

THE ROWAN CONNECTION

a newsletter for parents of Rowan University Freshmen

spring 2006

Preparing for move out

If your student lives on campus, chances are he has a good deal of stuff crammed into his residence hall space. And he'll need to move that stuff at the end of the semester. Discuss a few things now to help this process go smoothly:

- Is storage available on campus for larger items such as rugs and fridges?
- If not, is there storage in town that might be a viable option?
- If your student is moving off campus, when will her new apartment/house become available? Can she store items there even if she's not living there this summer?
- Is there a quick turnaround between when your student moves out and when he needs to be to his summer job/internship/etc.? How will you handle this?
- If your student is staying on campus this summer to work and/or take classes, will she need to move to another building or can she stay where she is?
- What vehicle will fit your student's belongings effectively?
- Who can help your student move?

Prevent end-of-the-year hassles and stress by discussing these details early.



A MESSAGE TO PARENTS ...

Drew Calandrella, Vice President, Student Affairs

Dear Parents of
Rowan University Freshmen,

I trust the recent spring break was an enjoyable time for you and that you had a chance to visit with your son or daughter about their progress at Rowan University. Because the transition from high school to university proves to be challenging for most students, the Division of Student Affairs provides academic and personal support programs especially designed to connect our freshmen to the appropriate assistance as necessary.

For example, last semester most freshmen participated in a Rowan Seminar Program. Studies show students who take Rowan Seminar are more likely to graduate in 4 years than those who don't. Your son or daughter was introduced to university level skills, values and expectations.

I'm certain that your son or daughter has changed during the past year and that recent visits home, during the semester break and spring break, provided you an opportunity to establish a new and rewarding relationship with your child. I would be surprised if you did not discover that your son or daughter has new habits (like staying up very late), new friends and new knowledge.

Of course, as is the case with change, you probably liked some of the changes more than others. And, your relationship will continue to evolve as your student makes the transition from late adolescence to early adulthood.

As a parent, you still play an important and critical role in helping your son or daughter handle issues they face by providing suggestions and offering advice. I'm sure they appreciate your advice and will put their newfound knowledge to good use when dealing with the challenges of University life.

Read on, and discuss the following tidbits of 'insider information' with your son or daughter next time you have the chance and, of course, feel free to call me or any of the staff of the Division of Student Affairs with concerns and/or suggestions.

Most importantly, thank you for providing the opportunity to interact with your students during this important transition in their (and your) lives!

[signature]

Drew Calandrella
Vice President, Student Affairs

College Student Today, Leader Tomorrow

by Lauren Schoener '06

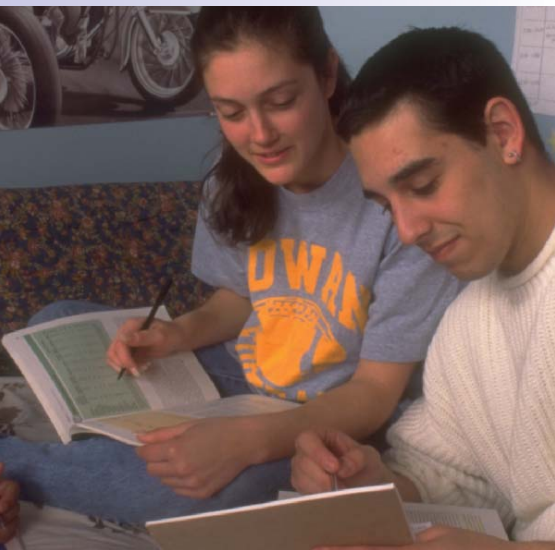
The freshman "new school" anxiety has subsided. They have all been at Rowan for at least a full semester. They have met with their advisors and have a clear picture of what the next several years of their life will be like. Now it is time to become an active member of the Rowan community. But how?

Currently on campus there are 70 clubs, organizations and honor societies to become involved in. The Greek Community is made up of 23 fraternities and sororities. As a student, you even have the ability to create a club or organization of your own. Students can run for various leadership offices and hold numerous positions in whatever organization they choose.

