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**Educational Opportunity Fund Program**

**Prefreshman  
Summer Studies  
Academy 2003**

**Student Handbook**

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EDUCATIONAL OPPORTUNITY FUND

505 Ramapo Valley Road, Mahwah, NJ 07430-1680

Phone (201) 684-7541 Fax (201) 684-7027

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

June 2003

Dear Student:

Welcome to Ramapo College and congratulations on your admission to the Educational Opportunity Fund Program. Our Prefreshman Summer Studies Academy has been carefully designed to provide you with a unique intensive learning experience in which your academic skills will be challenged, tested, and as a result, strengthened. The courses to which you have been assigned are part of an individualized educational prescription determined by your performance on a placement test and your choice of major.

In addition to providing an orientation to college, our program will create opportunities for you to affirm and/or cultivate the skills and self-discipline needed for academic success and personal development. Throughout the summer, counseling services, tutorial services, leadership development opportunities, and academic educational enrichment activities will be provided. Also, many activities for your social and recreational pleasure are part of this summer's calendar of events.

Our faculty and staff hope you will take full advantage of the services available and that you will have a rewarding summer experience.

Best Regards,

Richard Morales-Wright  
Director, EOF

Lorne Weems  
Assistant Director  
Summer Program Coordinator

Is

**New Jersey's Public Liberal Arts College**

# **RAMAPO COLLEGE**

## **Board of Trustees**

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**SUMMER PROGRAM PERSONNEL**

**DIVISION OF ACADEMIC AFFAIRS**

**Educational Opportunity Fund Program**

Mr. Richard Morales-Wright  
Assistant Provost for ASPS/EOF Director  
Ext. 7543

Mr. Lorne Weems  
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Coordinator, Summer Program  
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Ms. Dee Bright Foreman  
Student Development Specialist.  
Coordinator, Career Services

Ms. Asha Mehta  
Student Development Specialist.  
Coordinator, Learning Assistance  
Programs

Ms. Grace Tacher  
Student Development Specialist.  
Coordinator, Student Activities &  
Special Events

Ms. Lee Scott  
Office Manager  
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Ms. Fanny Terrones  
Office Assistant  
Ext. 7541

Ms. Corrina Wiggins  
Office Assistant  
Ext. 7541

**EOF Service Corps**

Mr. Dezroy Bobb  
Project Manager

Ms. Zoila Quezada  
Senior Team Leader

Ms. Sherica Salmon  
Project Manager

Ms. Tonda Degroat  
Project Manager

Ext. 7054

## **Academic Affairs Administration**

Ms. Rosetta Geller,  
Coordinator, Summer Courses  
Ext. 7561

Dr. Gabriella Wepner,  
Coordinator of Scheduling  
& Placement  
Ext.7568

### **Faculty**

#### **School of American And International Studies**

Mr. Donald Fucci, Convener  
Mr. Michael Boyle  
Mr. Ramon Reyes

#### **School of Contemporary Arts**

Ms. Christine Foster  
Mr. Andre Perry  
Mr. Mark Walters

#### **School of Social Science and Human Services**

Mr. George Doemling, Convener  
Mr. Max Riggsbee

#### **School of Theoretical and Applied Sciences**

Ms. Antonia Bivona, Math Convener  
Ms. Deborah Procopio

### **Center for Academic Success**

#### **Staff**

Ms. Sara Gazzillo  
Secretary

Ext. 7557

Mr. Eric Michaud  
Technical Assistant

## **Learning Assistants**

### Reading

Ms. Porche LeShore  
Ms. Ebony Samuel

### Math

Ms. Sonia Ahkluwalia  
Mr. Mutawaqqil Billah  
Mr. Jean Nelson  
Mr. Anthony Olarwein-George  
Ms. Amy Fiorillo

### Writing

Ms. Laura Barbieri  
Ms. Joanne Casilli  
Mr. Leonard Morose  
Ms. Nola Quinn

## **DIVISION OF STUDENT AFFAIRS**

### **Residence Life**

#### Oak Hall

Ms. Lisa Strano  
Area Director  
Ext. 4802

Jacqueline Torres  
Graduate Resident Director  
Ext. 4783

Loella Ross  
Summer Intern

#### Resident Assistants

Ms. Eneuri Acosta  
Room – 413  
Ext. 4880

Mr. David Barnes  
Room – 513  
Ext. 4751

Ms. Josie Eusebio  
Room – 429  
Ext. 4787

Ms. Temeshia Rufus  
Room – 529  
Ext. 4529

## **1. RAMAPO COLLEGE OVERVIEW**

The following background information on Ramapo College is provided.

### Brief History

"Ramapo College was established in 1969 as a state supported, coeducational, four year college of liberal arts, sciences and professional services committed to the inter-relatedness of learning and seeking to enroll a diverse student body that would reflect the admixture of American society. From its inception, Ramapo built both its instructional programs and academic organization in terms of this unique, interdisciplinary approach."

"In 1985, Ramapo expanded its dedication to international and multicultural education, community partnerships and field experience learning. The Governor's Challenge for Excellence Grant awarded to Ramapo in 1986 fostered the college-wide development of international education and the use of telecommunications throughout the curriculum."

"The College was accredited by the Middle States Association of Colleges & Schools (MSA) in 1975, 1981 and 1990. The 1995 Periodic Review Report to the Middle States Association of Colleges & Schools evidences the comprehensive, collegial planning process Ramapo has established in the past five years leading to its currently competitive position as a quality public liberal arts college. The College will continue to enhance and expand its curriculum in the area of international and multicultural education, community partnerships and field experience including visiting scholars and student exchanges with other nations, the International Telecommunications Center (ITC), and an increased emphasis on diversity and interdisciplinary across all schools, programs and disciplines."

"The Social Work Program is accredited by the Council on Social Work Education and the Chemistry Program is approved by the American Chemical Society (ACS)."

