social Media

Several electives are offered each term, and special topics and/or new courses are often developed to cover new and evolving business topics. In addition, to allow students to pursue their own interests, MBA students may take up to two courses from other Stockton graduate programs and/or pursue independent studies.

Additional electives may be added as needed. Students have the option to enroll in an independent study with the approval of the Graduate Director.

Students may choose up to two courses from other electives with permission of the advisor. Additional electives may be added as needed. Students may enroll in an independent study course with the approval of the Program Director.

### **B.A. - B.S./MBA DUAL DEGREE PROGRAM**

This program is designed to offer an accelerated program where students obtain an undergraduate degree – B.A. or B.S. and an MBA at Stockton. This program provides a mechanism to obtain dual degrees without compromising on general studies, or business studies requirements. All students in this program are required to complete an internship in lieu of an MBA elective.

#### **Entry into the program:**

Freshmen – High school seniors interested in a business major who are in the top 20% of their high school class, and have a minimum SAT score of *1100 (Verbal and Quantitative)* will be considered for early conditional admission into the joint degree program. They will be issued letters of acceptance to the Richard Stockton college of New Jersey as undergraduate students and given conditional admission to the dual degree program. These students must have a minimum GPA of 3.2 at the end of the first semester of their Junior year to maintain eligibility in this program.

Juniors and transfer students - Students interested in the dual degree program shall formally apply for acceptance during the second semester of their junior year (or earlier if they have successfully completed all business core requirements except Business Law and Business Strategy & Policy). These students must have an overall minimum GPA of 3.2. Graduate

Management Aptitude Test (GMAT) will be waived for students in this program. All requirements including distribution of courses, grades and overall GPA's will remain as stated under current rules for all the B.A., B.S. and the MBA.

Students in this program must meet with a preceptor every semester to guide them through the program of study.

### **INFORMATION ABOUT THE PROGRAM**

Director, Master of Business Administration  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-4534  
E-mail: [MBA@stockton.edu](mailto:MBA@stockton.edu)

Dean of the School of Graduate and Continuing Studies  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 626-3640  
E-mail: [gradschool@stockton.edu](mailto:gradschool@stockton.edu)

For additional, current information, visit the [MBA Web site](#).

For current, detailed course descriptions, go to the [Online Catalog](#).

## **MASTER OF SCIENCE IN COMPUTATIONAL SCIENCE (MSCP)**

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### **IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS**

#### **THE FACULTY**

**John Russell Manson (2007)**, Associate Professor of Computational Science; Ph.D., University of Glasgow; B. Eng., University of Strathclyde; mathematical models, hydraulics, hydrology, engineering, earth science, rivers, estuaries, coasts.

**Robert J. Olsen (2002)**, Assistant Professor of Computational Science; Ph.D., M.A., Brandeis University; physical chemistry, chemical physics, computational science, chemical kinetics, nonlinear dynamics, combustion, chemometrics.

**Monir H. Sharobeam (1991)**, Professor of Computational Science; Ph.D., University of Tennessee; M.S., B.S., University of Cairo; mechanical engineering, mechanics of materials, fracture mechanics, finite element methods, computer-aided drafting and design.

#### **ASSOCIATED FACULTY**

**Vincent Cicirello (2005)**, Associate Professor of Computer Science; Ph.D., Carnegie Mellon University; M.S., B.S., Drexel University; artificial intelligence, computational intelligence, evolutionary computation, machine learning, multi-agent systems, operations research, software engineering.

**Tara Harmer Luke (2005)**, Associate Professor of Biology; Ph.D., Johns Hopkins University; B.A., Boston University; molecular systematics, biology of deep sea hydrothermal vents, symbiosis, bioinformatics, prokaryotic transcription, marine microbial ecology.

**Ron S. Hutchison (2005)**, Associate Professor of Biology; Ph.D., University of Illinois; B.A., Kenyon College; cell and molecular biology, photosynthesis, plant biology, algal responses to cold environments, polar biology, climate change.

**Michael R. Lague (2006)**, Associate Professor of Biology; Ph. D., The State University of New York at Stony Brook; B.A., New York University; biological anthropology, human evolution, skeletal biology, morphometrics, size and scaling, vertebrate paleontology.

**Saralyn Mathis (1999)**, Associate Professor of Computer Science and Information Systems; Ed.D., West Virginia University; M.S., University of Illinois, Champaign-Urbana; B.S., Frostburg State College; database modeling, design, implementation, and application development, operations research theories, computational techniques.

**Suzanne Nezzar (2005)**, Associate Professor of Mathematics; Ph.D., University of California, Los Angeles; B.S., Santa Clara University; image processing, radial basis functions, spectral methods, radon transform.

**Michael Olan (1999)**, Professor of Computer Science and Information Systems; D.A., Idaho State University; M.S., B.S., Northern Michigan University; networking technologies, object-oriented design, software development for internet applications, computer security.

**Sipra Pal (1986)**, Associate Professor of Physics; Ph.D., Georgetown University; M.S., University of Delhi; B.S., University of Calcutta; solid state physics, theoretical surface physics, mathematical physics, energy studies and computational modeling.

**Brandy Lynn Rapatski (2005)**, Associate Professor of Mathematics; Ph.D., University of Maryland; M.S., B.A., New Jersey Institute of Technology; mathematical epidemiology, mathematical biology, differential equations.

**Juan Tolosa (1988)**, Professor of Mathematics; Ph.D., Patrice Lumumba University, USSR; local and global theory of dynamical systems, retarded and neutral functional differential equations, ordinary differential equations, maps of intervals, chaos.

**Judith Vogel (2001)**, Associate Professor of Mathematics; Ph.D., Temple University; S.M., Massachusetts Institute of Technology; B.A., Williams College; numerical analysis, numerical linear algebra, iterative methods.

**Chia-Lin Wu (1996)**, Associate Professor of Mathematics; Ph.D., University of California, Irvine; M.A., California State University at Long Beach; B.S., National Kao-Shiung Normal University; probability and statistics, queuing networks, ATM networks performance and evaluation, optimization.

**George Zimmermann (1982)**, Professor of Environmental Science; Ph.D., Rutgers, The State University of New Jersey; M.S., Utah State University; B.S., Cook College, Rutgers, The State University of New Jersey; forest ecology, ecological forest management, silviculture, wildlife-forest interactions, quantitative methods in ecology.

## **PROFESSORS EMERITI**

**Douglas Lessie (1975)**, Professor Emeritus of Physics; Ph.D., University of Pittsburgh; M.S., University of Vermont; B.S., Queens College, City University of New York; solid-state physics, surface physics, quantum theory, nonlinear physics, physics education.

**Murray R. Kirch (1972)**, Professor Emeritus of Computer Science and Mathematics; Ph.D., M.S., Lehigh University; A.B., Temple University; information assurance and security, software engineering, computational science and numerical analysis, theory of computation, computer algorithms, artificial intelligence, mathematics of risk.

## **INTRODUCTION**

The use of computers to acquire insight into scientific problems has grown steadily since the creation of the first general-purpose computing machine. The scope of applications has increased as a direct result of the increase in both computational power and the availability of computational resources. It can now be said that computation stands alongside experiment and theory as a third pillar of science. Presently, the majority of scientists and engineers have received limited formal computational training during their undergraduate education. In many cases, this training does not include any exposure to specialized topics such as numerical analysis or numerical methods in the sciences. Steady progress in science depends strongly on a more systematic approach to training future scientists and engineers in the effective use of computers in scientific and engineering applications. Computational science provides the framework for such an approach by applying techniques from mathematics and computer science to the sciences and offering them to the student in an organized curriculum.

Demand for engineers and scientists with computational skills is growing in many corporations. Employment prospects for computational scientists can be estimated using the data contained in the *Monthly Labor Review* which is published by the U.S. Department of Labor Bureau of Labor Statistics (BLS). Overall employment categories in this journal describing occupations closest to computational scientist (separately) are “Computer and mathematical science occupations,” “Life scientists,” and “Physical scientists” The first category will include both traditional computer scientists and computational scientists, while the latter two categories will include computational scientists and more traditional scientists who do not use computational analysis to the same extent as true computational scientists. The *Monthly Labor Review* for November of 2007 projects that between 2006 and 2016 employment for “Computer and mathematical science occupations” will grow the fastest among all professional and related occupation with an expected increase of 24.8%. The same publication projects that employment for “Life scientists” will grow by 12.8% and employment for “Physical scientists” will grow by 15.7%. New Jersey is home to a number of potential employers for computational science graduates. Many companies in the local area employ technical professionals who must be skilled in the software systems and techniques of computational science. The New Jersey employment projections for the three employment categories mentioned above are published by the New Jersey Department of Labor, Division of Labor Market and Demographic Research. These three occupations are also high growth occupations for the State of New Jersey.

## **PROGRAM ORGANIZATION**

The Computational Science (MSCP) Program at Stockton is *both* an interdisciplinary five-year B.S. /M.S. accelerated dual-degree program and a self-standing master’s degree program (see below). A student entering either program will acquire substantial experience in sophisticated computational software and programming tools that will allow the student to explore problems in the sciences whose intractability has placed them outside the scope of existing courses. Students will also develop skills in data analysis, presentation, and visualization, skills that will permit them to visualize results and compare them with actual laboratory measurements. The course work will be supplemented by special projects and/or internships with local industry to provide a capstone experience for our students and a smooth transition into either career in industry or research.

The accelerated dual degree program includes tracks in various science areas and mathematics. A student entering the program will acquire substantial knowledge in the sciences of his or her interest by taking courses offered in the School of Natural Sciences and Mathematics. The undergraduate component contains a strong balance of courses in science, mathematics, computer science and computational science with emphasis on research in the fourth year. All General Studies and At-Some-Distance Courses must be completed by the end of the fourth year. Year five of the program is designed to enhance the research experience by providing continuity with the undergraduate research project, as well as adding a new professional dimension to the student's learning experience in computational science. The program is structured in such a way that students will have the option of leaving Stockton with a Baccalaureate Degree in CPLS at the end of the fourth year if they desire. Those who successfully complete the five-year program will receive a Master's degree at the end of the fifth year in addition to the Bachelor's degree.

The self-standing Master's degree program consists of 36 credit hours (12 graduate courses) that can be completed in full-time or part-time study. Full-time study would typically require two years.

## **DUAL-DEGREE CURRICULUM**

### **The First Four Years**

#### **I- Basic Core Requirements (35 credits)**

CPLS	2110	Introduction to Computational Science	4 credits
CPLS	2120	Introduction to Computational Modeling	4 credits
CSIS	2101	Programming and Problem Solving I	4 credits
CSIS	2102	Programming and Problem Solving II	4 credits
MATH	2215	Calculus I	5 credits
MATH	2216	Calculus II	5 credits
MATH	2216	Calculus III	5 credits
MATH	2225	Discrete Mathematics	4 credits

#### **II- Cognate and Track Requirements (29 to 32 credits)**

These include seven science/math courses outside computational science with at least two at the junior level or above. These courses are selected after consultation with the CPLS advisor

#### **III- General Education Courses (48 credit hours)**

Students are required to complete 48 credit hours in general education (see the General Studies requirements in the bulletin).

