



2024 | 2025 ACADEMIC YEAR

BULLETIN



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UNIVERSITY OVERVIEW

History and Milestones

The University was authorized by the passage of New Jersey's 1968 bond referendum and was founded in 1969 with the appointment of the [Board of Trustees](#). An interactive timeline of [University milestones can be found on the University's website](#). The University accepted its charter class in 1971.

Mission and vision statements and Stockton's values are located on the [University website](#).

ABOUT THE BULLETIN

The Stockton University Bulletin is published on an annual basis and presents announcements regarding general information, academic procedures, and/or academic programs extant at the date of publication. The provisions of this *Bulletin* are subject to change without notice and do not constitute an irrevocable contract between any student and Stockton University. The University reserves the right to make changes as required in course offerings, curricula, academic policies, standards, and other rules and regulations affecting students, to be effective whenever determined by the University. Individual course offerings and programs may vary from year to year as circumstances dictate. All changes will be published by the University. These changes will govern current and formerly enrolled students.

For the most current information about course offerings, academic programs, policies, and regulations, students are directed to the University website at <https://www.stockton.edu/>.

The Office of the Provost is responsible for the preparation of the content of this publication. Send any inquiries regarding Bulletin content to academics@stockton.edu.

Failure to read this *Bulletin* does not excuse a student from the requirements, policies, and procedures as described herein.

UNIVERSITY LEADERSHIP

A brief description of the primary areas of responsibility for the administrative divisions of the University [can be assessed online](#). See the [Faculty and Staff Directory or Faculty Leaders](#) for additional contact information.

UNIVERSITY RESOURCES

Academic Calendar

The complete [academic calendar](#) is on the University website.

Tuition/Fees

Current information on tuition and fees for fall, spring, and summer terms may be found on the [Bursar's Office website](#).

Maps And Virtual Tours

A [campus map and directions](#) to the University are available on the visitors' pages on the University's website. Residence hall and on-campus apartment floor plans are viewable online at the [Residential Life website](#).

RIGHTS AND RESPONSIBILITIES

Stockton University recognizes all member of the University community to be no less a citizen than any other member of the American society. As citizens, members of the campus community enjoy the same basic rights and are bound by the same responsibilities to respect the rights of others, as are all citizens. Among the basic rights are freedom to learn, freedom of speech, freedom of peaceful assembly, association and protest, freedom in political beliefs and freedom from personal force, violence, abuse, or threats of the same. As citizens, members of the campus community also have the right to organize their personal lives and behavior, so long as they do not violate the law or agreements voluntarily entered into, and do not interfere with the rights of others or with the educational process. See the [Campus Conduct Code](#) for further detail about the rights and responsibilities of all members of the Stockton University community.

[Student Handbook](#)

The Student Handbook is a reference for students, faculty, and staff, produced by the Division of Student Affairs. It is a source of information about campus and academic life, student life and helpful resources.

[Guide to Residential Life](#)

The Guide to Residential Life includes details of residential students' rights and responsibilities, the policies that affect them, information about meal plans, and more.

[University Policies & Procedures Web site](#)

This important Web site provides the collection of University policies and procedures that affect the rights, responsibilities, and safety of all members of our community. It includes the Campus Conduct Code and other policies that address discrimination, hazing, sexual assault, weapons, and more.

While every effort has been made to provide the most current information in these materials, changes to local, state, or federal regulations may require University policy changes that are not included herein. The University reserves the right to make changes and revisions at any time and will make every effort to make campus-wide notification of any changes.

[University email](#)

Stockton University provides active students with a Stockton University e-mail account. When communicating via e-mail with University offices, students should use their Stockton e-mail account to easily establish identity. Official communications are sent exclusively to the student's University e-mail account, such as registration information, academic announcements, important deadlines, course waitlist information, graduation information/deadlines, and academic standings.

NOTICE OF NON-DISCRIMINATION

Stockton University does not discriminate in its application process, employment, educational programs and activities on the basis of race, creed, color, national origin, nationality, ancestry, age, sex/gender, pregnancy, marital status, civil union status, domestic partnership status, familial status, religion, affectional or sexual orientation, gender identity or expression, atypical hereditary cellular or blood trait, genetic information, liability for service in the Armed Forces of the United States, or disability. The following person has been designated to handle inquiries regarding Stockton University's non-discrimination policies:

Tammy Saunders, Director of Title IX and EEO, Title IX Coordinator
Office of Equal Opportunity & Institutional Compliance (OEOIC)
Stockton University
101 Vera King Farris Drive, L-214
Galloway NJ 08205-9441
Office: L-214
Phone: 609-652-4693| Fax: 609-626-3535
Email: oeoic@stockton.edu

Disability, Accommodation, and Accessibility

Students who have questions or complaints regarding a disability issue, or who feel they have been the subject of possible discriminatory treatment on the basis of their disability, should contact the Office of Equal Opportunity and Institutional Compliance via email at oeoic@stockton.edu or via phone at 609-652-4693.

Title IX – Sex/Gender Discrimination and Sexual Misconduct

Director of Title IX and EEO/Title IX Coordinator, Tammy Saunders, 609-652-4693, oeoic@stockton.edu. Contact the Title IX Coordinator if you:

- Wish to understand your options if you think you might have experienced sex discrimination and/or sexual misconduct.
- Need guidance, assistance, or resource information on how to handle a situation in which you believe you were affected.
- Have inquiries about Title IX and Stockton's response to sex discrimination and sexual misconduct.
- Want to provide feedback on how Stockton is fulfilling its Title IX responsibilities.

To file a Sexual Misconduct Report Online: Visit <https://www.stockton.edu/diversity/title-ix/report.html>

Sexual assault and other forms of sexual violence are crimes prohibited by Stockton policy and by state and federal law. More detailed information about sexual misconduct, including sexual assault and sexual violence, can be found on the [Discrimination Policy and Procedure website](#) and in the Student Handbook.

For further information, visit the [Office of Equal Opportunity & Institutional Compliance](#) website.

UNIVERSITY PROCEDURES

The University reserves the right to amend or supplement any of the policies and procedures contained in this section at any time. All changes will be published on the [University Policy and Procedure website](#).

ACADEMIC POLICIES AND PROCEDURES

The Office of the Provost oversees all the Academic Policies/Procedures. Separate policies and procedures, administered through the Office of the Provost, exist for handling cases of academic dishonesty and grade appeals. These policies and procedures are described *on the University website*.

ACADEMIC HONESTY APPEALS BOARD

As an academic institution of merit and integrity, Stockton University affirms its commitment to the honesty and excellence of all academic work conducted by students of the Stockton academic community. Academic dishonesty is a serious violation of academic procedure and the [Campus Conduct Code](#) and is subject to severe sanctions including suspension and expulsion. The range of sanctions imposed is contingent on several factors, including the decision of the faculty member making the charge, whether it is the student's first or a repeat offense, and the extent and nature of the offense. Suspension and Expulsion sanctions will be recorded on students' transcripts making a permanent notation of the sanction.

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

ADVISORY BOARD ON GRADES AND STANDING

Grade determination is the prerogative and professional judgment of the instructor guided by the standards established in the course syllabus or other document (e.g., independent study form). Assigned grades will not be changed unless there is compelling evidence of inequitable treatment, discrimination, or procedural irregularity. The student who appeals a grade must follow protocol as described in the procedure on grade appeals. If the dispute remains unresolved after having undergone the stages of review and the student can provide evidence as required, the student may appeal to the Office of the Provost. If appropriate, the [Advisory Board on Grades and Standing](#), which is composed entirely of faculty, reviews the matter. The Board then makes a recommendation to the Provost, whose decision is final.

CAMPUS CONDUCT CODE

Stockton is dedicated to the dissemination of knowledge, the pursuit of truth, the development of students, and the general well-being of society. The information and code of conduct statements enumerated in the [Campus Conduct Code](#) and the [Campus Hearing Board](#) contain essential principles that promote civil and respectful behavior that are fundamental to a realization of these goals. These principles are expressed through five values: integrity, community, social justice, respect, and responsibility. It is the responsibility of all Stockton community members to know the Campus Conduct Code, to uphold its values, and refrain from prohibited conduct.

COMMITTEE ON CAMPUS DIVERSITY AND INCLUSIVE EXCELLENCE

The Committee on Campus Diversity and Inclusive Excellence advises the President and Chief Officer for Diversity and Inclusion on matters pertaining to the creation and maintenance of a vibrant diverse and inclusive campus community. The Committee assists the University in enacting its espoused commitment

to diversity and inclusion. Any member of the campus community interested in Committee membership should contact the [Office of Diversity and Inclusion](#).

CAMPUS HEARING BOARD

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

IDENTIFICATION CARDS/OSPREY CARDS

All students, faculty, and staff receive an official Stockton University photo identification card, known as the Osprey Card. The identification card also acts as a debit card for on-campus purchases and the student's meal plan if the student is enrolled in this program. A select number of off-campus merchants also accept the card. Lost or stolen cards must be reported to [ManageMyID.com](#) and replaced by the Office of the Registrar upon payment of a \$25 fee. Presentation of the ID card will be necessary for admission to certain activities and facilities, borrowing privileges at the Stockton Library, and access to a student's records. More information can be found on the Osprey Card at the [Bursar's Office](#). ([Procedure 6417: Identification Card Replacement](#)). Students who live in on-campus residences will have their Stockton ID card programmed to operate as the key to either their apartment or floor. If a resident loses his or her card, he or she must immediately report the loss to [ManageMyID.com](#).

LEGAL AID

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

OFF-CAMPUS ACTIONS AND BEHAVIORS

Please refer directly to the [Campus Conduct Code](#) for information related to off-campus actions and behaviors.

PARKING

See the guidelines for [Parking Information and Regulations](#).

UNIVERSITY ALERTS/[EMERGENCY NOTIFICATION](#)

In the event of severe weather or other types of emergencies, check the University's website for information on class cancellations. Students can also subscribe to Stockton's Emergency Text-Messaging Notification System. All students can now "opt in" to the University's emergency text-messaging system, which enables a limited number of campus administrators to send urgent text messages to subscribers' cell phones in the event of an emergency. See the [website](#) for specific instructions.

CLERY ACT& CRIME REPORTING

In accordance with Public Law 101-542, the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act), the University publishes an Annual Security and Fire Safety Report which contains safety- and security-related policy statements, and crime and fire statistics. The report is distributed via email to all current students and employees by October 1 of each year. The University also informs prospective students and employees about the availability of the report and makes the report available to all persons upon request.

The Clery Act requires all postsecondary institutions that participate in Title IV student financial assistance programs to publish an annual security report which includes the three previous years of crime statistics; maintain a daily crime log, disclose certain security policies, and provide timely warnings about Clery crimes that pose an immediate or ongoing threat to students and employees. The University's Annual Security and Fire Safety Report is available on the Stockton University Police Department's [website](#).

ACADEMIC HONESTY

STUDENT ACADEMIC HONESTY PROCEDURE

As an academic institution of merit and integrity, Stockton University affirms its commitment to the honesty and excellence of all academic work conducted by students of the Stockton academic community. Academic dishonesty is a serious violation of academic procedure and the Campus Conduct Code and is subject to severe sanctions including suspension and expulsion. The range of sanctions that may be given will be contingent on several factors, including:

- The decision of the faculty member making the charge;
- Whether it is the student's first offense or a repeat offense; and
- The extent and nature of the offense

It is possible that a first or second offense may carry a sanction of suspension or expulsion, which will be recorded on the student's academic transcript, marking a permanent record of the offense. The University makes two primary demands of its students in the area of academic honesty:

1. That each individual exercise the utmost care in planning and preparing the work presented for academic consideration, and
2. Members of the academic community conscientiously ensure the validity and protect the integrity of academic work and the grades earned for such work.

Types of Academic Dishonesty

Academic dishonesty may be manifested in a number of irregularities including, but not limited to, plagiarism and dishonest conduct in the completion of course work. Examples of dishonest conduct include, but are not limited to:

- Cheating on an examination or research paper by copying another student's work;
- Using inappropriate notes or an unauthorized electronic device in a testing situation;
- Misrepresenting or falsifying documents; or
- Collaborating with another student on coursework when not specifically authorized by the faculty member.

Each faculty member is charged with the responsibility to define additional criteria governing course requirements/assignments in their course, such as "in-class," "open book," and "take-home" examinations, laboratory experiments and reports, oral presentations, internships, clinical assignments, etc. Whenever collaboration between two or more students is authorized, the results and presentation of the collaborative effort are necessarily understood to be the achievement of each individual student.

Plagiarism

Plagiarism is the most common form of academic dishonesty, particularly with the proliferation of Internet resources on college-level subjects. Stockton defines plagiarism as the appropriation or imitation of the language, ideas or thoughts of another person, and the representation of them as one's original work. Any materials submitted to a member of the faculty by a student are understood to be the product of that student's own research and effort. All sources must be properly acknowledged and cited in the preparation of student assignments. Plagiarism from any published or unpublished source is a violation of academic procedure.

The following are examples of plagiarism:

- Neglecting to cite verbatim text;
- Neglecting to place verbatim text in quotation marks;
- Summarizing without citing the original source; and
- Paraphrasing without citing the original source.

An Example of Paraphrasing

Paraphrasing without giving credit to the original author is plagiarism and is typically the most common type of plagiarism. The following example from [Purdue OWL](#) illustrates how to paraphrase correctly and how paraphrasing is considered plagiarism.

The Original Passage:

Students frequently overuse direct quotation in taking notes, and as a result they overuse quotations in the final [research] paper. Probably only about 10% of your final manuscript should appear as directly quoted matter. Therefore, you should strive to limit the amount of exact transcribing of source materials while taking notes. Lester, James D. Writing Research Papers. 2nd ed. (1976):46-47.

A Legitimate Paraphrase:

In research papers, students often quote excessively, failing to keep quoted material down to a desirable level. Since the problem usually originates during note taking, it is essential to minimize the material recorded verbatim (Lester 46-47).

An Acceptable Summary:

Students should take just a few notes in direct quotation from sources to help minimize the amount of quoted material in a research paper (Lester 46-47).

A Plagiarized Version:

Students often use too many direct quotations when they take notes, resulting in too many of them in the final research paper. In fact, probably only about 10% of the final copy should consist of directly quoted material, so it is important to limit the amount of source material copied while taking notes.

How Faculty Address the Proliferation of Plagiarism

Faculty should adopt strategies to minimize the probability of students committing plagiarism both intentionally and unintentionally. Examples of such strategies are as follows:

- Spend class time explaining plagiarism and how to avoid it;
- Provide a copy of or the web link to the University's procedure on plagiarism in the course syllabus; and
- Consistently implement the University's plagiarism procedure

The Issue of Intent in Academic Honesty

At times students may be careless in, or ignorant of, the proper procedures for the acknowledgment of sources. Knowing *when* to cite sources is as important as knowing *how* to cite them. It is not always possible for a faculty member to distinguish a student's conscious attempt at plagiarism from a clumsily documented, but well-intended paper. Therefore, the University requires every student to understand the rationale for, and application of, bibliographic methods and documentation. Each student has the responsibility to learn the fundamentals of citation and what constitutes plagiarism; *unintentionally plagiarized work may carry the same penalty as an intentionally plagiarized work*. To assure an accurate understanding of plagiarism, each student is responsible for having read and consulted appropriate style guidelines for citations. Style Guidelines for citations are available on the Stockton Library [website](#).

Withdrawal from the Course If One is Charged with Academic Dishonesty

A student charged with academic dishonesty as described above and for whom a faculty member has imposed the sanction of failure for the course is not permitted to withdraw from the course. If such a student withdraws from the course prior to a formal charge of academic dishonesty being received by the Office of the Provost, the withdrawal will be reversed and replaced by the earned grade for the course. If the student appeals the charge and/or the sanction and is subsequently exonerated, they will be allowed to replace the grade with a withdrawal from the course.

Third Offense

A third charge of academic dishonesty prior to the student graduating from Stockton, that is either uncontested or in which the offense has been demonstrated, shall constitute grounds for suspension or expulsion; the period of time for such suspension shall be determined by the Provost or their designee. The suspension or expulsion will be recorded on the student's academic transcript, which makes a permanent record of the offense.

PROCEDURES FOR ACADEMIC DISHONESTY

In cases involving charges of academic irregularities, such as any form of dishonest conduct during an examination or plagiarism in the preparation of course materials, the following steps will be taken:

Step 1: The Determination of Academic Dishonesty

Upon suspicion and personal corroboration of any form of academic dishonesty, including that which may be unintentional, the faculty member may determine the appropriate way of dealing with the student. Personal corroboration might include:

- Proof of the copying of another's answers on an oral or written examination;
- Review of materials by faculty readers;
- Searches of materials such as books, magazines, or blog posts to detect originality of the submitted work;
- Use of other electronic tools to detect plagiarism; or
- Other appropriate academic judgments.

Faculty Responsibilities

Once a faculty member is aware that a student has engaged in academic dishonesty, that faculty member has a responsibility to take action. There is a range of actions that may be taken based on the severity and intent of what is at issue. The actions may include any one or a combination of the following:

- A discussion about academic dishonesty with the student;
- Having the student repeat the assignment;
- Reducing the student's grade on the assignment or for the course; or
- Failing the student for the assignment or the course

At this time, the faculty member must inform the student of the charge and share the evidence supporting the allegation. The faculty member and the student are encouraged to communicate by phone, email, or in-person at the faculty member's discretion regarding the charge, particularly because the objective is to educate the student with regard to the nature of the alleged academic dishonesty. Whether or not punitive action is sought, the faculty member should instruct the student to complete an online workshop, seek instruction by Writing Center staff and/or Library instructional staff, or use some other means in an attempt to prevent future charges of academic dishonesty.

If punitive action is taken (i.e., reducing the student's grade on the assignment or in the course), the faculty member shall notify the Office of the Provost of the case by filling out the online form located on the [University's website](#). A grade reduction based upon not meeting the specified requirements of the assignment is not considered punitive action. The notification of this charge and the sanction given must be brought within five (5) business days of personal corroboration of academic dishonesty. Personal corroboration takes place after the faculty member has suspected dishonesty and confirmed that suspicion through appropriate research; it is not when the faculty member first suspects that academic dishonesty has occurred.

The faculty's submission to the Office of the Provost shall include:

- Student's name;
- Course in which the student is charged;
- A memorandum explaining the pertinent details of the infraction;
- Student's essay or other work;
- The course syllabus;
- A copy of the original source of the plagiarized material, etc.;

- A copy of any of the materials in question; and
- The specific penalty assessed or sought

Once received by the Office of the Provost, a copy of the notification and documentation shall be sent to the student by the Office of the Provost with a copy sent to the charging faculty member. In cases where the faculty member takes punitive action but fails to file a charge of academic dishonesty with the Office of the Provost, the student will be eligible to execute an expedited grade appeal. In these cases, the grade appeal process will defer to step four of the University's grade appeal process and move directly to the Office of the Provost. The process for a grade appeal is outlined in the [University's Advisory Board on Grades and Standing Procedure](#).

A faculty member may not file a charge of academic dishonesty more than five (5) business days after the student's grade has been submitted to the Office of the Registrar.

Special Circumstances in Filing Charges

Cases in which the student's successful completion of the course is required by semester's end (i.e., the student is a graduating senior or is taking a course that is a prerequisite for a course the following semester), would clearly need to be resolved expeditiously. In these circumstances, particularly those in which the student is scheduled to graduate, the faculty member must be willing to work closely with the Office of the Provost to expedite the process immediately upon suspicion of academic dishonesty. To further expedite the process, the Provost will be given the materials relevant to the case prior to a hearing, if an appeal is filed, and will discuss their inclinations regarding the case, in total confidentiality, with the convener of the Academic Honesty Appeals Board.

Step 2: Notification of Charge to Student

After receipt of the charge and the materials from the faculty member, the Office of the Provost shall notify the student of the charge of dishonesty by sending a letter to the student's go.stockton.edu email account with a copy sent via the United States Postal Service (USPS) to the student's permanent and/or current address on file, within five (5) business days of having received the charge, indicating the charge and that they have a maximum of ten (10) business days in which to respond in writing, if so desired. The letter will include all relevant documentation provided to the Office of the Provost by the faculty member bringing the charge. The student's response will be considered an appeal of the academic dishonesty charge and/or sanction. A written appeal from the charge will result in an Academic Honesty Appeals Board hearing. The student is encouraged to discuss the charge by meeting with the Provost's designee prior to responding in writing. If there is no appeal, the charge and the sanction are upheld and a letter stating will be sent electronically to the Registrar with copies sent to the student and faculty member. That letter shall remain in the student's permanent file in the Office of the Registrar and in the Office of the Provost. If there is no subsequent charge of academic dishonesty, this charge of dishonesty shall be removed from the student's permanent file upon the student's graduation.