Leadership opportunities do not stop there. Residence Life has a program allow-

ing students to become Resident Assistants, or RAs as they are commonly called on campus. Once they are in their second semester, freshmen have the opportunity to apply. Once hired, students participate in training and are then responsible for a part of one of the residence halls located all over campus. If they chose to go on to graduate school, they then have the opportunity to become a Resident Director, or RD, putting them in

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Getting to Know Your Student's Friends

Getting to know your student's friends is an important way to connect. Peers have great influence on many college students—and your student is likely no exception.

The process can be easier than it may seem at first glance. The following suggestions can help bridge the gap between you, your student and her friends:

Just Ask. Your student is probably excited about the new friends she has met at college. Remember names and the next time you two talk on the phone, ask how those friends are doing.

Connect to Classes. Has your student chosen a major? If so, ask if he's met anyone interesting in any of his classes. Even if he hasn't, this might give him a chance to vent about the people he's met that he dislikes—which opens the gate for him to tell you about the better people he's met other places.

Look at Photos. Does your student have a camera? If so, ask her if she's taken any pictures of the people with whom she spends time. Again, students are generally excited about their new surroundings, and will jump at the chance to show people their new homes and the people they live with. Once you see faces, you will have a better time picturing what your student means when she talks about how her roommate never does her laundry or how she always walks to class with the red head down the hall.

Visit. If the school is close enough where a drive to take your student out to dinner is a feasible option, do so, and ask him to invite his roommate or one or two of his friends. This way, you get to spend time with your son and meet and talk to his friends at the same time. He will appreciate the offer you extended to his new friends, and his friends will love you for buying them dinner.

Share Memories from Your Own Experiences. Tell your student about the time you went camping for a weekend when you were her age, or about when you tried to drive to a party but got lost and ended up having more fun in your residence hall room anyway. These stories will probably remind her of things that

have happened to her, and will prompt her to tell you about what she and her friends have been up to.

When it comes to meeting friends, there are certain things not to do, also. Consider avoiding the following:

Badgering Your Student for Information. If he doesn't want to tell you, he's not going to—and excessive questioning will most likely make him clam up in the future, too.

Making Your Student Suspect You Don't Trust Her. Let her know you are excited to meet the new friends just to see who is in her life, not because you are hesitant and unsure if you're going to approve.

Don't Judge on Appearances Alone. Just because your student's new friend has a ring in her lip or his roommate doesn't dress like your idea of a successful young man doesn't mean they aren't good people and great influences. Your idea of an acceptable friend may be based on stereotypes—so check yourself before you say anything that might cause hurt feelings.

Using these tips will not automatically create a lasting bond between you and your student's friends, yet they will set you on the right track to a healthy relationship between you and your student. You've set a good



example, so trust your student to do what he knows will make you proud.

by Jessica Polledri, an English major at the University of Mary Washington (VA)

International Study Broadens Experience

Rowan University's International Center enables undergraduates to participate in 170 academic programs in more than 50 countries in Europe, Latin America, Asia and Africa. The office provides a central location for students and faculty to learn about study abroad, direct exchange, volunteer abroad, International Studies and the International Honor Society Phi Beta Delta.

During spring, summer or fall study abroad experiences in a foreign country, students can earn 15-30 credit hours toward their Bachelor's degree. The total cost—including airfare, room, board and tuition—depends on the country and school attended.

Rowan's International Center coordinates the study abroad program in association with the New Jersey State Consortium for International Studies (NJSCIS).

During their study abroad experience, students still have access to financial aid

grants, loans and scholarships. All of the credits they earn overseas apply to Rowan degree programs.

Students planning to spend the fall or summer semester abroad must apply by March 1 of the preceding spring semester. Those planning to spend the spring semester abroad must apply by October 1 of the preceding fall semester.

The spring 2005 semester marked the first time students were able to apply for study abroad through the International Center. Thirty-eight students participated last spring, with an additional 43 student participants traveling in the summer and fall. This was the largest number to date of Rowan students overseas.

More information on the International Center is available at their web site, www.rowan.edu/internationalcenter. The offices are located in Bosshart 115.



PROBATION? Don't Panic.

What is our policy?

