



Nursing and Health Professions Division  
1400 Tanyard Road Sewell, NJ 08080  
856-468-5000

## **CRJ 261 Organized Crime in America**

Syllabus

Lecture Hours/Credits: 3/3

### **Catalog Description**

*Prerequisite: Passing grade in RDG 099 or ENG 104*

This course will examine the attributes, causes and historical antecedents of organized crime and its members. Emphasis is on the make-up of different organizations, including rank structure, initiation ceremonies and criminal activity. Further discussion focuses on law enforcement response to organized crime and its impact on society.

### **Textbook and Course Materials**

It is the responsibility of the student to confirm with the bookstore and/or their instructor the textbook, handbook, and any other materials required for their specific course and section.

Click here to see current textbook prices at [rcgc.bncollege.com](http://rcgc.bncollege.com).

### **Evaluation Assessment**

#### **Grading Distribution**

Grading to be determined by individual instructors.

Individual instructors may include the following assessment(s):

- Exams
- Quizzes
- Class Discussions
- Internet Assignments
- Written Assignments
- Attendance and Participation
- PowerPoint Presentation

#### **Grading**

A = 96%-100%

A- = 93%-95%

B+ = 90%-92%

B = 86%-89%

B- = 83%-85%

C+ = 80%-82%

C = 77%-79%

C- = 74%-76%

D+ = 71%-73%

D = 67%-70%

D- = 64%-66%

F = Below 64%



## Rowan College South Jersey Core Competencies

(Based on the NJCCC General Education Foundation - August 15, 2007; Revised 2011; Adopted 2014)

This comprehensive list reflects the core competencies that are essential for all RCSJ graduates; however, each program varies regarding competencies required for a specific degree. Critical thinking is embedded in all courses, while teamwork and personal skills are embedded in many courses.

1. **Written and Oral Communication:** Students will communicate effectively in both speech and writing.
2. **Quantitative Knowledge and Skills:** Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems
3. **Scientific Knowledge and Reasoning:** Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.
4. **Technological Competency:** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals
5. **Society and Human Behavior:** Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
6. **Humanistic Perspective:** Students will analyze works in the fields of art, history, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language
7. **Historical Perspective:** Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.
8. **Global and Cultural Awareness:** Students will understand the importance of a global perspective and culturally diverse peoples.
9. **Ethical Reasoning and Action:** Students will understand ethical issues and situations.
10. **Information Literacy:** Students will address an information need by locating, evaluating, and effectively using information.

### CRJ 261 Core Competencies

This course focuses on three of RCSJ's Core Competencies: These three are:

- Oral & Written Communication
- Technological Competency
- Information Literacy

### Student Learning Outcomes Organized Crime in America

Upon successful completion of CRJ 101 students will be able to:	RCSJ's Core Competencies	Evaluation / Assessment (Additional means of evaluation may be included by individual instructors)
<p>.1. Explain the definition and structure of organized crime:</p> <ul style="list-style-type: none"> <li>• Discuss the various definitions of the term organized crime</li> <li>• Name and explain the attributes identified by law enforcement agencies and researchers as indicative of organized crime</li> <li>• Compare and contrast the differences between terrorism and organized crime</li> <li>• Demonstrate and discuss the bureaucratic/corporate structural model of organized crime</li> </ul> <p>Demonstrate and discuss the patrimonial/patron-client network structural model of organized crime</p>	<p>Oral Communication Written Communication Technological Competency Information Literacy</p>	<p>Take-home Essay Analysis and presentation Internet Activity Class discussion</p>
<p>. 2. Explain what is Organized Crime:</p> <ul style="list-style-type: none"> <li>• Identify and discuss various theories of crime and deviance that provide insight into organized crime</li> <li>• Define and explain Durkheim's concept of "anomie"</li> <li>• Discuss how Merton's concept of "pathological materialism" has impacted organized crime in America</li> <li>• Describe Sutherland's notion of "differential association" and its role in the adoption of criminality as a lifestyle</li> <li>• Discuss how the learning of sophisticated criminal techniques occurs within enclaves where delinquent or criminal subcultures flourish</li> <li>• Describe the interactions of culture, subculture and norms in</li> </ul>	<p>Oral Communication Written Communication Technological Competency Information Literacy</p>	<p>Take-home Essay Analysis and presentation Internet Activity Class discussion</p>