Step 3: The Student's Response to the Charge of Academic Dishonesty

The Student's Response

If a student charged with academic dishonesty chooses to respond/appeal such charge and/or the sanction imposed by the faculty member, they will be encouraged to discuss the charge and/or the sanction with the Provost's designee. If there is no resolution, the student can submit an appeal to the Office of the Provost by filling out the online form located at the [University's website](#). The student must provide a clear explanation as to the reason(s) for the appeal, and, if appropriate, include supporting documentation. the reason(s) for the appeal, and, if appropriate, include supporting documentation.

The student's appeal to the Office of the Provost must be received within ten (10) business days from the date which the charge of academic dishonesty was sent to the student's go.stockton.edu email address. The appeal must not mention by name, or identify in any manner, third parties not relevant to the appeal. Once an appeal is filed, the matter will move forward to be heard by the Academic Honesty Appeals Board.

Students who are charged with plagiarism in which there is clear and compelling evidence of plagiarism as defined by the University, including "cut and paste" copying from the Internet, will have difficulty formulating a convincing appeal.

It is not necessary for the student to respond. Lack of a response/filing of an appeal will result in the charge and the sanction being automatically sustained.

The Academic Honesty Appeals Board

When an appeal is heard by the Academic Honesty Appeals Board, the Board makes a recommendation on the charge and/or the sanction to the Provost. Faculty members representing each of the Schools, and two to four students, typically make up the Academic Honesty Appeals Board. Faculty selected to the Academic Honesty Appeals Board by their School adhere to the same term lengths as all other committees on campus. The selection process for faculty members of the Academic Honesty Appeals Board is conducted in the same manner as the other standing committee elections held by their respective Schools. The student representatives are appointed by the Student Senate and the Graduate Student Council to a term of one year.

For any given hearing, at least three members of the Board will be selected to hear that particular case. Composition of the Board hearing an appeal typically, but not always, will include:

- One faculty member from within the School in which the course is taught, but not from the student's major(s);
- Two faculty members from outside the School, but not from the student's major(s); and
- One student

A member of the Board hearing the case will be selected as chair and will then be charged with writing the recommendation of the Board to the Provost. All deliberations and discussions of the Board are confidential. Typically, the Assistant Provost and/or designees of the Provost act as non-voting members and conveners of the Board.

Step 4: The Hearing (If Charge and/or Sanction are Appealed)**Hearing the Case**

A student whose appeal has been forwarded to the Academic Honesty Appeals Board for a hearing may submit additional evidence or documentation to support their case. The case is reviewed by members of the Academic Honesty Appeals Board prior to the hearing. The hearing will be conducted in a non-adversarial manner in which the student and the faculty member, if they choose to be present, are each called in separately to be questioned by the Board. The faculty and/or the student may choose to let their written materials represent their case, and not testify in person at the hearing. That is the prerogative of each student and faculty member involved in the appeal. Additionally, the testimony of both the student and the faculty member will be recorded at the hearing.

Representation of the Student or Faculty Member

If an attorney or other individual acting as counsel representing either of the involved parties chooses to be present at the hearing, they may not address the Board or respond in any way to anyone but their client. The attorney/counsel's presence at a hearing is strictly to advise their client. It is important to note that the hearing is not a legal proceeding, and the rules of evidence applied in the civil and criminal court system do not apply to these hearings.

Testimony

The Board chair may limit the number of witnesses heard or the amount of time spent on repetitious testimony.

Conflict of Interest

Board members use their own discretion in cases in which a conflict of interest may affect or call into question their ability to make an impartial decision.

Step 5: The Recommendation of the Academic Honesty Appeals Board – The Vote

After hearing all available and relevant information, the Board determines whether or not to find the student responsible for the alleged academic dishonesty based upon all of the evidence presented. The majority opinion prevails, and the chair of the Academic Honesty Appeals Board must provide the Provost's designee with a written recommendation within three (3) business days of the hearing. A minority opinion also may be conveyed to the Provost's designee in writing within three (3) business days of the hearing.

The Recommendation

The recommendation of the Academic Honesty Appeals Board is forwarded to the Provost, who makes the final decision. At this point, the case generally is resolved within thirty (30) days or less, depending on whether the Provost requires consideration of additional evidence.

Step 5a: Graduate Programs with an Academic Integrity Committee

The purpose of an Academic Integrity Committee (AIC) is to review the charge of academic dishonesty to determine if it is appropriate to render program level sanctions based on the program's policies and procedures which may take into account federal, state, or certifying organization requirements. In the case of graduate programs that have an AIC, a copy of the letter that is set out above in Step 2: Notification of Charge to Student will be sent by the Office of the Provost to the appropriate Graduate Program Director and the respective Dean of the School where the program resides.

In cases where the student has chosen to appeal the charge and/or the faculty member's sanction to the Academic Honesty Appeals Board and whose program has an AIC, as specified in the Policy and Procedures Manual of the student's program or in the area of coursework for non-matriculated students, the student will have the right to have an Academic Honesty Hearing as set out above. Once the Academic Honesty Appeals Board submits its findings and recommendations to the Provost, the Office of the Provost will send the findings and recommendations to the appropriate graduate program coordinator and the student via email and mail within five (5) business days of receipt from the Academic Honesty Appeals Board. Within five (5) business days of the program Director's receipt of the Academic Honesty Appeals Board's findings and recommendations, the AIC will convene a hearing as governed in the AIC Procedures. The Office of the Provost will provide the program coordinator, for use by the AIC, with all materials presented to the Academic Honesty Appeals Board at the Academic Honesty Hearing regarding the charge of academic dishonesty and/or the sanction. The student may also submit additional materials to the Office of the Provost prior to the AIC hearing and the Office of the Provost will provide the additional materials to the program coordinator for use by the AIC during its hearing.

In cases where the student has chosen not to appeal the charge and/or the faculty member's sanction, the AIC may convene a hearing within five (5) business days of the program coordinator's receipt of the letter sent to the Registrar indicating that the charge and/or the sanction was automatically sustained, to determine if program level sanctions are appropriate. The student receives a copy of the letter sent to the Registrar via email.

In all cases, whether or not the student appeals to the Academic Honesty Appeals Board, the AIC will convey its findings and recommendations to the Office of the Provost within three (3) business days of the AIC hearing. The Office of the Provost will send the findings and recommendations of the AIC to the student's go.stockton.edu email address with a copy sent via the USPS to a permanent and/or current address on record within five (5) business days of receipt from the AIC. The student will then have five (5) business days to submit any additional documentation to the Provost for consideration.

The Provost will then render the University's final determination on the charge and/or sanction for academic dishonesty brought by the faculty member, as well as, the final determination regarding any program level sanctions presented in the AIC's findings and recommendations. The Provost will render a decision within fifteen (15) business days as to the course and program level sanctions by sending the final determination to the student via email and the USPS with a copy sent to the appropriate graduate program coordinator, the charging faculty member, the respective Dean, and the Registrar. The final determination will be placed in the student's permanent file in the Office of the Registrar and in the Office of the Provost. The letter will be removed from the student's permanent file upon graduation if the student is not suspended or expelled from the University for committing a subsequent act of academic dishonesty. Where a charge results in suspension or expulsion, the sanction will be recorded on the student's academic transcript, marking a permanent record of the offense.

Step 6: The Decision Regarding the Charge of and/or Sanction for Academic Dishonesty
Recommendation: The Charge and/or Sanction are Upheld by the Academic Honesty

Appeals Board

The Provost considers the evidence presented in the case and the recommendation of the Academic Honesty Appeals Board. The Provost's decision is the final determination of the University. If the charge of and/or the sanction for academic dishonesty is upheld, a letter so stating is placed in the student's permanent file in

the Office of the Registrar and in the Office of the Provost. The letter is removed from the student's permanent file upon graduation if there are no further sustained charges of academic dishonesty.

Recommendation: The Charge and/or Sanction are Overturned by the Academic Honesty Appeals Board

If the recommendation of the Academic Honesty Appeals Board is to overturn the faculty member's charge of and/or the sanction for academic dishonesty and the Provost agrees, they will direct the faculty member involved to effect a change consistent with their findings.

In those cases, in which the Provost is in disagreement with the recommendation of the Board, it is the Office of the Provost's responsibility to reconvene the Board to discuss any disagreement prior to the Provost rendering their final decision.

In cases of "special circumstances" (as described above in Step 1) in which the Provost is in disagreement with the recommendation of the Academic Honesty Appeals Board, the Provost will reconvene the Board at once to discuss the case and the Provost will render a final decision.

UNDERGRADUATE ADMISSION AND FINANCES

THE UNDERGRADUATE ADMISSIONS PROCESS - AN OVERVIEW

Stockton utilizes a holistic review process for all its applicants, including first-year, transfer, and readmit students. Applicants are selected for admission based on varied criteria, including, but not limited to, academic history and performance, extracurricular activities, and standardized test scores (for selected programs only).

A student may apply for matriculation through the [Office of Admissions](#) for the fall or spring term. Stockton offers rolling admission for most programs; select programs have [specific deadlines](#). The appropriate academic department determines eligibility for certain programs. Prospective students should contact the Office of Admissions for specific requirements for the following programs: nursing, dual-degree business, dual-degree hospitality, tourism and event management, dual-degree criminal justice, dual-degree engineering, dual-degree environmental science, accelerated dual-degree medical, dual-degree pharmacy, and performing & visual arts.

Applicants are encouraged to visit the University and talk with staff, faculty, and students prior to and during the admissions and enrollment process. A variety of [on-campus and virtual programs](#) are offered throughout the year, including open house events, campus tours, admitted student programming, and individual appointments.

For information about [graduate admissions](#), see the Graduate Admissions chapter in this *Bulletin*.

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

APPLICANT STATUS AND THE ADMISSIONS PROCESS

Individuals interested in attending Stockton should submit a completed application as early as possible. Applicants are responsible for requesting and/or submitting all supplemental documentation (i.e., transcripts, test scores (if applicable), letters of recommendation, essay, etc.) in a timely manner. Complete instructions may be found [online](#). Deadline dates for the fall and spring terms are announced by the Office of Admissions.

Applicants who do not fully meet the admissions criteria may be placed on a wait list. The applicant is responsible for supplying required documentation to the Office of Admissions, including updated high school/college transcripts and any other information requested by Admissions or deemed important by the applicant in support of their re-evaluation. Wait-list status applies to the term of application only.

APPLICATION STEPS

Complete application instructions may be found online with the [application](#). A non-refundable application fee or fee waiver must accompany the application.

The applicant is responsible for notifying the appropriate individuals and/or organizations to forward test scores (if applicable) and transcripts from all institutions attended to the Office of Admissions as specified on the application for admission. If an applicant does not submit all required items prior to the start of the

term for which they are applying, a decision will be rendered on their application based on the information provided; this may result in an unfavorable outcome. Stockton reserves the right to make Admissions decisions on a case-by-case basis.

A personal interview is not required for admission. Any individual who wishes to schedule a personal interview is encouraged to call the Office of Admissions.

Should an applicant receive an offer of admission, the acceptance packet will also contain valuable information on financial aid and scholarships, residential life, and immunization requirements.

Admitted students who intend to enroll at Stockton must submit a non-refundable enrollment deposit or an enrollment confirmation deposit waiver. The monetary deposit is applied towards the amount due for the term for which the student is accepted and intends to enroll; the deposit will be deducted from the first semester's tuition bill. After the deposit or waiver is received, students are sent additional information related to placement testing, orientation, and course registration. The applicant who is admitted but fails to pay this deposit or submit an enrollment waiver form will not be guaranteed a space in the term for which they were accepted and will not be permitted to register for courses.

FIRST-YEAR STATUS

A first-year applicant is one who has not yet graduated high school, or one who has graduated high school but has never attended college on a matriculated basis. Students who completed college credits while in high school but have not yet graduated from high school are still considered first-year students.

The following high school coursework is required for all first-year applicants: four units of English, three units of mathematics (one of which must be algebra), two units of social studies, and two units of laboratory science. Five additional units of academic electives will be selected from courses in college preparatory subjects and foreign languages. The courses completed or in process must total 16 units, all of which must be college preparatory subjects. Applicants who have not completed 16 units of college preparatory subjects, or who possess a certificate of high school equivalency, will be considered on an individual basis.

FIRST-YEAR ADMISSION PROCEDURES

Stockton takes a comprehensive and integrated approach towards reviewing applications through the evaluation of each student's academic transcript, letters of recommendation, essay, extracurricular participation, and evidence of leadership and motivation. Students who show consistent and challenging academic performance throughout their high school career will be in a solid position for admission to the University. Applicants will be notified of their admission decision in a timely manner once their application file contains enough information to be reviewed for a decision.

Prospective students are not required to submit SAT or ACT scores for admission to the University; select programs may require score submission for admission to the program. All students are encouraged to submit SAT and/or ACT scores prior to enrollment, as these scores may help students with class placement and/or admission to their academic program of choice. All students who are admitted without SAT or ACT scores and who do not supply them prior to new student orientation will be required to complete placement testing prior to course registration to determine their appropriate course level. In rare cases, Stockton may

withdraw an offer of admission based on a student's placement scores and recommend that the student begin their higher-education journey at a school with appropriate curricular offerings.

Home-schooled students should refer to the [home-schooled website](#) for additional information.

Stockton also offers an early admission program for high school rising seniors; more information can be found on our [instant decision](#) website.

TRANSFER STATUS

A transfer applicant is defined as someone who has graduated from high school (or earned a certificate of high school equivalency) and has transferable college credits at the time of application to Stockton, unless those credits were earned while the student was in high school. Transfer applicants with fewer than 16 credits earned must submit an official high school transcript (or certificate of high school equivalency) in addition to official transcripts from all colleges attended. Transfer applicants with 16-24 earned college credits must provide proof of high school graduation in the form of a copy of high school diploma, official high school transcript showing date of graduation, or certificate of high school equivalency in addition to official transcripts from all colleges attended.

Applicants enrolled in New Jersey County or community colleges are encouraged to apply for admission to Stockton during the final term of their degree program but before the stated application deadline.

Transfer applicants will be screened carefully for evidence of academic achievement and potential success. Admission will be based on college coursework (and high school academic records for applicants with less than 16 transferable college credits).

Prospective transfer students are encouraged to utilize [Degree Works](#) to see how their credits may transfer into their academic program of choice. An initial credit transfer evaluation will be provided after admission to the University. Students can transfer up to 64 credits from a regionally accredited county or community college or up to 96 credits from an accredited four-year college.

Students who previously attended Stockton but left and attended another institution must reapply to the University, including submission of a new application for admission for the term they wish to enroll and updated transcripts for any courses taken during their absence. Any student who was academically dismissed from the University and is seeking reinstatement must submit a letter of appeal to academic.appeals@stockton.edu; questions regarding reinstatement may also be directed to this email.

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

For information about undergraduate and graduate admissions, [contact](#) the Vice President for Enrollment Management.

FULL-TIME VS PART-TIME ATTENDANCE

The University does not distinguish between full- and part-time students at the time of application, nor does it maintain a separate evening or adult division. A person interested in part-time study as a matriculated

student is required to complete all steps of the admissions process. Financial aid and veteran's benefits programs define a part-time undergraduate student as one who carries fewer than 12 credits.

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

DEFINITIONS OF UNDERGRADUATE STUDENT STATUS

Matriculated

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

Non-matriculated

A non-matriculated student is one who is interested in taking courses for credit, but who has not formally applied to Stockton. While students may register for classes, they are not considered matriculated or working toward a degree until they complete the formal application. Non-matriculated students are not eligible for financial aid, nor are they eligible to live in on-campus housing.

A maximum course load for an undergraduate, non-matriculated student is eight credits in any term, and no more than 24 credits may be attempted in non-matriculated status. To register beyond the limit of 24 credits, non-matriculated students must apply and be admitted as a matriculated student. Appeals of the eight-credit limit may be made to the Office of the Registrar at academics@stockton.edu; however, any appeal must clearly present a substantial rationale for an exception to policy. Graduate, non-matriculated students may take up to six credits of graduate coursework in a term, and nine credits in total.

A non-matriculated student does not automatically qualify for matriculation after completion of course work in non-matriculated status. When non-matriculated students wish to matriculate, they must formally apply online through the Office of Admissions.

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

TERM OF MATRICULATION

Students are admitted to the University only for the fall and spring terms. The term for which the student enrolls is the student's official term of matriculation and thereby establishes the academic policies the

student must meet. These include academic progress, academic dismissal, and graduation requirements (students may opt to elect new curricular requirements in their entirety in lieu of those published at the time of matriculation).

The following students must formally reapply for admission or re-matriculation: those who had previously attended Stockton as matriculated students and stopped attending for two or more terms without completing an official Leave of Absence form; those who had previously attended and were dismissed for academic reasons; and those who were suspended or expelled from the University.

Students who attended another institution during their absence from Stockton must formally reapply to the University through the [Office of Admissions](#) as a transfer student.

Students who left the University in good standing and have not attended any other colleges in the interim and wish to return to Stockton should complete a [re-matriculation form](#) from the Office of the Registrar.

A student who has been academically dismissed must submit an appeal for reinstatement to the [Office of the Provost](#), at academics@stockton.edu, and may be required to submit a [re-matriculation form](#) from the Office of the Registrar.

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

Readmitted students establish a new term of matriculation and are obligated to the academic policies and curricular requirements in effect at the time of readmission.

DISCIPLINARY AND CRIMINAL ACTIVITY DISCLOSURES:

If an applicant checks “Yes” on either the Disciplinary or Criminal disclosure question on the application, the file is automatically routed to the Conviction and Disciplinary Review Committee (CDRC) who will initiate a review process and the application. The CDRC is comprised of the Director of Campus Public Safety or designee, the Director of Care and Community Standards or designee, a designee from Academic Affairs and the designated staff people in Undergraduate or Graduate Admissions.

During the review process, the applicant may be required to provide additional information and details regarding his or her criminal or disciplinary history. The applicant will typically be required to provide an explanation of each criminal conviction and/or each disciplinary incident with the option to include official documentation of the same, letters of recommendation, a release to obtain related documentation and information, and additional information the applicant would like considered by the University. The designated staff members in the Office of Admissions or Graduate Admissions are responsible for compiling the information for the CDRC to review.

Factors considered by the CDRC as part of the review process include, but are not limited to:

- Amount of time that has passed since the crime or disciplinary offense
- Severity of the crime or offense

- Open Criminal Records Check
- Other educational programs attended since time of the crime or offense
- Nature of the academic program in which the applicant seeks to enroll

The CDRC will review the information provided by the applicant and make a recommendation to the Vice President for Enrollment Management as to whether or not to offer admission to the applicant, assuming all other application requirements have been satisfied. In cases where the applicant is seeking University-sponsored housing, admission to a specific program, or access to certain non-academic activities, the CDRC makes a separate recommendation to the Vice President for Enrollment Management.

The Vice President for Enrollment Management may grant admission to an applicant with appropriate restrictions that may include but not limited to limited access to University specific majors, or access to certain non-academic activities.

The decision letter will provide notice of appeal rights, if applicable, to an applicant who is denied admission. Stockton University reserves the right to withdraw an offer of admission for various reasons, including engaging in behavior that calls into question a student's honesty, maturity, or moral character, or failing to provide official documents, such as transcripts, prior to the start of the semester.

INTERNATIONAL STUDENT ADMISSION

An international student is defined as a "non-immigrant" student visitor who comes to the United States temporarily to seek educational experiences. A non-immigrant is an individual who intends to stay in the U.S. temporarily, does not have U.S. citizenship or legal permanent resident status (a "green card"), and requires a visa to study in the U.S.

Most international student applicants will be admitted under the F-1 student visa. International students with another visa status also may be admitted.