#### **IV- Advanced Core Requirements**

CPLS	3410	Computational Nonlinear Systems	4
MATH	4461	Numerical Analysis I	4
CPLS	4800/4900	Research Project/Internship (Fall semester)	0-1
CPLS	5800/5900	Research Project/Internship (Spring semester)	3
CPLS	5010	Advanced Computational Linear Systems	3

The B.S. in Computational Science is awarded upon the completion of the fourth year of the program. Qualified students in the dual-degree program advance to the fifth year of the program.

### The Fifth Year

CPLS	5200	Scientific Visualization	3
CPLS	5210	Numerical Analysis II	3
CPLS	5440	Applications of Parallel Computing	3
CPLS	5400	Advanced Computational Modeling	3
CPLS	5800/5900	Research Project/Internship	6
CPLS/MATH		2 Graduate Electives	6

Graduate Electives include, for example:

CPLS	5410	Computational Modeling for Continuous Systems	3
CPLS	5420	Computational Modeling for Discrete Systems	3
CPLS	5430	Computer Science for Modeling and Simulation	3
CPLS	5600	The Finite Element Method	3
MATH	5300	Partial Differential Equations	3
CPLS	5xxx	Environmental Modeling	3

### Eligible Students For The Dual Degree Program

Students admitted to Stockton can elect an undergraduate major in Computational Science as they would any other undergraduate major at the college. Two types of students, however, may apply for admission to the accelerated dual degree program:

1. Freshmen: High School seniors who are in the top 20% of their high school class and have overall SAT scores of 1100 with a minimum of 600 in math will be considered for early, conditional admission into the dual-degree program. They will be issued letters of acceptance to The Richard Stockton College of New Jersey as undergraduate students and be given conditional admission to the dual-degree program. Students in the B.S./M.S. dual-degree program must maintain a cumulative GPA of 3.0 with at least a B+ average in science, mathematics, computational science and computer science courses. Students' academic records will be reviewed at the end of the second year and every year thereafter to check their eligibility to continue in the dual-degree program. The conditional admission of those who do not meet the eligibility requirements will be suspended. They will be then eligible for the Bachelor's degree only. However, a student with a suspended conditional admission can request to be reinstated if he or she meets the eligibility requirements at or before the end of the third year of the program.
2. Stockton students in other programs and transfer students: Applications of Stockton students who wish to change their major to CPLS and transfer students who wish to join the CPLS program will be screened according to the above GPA criteria. Those who meet the eligibility requirements will be admitted and integrated into the dual-degree program according to their level of academic preparation.



### **Maintenance Of Academic Eligibility Of Students In The Dual-Degree Program**

Students' academic records will be reviewed to check their eligibility to continue in the dual degree program. In the Spring semester of their junior year, each conditionally-admitted dual-degree student must take the Graduate Record Exam (GRE) and have their scores sent to Stockton (code 2889). Students must also complete the essay portion of the Stockton graduate degree application at the end of the Spring semester and submit it to the Office of Admissions.

Upon receipt of the GRE scores, the essay and the student's academic record at Stockton (including the completion of General Studies and At-Some-Distance courses), the CPLS Admissions Committee will evaluate the student's progress and verify that the early, conditional acceptance to the dual-degree program will continue. The results of their decisions will be communicated to the student in writing (by the Dean of the School of Graduate and Continuing Studies).

### **Computational Science Master's Degree Program Admission Requirements**

The following are admissions requirements for the MSCP program:

- Completed application for graduate admission
- A baccalaureate degree from a regionally-accredited institution (official transcripts from all colleges attended are required)
- Completion of prerequisites: (1) multivariable calculus and advanced (Junior or Senior) numerical methods course, or equivalent professional experience; (2) three to four undergraduate courses in a science or engineering discipline with at least one course at the advanced level; (3) one course in a programming language or equivalent working experience; (4) some experience with computational science is required.
- Three letters of recommendation, preferably at least one from a faculty member
- Completion of the Graduate Records Exam (GRE) with scores sent directly to Stockton
- Undergraduate cumulative GPA of 3.0 and an average GPA of 3.2 or better derived from all science and mathematics courses
- The TOEFL Exam is required of students for whom English is the second language.

Acceptance into the MSCP program will be based on a review of the entire application packet. Admission to the program is competitive and acceptance is not guaranteed. Specific minimum requirements may be waived at the discretion of the MSCP Admissions Committee.

### **MASTER'S DEGREE CURRICULUM**

The self-standing Master's degree program consists of 36 credit hours (12 graduate courses) that can be completed in full-time or part-time study. Full-time study would typically require two years. Master's degree students are bound by the academic progress requirements of the College's graduate school, covered earlier in this Graduate *Bulletin*. All courses are for 3 graduate credits.

**Six Core Courses:**

CPLS 5100	Introduction to Modeling and Simulation
CPLS 5200	Scientific Visualization
CPLS 5410	Computational Modeling for Continuous Systems
CPLS 5420	Discrete Event Simulation and Agent Based Models
CPLS 5430	Computer Science for Modeling and Simulation
CPLS 5440	Parallel Computing

**Two Required Research Courses:**

CPLS 5800/5900 Research Project/Internship

**Four Additional graduate courses approved by the CPLS program****TRANSFER CREDIT**

Provided that the courses sufficiently match corresponding Stockton courses, the College will accept up to nine credits of appropriate, relevant graduate credit from other regionally-accredited colleges and universities. Graduate credit will only be accepted upon application to Stockton. Once students have matriculated at the College, students will be required to finish the remainder of their course work at Stockton.

**8 Core Courses:**

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

**4 Electives from courses such as:**

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

## **INFORMATION ABOUT THE PROGRAMS**

Director, Master of Science in Computational Science Program  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone (609) 652-4546  
E-mail: [MSCP@stockton.edu](mailto:MSCP@stockton.edu)

Dean of the School of Graduate and Continuing Studies  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 626-3640  
E-mail: [gradschool@stockton.edu](mailto:gradschool@stockton.edu)

For additional, current information, visit the [MSCP Web site](#).

For current, detailed course descriptions, go to the [Online Catalog](#).

## **MASTER OF SCIENCE IN NURSING (MSN)**

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### **IN THE SCHOOL OF HEALTH SCIENCES**

#### **THE FACULTY**

**Linda Aaronson (1982)**, Associate Professor of Nursing; Ed.D., Rutgers, The State University; MSN, Seton Hall University; BSN, The Richard Stockton College of New Jersey; adult health, gerontics.

**Nancy Taggart Davis (1973)**, Professor of Pathology; Ph.D., University of Pennsylvania; B.S., Rollins College; Mexican culture and psychopharmacology, pathology, pathophysiology, epidemiology.

**Cheryle J. Eisele (1980)**, Associate Professor of Nursing; Ed.D., Temple University; MSN, University of Pennsylvania; BSN, The Richard Stockton College of New Jersey; women's health, pediatrics.

**Michelle Sabatini (1997)**, Assistant Professor of Nursing, Ph.D., Widener University; MSN, University of Pennsylvania; BSN, The Richard Stockton College of New Jersey; 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-gerontology family nurse practitioner.

The program focuses on the acquisition of knowledge and skills that enable the nurse practitioner to assess, diagnose and treat health problems of the client. Health promotion and disease prevention are also emphasized.

The program encourages self-directed learning and critical thinking. It ensures the graduate student will develop the skills necessary to function as an advanced-practice nurse.

#### **PURPOSES OF THE PROGRAM**

1. Prepare advanced-practice nurses qualified to sit for national certification.
2. Advance the educational level of nurses to effect improvement in the health care of clients.
3. Encourage continued personal and professional growth.
4. Provide a foundation for continued graduate study.

## OBJECTIVES

Stockton's objectives are in accordance with those of the Commission on Collegiate Nursing Education (CNNE) in that the graduate program is designed to produce an advanced nurse practitioner who is able to:

1. Utilize theory and systems-based nursing models when making decisions about professional nursing practice.
2. Synthesize theoretical and empirical knowledge from the physical and behavioral sciences and humanities with nursing theory and advanced nursing practice.
3. 3. Assess health status and health potential of the adult client, manage specific common deviations from wellness and stabilized long-term illness.
4. Accept individual responsibility and accountability in defining advanced nursing practice.
5. Apply nursing research to advanced nursing practice.
6. Utilize leadership skills through interaction with consumers and providers in meeting health needs and advanced nursing goals.
7. Collaborate on the interdisciplinary health team to identify and effect needed change to improve delivery within specific health care systems.

## PROGRAM ORGANIZATION

The graduate curriculum builds on the undergraduate program and utilizes the philosophy, purposes and objectives of the program. The Roy Adaptation Model serves as the conceptual framework of the program.

The Adult - Gerontology Nurse Practitioner track consists of 42 credits. The program may be completed in four semesters of full-time study. A total of 500 clinic hours must be completed with the didactic portion of the curriculum. The Family Nurse Practitioner Track consists of an additional 10 credits including 200 clinical hours to be completed in the Summer between Adult Nursing I and Adult Nursing II. A post-master's fast track option is also available.

## COURSE SCHEDULE\*

### First Semester

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

### Second Semester

NURS 5422 Adult Nursing I		3 credits
NURS 5922 Practicum I (168 hours clinical)		4credits
NURS 5332 Pharmacology		3 credits
NURS 5332 Health Care Systems		3 credits

### Summer Semester

NURS 5541 Assessment and Care of the Family with Young Children		5 credits
NURS 5941 Pediatric Practicum (200 clinical hours)		5 credits

### **Third Semester**

NURS 5423 Adult Nursing II	3 credits
NURS 5923 Practicum II (168 hours clinical)	4credits
NURS 5334 Research Methods	3 credits

### **Fourth Semester**

NURS 5424 Adult Nursing III	3 credits
NURS 5924 Practicum III (168 hours clinical)	4credits
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. Current CPR certification.
8. Completion of a criminal background check.

### **Prerequisites:**

Undergraduate courses in: Health Assessment, Nursing Research

Prospective students who have not completed these undergraduate courses may take them at Stockton. They must be completed before matriculation into the graduate program.

Students may transfer a maximum of nine credits from another graduate nursing program if they have achieved a B or better in the course. Students may be asked to submit a course syllabus for review before final approval of the transfer credit is given. Clinical courses are exempt from transfer.

### **NON-DEGREE OPTION**

Students who desire graduate education but do not necessarily intend to earn a graduate degree may attempt two courses (6 credits) as non-degree (nonmatriculated) students. An application for nonmatriculated status is required, and registration for classes is on a space-available basis. Nonmatriculated students must complete the undergraduate course prerequisites before taking graduate program classes.

