

RICHARD STOCKTON STATE COLLEGE

Education Policies Committee  
Planning Seminar  
4/28/70

General Information

Authorization

Richard Stockton State College is one of two new public institutions of higher education provided for in a bond issue referendum approved by the voters of New Jersey in November, 1968, and authorized by New Jersey Law, Chapter 128: Section 4 (Paragraph 3) as follows:

"Construction of 2 new State colleges, one in Bergen County, and one in Atlantic, Cape May or Cumberland County, or any combination of the three. Not more than \$30 million."

Governance

The college as part of the New Jersey state system of higher education is one of eight state colleges under the general control of the New Jersey Board of Higher Education. The college is directly governed by a nine-member lay Board of Trustees, appointed by the Board of Higher Education and subject to the approval of the Governor. Two members must be women and not more than three members may be from one county. Members of the initial Board of Trustees were appointed in January, 1969, and met for the first time in February with Mr. David L. Taylor serving as Chairman pro tempore. Mr. Taylor was officially elected Chairman of the Board of Trustees for his current term in September, 1969.

The present Trustees are:

<u>Name</u>	<u>Field/Occupation</u>	<u>County</u>
Mr. David L. Taylor (Chairman)	Engineer and Partner Taylor, Wiseman, Taylor & Sleeper	Burlington
Mrs. John M. Alton (Vice-Chairman)	Housewife and Businesswoman Alton-Risley Marine, Inc.	Atlantic
Mr. Franklin H. Berry	Lawyer and Partner Berry, Summerill, Rinck & Berry	Ocean
Dr. Robert A. Brooks	Management - DuPont	Salem

<u>Name</u>	<u>Field/Occupation</u>	<u>County</u>
Mr. James P. Hayward	President, Atlantic City Electric Company	Atlantic
Mr. William C. Koeneke	President Marine National Bank	Cape May
Mrs. Ben Leuchter	Housewife	Cumberland
Mr. Frank Lindsey	Executive Director S.C.O.P.E., Inc.	Cumberland
Mr. Charles Reynolds	Editor <u>Atlantic City Press</u>	Atlantic

#### General Purpose

The purpose of the college is to provide programs in the liberal arts and professions. Initially, such programs are expected to be developed primarily at the undergraduate level. An Education Policies Committee of the Board of Trustees has been appointed to work with college staff in the selection and broad design of educational programs to be offered. Additionally, the college is inclined toward the use of individual consultants with considerable direct, continuing experience in higher education as expert advisers rather than contracting for comprehensive educational planning from a consulting firm. The Education Policies Committee and staff are presently considering the general aims and special emphases which will mark the distinctiveness of Stockton State. Following is a draft of this statement of purpose:

#### STATEMENT OF PURPOSE

Richard Stockton State college is a place for students to pursue their educational and professional objectives through programs emphasizing the liberal arts and sciences. However, Stockton State should not be considered only as a place where students prepare for specific professions or fields of work, important as these goals may be. Stockton State believes students must understand and learn how to deal with the many environments they live in; that they must be capable of evaluating the effects of technology on change; and that they must understand how public and private decisions are made. Hence it is essential that the college

offer programs which greatly increase the students' chances for a responsible life reflecting concern for the quality of life for all. Stockton State College will take advantage of its own and neighboring physical and human environments, giving special attention to environmental studies; to management sciences; and to engineering technologies.

Both what are often called traditional majors plus self-planned and self-directed courses of study are available at Stockton State College. All of these programs emphasize curricular organization and methods of instruction which promote independent learning and research, cross-disciplinary study, problem solving, and decision making through analysis and synthesis. By these means, students increase their analytic and creative capabilities, improve their ability to communicate, and develop responsibility for building tenable positions or philosophies by which they can live and continue to learn.

Stockton State College strives...

To create a learning environment which encourages continuing interaction of students, faculty, and administration on both informal and formal bases and reminds everyone that the college is a community.

x x x x

To provide opportunities for practical applications of those things students study on the campus through off-campus work-study and field-study arrangements which give students experiences and associations with those involved in the application of knowledge.

*Calculus?*

x x x x

To acknowledge and respect the maturity of students by sharing with them the responsibilities for developing and maintaining the quality of the college through the demanding task of making it a community of mutual respect.

x x x x

*delete*

To encourage that development of the intellect which promotes maturity, objectivity and creativity. Every student will be encouraged to undertake an individually planned course of studies which promotes:

- Who's to say when you are thinking well?*
- a) self-reliance through the development of the ability to think well and the ability to seek and find the needed information for his continuing self-education wherever this information may be recorded or stored;
  - b) an acceptance of and responsiveness to change;
  - c) an understanding and appreciation of past contributions of mankind, political, cultural and aesthetic, which have shaped the present and will affect the future; and,
  - d) the ability of the individual to become a productive member of society.