Upon successful completion of CRJ 101 students will be able to:	RCSJ's Core Competencies	Evaluation / Assessment (Additional means of evaluation may be included by individual instructors)
<p>the development of one's predilection for criminality</p> <ul style="list-style-type: none"> <li>• Explain the integration of conventional and criminal value systems in "defended neighborhoods"</li> <li>• Define and explain the "retreatist, conflict, and criminal/rackets" delinquent subcultures</li> <li>• Demonstrate a knowledge of Social Control Theory</li> <li>• Identify the role of ethnic succession in the evolution of American Organized Crime</li> </ul>		
<p>3. Explain the history of Organized Crime:</p> <ul style="list-style-type: none"> <li>• Discuss the history of organized crime in the United States and its historical antecedents</li> <li>• Explain how urban machine politics and Prohibition provided Irish, Jewish, and Italian immigrants unparalleled opportunity for social mobility</li> <li>• Discuss the Irish and Jewish connections to organized crime history</li> <li>• Define the role of the Robber Barons in the growth of organized crime in the United States</li> <li>• Demonstrate the rise of Irish immigrants in the American political process.</li> <li>• Discuss the cycle of corruption-expose`-reform that was common in U.S. cities dominated by machine politics</li> <li>• Explain the evolution, adoption, and effects of Prohibition</li> <li>• Discuss Tammany Hall and its impact on politics in New York City</li> </ul>	<p>Oral Communication</p> <p>Written Communication</p> <p>Technological Competency</p> <p>Information Literacy</p>	<p>Take-home Essay</p> <p>Analysis and presentation</p> <p>Internet Activity</p> <p>Class discussion</p>

Upon successful completion of CRJ 101 students will be able to:	RCSJ's Core Competencies	Evaluation / Assessment (Additional means of evaluation may be included by individual instructors)
<ul style="list-style-type: none"> <li>• Discuss the emergence of Jewish organized crime in New York</li> <li>• • Explain Murder, Inc.</li> </ul>		
<p>4. Explain the American Mafia:</p> <ul style="list-style-type: none"> <li>• Demonstrate a knowledge of the organization and structure of New York-style American Mafia Families</li> <li>• Discuss the organization and structure of Chicago-style American Mafia groups (the Outfit)</li> <li>• Compare and contrast the differences between members and non-member associates</li> <li>• Compare and contrast the advantages and disadvantages of being a made guy</li> <li>• Identify and describe the Rules of the American Mafia</li> <li>• Discuss the role and limitations of the "national commission"</li> <li>• Define the role of the commission in New York</li> </ul>	<p>Oral Communication Written Communication Technological Competency Information Literacy</p>	<p>Take-home Essay Analysis and presentation Internet Activity Class discussion</p>
<p>5. Explain Italian Organized Crime:</p> <ul style="list-style-type: none"> <li>• Distinguish between the mafia as a concept and the Mafia as an organization</li> <li>• Discuss the repressive conditions endured by the peasants of "Mezzogiorno" under foreign rule and after Italian unification</li> <li>• Summarize the evolution of the Sicilian Mafia</li> <li>• Define what is meant by the "essence of mafia"</li> </ul>	<p>Oral Communication Written Communication Technological Competency Information Literacy</p>	<p>Take-home Essay Analysis and presentation Internet Activity Class discussion</p>

Upon successful completion of CRJ 101 students will be able to:	RCSJ's Core Competencies	Evaluation / Assessment (Additional means of evaluation may be included by individual instructors)
<ul style="list-style-type: none"> <li>• Compare and discuss the relationship between the Mafia and the Fascist regime of Benito Mussolini</li> <li>• Describe the development of the “new” Mafia after the Second World War</li> <li>• Discuss the impact of the Mafia on Italian politics</li> <li>• Describe the decline of the Mafia</li> <li>• Demonstrate a knowledge of the structure of the Mafia</li> <li>• Discuss the history of the Neapolitan Camorra</li> <li>• Discuss the history of the Calabrian “Ndrangheta”</li> <li>• Compare and contrast the differences between the Mafia, the Camorra, and the “Ndrangheta”</li> <li>• Describe the relationship between the Sacra Corona Unita and the Albanians</li> </ul>		
<p>6. Explain Latino Organized Crime:</p> <ul style="list-style-type: none"> <li>• Discuss the violence routinely associated with Columbian criminal organizations</li> <li>• Describe and explain the evolution of the drug industry in Mexico</li> <li>• Describe and explain the evolution of the drug industry in the various Latin American countries</li> <li>• Discuss the acceptance of corruption as a way of life in Mexican society</li> </ul>	<p>Oral Communication</p> <p>Written Communication</p> <p>Technological Competency</p> <p>Information Literacy</p>	<p>Take-home Essay</p> <p>Analysis and presentation</p> <p>Internet Activity</p> <p>Class discussion</p>