### The College Plant

"The Ramapo College campus at 505 Ramapo Valley Road is seated at the foothills of the Ramapo Mountains in northwestern Bergen County. The campus occupies 296 acres and currently includes 24 structures with a gross square footage of 745,458. Structures and facilities include general classrooms, science, administration, library, physical education, performing arts, and campus life buildings, athletic fields, student apartments, and residence halls."

"The campus was formerly the Birch Estate. The original buildings include the estate Mansion, in which the administrative office is located; The McBride House, which houses the College's Institutional Advancement (Ramapo College Foundation) offices, and an old stone garage that was converted in 1991 to a mail room and print shop."

"The first phases of the academic buildings and a power plant were completed for the opening of the College in 1971. Subsequent additions were the Phase II academic building with an auditorium ("H" Wing); a science building ("G" Wing); a gymnasium and pool; a library; and a Child

Development Center. Renovations completed in 1991 converted a sewage treatment facility into a

sculpture studio/foundry. In addition, revenue bonds issued by the Educational Facilities Authority have provided funding for four phases of residence halls and apartments and for a 58,000 square foot Student Center and Annex."

### Academic Programs & Instructional Assistance

"Ramapo is organized into five academic schools, (Administration & Business, American/ International Studies, Contemporary Arts, Social Science & Human Services and Theoretical & Applied Science) offering 28 major programs leading to the Bachelor of Arts, Bachelor of Science, Bachelor of Social Work and Master of Arts in Liberal Studies degree. Each of the schools has its own academic identity and outlook, yet each is linked through an inter-disciplinary curriculum and concepts of international and multicultural education. Students may elect to take courses across two or more schools, but in their choice of a major identify with a particular school and program." "Ramapo's first graduate course of study began in January 1995 and has led to graduate degrees in Liberal Studies, Educational Technology and Business Administration."

"The Center for Academic Success provides developmental instruction in reading, writing and mathematics for students demonstrating a need for such instruction; offers programs in mathematics and English in support o the all-College and General Education Program requirements; maintains a database to monitor student progress; offers the Adult Transition and English as a Second Language (ESL) Programs; and provides individualized tutoring and support to students through its Academic Skills Center and two computer laboratories."

"In like fashion to our students who hail from across the states and around the world, Ramapo's faculty is international, multicultural and multi-ethnic. Many have been with Ramapo ten years or longer and have been instrumental in modeling the College's diverse and innovative academic programs. Ramapo has been especially fortunate in the caliber of its faculty. Over 96% have doctoral or terminal degrees; many have been accorded special recognition for their outstanding academic and research contributions including grants and fellowships from such prestigious agencies as the Fulbright and Guggenheim Foundations, National Endowment for the Humanities, American Council on Education and other award-granting bodies."

### Mission Statement

Ramapo College of New Jersey, one of twelve senior public institutions in the New Jersey system of public higher education, offers programs in the liberal arts and sciences as well as in business and other professional studies, within a liberal education context at both the bachelor's and master's level. Organized into schools that provide thematic learning communities, the College presents curriculum of traditional majors and innovative programs in an interdisciplinary fashion; selected programs are offered in collaboration with the New Jersey Institute of Technology, Rutgers University, the University of Medicine and Dentistry of New Jersey, and other institutions. Supported by global partnerships and telecommunications, international and intercultural education have become central themes in Ramapo's programming. the College purposefully involves students in the cultural diversity of the world and of American society.

Ramapo's well-credentialed faculty pride themselves on teaching and seek to educate students to become life-long learners. They emphasize critical thinking and the awareness of value questions. They present a challenging educational program so that Ramapo graduates can pursue truth in an increasingly interdependent and intercultural world.

Ramapo provides individual attention to students, especially through the maintenance of small class size. Another historical characteristic of Ramapo College is the opportunity to encounter the world beyond the campus through its emphasis on experiential learning, which encompasses a rich combination of internship, field placement, community service, study abroad and cooperative education opportunities. These experiences help Ramapo fulfill its special commitment to assist in seeking employment for its graduates, while its high academic standards support the placement of many students in graduate and professional schools.

The College is a community committed to maintaining diversity of age, race, gender, ethnicity and economic background among its faculty, staff and students, who come from many states and foreign countries. barrier-free from its inception, the College has a continuing commitment to students with disabilities. This student profile supports Ramapo's commitment to increasingly selective admissions standards.

Ramapo students can commute or live in the residence halls and apartments on the beautiful three hundred acre suburban campus. The College's proximity to New York City affords access to additional cultural and educational opportunities. A dedicated staff seeks to ensure high quality in every aspect of college life. Ramapo provides a full range of student activities, intramural sports and intercollegiate athletics; the extra-curriculum seeks to prepare students for leadership and for active involvement in community affairs.

Ramapo shares its intellectual, cultural, and facility resources with area communities, corporations, schools, service organizations, and various governmental entities. In these ways, the college provides cultural enrichment, human resource development, and a strong positive economic impact.

## **II. The Statewide EOF Program**

The following historical overview pulled from the document, "Eye On the Future: Major Policy Issues Confronting the New Jersey Educational Opportunity Fund", published in 1991 by the Department of Higher Education, captures well the chain of events leading to the development of the statewide EOF program.

### **A. Historical Overview**

"In November 1967, the aftermath of the previous summer's Newark riots, New Jersey's newly appointed Chancellor of Higher Education, Ralph Dungan, directed a memorandum to the presidents of all the state institutions of higher education. In it he outlined a proposed program of special assistance to economically and educationally disadvantaged young men and women. The presidents were asked to give their best judgement of the program's feasibility and desirability. Their response was immediate, widespread, and overwhelmingly favorable. Enthusiasm was particularly marked at those institutions that were participating in the federally supported Upward Bound program, a program which sought to help high school students from disadvantaged backgrounds prepare for entry into college".