Complete first-year and transfer applications should be filed before May 30 to receive consideration for the fall term and before November 1 to receive consideration for the spring term.

First-Year International Applicants

1. At the time of application, first-year international applicants must be enrolled in the final year of senior secondary school or have completed their senior secondary education and sat for national exit examinations (if required by the education system of the country of study). To receive consideration for admission, first-year applicants must submit the following: A completed application for admission and \$50 non-refundable application fee.
2. Proof of English proficiency must be submitted by students from non-English speaking countries. Tests results are accepted from testing organizations such as the TOEFL, IELTS, Pearson, Duolingo, ELS or any other test deemed acceptable by the Office of Admissions. Stockton University will waive the English proficiency for applicants who complete 3 or more academic years in an American high school as well as for select other applicants. For full details visit Undergraduate [International Admissions Requirements website](#).
3. Evaluated copy of senior secondary school records with certified translations from an approved evaluation agency such as World Education Services (WES), Educational Credentials Evaluators (ECE), or SpanTran: The Evaluation Company or any other agency deemed acceptable by the Office of Admissions.
4. One to two recommendation letters.
5. An essay.
6. A copy of the applicant's passport biographical page.

First-year applicants will be subject to the same basic skills testing requirements as other Stockton first-year students.

Transfer International Applicants

To receive consideration for admission transfer applicants must submit the following:

1. A completed application for admission and \$50 non-refundable application fee or fee waiver.
2. Proof of English proficiency must be submitted by students from non-English speaking countries. Tests results are accepted from testing organizations such as the TOEFL, IELTS, Pearson, Duolingo, ELS or any other test deemed acceptable by the Office of Admissions. Stockton University will waive English proficiency for applicants who completed 3 or more academic years

in an American high school, as well as for select other applicants. For full details, visit our Undergraduate International Admission Requirements website.

3. Official copies of all college/university transcripts. Evaluation of all foreign college or university-level work must be completed by an approved evaluation agency such as World Education Services (WES), Educational Credentials Evaluators (ECE), or SpanTran: The Evaluation Company.
4. Transfer applicants with fewer than 16 non-basic skills college credits must submit an evaluated copy of senior secondary school records with certified translations from an approved evaluation agency.

All accepted international students are required to submit the non-refundable enrollment confirmation deposit, applied against their first semester tuition, to hold a place in the entering class. The deposit is required to proceed to the application stage for Form I-20, secure on-campus housing and receive an invitation for Orientation and Registration. International students denied an F-1 visa are eligible for a refund (supporting documents must be provided). To apply for the refund, contact the Office of Undergraduate Admissions.

All accepted international students are required to submit the documents required for the Application for Form I-20. These documents are:

1. Application for Form I-20
2. Affidavit of Support (signed by the individual providing funding for the applicant)
3. Proof of funding showing enough funds to cover the cost of attendance for a minimum of one year. Acceptance proof of funding are documents such as bank statements.
4. Affidavit for Free Room and Board (required only if application will live off campus)
5. Transfer international applicants must submit the F-1 Transfer Form in addition to the above documents.

All Form I-20 related forms and documents must be submitted to the Office of Undergraduate Admissions no later than June 30 for fall semester intake, and by November 15 for spring semester intake.

DUAL CREDIT PARTNERSHIP

The Dual Credit Program was established to provide college-bound high school students the opportunity to jump-start their college journey by earning college credits while completing high school course requirements at discounted tuition and fees rates. Stockton University's mission through established high school partnerships is to help students prepare for college success. For a listing of participating high schools visit <https://stockton.edu/dual-credit/programs.html>.

THE HONORS PROGRAM

Stockton Honors challenges students to launch extraordinary lives. Our program provides a supportive, enriching, and challenging environment for students who are among the most motivated and talented at the University. We ask students to take intellectual risks, to seek an understanding of the interdependence of all branches of knowledge, to engage with the complexities of difference and diversity, and to value a life of continuous learning and personal growth. We encourage our students to seek opportunities for experiential learning, independent research, and community engagement. All of Stockton's major, minor, and certificate programs are compatible with enrollment in the Honors Program.

First-year, transfer, and returning Stockton students may apply to the Honors Program before starting their junior year. Admission to the Honors Program is competitive. First-year and transfer students must complete the separate Honors application through the Stockton Common App. Returning Stockton students must complete the online application on our program website (<https://stockton.edu/honors-program/>). Preference is given to applicants who demonstrate intellectual curiosity and a strong desire to take an active role in their education and the University community. To remain in the program, students must stay on track to complete their Honors course requirements, complete the Honors Program co-curricular requirements each academic year, and maintain at minimum a 3.3 GPA.

STUDENTS WITH DISABILITIES

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

Students with long-term and permanent as well as temporary disabilities must register with the LAP to obtain services and accommodation. Registration is strictly voluntary and on a confidential basis. It is important that all requests for accommodation be substantiated by appropriate documentation. The services are meant to help students devise strategies for meeting University demands and to foster independence, responsibility, and self-advocacy. Visit the [Learning Access Program website](#) for additional services.

ACADEMIC AMNESTY

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

The following criteria are used to determine a student's eligibility for amnesty. The student:

- was formerly matriculated at Stockton.
- must have completed a minimum of 120 credits toward a degree at Stockton.
- was in good academic standing when the student left Stockton.
- had at least a 2.0 GPA and was not subject to disciplinary action when the student left the University.
- needs 32 or fewer credits to complete the degree at the time the students left Stockton.

Former students who fulfill the above criteria may apply for amnesty by writing an email to the [Office of the Provost](#).

The letter should state that the individual is requesting amnesty, the student's program, and the approximate years of attendance at Stockton. The Office of the Provost will request an evaluation of the former student's degree status from the Center for Academic Advising. The Center for Academic Advising will verify with the student's academic program that requirements:

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

The Office of the Provost will review University-wide requirements and make the final determination regarding the student's eligibility for amnesty. Students who return under the amnesty policy must complete their degree within one calendar year and take any remaining courses at Stockton. The University reserves the right to grant amnesty under special circumstances that may deviate from the above policy. Individuals who wish to determine whether their special circumstances qualify for amnesty are directed to contact the [Office of the Provost](#).

FINANCIAL ASSISTANCE

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

TUITION PAYMENT PLANS

Tuition Payment Plans are available to all students. To be eligible, the student must have no outstanding obligations to the University. Stockton University reserves the right to deny the tuition payment plan option to students based on past payment history. Information on the various plans can be found on the [Bursar's Office website](#).

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

All applications for tuition payment plans must be completed online. To apply for a tuition payment plan, students should follow these steps. Sign on to [goStockton portal](#).

- Click on Bursar.
- Scroll down and click Enroll in Payment Plan in the My Account box.
- You will be redirected to the TouchNet Payment System.

OTHER PAYMENT CREDITS/WAIVERS

Vocational Rehabilitation: Stockton University requires the appropriate authorization/approval forms on file in the Bursar's Office to be eligible for these payment waivers. Eligible students should submit an agency voucher to the Bursar's Office upon registering for courses. Waiver recipients are responsible for the payment of any charges not waived through this program.

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

National Guard Waivers: National Guard waivers are processed through the Office of Financial Aid. Students should contact that office directly at 609-652-4203 for information. Waiver recipients are responsible for the payment of any charges not waived through this program.

Post 9-11® and VR&E Benefits: VA benefits are processed through the Office of Financial Aid. Students should contact the office directly at 609-652-4203 for information. Recipients of benefits from either of these programs will be held harmless for VA anticipated funds as confirmed through certification. Benefit recipients are responsible for the payment of any charges not covered by VA funds.

Work Force Development : Students seeking assistance through this program must receive eligibility through the Office of Financial Aid. Appropriate authorization/approval forms, contracts, and/or vouchers are required from students' regional counselors prior to incurring any expense.

Unemployment Waivers: Students receiving unemployment waivers must submit the waiver to the Bursar's Office. The form must be signed and dated through the NJ One-Stop Career Center. Students seeking this benefit must complete a FAFSA and meet with an academic advisor to sign off on their course schedule. Students will not be permitted to register until the first day of the semester.

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

Employee Dependent Waiver: A student's eligibility for Tuition Waiver is limited to five years from the time the student becomes a full-time undergraduate student at the University. Each student is eligible for only one undergraduate degree, and the waiver is limited to a period of eight semesters with a cap of 20 credits per semester. The student must be a full-time student for each semester they receive a waiver as a Dependent Child will be eligible for a Tuition Waiver until the age of twenty-six. (determined at the beginning of the semester for which the student seeks a waiver). Please note that there is no age restriction for a Spouse, person in a Civil Union or Domestic Partner Dependent. Spouse, person in a Civil Union or Domestic Partner shall not be eligible for Tuition Waiver during the summer session. Students eligible for participation in this program must meet all academic requirements established by the University for initial admission and must remain in good standing.

OTHER INFORMATION:

Drop/Add/Swap/Withdrawal Period

During the first week of each term, there is a drop/add period during which students may adjust schedules by dropping and/or adding courses. Adjustment to payment for added courses must be made in full during this period. After the drop/add period, and through the end of the eleventh (11th) week of a full term, or the fifth week of a sub term, students may only withdraw from classes with a W grade.

Refund Policy

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

Except as set forth in [Procedure 6400](#), a student will not receive any other refund of tuition or fees for a withdrawal from the University or a reduction in academic load at any other time during the academic year.

Students are encouraged to purchase tuition insurance and to contact their insurance provider to file a claim if applicable.

Financial aid monies will be disbursed in accordance with applicable State and Federal guidelines and regulations after students have been confirmed as attending and/or completing academic activity in their courses through the faculty class Academic Engagement process. Upon disbursement, financial aid will be credited first to the student's account. Any remaining funds will then be remitted to the student as a financial aid refund. Refunds are issued weekly throughout the semester. All refunds are made payable to the student except Parent Plus Loan refunds, which are made payable to parents if specified on the Plus loan application.

Osprey Card (Student ID)

Funds in the form of cash, check, MasterCard, American Express, Discover and/or financial aid may be applied to this card for use at on-campus food service locations, on-campus convenience stores, the bookstore, the Performing Arts Center and/or participating off-campus businesses starting two weeks before the semester starts. Financial aid students need to complete an application authorizing transfer of money to this card. Only sufficient available funds on a student's account will be permitted to be transferred to this card. Students can transfer up to \$1,500.00 onto their Stockton student ID card, also known as the Osprey Card per semester. The Bursar's Office will evaluate exceptions for technology purchases and emergencies. All students are required to complete the Osprey Request Form located on the Bursar Website or Student [goStockton portal](#). Students should be sure a credit exists on their account to cover the additional funds requested. Any remaining credit balances will be evaluated on a case-by-case basis for the source of payment to determine if a refund will be processed. Please note, certain institutional funds are nonrefundable.

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

Outstanding Financial Obligations

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

Late Payment, Dishonored Checks, and Unauthorized Credit Cards

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

Health Insurance

Students may visit the [Health Services website](#) for the most updated information or may contact the Health Services Office at 609-652-4701. International students may visit the [Office of Global Engagement](#) for information for international student health insurance or may contact the Office of Global Engagement at 609-626-5532.

TUITION/FEES

Current information on tuition and fees for fall, spring, and summer terms may be found on the [Bursar's Office web pages](#).

Flat Rate Tuition

Full-time undergraduate students are charged a flat rate for tuition/fees. Students may enroll in 12-20 credits and pay the same rate. For current flat-rate tuition and fees, including a complete description of current University fees, see the Bursar's Office web page.

Meal Plans and Housing

Current [meal plans and rates](#) are available online, as well as current [housing](#) rates for fall, spring, and summer.

RESIDENT AND NON-RESIDENT STATUS

According to the New Jersey Administrative Code, a student may qualify as a state resident" for tuition purposes if the student or the parent(s) or guardian(s), upon whom the student is financially dependent, acquires a bona fide domicile within the state of New Jersey for a continuous period of one year prior to enrollment or the term for which residency is reviewed.

Students who reside in the state of New Jersey solely for the purpose of attending school will not be considered permanent residents of the state, according to the New Jersey Administrative Code.

FINANCIAL AID

Stockton University's [Office of Financial Aid](#) is committed to assisting all students in obtaining financial resources including grants, scholarships, loans and part-time employment to pursue their education. Information about the application and awarding processes for financial assistance and descriptions of federal, state and institutional aid programs are available below and at stockton.edu/financialaid. The Director of Financial Aid has been designated as the University officer responsible for preparing and disseminating information on all student aid programs at the University, excluding programs administered by Stockton Foundation and the Alumni Association.

How to Apply for Financial Aid

All students seeking financial aid at Stockton University should file a Free Application for [Federal Student Aid \(FAFSA\) online](#) each year at fafsa.gov. The FAFSA is typically available for completion as early as October 1st for the upcoming academic year. The 24-25 FAFSA is an exception to this, as updates made by the Federal government pushed the launch back to December 2023. The FAFSA is used in evaluating all applicants for federal, state, institutional and private sources of funding. Students should include Stockton's Federal School Code number—009345 when filing. To be eligible for financial assistance through all the federal aid programs, a student must be matriculated and an American citizen or eligible non-citizen of the United States.

New Jersey Dreamer students are not eligible for Federal Student Aid; however, they be eligible for NJ State as well as institutional financial aid programs. NJ Dreamers will file the NJ Alternative Financial Aid Application at hesaa.org to be considered for state and institutional aid programs.

Federal Aid Programs

Federal Pell Grant

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

The Department of Education uses a standard formula, revised, and approved every year by Congress (significantly updated in 2023 for the 24-25 academic year), to evaluate the information students report when applying for a Pell Grant. The formula produces a Student Aid Index (SAI), which is used to determine the amount of Pell Grant funds a student may receive. This number is sent to the student via a FAFSA Submission Summary and indicates whether the student could be eligible for a Pell Grant. The amount a student receives will depend on the SAI, enrollment and the student’s Cost of Attendance and their financial need (SAI minus other financial assistance = need). These grants are available only to students pursuing their first bachelor’s degree.

Federal Supplemental Educational Opportunity Grants (FSEOG)

The FSEOG program provides additional grant funds to students pursuing their first bachelor’s degree, and who have exceptional financial need. To apply, students must file the Free Application for Federal Student Aid (FAFSA) at fafsa.gov each year. Funds are limited and the award is based on need and the amount of funds the University has received from the government to award. These grants are available only to students pursuing their first bachelor’s degree.

Federal Work-Study (FWS)

The [Federal Work-Study program](#) at Stockton University is intended to provide part-time employment opportunities for students who need the earnings to help pay their educational expenses. Students earn at least the current minimum wage and generally work no more than 25 hours weekly. The amount of each award depends on funding available and is awarded on a first-come basis.

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

Federal Direct Loans

Federal Direct Loans are borrowed through the U.S. Department of Education and offer low fixed interest loans to students without a credit check or cosigner. To apply, students must file the Free Application for Federal Student Aid (FAFSA) at fafsa.gov each year.

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

When a loan is “unsubsidized,” the federal government does not pay the interest while the student is in school or in deferment periods; the student is responsible for the interest that accrues. The student has the option of either deferring the payment of interest or paying as it accrues while enrolled.

First-year students may borrow up to \$3,500; sophomore level \$4,500; and \$5,500 for each of the remaining years. For dependent students, an additional \$2,000 in an Unsubsidized Direct Loan is awarded each year. For independent students, an additional \$6,000 is awarded annually through 64 earned credits. Then, \$7,000 is awarded for each of the remaining years. These amounts are the maximum a student can borrow from the U.S. Department of Education annually; however, students cannot borrow more than the cost of education at Stockton minus any other financial aid received. The maximum amount a dependent student may borrow through this program is \$31,000. Independent students may borrow up to \$57,500 for all undergraduate work. Graduate students may borrow no more than \$138,500 for their undergraduate and graduate work combined.

Students who borrow federal direct loans are required to complete Entrance Counseling and a Master Promissory Note at studentaid.gov. Once they graduate, withdraw, or leave school, they are required to complete Exit Counseling at studentaid.gov.

Additional information regarding federal education [loans](#) is available at studentaid.gov.

New Jersey State Aid Programs

The State of New Jersey offers one of the most generous grant programs in the nation. To be considered for State scholarship and grant programs, students must file the FAFSA. NJ Dreamers will file the NJ Alternative Application at hesaa.org to be considered for state aid programs. In addition, to qualify, the student (and parents if dependent) must be a New Jersey resident for at least 12 consecutive months prior to receiving the state aid. Applicants must also be full-time, matriculated undergraduate students.

Tuition Aid Grant (TAG)

The New Jersey Higher Education Student Assistance Authority (HESAA) determines the student’s eligibility to receive Tuition Aid Grant (TAG) funds. Strict deadlines apply. To apply, students must file the Free Application for Federal Student Aid (FAFSA) at fafsa.gov each year. Students who have previously received state financial aid should complete the FAFSA each year by April 15. Due to delays with the 24-25 FAFSA, students were given a one-time extension to May 15 to complete the 24-25 FAFSA.

Students should create an account on HESAA’s website (njfams.hesaa.org) to monitor their application status.

Garden State Guarantee (GSG) Program

The [Garden State Guarantee \(GSG\)](#) is a last-dollar program created to assist New Jersey residents in affording the cost of their education. The Garden State Guarantee covers any gap in funding for tuition and recurring fees after all federal, state, and other institutional grants are applied, bringing the out-of-pocket expense to zero for eligible students.

The benefits of GSG for students include a tuition and recurring fee free guarantee or a sliding scale Net Price of no more than \$7,500 for Tuition and Fees for qualifying students.

GSG guarantees that the net price of tuition and fees shall be \$0 for students meeting eligibility criteria with a family adjusted gross income (AGI) of \$0 to \$65,000 in the students' third and fourth years of study toward a bachelor's degree.

The GSG also guarantees that the net price of tuition and fees will not exceed \$7,500 for students meeting eligibility criteria with a family AGI between \$65,001 and \$80,000 in the students' third and fourth years of study toward a bachelor's degree.

The GSG also guarantees that the net price of tuition and fees will not exceed \$10,000 for students meeting eligibility criteria with a family AGI between \$80,001 and \$1000,000 in the students' third and fourth years of study toward a bachelor's degree. Third and fourth years of study are defined as earning between 60-128 credits. The program is limited to four semesters of eligibility or until the student reaches 128 earned credits, whichever comes first.

Students interested in the program must complete the Free Application for Federal Student Aid (or the [New Jersey Alternative Financial Aid Application](#) (NJ Dreamers Only)). All eligible applicants will automatically be placed in the program.

Learn more about the Garden State Guarantee at stockton.edu/gsg.

NJ STARS II

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

Per State regulations, if a student qualifies for other federal and state grant programs and the total of these awards exceeds the cost of their tuition, NJ STARS II award cannot be used towards the rest of the bill. However, if the student qualifies, they will have continued eligibility for NJ STARS II in future semesters. Students can receive NJ STARS II for a maximum of 4 semesters.

Visit njgrants.org to learn more about the program.

NJ Alternative Tuition Aid Grant (Alt. TAG)

The New Jersey Alternative Financial Aid Application allows NJ Dreamers enrolled in eligible New Jersey colleges and universities to apply for state financial aid. Students should apply if they are not United States citizens or eligible noncitizens and meet all of the following criteria:

- Attended a New Jersey high school for at least three (3) years.
- Graduated from a New Jersey high school or received the equivalent of a high school diploma in New Jersey.
- Are able to file an affidavit stating that you have filed an application to legalize your immigration status or will file an application as soon as you are eligible to do so.

Eligibility and award amounts are determined based on the student's NJEI. The State of New Jersey

determines the student's NJEI and eligibility using the information reported on their Alternative Application. Students must file the Application each year to reapply.

Applicants must demonstrate "need" for college student aid and must have been legal residents of New Jersey for at least 12 consecutive months before receiving the grant. Students who have received a baccalaureate degree or are enrolled solely in graduate study or graduate level courses are not eligible. View additional eligibility information on njfams.hesaa.org. For more information, visit njgrants.org or contact the State of New Jersey at 800.792.8670. Complete the application at hesaa.org.

Other State Scholarship Programs

New Jersey offers a variety of scholarships based on both academic merit, financial need, or relationship to emergency workers. Please visit HESAA's website (hesaa.org) for the most current listing of programs available and guidelines to apply.