### **GRADUATION REQUIREMENTS**

Students must complete all nursing and clinical requirements. Students must maintain a 3.0 GPA and receive Cs in no more than two courses.

## **SPECIAL OPPORTUNITIES**

### **Fast Track**

Registered nurses seeking an MSN and MSNs seeking certification as Adult or Family Nurse Practitioners may apply for admission to the program under a *fast track* option. The fast track option is for nurses who have an MSN in a field other than Adult-Gerontology and would like to complete the clinical requirements for certification as an Adult-Gerontology or Family Nurse Practitioner. Applicants with an MSN in other areas, for example, education or administration, will be evaluated individually and may be required to take courses other than those in the clinical area.

### **POST-MASTERS: FAMILY NURSE PRACTITIONER**

The graduate nursing program offers courses leading to certification as a Family Nurse Practitioner. The program is designed for Adult Nurse Practitioners who would like to take the additional credits needed for national certification. One five-credit didactic course and one five-credit clinical course are required. A total of 200 clinical hours must be completed to meet eligibility standards. Course offerings are dependent on sufficient student demand.

### **ACCREDITATION**

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

### **INFORMATION ABOUT THE PROGRAM**

Director, Master of Science in Nursing Program  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone (609) 652-4501

Dean of Graduate and Continuing Studies  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone (609) 626-3640  
E-mail [graduate.admissions@stockton.edu](mailto:graduate.admissions@stockton.edu)

For additional, current information, visit the [MSN Program Web site](#)

For current, detailed course descriptions, go to the [Online Catalog](#).

## **MASTER OF SCIENCE IN OCCUPATIONAL THERAPY (MSOT)**

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### **IN THE SCHOOL OF HEALTH SCIENCES**

#### **THE FACULTY**

**Linda Aaronson (1982)**, Associate Professor of Nursing; Ed.D., Rutgers, The State University; MSN, Seton Hall University; BSN, The Richard Stockton College of New Jersey; Adult Health and Gerontics.

**Nancy Taggart Davis (1973)**, Professor of Pathology; Ph.D., University of Pennsylvania; B.S., Rollins College; Mexican culture and psychopharmacology, pathology, pathophysiology, epidemiology.

**Cheryle Fisher Eisele (1980)**, Associate Professor of Nursing; Ed.D., Temple University; MSN, University of Pennsylvania; BSN, The Richard Stockton College of New Jersey; Women's Health, Pediatrics.

**Mary Padden (2011)**, Assistant Professor of Nursing; RNC, PhD, Widener University; APN-C, FN-CSA, M.S., University of Delaware; BSN, The Richard Stockton College of New Jersey; Pediatrics, Maternal and Child Health, Research.

**Joan Perks (2009)**, Assistant Professor of Nursing; MSN, Widener University; BSN, Thomas Jefferson University; Burn, Emergency and Trauma.

**Michelle Sabatini (1997)**, Assistant Professor of Nursing; Ph.D, Widener University; MSN, University of Pennsylvania; BSN, The Richard Stockton College of New Jersey; Adult health.

**Rose Scaffidi** (Visiting Assistant Professor of Nursing), CNM, MSN, DrNP, Drexel University; MSN, University of Pennsylvania; BSN, The Richard Stockton College of New Jersey; Women's health, Research.

**Ann Walker (2008)**, Assistant Professor of Nursing; MSN, LaSalle University; B.S., Gwynedd Mercy College; Community Health, Leadership and Management.

**Edward Walton (2010)**, Assistant Professor of Nursing; CRNA, CRNP, M.Sc., St. Joseph's University; Pharmacology, Pathophysiology.

**Joyce Welliver (2009)**, Assistant Professor of Nursing; CRNP, Allegheny/Drexel University; MSN, Villanova University; BSN, Holy Family College; Psycho-Social, Medical/Surgical Nursing.



## **INTRODUCTION**

Occupational Therapy is a health care profession designed to help individuals of all ages engage in purposeful and meaningful life activities (called occupations) that support the individual's participation in work, home and community environments. Occupational therapists provide client-centered, occupation-based services consisting of purposeful activity (occupations) to achieve functional outcomes that promote health, prevent injury or disability, and develop, improve, sustain or restore the highest possible level of independence.

### **Role of the Occupational Therapist**

Occupational Therapy services include:

- evaluation and provision of intervention services in consultation with the individual, family or other appropriate persons;
- interventions directed toward developing, improving, sustaining or restoring daily living skills including work, play/leisure and self-care skills;
- developing, improving, sustaining or restoring sensory-motor, perceptual or neuromuscular functioning; emotional, motivational, cognitive or psychosocial components of performance;
- education of the individual and family in carrying out interventions.

Occupational therapists are also involved in education, research, consultation, administration, managed care and health care planning.

### **Work Settings for Occupational Therapists**

Occupational therapists may choose to work in a variety of settings including acute care and rehabilitation hospitals, mental health facilities, managed care environments, home health agencies, nursing homes, public and private schools, industry, community programs, correctional facilities and private practice.

### **Becoming an Occupational Therapist**

1. A person must graduate from an occupational therapy program accredited by the Accreditation Council for Occupational Therapy Education.
2. Each graduate must pass the national certification examination administered by the National Board for Certification in Occupational Therapy.
3. In states that have licensure, therapists must obtain state licensure in order to practice.

## **MASTER OF SCIENCE IN OCCUPATIONAL THERAPY**

### **Program Organization**

The Master of Science in Occupational Therapy is a two and one-half year entry-level professional program. It includes four semesters of course work, one short Summer session and two three-month Level II fieldwork rotations that must be completed within 24 months following completion of academic work.

### **Accreditation**

The Occupational Therapy Program is fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220.

AOTA's telephone number is 301-652-2682. Students graduating from the MSOT program are eligible to sit for the National Certification Examination for the Occupational Therapist administered by the National Board for Certification in Occupational Therapy (NBCOT).<sup>\*</sup> After successful completion of this exam, the individual will be an occupational therapist.

<sup>\*</sup> A felony conviction may affect a graduate's ability to sit for the NBCOT exam or attain state licensure.

### **Admission Requirements**

Prospective students should request admission to the program through the School of Graduate and Continuing Studies. Each year the MSOT program admits a limited number of qualified students. Students must complete all program prerequisites and have a baccalaureate degree. Stockton and transfer students may complete undergraduate preparation at The Richard Stockton College of New Jersey. Conditional acceptance into the program may be granted pending successful completion of admission requirements prior to the start of the Fall semester. The Admissions Committee of the Occupational Therapy program requires the following:

- Completion of a baccalaureate degree
- Demonstration of academic preparedness with a cumulative GPA of 3.0 or better on a 4.0 scale
- Completion of all prerequisite courses with a grade of B or better
- A typed essay that demonstrates written communication skills and addresses the statement on the Graduate Application Essay Form
- For applicants whose native language is not English, scores from the Test of English as a Foreign Language (TOEFL)
- Documentation of 60 hours of work, volunteer work or community service in a variety of occupational therapy settings with clients of different ages and diagnoses.
- Three letters of recommendation (including quantitative form and narrative) from professionals who have first-hand knowledge of your academic potential
- Completion of a CPR course
- Additional paperwork will be required of international students. Forms can be obtained from the School of Graduate and Continuing Studies.
- Priority will be given to Stockton graduates and applicants from the state of New Jersey
- A personal interview will be conducted for the most qualified candidates.

Students may apply to the program while in the final semesters of completing these prerequisites.

### *Prerequisite Courses*

Prerequisite courses include:

Human Anatomy with a lab (1 semester)

Physiology/Physiological Psychology (1 semester)

General Psychology

Abnormal Psychology

Human Development/Developmental Psychology/Lifespan Development

Anthropology/Sociology

Research/Statistics/Biometrics

Completion of a CPR course

It is also expected that all applicants will be proficient in computer applications and the use of e-mail. Regular access to a Stockton e-mail account is required.

Graduate applications are submitted to the School of Graduate and Continuing Studies. The most qualified applicants will be invited for a personal interview. Qualified applicants not admitted will have their names placed on a waiting list. Applicants on the waiting list who are not admitted into the program may reapply for admission for the next enrollment period on a competitive basis with all other applicants.

To be considered a matriculated student, the applicant must have completed the application process and have the program's recommendation. The applicant must then have formal acceptance from the School of Graduate and Continuing Studies to work toward a degree and must have submitted a deposit.

### **PHILOSOPHY OF THE OCCUPATIONAL THERAPY PROGRAM**

The philosophy of the Occupational Therapy Program at the Richard Stockton College of New Jersey is based on the philosophy of the profession as well as an articulated approach to human beings and how they learn based on the philosophy of occupational therapy education (2007).

The Occupational Therapy Program at the Richard Stockton College of New Jersey is based on the philosophy of the profession that describes occupation as the uniquely personal and meaningful activities that provide individuals with a sense of personal identity and support participation in a variety of contexts/environments. Occupation is expressed uniquely in individuals across the lifespan, along a developmental continuum, and within varied contexts. Occupational therapy is a profession that understands the primary importance of occupation in allowing individuals to be productive, satisfied, and contributing members of society. When individuals are prevented from participating in occupations due to biological, psychological, societal, and other environmental factors, dysfunction may occur. Occupation is utilized by the occupational therapist for both intrinsic and therapeutic purposes. Occupational therapists' understanding of the restorative, normalizing, and life-enhancing role of occupation enables individuals to engage in occupation to support participation in context(s) (AOTA, 2002).

The Occupational Therapy Program at the Richard Stockton College of New Jersey's philosophy is based on the belief that human beings learn and acquire knowledge as unique individuals who engage in the educational process through personally held values, interests, and beliefs as well as individual drives to participate in desired occupations. Learning occurs in a variety of contexts/environments and requires the integration of cognitive, motor, perceptual, social, and sensory skills so individuals are prepared to apply knowledge in the dynamic environments of a diverse and multicultural society.

Learning involves full engagement of individuals in the educational process through a self-directed and dedicated quest for knowledge and understanding. The Program recognizes the diverse needs of students and faculty in the learning process and utilizes various pedagogical methodologies to develop problem-solving, resourcefulness, scholarship, creativity, and intellectual achievement. Learning is understood to occur in a sequential and developmental progression and is best integrated and retained when learning builds upon existing knowledge

and is synthesized further through active engagement in meaningful case-based, client-centered, problem-solving activities that promote competence in professional knowledge and skills.

The process of learning is conceptualized in the curriculum as a sequential and developmental progression. This incorporates learning about human occupation and development across the lifespan within contexts following a developmental curriculum (refer to curriculum model diagram). Students learn foundational concepts and continue to build upon this knowledge to develop more advanced and complex skills.