"The following February, the Select Commission on Civil Disorders, the Lily Commission, established in response to the events in Newark, made its report to Governor Richard Hughes, who subsequently submitted his Moral Recommitment message to the New Jersey State legislature. The message called for the establishment of a broad range of programs to address the basic conditions the Commission had cited as contributory to the summer's unrest. Among these programs was the Educational Opportunity Fund."

"Anticipating program approval, many colleges proceeded to commit themselves to recruiting and preparing students for admission to their September, 1968 entering classes. In July, the New Jersey Legislature formally enacted legislation establishing the Fund and provided \$2,000,000 for its first year of operation. Provision was made for state appropriations in two categories: Opportunity Grants, known as Article III funds and Supplementary Grants, known as Article IV funds. Article III funds were designed for student financial aid, and Article IV funds for programs of remedial and supplementary education for students receiving such aid."

"Within weeks after passage, EOF programs had been officially approved at 34 colleges in the state and 1,633 students were enrolled. Today, at least one EOF program is functioning at every public as well as fourteen independent institutions in the state."

The history quoted from the document, "Eye On The Future", has led to the present graduation of over 32,000 students, who without the program, would have been ineligible for admission to most senior institutions and without the program would have likely come through a revolving door.

EOF continues to sponsor over a third of all African American and Hispanic students at the state colleges and New Jersey's independent institutions, and a quarter at the state's universities and county colleges.

#### B. Statewide Profile

Students enrolled in EOF programs across the state come from every county in the state. Half of the students come from the ten most distressed communities in the state, and two-thirds come from the fifty most distressed communities.

In fall, 1995, the median family income of an EOF student was \$15,595. The largest racial/ethnic group is African American at approximately 40%; Hispanics comprise 30%, whites 19%, and Asians and others 10%.

### **III. PREFRESHMAN SUMMER STUDIES ACADEMY**

Our Educational Opportunity Fund Program makes every attempt to assist you with meeting the demands of the summer program. Such matters require the development of individualized academic course and personalized support service schedules. In addition, your record of attendance and academic achievements are monitored and encouragement to excel is stressed on an on-going basis.

Academic matters, while very important, are but a part of the EOF summer program. Developing a sense of belonging to the college and program, getting involved in extracurricular activities, and making contributions to fostering positive and harmonious relationships within Pine Hall are all matters of importance to your EOF advisor, EOF administrators, faculty and staff.

The information which follows describes what we hope you will take advantage of and provides you a birds-eye view of how the EOF Program will make every attempt to make this summer a rich and rewarding experience.

## A. General Information

### 1. Summer Award Package

All students enrolled in the Educational Opportunity Fund Program who are cleared by the Office of Financial Aid are awarded state funds that cover the cost of tuition, fees, books, supplies, residential accommodations, meal plans and stipends.

### 2. Books and Supplies

To purchase books and supplies students are to pick up their materials from the college store located in the Student Center.

All materials are pre-selected, including textbooks and supplies such as note pads, pens, pencils, and folders. Food, clothing and other such items must be paid for with the student's own money.

### 3. Meal Plan

Meals are provided for all students Monday - Sunday. All meals will be served in the Pavilion located in Oak Hall, unless otherwise notified.

Meal Times:

<u>Monday - Friday</u>		<u>Saturday &amp; Sunday</u>	
Breakfast	7:00 a.m. - 7:30 a.m.	Brunch	11:30 a.m. - 1:30 p.m.
Lunch	12 noon - 1:00 p.m.	Dinner	5:00 p.m. - 6:00 p.m.
Dinner	6:00 p.m. - 7:00 p.m.		

### 4. On-Campus Parking

Only students who have sought permission from the program and have been approved may have cars on campus. Exceptional circumstances must warrant this approval. A parking permit is issued to students approved.

### 5. Residence Life Policies and Regulations

As a residential student you will be able to experience the many benefits of residence life which will include social, cultural, and educational programming and the opportunity to quickly become part of the Ramapo student community.

All students are required to live on campus for the six weeks. The focus of the residence life program is two-fold: to provide an opportunity for students to be exposed to campus living and secondly, to provide a positive academic environment. Upperclassmen serve as resident assistants and are responsible for maintaining a sense of community within Pine Hall. This is accomplished in a number of ways: a) floor meetings are held on a regular basis in discussion of policies, procedures, critical incidents, and floor/hall events; b) residents are assisted with becoming acclimated with student services available to them, and c) interpersonal differences between

roommates are mediated by the resident assistants.

All students in Pine Hall must abide by a set curfew imposed Sunday through Wednesday. By 10:00 p.m., students must be in Pine Hall, and in their own rooms by 12:00 midnight. Curfew is extended to 1:00 a.m. on Thursdays, Fridays and Saturdays.

On Sunday through Wednesday, quiet hours begin every night at 8:00 p.m. and end at 10:00 a.m. the following day; Thursday, Friday and Saturday are the only exceptions, and quiet hours begin at 12:00 midnight instead. No stereos are allowed in Pine Hall and only clock radios, small radios and walkmen may be brought in. Televisions are allowed.

From Monday through Wednesday, visitors are not allowed on the residence floors. Visitation hours are from 1:00 p.m. to 8:00 p.m. on Sunday, and 1:00 p.m. until 12 midnight on Thursday, Friday, and Saturday. This policy is only relaxed for an authorized special event sponsored by the EOF program or Residence Life.

All residents of Pine Hall are required to sign out at the main desk when leaving the building for an overnight stay. An EOF advisor must approve all overnight stays occurring on Sunday through Wednesday and an authorization form must be completed and submitted to residence life personnel.

There are times when students violate policies and procedures. In such cases, it is common for a verbal warning to be issued for a first offense and a written warning issued for a second offense. Further infractions may result in expulsion from the residence hall.

Resident Assistants are required to submit to the EOF program a list of students on their respective floors whom they have documented as violating hall policies. We do request information be shared on students who are having substantial difficulty adjusting to residential living. Such information is forwarded to EOF advisors for intervention.