Probation is a warning, a caution to inform student that they are at academic risk. The Rowan University, no student is placed on probation on the basis of a single semester of work. If, however, after completing 24 credits, a student has a grade point average, GPA, of 1.6 or less, they will be placed on academic probation. As the number of student earned credits increases, the minimum GPA increases as well.

Emotional Consequences

Many students don't clearly understand the seriousness of the probationary status, and those who do not understand often feel overwhelmed. They feel disappointed in themselves and carry the burden of disappointing their parents as well. They begin to doubt their abilities.

The majority of students on probation are highly capable students. It's not the lack of intellectual ability that creates their proba-

tionary status, it's more often lack of judgment, motivation, applied study habits and/or time management skills that contributes to the poor grades.

Parent's Role

In the final analysis, students must make a personal commitment to have probation removed and regain clear academic standing. Hopefully as a parent you can support your student by accepting their current academic situation without prolonged recrimination. Ask your sons and daughters how they intend to improve academic performance. Communicate your expectations and consequences if those expectations are not met.

For example, have the student contact our Academic Success Center for assistance. Also, our Career and Academic Planning Center offers support services for all students including a wide variety of workshops such as: Time Management, Using Notes and Textbooks Effectively, Study Tools/Test Taking, Stress Management, Learning Styles and Preparing for Finals. If they take advantage of the services then the student may negotiate with you to still take the planned summer trip. However, if the student fails courses then they may have to enroll in summer school to make up the credit rather than take the trip.

Grades and What They Mean

Many freshmen expect to be rewarded in their grades for the effort they put into a paper, project or exam. While we appreciate the effort, and insist upon it, university grades are not granted based on effort

Many students are surprised to discover that a "C" is an acceptable grade. It's nothing to be ashamed of or embarrassed about. A "C" in a course means the student has an adequate command of the knowledge covered during the course. It means that this competence is expected of the majority of the students and that the professor asserts a "C" student as having sufficient knowledge to warrant passing the course. A grade of "B" indicates that the student has a better than average understanding of the material and has shown a better than average command of the content, at the university level. A "B" is a very good grade. "A" indicates excellence, a superior understanding and command of the material.



Many students who earned "A"s and "B"s in high school come to Rowan expecting to be able to maintain a high grade point average. However, the reality is that the majority of students experience a decline in their GPA as compared to high school during college.

As a parent, you probably wanted your child to "have fun" and to "do their best" but these messages may be internalized by your student to mean "play before work". Some freshmen experience, for the first time, social freedom on campus that they did not have while in high school. It is easy to understand why adjusting to the social life on campus may sometimes conflict with studying. And, even if your student did not put his or her social life before his or her academic life, many are disappointed in their first set of grades.

Please remember that students, whether they are commuting or living on campus, are making adjustments. They have to prioritize activities and adjust to an entirely new educational structure of class times and expectations. Resources are available for students struggling to maintain a 2.0 GPA (and a C- is below a 2.0). Please help your student find these resources to help them adjust to campus life and the academic standards at Rowan.

On a final note, federal law (FERPA - Federal Family Educational Rights and Privacy Act) does not allow us to release grades to parents without consent of the student. We suggest that you ask your student to print off a copy of their grades for you to review.

Student's Role

It is clearly the student's responsibility to improve their grades and as parents, you may want to encourage your son or daughter to take advantage of all the services Rowan has to offer. The student should be the person to contact the Academic Success Center or the Career and Academic Planning Center for assistance. And, they should be encouraged to work directly with their professors whenever they are experiencing difficulty with a course. You know your children well, but as they transition into young adulthood, the parent/child relationship often becomes more complex. They still need your guidance as they begin to handle issues on their own.

Much of this article is attributable to Joyce Chong, Managing Director of Advising, Career, EOP and Testing Services at Sonoma State University, Sonoma, California.



Getting Feedback: Rowan Seminar

All freshmen are required to take a Rowan Seminar course and you might want to ask your son or daughter what they thought about the course. Studies show students who take Rowan Seminar are more likely to graduate in four years than those who don't.

Each college has designated specific courses to serve as a Rowan Seminar. What distinguishes those courses from others is the way they are taught. Classes are limited to about 20 first-year students. In addition to subject content, the professor introduces university level skills, values and expectations. Students will:

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- Strengthen writing and critical thinking skills
- Develop library research skills
- Establish classroom management skills
- Participate in cooperative learning
- Meet other student in their major.