Students bring prior learning and life experiences to the occupational therapy program. Within the occupational therapy program, learning occurs through a spiraling curriculum of knowledge construction and reconstruction. Students develop competency to apply and utilize occupation as a primary method of evaluation, intervention, and health promotion through clinical reasoning, evidence-based practice, advanced problem-solving, critical thinking skills, integration of knowledge, and entry-level application of learning to practice. Students emerge with integrated knowledge and skills to provide client-centered, occupation-based, holistic occupational therapy services and understand the need to engage in lifelong learning.

## **EDUCATIONAL GOALS OF THE PROGRAM**

### **Curriculum Design**

The curriculum design consists of six threads and six levels. In each of these threads students learn and apply concepts advancing through levels of advanced complexity and problem-solving until reaching the skill and knowledge level required of an entry-level occupational therapist. Skills that promote lifelong learning and scholarly pursuits are incorporated throughout the curriculum in a developmental and spiraling sequence (see model).

#### Threads in the Curriculum

- Foundational Knowledge
- Practice Skills
- Research
- OT Evaluation Across the Lifespan
- OT Intervention Across the Lifespan
- Professional Skills

#### Levels of the curriculum

1. Entrance with undergraduate knowledge and life experiences
2. Understanding the foundational knowledge of occupational therapy
3. Competency in clinical reasoning, evidence-based practice, and research.
4. Advanced problem-solving and critical thinking skills
5. Integration of knowledge and entry-level application to practice
6. Application of knowledge and skills to provide client-centered, occupation-based, holistic occupational therapy services.

## **Student Learning Outcomes**

Students graduating from the Richard Stockton College of New Jersey's Master of Science in Occupational Therapy Program will possess expected professional behaviors of an entry-level occupational therapist as demonstrated by the following learning outcomes:

- Demonstration of professional skills based on an understanding of the profession's ethics, practice framework, safety regulations, and standards of practice. 1,6
- Effective articulation and utilization of occupation with individuals across the lifespan.2,4,5
- Understanding of occupational therapy's history, philosophy, theoretical base, models of practice and frames of reference.1
- The ability to evaluate a client's occupationally relevant strengths and needs in areas of occupation, performance skills, performance patterns, contexts, activity demands and client factors to allow engagement in occupation to support participation in contexts. 4
- The provision of interventions that are occupationally-based, evidence-based and client-centered. 2,5
- Utilization of clinical reasoning that demonstrates problem solving, critical thinking, ethical reasoning, integration of knowledge, self-initiative and independent thought. 3,4,5
- Understanding of the changing health care environment with a commitment to lifelong learning that will allow the provision of therapeutic and humanistic care to promote health and well-being as evidenced in the ability to organize and manage OT services. 3,6
- Utilization of effective verbal, nonverbal, and written communication skills.2,3,4,5
- Utilization of appropriate professional and interpersonal skills to establish and maintain effective relationships with clients, caregivers, and colleagues. 4,5,6
- Utilization of knowledge pertaining to cultural, political, and economic differences when working as a member of an interdisciplinary team, in the role of supervisor, and in the client-therapist relationship. 6
- Demonstration of entry-level research and presentation skills. 3
- Competent use of technology for gathering and processing information.1,3,4,5
- Graduates attain successful job placement and employment as an entry-level occupational therapist. 6
- Students report satisfaction with the educational experience gained at Stockton. 6

## **CONTINUATION IN THE PROGRAM**

To remain in the program, students are expected to maintain a cumulative GPA of 3.0 or better. Students whose GPA falls below 3.0 will be placed on academic probation. The student will be granted no more than one probationary semester. Pass/No Credit grades are only applied to Level II fieldwork.

The OCTH program will assign a student to Fieldwork Level I if the student complies with all requirements established by the program and the training agency. Successful completion of Level I is required for continuation and for placement in Fieldwork Level II.

Students who have completed all academic course work and who have program recommendation may be placed in Fieldwork Level II. Successful completion of this fieldwork experience is a requirement for graduation.

The OCHT program is a sequentially-designed program; courses are offered once a year and must be taken in sequence. Students who must withdraw from a course or the program due to personal, family or social emergencies will likely have to wait until the following year when the course is next offered. Students in good standing at the time of withdrawal will have a space reserved for continuation.

### **GRADUATION FROM THE PROGRAM**

Students must maintain a GPA of 3.0 or better, pass Fieldwork Level I and II with acceptable competencies and demonstrate professional development. Students in their last term of enrollment must submit an Application for Graduation to the Office of the Registrar for review and certification.

### **OCCUPATIONAL THERAPY CURRICULUM**

#### **1st Year Fall**

OCTH 5100	Science of Occupation	4
OCTH 5110	Foundations of Motor Performance	4
OCTH 5120	Clinical Conditions: Physical	4
OCTH 5121	Clinical Conditions: Psychosocial	4
OCTH 5130	Occupational Therapy Practice Skills I	2
		<b>18</b>

#### **1st Year Spring**

OCTH 5140	Evaluation of Occupational Performance in Pediatrics	4
OCTH 5141	Pediatric Occupational Therapy Intervention	4
OCTH 5150	Occupational Therapy in Mental Health	4
OCTH 5160	Research Methodologies	4
OCTH 5131	Occupational Therapy Practice Skills II	2
		<b>18</b>

#### **1st Year Summer**

OCTH 5170	Advanced Adaptation and Assistive Technology	2
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#### **2nd Year Fall**

OCTH 6100	Evaluation of Occupational Performance in Adults	4
OCTH 6110	Adult Occupational Therapy Intervention	4
OCTH 6120	Clinical Neuroscience	4
OCTH 6160	Research Seminar	4
OCTH 6130	Occupational Therapy Practice Skills III	2
		<b>18</b>

#### **2nd Year Spring**

OCTH 6140	Evaluation of Occupational Performance in Geriatrics	4
OCTH 6141	Geriatric Occupational Therapy Intervention	4
OCTH 6161	Research Synthesis Project	4
OCTH 6131	Occupational Therapy Practice Skills, IV	2
OCTH 6170	Professional Issues	4
		<b>18</b>

**Fieldwork**

OCTH 6910	Fieldwork Level II (May - Aug)	3
	Fieldwork Level II (Sept -Dec)	3
<b>Program Total</b>		<b>80</b>

**INFORMATION ABOUT THE PROGRAM**

Director, Master of Science in Occupational Therapy Program  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-4687  
MSOT@stockton.edu

Dean of the School of Graduate and Continuing Studies  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 626-3640  
E-mail: gradschool@stockton.edu

For further information about the MSOT program, visit the [MSOT](#) Web site. Applications are available on the Web site.

For current, detailed course descriptions, go to the [Online Catalog](#).

## MASTER OF SOCIAL WORK (MSW)

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### IN THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

#### THE FACULTY

**Robert J. Barney (2010)**, Assistant Professor of Social Work; Ph.D., University of Louisville; MSW, University of Kentucky; B.A., Asbury University; international social work, family and community development, cultural diversity in HIV/AIDS support, research practice.

**William D. Cabin (2009)**, Assistant Professor of Social Work; Ph.D., MPH., The City University of New York; J.D., New York University School of Law; MSW, University of Michigan; M.A., New School for Social Research; B.A., University of Pittsburgh; non-profit and government management, hospice and home care, program and policy evaluation and auditing in programs dealing with child welfare, home care and hospice, formerly-incarcerated persons, and Medicaid nursing homes.

**Guia Calicedan-Apostle (2012)**, Assistant Professor of Social Work; DSW, University of Pennsylvania; MSW, Asian Social Institute (Manila, Philippines); BSW, Philippine Women's University; clinical social work practice, cultural competence, spirituality in mental health, public health intervention and advocacy (tobacco control).

**Merydawilda Colón (2001)**, Associate Professor of Social Work; Ph.D., M. Phil., The City University of New York; MSW, Rutgers, The State University; B.A., Universidad de Puerto Rico; LSW; social work practice, hospice (grief, death and dying), acculturation and attitudes of Latinos towards hospice, Latinos and community outreach, social work with oppressed groups.

**Lisa E. Cox (1999)**, Associate Professor of Social Work; Ph.D., MSW, Virginia Commonwealth University; B.A., Bridgewater College; LCSW; clinical social work practice, cultural neuroscience, health care, HIV/AIDS, gerontology, research methods, Tourette Syndrome.

**Diane S. Falk (1996)**, Professor of Social Work; Ph.D., Rutgers, The State University; MSW, University of Pennsylvania; M.A., B.A., University of Chicago; LCSW; Social work practice, program development and administration, child welfare, mental health practice and policy, human rights, international social work, computer technology in social work.

**Maya A. Lewis (2010)**, Assistant Professor of Social Work, Ph.D., University of Maryland, Baltimore; MSW, Washington University, George Warren Brown School of Social Work; B.A., Spelman College; human behavior, research methods, social work practice with individuals, groups, and communities, adolescent mental health, minority health, health disparities, cultural competence.



**Reid-Merritt, Patricia (1976)**, Distinguished Professor of Social Work and Africana Studies; DSW; University of Pennsylvania; social work practice, social policy, social work with ethnic/minority groups, Africana organizations and leadership practices, African-Centered social work practice.

**William W. Reynolds (2008)**, Assistant Professor of Social Work; Ph.D., MSS, Bryn Mawr College; M.Ed., Temple University; B.A., Lafayette College; ethics of pediatric medical research and clinical care.

**Allison N. Sinanan (2007)**, Associate Professor of Social Work; Ph.D., Fordham University; MSW, Adelphi University; B.A., Hunter College, The City University of New York; sexual abuse recurrence in minority children, oppression of children and families of color.

**Sharon Hines-Smith (2005)**, Associate Professor of Social Work; Ph.D., M.A., University of Pennsylvania; MSW, University of Chicago; B.A., Douglass College; LSW; supervision and consultation to practice areas, social work practice, aging, grandparents raising grandchildren, middle-aged daughters as caregivers, end of life care decision making in multicultural families.

#### **PROFESSOR EMERITUS**

**John W. Searight (1973)**, Professor Emeritus of Social Work; MSW, University of Pennsylvania; B.A., Yale University; social work practice, child welfare (protective services).

#### **ASSOCIATED FACULTY**

**Eliseo R. Valdez, Jr. (2010)**, MSW Coordinator of Field Education; MSW, Rutgers University; M.Div., Princeton Theological Seminary; B.A., Southern Methodist University; LSW; Foster care, residential treatment, school based social work, groups and culturally diverse populations.

**Dawn M. Konrady (2007)**, Director, Child Welfare Education Institute; MBA, The Richard Stockton College of New Jersey; M.A., La Salle University; B.S., Susquehanna University; Bilingual/bicultural studies, Spanish language, information systems, leadership in higher education.

#### **INTRODUCTION**

Stockton's Master of Social Work (MSW) Program prepares social workers for advanced-level practice with diverse individuals, families, and communities. Graduates from this program are prepared to assume professional positions in social agencies, institutions, and human service organizations. With the value base, knowledge and skills they obtain through their studies, they are prepared to work with diverse individuals, families, and communities in fields of social work practice such as aging, child welfare, families and children, healthcare, or behavioral healthcare. For those who choose to pursue an elective specialization in Leadership and Management, Stockton's MSW program prepares graduates for supervisory, entry-level management, and leadership positions.