Upon successful completion of CRJ 101 students will be able to:	RCSJ's Core Competencies	Evaluation / Assessment (Additional means of evaluation may be included by individual instructors)
<ul style="list-style-type: none"> <li>• Identify and explain the role Cuba played in the growth of drug trade in the United States</li> <li>• Describe the politics of dope in Columbia</li> <li>• Compare and contrast the impact of the Medellin and Cali cartels during the early explosive growth of the drug trade in the United States</li> <li>• Describe the Dominican Republic's role in smuggling drugs into the United States</li> <li>• List and discuss the concerns of American law enforcement agencies over Mara Salvatrucha</li> </ul>		
<p>7. Explain Russian Organized Crime:</p> <ul style="list-style-type: none"> <li>• Discuss the history of organized crime in Russia under Communism</li> <li>• Describe how organized crime in Russia has changed since Communism's collapse</li> <li>• Differentiate the three levels of organized crime in Russia (Gruppirovki, Prestupnaia organizatsiia, and Soobshchestvo)</li> <li>• Describe how the sudden onset of a market economy gave rise to unrestrained aspirations – the classic condition Emile Durkheim referred to as anomie</li> <li>• Discuss the history of the Vory and its role in Russian organized crime</li> <li>• Describe and explain the Vory' Structure and culture</li> </ul>	<p>Oral Communication</p> <p>Written Communication</p> <p>Technological Competency</p> <p>Information Literacy</p>	<p>Take-home Essay</p> <p>Analysis and presentation</p> <p>Internet Activity</p> <p>Class discussion</p>

Upon successful completion of CRJ 101 students will be able to:	RCSJ's Core Competencies	Evaluation / Assessment (Additional means of evaluation may be included by individual instructors)
<ul style="list-style-type: none"> <li>• Identify and explain the role of sports clubs and fitness centers in the emergence of the Russian Mafiya</li> <li>• Discuss how ethnic Chechen criminals have adapted to the collapse of the former Soviet Union</li> <li>• Discuss how Russian organized crime is establishing operations in the U.S.</li> </ul>		
<p>8. Explain Asian Organized Crime:</p> <ul style="list-style-type: none"> <li>• Describe the symbiotic relationship between the law and organized crime in Asia</li> <li>• Discuss the history and evolution of the Yakuza</li> <li>• Describe and explain the Yakuza's ideological orientation</li> <li>• Discuss the Yakuza's attitude regarding its self-image and public profile</li> <li>• Identify and explain the range and scope of the Yakuza's business enterprises</li> <li>• Describe the history of the Chinese Triads and tongs</li> <li>• Explain the Chinese concepts of guanxi and qinqing</li> <li>• Discuss the history and evolution of Asian gangs</li> <li>• Identify and explain the factors that reduced the available cohort of members for Asian gangs</li> </ul>	<p>Oral Communication</p> <p>Written Communication</p> <p>Technological Competency</p> <p>Information Literacy</p>	<p>Take-home Essay</p> <p>Analysis and presentation</p> <p>Internet Activity</p> <p>Class discussion</p>
<p>9. Explain Outlaw Motorcycle Clubs:</p> <ul style="list-style-type: none"> <li>• Describe the history and evolution of outlaw motorcycle clubs</li> </ul>	<p>Oral Communication</p>	<p>Take-home Essay</p> <p>Analysis and presentation</p>