Rowan Seminar courses are taught by experience full-time faculty chosen for their teaching skills, thorough knowledge of their subject, familiarity with university policies and a commitment to helping your student succeed. For more information, please visit the Rowan Seminar web site at www.rowan.edu/biology/faculty/tahamont/sfaq.htm.



Opportunities for Leadership on Campus

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charge of an entire building. Resident Assistant applications are available in late September.

One of the P.R.O.S.

Remember all those good-looking students in the yellow shirts you saw during Orientation? The P.R.O.S., or Peer Referral and Orientation Staff, expand their ranks every year, and joining them is a great way to gain leadership experience. They assist freshmen in getting acquainted with Rowan, helping them figure out where everything is, where to go, what to do and how to become involved. P.R.O.S. remain in contact with their freshmen throughout the year, making the transition to college as smooth as possible. All of the P.R.O.S. undergo training and have extensive knowledge about Rowan University. Applications to become one of the P.R.O.S. come out in December and can be found in the office of the Vice President for Student Affairs, located in Savitz Hall.

Having a IMPACT

While at Orientation, freshmen may have heard about or even applied for IMPACT (Individuals Meeting Potential and Creating Positive Tomorrows). IMPACT meets during the summer, allowing incoming freshmen to meet their peers. Freshmen are still invited to join, even if they missed

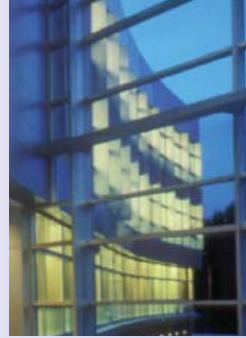
the summer program. IMPACT members participate in leadership building activities, allowing them to teach what they know and learn what they do not. During the school year, IMPACT members help with events on campus such as Homecoming and Convocation. More information can be obtained from the IMPACT Office, located in Residence Life.

In the Classroom

Leadership is not just available outside the classroom. Undergraduate students can opt to take a concentration in Leadership Studies, allowing them to gain knowledge and experience in developing and practicing leadership skills. The program focuses on the nature of leadership in a variety of settings and helps students prepare for leadership responsibility on campus, in the community and in their future professions. It is not too late to add on this concentration. Interested students can find information in the Department of Educational Leadership.

Becoming adjusted to college life can be difficult. With all the leadership opportunities available, Rowan makes it easier!

Lauren Schoener '06 is a member of P.R.O.S, a sister of Theta Phi Alpha, an IMPACT leader and a student assistant in the office of the Vice President for Student Affairs.



College Costs: Maintaining Financial Aid Eligibility

In order to continue to receive financial aid, besides reapplying and demonstrating need eligibility each year, students must maintain satisfactory academic progress.

There are three different criteria a student must meet in order to demonstrate that he/she is maintaining satisfactory academic progress.

First, the student must complete 70% of all the credits he/she attempts. Any course on the student's schedule as of the end of the drop/add period is considered attempted, even if the student withdraws from the course before completing it.

In addition, the students must complete their degree before attempting more than 170 credits.

Finally, the student's GPA must be consistent with the minimum GPA required by Rowan University as outlined on the catalog.

Failure to meet the minimum standards of progress will result in denial of financial aid including student loans. Moreover, if a student fails to meet the minimum standards of satisfactory academic progress, Rowan University will not certify alternative loans from any lender if such certification includes a certification that the student is making academic progress.

What If Parents Are Not Eligible for a PLUS Loan?

Sometimes parents apply for but do not qualify for a Parent Loan for Undergraduate

Students (PLUS). Students whose parents are denied a PLUS loan may borrow up to an additional \$4,000 for their freshman and sophomore years and up to \$5000 for their junior and senior years. Do note that this option is available ONLY when the parents apply but are turned down.

As a matter of practice, when Rowan's Financial Aid Office receives information indicating that the PLUS is denied, we then inform the parent of the options available to them. One is to get a co-signer. The other is to have the financial aid office process what is known as and Extra-Unsub. That is, an unsubsidized student loan, in the student's name, for up to the amounts mentioned earlier based on the student's grade level. For more information, please contact the Financial Aid Office.