For a quick review of Pine Hall quiet hours, curfew and guest visitation hours, refer to Document A in the appendix.

**Alcohol:** There is no alcohol permitted in the residence hall. Residents will be dealt with accordingly if found in violation. Residence Life promotes an alcohol free environment conducive to a strong academic environment.

**Drugs:** State and Federal laws prohibit the possession, sale or use of marijuana and any other illegal narcotic in the Residence Halls. Resident students found to be using, selling or in possession of illegal narcotics will be suspended from the Residence Halls and/or charged with a criminal offense.

**Appliances:** Fire and safety regulations make it necessary to impose sanctions on the use of appliances in the residence halls. Appliances with open heating surfaces, such as toaster ovens, hot plates, and appliances used for preparing foods such as hot pots are prohibited for in student rooms.

**Damage Billing:** Damage or loss to public areas inside or outside your building such as hallways, floor lounges, bathrooms, stairwells, elevators, etc. will be equally charged to all residents of a living

unit (wing, floor, building) unless the person(s) responsible for the damage or loss is/are identified. Residents are responsible for defacement, damage, and/or loss to their room including furnishings.

**Policy Violations:** When a violation occurs, the Resident Assistant documents an incident report. The incident report is then given to the Resident Director and a copy will be sent to the EOF Program Assistant Director. Based on the severity of an incident, the Resident Director may at his/her discretion discuss all serious incidents with the EOF Assistant Director prior to making any decisions that will affect the student's housing status.

**Elevators:** Misuse of elevators (overcrowding, forcing doors open, etc.) can damage the unit and lead to discontinuation of service. Elevators should not be used during fire alarms. Residents will pay for repairs due to damages.

**Evacuation:** All persons must evacuate the building immediately when the alarm rings (unless exits are blocked) and remain outside a safe perimeter until uniformed officers or Resident Life staff permit re-entry. Remember to always be aware of at least two escape routes other than the elevators.

**Food Deliveries:** Food deliveries will only be permitted until one hour before curfew. Sunday through Wednesday, last delivery will be 11:00 p.m. Thursday through Saturday, last delivery will be at 12:00 midnight.

**Mail:** Your mail should be addressed as follows: Student name, EOF Program, Ramapo College, 505 Ramapo Valley Road, Mahwah, New Jersey 07430. Tampering with mail is a federal offense. There will be times when EOF student office assistants or EOF Service Corps members deliver mail directly to rooms.

## B. Academic Courses

You will be enrolled in six to eleven credits of reading, writing, math, social science, literature, and communication courses. Descriptions are provided below:

Writing Workshop, XWRT 010: The course is designed to provide students with a preliminary introduction to completing college-level writing assignments. Course will address the process of writing including: understanding audience, free writing, multiple drafts, revision, editing, journal writing and development of critical writing strategies.

Development Writing, XWRT 0201: Developmental Writing leads to the final goal of writing the three to five paragraph essay. Emphasis is on experiencing different stages of the composing process. Major instructional approaches are writing process instruction, conference-centered writing instruction, as well as peer and small group work. Instructors reserve class time for workshops on pre-writing, drafting, peer response, and editing.

Reading Workshop, XRDG 01001: This course is designed to help students develop the reading skills and strategies necessary to deal with college-level reading assignments. The course will stress comprehension on a variety of levels, vocabulary development, the organization of ideas, techniques to increase your reading performance, and study skills. The recitation will include computer-assisted instruction, small group instruction, and peer tutoring support.

Developmental Reading, XRDG 02001: Developmental Reading provides an opportunity for

students to expand comprehension (at the literal, inferential, and applied levels), vocabulary and study skills. Reading is presented as a process in which the reader is an active participant. Emphasis will be placed on text analysis for main idea and supporting details, and on implied information.

College English, XENG 180: Students will be expected to interpret a selection of primarily non-fiction texts and to demonstrate logic, clarity, organization, and support in expository essays that reflect on these readings. There will be a focus on the writing process, on revisions, peer critiquing and individual conferences. A portion of the course will be devoted to research techniques and to conventional MLA formatting and the development of a research paper. Prerequisites: Student Report indicating no remediation in reading or writing; or an SAT Verbal score of 530 or higher.

Introduction to Literature, ALIT 101: An introduction to the study of language and literary form intended for the general student and those who are considering a Literature major. Students will encounter a number of themes, authors, texts, and literary strategies in poetry, fiction, drama, non-fiction, and mixed genres, across periods and cultures with the aim of exploring the ways writing structures and articulates experience and engages us as readers in the process of giving it meaning. Exercises in close reading and critical writing will help students develop disciplined skills and become increasingly comfortable with the vocabulary and range of analytic approaches to the criticism of literature.

Mathematical Foundations, XMTH 01701 This course is designed to provide students with a review of computational skills as well as instruction in elementary algebra. Topics include operations with integer and rational numbers, polynomials and rational expressions, solution of linear equations and linear systems of equations, and verbal problems. Students successfully completing this course must register in Elementary Algebra in order to satisfy basic skills competency requirements.

Elementary Algebra, XMTH 02301: A developmental course designed to provide instruction in elementary algebra with a strong emphasis on the development of problem solving skills. Topics include algebraic operations with real numbers, polynomials and rational expressions, solution of linear, quadratic and rational equations, inequalities, linear graphing, and verbal problems. Successful completion of this course satisfies the basic skills competency requirement in mathematics.

Math With Applications, SMTH 10101: This course is designed to instill a genuine understanding of the mathematical concepts at the foundation of the discipline. It will introduce concepts in probability and calculus and develop algebraic procedure and technique as necessary.

Social Issues, MMET 101: An introduction to the social science sequence of general education. This course examines the major social issues and problems facing modern society. It will focus on contemporary issues of power and inequality that center on divisions of social class, race, and gender. Industrialization, urbanization, and immigration will provide an historical context for discussion.