## **ACCREDITATION**

Stockton College's accreditation was reaffirmed by the Middle States Association of Colleges and Schools in 2012. The undergraduate Social Work Program was initially accredited by the Council on Social Work Education (CSWE) in 1976, retroactive to 1975. That accreditation was reaffirmed in 1981, 1988, 1995, 2003, and in 2011. The MSW Program achieved full accreditation by the Council on Social Work Education in 2012.

## **PROGRAM MISSION AND GOALS**

The mission of Stockton's MSW Program is to educate social workers who are prepared for advanced-level practice with diverse individuals, families, and communities. The Program aims to produce graduates who understand the human condition and the commonalities that all people everywhere share, while respecting and honoring differences in personal and communal history, social class, race, color, ethnicity, culture, language, immigration status, gender, sex, sexual orientation, marital status, age, political ideology, religion, and disability status. The curriculum focuses on developing practitioners who are able creatively to develop an in-depth understanding of diverse worldviews; empower diverse people to expand their capacities, resources, and opportunities; and advocate for policies and services that address social conditions that limit the quality of life for all people.

The Program builds upon a strong foundation of generalist social work practice values, knowledge, and skills. Students are expected to understand and be able to apply an ecosystems perspective, the strengths perspective, and empowerment practice theory. They develop a thorough acquaintance with the negative effects of oppression, discrimination, marginalization, and other social forces that block people's ability to meet their basic human needs. They develop familiarity with multiple theories, perspectives, and approaches that will strengthen their ability to work effectively with diverse populations. They are expected to critically examine these theories, perspectives, and approaches as they become acquainted with research literature and as they develop experience in agency practice.

Continuing the central focus of the undergraduate program, the MSW Program aims to produce graduates who have a lifetime commitment to upholding human rights, respecting human diversity, and working towards social justice in their professional and personal lives.

### **Foundation Goals and Objectives**

GOAL 1. To prepare graduates for advanced practice with diverse populations, particularly those who have been placed at risk by patterns and histories of social injustice.

#### Objectives—graduates will:

- F1.1 Understand the effects of oppression based on personal and communal history, social class, race, color, ethnicity, culture, language, immigration status, gender, sex, sexual orientation, marital status, age, political ideology, religion, and disability status.
- F1.2 Practice with an understanding of human rights, social justice, and respect for diversity.

GOAL 2. To provide comprehensive content about generalist social work practice.

Objectives—graduates will:

- F2.1 Apply knowledge of the biological, psychological, environmental, and social variables that affect human development and behavior.
- F2.2 Demonstrate an understanding of theories, including the generalist social work perspective, the ecosystems perspective, the strengths perspective, and empowerment practice as ways to conceptualize social work practice with diverse individuals, families, and communities.
- F2.3 Use generalist social work skills, including problem identification, goal setting, data collection, contracting, implementation of plan, differential use of interventive roles, evaluation, and termination.

GOAL 3. To provide content about the social contexts of social work practice.

Objectives--graduates will:

- F3.1 Understand the history of the social work profession and its current structures and issues in an era of globalization and information technology.
- F3.2 Critically analyze and evaluate the impact of social policies on communities, client systems, workers, and agencies.
- F3.3 Function within the structures of organizations and service delivery systems and, if necessary, identify and seek changes.

GOAL 4. To infuse throughout the curriculum the values and ethics that guide professional social workers in their practice, with particular attention to cultural competence standards.

Objectives--graduates will:

- F4.1 Understand core social work values, identify ethical dilemmas, and use ethical guidelines and critical thinking skills to resolve them.
- F4.2 Have a clear understanding of cultural competence standards.
- F4.3 Identify barriers to ethical, culturally competent practice.

GOAL 5. To prepare graduates to be conscientious lifelong learners.

Objectives—graduates will:

- F5.1 Demonstrate an understanding of the professional use of self, especially the importance of self-awareness.
- F5.2 Carry out self-directed practice and use supervision and consultation appropriate to autonomous practice, grounded in the application of the NASW *Code of Ethics*.

GOAL 6. To prepare graduates who demonstrate the ability to think critically, write effectively, and use quantitative and qualitative research methods.

Graduates will:

- F6.1 Evaluate, design, and conduct research studies.
- F6.2 Write effectively in multiple formats used in social work practice.

GOAL 7. To provide service to the broader college community, to the surrounding southern New Jersey region, and in wider statewide, national, and international arenas. In this way, we deepen the Social Work Program's capacity to bring professional values and ethics to the broadest possible population, representing to students what it means to be engaged professional social workers; and we demonstrate our commitment to ensure that Stockton College graduates are prepared to be citizens in a democratic, multicultural society.

Objective: Faculty of the Stockton Social Work Program will:

In every course, Stockton faculty members will model for their students their living of professional values, professional engagement, and community service.

### **Concentration Goals and Objectives**

CONCENTRATION OBJECTIVES FOR PROGRAM GOAL 1. *(To prepare graduates for advanced practice with diverse populations, particularly those who have been placed at risk by patterns and histories of social injustice.)*

Building on foundational knowledge and skills, graduates will:

- C1.1 Demonstrate advanced self-awareness and comfort about different customs and worldviews
- C1.2 Engage in culturally competent practice with diverse individuals, families, and communities
  - Apply knowledge of diverse help-seeking behaviors
  - Apply understanding of language and communication needs of diverse individuals, families, and communities
  - Use research methods and ethnographic interviewing techniques to understand the historical experiences and oppression of diverse individuals, families, and communities
  - Develop and implement comprehensive assessments, identifying culturally normative behavior as distinguished from dysfunctional behavior
  - Develop and implement culturally appropriate interventions for diverse individuals, families, and communities
  - Identify appropriate community resources that are culturally relevant to the needs of diverse individuals, families, and communities

CONCENTRATION OBJECTIVES FOR PROGRAM GOAL 2. *(To provide comprehensive content about generalist social work practice.)*

Building on foundational knowledge and skills, graduates will:

- C2.1 Engage in self-directed practice
  - Apply specialized theoretical perspectives; knowledge of biological, psychological, environmental, and social variables; and advanced knowledge and skills creatively and with minimal direction in working with diverse individuals, families, and communities

CONCENTRATION OBJECTIVES FOR PROGRAM GOAL 3. *(To provide content about the social contexts of social work practice.)*

Building on foundational knowledge and skills, graduates will:

- C3.1 Critically analyze, evaluate, and advocate for social policies that respect the cultural values, norms, and behaviors of diverse individuals, families, and communities.
- C3.2 Critically analyze and evaluate the impact of social policies on diverse communities, client systems, workers, and agencies.
- C3.3 Advocate for, and work towards change in social policies, organizations, and service delivery systems when those systems fail adequately to address the needs and promote the well-being of diverse individuals, families, and communities
- C3.4 Advocate for policies and procedures that ensure diversity and inclusion in social service organizations

CONCENTRATION OBJECTIVES FOR PROGRAM GOAL 4. *(To infuse throughout the curriculum the values and ethics that guide professional social workers in their practice, with particular attention to cultural competence standards.)*

Building on foundational knowledge and skills, graduates will:

- C4.1 Have an advanced-level understanding of codes of ethics that guide social work practice, including the *NASW Code of Ethics* (NASW, 1999) and the International Federation of Social Workers/International Association of Schools of Social Work *Ethics in Social Work Statement of Principles* (IFSW/IASSW, 2004)
- C4.2 Apply ethical guidelines to complex ethical dilemmas involving diverse individuals, families, and communities to arrive at ethically-informed decisions
- C4.3 Address barriers to ethical, culturally competent practice
- C4.4 Take leadership roles in promoting cultural competence within the social work profession and in human service policies, programs, and organizations

CONCENTRATION OBJECTIVES FOR PROGRAM GOAL 5. *(To prepare graduates to be conscientious lifelong learners.)*

Building on foundational knowledge and skills, graduates will:

- C5.1 Use supervision and consultation appropriate to autonomous practice, grounded in the application of the *NASW Code of Ethics*
- C5.2 Prepare for social work licensure and commit to maintaining currency and effectiveness through reading the professional literature, participating in continuing professional education, and pursuing advanced certification in specialty areas when appropriate

CONCENTRATION OBJECTIVES FOR PROGRAM GOAL 6. *(To prepare graduates who demonstrate the ability to think critically, write effectively, and use quantitative and qualitative research methods.)*

Building on foundational knowledge and skills, graduates will:

- C6.1 Using critical thinking, apply research methodologies to practice, policy, and service delivery issues, and evaluate practice interventions.

## **ADMISSION REQUIREMENTS**

To be considered for admission to Stockton's MSW Program, applicants must submit the following:

- Completed application. This includes brief essays in response to questions posed in the online application;
- Baccalaureate degree (official transcripts from all colleges attended are required);
- Adequate foundation in the liberal arts (at least 24 credits, as demonstrated in the transcript);
- Completion of a statistics course;
- Three letters of recommendation from persons who are familiar with the applicant's work (academic work, paid employment, or volunteer work in social welfare)
- Cumulative GPA of 3.0;
- Facility in a second language will be considered a strength.
- Experience in the human services, paid or volunteer, will also be considered a strength.

In some cases, an interview and/or writing sample may also be required.

## **TRANSFER CREDIT**

Students who have satisfactorily completed one full year of courses in another accredited MSW program may be eligible for admission into Stockton's Advanced Standing program.

Students who have completed more than 9 graduate credits at another accredited MSW program but have not completed an entire year, as well as students who have completed a baccalaureate degree with a major in social work, will not have to repeat courses in which they have earned an A or A-. Instead they will be given an opportunity to demonstrate mastery of the course material by taking an examination. Students who pass an examination covering the material in a given course will not be required to complete that course at Stockton, but they will be able to substitute another graduate course covering different material (e.g., an elective) to earn the required credits.

## **CREDIT FOR LIFE EXPERIENCE**

Stockton's MSW program will not grant credit for life experience or previous work experience.

## **CURRICULUM PLAN AND GRADUATION REQUIREMENTS: TWO-YEAR FULL-TIME PROGRAM**

This program option is offered to qualified applicants who have completed an undergraduate degree with a major other than social work. It is also open to candidates who have an undergraduate degree in social work but do not qualify for Advanced Standing or those who prefer attending a two-year program. In order to graduate, Two-Year Full-Time MSW students must have completed a minimum of 60 credits in the prescribed curriculum and maintained a 3.00 overall grade point average (GPA).