Summer Loans

Student and Parent loans make approximately two-thirds of all financial aid. Students and parents who wish to borrow for to pay for summer classes should understand the following:

1. Applications must be received no later than June 1, 2006
2. The maximum eligibility for summer aid is the annual maximum minus amount borrowed for the academic year 2005-2006.
3. Enrollment on at least a half time basis is required. That is, student must be enrolled for at least 6 undergraduate credits or 4.5 graduate credits.

Checklist for a Worry-Free Year

1. Apply for financial aid as soon as possible (April 15 for fall; June 1 for summer)
2. Meet with your academic advisor and plan your fall semester schedule.
3. Register for the spring semester as soon as you are able to.
4. Submit to the financial aid office any documentation they may request.
5. Ideally, your financial aid file should be completed before the end of the Spring Semester.
6. Do your best in your classes so that you do not encounter issues of academic progress.

The Process

Each year students seeking financial assistance are required to file the Free Application for Federal Student Aid (FAFSA) every year. This application is used to determine eligibility for all federal and New Jersey State financial aid programs. You should apply as soon as possible.

Rowan University's federal school code (002609) must be included on the FAFSA. Students are encouraged to apply on-line at fafsa.ed.gov. The only drawback to filling on-line has been that the FAFSA lacks the appropriate signatures. If you file on-line, please be sure to sign your FAFSA electronically. To sign your FAFSA electronically you need a pin number. You may obtain a pin number at www.pin.ed.gov/PINWebApp/pinindex.jsp

If parents are required to provide information on the FAFSA, one parent must also have a pin to electronically sign. However, if you wish to apply using the paper FAFSA, there is a plentiful supply in the Financial Aid Office.

Please Note ...

Pell Grants are expected to remain at their current level though eligibility is tightened because of formula changes.

Tuition Aid Grants may increase to keep pace with increases in costs.

Student loans annual maximums are expected to increase for the freshman and sophomore level. Student loans are expected to become fixed-rate loans.



Volunteerism: At an All-Time High

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You can encourage this continued sense of civic responsibility by helping your student find places to volunteer when he is home. Maybe joining the volunteer firefighters sounds appealing. Or maybe she is interested in some one-shot volunteer efforts during school breaks, from gift wrapping for the March of Dimes at holiday time to offering classroom assistance during Spring Break. Many of today's students want to give their time and talents, and your encouragement makes a difference.

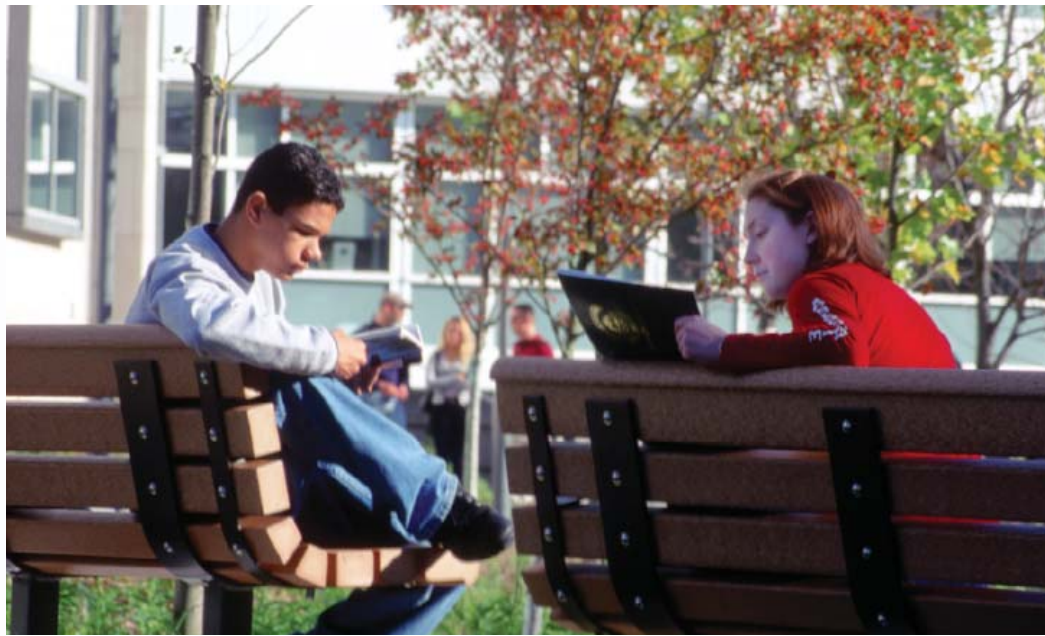
For more on "The American Freshman: National Norms for 2005," go to www.gseis.ucla.edu/heri/norms05.html.