Effective Speaking, CCOM 101: The course will develop skills in diction, reading aloud, speaking before groups, techniques of discussion, and listening. Emphasis will be placed on the development of self-confidence and on understanding and conveying meaning to an audience.

Introduction to Communication Arts, CCOM 113: A study of the process of communication, perception, meaning, sign and symbol, design, and other interdisciplinary areas applied to radio, television, film, print, and computer media. Students will gain historical and theoretical backgrounds through lectures, screenings, and discussions as well as practical knowledge through experiential

learning. The course includes considerable writing, public speaking, and use of audio/visual media. Special attention is given to ways communication media impact societal and personal issues.

### C. Counseling Program

The purpose of the EOF Counseling program is to provide the opportunity for student's to discuss matters that affect the students' college adjustment and learning process. This occurs during individual counseling sessions and during the EOF Summer Seminar.

Within individual sessions, academic, personal, financial and career concerns are addressed. It is also within individual sessions where advisors share with student's progress reports submitted by faculty which assess student performance and areas related to application, work habits and motivation. You and your EOF advisor arrange the sessions during the first week of the summer program.

The EOF Summer Seminar offers students the opportunity to explore their values, and decision-making skills. In addition, students are provided information on college expectations and oriented to the social, academic, and administrative policies of the college. Students are required to attend weekly sessions.

### D. Learning Assistance Programs

Students are placed in academic support activities designed to assist with skill development in the areas of reading, writing, and mathematics. Faculty, professional staff, and Ramapo College students provide supplemental instruction. All supportive instruction is carried out in the Center for Academic Success, or as otherwise directed by faculty and staff.

### E. Absences from Courses & Services

The six-week summer program is intensive and challenging. Part of your challenge is to make every effort in attending all classes and service activities that are part of your "plan for success".

All faculty and support service personnel view regular and consistent attendance as a necessary prerequisite for achieving one's best.

Faculty and staff complete attendance reports and these are forwarded to the EOF Program. These reports come in every weeks and provide your EOF counselor and EOF administration with a profile of your attendance pattern. The form is listed as Document B and can be found in the appendix.

### F. Academic & Learning Assistance Services

You will need to keep abreast of how well you are meeting the course demands set by your instructors. To assist you with finding out how you are viewed in meeting these demands, your instructors will submit, to the EOF Program, information on a number of areas. Review Document C that is a part of the appendix. This report is completed for every course and is submitted twice during the program. Your instructors may review these reports with you and most definitely your EOF advisor will be sharing them with you.

## G. EOF Service Corps

### Mission Statement

The mission of the EOF Service Corps is to promote the principals of human equality, peace, justice, productive citizenship and community-building on a local and global basis. In so doing, service projects, advocacy campaigns, public education programs, as well as social and recreational activities are sponsored throughout the school year. This intended strategy is designed to foster both social change in addressing societal issues and the intellectual and social dimensions of student life at Ramapo College.

During the summer, the Corps works in partnership with the Orientation 2003 team, as it delivers a broad range of educational, cultural, recreational and social programming.

During the academic year, the EOF Service Corps concentrates its efforts on community service and public education, both on and off campus, in addressing quality of life issues. These issues are concerned with our environment, world hunger, education, health, race/ethnic relations, law and public safety, civil/human rights and political power. The Corps works with various organizations, numerous community service agencies, advocacy groups and professional associations. It also sponsors a number of social, recreational, and cultural events.

### H. Wrap-up Activities

On Thursday evening, August 8, the EOF family comes together in another celebration! We will recognize faculty, staff, and students who have contributed to the programs success. During the affair dinner is served, talents are showcased and various awards are presented to faculty, staff and students.

# Appendix



**DOCUMENT A**

**EDUCATIONAL OPPORTUNITY FUND PROGRAM**

<b>Day</b>	<b>Quiet Hours</b>	<b>Building Curfew</b>	<b>Room Curfew</b>	<b>Guest Visitation</b>
Sunday	8:00 pm – 10:00 pm	10:00 pm	12 Midnight	1:00 pm –8:00 pm
Monday	8:00 pm – 10:00 pm	10:00 pm	12 Midnight	None
Tuesday	8:00 pm – 10:00 pm	10:00 pm	12 Midnight	None
Wednesday	8:00 pm – 10:00 pm	10:00 pm	12 Midnight	None
Thursday	12 Midnight – 10 am	12 Midnight	1:00 am	1:00 pm – 12 Midnight
Friday	12 Midnight – 10 am	12 Midnight	1:00 am	1:00 pm – 12 Midnight
Saturday	12 Midnight – 10 am	12 Midnight	1:00 am	1:00 pm – 12 Midnight



**DOCUMENT B**

**EDUCATIONAL OPPORTUNITY FUND PROGRAM**

WEEKLY ATTENDANCE REPORT

Staff Person: \_\_\_\_\_ Date Submitted \_\_\_\_\_

Place a check in the box indicating the cycle reported on.

A. Support Service Program Personnel Only

Indicate type of service and the cycle you are reporting on:

- | <u>Service</u>                                   | <u>Cycle</u>                                     |
|--|--|
| <input type="checkbox"/> Reading Tutorials       | <input type="checkbox"/> 1 --- June 30 – July 3  |
| <input type="checkbox"/> Math Tutorials          | <input type="checkbox"/> 2 --- July 7 - 10       |
| <input type="checkbox"/> Writing Tutorials       | <input type="checkbox"/> 3 --- July 14 - 17      |
| <input type="checkbox"/> Literature Tutorials    | <input type="checkbox"/> 4 --- July 21 - 24      |
| <input type="checkbox"/> Social Issues Tutorials | <input type="checkbox"/> 5 --- July 28 - July 31 |
| <input type="checkbox"/> Individual Counseling   | <input type="checkbox"/> 6 --- Aug. 4 - Aug. 7   |

Report on the student's attendance record by listing the students absent from sessions/ activities and the number of absences accumulated during the two-week period.