Stockton's Two-Year Full-Time MSW Program consists of a foundation year and a concentration year. In the foundation MSW courses, students learn about the value base of the social work profession and about ethical decision-making. Students learn to understand the history of social welfare. They develop an understanding of the social work profession, including its commitment to diversity and to working with oppressed groups. Students develop an

understanding of research methodology and of how to apply research findings to their practice. They develop an understanding of social work perspectives and theories, including ecological and systems theories, the person-in-environment perspective, the strengths perspective, and the empowerment approach. Students learn to integrate classroom learning with field experience, applying social work knowledge, values, and skills in an agency setting with client systems.

In the concentration year, students take the advanced courses and electives. At this level, the expectation is that they develop advanced competencies and more specialized knowledge, particularly in the area of the program's concentration (working with diverse individuals, families, and communities) but also in elective areas. Students explore many different approaches to developing cultural competence and learn to appreciate the challenge of understanding "the interlocking and complex nature of culture and personal identity," and ensuring that "social services meet the needs of groups served and are culturally relevant." (Council on Social Work Education, 2001). Through their actual field experiences and through case examples introduced in the classroom, students are challenged to develop understanding of diverse individuals, families, and communities and use relevant theories and perspectives and creativity to develop effective, culturally competent interventions. Finally, they are free to choose three elective courses, to pursue areas of specialized practice. Students may elect to combine their electives to earn a method specialization in leadership and management. If students desire to take an elective outside the program, they must obtain prior approval from the Advisor/Preceptor.

### **Foundation Year (Year 1)**

SOWK 5101 Human Behavior and the Social Environment I  
SOWK 5102 Human Behavior and the Social Environment II  
SOWK 5120 Social Organizations and Environments  
SOWK 5130 Social Welfare Policy  
SOWK 5140 Social Work Research  
SOWK 5150 Race, Ethnicity, and Diversity: Implications for Social Work Practice  
SOWK 5601 Foundation Social Work Practice I  
SOWK 5602 Foundation Social Work Practice II  
SOWK 5901 Field I  
SOWK 5902 Field II

### **Concentration Year (Year 2)**

SOWK 5230 Advanced Social Welfare Policy  
SOWK 5240 Advanced Social Work Research  
SOWK 5250 Advanced Cultural Competence  
SOWK 5603 Advanced Social Work Practice with Diverse Individuals, Families, and Communities  
SOWK 5604 Integrative Seminar  
SOWK 5903 Field III  
SOWK 5904 Field IV

### **Elective Courses** – students choose 3 courses

SOWK 5520 Spanish for Social Work

SOWK 5530 Psychopathology, Psychopharmacology, and Cultural Neuroscience  
SOWK 5540 Aging: Advanced Practice  
SOWK 5550 International Social Work  
SOWK 5561 Leading and Managing Human Service Organizations  
SOWK 5562 Supervision and Consultation  
SOWK 5563 Program Planning, Development, and Funding  
SOWK 5571 Trauma-Informed Child Welfare Practice  
SOWK 5572 Leadership and Supervision in Child Welfare

### **CURRICULUM PLAN AND GRADUATION REQUIREMENTS: ADVANCED STANDING FULL-TIME PROGRAM**

Advanced Standing is open to highly qualified individuals who have earned baccalaureate degrees in social work from a social work program accredited by the Council on Social Work Education. In the Advanced Standing Program, students complete the second year of the Two-Year Program, including electives. A three-day Advanced Standing Orientation is also required prior to beginning the program.

### **GOOD ACADEMIC STANDING, PROBATION, AND DISMISSAL PROCEDURE**

A student with a semester GPA below 3.0 or a cumulative GPA below 3.0 will be placed on academic probation and notified accordingly by the MSW Academic and Professional Standing Faculty Committee. A student on Academic Probation is expected to meet with his/her advisor/preceptor to discuss a performance improvement plan upon receiving notification of probation status.

Students on Academic Probation in the MSW program must raise their cumulative GPA to a 3.00 by the time they have taken no more than 15 additional credit hours in order to regain good academic standing. "A student on probation who does not accomplish this is subject to dismissal from the graduate program and from the College." Written notice of such dismissal will be provided to the student.

If there is a procedural error in terminating a student from the Graduate Social Work Program for academic reasons, the student may appeal in writing to the Dean of the School of Graduate and Continuing Studies with a copy to the Provost. The appeal must be accompanied by evidence in support of the appeal and must be submitted no later than two weeks following notice of academic termination from the Program.

### **SPECIAL OPPORTUNITIES**

#### **Leadership and Management Elective Specialization**

Students who complete SOWK 5561, SOWK 5562, and SOWK 5563 will have earned an Elective Specialization in Leadership and Management in addition to the Program's Concentration in Advanced Social Work Practice with Diverse Individuals, Families, and Communities.



### **Master's Child Welfare Education Program (MCWEP)**

This program is offered exclusively to select casework supervisors and supervisors employed by the Division of Youth and Family Services. Initial application is made through the New Jersey Department of Children and Families. For further information, consult the MCWEP website at [www.stockton.edu/~mcwep/rsc\\_mcwep.htm](http://www.stockton.edu/~mcwep/rsc_mcwep.htm).

### **INFORMATION ABOUT THE PROGRAM**

Director, Master of Social Work Program  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone (609) 652-4512  
[MSW@stockton.edu](mailto:MSW@stockton.edu)

Dean of Graduate and Continuing Studies  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 626-3640  
E-mail: [graduate.admissions@stockton.edu](mailto:graduate.admissions@stockton.edu)

For additional, current information, visit the [Web site](#).

For current, detailed course descriptions, go to the [Online Catalog](#).

## **PROFESSIONAL SCIENCE MASTER'S IN ENVIRONMENTAL SCIENCE (PSM)**

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### **IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS**

#### **THE FACULTY**

##### **Tait Chirenje**

Ph.D. (University of Florida), Associate Professor, Environmental Studies: water quality issues in Southern New Jersey, including speciation and transport (and modeling) of heavy metals in aquatic systems, ecosystem processes related to metal and nutrient retention/accumulation in soils, ground water and soil remediation; use of Geographical Information Systems (GIS) in environmental problem solving.

##### **Weihong Fan**

Ph.D. (Colorado State), Associate Professor, Environmental Studies: species diversity, systems ecology, landscape ecology and regional analysis using Geographical Information Systems (GIS); remote sensing and ecological modeling (carbon and nitrogen cycling); well water contamination.

##### **Ekaterina Sedia**

Ph.D. (Rutgers, The State University), Associate Professor, Biology: the effect of global change in urban development affect organisms and plants, microbial composition, and soil properties; DNA fingerprinting of the microbial communities associated with different vegetation types; restoration of disturbed habitats, effects of light and salinity on the Atlantic White Cedar, and invasive species in southern NJ.

##### **Sullivan, Mark**

Ph.D. (University of Miami), Assistant Professor, Marine Sciences: the ecology of early stage fishes in marine and estuarine ecosystems and the implications of climate change on recruitment of fish assemblages; fish nursery habitats and the impacts of mobile fishing gear disturbance, as well as patterns of American eel ingress in local estuaries.

#### **ASSOCIATED FACULTY**

##### **Kristin Hallock-Waters**

Ph.D. (University of Maryland at College Park), Assistant Professor of Chemistry: environmental chemistry, photochemistry, spectroscopic methods for assessing trace pollutants, statistical analysis of long term pollution data.

##### **Daniel Hernandez**

Ph.D. (Rutgers, The State University), Assistant Professor, Biology: conservation biology and ecology; behavioral ecology of diamondback terrapins (NJ, FL), horseshoe crabs (NJ), and shorebirds (NJ and Patagonia).

**Patrick Hossay**

Ph.D. (The New School of Social Research), Associate Professor of Political Science: international development, environmental politics, resource sustainability, and racism and nationalism.

**Russell Manson**

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

**Rodger Jackson**

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

**Maritza Jauregui**

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

**William Rosche**

Ph.D. (Texas A & M University), Assistant Professor of Biology: microbiology and genetics.

**Whiton Paine**

Ph.D. (University of Maryland), Associate Professor of Business Studies: consumer behavior, market research, e-marketing, business and marketing ethics.

**Louise S. Sowers**

Ph.D. (Drexel University), Associate Professor of Chemistry: chemical impact of energy systems on the environment, pollution analysis, trace metals.

**PROFESSORS EMERITI****Claude Epstein**

Ph.D. (Brown University), Professor Emeritus, Environmental Studies: groundwater-surface water relationships, New Jersey groundwater resources, and stream channel adjustments to land use; hydrology and geomorphology.

**Raymond Mueller**

Ph.D. (University of Kansas), Professor Emeritus, Environmental Studies: soil science, geomorphology, and physical geography; geoarchaeology, the application of soil science and characteristics to environmental land use issues, and water quality issues related to the chemistry of storm water runoff retention basins.

**Lynn Stiles**

Ph.D. (Cornell University) Professor Emeritus of Physics: geothermal systems, energy management, optics, solar energy, lasers and holography, environmental physics.

## **INTRODUCTION**

The Professional Science Master's in Environmental Science (PSM) offers working professionals and qualified undergraduates an education that is multidisciplinary and applications-oriented, and that applies current technologies in the environmental sciences, focusing on their use in the business and regulatory world.

The PSM is built around a solid core of seven required technical and non-technical courses that provide common baseline knowledge for all students. This core is supplemented by a broad selection of electives tailored to an individual's specialty area (e.g., "Monitoring Instrumentation," "Surface Water Hydrology"). In combination, the core and associated electives form a curriculum that can easily adapt to the needs of individual students and to the region's large-scale environmental trends. A capstone research project in collaboration with a faculty mentor and a professional in the corporate or government sector is required to encourage students to apply their course work and experience to case studies. The program is structured to be completed in as little as two years and emphasizes substantial flexibility in course scheduling (night classes, weekend and Summer field work). Undergraduate students interested in a five-year BS/PSM accelerated dual degree option can pursue that option from their first semester at Stockton; transfer students may apply for the dual degree with their transfer application.

## **ADMISSION REQUIREMENTS**

For persons who hold a baccalaureate degree, the following are the admissions requirements for the Professional Science Master's degree (PSM) in Environmental Science:

- Complete application packet, including an essay explaining how the PSM degree in Environmental Science fits into his or her career goals;
- A baccalaureate degree from a regionally accredited institution with an environmentally-related major (e.g., Environmental Science, Marine Science, Earth Science, Chemistry, Biology or other related majors); transcripts for all colleges attended are required for acceptance into Stockton's 4+1 Program;
- Three letters of recommendation from professional colleagues or college/university faculty;
- Completion of the Graduate Record Examination (GRE), the general test; students should have their scores sent directly to Stockton;
- Minimum college/university cumulative grade point average (GPA) of 3.0;
- An average GPA of 3.5 or better derived from all science and mathematics courses taken;
- The TOEFL examination is required of students for whom English is a second language;
- Specific minimum requirements may be waived at the discretion of the PSM Admissions Committee.

Acceptance into the PSM in Environmental Science program will be based on a review of the entire application packet. Admission to the program is competitive and acceptance is not guaranteed.