STOCKTON AID PROGRAMS

Stockton University Foundation Scholarships

Information and details regarding application procedures for [Stockton University Foundation scholarships](http://stockton.edu/foundation-scholarships) are available online at stockton.edu/foundation-scholarships.

Stockton Promise

The Stockton Promise program is a last-dollar program created to assist New Jersey residents in affording the cost of their Stockton education. The Stockton Promise covers any gap in funding for tuition and recurring fees after all federal, state, and other institutional grants are applied, bringing the out-of-pocket expense to zero for eligible students. This program is open to all first-year undergraduate students who matriculate as full-time students. Participants must be New Jersey residents and have a family adjusted gross income (AGI) of \$0 to \$65,000 in the students first and second years of study toward a bachelor's degree. The program is limited to four semesters of eligibility or until the student reaches 59 credits whichever comes first. Students interested in the program must complete the Free Application for Federal Student Aid (or the [New Jersey Alternative Financial Aid Application](http://stockton.edu/new-jersey-alternative-financial-aid-application) (NJ Dreamers Only)). All eligible applicants will automatically be placed in the program.

Stockton will also continue to provide merit scholarships and other financial aid to all qualified students, including those who are not eligible for the Stockton Promise program. More information about the program can be found here: stockton.edu/promise stockton.edu/promise.

Admissions Scholarships

First-Year Scholarships:

All first-year students who are admitted to the University are considered for merit scholarships. To receive maximum scholarship eligibility, students should complete the activities section of the Common App and submit all optional supplemental documentation including essay/writing sample and letters of recommendation. Activities can include:

- | | |
|--|--------------------------------------|
| Work (part-time or summer jobs) | Volunteerism or community engagement |
| Family responsibilities | School/community clubs/organizations |
| Other experiences that have been meaningful to you | |

Transfer Scholarships:

Accepted transfer students are considered for scholarships based on previous college performance. To qualify, students must meet the below criteria:

- File a Free Application for Federal Student Aid (FAFSA) each year.
- Must have 16 or more earned, transferable, non-basic skills credits from a regionally accredited undergraduate institution.
- Cumulative GPA minimum: 3.4
- Transcripts from all previously attended institutions will be used to calculate cumulative GPA
- New transfer applicants only; students applying for readmission or first-year applicants do not qualify

Amounts:

GPA 3.4-3.74:	\$1,000/year
GPA 3.75-3.99:	\$2,000/year
GPA 4.0:	\$3,000/year

Out-of-State Tuition Scholarships:

First-Year: Stockton University offers Out-of-State Tuition Scholarships to qualifying students to help offset their out-of-state tuition expenses. Incoming first-year students may receive this scholarship for up to eight semesters. To qualify, students must meet the below criteria:

- Have a cumulative GPA of 3.0 or higher (all GPAs will be converted to a 4.0 scale)
- Student's permanent address must be in a U.S. state outside of New Jersey, or in Puerto Rico, and not eligible for in-state tuition.
- Student must maintain continuous full-time enrollment and a 3.0 cumulative Stockton University GPA to renew the award.
- Student must reside in on-campus housing to maintain this award.

The award amount is set by the institution annually in July. The scholarship is offered as an annual tuition waiver to equalize out-of-state tuition to in-state rates.

Transfer: Stockton University offers Out-of-State Tuition Scholarships to qualifying students to help offset their out-of-state tuition expenses. Incoming transfer students may receive the Tuition Scholarship for up to six semesters, depending on the number of credits transferred to Stockton. To qualify, students must meet the below criteria:

- Have a cumulative GPA of 2.75 or higher (all GPAs will be converted to a 4.0 scale)
- Student's permanent address must be in a U.S. state outside of New Jersey, or Puerto Rico, and not eligible for in-state tuition.
- Student must maintain continuous full-time enrollment and a 3.0 cumulative Stockton University GPA to renew the award.
- Student must reside in on-campus housing to maintain this award.

Transcripts from all previously attended institutions will be used to calculate cumulative GPA.

New transfer applicants only; students applying for readmission or first-year applicants do not qualify. The award amount is set by the institution annually in July. The scholarship is offered as an annual tuition waiver to equalize out-of-state tuition to in-state rates.

International Admissions Scholarships

Stockton University offers two types of scholarships to qualifying first-year and transfer international applicants who demonstrate commitment to academic achievement. Scholarships aim to reward prior academic achievement and help offset the cost of attendance.

First Year International Scholarships:

Incoming first-year international applicants are considered for [scholarships](#) at the time of admission and may receive the Merit Scholarship for up to eight semesters. Scholarship consideration is based on academic performance in senior secondary school and the resulting U.S. equivalent GPA, as well as extracurricular activities. To qualify, students must meet the below criteria:

1. Must have applied and been admitted as an international student.
2. Show evidence of cumulative GPA of 2.5 or higher at the time of admission.
3. Maintain continuous full-time enrollment and a 3.0 cumulative Stockton University GPA to renew the award.
4. Complete the activity section within the Common Application or submit the Stockton University [Scholarship Activity Survey](#) . You may enter up to ten (10) activities to be considered for scholarship consideration. Activities can include:
 - Work (part-time or summer jobs)
 - Volunteerism or community engagement
 - Family responsibilities
 - School/community clubs/organizations
 - Arts/music/sports
 - Other experiences that have been meaningful to you

International Scholarship:

Incoming first year international student who wish to live on-campus may receive the International Scholarship for up to eight consecutive semesters.

To qualify, students must meet the below criteria:

- Must have applied and been admitted as an international student
- Show evidence of a cumulative GPA of 3.0 or higher (all GPAs will be converted to a 4.0 scale)
- Students must maintain continuous full-time enrollment and a 3.0 cumulative Stockton University GPA to renew the award.
- Student must reside on campus to maintain this award.

The award amount is set by the institution annually in July. The scholarship is offered as an annual tuition waiver equal to the difference between in-state and out-of-state tuition cost.

Transfer International Scholarships:

Incoming transfer international applicants are considered for scholarships at the time of admission and may receive the Merit Scholarship for up to six consecutive semesters. Scholarship consideration is based on previous college academic performance and the resulting U.S. equivalent GPA.

To qualify, students must meet the below criteria.

- Must have applied and been admitted as a transfer international student.
- Show evidence of cumulative GPA of 3.4 or higher (all GPAs will be converted to a 4.0 scale)
- Students must maintain continuous full-time enrollment and a 3.0 cumulative Stockton University GPA to renew the award.
- Student must reside on campus to maintain this award.
- Must have earned 16 or more transferable, non-basic skills credits from a regionally accredited undergraduate institutions.

Transcripts from all previously attended institutions will be used to calculate cumulative GPA.

Merit scholarships are available to new transfer applicants only; students applying for readmission, or first-year applicants do not qualify.

International Scholarship:

Incoming transfer year international student who wish to live on-campus may receive the International Scholarship for up to eight consecutive semesters.

To qualify, students must meet the below criteria:

- Must have applied and been admitted as an international student
- Show evidence of a cumulative GPA of 2.75 or higher (all GPAs will be converted to a 4.0 scale)
- Students must maintain continuous full-time enrollment and a 3.0 cumulative Stockton University GPA to renew the award.
- Student must reside on campus to maintain this award.

The award amount is set by the institution annually in July. The scholarship is offered as an annual tuition waiver equal to the difference between in-state and out-of-state tuition cost.

Stockton Grant in Aid

The Stockton Grant in Aid (SGIA) is an institutional need-based grant program for high achieving students who demonstrated “need” after filing the Free Application for Federal Student Aid (FAFSA). Students apply by filing a FAFSA.

Eligibility and award amounts are determined based on merit and demonstrated need.

Students offered SGIA must complete a FAFSA and maintain full time enrollment to be eligible. The grant is a 2-year consecutive offer beginning the recipient's first semester at Stockton and lasting 4 semesters (excluding summer) if eligibility requirements are maintained.

Student Employment

Part-time, on-campus employment is available under the Student Assistant Program. This program allows the University to hire students with specific skills who are in need of funds to meet their University expenses. It is not necessary for students to file for financial aid to be considered for a student assistant position. Under the program, students work up to 20 hours a week when classes are in session. The salary paid is at least equal to the current minimum wage.

Students can search for student assistant positions at stockton.edu/handshake.

OTHER SOURCES OF AID

Other sources of aid include but are not limited to PLUS Loans, Private/Alternative loans and private scholarships. Stockton University urges students to seek out and apply for all financial assistance programs for which they may qualify. Students should investigate sources of aid by contacting libraries, unions, private companies, community, state and national clubs and organizations and the National Merit Scholarship Program. Information on PLUS and private loans is available at stockton.edu/finaid. In addition to searching for private scholarships on their own, students can utilize our Scholarship Resource Center at <https://stockton.edu/financial-aid/sources-of-financial-aid/scholarship-resource-center.html> to search for and apply for private scholarships.

VETERANS EDUCATION BENEFIT PROGRAMS

The Office of Financial Aid serves as a certifying/transmittal agency with regard to education benefits for veterans and their spouses/dependents. Programs for eligible veterans are: Chapter 33 (Post 9/11® Benefit) providing financial support for education and housing for honorably discharged individuals with at least 90 days of aggregate service on or after 9/11/01, or individuals with a service-connected disability after 30 days; Chapter 30 The Montgomery GI Bill ® Active Duty (MGIB-AD ®) available to members of the Army, Navy, Air Force, Marine Corps, and Coast Guard Reserves, as well as the National Guard; Chapter 1606 (for guard/reservists who have not been activated under Title 10); Chapter 31 (for veterans with a service connected disability rating); Chapter 35 Survivors & Dependents Educational Assistance for dependents and/or spouses of veterans who have 100% disability rating or have passed due to military service. National Guard members may also be eligible for the New Jersey Tuition Waiver Program. Stockton University Bulletin 2023-24 36 Students may contact Stockton's veterans' representative in Financial Aid at 609-652-4203. For additional information, students should contact the Department of Veterans Affairs Educational Services at 888-442-4551, www.gibill.va.gov, or the Department of Veterans Affairs Regional Office at 800-827-1000. The Department of Veterans Affairs 20 Washington Place, Newark, NJ 07102 Veterans Affairs Regional Office PO Box 4616.

**GI Bill ® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <http://www.benefits.va.gov/gibill>.*

SATISFACTORY ACADEMIC PROGRESS

To receive financial aid, students must maintain [satisfactory academic progress \(SAP\)](#) toward the attainment of a degree. Our office evaluates student academic records annually in June. Students enrolled in summer classes will be evaluated in August. This evaluation will include all prior terms of attendance, including periods in which the student did not receive financial aid. Additionally, the completion ratio test (PACE) includes accepted transfer credits.

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

In order to maintain financial aid eligibility, the student needs to meet the following minimum standards.

- Undergraduate students must successfully complete at least 67% of their cumulative attempted credits, including transfer credits; and must maintain a minimum 2.0 cumulative academic GPA at the end of each spring semester.
- Graduate students must successfully complete at least 67% of their cumulative attempted credits and maintain a cumulative academic GPA of 3.0. at the end of each spring semester.
- All students may not exceed the maximum timeframe for degree completion. The maximum timeframe for degree completion is 150% of the program's published length of academic program, measured in credit hours. All attempted credits count toward this limit, even if the student did not receive financial aid or had extenuating reasons for not completing the credits. Transferred credits are included in the maximum timeframe. See below for the maximum number of credits a student may attempt for each degree type:
 - Bachelor: 192
 - Master/Doctoral (excluding DPT): 54
 - DPT: 167

At the time of each evaluation, a student who has not achieved the required GPA, or who is not successfully completing his or her educational program at the required pace, is no longer eligible to receive financial aid. Students who do not meet Satisfactory Academic Progress may have the option to appeal if there were extenuating circumstances that prohibited the student from maintaining SAP.

The Satisfactory Academic Progress policy and appeal procedure is available on the Office of Financial Aid's website at stockton.edu/sap. All students eligible for aid should obtain the Institutional Academic Progress Policy for federal and state financial aid. The full policy also addresses probation, termination, appeal processes, reinstatement of aid, repayment and transfer credits.

Students experiencing academic problems should visit the Tutoring Center for advice and assistance. This provides a variety of tutorial services at no direct cost to students. More information on SAP is available at stockton.edu/sap.

Withdrawals and Financial Aid Impact

Financial aid is disbursed at the beginning of the semester with the expectation that a student will successfully complete the enrollment term. Aid is earned as the enrollment term progresses. In cases where a student's enrollment status changes (e.g., withdrawal, suspension, expulsion, medical leave), the amount of financial aid earned must be determined utilizing the Return of Title IV funds formula, and in some cases, the aid must be reduced and returned to the program/government. The value of the student's award may change as well. More information is available on the Office of Financial Aid's website at <https://stockton.edu/financial-aid/disbursements-adjustments.html>. Students are responsible for obtaining a copy of the document titled Treatment of Federal Student Aid when a Student Withdraws from the Office of Financial Aid, Campus Center Suite 201, to determine if their awards will be affected.

Sometimes a student stops attending classes but does not notify the University. This is referred to as an unofficial withdrawal. At the end of each semester, the Office of Financial Aid reviews students who did not earn any academic credit – the student either received all failing grades or a combination of W's and F's. In accordance with federal and state rules using the last date of attendance, a determination is made. A student who unofficially withdrew did not earn the aid that was disbursed, and a calculation must be performed to determine the amount of unearned aid that must be returned.

Both types of withdrawals, official or unofficial, may result in aid being removed from the student's account resulting in a balance owed to the University. Financial aid recipients are strongly encouraged to speak with the Office of Financial Aid prior to withdrawing.

ROSTER VERIFICATION ACADEMIC ENGAGEMENT PROCESS

Before any financial aid may be disbursed, the University must confirm that the student has begun attendance/academic activity. In accordance with federal regulations, and at the beginning of each course, faculty will confirm each student's status via the academic engagement process. The Office of Financial Aid monitors this process and makes any required adjustment to aid. Grant and scholarship aid will be reduced for students when the number of credits confirmed is less than full-time; student loans will not be distributed if the student is confirmed in less than six credits. Students are notified if aid is reduced. It is the student's responsibility to follow-up with their instructors and/or ensure they are attending the correct section/courses.

More information on the academic engagement process is available at <https://stockton.edu/financial-aid/academic-engagement.html>.

EDUCATIONAL OPPORTUNITY FUND (EOF) PROGRAM

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

Program Organization

Through rigorous activities, the Educational Opportunity Fund Program provides academic assistance as necessary to participating students. Additionally, the program provides financial assistance to defray some

of the student's expenses. The EOF Program prepares students for successful completion of the University's degree programs through academic and general advising and academic skills development. Close alliances with the Center for Academic Advising, the Skills Acquisition and Developmental Center, and the Career Center help to ensure successful preparation in college and eventual transition to the world of employment.

Eligibility Requirement

To be eligible for an EOF grant, an applicant must satisfy the following criteria:

Residency

An applicant must demonstrate that s/he has been a legal resident of New Jersey for at least 12 months prior to receiving an EOF grant. In this case, legal New Jersey residency means that s/he does not live in New Jersey only for the purpose of obtaining an education. An applicant whose parents or guardians are not legal residents of New Jersey is presumed to be in the state for the temporary purpose of obtaining an education. Eligible noncitizens DACA / New Jersey Dreamers that have attended three or more years from a New Jersey high school; graduated from a New Jersey or high school equivalency can be considered regardless of parent's citizenship status.

Academic

The applicant must exhibit evidence for potential success in college to gain admission to Stockton University. The applicant's educational background must indicate a need to have special educational assistance, however, the applicant whose academic preparation qualifies him/her for non-EOF admission is still encouraged to apply under provisions of the program.

Financial

To be eligible for an EOF grant, a student must demonstrate that s/he meets the financial criteria established below as either a dependent or independent applicant. The EOF Income Eligibility Scale for both dependent and independent applicants is based on household size and gross income. The current scale can be found at Stockton's EOF Program website.

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

The EOF Income Eligibility Scale for both dependent and independent applicants is based on household size and gross income. The current scale can be found at Stockton's EOF Program website.

Independent Applicant

The independent applicant is one who meets at least one of the following criteria:

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

An independent applicant may submit their own financial evidence of a background of “historical poverty” in place of specific information concerning parents or guardians’ income.

Admission to the EOF Program

First-Year Students

Applications to the EOF program are processed for the fall term only. Consideration for the EOF program is given only to applicants who submit the Free Application for Federal Student Aid (FAFSA) and first-year application and complete and submit the EOF application.

Applications for admission are available online. March 1 is the priority deadline for FAFSA purposes, but students may apply for admission until the May 1 first-year application deadline. Applicants who file either the FAFSA or the application for admission late may find class space unavailable.

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

The first-year applicant wishing to receive admissions consideration under provisions of the EOF Program submit the following to the Office of Admissions.

- Completed application and application fee waiver card (no fee required).
- Completed EOF application.
- Secondary school transcript.
- SAT or ACT scores (if required).
- Completed FAFSA by March 1.

Student Aid Report (SAR) in addition to all supportive financial documentation required by Stockton’s Office of Financial Aid.

Transfers to EOF Program

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

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

Prospective EOF students should submit the following to the Office of Admissions.

- Completed application and application fee card (no fee required).
- Up-to-date transcripts from all high schools and colleges attended.
- Submit a Free Application for Federal Student Aid (FAFSA) by March 1.

EOF Graduate Grants

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

Eligibility

Must be a New Jersey resident for 12 consecutive months prior to receiving the award.

Students attending graduate school at out-of-state institutions are not eligible for EOF graduate grants.

Students who received EOF grants as undergraduates shall be given priority consideration for EOF graduate grants. These students are presumed to have met the financial eligibility criteria for graduate EOF as long as they continue to demonstrate financial need.

Other students must meet rules governing state residency, the EOF financial eligibility criteria, and be full-time graduate students as defined by the institution offering the graduate program of study, and attend an eligible institution participating in the fund.

Students may not receive an EOF graduate grant to pursue a second graduate or professional degree at the same level of study for which he or she has already been funded (unless enrolled in a dual degree program). Combined program eligibility will not exceed 10 semesters. Graduate degree and certificate programs must have a minimum requirement of 24 equivalent semester hours and be at least one academic year in duration.

How to Apply Applications can be obtained through the [EOF Office](#).

Stockton University EOF Summer Academy

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

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

Unique among New Jersey colleges, Stockton University's EOF Summer program focuses on developing and challenging multiple facets of the individual. The program features a team-building design through which students' bond together and become members of the EOF family. They set goals for the day and for their lives. Together they build a foundation of Dignity, Intensity, and Pride.

Liability

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

STUDENT SUCCESS

[Student Success Scholars](#) is a student-centered retention program designed to assist students with their overall experience at Stockton University. It aims to help students navigate and maximize the benefits of various academic and student life resources available at Stockton. Student Success helps students receive coordinated support services with the guidance of a faculty, staff, or student mentor and through the efforts of the team. The primary goal is for students to make self-sustaining progress toward graduation. Consequently, the program will inspire its participants to become lifelong learners and active citizens and will empower them to lead in a diverse global community.

Program Organization

Under the oversight of the Office of Educational Opportunity and Success Programs, the Student Success team is comprised of faculty, staff and students (peer mentors) who play an important role in retention initiatives at Stockton University. The team focuses on student retention and success through delivery of excellent student support services. The success of this program is anchored on the collaborative partnerships among stakeholders in our community. The work of the mentors and the team is to help students who show signs of academic distress, behavioral concerns or any other situation that puts their academic progress towards graduation at risk.

Admission to the Student Success Program

Applications can be obtained at the Student Success Program office or on the program's website. The Student Success team may also identify prospective student participants through various means:

- Referrals from faculty or staff.

- Students (first-year, second-year, and transfer students) who feel that they need direction, support, and focus in accomplishing their academic and career goals.

- Students on Academic probation.

- Students who were academically readmitted to the University.

- Students identified as potentially in need of such services upon admission to the University.

For students to enter the Student Success program, they will be identified by one of the characteristics listed above and will be selected to participate in the program. The students will then meet with a member of the Student Success team to help determine their needs and how they can be met. The Student Success team will then review the information provided by the student and assign the student a mentor. During the student's first meeting with a mentor, they will work together to identify challenges or issues encountered by the mentee. The mentor will help the student create specific goals that will serve as a guide throughout the Student Success process.