Source: UCLA news release, Jan. 25, 2006, www.newsroom.ucla.edu.

Other results from the Survey:

Other Results from the Survey

- 25.6 percent report that it is essential or very important for them to participate personally in community action programs -up 4.1 percentage points since 2004 and the highest percentage since 1996
- 33.9 percent find becoming a leader essential or very important-a 3.2 percentage point increase since 2004
- 41.3 percent believe it is essential or very important to influence social values personally-3.0 percentage points over 2004
- 49.7 percent participated in organized demonstrations as high school seniors
- 36.4 percent believe it's important or essential to "keep up to date with political affairs"
- 12.0 percent worked in local, state or national political campaigns in high school



Civility on Campus: Is "Rude and Crude" on the Way Out?

A culture of civility. What does that expression mean to you? Could it be a culture where:

- people return shopping carts to the appropriate area instead of leaving them in the middle of a parking lot?
- you regularly let others into traffic?
- a fellow passenger asks you what floor you need to go to and pushes the elevator button for you?
- people don't engage in complaint-fests?
- students don't eat disruptively throughout classes or have numerous side conversations during meetings?
- you get warning from the person in front of you before they lean their airplane seat back?
- rumors and gossip are not the norm?

An increasing number of campus conversations are centering on issues of civility. Faculty are concerned by student behavior in class and by students who "get in their face." Rude comments and gossip circles concern students. Staff feel caught in the crosshairs of "supervisor bashing" or dealing with increasingly uncivil phone calls. In short, a growing culture of rudeness is a growing campus concern.

In his book, *Choosing Civility* (2002), Dr. P.M. Forni, the cofounder of the Johns Hopkins Civility Project and a professor of Italian literature at the university, explores not just manners or politeness but civility. "Being civil," he writes, "means being constantly aware of others and weaving restraint, respect, and consideration into the very fabric of this awareness."

Dr. Forni shares The 25 Rules of Considerate Conduct, many of which may seem like common sense yet offer a nudge for us all to be more civil beings. His rules include:

1. Pay Attention
2. Acknowledge Others
3. Think the Best
4. Listen
5. Be Inclusive
6. Speak Kindly
7. Don't Speak Ill
8. Accept and Give Praise
9. Respect Even a Subtle "No"
10. Respect Others' Opinions
11. Mind Your Body
12. Be Agreeable
13. Keep It Down (and Rediscover Silence)
14. Respect Other People's Time
15. Respect Other People's Space
16. Apologize Earnestly
17. Assert Yourself
18. Avoid Personal Questions
19. Care for Your Guests
20. Be a Considerate Guest
21. Think Twice Before Asking for Favors
22. Refrain from Idle Complaints
23. Accept and Give Constructive Criticism
24. Respect the Environment and Be Gentle to Animals
25. Don't Shift Responsibility and Blame

As more and more campuses embark upon formal or informal "civility campaigns," chances are that they'll end up becoming much nicer places to be.

"We have a choice about how we behave, and that means we have the choice to opt for civility and grace."



Facing Freshmen: Academic Challenges and Career Choices

by Lizziel Sullivan Williams, Interim Director
Career & Academic Planning Center

The Mission

The Career & Academic Planning (CAP) Center provides centralized, comprehensive and coordinated developmental academic advising for undeclared students and change of major students as well as career development, experiential learning and employer relations programs for all students and alumni. Programs have been developed to enhance and challenge the intellectual and professional growth of students by creating a collaborative and learning-centered environment.

These programs help students establish an academic profile; empowering students to take responsibility in making informed major, career decisions and plans; secure career-related experience; and make connections with employers.