During February, 1970, college staff and Trustees met with representatives of the public and interest groups in an effort to understand what they believe to be the important needs in the professions throughout the state and which programs they believe the college should develop. (Exhibit A, a summary of these meetings, follows on pages A1-A6.)

It appears likely that special consideration will be given to environmental studies and marine sciences as particularly appropriate to the college's location. (Exhibit B, Report of J. Livesey, Consultant, follows on pages B1-B3.) Professional programs are also anticipated in management sciences and engineering technologies. Such programs will be developed on an interdisciplinary basis in an attempt to prepare graduates to function effectively in a society where complex interrelationships prevail.

While the entire range of programs is still to be determined, the college is planning to introduce programs in accordance with the following schedule:

RICHARD STOCKTON STATE COLLEGE

PROPOSED SCHEDULE FOR INTRODUCTION OF MAJORS/PROGRAMS

YEAR	DIVISION				
	Humanities	Science & Math	Social & Behavioral Sciences	Management Sciences	General Studies
1971-72	Literature History	Mathematics Biological Sciences - Ecology - Human Biology	Psychology Sociology - Anthro- pology Political Science	Management Sciences - Core Program - General Business	Core Program
1972-73	Foreign Language - Romance Languages	Physical Sciences - Chemistry Biological Sciences - Marine Biology - Plant Biology	Economics	Management Sciences - Public Adminis- tration/Law En- forcement - Finance/Accounting	Core Program Secondary Teach- ing - Major areas
1973-74	Philosophy-Religion Foreign Language - German  <i>Drawn up by...</i>	Physical Sciences - Physics Biological Sciences - Pre-Medical - Nursing	Urban/Regional Studies	Management Sciences - Institutional Management - Hospitality - Marketing/Distri- bution	Inter-Divisional Studies - Humanities - American Studies - Fifth-Year Professional Programs - Teaching
1974-75	Fine Arts Communications - Mass Media	Physical Sciences - Pre-Engineering - Engineering Technologies		Management Sciences - Aerospace	Inter-Divisional Studies - Area Studies
1975-76		Physical Sciences - Earth-Ocean Sciences			
1976-77	Master of Arts - Literature - History	Master of Arts - Biology	Master of Arts - Urban/Regional Studies	Master of Arts - Management Sciences	

NOTE:

The foregoing table suggests the timetable for the introduction of majors/programs at the college. The programs included reflect at least the following:

- 1) Consideration of the need for substantial development of a broad range of arts and sciences programs to meet both the requirements of intensive study for specific degrees and those of a general "service" nature.
- 2) Attention to the "market" conditions at both the entrance and exit points of the college so that student interests and society's needs can both be served.
- 3) Response to the advice of lay, professional, and special interest groups concerning the responsibilities a public college has to its varied constituencies.
- 4) Development of distinctive programs which enlarge the range of offerings available from the entire public system of higher education and capitalize on any special conditions of the college such as newness and physical environment.

It should be pointed out that the year in which a program is introduced means that a freshman or qualified junior transfer can start the program in the year indicated and obtain a degree in that program in the normal four or two years he would take to complete a degree. Thus, a degree in economics would not be granted in 1972, but would be obtainable by 1974 to junior transfers and 1976 by freshmen. Courses in the major fields will obviously be available before the major itself is available since most disciplines require the support of others and students will be seeking elective opportunities in many areas.

Changes, especially additions, will be made when interests of the first students can be more accurately determined. No specific program details have as yet been developed. The following will serve, however, to illustrate current thinking among staff relative to program directions:

- The curricula of Richard Stockton State college will be designed for greatest flexibility in serving the student clientele.
- While all students will be required to demonstrate competency in selected areas of General/Liberal Studies, a flexible program organization will permit students to "concentrate" in specific disciplines in the arts and sciences, interdisciplinary problem-oriented studies, and professional programs. Major programs must allow for entry at varying points.
- Community college graduates who choose to attend Stockton in order to continue their pursuit of the baccalaureate degree should not be penalized because they are "transfers."
- The college, as a public institution, must assume responsibility for students of widely varying background.
- Programs will be developed which recognize the varied and individual backgrounds of students - both in terms of program requirements and in mode of instruction.

#### Source of Students and Admissions

To assist in the determination of demand for student space and programs and to anticipate characteristics of the potential student body for the college, Robert Heller Associates, a consulting firm, has completed a demographic and market survey for the college. This study will serve as the basis for student enrollment projections through 1980 and will influence initial selection of programs for development.

The survey by Heller Associates indicates a potential full-time enrollment of 600 in 1971, increasing to 3,000 by 1977. The college plans to open to 500 students in the fall of 1971. In response to increasing numbers of community college graduates, the initial student body is likely to include 300 freshmen and 200 juniors.

Minimum admissions requirements for students in New Jersey's state colleges are set by the Board of Higher Education. Current policies require 16 units of high school credit including 14 units

*J. Heller*