GRADUATE ADMISSIONS AT A GLANCE

- Admission of matriculated students in the fall and spring terms occurs through the Office of Graduate Admissions and the graduate review committees. Select programs also allow matriculation in the summer.
- A Graduate Student Orientation program for newly admitted graduate students occurs prior to the entry term. Advising and registration takes place at Orientation.
- Non-matriculated students are limited to 9 credit hours, in total, in most graduate programs. The MAED, MAIT, and MBA limit non-matriculated students to 6 credit hours of attempted study, without the possibility of repeating a course. Applications for non-matriculated status are processed through the Office of Graduate Admissions.
- Full-time status is defined as 9 credits per semester.
- Financial aid is available, including Graduate Assistantships (matriculated, degree seeking students only) and scholarships.
- Academic advisors (preceptors) are assigned upon enrollment (matriculated students only). Students meet with their preceptor to plan courses and discuss their academic progress.
- Grading system is based on an A-F range (plus/minus included); grades of I (incomplete) convert to an F grade if not completed by the end of the succeeding semester.
- Students must maintain a GPA of 3.0 to remain in good academic standing.
- Individual programs have policies and procedures that govern academic and professional requirements as specified in the individual program's handbook.
- Students are required to check their university-assigned email accounts regularly.
- University policy requires that, once matriculated, students must be enrolled continuously each semester (excluding summer terms). A Maintenance of Matriculation or Leave of Absence Form must be completed each fall or spring term for which the student is not enrolled. Students continuing their master's thesis are required to register for 1 course credit of the thesis course for each semester of thesis work (following the first one) until completion.
 - Maintenance of Matriculation is an online request form processed by the School of General Studies and Graduate Education.
 - Leave of Absence is an online request form that is processed by the Office of the Registrar.
- Check the [Graduate Admissions website](#) for program updates.

For information about graduate admissions, contact the Vice President for Enrollment Management.

APPLICABILITY OF GENERAL POLICIES AND PROCEDURES

All [policies and procedures](#) of the University that refers to students and courses of study apply equally to graduate study except where explicitly stated otherwise. This includes the [campus code of conduct](#), [academic honesty policy](#), and all other rules relating to individual conduct. Graduate students must also follow the policies and procedures applicable in their individual graduate programs.

DEFINITION OF GRADUATE STUDENT STATUSES

Full-time and part-time

A full-time graduate student is enrolled in 9 or more credits per semester, as defined by the graduate program in which the student is enrolled. Students are not required to be full-time to work toward and complete a graduate degree (unless required by their program), but the normal time limit for degree completion is five years.

- Audited courses and withdrawals do not count toward full-time status.
- Continuing Education courses do not count towards full-time status.
- When students are in their normal sequence of field education experience, and are registered for co-op, field, clinical or lab experience as part of their program cohort, they may be certified by the Dean of the School where the program resides as full-time students for a minimum registration of 3 credits each semester.
- International students must be in full-time status every semester (excluding summer terms).
- Part-time students are those registered for fewer than 9 credits during a semester.
- Part-time students may be given this (full-time) designation for Federal and other reporting purposes if they meet one of the following conditions.
 1. They are registered for between 6 and 8 credits in a semester.
 2. They have completed all other course work and other degree and credit requirements and are registered in final project or thesis research and seminar, for at least 3 credits for the semester.
 3. They are enrolled in the MAED-CE program with the School of Education, are enrolled for all requisite Education course work and are employed full-time as classroom teachers as part of their alternate route certification process.
 4. A student enrolled in the Doctor of Education in Organizational Leadership program and enrolled for all requisite courses.

Matriculated Student

A matriculated graduate student is one who has formally applied and been accepted for admission by the Office of Graduate Admissions, and who has satisfied the acceptance deposit requirement. Matriculated students are working toward a degree, an educational endorsement, or certificate of graduate study. A newly matriculated student who cannot enroll during the term specified in their acceptance letter, must request a deferral of admission. Admitted applicants who wish to defer may do so at the time of admittance. Granting the deferral is at the discretion of the specific graduate program and will only be granted once. Only matriculated students may be considered for the awarding of a degree. Each program that offers a graduate degree determines whether a non-matriculated student may enroll in the program's courses. Where such enrollment is permitted, the program guide states the conditions of enrollment and any limits on applicability toward the degree of courses taken as a non-matriculated student toward the degree. The University sets an upper limit of 9 credits attempted in non-matriculated status, though some programs have a limit of 6 credits. Matriculated graduate students are assessed graduate tuition for *all* courses attempted.

Non-matriculated students who enroll in graduate courses are assessed graduate tuition for all graduate courses attempted.

Non-Matriculated A non-matriculated graduate student is one who has been granted permission to take courses for credit, but who has not formally been admitted to Stockton. Non-matriculated students are not considered matriculated or working toward a degree until they complete the formal application process as described below. Non-matriculated students are not eligible for financial aid, nor are they eligible to live in campus housing.

Except where limited by individual graduate degree programs (e.g. Doctor of Physical Therapy, Master of Science in Occupational Therapy, and the Master of Science in Communication Disorders), a student who is interested in taking graduate credit-bearing courses, but who is not presently working toward a degree, may enroll as a non-matriculated student. Registration for classes is on a space-available basis. Note that graduate programs may require either undergraduate or other graduate courses as prerequisites.

For a graduate degree program, no more than nine (9) credits may be attempted in non-matriculated status, though some programs (e.g. Master of Arts in Education, Master of Arts in Instructional Technology, and Master of Business Administration) may set lower limits. For graduate certificate or endorsement programs, normally no more than six (6) graduate credits may be attempted in non-matriculated status, though some programs may set lower limits. After a student reaches the maximum cap, a prospective student must apply to the graduate program through the Office of Graduate Admissions. All courses in which a student receives a grade or notation (such as a W for withdrawal or I for incomplete) are counted towards the six graduate credit limits.

A non-matriculated student does not automatically qualify for matriculation after completion of course work in non-matriculated status. When the non-matriculated student wishes to change student status to matriculated, she/he must formally apply through the Office of Graduate Admissions. Evaluation of the student includes course work taken as a non-matriculated student.

Undergraduates Taking Graduate Courses

Graduate programs may permit qualified undergraduate students to enroll in graduate courses if space is available and if an undergraduate student meets the following minimum University requirements.

- Only Stockton undergraduates who have successfully completed 96 semester hours of undergraduate credit by the time the graduate course begins will be eligible to enroll.
- Student must have earned at least a 3.2 overall G.P.A. A program may set a higher minimum GPA.
- Students may take up to 6 semester hours of 5000 level courses for credit.
- Students must have fulfilled appropriate prerequisites with a passing grade.
- Undergraduates will receive three (3) credits for each course successfully completed.
- If the undergraduate student is enrolled for 12-20 credits, then flat-rate tuition will be applied; plus an additional graduate course surcharge based on the number of graduate credits being attempted.
- Graduate tuition and fees will be charged for these graduate-level classes. Note: Flat-rate tuition does not apply to graduate courses.
- Approval for an undergraduate student to take a graduate course does not guarantee matriculation into a graduate degree program.

- Graduate courses taken as an undergraduate (with a grade of B or better) may be applied to a future Stockton master's degree program.
- Students must fill out the Graduate Course Access form and return to the School of General Studies and Graduate Education for approval and processing.

TERM OF MATRICULATION

Students are admitted to the University for the fall and spring terms. Selected academic programs allow summer term matriculation. The term for which the student enrolls is the student's official term of matriculation and thereby establishes the academic policies the student must meet. These include academic progress, honors at graduation, academic dismissal and graduation requirements. (Note that students may opt to elect new curricular requirements as adopted in lieu of those published at the time of matriculation).

Any student who has previously attended Stockton as a matriculated student and stopped attending for two or more terms, was dismissed for academic reasons, or was suspended or expelled from the University must formally reapply for admission via Direct Entry application in the Slate application system. Readmitted students, therefore, establish a new term of matriculation and are obligated to adhere to the academic policies in effect at the time of readmission. Maintenance of Matriculation is an online request form that is processed by the School of General Studies and Graduate Education. Leave of Absence is an online request form that is processed by the Office of the Registrar and Dean of Students Office.

MAINTENANCE OF MATRICULATION REQUIREMENT FOR GRADUATE STUDENTS

Once admitted to a degree program, graduate students must either be registered continuously for credit each semester until they complete degree requirements, or they must apply for and receive Maintenance of Matriculation status and pay the requisite fee in lieu of tuition. Graduate students who neither register for credit during a fall or spring term semester nor apply for and receive Maintenance of Matriculation status and pay the requisite fee nor is granted a Leave of Absence will lose their student status and must apply for readmission to the University and be reaccepted to continue their graduate work. The Maintenance of Matriculation Fee will be proposed annually and is subject to approval by the Board of Trustees in its consideration of student fees.

Students completing a master's thesis do not pay the Maintenance of Matriculation fee after the semester they begin their thesis (xxxx 5880). Instead, upon receiving the IP (in progress) grade for the thesis, students must register for 1 credit of xxxx 5880 each semester until successful graduation. This cost replaces Maintenance of Matriculation.

LEAVE OF ABSENCE

Although the University has a Maintenance of Matriculation requirement for graduate students, a Leave of Absence may be granted, normally for medical reasons. A Leave of Absence is the process of leaving school temporarily and is generally used for family medical leave or military service. A Leave of Absence is valid for a maximum of five years and must be renewed each semester. Students should consult the *Program Handbooks* as in some degree programs, five years may not be possible. Students should complete and submit an online [Leave of Absence Form](#) from the [Office of the Registrar](#) prior to the end of the Drop/Add period noted on the for each semester the Leave is effective. [Academic Calendar](#) for each semester the Leave is effective.

TUITION

Students pay undergraduate tuition and fees for undergraduate courses and appropriate graduate (master's and doctoral) tuition and fees for graduate courses.

Full-time undergraduate students (defined as enrolled in 12 or more credits, undergraduate and graduate credits combined, excluding doctoral courses) who enroll in master's level courses be charged flat-rate undergraduate tuition and fees plus a surcharge of \$100.00 per credit for each enrolled graduate post-baccalaureate certificate course. Students must be enrolled in both undergraduate and graduate courses during the same term to be eligible for this opportunity.

ACADEMIC PROGRESS FOR GRADUATE STUDENTS**Degree Completion**

To be awarded a graduate degree, a student must have a cumulative GPA of at least 3.0 in courses applied toward the graduate program. The number of credits required and the specific courses or distribution of courses that must be completed as well as any additional specific requirements are indicated within this *Bulletin*. The student must apply for graduation online through the goStockton portal prior to the deadlines noted in the [Academic Calendar](#). The graduation fee will be charged to the student's account upon application. (Students will note that they are required to pay the graduation fee for each degree they receive from the University, e.g., once for a baccalaureate degree and once for a master's degree, if applicable).

Minimum Academic Progress, Academic Warning, Probation and Dismissal

Each student's record will be reviewed for minimum academic progress each term, including summer terms. A graduate student must have at least a 3.0 term GPA and a 3.0 cumulative GPA to maintain minimum academic progress. Failure to maintain minimum academic progress will result in placement on either academic warning, academic probation, or dismissal.

DISMISSAL

A graduate student on academic probation, who does not make minimum academic progress, as outlined by her/his graduate program, is subject to dismissal from the University. Students should refer to the program information in their respective program handbooks to learn more about academic grounds for dismissal.

Non-Academic Grounds for Dismissal

Each graduate program may have non-academic standards to which students must adhere, in addition to the minimum 3.0 GPA required for students to remain enrolled in the program. Students should refer to the program information in this *Bulletin* and/or in program handbooks to learn more about non-academic grounds for dismissal.

PROGRAM DISTINCTION

Programs may convey recognition of superior performance in the graduate program based on criteria that are printed in the program's *Program Handbook*. Program Distinction will be noted on the student's transcript.

THE GRADUATE ADMISSIONS PROCESS

The Application and Admissions Process

Stockton draws its graduate student body from a large variety of prospective applicants, including recent baccalaureate degree recipients and college graduates in the professions. Committed to diverse educational opportunities, Stockton encourages the enrollment of people customarily considered to be outside the regular student pool (e.g., fully employed adults, homemakers, veterans, adults, and professionals). Individual graduate programs will evaluate the transcript for currency and may require the student to complete some courses as prerequisites to graduate study.

Enrollment Terms

Applications for admission to graduate study are submitted to the [Office of Graduate Admissions](#) for the fall or spring term. Applicants are limited to one graduate application per admissions cycle/term and may only be enrolled in one graduate program (degree-seeking and/or certificate) per cycle/term. Each graduate program has a committee that evaluates completed applications. Students should contact the Office of Graduate Admissions website for deadlines. Any student, non-matriculated or matriculated, may register for summer classes on a space-available basis.

Part-Time Study Opportunities

Depending on the degree program, opportunities for part-time study are available. A person interested in part-time study as a matriculated student is required to complete all steps of the admissions process. Persons interested in part-time study as non-matriculated students should complete and submit the online. At the time that the non-matriculated student wishes to change his or her student status to matriculated and/or is at their cap for non-matriculated graduate coursework, they must formally apply to the University through the Graduate Admissions Office. Financial aid and veteran's benefits programs define a part-time student as one who carries fewer than 9 credits.

Application Process

Application for admission as a matriculated student should be completed online with the University at the earliest opportunity. Complete application instructions are included on the [Graduate Admissions Process](#) page and within the online application system. A non-refundable, non-transferrable \$50 application fee is required for each application. Every graduate student must hold a baccalaureate degree from a regionally accredited institution of higher education before starting their course of study (except for dual-degree students).

Program admission deadlines vary; please consult the graduate program's website for specific information. To ensure full consideration, applications and all required supplemental materials must be received prior to the established deadline. Applications received after the deadline may not receive full consideration. The [Doctor of Physical Therapy](#), [Master of Science in Communication Disorders](#), and [Master of Occupational Therapy](#) programs utilize a centralized application system (CAS). For the CAS applications, only verified applications who also pay the \$50 Stockton supplemental fee move on to the faculty review committees.

The applicant is responsible for requesting official test scores (if applicable), transcripts from all institutions attended, and letters of recommendation (through the Stockton application system). Admission decisions will not be made until all application documents have been received. A personal interview may

be required for admission to the Doctor of Education in Organizational Leadership, Master of Arts in Counseling, Master of Science in Occupational Therapy, and Master of Social Work program.

Other Admissions Requirements

Admission to a specific graduate program may be based on the Grade Point Average (GPA) and test scores on the Graduate Records Examination (GRE) or the Graduate Management Admission Test (GMAT). Applicants should read the admissions requirements specific to the individual graduate program included in the program descriptions in the following sections. Meeting the minimum requirement for admission does not guarantee acceptance into the program.

Admissions requirements specific to an individual graduate program are included in the graduate program descriptions online. Additional information concerning educational background may be required. Letters of recommendation, transcripts from all colleges attended, essays, test scores, and other application materials will be reviewed as part of the admissions process.

Applicants who are non-native English speakers are required to report scores from the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or proof of successful completion of ELS Language Center's Level 112 of the ELS Intensive English for Academic Purposes program. Applicants must take the TOEFL, GTEC, Duolingo, IELTS or complete ELS Level 112 in time to have their scores reported to Stockton before registering for classes.

REVIEW OF APPLICATIONS

The Office of Graduate Admissions works with applicants as well as the graduate program's admission committees to ensure the committees receive completed applications including supplemental materials. All completed applications will then be reviewed by the graduate program's admission committees to which the applicant applied. Applicants may receive correspondence from each of these entities requesting clarification or additional information or documents. Responses should be directed to the inquiring office directly.

Formal admission to Stockton University is offered only by the Office of Graduate Admissions. Applicants admitted to the graduate school will receive a written offer of admission from the Vice President of Enrollment Management viewable on the online application system. To accept or decline the offer, applicants must notify the Office of Graduate Admissions by the date listed in their acceptance offer letter or the offer becomes null and void. In some programs, applicants are allowed a one-time only deferral of admission of up to one year, subject to approval by the graduate program. Applicants who are unsuccessful in gaining admission to a graduate program are also notified in writing by the Office of Graduate Admissions.

Wait List

The Office of Graduate Admissions often receives more applications than there are spots available for admission. Waitlists are created for cohort programs to ensure that if an applicant decides not to attend Stockton, another qualified applicant can be admitted in their place. If this occurs, a member of the Graduate Admissions team will reach out to offer admission to a student on the waitlist. During this time, the applicant is responsible for updating the application with additional test scores, college transcripts, and any other material requested by the Office of Graduate Admissions or the program or is deemed important by the applicant in support of this re-evaluation.

GRADUATE TRANSFER CREDITS

The University may accept up to 6 or 9 transfer credits (depending on the graduate program) that sufficiently match corresponding Stockton courses, provided that the grade earned is a B (3.0 GPA) or better. Transfer credit requests should be submitted at the time of application via the online application system. Any other supporting material to complete any transfer requests should be submitted to the student's advisor for prior approval, no later than the first semester following admission to the program. All transcript evaluations are done by the individual graduate program. Please note that transfer of credit will only be considered once. Upon matriculation into a Stockton University graduate program, students must complete all program requirements at Stockton to receive their degree.

INTERNATIONAL GRADUATE STUDENT ADMISSION

Stockton encourages international applicants to apply for admission. International applicants can be admitted for the fall or spring terms. To receive consideration, complete credentials should be filed before March 15 for the fall, or September 1 for the spring.

International applicants must file complete applications to receive consideration for admission.

International applicants interested in applying to a program without ever entering the country (fully online programs, I.e. MAHG and MAIT) will apply via the graduate electronic application. All other international applicants requesting a visa to study in the U.S. (including international applicants interested in applying to a program without ever entering the U.S.) will need to submit the following:

International applicants must complete the online Stockton graduate application including essay and resume and pay the non-refundable application fee. Applicants applying to the Doctor of Physical Therapy, Master of Science in Communication Disorders, or the Master of Science in Occupational Therapy programs must apply also via the respective centralized application systems. Additional requirements, including test scores, transcript evaluations, English proficiency, letters of recommendation, essays, and the I-20 process can be found on the Office of Graduate Admissions' [international graduate student admission web page](#). All international applicants must earn a degree which equates to (minimum) a bachelor's degree to apply for graduate studies. Transcript evaluators will determine the level of degree and relevant coursework. Stockton accepts transcript evaluations from numerous entities which are listed on the international graduate student admission web page.

FINANCIAL OPPORTUNITIES

Graduate students may be eligible for federal financial aid opportunities to help fund their graduate education. Students apply for federal aid by completing the Free Application for Federal Student Aid (FAFSA) at fafsa.gov each year.

Federal Direct Graduate Unsubsidized Loan

A student may be eligible for a [Federal Direct Graduate Unsubsidized Loan](#) if they are enrolled in a degree seeking program and at least 5 credits per semester at Stockton University. Eligible students borrow directly from the U.S. Department of Education.

To have these loans applied to a student's account, the student needs to accept them and complete Entrance Counseling and a Master Promissory Note on studentloans.gov. Visit stockton.edu/fafsa for instructional videos guiding you through the process.

This unsubsidized loan is not based on financial need. Borrowers will be charged interest from the time the loan is disbursed until it is paid in full.

Borrowers will begin repayment on the principle 6 months after they stop attending half time or graduate. When added to other financial aid resources, the loan amount may not exceed the cost of attendance at the time it is disbursed to the school.

Students may borrow up to \$20,500 each academic year of a Federal Direct Unsubsidized Loan.

Learn more about Federal Direct Unsubsidized loans for graduate students at studentaid.gov.

TEACH Grant

[The Teacher Education Assistance for College and Higher Education \(TEACH\) Grant Program](#) provides grants for students who intend to teach full-time in high-need subject areas for at least four years at schools that serve students from low-income families. If any student fails to complete the four-year teaching obligation, the grant will be converted to an unsubsidized loan and must be repaid with interest.

Applicants must be accepted into the Master of Arts in Education (MAED) program and complete a FAFSA. Each year the applicant must complete TEACH Grant Counseling and a TEACH Grant Agreement to Serve.

When the student graduates, changes to a program that is not TEACH Grant-eligible, or leaves the institution, EXIT Counseling also is required.