The Career & Academic Planning Center achieves this mission through providing comprehensive academic advising and career development information; disseminating information regarding the University's major academic programs, academic policies and procedures; establishing partnerships with community organizations and employers as well as Rowan faculty and staff.

Services and Support

At Rowan, every student has the opportunity to schedule an appointment with a faculty or professional academic advisor. As an undeclared student, and until students have declared a major, their academic advising "home" is the CAP Center. Students are strongly encouraged to meet with an academic advisor at least twice per semester. The advisor will review the students' academic record and discuss their particular interest, skills and abilities.

Students are encouraged to explore their major and career options by taking an interest inventory such as Discover or MyRoad. Students can learn more about themselves, majors and possible jobs through self assessment. Professional staff in the CAP Center are available to interpret the results.

The Center has an array of workshops specifically for the first year student to enhance success at Rowan University. The "Steps for Success Workshops" provides students with information about the registration and academic advising process as well as information about major and career options. Exploring at the Career Resource Library is another option for students. The Career Resource Center has information about majors and careers, career publications, and employer directories.

The Bottom Line

The CAP Center provides multiple services and programs designed to help students make educated informed decisions concerning major and career choices. We can assist students with the following:

- Choosing a major
- Selecting a course
- Finding a full-time or part-time job
- Writing a resume
- Preparing for an interview
- Deciding what to do upon graduation
- Researching graduate schools
- Conducting an electronic job search.

Disability Resources: Providing Support, Enhancing Skills

by Melissa Cox, Ed.D. LPC CAC
Director, Academic Success Center

The Disability Resources Office is a place for students with documented disabilities to receive accommodations, support and skill building. Students also find the office to be a place of respite. One student stated "It is like touching base. I can stop in, get re-energized, feel good about myself and move on to the next challenge." The friendly staff in the center welcome students with respect, concern and the door is always open.

The transition high school to college presents an enormous challenge for some students with disabilities. Research indicates that 50 % of those students with learning disabilities will not complete their college degree. With this in mind,

The Academic Success Center has developed a Coaching/Mentoring Program to assist in the transition as well as to monitor, motivate, and aid in developing organization and time management skills. Coaches/Mentors assist with study skills, test taking skills, educational planning, and maximizing learning potential. Students learn to take responsibility for their education and become active and thoughtful learners.

The program has proven to be a successful support to students with disabilities, especially learning disabilities. Let us assist you in identifying your strengths and abilities in order to achieve academic success.

The Disability Resources Office is located within the Academic Success Center, Savitz Hall third floor. For further information, please contact us at 856-256-4259.





Survey Shows: Freshmen Committed to Civic Engagement

There's good reason to be proud of today's students! When it comes to civic engagement and responsibility, this year's entering college freshmen show some of the highest commitment in years. That's according to UCLA's annual "The American Freshman: National Norms for 2005" survey of entering U.S. undergraduates.

When asked if they believe it is essential or very important to help others who are in difficulty, 66.3 percent of respondents answered yes, the highest this percentage has been in the past 25 years. In addition:

- 83.2 percent volunteered at least occasionally during their senior year of high school (an all-time high)
- 70.6 percent typically volunteered on a weekly basis.
- 67.3 percent said there is a good or some chance that they'll continue volunteering in college (an all-time high)

Something known as the period effect--when significant social or world events impact students at an impressionable time of life--may have to do with this increased sense of civic responsibility, says John Pryor, director of the Cooperative Institutional Research Project Freshman Survey conducted by the Higher Education Research Institute at UCLA. "The Indian Ocean tsunami occurred during their high school senior year, and Hurricane Katrina hit the southern Gulf Region in August, as many students began college," he said. "The widespread rise in student attitudes reflecting social concerns and civic responsibility could be a reaction to the worst global and national disasters witnessed in their lifetime."

"This cohort will likely have a special affinity for social responsibility as a result," added Sylvia Hurtado, director of the Higher Education Research Institute and a UCLA education professor.

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Student Affairs

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now available online

A new web site for parents and family of Rowan students has just launched. Please visit www.rowan.edu and click on **Parents and Family** for answers to frequently asked questions, plus useful links to information about the Rowan and student experience.