Upon successful completion of CRJ 101 students will be able to:	RCSJ's Core Competencies	Evaluation / Assessment (Additional means of evaluation may be included by individual instructors)
<ul style="list-style-type: none"> <li>• Discuss the evolution of the Hell's Angels from their founding to their designation as an organized crime group</li> <li>• Describe the history of each of the "Big Four" organizations</li> <li>• Discuss the introduction and growth of outlaw motorcycle clubs in Canada</li> <li>• Analyze and explain the typical structure of an outlaw motorcycle club</li> <li>• Identify and explain the business practices of outlaw motorcycle clubs, emphasizing their dominance in the production and distribution of methamphetamine</li> <li>• Discuss the Aryan Brotherhood</li> </ul>	<p>Written Communication</p> <p>Technological Competency</p> <p>Information Literacy</p>	<p>Internet Activity</p> <p>Class discussion</p>
<p>10. Explain African American and Black Organized Crime:</p> <ul style="list-style-type: none"> <li>• Discuss the history of black organized crime in the United States</li> <li>• Analysis and explain the Nigerian advance fee scam</li> <li>• Differentiate cultural and entrepreneurial gangs</li> <li>• Discuss the impact of Frank Lucas and his Country Boy organization on the heroin business in the United States</li> <li>• Compare and contrast how Jamaican posses differ from other trafficking groups</li> </ul>	<p>Oral Communication</p> <p>Written Communication</p> <p>Technological Competency</p> <p>Information Literacy</p>	<p>Take-home Essay</p> <p>Analysis and presentation</p> <p>Internet Activity</p> <p>Class discussion</p>

Upon successful completion of CRJ 101 students will be able to:	RCSJ's Core Competencies	Evaluation / Assessment (Additional means of evaluation may be included by individual instructors)
<ul style="list-style-type: none"> <li>List and discuss the expansion efforts of the Bloods and the Crips</li> </ul>		
<p>11. Explain Gambling, Loansharking, fencing, sex, and trafficking in persons:</p> <ul style="list-style-type: none"> <li>Describe how a dramatic increase in the volume of securities being traded in the late 1960s and early 1970s provided a lucrative source of income for Organized Crime</li> <li>Describe the role of the Fence in the disposal of high-value stolen merchandise</li> <li>Discuss how organized crime's involvement in sex as a moneymaker has had to change with the times</li> <li>Describe how trafficking in persons is a form of modern-day slavery</li> <li>Differentiate the parasitic, reciprocal, and entrepreneurship forms of connection between organized crime and illegal business</li> <li>Identify and explain why members of OC are in a unique position to market stolen merchandise such as securities, checks, and credit cards</li> <li>Discuss why extortion is described as the business of organized crime</li> <li>Describe the historical background of loansharking</li> </ul>	<p>Oral Communication</p> <p>Written Communication</p> <p>Technological Competency</p> <p>Information Literacy</p>	<p>Take-home Essay</p> <p>Analysis and presentation</p> <p>Internet Activity</p> <p>Class discussion</p>

Upon successful completion of CRJ 101 students will be able to:	RCSJ's Core Competencies	Evaluation / Assessment (Additional means of evaluation may be included by individual instructors)
<ul style="list-style-type: none"> <li>• Define and explain “knockdown” and “vigorish” (vig)</li> <li>• Define and explain policy betting and numbers betting</li> </ul>		
<p>12. Explain the Drug Business:</p> <ul style="list-style-type: none"> <li>• Discuss the history of the drug business, both worldwide and in the United States</li> <li>• Describe how opium, morphine, heroin and cocaine came to be</li> <li>• Identify and discuss the role of England and France in establishing opium trade on a global scale</li> <li>• Discus and explain the Opium Wars</li> <li>• Define and explain what is meant by the term “The Chinese Problem”</li> <li>• Discuss the evolution of anti-drug legislation in the United States</li> <li>• Describe the impact of the Harrison Narcotics Tax Act of 1914</li> <li>• Analyze and describe how the business of heroin is conducted</li> <li>• Compare and contrast the roles of the Golden Triangle and the Golden Crescent in worldwide heroin trade</li> <li>• Describe how the business of cocaine is conducted</li> <li>• Discuss and explain the distribution systems for heroin and cocaine</li> </ul>	<p>Oral Communication</p> <p>Written Communication</p> <p>Technological Competency</p> <p>Information Literacy</p>	<p>Take-home Essay</p> <p>Analysis and presentation</p> <p>Internet Activity</p> <p>Class discussion</p>