<u>Student Name</u>	<u># Absences</u>







**DOCUMENT C**

**EDUCATIONAL OPPORTUNITY FUND PROGRAM**

ACADEMIC COURSE & LEARNING ASSISTANCE PROGRAMS  
STUDENT PROGRESS REPORT

Instructor: \_\_\_\_\_ Date Submitted \_\_\_\_\_

Course Title \_\_\_\_\_ Course Section \_\_\_\_\_

Student Name \_\_\_\_\_ EOF Advisor \_\_\_\_\_

Place a check in the box indicating the cycle for which you are reporting.

Cycle 1, June 30 – July 10

Cycle 2, July 14 - 24

**Part I - Academic Course**

A. Check the appropriate box in assessing the following areas. Assess only those areas that appear to be relevant to your course and useful to EOF advisors/students.

Overall Progress

In Class  Excellent  Good  Fair  Poor

Demonstrated Ability

To Work Independently  Frequent  On Occasion  Rarely

Level of Motivation

High  Satisfactory  Low

Participation in Class/  
Sessions

Satisfactory  Unsatisfactory

Completion of Assignments  
As Scheduled

Satisfactory  Unsatisfactory

Punctuality

Satisfactory  Unsatisfactory

Behavior in Class

Satisfactory  Unsatisfactory

B. Grades

Please list the grades he/she has earned on any quizzes, tests, and/or assignments.

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If the report reflects Cycle 2, indicate mid-term grade in the space provided:

Mid-term grade \_\_\_\_\_

C. Attendance & Comments

Student absences from class or sessions during cycle reported on \_\_\_\_\_

Please comment on any assessment areas that, in your opinion, require elaboration.

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**Part II – Learning Assistance**

Please comment on student progress made in addressing instructional support service requirements.

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DOCUMENT D

**EOF SERVICE CORPS**  
**Summer 2003 Schedule of Events**

**June**

- 28 **8:00pm-9:30pm**  
**Play Fair**  
**(Mandatory)**
- 9:30pm- 11:30pm  
Mingle Mingle
- 29 6:00pm –10:00pm  
Carnival

**July**

- 2 7:00pm-9:00pm  
Brother II Brother  
Sister II Sister
- 3 6:30pm – 9:00pm  
Movie & Pizza
- 5 6:00pm-12midnight  
Palisades Movie Night
- 7 **7:00pm-8:30pm**  
**EOF Advocacy Workshop**  
**(Mandatory)**
- 8 7:00pm-8:30pm  
Date Rape Speaker
- 9 7:00pm-9:00pm  
Movie with Mary
- 10 6:00pm-11:00pm  
Dance Theater in Harlem
- 11 9:00am-1:00pm  
Day Laborer's Project
- 7:00pm-12:00pm  
Skater's World
- 12 7:00am-7:00pm  
White Water Rafting
- 13 12:00noon-6:00pm  
NBA Rhythm n' Rims
- 14 7:00pm-8:30pm  
Civil Rights/Advocacy
- 15 7:00pm-8:30pm  
Volunteer Workshop

- 17 7:00pm-10:00pm  
No Talent- Talent Show
- 19 8:00am-7:00pm  
Seaside Heights
- 20 11:00am- 5:00pm  
Wax Museum &  
Ground Zero Visit
- 21 7:00pm-8:30pm  
Diversity Workshop
- 22 7:00pm-8:30pm  
Sex Pictionary
- 23 5:30pm-10:00pm  
Basketball Tournament  
@ Jersey City Univ.
- 24 **7:00pm – 8:30pm**  
**Leadership Workshop (I)**  
**(Mandatory)**
- 25 9:00am-8:00pm  
Mountain Creek
- 26 8:30pm-12midnight  
Bowling & Pizza
- 27 12:00noon-8:00pm  
Chinatown Tour
- 28 7:00pm-8:30pm  
Drugs & Alcohol Workshop
- 29 7:00pm-8:30pm  
Leadership Workshop (II)  
(Mandatory)
- 30 6:00pm-10:00pm  
End of Summer BBQ
- 31 7:00pm-8:30pm  
Multicultural Night

**August**

- 1 8:00am-8:00pm  
Dorney Park
- 2 12:00noon-3:00pm  
Battle of the Sexes
- 7:30pm- 12 midnight  
Sports World
- 7 **6:00pm-8:00pm**  
**Awards Banquet**  
**(Mandatory)**



**Document E**

**EDUCATIONAL OPPORTUNITY FUND PROGRAM**

**PREFRESHMAN SUMMER STUDIES ACADEMY  
STUDENT QUESTIONNAIRE  
2003**

The Educational Opportunity Fund Program appreciates your assistance in providing information on your experiences during the six-week summer bridge program. Your responses are confidential, and to insure your comfort, your name is not required on this questionnaire. We seek this information to better serve our next group of incoming freshmen. Your voice does make a difference!!!

There are nine areas in which your opinions are needed. They are:

1. General Information
2. Course Instruction
3. Learning Assistance Program
4. Counseling Program
5. Residence Life Program
6. EOF Service Corps Programs/Activities
7. Food Services
8. Program Policies & Procedures
9. Program Strengths/Weaknesses

In providing us with your responses, please take your time in arriving at your answers. Your responses are very valuable to us, and it is hoped they accurately reflect your true opinions.

Thank you for your cooperation and time.

**PART I**

**GENERAL INFORMATION**

Please, "X" the appropriate column in each of the following charts.

<b>A. How often did you....</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Never</b>
Feel bored?			
Turn in assignments late?			
Study with other students?			
Discuss course content with students outside of class?			
Come to class late?			
Feel unmotivated?			
Feel depressed?			
Feel unsafe in your place of residence?			
Feel that your family understood your academic demands?			
Use your campus e-mail account?			
Use the internet for research or homework?			
Use the Campus Pipeline for communicating with faculty, administrators, or students?			
Use the library for research or homework?			