Visit studentaid.gov or contact the Office of Financial Aid at Stockton University for more information.

New Graduate Student Scholarship

New, incoming graduate students are eligible for scholarships for the fall and spring semesters. This is a one-semester award that will apply to the student's first semester. This scholarship will be in the amount of \$2,500 and applied to the bill after the student registers for courses. Graduate admission review committees can nominate new students for this award upon application review. Scholarship awardees will be notified via the online application system at the time of admission.

Graduate Assistantships

Graduate assistantships are an important form of financial support for degree seeking graduate students and are offered by each of the graduate programs. Assistantships are granted in the form of tuition waiver and can vary from a one credit waiver to nine credits or the maximum tuition charge per semester, whichever is applicable. Awards are made on a semester basis during the academic year (August – May). Occasionally there are assistantships available for summer terms. Award nominations are made by the faculty and program chair of each graduate program and are then forwarded to the Office of Graduate Admissions for final approval. Students who are approved for an assistantship will receive an official award letter from the Office of Graduate Admissions.

Eligibility

Students must matriculate into a graduate program at Stockton University to apply. Students must have and maintain a minimum cumulative GPA of 3.0 or better and be in good academic standing. Students on probation are not eligible for graduate assistantships. Violations of the Campus Code of Conduct may also

impact a student's eligibility to hold a GA appointment. Graduate assistants must enroll in graduate study at the University during each semester of appointment and maintain the minimum enrolled credits during the entire semester. The appointment may be rescinded if registration drops below the minimum requirements. Graduate assistants are required to preregister for their courses to receive their award. Visit the Academic Calendar for preregistration dates. Stockton employees are not eligible for graduate assistantships.

Application Process

Students must submit a Graduate Assistantship Application and letter of interest for each semester in which they would like to receive a tuition waiver. Returning students should submit their application to their program chair (applications are submitted to the Office of Graduate Admissions only if the student requests an assistantship through that office) no later than October 31 for spring semesters and March 31 for fall semesters. New applicants to Stockton University should submit their Graduate Assistantship Application when they apply to Stockton University through the Office of Graduate Admissions. The application for Graduate Assistantships (for new students) is within the online application system.

Please refer to any individual program guidelines (in the respective *Program Handbook located in the student's portal*) for specific requirements such as minimum GPA, test scores etc., as these may vary for each program.

Duties

The main purpose of a graduate assistantship is to further the professional and/or academic development of the graduate student. While the graduate assistant's duties may involve some clerical work, the assistantship is expected to serve as a meaningful learning experience. For example, a graduate assistant may contribute to the following types of projects.

- Work collaboratively with faculty on a research or program project.
- Work collaboratively with faculty on curricular projects for an undergraduate course.
- Gather and analyze data for the program.
- Creating content, updating, and designing a web site, a research instrument, or scholarly project.
- Performing other tasks as determined by the student's graduate program, as they relate to research, practical experience, or scholarly work.
- Assisting with a project related to improving practice and effecting change in graduate education.

To the extent possible, graduate assistants are assigned to units that complement their areas of academic study. Generally, the maximum number of hours in an assistant's workload is in proportion to the number of credits for which a student receives a tuition waiver. The work hours are defined by the program or unit in which the assistant is assigned. In some instances, temporary work assignments may be made in the evenings or on weekends to meet the special needs of the graduate assistant's work or research assignment.

Policies

Graduate assistants must abide by all academic policies and procedures, as well as rules and regulations of the University as set forth in this *Bulletin* as well as in student and program handbooks. Graduate assistants are always expected to conduct themselves in a professional and ethical manner. The assistantship work assignment must be performed in an acceptable manner.

Resignation or Termination of Assistantship

If, for any reason, a graduate assistant resigns or is terminated prior to the end of the appointment, the following conditions apply:

1. Two weeks' written notice of the resignation must be sent to the Director of Graduate Admissions and a copy provided to the faculty supervisor and, if applicable, to the site supervisor as well.
2. If the resignation takes place after the 12th week of the semester in which the assistantship is awarded, the tuition waiver for that semester remains in effect.
3. If the resignation or termination takes effect after the University deadline for withdrawal with refund (generally 15 days after the Drop/Add period) as indicated on the Academic Calendar, a bill will be issued to the student for the balance of the tuition.
4. Unsatisfactory performance of the assistantship tasks may result in termination of an assistantship, as determined by the policies of the respective graduate program.
5. Failure to maintain enrollment in course work for the semester the assistantship is awarded.
6. Failure to meet the performance criteria expected by the unit providing the assistantship.
7. Failure to uphold graduate school, program, and/or University policies, including, but not limited to, policies on academic integrity in your own academic work.

For more information on aid opportunities available for graduate students, visit <https://stockton.edu/financial-aid/sources-of-financial-aid/graduate-sources.html>.

Taxation of Awards

External fellowship awards *in excess of* tuition, general fees, and required course-related expenses (such as required books) may be subject to federal income tax. This may include Graduate Assistantships, Distinguished Research Fellowships, and/or scholarship awards. Please see your tax accountant with any questions.

SPECIAL CONSIDERATION AND OPPORTUNITIES

Early Admission

Early admission to graduate studies is a possibility in some undergraduate-graduate dual-degree programs such as Doctor of Physical Therapy (3+3), Master of Arts in Criminal Justice, Master of Arts in American Studies, Professional Science Master's in Environmental Science, Master of Business Administration, and Master of Public Health.

Direct Entry

Stockton offers "direct entry" into one of the graduate programs listed below for a limited period of time upon the recommendation of the appropriate graduate program Chair. Stockton students and alumni who meet the eligibility requirements as established by the graduate program will not need to complete a traditional graduate application for admission, rather, the Office of Graduate Admissions will waive the graduate application fee. The academic program specifies the eligibility requirements and the timeframe to complete the Direct Entry Request application. Please visit the [Direct Entry website](#) for eligibility requirements and application instructions.

The following programs offer Direct Entry:

Adult-Gerontology Primary Care Nurse Practitioner (Post-Master's)

Doctor of Nursing Practice (DNP)
Educational Endorsements (Certificate of Graduate Study)
Family Nurse Practitioner (Post-Master's)
Master of Arts in American Studies (MAAS)
Master of Arts in Criminal Justice (MACJ)
Master of Arts in Education (MAED)
Master of Arts in Holocaust and Genocide Studies (MAHG)
Master of Arts in Instructional Technology (MAIT)
Master of Business Administration (MBA)
Master of Business Administration in Healthcare Administration and Leadership (MBA-HAL)
Master of Public Health (MPH)
Master of Science in Data Science and Strategic Analytics (DSSA)
Master of Science in Coastal Zone Management (MS-CZMT)
Master of Science in Nursing (MSN)
Professional Science Master's in Coastal Zone Management (PSM-CZMT)
Professional Science Master's in Environmental Science (PSM-ENSC)
Training and Development Certificate of Graduate Study

Student Grievance Procedures

Stockton is concerned that University policies and procedures be applied as equitably and fairly as possible. The University is especially aware of its obligation not to discriminate because of race, creed, color, national origin, ancestry, disability, age, sex, affectional or sexual orientation, marital status, liability for service in the Armed Forces of the United States or nationality.

Students who have a complaint regarding non-award, withdrawal, or termination of financial assistance, or who feel that they have been the subject of possible discriminatory treatment on the basis of the above-mentioned criteria or others their handicap/disability, should direct their initial complaint to the Chair of the graduate program. If the complaint involves the program chair or remains unresolved at this level, the student should direct his/her appeal within 20 days to the School Dean.

COURSE REGISTRATION AND ACADEMIC RECORDS

COURSE REGISTRATION REQUIREMENT

Students may attend a course only if they are officially registered in the course and appear on the instructor's course roster.

It is the student's responsibility to drop or withdraw officially from a registered course and maintain an accurate student enrollment record.

REGISTRATION FOR COURSES

Registration for courses occurs each term prior to the start of classes. New students register at an Orientation session scheduled by the [Office of Admissions](#). Continuing matriculated students register on a priority basis during the pre-registration period. Registration dates and times are based on the number of credits the student has currently earned. Non-matriculated students register on a space-available basis after completion of matriculated student registration. Students given permission to register late are charged a late registration fee and, if applicable, a late payment fee.

Pre-registration dates and non-matriculated registration dates can be found on the [Academic Calendar](#). Course descriptions and schedules can be found online in the [Catalog of Courses](#).

Course Numbering

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

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

- 1 – Introductory lower level
- 2 – Other lower level
- 3 – Upper level
- 4 – Upper level
- 5, 6 – Graduate level

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

- 0 – First-Year Seminar
- 1-5 – lecture/discussion class
- 6 – Seminar
- 7 – Tutorial
- 8 – Independent study or senior project
- 9 – Internship or practicum

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

PREREQUISITES

Prerequisites are other courses, experiences, or requirements that students must complete prior to enrolling in the course. Prerequisites are given in the [Catalog of Courses](#). Prerequisite issues should be addressed by the instructor, School Dean, or the Center for Academic Advising.

COREQUISITES

Several courses have co-requisites. These are other courses in which a student must enroll concurrently. Co-requisites are noted in the [Catalog of Courses](#). Co-requisite issues should be addressed by the instructor, School Dean, or the Center for Academic Advising.

Course Modality Types

Courses are taught in multiple teaching modalities. These will include in-person classes on campus, hybrid classes that combine in-person and online lessons, and completely online classes. Please [familiarize yourself](#) with the modality types as you organize your plans and register for the upcoming semester.

PERMISSION OF INSTRUCTOR

Courses requiring Permission of Instructor (POI) are provided in the course descriptions in the [Catalog of Courses](#). Students must obtain permission from the course instructor before registering for the class. If permission is granted, the instructor will issue a permit electronically that will override the restriction and allow the student to register.

SPECIAL PROJECT REQUEST FORM

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

INDEPENDENT STUDY

Independent study is an approach followed at Stockton to encourage close working relationships between students and faculty. Independent study provides opportunities to develop highly individualized, rigorous and personal learning experiences. This approach fulfills three needs. It permits students to pursue questions not addressed in faculty-directed classrooms, laboratories or studios; it helps students to develop valuable research skills; and it enables students to test mastery of principles, methods and materials presented in regular classes by instructors. Properly done, independent study should lead to that goal sought by all educated persons, namely the capacity for independent learning throughout life. Students who wish to undertake independent study projects should consult the instructor with whom they wish to work and the Director/Program Coordinator of the graduate program. Projects must be carefully formulated on a Special Project Request Form and signed by the appropriate instructor, student, and Dean of the School where the program resides.

ACADEMIC COURSE LOAD

A student's course load is defined by the number of credits for which the student is enrolled at any particular time. Full-time undergraduate students are those enrolled in a minimum of 12 credits during each of the fall and spring terms or eight (8) credits during a summer session. Full-time undergraduate students must be matriculated and may take an overload (more than 21 credits per term, including the summer term sessions I through IV) only if they:

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

Students meeting these criteria and wishing to take an academic overload must obtain a Request for Academic Overload from the [Office of the Registrar](#). The completed form must be approved by the student's preceptor and the Director of the Center for Academic Advising or director's designee.

Full-time graduate students are those enrolled in a minimum of nine (9) credits during each of the fall and spring terms and six (6) credits during the summer term.

AUDITING COURSES

The University provides an opportunity for students to participate in a course in its entirety and not have the course count toward a degree or be evaluated for a grade. Auditing is offered on a space-available basis and means that the student must register for and pay all tuition and fees normally charged for the course. An audited course will be recorded on the student's official transcript with an "AU" notation. The instructor of the course determines the extent of an auditor's participation in the course. After-the-fact requests for degree credit or a grade for an audited course are not permissible. Students who wish to audit courses must complete and submit the "Permission to Audit a Course Form" to the Office of the Registrar before the end of the Drop/Add period for that term.

ATTENDANCE

Each instructor has the responsibility to determine the best educational use of scheduled classes. The student is responsible for every scheduled class meeting and individual conference. The student who is unable to attend classes or conferences is responsible for the content of those meetings. If an instructor has any special rules of attendance, those rules must be provided in written form to each student at the beginning of the course.

CLASS LEVEL

Many courses have class-level prerequisites: first-year, sophomore, junior, senior, or graduate-level classes. Students should note the requirements designated in the [Catalog of Courses](#). Prerequisite issues regarding class level should be addressed by the instructor or School Dean.

DEPLOYMENT DURING THE SEMESTER FOR STUDENTS SERVING IN U. S. ARMED FORCES

A student who is unable to complete a course because the student has been called to partial or full mobilization for state or federal active duty as a member of the Armed Forces of the U. S. is entitled to the options set forth in New Jersey Statute 18A:62-4.2. For more information, contact Stockton's [Office of Military and Veteran Services](#).

DROP/ADD/SWAP PERIOD

Specific deadline dates for the Drop/Add/Swap period are outlined in the Academic Calendar. Students may adjust their schedules by adding or dropping courses online through the goStockton portal during the period. Courses dropped during this period will not appear on the student's transcript. There is no financial penalty for dropping a course prior to the drop/add deadline.

PERMISSION OF INSTRUCTOR

If permission is required to register for a course or a course has a restriction (as noted in the Catalog of Courses), it is the student's responsibility to contact the instructor or the School Office (as designated in the Procedures for Adding Courses) to request permission to register for the course. If permission is granted, a permit to register for the course will be issued electronically that will allow the student to register. It is the student's responsibility to register for a course once a permit has been issued. Courses dropped during this period will not appear on the student's transcript. There is no financial penalty for dropping a course prior to the drop/add deadline.

WITHDRAWAL FROM A COURSE

After the Drop/Add period ends, but before the end of the eleventh (11th) week of a full term or the fifth (5th) week of a sub-term, a student may withdraw from a course (using the Add or Drop Classes link in the goStockton portal on the Student Services tab). Specific deadline dates are posted on the [Academic Calendar](#). Courses from which a student withdraws within the established time limits appear with W notations on the student's transcript. Students with a "hold" on their account will not be able to withdraw from a course online until the hold has been removed. It is the student's responsibility to contact the office that placed the hold, resolve the issue, and have the hold removed prior to the withdrawal deadline.

Ceasing to attend the class is not sufficient to complete a course withdrawal, even if the student informs the instructor. Failure to complete the withdrawal successfully online could result in a grade of F.

Students may not accumulate more than 25% of their graded work at Stockton in W notations; this limit excludes WI notations (Withdrawal due to Illness). Students who reach or exceed the specified amount of W credits will be placed on "hold" for the remainder of the term and must meet with an advisor. The following table indicates the number of W credits a student is permitted, according to the minimum number of Stockton credits required for a bachelor's degree. Students who reach or exceed the specified amount of W credits will be placed on "hold" for the remainder of the term and must meet with an advisor.

# of Transfer Credits	# of W Credits Allowed
0 – 16	32
17 – 32	28
33 – 48	24
49 – 64	20
65 – 80	16
81 – 96	12
96	8

LATE OR MEDICAL WITHDRAWAL FROM A COURSE

For undergraduate and graduate students:

The University grants students a time frame to [withdrawal from classes with no academic penalty](#).

Withdrawing after this published deadline is not permitted except in proven, extraordinary circumstances. Appeals referenced in this section will be considered up to 20 calendar days following the end of the term.

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

- A student forgetting or missing the deadline or failing to complete the withdrawal in a timely manner.
- A student not knowing the deadline or that they need to withdraw.
- A student's failure to process a withdrawal correctly online
- A student wished to take more time in the course to see how it would go
- A student wishes to avoid a poor or failing grade in the course or preserve a GPA
- A student wishes to avoid loss of scholarship or financial aid
- A student has stopped attending the course for an unapproved reason
- A student's dissatisfaction with the course or instructor
- A student is missing assignments, exams, etc.
- A student's decision to stay in a course past the published deadline to try to improve a grade
- A student's decision to stay in a course past the published deadline to determine whether or not to withdraw from the course.
- A student's having a hold on their account (*Exception:* the hold was placed in error)
- A student's ceasing to attend the class, even if the instructor is informed.
- An instructor's simply "approving" the withdrawal or "recommending" the withdrawal
- A student's change of major
- A student has no documentation of sudden, extreme circumstances.

A medical withdrawal will only be granted in the current semester (or the semester that just ended for post term appeals) and will not be approved retroactively for any prior semester. Additionally, a medical withdrawal will not be granted a second time in a future term for recurring or chronic conditions. A medical withdrawal applies to all courses taken during a semester unless specific explanation is provided that describes how the medical reason for the withdrawal affects only specific courses.

Documentation (Required): Late Withdrawal

Students may need to withdraw for reasons of significant and sudden hardship, based on involuntary and unavoidable circumstances. Any documentation supporting the appeal should be included. It is recommended—but not required to submit a statement from the course instructor describing the student's course attendance, percentage of graded work submitted, and any information deemed relevant by the instructor. Examples of circumstances for which hardship withdrawal after the deadline may be considered, when appropriate documentation is provided of severe, unforeseeable, and uncontrollable circumstances that prevented a student from withdrawing in a timely manner:

Death of close family member

Sudden illness or injury to the student or to a family member that required the student's care

Extreme, sudden, and unexpected change in life circumstances that prevented the student from completing a specific course

Military deployment

Documentation (Required): Medical Withdrawal

Appeals for medical withdrawal must include documentation regarding medical circumstances. The medical documentation must be clearly associated within the time frame of withdrawal and must verify the duration and/or severity of the condition.

Note: The student must submit an **original, signed letter** from a licensed medical provider, licensed mental health provider or an equivalent healthcare provider **on the provider's letterhead**.

Medical documentation will be evaluated by the Stockton University Wellness Center and must contain, minimally:

1. General nature of the medical condition which prevents the student from completing course work.
2. Date of the onset of the illness (or if a chronic condition the date the condition was exacerbated).
3. The last date the student was able to attend class.
4. The duration and/or severity of the condition, and if appropriate, a determination of when the medical/psychological condition will be successfully resolved so that the student can return to effectively function in an academic environment.
5. The healthcare provider's recommendation for full or partial medical withdrawal.

Medical withdrawal determinations made by the Office of the Provost are final.

Important to note:

The Office of the Provost may confer with the Wellness Center for a review of the appeal and documentation.

The Office of the Provost may request additional information or documentation before considering a student's request for an exception to University policy. In no case will an appeal be considered without submission of a detailed appeal and documentation. Decisions made by the Office of the Provost concerning exceptions to the established withdrawal policy are final.

Incomplete requests that do not include all required documentation will not be processed.

Financial Implication of a Medical Withdrawal

A medical withdrawal is designed for an academic purpose, not a financial purpose; it allows the student the opportunity to protect their academic standing by preventing the student from failing all courses for that semester when faced with extraordinary circumstances that inhibit making academic progress that term. There is no automatic tuition refund associated with a medical withdrawal. Refer to [Procedure 6400: Refunds upon Withdrawal](#) for refund eligibility criteria. If a medical withdrawal request is approved, tuition charges and eligibility for financial aid will be adjusted per the refund timeline published on the [academic calendar](#), based on the last date of attendance.

Except as set forth by [Procedure 6400](#), a student will not receive any other refund of tuition or fees for a withdrawal from the University or a reduction in academic load at any other time during the academic year.

Students are encouraged to [purchase tuition insurance](#) and to contact their insurance provider to file a claim if applicable.

INCOMPLETE COURSE WORK

A student may be eligible to request an incomplete from the instructor, if it is determined that 1) the student is doing satisfactory work and 2) due to an illness or emergency the student will be unable to complete the course work within that academic term. If an incomplete is granted, the remaining course work must be completed and submitted before the last class day in the next term.

An Agreement for Completion of Course Work (I grade form) must be completed and include a summary of the work completed by the student at the time course work was discontinued, the student's grade in the course at that time, a summary of the remaining course work to be submitted and the due date (before the end of the next term).

Special circumstances may exist by which completion of an incomplete requires special arrangements, e.g., lab courses, foreign language courses, internships, and the like. Those arrangements must be described in an attachment to the Agreement for Completion of Course Work Authorization and approved by the appropriate dean(s).

The Agreement (and any attachments) must be signed by both the student and the authorizing instructor. A copy of the Agreement is filed with the appropriate School office. Copies are also retained by the student and by the authorizing instructor. Any variation from the signed contract must be initiated by the instructor and approved by the dean.