Upon successful completion of CRJ 101 students will be able to:	RCSJ's Core Competencies	Evaluation / Assessment (Additional means of evaluation may be included by individual instructors)
<p>13. Explain Labor, Business, and Money Laundering:</p> <ul style="list-style-type: none"> <li>• Describe the history of organized labor in America</li> <li>• Compare the relationship between organized crime and organized labor</li> <li>• Describe and explain how the saga of New York's Fulton Fish Market is a classic example of organized crime's power to control an industry</li> <li>• Identify and discuss instances of labor racketeering within the "Big Four" of organized labor</li> <li>• Describe Jimmy Hoffa's legacy in the International Brotherhood of Teamsters</li> <li>• Discuss the relationship between Jimmy Hoffa and former Attorney General Robert Kennedy</li> <li>• Cite and explain examples of business racketeering</li> <li>• Discuss how business racketeering has impacted New York's garment, construction, and private solid waste carting industries</li> <li>• Describe the migration of criminals into legitimate business</li> <li>• Explain the Three-Step, One-Step, and Same-Name scams</li> <li>• Discuss organized crime's participation in various stock fraud schemes</li> </ul>	<p>Oral Communication</p> <p>Written Communication</p> <p>Technological Competency</p> <p>Information Literacy</p>	<p>Take-home Essay</p> <p>Analysis and presentation</p> <p>Internet Activity</p> <p>Class discussion</p>

Upon successful completion of CRJ 101 students will be able to:	RCSJ's Core Competencies	Evaluation / Assessment (Additional means of evaluation may be included by individual instructors)
<ul style="list-style-type: none"> <li>Define and explain money laundering and cite examples of laundering techniques</li> </ul>		
<p>14. Explain Organized Crime Committees, Commissions, and Statutes:</p> <ul style="list-style-type: none"> <li>Compare and contrast the difference between a commission and a committee</li> <li>Discuss the impact of Joe Valachi's testimony before the Kefauver Committee</li> <li>Cite and discuss the legislation that resulted from the findings presented in the report of the Task Force on Organized Crime</li> <li>Describe how the Internal Revenue Code has been used to combat organized crime</li> <li>Describe and discuss both the criminal and civil forfeiture provisions contained in the various statutes cited in the text</li> <li>Define and explain conspiracy, including the three types of conspiracy described in the text</li> <li>Describe why the RICO statute is considered the single most important piece of legislation ever enacted against organized crime</li> <li>Identify and discuss the four basic criticisms raised against the RICO statute</li> <li>Discuss how the Consumer Credit Protection Act of 1968 protects consumers</li> </ul>	<p>Oral Communication</p> <p>Written Communication</p> <p>Technological Competency</p> <p>Information Literacy</p>	<p>Take-home Essay</p> <p>Analysis and presentation</p> <p>Internet Activity</p> <p>Class discussion</p>

Upon successful completion of CRJ 101 students will be able to:	RCSJ's Core Competencies	Evaluation / Assessment (Additional means of evaluation may be included by individual instructors)
<p>15. Explain Organized Crime Law Enforcement:</p> <ul style="list-style-type: none"> <li>• Describe the roles of the various law enforcement agencies in combating organized crime in the United States</li> <li>• Identify and explain the various restraints imposed by the Fourth, Fifth, and Sixth Amendments to the U.S. Constitution</li> <li>• Describe and explain the Exclusionary Rule</li> <li>• Differentiate “reactive” law enforcement and “proactive” law enforcement</li> <li>• Discuss the pitfalls of using informants</li> <li>• Explain why the Posse Comitatus Act of 1878 is an essential mechanism for controlling the role of the military in the United States</li> <li>• Describe and discuss how Interpol assists the U.S. in OC law enforcement</li> <li>• Identify and discuss the various investigative tools available to OC law enforcement</li> <li>• Describe why immunity is a valuable investigatory tool</li> <li>• Differentiate “transactional” immunity and “use” immunity</li> </ul>	<p>Oral Communication</p> <p>Written Communication</p> <p>Technological Competency</p> <p>Information Literacy</p>	<p>Take-home Essay</p> <p>Analysis and presentation</p> <p>Internet Activity</p> <p>Class discussion</p>
<p>16. Demonstrate and develop an appreciation for the use of computer-based technology in the study of Criminal Justice</p>	<p>Oral Communication</p> <p>Written Communication</p>	<p>Internet Activities</p> <p>Take-home essay assignment preparation and submission</p>