<b>B. How successful have you been in.....</b>	<b>Very Successful</b>	<b>Somewhat Successful</b>	<b>Unsuccessful</b>
Finding you way around campus?			
Understanding what is expected of you academically?			
Developing effective study skills?			
Establishing a network of friends on campus			
Adjusting to the academic demands of college?			
Managing your time effectively?			
Establishing meaningful connections with faculty or staff?			

<b>C. Rate your satisfaction with....</b>	<b>Very Satisfied</b>	<b>Satisfied</b>	<b>Somewhat Satisfied</b>	<b>Unsatisfied</b>
Overall quality of counseling services				
Overall quality of tutorial services				
Overall quality of residence life experience				
Overall quality of EOF Service Corps programming				
Overall quality of instruction				
Overall sense of community among				

<b>C. Rate your satisfaction with....</b>	<b>Very Satisfied</b>	<b>Satisfied</b>	<b>Somewhat Satisfied</b>	<b>Unsatisfied</b>
students				
Overall quality of your college experience thus far				

<b>D. How much time have you spent during a typical week doing the following?</b>	<b>None</b>	<b>Less than 1 hour</b>	<b>1-2 hrs.</b>	<b>3-5 hrs.</b>	<b>6-10 hrs.</b>	<b>11-15 hrs.</b>	<b>Over 15 hrs.</b>
Studying/homework							
Socializing with friends							
Meeting with faculty							
Partying							
Working off campus							
Watching T.V.							
Using the computer for purposes other than school work							

## PART II

### COURSE INSTRUCTION

Indicate the instructor you have for each of your courses, check the course you are enrolled in, and indicate the extent of your agreement or disagreement with the statements provided.

- A. Math:**     Mathematical Foundations                       Elementary Algebra  
 Math With Applications

Instructor: \_\_\_\_\_

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
My math instructor has conveyed interest in my progress in his/her course.				
I am comfortable with his/her teaching methods.				
He/she provides ample opportunity for students to ask questions in class.				
He/she interacts well with students in the class.				
He/she has a firm grasp of the course material.				

Comments:

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**B. Writing:**    Writing Workshop    Developmental Writing    College English

Instructor: \_\_\_\_\_

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
My instructor has conveyed interest in my progress in his/her course				
I am comfortable with his/her teaching method				
He/she provides ample opportunity for students to ask questions in class.				
He/She interacts well with students In the class				
He/she has a firm grasp of the course material				

Comments:

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**C. Reading:**    Reading Workshop    Developmental Reading

Instructor: \_\_\_\_\_

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
My instructor has conveyed interest in my progress in his/her course				
I am comfortable with his/her teaching method				
He/she provides ample opportunity for students to ask questions in class.				
He/She interacts well with students In the class				
He/she has a firm grasp of the course material				

Comments:

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**D. Effective Speaking**

Instructor: \_\_\_\_\_

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
My instructor has conveyed interest in my progress in his/her course				
I am comfortable with his/her teaching method				
He/she provides ample opportunity for students to ask questions in class.				
He/She interacts well with students In the class				
He/she has a firm grasp of the course material				

Comments:

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**E. Social Issues**

Instructor: \_\_\_\_\_

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
My instructor has conveyed interest in my progress in his/her course				
I am comfortable with his/her teaching method				
He/she provides ample opportunity for students to ask questions in class.				
He/She interacts well with students In the class				
He/she has a firm grasp of the course material				

Comments:

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**F. Introduction to Literature**

Instructor: \_\_\_\_\_

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
My instructor has conveyed interest in my progress in his/her course				
I am comfortable with his/her teaching method				
He/she provides ample opportunity for students to ask questions in class.				
He/She interacts well with students In the class				
He/she has a firm grasp of the course material				

Comments:

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**G. Introduction to Communication Arts**

Instructor: \_\_\_\_\_

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
My instructor has conveyed interest in my progress in his/her course				
I am comfortable with his/her teaching method				
He/she provides ample opportunity for students to ask questions in class.				
He/She interacts well with students In the class				
He/she has a firm grasp of the course material				

Comments:

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**PART III**  
**TUTORIALS**

Indicate the extent of your agreement or disagreement. Check the course in which you received assistance.

**A. Writing:**    Writing Workshop    Developmental Writing    College English

The tutorials:	Strongly Agree	Agree	Disagree	Strongly Disagree
Assisted me in improving my writing skills				
Were scheduled at a convenient time for me to attend.				
Motivated me to work harder on my writing skills.				

Comments:

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**B. Reading:**    Reading Workshop    Developmental Reading

The tutorials:	Strongly Agree	Agree	Disagree	Strongly Disagree
Assisted me in improving my reading skills				
Were scheduled at a convenient time for me to attend.				
Motivated me to work harder on my reading skills.				

Comments:

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**C. Math:**    Mathematical Foundations    Elementary Algebra    Math With Applications

The tutorials:	Strongly Agree	Agree	Disagree	Strongly Disagree
Assisted me in improving my math skills				
Were scheduled at a convenient time for me to attend.				
Motivated me to work harder on my math skills.				

Comments:

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**D. Literature**

The tutorials:	Strongly Agree	Agree	Disagree	Strongly Disagree
Assisted me in improving my understanding of literature				
Were scheduled at a convenient time for me to attend				
Motivated me to work harder on my skills				

Comments:

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**E. Social Issues**

The tutorials:	Strongly Agree	Agree	Disagree	Strongly Disagree
Assisted me in improving my understanding of social issues				
Were scheduled at a convenient time for me to attend.				
Motivated me to work harder on my skills				

Comments:

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**PART IV**  
**INDIVIDUAL ADVISEMENT & EOF SUMMER SEMINAR**

A. Indicate the extent of your agreement or disagreement with each statement. Identify your counselor by checking the appropriate box.