LEAVE OF ABSENCE/READMISSION

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

Students may apply for an official [Leave of Absence](#) through the Office of the Registrar before the end of the Drop/Add period in the term that the leave will become effective. A Leave of Absence must be renewed through the Registrar's online form each term before the end of the Drop/Add period. Students returning from a Leave of Absence must rescind their Leave with the Office of the Registrar two weeks before they wish to register for classes, or before the end of the Drop/Add period in that term. Students are required to send a formal statement rescinding their Leave of Absence to registrar@stockton.edu.

A student who did not apply for an official Leave of Absence and missed more than one semester forfeits the student's status as a matriculated student. Students who do not return to Stockton when their leave expires must be re-matriculated to the University through the [Office of the Registrar](#) if they did not attend another institution during the absence. Students who attended another institution during their absence must

formally reapply to the University through the [Office of Admissions](#). If readmitted, a new matriculation term will be established, and the student will be subject to the academic requirements for graduation at the time of readmission. International students must maintain academic progress as outlined in the SEVIS regulations.

WITHDRAWAL FROM THE UNIVERSITY

It is important for a student who will no longer attend Stockton to inform the University. Newly admitted students who do not plan to attend their first semester should notify the [Office of Admissions](#).

Current students should notify the Office of the Registrar immediately of their intention to withdraw from the University. The notice will become a part of the student's official record and will serve to establish the circumstances of the withdrawal. Students must also notify all appropriate offices of their withdrawal (i.e., Housing, Financial Aid, Bursar, etc.) and clear any obligations, financial or otherwise.

Withdrawal from the University is not the same as withdrawal from a course. It is the student's responsibility to drop or withdraw from courses by the deadlines noted on the [Academic Calendar](#) and in accordance with the policies under "Drop/Add Period" and "Withdraw from a Course" in this *Bulletin*. Thus, the grades for a student who withdraws from the University after the deadline to withdraw (the eleventh week of a full term or the fifth week of a sub-term) may be recorded as F or NC, for each course enrolled, depending on the course grading mode. If a student withdraws from the University within 15 days after the Drop/Add deadline, the student may be eligible for a 50% refund.

A student who wishes to return to Stockton after leaving the University must apply for readmission. If the student is readmitted, a new matriculation term will be established, and the student will be subject to the academic requirements for graduation at the time of readmission. Students who did not attend another institution during their absence must apply for re-matriculation through the [Office of the Registrar](#). Students who attended another institution during their absence must formally reapply to the University through the [Office of Admissions](#).

ILLNESS AND ABSENCE

If illness or emergency prevents a student from attending a scheduled examination, the student should present a written request for a deferred examination, with the reason for absence, to the instructor. If a prolonged illness or emergency exists, the student should immediately contact the [Stockton Cares](#), which will notify appropriate offices and faculty of the situation. Upon return to the University, the student must present written verification of the nature of the illness and/or emergency and its duration to the [Stockton Cares](#). The student is responsible for obtaining all missed assignments and contacting instructors regarding course work.

UNDERGRADUATE TRANSFER CREDIT POLICIES

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

To be accepted in transfer, courses must have been taken at a regionally accredited institution, must have been completed within the last 20 years, must have been taken for a letter grade and the grade earned must be a C or higher (where the C grade has the numerical equivalent of at least 2.0 on a 4.0-point scale). Stockton University accepts the transfer of credits earned on the basis of course equivalency, which is the determination that a course taken at another college or university is comparable to a course offered by Stockton in terms of objectives, learning outcomes, and educational level. Non-equivalent courses may also be accepted and count as earned credits toward graduation.

All transfer courses must be a college-level course and must be the substantial equivalent of a course offered at Stockton. Grades from transfer courses are not used to calculate the Stockton grade-point average, only the course credits transfer. When a transfer course does not have the same credit value as its closest Stockton equivalent course, the course may still be used to fulfill a specific degree or program requirement. All aggregate credit requirements must be met. The University evaluates courses on a case-by-case basis.

Grades from transfer courses are not used to calculate the Stockton grade point average, only the course credits transfer. When a transfer course does not have the same credit value as its closest Stockton equivalent course, the course may still be used to fulfill a specific degree or program requirement. All aggregate credit requirements must be met. A maximum of 96 credits per degree may be accepted in transfer from regionally accredited four-year colleges and universities.

Stockton programs may place further restrictions on the acceptance of credits in order to maintain the integrity of Stockton's degree programs. For this reason, courses such as professional education, practicums, internships, and fieldwork courses taken at other institutions may not transfer. Some programs may specify that certain courses be completed more recently than 20 years ago. The Provost, or the Provost's designee, may authorize non-regionally accredited formal course work for transfer upon review of relevant transcripts and other supportive materials, and only with the positive written recommendation of the student's program coordinator and the school dean. Such credits, if granted, are only to be used for program requirements.

Transfer from Four-Year Colleges

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

Transfer of Graduates from a New Jersey County/ Community College

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

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

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

Transfer from Other Two -Year Colleges

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

Transfer to the Upper -Division Bachelor of Science in Nursing

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

Transfer Credit after Matriculation

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

Transfer of International Credits

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

Credit for Non-Traditional Learning

The Provost or the Provost’s designee may authorize non-regionally accredited formal course work for transfer upon review of relevant transcripts and other supportive materials, and only with the positive written recommendation of the student’s program coordinator and the Dean of the School. Such credits, if granted, are only to be used for program requirements. No credit is granted for life experience.

Other Course Work

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

Transfer Credit Appeal Process

A student who wishes to appeal a decision regarding the acceptance of transfer credits must file a written appeal with the Office of the Registrar. Such an appeal must be submitted by the student within 30 days of receiving the decision in question. The Office of the Registrar will provide a decision to the student within 60 days of receipt of the appeal, and this decision is final. For students who appeal under the conditions of the Statewide Agreement, the relevant community college will be informed of the nature of the appeal and the decision.

ADVANCED PLACEMENT PROGRAM

Through participation in the Advanced Placement program of the College Entrance Examination Board, a student may be awarded AP credits from high school. Variable credits will be granted at the first-year/sophomore level for each advanced placement examination for which a grade of 3 or higher is achieved. Exceptions are in Biology, Calculus, and Chemistry, for which a grade of 4 or higher is required. The appropriate General Studies or program faculty determines application of these credits to a specific University or program requirement.

INTERNATIONAL BACCALAUREATE PROGRAM

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

STOCKTON CREDIT-BY-EXAMINATION PROGRAM

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

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

The college examiner reviews applications for the Credit-by-Examination program and approves or disapproves them based on applicability to Stockton degrees, approval of the student’s preparation for examination, and ability of the University to construct and evaluate appropriate examinations. Students

must be in good academic standing to attempt credit-by-examination. For further information about credit-by-examination, students may contact the Center for Academic Advising.

STANDARDIZED COLLEGE-LEVEL EQUIVALENCY EXAMINATIONS

College Level Examination Program (CLEP)

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

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

Thomas Edison State University Examination Program

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

[Thomas Edison State University](#)

Registrar

101 West State Street Trenton, NJ 08608-1176

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

CREDIT FOR NONTRADITIONAL EXPERIENTIAL LEARNING

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

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

4. Credit for prior college-level learning can be determined through the Thomas Edison State College examination program or its portfolio assessment program.

GRADING POLICIES

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

Stockton University permits two systems of grading, standard letter grading or Pass/No Credit (P/NC). Courses are set to either the standard letter or Pass/No Credit (P/NC) grading mode at the discretion of the instructor or program. All students may view their grades and academic progress online through the goStockton portal or the student's Degree Works audit.

Letter Grades

The following standard letter grades are recorded on the student's official transcript.

A =	4.0
A - =	3.7
B+ =	3.3
B =	3.0
B- =	2.7
C+ =	2.3
C =	2.0
C- =	1.7
D+ =	1.3
D =	1.0
D - =	0.7
F =	0

A grade of "A" symbolizes excellent work, grades in the "B" range symbolize good work, grades of "C+" and "C" symbolize satisfactory work, grades of "C-" and in the "D" range symbolize poor work, and an "F" symbolizes failure.

Pass/ No Credit Grades

At the discretion of the instructor or program, a course may be available either in letter grade mode or P/NC mode or both. If both options are available, *students must indicate the grading mode desired at the time of registration*. If students do not designate otherwise, the A–F grading mode is used. The choice of grading mode cannot be changed after the drop/add period. If Pass/No Credit option is selected, the student must notify the [Office of the Registrar](#) prior to the end of the Drop/Add period on the [Academic Calendar](#) in the term in which the course is offered. Once the Pass/No Credit grading mode has been designated, it cannot be changed at any time during or after the term. Some programs will not count credits earned in the Pass/No Credit grading mode as meeting program degree requirements. Students should meet with their preceptor or the program coordinator to understand the requirements.

The availability of the P/NC option is governed by the following conditions:

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

Courses graded P (Pass) or NC (No Credit) will be recorded on the student’s official transcript, but will not be factored into calculation of the student’s GPA. P symbolizes passing work (i.e., performance in the A to D- range), and NC symbolizes failing work.

Non-Grade Transcript Notations

The following notations may appear on transcripts: AU, W, WI, WT, I, IP, or X.

The notations are defined below.

AU	Audit-- AU symbolizes that a student has officially audited a course. The University provides an opportunity for students to participate in a course in its entirety and not have the course count toward a degree or be evaluated for a grade. Auditing is offered on a space-available basis and means that the student must register for and pay all tuition and fees normally charged for the course. The instructor of the course determines the extent of an auditor’s participation in the course. After-the-fact requests for degree credit or a grade for an audited course are not permissible. Students who wish to audit courses must complete and submit the “Permission to Audit a Course Form” to the Office of the Registrar before the end of the Drop/Add period for that term.
P/NC Grading (Pass/No Credit)	At the discretion of the instructor or program, a course may be available either in letter-grade mode or P/NC mode. Courses graded P (Pass) or NC (No Credit) will be recorded on the student’s official transcript but will not be factored into calculation of the student’s GPA. P symbolizes passing work (i.e., performance in the A to D- range), and NC symbolizes failing work.
W	Withdrawal-- A W will be recorded on the transcript if a student withdraws from a course or from the University between the end of the drop/add period and the end of the eleventh week of a full term, or the fifth week of a sub-term. See the Withdrawal from a Course section of this for information regarding the number of Ws permissible.

<p>WI</p>	<p>Withdrawal due to illness— Students may withdraw from one or more classes due to extraordinary medical circumstances, mental health issues, or substance-related issues that interfere with the student’s ability to complete coursework and/or manage day-to-day functions.</p> <p>Requests for medical withdrawal must be submitted by the 20th calendar day following the end of the term (i.e. fall, spring, summer). A medical withdrawal will only be granted in a current semester (or the semester that just ended for post term appeals) and will not be approved retroactively for any prior semester.</p> <p>Those with chronic conditions who need to pursue more than one medical withdrawal should contact The Wellness Center in order to discuss how to proceed. A medical withdrawal applies to all courses taken during a semester unless specific explanation is provided that describes how the medical reason for the withdrawal affects only specific courses.</p>
<p>WT</p>	<p>Withdrawal from thesis—Students may withdraw from their thesis project when both the student and the faculty thesis advisor agree the project can no longer be completed. The student will write a letter to the faculty thesis advisor stating their request to withdrawal and the student will present this to the faculty thesis advisor. The faculty thesis advisor will forward this letter along with a letter of support to the Dean of the School.</p>
<p>I</p>	<p>Incomplete—An “I” will be recorded on the transcript to indicate incomplete course work. A student may be eligible to request an incomplete from the instructor, if it is determined that 1) the student is doing satisfactory work, and 2) due to an illness or emergency the student will be unable to complete the course work within that academic term. If an incomplete is granted, remaining course work must be completed and submitted before the last class day in the next term.</p> <p>An Agreement for Completion of Course Work (I-Form) must be completed and include a summary of the work completed by the student at the time course work was discontinued, the student’s grade in the course at that time, a summary of the remaining course work to be submitted, and the due date (before the end of the next term).</p> <p>Special circumstances may exist by which completion of the “I” requires special arrangements, e.g., lab courses, foreign language courses, internships, and the like. Those arrangements must be described in an attachment to the Agreement for Completion of Course Work Authorization and approved by the appropriate Dean(s).</p> <p>The Agreement (and any attachments) must be signed by both the student and the authorizing instructor. A copy of the Agreement is filed with the appropriate School office. Copies are also retained by the student and by the authorizing instructor. Any variation from the signed contract must be initiated by the instructor and approved by the Dean.</p>
<p>IP</p>	<p>In Progress—Assigned only for multi-term incomplete final projects, theses, or dissertations and is replaced by a final grade upon completion. Students must</p>

	continuously register each semester for their master’s thesis and will receive the IP grade until completion. If the final project, thesis, or dissertation is not graded, the IP notation will default to an F. All IP notations should be completed before the final class day of the subsequent term (not including summer sessions).
X	An X will be recorded on the transcript by the Office of the Registrar as a placeholder for completed noncredit courses that do not carry a grade or for other reasons determined by the Registrar.

Assignment of Grades

Grades are due each semester by the deadlines noted on the [Academic Calendar](#) and are submitted by faculty online through the goStockton portal. Faculty can only submit A, A-, B+, B, B-, C+, C, C-, D+, D, D-, and F grades online. Letter grades should be submitted for courses that have been approved for the Pass/No Credit grading mode. The letter grade will be converted on the student’s transcript as P for grades A through D- or NC for a grade of F. AU, IP, W, WI, and X grades can only be entered by the Office of the Registrar. I grades will be entered by the Office of the Registrar with submission of an Agreement for Completion of Course Work form or direction from the Assistant Dean.

Grade Changes

Grades represent the professional judgment of faculty in their assigned areas of expertise, and once the final deadline for recording grades has passed, may only be changed when there has been a documented error in grade calculation or in situations of a successful grade appeal. Most grade changes, except those awarded under the appeal system, may be submitted online by the instructor.

Change of ‘I’ Notation

Those students receiving an Incomplete (I) notation must complete all remaining course work as specified in the Agreement for Completion of Course Work Authorization. If a grade is not submitted by the grading deadline for the term as noted on the [Academic Calendar](#), the notation reverts to an F or NC, as appropriate. Once course work is completed, the instructor will record a regular grade within seven calendar days or by the due date for the current term’s grades, whichever is sooner.

REPEATING A COURSE FOR CREDIT

A student may repeat any course without permission except if prohibited by accreditation standards and/or licensure requirements as outlined in the University Bulletin, course catalog, or program handbook. To repeat a course, the student must re-register, pay all appropriate tuition and fees, and satisfactorily complete the course (whereupon a separate grade will be assigned).

Students are only able to receive Title IV Aid (federal financial aid) for any previously passed course one time. This means that once a student passes a course, financial aid will only pay for the student to take that course one more time, regardless of whether they pass or fail the course the second time. Learn more about the financial aid implications to repeating a course at <https://stockton.edu/financial-aid/financial-aid-essential-information/repeated-coursework.html>.

Students wishing to repeat a course shall be required to meet with Financial Aid and a School representative for which the course is being offered (School Dean or Assistant Dean) before being allowed

to register for the course. The approval by the academic School is for one repeat of the course; each repetition will require separate approval. Previous approval is no guarantee of approval for future repetitions.

More stringent restrictions may be determined by the individual programs, only to meet standards recommended by accrediting bodies, statutory regulations, and/or professional societies and must be stated in the University Bulletin, course catalog, or program handbook.

[Procedure 2015 outlines Course Repeat](#) details for all students.

Except where specified in the University Bulletin, a course passed more than once may only be counted once toward graduation.

Enrollment Limit in a Course

An individual may enroll in a particular course at Stockton University no more than two (2) times. No individual may enroll in a course again after enrolling in it for the second time unless the enrollment is approved by the Dean of the School offering the course. Courses may be exempt from this policy if designated in the course description (as noted in the [Catalog of Courses](#)), as is common for certain music and dance classes, seminars, independent study courses, and colloquia. Individuals may enroll in such courses in accordance with program policies.

Grade Appeals

Grade determination is the prerogative and professional judgment of the instructor guided by the standards established in the course syllabus or other document (e.g., independent study form). Assigned grades will not be changed unless there is compelling evidence of inequitable treatment, discrimination, or procedural irregularity.

The student's first responsibility in making a grade appeal is to discuss the issue with the faculty member responsible for assigning the grade. If a satisfactory resolution cannot be reached with the instructor, the student should submit the issue *in writing* to the Assistant Dean of the School where the program resides.

If the Assistant Dean is unable to resolve the matter, the student may submit an appeal to the Office of the Provost at academics@stockton.edu. Other materials or documentation that supports a strong rationale and compelling evidence that legitimate grounds for a grade appeal exist should be emailed to academics@stockton.edu. This appeal process must be initiated no later than three months after the date of grade posting for the term in which the grade was originally assigned. Appeals will be reviewed by the Office of the Provost and in those cases where appropriate, will be assigned to the Advisory Board on Grades and Standing. The Advisory Board on Grades and Standing will review the matter, including hearing testimony and evidence from both the instructor and the student. This Board will make a recommendation to the Provost, whose decision is final. Non-grade notations carry no right of appeal and are therefore not covered by the grade appeal process outlined above.

Student Academic Level**Undergraduate**

Academic level for undergraduate students is based on the number of credits transferred to Stockton and/or earned by courses completed at Stockton.

First-Year	0 to 31 Credits
Sophomores	32 to 63 Credits
Juniors	64 to 95 Credits
Seniors	96 or more Credits

Graduate

For graduate students, the student's academic level (master's or doctoral) is determined at the time of matriculation and corresponds with the academic program at the time of matriculation.

Course Sequences

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

Time Limitation on Earning the Baccalaureate Degree

Full-time students typically take 16 credits per semester, which enables them to complete the 128 credits required for a baccalaureate degree within four years. Both full- and part-time students must meet all program and General Studies requirements within seven years of matriculation, or they will be subject to dismissal from the University and precluded from future registration, except in the case of intervening active military service or when the student has an official leave of absence from the University.

NON-MATRICULATED STUDENTS

A non-matriculated student is one who may register for credit-bearing courses, but who has not formally applied to the University with the intention of pursuing a degree. Non-matriculated students are not eligible for financial aid and cannot live in on-campus housing.

Non-matriculated students may register for classes beginning on the date designated for non-matriculated student registration noted on the [Academic Calendar](#) and may adjust their schedule through the end of the Drop/Add period. Non-matriculated students on unemployment waivers may only register for classes on the first day of classes in the term.

The maximum course load for an undergraduate non-matriculated student is eight credits in any term. Appeals for the eight-credit limit may be made to the Office of the Provost at academics@stockton.edu, and must include substantial rationale for an exception. The maximum course load for a graduate non-matriculated student is six credits in any term; nine credits in total.

No more than 24 credits may be attempted in undergraduate non-matriculated status and no more than nine credits may be attempted in graduate non-matriculated status, at which time the non-matriculated student must formally apply for admission to the University to become a matriculated student. A non-matriculated

student does not automatically qualify for admission to the University as a matriculated student and is subject to the same dismissal/retention standards applicable to matriculated students.

UNDERGRADUATE DEAN'S LIST

The Dean's List is generated each fall and spring term to Undergraduate students only. Undergraduate students earning 12 or more credits in a given term are considered for the Dean's List using the criteria for full-time students:

- Must earn 12 or more credits in a term.
- Must earn a GPA for the term of 3.50 or greater.
- May receive no grade lower than a "C".
- May not have any withdrawals (W) or incompletes (I) during the term.

Students completing an I grade will NOT be added retroactively to the Dean's List upon completion of the required work.

Part-Time Students

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

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

Students completing, I grades will NOT be added retroactively to the Dean's List for the term in which the "I" grade was assigned.

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

STANDARDS FOR ACADEMIC PROGRESS

Undergraduate Graduation Requirements

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

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

A =	4.0
A - =	3.7
B+ =	3.3
B =	3.0
B- =	2.7
C+ =	2.3
C =	2.0
C- =	1.7
D+ =	1.3
D=	1.0
D - =	0.7
F =	0

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

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

Satisfactory Academic Progress

To receive financial aid, students must maintain satisfactory academic progress toward the attainment of a degree. The Office of Financial Aid evaluates student academic records annually in June. Students enrolled in summer classes are evaluated in August.