Upon successful completion of CRJ 101 students will be able to:	RCSJ's Core Competencies	Evaluation / Assessment (Additional means of evaluation may be included by individual instructors)
<ul style="list-style-type: none"> <li>• Use search engines to locate specific criminal justice agency web sites</li> <li>• Search criminal justice agency web sites for designated information</li> <li>• Use links to move between web sites</li> <li>• Download, organize, and combine information gathered through web searches</li> <li>• Incorporate, rewrite and debate information gleaned from computerized databases in course discussion</li> <li>• Prepare Power Point presentations using Microsoft software</li> </ul>	<p>Technological Competency</p> <p>Information Literacy</p>	<p>Class discussion</p> <p>Power Point presentation</p>
<p>17. Complete the course by actively participating:</p> <ul style="list-style-type: none"> <li>• Use appropriate written and oral communication skills. Satisfy other related course requirements as depicted in learning outcomes below</li> <li>• Communicate information orally in a logical and grammatical manner.</li> <li>• Present written information using standard MLA/APA style.</li> <li>• Be responsible for accepting and completing on time all required assignments, quizzes, take home test, or other assignments on time. Failure to submit those documents can result in an "F" grade.</li> <li>• Complete all reading assignments and be prepared to</li> </ul>	<p>Oral Communication</p> <p>Written Communication</p> <p>Technological Competency</p> <p>Information Literacy</p>	<p>Take-home Essay</p> <p>Tests or quizzes</p> <p>Analysis and student participation</p> <p>Crossword and Word Search Puzzles</p> <p>Internet Activities</p> <p>Position Paper</p> <p>Oral Presentation</p> <p>Power Point presentation</p> <p>Class discussion</p>

Upon successful completion of CRJ 101 students will be able to:	RCSJ's Core Competencies	Evaluation / Assessment (Additional means of evaluation may be included by individual instructors)
<p>participate in class discussion or other related activities</p> <ul style="list-style-type: none"> <li>• Prepare, complete, and make an oral presentation. Failure to complete the presentation can result in an "F" grade.</li> <li>• Be responsible for completing all outside required reading and/or assignments and be prepared to discuss those assignments during class. Failure to complete this responsibility can result in an "F" grade.</li> </ul> <p>Manage and complete their own required work. They will refrain from cheating and/or plagiarism.</p> <p>Take the responsibility to bring any and all related materials, assigned text, handouts, flyers, copy, the course syllabus, other papers to class and be prepared to reference, follow, or discuss that source during class.</p>		

**Topical Outline**

Organized Crime Introduction and Explanation

Development of Organized Crime

American Mafia

Italian Organized Crime

Latin American Organized Crime

Black Organized Crime

Asian Organized Crime

Russian Organized Crime

Outlaw Motorcycle Clubs

Goods and Services

Drug Trafficking

Organized Crime in Labor, Business and Money Laundering

### **Affirmative Action Statement**

The Board of Trustees is committed to providing a work and academic environment that maintains and promotes affirmative action and equal opportunity for all employees and students without discrimination on the basis of certain enumerated and protected categories. These categories are race, creed (religion), color, national origin, nationality, ancestry, age, sex (including pregnancy and sexual harassment), marital status, domestic partnership or civil union status, affectional or sexual orientation, gender identity or expression, atypical hereditary cellular or blood trait, genetic information, liability for military service, or mental or physical disability, including AIDS and HIV related illnesses.