Dee Bright Foreman       Asha Mehta       Grace Tacher

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
She has a firm grasp of summer program rules, regulations and policies				
She has a firm grasp of academic policies/procedures				
She has a firm grasp of financial aid policies, regulations/procedures				
She has taken an interest in helping me identify strategies for managing my course work				
She has taken an interest in helping me with personal concerns or issues				
She has helped me with addressing my career concerns				
In the EOF Summer Seminar, I am comfortable with her methods for conducting the class				
In the EOF Summer Seminar, she has been able to interact well with students				
In the EOF Summer Seminar, she has displayed a firm grasp of the material presented to students				
I am looking forward to continuing our relationship during the academic year				

Comments:

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B. Check the activities you were involved in during your advisement sessions.

	Discussion of college policies		Talk about the setting of personal goals
	Discussion of personal values		Evaluating academic progress in your classes
	Discussion of possible majors/academic concentrations		Getting to know each other
	Discussion regarding content of courses		Discussion about a change of major
	Discussion about course selection for the fall semester		Discussion about time management
	Discussion of career alternatives		Talk about what you're doing besides taking classes
	Discussion about financial aid		Discussion about extracurricular activities
	Discussion about study skills		Discussion about the purpose of a college education
	Discussion about personal concerns/problems		Talk about experiences in different classes

Please check:

C. On average, approximately how much time was spent in advisement sessions?

Less than 15 minutes     15 to 30 minutes     More than 30 minutes

D. Most often, sufficient time has been available during advisement sessions.

Strongly agree     Agree     Disagree     Strongly Disagree

E. How many advisement sessions have you had?

None     Two     Three     Four or more

**PART V.**

**RESIDENCE LIFE**

If you do not live on campus, skip to Part VI. Indicate the extent of your agreement or disagreement with each statement.

The Resident Assistants....

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
Consistently and fairly enforced residence life rules and regulations				
Set a good example for me by consistently following the same residence life rules and regulations I had to follow				
Displayed the ability to manage the conflicts which occurred on the floor				
Were able to gain the respect and confidence of the residents				
Made an effort to know me and help me adjust to the residence life experience				

How often did you...	Frequently	Occasionally	Never
Not get along with your roommate(s)			
Have difficulty studying because of distractions caused by roommate(s)			
Have difficulties caused by guest(s) being in your room			
Experience problems with your room accommodations that were not taken care of			

Comments:

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**PART VI**

**EOF SERVICE CORPS SCHEDULE OF EVENTS**

*This part concerns itself with the role the members of the EOF Service Corps played in exercising their leadership skills in creating a positive and enriching educational and social environment during the six-week program.*

*Rate the following aspects of the Service Corps program using the scale provided. In determining your response, review how well organized the event was, and how satisfied you were with the activity.*

**4 = Excellent 3 = Good 2 = Fair 1 = Poor NA = Not Attended**

<u>Event</u>	<u>Rating</u>	<u>Event</u>	<u>Rating</u>
Playfair		Great Adventure	
Mingle Mingle		Seaside Heights	
Carnival		Wax Museum & Ground Zero Visit	
Brother II Brother/Sister II Sister		Diversity Workshop	
Movie & Pizza		Sex Pictionary	
Palisades Movie Night		Basketball Tournament @ JC	
EOF Advocacy Workshop		Leadership Workshop I	
Date Rape Speaker		Mountain Creek	
Movie with Mary		Bowling & Pizza	
Dance Theater in Harlem		Chinatown Tour	
Day Laborer's Project		Drug/Alcohol Workshop	
Skater's World		Leadership Workshop II	
White Water Rafting		End of Summer BBQ	
NBA Rhythm n' Rims		Multicultural Night	
Civil Rights/Advocacy		Dorney Park	
Volunteer Workshop		Battle of the Sexes	
No Talent Talent Show		Sports World	

**PART VII**

**FOOD SERVICES**

Indicate the extent of your agreement or disagreement with each statement

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
I had ample time to get to breakfast and eat before my first class				
I am satisfied with the quality of the food served				
I am satisfied with the variety of food served				
I am satisfied with the courtesy displayed by the service's personnel who serve the food				

Comments:

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**PART VIII**

**PROGRAM POLICIES & PROCEDURES**

What degree of importance do you see in the following policies and procedures established by the EOF Program.

Policy/Procedure	Very Important	Important	Slightly Important	Not Important
Mandatory participation in Pre-Freshmen Summer Studies Academy				
Assignment to tutorial sessions				
Requirement to maintain counseling contact with your EOF Advisor				
Participation in EOF Summer Seminar with your EOF Advisor				
Oak Hall curfew hour				
Oak Hall visitation policy for guests				
Oak Hall quiet hours				

Policy/Procedure	Very Important	Important	Slightly Important	Not Important
Mandatory participation in educational workshops.				
Reviewing with you the progress & attendance reports submitted by your instructors and tutors				

Comments:

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**PART IX**

**COMMENTS**

You may wish to inform us of any concerns or issues pertaining to your enrollment in the summer program. If you desire, share with us what you think are the strengths/weaknesses of the six-week program.

Please use the space below.

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**RAMAPO COLLEGE**  
**DEPARTMENTAL DIRECTORY**

<u>Department</u>	<u>Location</u>	<u>Extension</u>
Center for Academic Success	E-227	7553
Bookstore	Student Center	7800
Business Services	D-139	7687
Cafeteria	Student Center	7839
Cahill Center for Experiential Learning & Career Services	C-209	7444
EOF Program	D-101	7541/7542
Financial Aid	E-210	7549
Freshman Residence Hall	Pine Hall	7657
Health Services:		
Nurse	E-108	7536
Counseling Services	D - 216	7522
J. Lee's	Student Center	7796
Library	L Building	7575
Registrar	M-106	7695
Residence Life	C-213	7461
Residence Life Maintenance	Physical Plant	7660
Security	C-102	7432