## **DEGREE REQUIREMENTS**

The PSM in Environmental Science requires 36 credits for completion, including a capstone project. The curriculum consists of seven core course requirements and five electives. Core course requirements include five science courses, two professional courses and a capstone project. The entire core course sequence will be offered within a single year during the Fall, Spring and Summer terms. The remainder of the curriculum consists of electives, at least five of which are offered over a two-year sequence.

Students must maintain a minimum GPA of 3.5 throughout the program. Each student is assigned an advisor with whom they must meet regularly to plan and evaluate progress in their studies.

### **CORE COURSES (24 required credits)**

#### **Science courses**

Ecosystem Ecology	3 credits
Watershed Management	3 credits
Environmental Quality	3 credits
Applied GIS	3 credits
Land Use Planning	3 credits

#### **Professional courses**

Project Management	3 credits
Professional Writing	3 credits
Capstone Project	3 credits

### **ELECTIVE COURSES (12 credits)**

Environmental Modeling	3 credits
Resource Sustainability	3 credits
Restoration Ecology	3 credits
Environmental Economics	3 credits
Wetlands Ecology	3 credits
Environmental Law/Regulation	3 credits
Field Methods	3 credits
Public Health	3 credits
Surface Water Hydrology	3 credits
Environmental Policy/Planning	3 credits
Groundwater Hydrology	3 credits
Environmental Philosophy	3 credits
Soils, Sediments & Landforms	3 credits
Water Quality	3 credits
Environmental Pollution	3 credits
Coastal Zone Management	3 credits
Alternative Energy	3 credits

## **ACCELERATED DUAL DEGREE PROGRAM**

The dual BS/PSM program is an intensive five-year curriculum that offers students the opportunity to earn both a bachelor's and master's degree in Environmental Science. Students take enough courses to meet all requirements for the undergraduate BS (Environmental Science) and then transition into the MS program in their senior year, the fourth year of study. This program is designed as a terminal degree for students who want to obtain advanced skills that will prepare them for the workplace. Students interested in research leading to a doctoral degree should consider more traditional programs and are advised to enroll in the BS in Environmental Science, and take basic and applied science courses that prepare them for a broad range of research opportunities typical of a conventional graduate program.

Stockton students may apply for early, conditional admission to the dual BS/PSM program as high school seniors and at the beginning of the second semester of their junior year.

Transfer students may apply alongside their application for admission to Stockton. Transfer students will be considered for admission on a case-by-case basis, depending on prerequisites met and the likelihood of completing upper level undergraduate ENVL courses by their senior year. Exceptional transfer students who do not have prerequisites may be admitted conditionally in consultation with their advisors. These students may require more time to meet the requirements of the BS/PSM. Only students with a minimum cumulative GPA of 3.5 will be considered.

## **MAINTENANCE OF ACADEMIC ELIGIBILITY**

To remain academically eligible to continue in the program, BS/PSM students must maintain a cumulative GPA of 3.5 with at least a B+ average in science and mathematics courses. Students' academic records will be reviewed at the end of the second year and every semester thereafter to check their eligibility to continue in the dual-degree program.

The conditional admission of those who do not meet the eligibility requirements will be suspended. They will be then eligible for the bachelor's degree only. However, a student with a suspended conditional admission can request to be reinstated if he or she meets the eligibility requirements at or before the end of the third year of the program.

At the end of the junior year, each conditionally-admitted dual-degree student must take the Graduate Record Exam (GRE), and have the scores sent to The Richard Stockton College of New Jersey (code 2889). He or she must also complete the essay portion of the Stockton graduate degree application at the end of the Fall semester and submit it to the Office of Enrollment Management.

Upon receipt of the GRE scores, the essay and the student's academic record at Stockton, the PSM Admissions Committee will evaluate the student's progress and verify that the early, conditional acceptance to the dual-degree program would continue. The results of their decisions will be communicated to the student in writing from the Dean of the School of Graduate and Continuing Studies.

## CURRICULUM FOR DUAL DEGREE BS/PSM STUDENTS

Sample five-year BS/PSM curriculum:

YEAR	FALL	SPRING
Freshman	ENVL 2100/05 BIOL 1100/05 G/ASD G/ASD	ENVL 2200/05 GEOL 2200/05 G/ASD G/ASD
Sophomore	CHEM 2110/15 MATH 2215 G/ASD G/ASD ENVL 4600	CHEM 2120/25 ENVL 2400 G/ASD G/ASD
Junior	ENVL 3000+ ENVL 3000+ G/ASD G/ASD	ENVL 3000+ ENVL 3000+ G/ASD G/ASD
4 <sup>th</sup> Year	ENVL 4300/05 ENVL 5000+ ENVL 5000+ ENVL 5000+	ENVL 4800 ENVL 5000+ ENVL 5000+ ENVL 5000+
5 <sup>th</sup> Year	Grad Capstone Grad Elective Grad Elective	Grad Elective Grad Elective Grad Elective

### LIST OF ELECTIVES

The electives offered in this program are dynamic. New courses are developed while established courses are eliminated. This is dictated by the development of curriculum concentrations.

Restoration Ecology	Wetlands Ecology
Field Methods	Surface Water Hydrology
Groundwater Hydrology	Soil, Sediments & Landforms
Water Quality	Environmental Pollution
Coastal Zone Management	Land Use Planning
Energy Planning	Environmental Law / Regulation
Environmental Modeling	Remote Sensing
Resource Sustainability	Environmental Health
Environmental Economics	Environmental/Business Ethics
Environmental Philosophy	

## **INFORMATION ABOUT THE PROGRAM**

Director, Professional Science Master's Program  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-4588  
[PSM@stockton.edu](mailto:PSM@stockton.edu)

The Dean of the School of Graduate and Continuing Studies  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 626-3640  
E-mail: [gradschool@stockton.edu](mailto:gradschool@stockton.edu)

For additional, current information, visit the [PSM Web site](#).

For current, detailed course descriptions, go to the [Online Catalog](#).



## POST-BACCALAUREATE PROGRAMS

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### PREPARATION FOR THE HEALTH PROFESSIONS

#### IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

##### INTRODUCTION

Applications to professional schools have risen steadily in recent years, resulting in keen competition for available seats. In addition to hard work and thorough preparation in the sciences, prospective applicants must demonstrate a well-rounded background with a variety of interests.

Stockton graduates have been accepted to some of the finest medical, dental, veterinary and other graduate professional schools in the country. The list of such schools includes Stanford, Georgetown, Case Western Reserve, Tufts, University of Pennsylvania, University of Chicago, New York University, and all of the schools within the University of Medicine and Dentistry of New Jersey. Stockton graduates have generally reported that the College prepared them well enough to compete with students from any college or university in the country.

The publication *Medical School Admission Requirements*, prepared by the Association of American Medical Colleges, indicates that the largest single percentage of applicants to medical schools have majored in biology, with the next most common major being chemistry. It is possible to major in music, history, philosophy or other disciplines and still gain admission to a professional school, provided that the student does well in all of his/her courses, plans ahead carefully and meets the specific science requirements of the chosen professional school.

Professional schools are concerned with the overall quality and scope of a student's undergraduate work. Careful planning is the key. As soon as students identify an interest in a profession, they should consult the Health Professions Advisor and a current edition of a relevant publication such as *Medical School Admissions Requirements*, *Dental School Admissions Requirements* or *Veterinary Medical School Admissions Requirements*.

What follows in this guide applies to a wide range of students interested in a number of medically related fields. The student who is already set on being a physician, dentist or veterinarian may find it valuable to keep an open mind about other available options such as podiatry, pharmacy, physician assistant, optometry and biomedical graduate studies. Catalogs from appropriate graduate/professional schools should be consulted as early as possible. The Career Center can provide informative pamphlets and catalogs to assist students in narrowing their selection.

##### PREPARATION

Students are expected to have a solid foundation in biology, chemistry, physics and mathematics regardless of their choice of major, but there is more to the health professions than just science. The undergraduate years at Stockton provide an opportunity for the in-depth pursuit of non-science subjects of interest, and for developing a well-rounded liberal arts and sciences background. Some students (especially transfer students) may even wish to plan carefully a B.A.

in Liberal Studies. This degree allows the students, working in close consultation with the College Health Professions Advisor and a Liberal Studies advisory committee, to develop an individually tailored interdisciplinary degree program that best prepares them for professional school. Students interested in this option should consult the appropriate section of the *Bulletin* and the Dean of General Studies for further information.

Since competition is intense, students must strive to excel in every area that professional schools consider in an application. Most professional schools provide information on average GPAs, entrance test scores, number of applicants applied/accepted and average student profiles. This information will vary somewhat among schools and professions but it can be used as a valuable guideline and career planner.

Several factors should be considered carefully when planning a pre-professional degree program of study.

1. Required and elective courses should start as soon as possible and completed on schedule. Many science courses are given in sequence and have prerequisites. By following a well-planned, step-wise course selection, all required subjects should be completed by Spring of the junior year (the time when most students apply to professional schools).

Required courses vary among the professional schools but almost always include the following:

Biology	1 year with lab
General Chemistry	1 year with lab
Organic Chemistry	1 year with lab
Genetics	1 semester with lab
Mathematics	1 year

(Calculus and/or statistics are required by many schools. It is highly recommended that all Math requirements be completed as soon as possible following admission to Stockton)

Physics or Physics for Life Science	1 year with lab
Biochemistry	1 semester (required by many medical and veterinary schools)
English/Writing	1 year

In addition, the following courses are strongly recommended, as they are often required by professional schools:

Microbiology	1 semester with lab
Physiology	1 semester
Psychology or other social science	1- 2 semesters

While the above courses will meet the requirements of most professional schools, it is always best to investigate thoroughly the specific institutions being considered.

Elective courses should be chosen from among the liberal arts. The entrance examinations (MCAT, DAT, GRE, etc...) rely heavily on writing and reading comprehension skills, and electives should be selected with this in mind. A wide variety of courses will also add to the broad background preferred by most professional schools.

2. Selecting a major is not critical for pre-professional students. For most health professions there is no specific need to major in a science. Students who are capable of superior work both in the sciences and the non-sciences stand the best chance for admission to all professional schools regardless of major.
3. Course loads should not be so heavy that performance and grades suffer. It is very difficult to raise a GPA that has suffered a disastrous semester. This is especially important in the first year of college life. Good study habits and time management are key to both undergraduate and graduate success and should begin immediately upon entering college. Science courses are particularly demanding and must be scheduled carefully to avoid an overwhelming workload. Students need to consult with their preceptors for optimal course selections.
4. Academic achievement is probably the biggest single predictor of performance in professional school. Therefore, schools consider college grades highly important in the selection process. In addition to the overall GPA, most professional schools also consider academic performance in the sciences. There is no minimum GPA for admittance although many schools will provide the average GPA of the incoming class. This average can be used as a gauge of the caliber of competition seeking entrance to individual colleges.