For questions concerning discrimination, contact Almarie J. Jones, Special Assistant to the President, Diversity and Equity/Title IX and Compliance, 856-415-2154 or [ajones@rcsj.edu](mailto:ajones@rcsj.edu) or (Cumberland) Nathaniel Alridge, Jr., JD, Director, Diversity and Equity/Title IX and Judicial Affairs, 856-691-8600, ext. 1414 or [nalridge@rcsj.edu](mailto:nalridge@rcsj.edu). For disability issues or any barriers in the learning or physical environment related to a document condition/disability please contact: Gloucester campus – Carol Weinhardt, Director, Department of Special Services, ADA/504 Officer at 856-415-2247 or [cweinhar@rcsj.edu](mailto:cweinhar@rcsj.edu); or Cumberland Campus – Meredith Vicente, Senior Director, Department of Special Services/Project Assist at 856-200-4688 or [mvicent1@rcsj.edu](mailto:mvicent1@rcsj.edu)

### **Department of Special Services**

The Department of Special Services is committed to providing support services and ensuring equal access to eligible students with documented conditions/disabilities as outlined by the Americans with Disabilities Act (ADA) and the Americans with Disabilities Act with Amendments Act (ADAAA).

#### **(Gloucester Campus Location and Contact)**

Location: Instructional Center, room 425A.

Primary Contact: Director, Carol Weinhardt, (email) [cweinhar@rcsj.edu](mailto:cweinhar@rcsj.edu); or (phone) 856-415-2247.

#### **(Cumberland Campus Location and Contact)**

Location: Center for Academic & Student Success (CASS)

Primary Contact: Senior Director, Meredith Vicente, (email) [mvicent1@rcsj.edu](mailto:mvicent1@rcsj.edu); or (phone) 856-200-4688.

## Reporting Allegations of Sexual Assault and Resource Referrals (08/2021) Gloucester Campus

There are multiple safe places for students to report allegations of sexual assault, both on and off campus. Reports of sexual assault can be made to any of the following offices listed in the chart below. All students are encouraged to report alleged crimes on campus. Crimes that pose a threat to the campus community must be reported to **9-1-1**, Security, the Sheriff's Office or the Deptford Township Police Department. All employees, including Security staff, must report incidents of discrimination, harassment or sexual misconduct to the Title IX Office

Service	Resource	Phone Number/Location/Website
<b>Non-Confidential Reporting</b>  Local Law Enforcement	Gloucester County Sheriff's Office	856-681-2200
	Deptford Township Police Dept.	856-845-2220
	Gloucester Co. Prosecutor's Office	856-384-5500
	Sexual Assault Response Team	856-384-5555
<b>Non-Confidential Reporting 9-1-1 and Campus Security</b>	<b>9-1-1</b> Gloucester County Emergency Management Dispatch  Campus Security <b>Blue Light</b> Emergency Phones or ext. 4444 from any campus desk phone	<b>9-1-1 or push RED button on</b> Campus <b>Blue Light</b> Emergency Phones  856-681-6287
<b>Non-Confidential On-Campus Reporting Support Services</b>	Almarie J. Jones Special Assistant to the President Diversity and Equity/Title IX and Compliance	856-415-2154 College Center, Room 116 <i>ajones@rcsj.edu</i>
	John F. Ryder Director, Student and Veteran Affairs	856-468-5000, ext. 6456 College Center, room 202 <i>jryder@rcsj.edu</i>
<b>Confidential On-Campus Counseling and Support Services</b>	Lois Y. Lawson-Briddell, Ph.D. MSW, LSW, Director Counseling & Wellness Services Center	856-464-5236 <i>llawsonb@rcsj.edu</i> College Center, Room 206
	William Leonard, Ph.D. Intervention Teams Consultant	856-415-2119 <i>wleonard@rcsj.edu</i> College Center, STEM Office C-168
	Crystal Noboa, LSW, MSW Director, The Center for People in Transition (PIT)	856-415-2264 <i>cnoboa@rcsj.edu</i> Career & Technical Education Center, Room 809, 1492 Tanyard Road
	Diane Mussoline, EdS, LMFT Executive Director of Behavioral Services	856-494-5665 <i>dmussoli@rcsj.edu</i> Rowan University Center, Room 200A
<b>Confidential Off-Campus Full-Service Support</b>	Center for Family Services/ Services Empowering Rights of Victims (SERV)	1-866-295-7378 Camden and Gloucester counties <a href="http://www.centerffs.org/serv">www.centerffs.org/serv</a>
<b>Hospitals with Sexual Assault Nurse Examiners</b>	Inspira Medical Center	700 Mullica Hill Road, Mullica Hill, NJ 08062 856-508-1000
	Jefferson Washington Township Hospital	435 Hurffville-Crosskeys Rd., Turnersville, NJ 856-582-2500