Withdrawals and incomplete grades should be avoided if at all possible. Unless there is a very good excuse (sickness, family problems, etc.), admissions committees tend to look unfavorably on transcripts with several of these grades. In addition, it is best to avoid pass/no credit grades, especially in the required sciences.

A poor academic record in the freshman year can be overcome with continued excellent improvement in the following years and will usually be considered by admissions committees. However even a strong finishing record will not always negate a poor start and the final GPA may not be competitive. The strong message here is to avoid being placed in this situation.

5. Experience and extracurricular activities may be deciding factors for admissions committees when selecting a new class. The professions are seeking well-rounded people who have looked into the details and workings of their chosen profession. Health-related jobs or volunteer experience can give a first-hand look at the nitty-gritty of a professional's life. Outside interests are also important and will demonstrate that the student is not just "classroom smart." Remember that interviewers are looking for motivation and commitment in an applicant, attributes that are not easy to fake.

Community service is an important aspect of all health professions. It should be no surprise that professional schools look for evidence of community service in a student's file. Membership in the Society for Future Health Professionals is an excellent way to find information on various professions, professional schools and volunteer opportunities, as well as insight into professional life.

### **APPLICATION PROCESS**

By the junior year, most of the required courses should have been completed or currently underway. Students may request an interview by the Stockton Health Professions Committee in the Spring of their junior year or Fall of their senior year. An admissions test score must be included with the request (MCAT, DAT, GRE, ETC.). A file will need to be prepared for this process and must be completed prior to the interview. The Health Professions Advisor will provide the necessary information for starting a file. The file will include three letters of recommendation, a personal statement, the academic record and admissions test scores. The granting of an interview and the writing of a letter of recommendation is entirely at the discretion of the Stockton Committee and is based on the quality of the student's academic record, performance on the appropriate admissions exam and quality of the interview.

Professional schools depend upon letters of reference to gain information that is not found in the transcript or in the student's application. They are particularly interested in receiving letters from faculty, including science faculty, who can comment about a student's performance in the class, in the lab or in any research projects. These letters can provide useful information about the student's motivation, dedication, integrity and leadership potential, as well as academic ability. Letters from health professionals commenting on a student's work in a particular health field are also valuable to admissions committees. A recommendation letter from the Stockton Health Professions Committee is actually an endorsement of the candidate by the College and is a valuable addition to the application file.

### **ARTICULATION AGREEMENTS**

Stockton has developed formal articulation agreements with a number of medical and other health professions schools. These agreements are designed to provide early admission decisions to outstanding students and in some cases to allow completion of a baccalaureate and professional degree in seven years. The following options are available:

- 1) Acceptance to medical/professional school during the senior year in high school (6- or 7-year program).
- 2) Acceptance to medical/professional school during the sophomore year at Stockton (7-year program).
- 3) Early acceptance to medical/dental school.
- 4) Traditional admission during the senior year at Stockton.

Each of these programs has specific requirements. Information on the articulation programs can be obtained from the College's Health Professions Advisor.

Agreements are currently in place with the University of Medicine and Dentistry of New Jersey (UMDNJ) and its four schools: Robert Wood Johnson Medical School, New Jersey Medical School, School of Osteopathic Medicine and New Jersey Dental School. Other agreements are in place with the Temple University School of Podiatric Medicine, the New York College of Podiatric Medicine, the New York State College of Optometry and the Rutgers University Ernest Mario School of Pharmacy.

### **ADMISSIONS TESTS**

There are several tests available for the various health professions and it is prudent to check each specific school for its requirements.

- The Medical College Admission Test (MCAT) is required by all medical schools. It is also required by the colleges of osteopathic medicine and podiatric medicine.
- The Dental Admission Test (DAT) is required by all dental schools.
- The Optometry Admission Test (OAT) is required for all optometry applicants.
- The Graduate Record Exam (GRE) or MCAT is required by most schools of veterinary medicine.
- The Veterinary College Admissions Test (VCAT) is no longer given.
- The GRE is sometimes required by podiatric colleges in lieu of the MCAT.
- The Pharmaceutical College Admissions Test (PCAT) is required by many pharmacy schools.
- In addition, the Test of English as a Foreign Language (TOEFL) may be required of some applicants.

Application packets are available for each exam by request. The address can be obtained from the Health Professions Advisor or from the Internet. Careful planning ahead of time is necessary to allow for thorough preparation. Additionally, preparation courses are available commercially and sometimes in the form of a local study group. Regardless of the study method pursued, students should take the exam only once, and when they are maximally prepared. While the tests may be taken more than once, all scores are reported. Admissions committees will note this and may give the edge to an equally qualified candidate who took the exam only one time and did well. Students should not take an admissions test for practice!

## **INFORMATION ON THE HEALTH PROFESSIONS**

Association of American Medical Colleges  
One Dupont Circle N.W., Suite 200  
Washington, DC 20036

American Association of Colleges of  
Osteopathic Medicine  
4720 Montgomery Lane, Suite 609  
Washington, DC 20114

American Association of Dental Schools  
1625 Massachusetts Avenue, N.W.  
Washington, DC 20036

Association of American Veterinary  
Medical Colleges  
Betz Publishing Company  
351 West Camden Street  
Baltimore, MD 21201

American Optometric Association  
243 Lindbergh Avenue  
St. Louis, MO 63141

American Association of Colleges of Podiatric  
Medicine and the American Podiatry  
Association  
20 Chevy Chase Circle, N.W.  
Washington, DC 20015

American Chiropractic Association  
1701 Clarendon Blvd.  
Arlington, VA 22209

American Association of Physician Assistants  
950 North Washington Street  
Alexandria, VA 22314

American Association of Colleges of Pharmacy  
1730 "M" Street, N.W.  
Washington, DC 20015

## **INFORMATION ABOUT THE PROGRAM**

Health Professions Advisor  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 652-4546

Dean of the School of Graduate and Continuing Studies  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 626-2640  
E-mail: [gradschool@stockton.edu](mailto:gradschool@stockton.edu)

For additional, current information, visit the [Health Preparations Certificate Web site](#).

For current, detailed course descriptions, go to the [Online Catalog](#).

## **SUBSTANCE AWARENESS CERTIFICATION PROGRAM**

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### **INTRODUCTION**

A Substance Awareness Coordinator, or SAC, is a professional who works in a school setting providing substance abuse prevention, assessment and referral services for students (and occasionally for staff). This person also coordinates and is the point person for the Student Assistance Team, and interfaces with the courts, the state, and outside agencies in cases where referrals are made or outside involvement is indicated. The SAC may also provide counseling services if her or his advanced degree is in a counseling field (school social worker, school psychologist, etc.).

### **ADMISSION TO THE PROGRAM**

To be eligible for admission to the Substance Awareness Coordinator (SAC) program, applicants must have an earned undergraduate (baccalaureate) degree from an accredited college or university with a minimum cumulative GPA of 3.0 or greater. Acceptance decisions are based on an evaluation of all materials in the admission file, including an applicant's Grade Point Average, completion of an essay, employment experience, letters of recommendation, and a personal interview. Students in the program are admitted in a "cohort" or group, meaning that students will take all classes together and proceed through the program in sequence.

Applications for admission are available from:

Dean of Graduate and Continuing Studies  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205-9441  
Phone: (609) 626-2640  
E-mail: [gradschool@stockton.edu](mailto:gradschool@stockton.edu)

### **ABOUT THE PROGRAM**

The courses are taught in an executive graduate format of five intensive Saturday classroom-based sessions combined with five weeks of online course work. The online portion of the courses are taught asynchronously, which means that course participants can log into the course at their convenience and post responses to the instructor's and other students' questions and comments, download and upload work, and link to resources.

The Saturday sessions are six contact hours each and the online course requirement is approximately three hours per week.

### **COMPLETION REQUIREMENTS**

To earn a post-baccalaureate Substance Awareness Coordinator Certification, students must complete 21 hours of graduate credit, including a practicum.

#### **Curriculum**

PSYC 5181	Fundamental of Substance Abuse	3
PSYC 5182	Advanced Fundamentals of Substance Abuse	3
PSYC 5183	Substance Abuse: Individual and Family Counseling*	3



PSYC 5184	Substance Abuse Counseling & Referral in a School Setting	3
PSYC 5185	Supervising Chemical Dependency Professionals**	3
PSYC 5186	Prevention Planning, Coordination and Evaluation	3
PSYC 5187	Community Organization & Public Policy for Substance Abuse Prevention	2
PSYC 5188	Substance Abuse: Professional Responsibilities	1
EDUC 5989	Practicum in Substance Abuse Counseling	3
Total Credits		21

\* (or PSYC 5185)

\*\* (or PSYC 5183)

Interchangeable electives depending on student's prior graduate transcript

### **INFORMATION ABOUT THE PROGRAM**

Coordinator, SAC Program

The Richard Stockton College of New Jersey

101 Vera King Farris Drive

Galloway, NJ 08205-9441

Phone: (609) 626-3550

E-mail: [cs-hshs@stockton.edu](mailto:cs-hshs@stockton.edu)

Dean of the School of Graduate and Continuing Studies

The Richard Stockton College of New Jersey

101 Vera King Farris Drive

Galloway, NJ 08205-9441

Phone: (609) 626-2640

E-mail: [gradschool@stockton.edu](mailto:gradschool@stockton.edu)

For additional, current information, visit the Substance Awareness [Coordinator Web site](#).

For current, detailed course descriptions, go to the [Online Catalog](#).

## **POST-BACCALAUREATE CERTIFICATES AND PROGRAMS**

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[COMMUNICATION DISORDERS PREPARATION CERTIFICATE](#)

[FORENSIC PSYCHOLOGY](#)

[HOMELAND SECURITY](#)

## **CONTINUING STUDIES AT STOCKTON COLLEGE**

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The Division of Continuing Studies in the School of Graduate and Continuing Studies supports the essential mission of the College and responds to individual and societal needs with changing and expanded program offerings. The [Division of Continuing Studies](#) was established in 1989 to fulfill Stockton's responsibility to provide programs for professional advancement and career training and development to the region. Since that time, the unit has evolved and grown to encompass a wide range of professional and community education audiences, including health sciences, human services, and business professionals and community members interested in furthering their learning for professional or personal reasons.

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

### **INFORMATION ABOUT THE DIVISION OF CONTINUING STUDIES**

Associate Dean of Graduate and Continuing Studies

The Richard Stockton College of New Jersey

101 Vera King Farris Drive

Galloway, NJ 08205-9441

Phone: (609) 652-4227

[www.stockton.edu/continuingstudies](http://www.stockton.edu/continuingstudies)

## **[THE RICHARD STOCKTON COLLEGE OF NEW JERSEY FOUNDATION](#)**

**[ALUMNI ASSOCIATION BOARD OF DIRECTORS](#)**

**[ACADEMIC CALENDAR](#) 2012-2014 *Dates are subject to change***