The financial aid office reviews academic records for GPA, PACE and Maximum Timeframe.

Undergraduate students must maintain a cumulative (overall) grade point average of at least 2.0 (a C average). Graduate students must maintain a GPA of at least 3.0.

Students must successfully complete 67% of their attempted courses to maintain eligibility. This measure is the rate at which a student is progressing through their program of study toward earning their degree. Pace is determined by dividing the number of credits a student has earned by the number of credits they have attempted.

Satisfactory Academic Progress also establishes a maximum time frame in which students must complete their program of study in order to remain eligible to receive financial aid. The maximum timeframe for degree completion is 150% of the program's published length of academic program, measured in credit hours. See below for the maximum number of credits a student may attempt for each degree type:

- Bachelor: 192
- Master/Doctoral (excluding DPT): 54
- DPT: 167

Academic Warning

When a student's term GPA is below 2.00, but the cumulative GPA is at least a 2.00, the student will be notified of "Academic Warning."

Academic Probation

When a student's cumulative GPA is below 2.00, the student will be placed on "Academic Probation." Students on probation who subsequently earn term GPAs of at least 2.00 (each term) will be continued on probation until the cumulative GPA is at least 2.00. However, if the cumulative GPA is not at least 2.00 after completing 24 credits (following the term when the student was initially placed on probation), the student is subject to "Academic Dismissal."

Academic Dismissal

If a student's cumulative GPA is below 2.0 in two consecutive (or three cumulative) semesters, the student is subject to Academic Dismissal. Students who subsequently earn term GPAs of at least 2.0 will be continued on probation for a maximum of 32 credits after the initial term of probation in order to raise the cumulative GPA to at least 2.0.

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

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

Reinstatement of Academically Dismissed Students

A dismissed student who provides new evidence of interest and determination to continue studies at Stockton may appeal to the Office of the Provost via academics@stockton.edu for reinstatement. To be eligible for reinstatement, a student must have a minimum absence of two full terms from Stockton, excluding the summer term. Reinstated students will have a maximum of 32 attempted credits (excluding medical withdrawals) starting the initial term of reinstatement in order to raise their cumulative GPA to at least 2.0. As a student attempts to make minimum academic progress by raising their cumulative GPA to 2.0, they must maintain at least a 2.0 term GPA to remain on academic probation.

Basic Skills Competency Requirement

All first-year and transfer students with 15 or fewer acceptable university credits are subject to a basic skills competency requirement in writing, quantitative reasoning and reading/critical thinking. With certain exceptions, students who do not meet this requirement within one academic year of matriculation are subject to dismissal from the University. Additional information is found in the First-Year Studies section in this *Bulletin*.

New Start Program

This program is an option for students who have an unsatisfactory academic record and have not been enrolled at Stockton for at least four years. Under this option, the student can choose to begin their academic program at Stockton anew. No previous Stockton work will apply to the new program, and the student is subject to the basic skills requirement as part of the new program. A line is drawn across the Stockton transcript indicating the “new start.” Previous academic work remains on the transcript but does not count toward the new program or in the new GPA. Students must apply for the New Start program by completing [the online form](#) as well as completing the [Re-Matriculation Form](#).

Graduation

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

Questions regarding academic eligibility should be addressed with a student’s preceptor or the [Center for Academic Advising](#). Information regarding the ceremony and other graduation-related events are posted on the [Commencement website](#).

EDUCATIONAL RECORD

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

ACCESS TO STUDENT RECORDS

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

Student Access

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

Faculty and Staff Access

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

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

Directory Information

In accordance with FERPA regulations, Stockton University designates the following information as Directory Information: Student name, the program of study, dates of attendance, class level, degree(s) awarded, awards, honors, certifications, participation in officially recognized activities and sports, weight, and height of members of athletic teams.

Stockton University may verify student information without prior written consent unless the Registrar's Office is notified in writing, the student does not wish the information to be released or the student has restricted disclosure of information. To prevent the release of directory information, the student must complete and submit the [Prevent Release of Directory Information \(FERPA\) form](#).

Emergency Requests

Unless a student specified otherwise in a written statement to the Registrar, the University obliges all emergency requests for the address and telephone number of a student or a student's parents or guardian. Persons requesting such information are required to make the request through the Stockton University Police. In cases of medical emergency, the University reserves the right to notify family members, as appropriate determined by the particular circumstances.

Disclosure of Student Information

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

RELEASE/DUPLICATION OF STUDENT RECORDS

External Release

Upon written request from a student, the Stockton University transcript is released to an individual, institution, or organization as specified by the student. Students may request to release official Stockton transcripts [online](#). No other portion of a student's record is released separately. Transcripts from other institutions are not released. Students have access to their unofficial transcript in the goStockton portal.

Internal Release

A student's record or portion thereof can be duplicated by the Office of the Registrar for professional use by faculty and staff members. To obtain this copy, other than the advising document, staff members are required to contact the Office of the Registrar.

Name/ Social Security Number Changes

To request a name or Social Security number change, a student must complete and submit the [Student Data Change form](#) to the Office of the Registrar and include one copy of any of the following *bona fide* legal documents showing a legal name change: driver's license, passport, Social Security card, court order, or marriage license.

Address Changes

The University maintains several address types. Students may change their mailing address online through the goStockton Portal. To make a change to the permanent address on file, the student will need to complete and submit the [Permanent Address Change form](#) to the Office of the Registrar.

STUDENT RIGHTS

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

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

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

- Official Educational Record – Registrar.
- Financial Aid Report – Director of Financial Aid.
- Housing Record – Director of Residential Life.
- Security and Safety/Campus Police Record – Director of Campus Public Safety.
- Campus Hearing Board/Campus Conduct Code Record – Dean of Students.
- Academic Irregularity Record – Provost.
- Student Accounting Record – Supervisor of Bursar’s Office.
- Educational Opportunity Fund Student – Director of Educational Opportunity Fund Program.

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

SPECIAL FACILITIES, CENTERS AND INSTITUTES

This section of the University Bulletin is written to illustrate the vast number of specialized spaces, centers, and institutes that support the academic mission of the University.

Art Gallery

The [University Art Gallery](#), located in L-Wing, is sponsored by the School of Arts and Humanities and under the direction of the Visual Arts faculty, who oversee the calendar of events and exhibits each academic year. The Gallery's programming, a variety of contemporary and historical art exhibitions and related events, encourages serious inquiry and diverse audience participation. The faculty endeavor to present exhibitions in a variety of media, representing a wide range of stylistic, philosophical, and cultural approaches, and to exhibit nationally recognized artists as well as those known at the regional or local level. Recent traveling exhibitions have included work by renowned Japanese papermaker Kyoko Ibe and Manfred Bockelmann's homage to children in the Holocaust, "Drawing against Oblivion." In support of the Studies in the Arts, Visual Arts program faculty and alumni exhibit their work triennially. Graduating BFA seniors are also required to display their work in the Gallery at the end of each semester. Educational programming includes the annual Al Gold Memorial Lecture Series, which features high profile artists, such as Deborah Willis and Larry Fink. Regular exhibition programming includes lectures and gallery talks by exhibiting artists, as well as faculty, historians, and other specialists in the field. All the art gallery events are free and open to the public. More information can be found at www.stockton.edu/artgallery.

Athletics

Intercollegiate sports, club sports, and intramural athletics play significant roles at Stockton. Supported by excellent facilities and a diverse athletics and recreation staff, Stockton's programs offer the campus community a broad spectrum of individual and team opportunities.

The [Athletics website](#) is an excellent source of information for the Stockton community. All areas of Athletics and Recreation are represented and updated on a regular basis, including athletic staff, intercollegiate sports, athletic training, intramurals and recreation, and the fitness center schedules.

The Office of Athletics provides an inclusive, diversified and egalitarian program of athletic and recreational activities that enhances the educational experience of the participants while promoting physical well-being, interpersonal relationships, sportsmanship, organizational skills, teamwork, and leadership.

John F. Scarpa Academic Center

Located in [Atlantic City's](#) historic Chelsea neighborhood, conveniently located at the intersection of Atlantic, Albany, and Pacific avenues. This location overlooks Atlantic City's world-famous beaches and Boardwalk. Across the street from the residential complex and facing O'Donnell Memorial Park, Atlantic City's largest public park, is the three-story 56,000 square-foot academic building, the **John F. Scarpa Academic Center**. The building includes 14 classrooms and computer labs, a food hall, outdoor patio, Fannie Lou Hamer event room, meeting rooms, student lounge, and faculty and administrative offices.

Stockton University's Atlantic City location offers students the chance to live and learn in a coastal city with all of the academic and applied learning resources necessary to learn in such a unique locale. From shopping and dining, the arts district, local attractions, entertainment and sporting events, and the famous

Atlantic City Boardwalk, students will have opportunities to immerse themselves in the local scene, participate in service-learning, community engagement, and internships.

John F. Scarpa Health Sciences Center (HSC)

Stockton's John F. Scarpa Health Sciences Center (HSC) is home to a state-of-the-art 2710-foot simulation suite that offers simulated clinical experiences to students majoring in health-related disciplines. The simulation program offers both high/medium fidelity and standardized patient experiences that provide a platform for students to develop clinical skills specific to their area of study as well as access to the Anatomage classroom for 3D virtual human anatomy dissection.

In addition, HSC houses an Exercise Science laboratory, equipped with discipline-specific assessment equipment currently used by Exercise Science professionals. This enables Stockton's Exercise Science faculty to prepare students with the most current knowledge, skills and abilities needed for success in the field.

Finally, the third floor of HSC offers dedicated space for the Physical Therapy program. The facilities and equipment mirror contemporary physical therapy practice and support Stockton University's mission of excellence in teaching and learning.

NAMS Laboratory and Field Facilities

The natural sciences laboratories and field facilities support practical learning experiences that fully complement the science courses and academic programs offered by the University. These facilities include a modern two-building complex called the Unified Science Center consisting of state-of-the-art science laboratories, computer laboratories, classrooms and scientific equipment that support coursework as well as faculty-mentored research for students. Other facilities include a water-front Marine Field Station, a fleet of research vessels, sustainability laboratory and farm, several greenhouses, an arboretum, an observatory, as well as the Coastal Research Center where students gain hands-on experiences in grant-funded research projects. More details about these facilities are available in the NAMS sections of this *Bulletin* and the [NAMS website](#)

The Noyes Arts Garage, an anchor in the arts district of Atlantic City, promotes education, provides resources for emerging artists, and enriches the community. The venue houses artist studios, galleries, shops, a café, a flexible workshop/classroom, and hosts special events throughout the year. In addition, the Arts Garage is the satellite gallery for the Noyes Museum of Art and the African American Heritage Museum of Southern New Jersey.

Visitors to the Arts Garage are invited to watch artists work, ask questions about their creative processes, and purchase original artwork.

Noyes Museum of Art

The Noyes Museum of Art at Stockton University has gallery locations at the Noyes Arts Garage in Atlantic City and at Kramer Hall in Hammonton, New Jersey. Exhibits are also on display at the Seaview Resort, Galloway, New Jersey. Stockton students can visit the many exhibitions hosted by the galleries during the year. Students will also be able to participate in classes and events held at the museums. More information can be found at <http://noyesmuseum.org/>.

Stockton University in Hammonton – Kramer Hall

Stockton's [Kramer Hall](#) is located at 30 Front Street in the heart of Hammonton, N.J., 25 minutes from Stockton's main campus in Galloway. Kramer Hall is a technologically equipped facility, which features smart classrooms, a 24-station computer lab and generous meeting spaces.

The first floor of Kramer Hall serves as the current site of the Noyes Museum of Art and includes two galleries, which feature rotating art exhibits. Kramer Hall offers faculty, undergraduate, and graduate students, as well as life-long learners, flexible academic and conference facilities. To support the expanding academic and cultural programming at this location, a laptop loan program was created for students. This space is also used for student exhibits and presentations, recitals and readings, guest lectures and cultural events.

Administrative support staff is available for academic and technical support for all users. In addition, professional security personnel are on-site during operating hours. Kramer Hall serves as the primary site for the Master of Arts in Counseling program as well as the satellite site for Stockton's New Jersey Child Welfare Training Program and the main office site for the South Jersey Cultural Alliance and the Murphy Writing Center. For more information, please visit stockton.edu/hammonton.

Stockton University in [Manahawkin](#)

Minutes from the Garden State Parkway and Long Beach Island, the Manahawkin, Ocean County, location offers students a convenient location to take Stockton courses. Stockton opened a new 7,915-square-foot expansion to its Bay Avenue location in 2018. It includes a six-bed Foundations of Nursing lab, complete with simulated patients, and seven physical assessment and examining rooms, one of which includes the talking simulator. The facility offers two state-of-the-art electronic classrooms complete with laptop computers. The site is home to Stockton's Accelerated Nursing BS degree. Our mission includes serving Stockton students, the Stockton Center on Successful Aging, and the surrounding community by offering educational, cultural, and co-curricular programming.

Stockton University in Woodbine

The [Sam Azeez Museum of Woodbine Heritage](#) is a convenient location to begin or continue your academic career. We offer general education courses, continuing education courses and a wide range of academic and community-based programs throughout the year.

ACADEMIC CENTERS

Continuing Studies

The [Office of Continuing Studies and Adult Education](#) is dedicated to enriching the lives of lifelong learners through courses, webinars, workshops and other innovative learning solutions focusing on personal enrichment, professional development and workforce training.

Dean C. and Zoe S. Pappas Interdisciplinary Center for Hellenic Studies (ICHS)

The [Dean C. and Zoe S. Pappas Interdisciplinary Center for Hellenic Studies](#), established at Stockton University by the American Foundation for Greek Language and Culture (AFGLC), aims to promote and assist in the study and teaching of Hellenism through the many fields that define Greek civilization and culture. At Stockton, this includes the disciplines of Greek language and literature, history and culture, classical archaeology, art, philosophy, politics, anthropology, and Byzantine civilization and religion. Scholarships for students taking Hellenic Studies or wishing to travel to Greece are available to all majors.

Global Engagement

The [Office of Global Engagement](#) (OGE) provides services and non-academic advising for international students. This includes information pertaining to their maintenance of status, visa renewal, travel within and outside the United States, transferring, graduation, and employment matters. The staff are SEVIS Compliance Officers for the University.

International students are responsible for special obligations concerning course registration and academic progress. Students should maintain contact with the OGE throughout the year and seek advising on these matters. For further information, students may call 609-626-5532 or email the office at oge@stockton.edu.

The OGE schedules social and cultural activities to assist international students in adjusting to life at Stockton University and in the United States. The OGE encourages international students to participate in the Ambassador program, where international and domestic students work on developing leadership, organization, and communication skills. The Ambassadors plan activities, share their international experiences with the Stockton community and serve as peer advisors for the office.

Information Technology Services

The [Office of Information Technology Services](#) supports the University's instructional, research, and administrative computing, and voice communications needs. A diverse library of software and a wide variety of hardware are available to students, faculty, and staff.

The University's central computing facilities include more than 130 servers hosting a wide array of applications on a variety of operating systems platforms. Additionally, approximately 2,500 computers and workstations are dispersed throughout more than 47 computer laboratories, 185 electronic classrooms, and academic support facilities such as the library and Tutoring Center. Most of the University's computer labs are open seven days a week during the fall and spring semesters, and labs located in the housing complexes are available seven days a week, 24 hours a day.

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

The Office of Information Technology Services maintains a wireless and fiber optic gigabyte network that extends throughout the campus. The University's computer laboratories, electronic classrooms, residence halls, and offices throughout the campus are connected directly to the University's network. Notebook computers are available for use in the library. Global network resources are available via a high-speed, multi-gigabit Internet connection.

A help desk, staffed by professionals and student workers, offers guidance and support to computer facilities users. Training is available throughout the term on software applications, electronic conferencing, learning management systems and tools, the campus portal, and email. For more information, visit the [Information Technology Services website](#).

Richard E. Bjork Library

Stockton's library is integral to a student's work and development at the University. The library's collection consists of electronic and subscription databases, E-books, and a small physical collection. The library provides access to these collections and a wide range of electronic resources through its [website](#). Students and faculty may borrow books and other circulating materials by presenting their valid Stockton ID at the circulation desk in C/D Atrium, or by placing a request through Inter Library Loan also located in C/D Atrium. Stockton alumni and residents of New Jersey are also welcome to use the collections and borrow from the library.

The Library is located on the Galloway campus and is currently under renovation though the Access Services Desk for borrowing materials, reference help, Inter Library Loan, and group study space is temporarily located in C/D Atrium. Archives and Special Collections have been relocated to C Wing, room C01 and C02. Please use the Library website to make an appointment to use Special Collections Materials.

Public Services Librarians are located in H-114 and their services are available through the ASK a Librarian Chat and through the Library website for appointments with a Librarian. As usual they will be providing instruction in Information Literacy for a variety of courses. The library provides academic programs with a subject specialist who acts as a primary liaison to the library. The subject specialist works with departmental faculty, staff, and students to understand and support the research and information needs of the academic unit, support instruction, and provide referrals to the many services offered by the library.

Sara & Sam Schoffer Holocaust Resource Center

The [Sara & Sam Schoffer Holocaust Resource Center](#) Named a "Center for Excellence" by the Jewish Foundation for the Righteous, the resource center provides a wealth of opportunity to study, research and honor those who lived through and died in the Holocaust. The Center provides educational material for students who choose to minor or receive their master's degree in Holocaust and Genocide Studies.

South Jersey Culture & History Center (SJCHC)

The [South Jersey Culture & History Center](#), established in 2011, encourages awareness of the rich cultural and historical heritage of South Jersey, believing that such awareness will foster greater appreciation and deepen the educational experience of students. Working to engage students and community members alike, the SJCHC focuses on the publication of regionally relevant books and newsletters, the creation of library exhibitions on South Jersey topics, as well as sponsoring and participating in South Jersey-centered events.

Southern Regional Institute and [Educational Technology Training Center](#)

Providing technology training for K–12 superintendents, principals and other administrators, the SRI helps teachers to strengthen their knowledge of math and science education and to enhance their teaching skills. The SRI includes school districts and other regional organizations in Atlantic, Cumberland, Cape May, Ocean and Burlington counties.

Stockton Center for Community Engagement and Service-Learning (SCCESL) promotes the ideals of public service and social responsibility and serves the public good. The SCCESL co-sponsors programs in the community, opens doors and creates connections for new and improved collaborations, maximizes resources to maintain and establish mutually beneficial relationships with the community, and assists our internal and external partners with research activities to deepen the scholarship of engagement.

Service-Learning, a part of the Center for Community Engagement and Service-Learning, is a pathway for social change through community-based learning, via curricular/co-curricular opportunities, sustaining civic engagement, enhancing reciprocal community partnerships, fostering civic and social agency, and exploring experiences through critical reflection.

Stockton Center on Successful Aging (SCOSA)

The [Stockton Center on Successful Aging \(SCOSA\)](#) mission is to develop and expand programs of research, education and services to nurture body, mind and spirit of New Jersey's growing population of older adults. Through SCOSA, Stockton faculty, students, and staff from across the university work extensively with community partners to create a center that is maximally effective and responsive to community needs. The center encourages partnerships with not-for-profit organizations, government agencies and others, often completing Memoranda of Understanding that solidifies and guides working relationships. A community advisory board further strengthens SCOSA's community focus.

Stockton Production Services

Located on the lower level of the library, [Stockton Production Services](#) provides the academic community with services in support of instructional and educational objectives. Professional and technical staff support academic events on campus, creates and produces high quality media projects for academic purposes and University promotion, and operates Stockton's educational access channel. Stockton Production Services has limited equipment available for circulation in support of academic projects. Students need faculty sponsorship in order to circulate equipment. Access to Stockton Production Services is through the main library entrance and down one level and visit <https://stockton.edu/information-technology/production-services.html> for more information.

Stockton Text Center

The [Stockton Text Center](#) was established in 2005 to enable undergraduate students to work with primary, and mainly unpublished, materials in order to give them new insights into the nature and practice of scholarship. The student normally participates as an independent study class, and makes a public presentation at the end. Past projects have included manuscript materials of Langston Hughes, Tennessee Williams, Henry Louis Mencken, and Ezra Pound. The projects have resulted in publication and conference papers.

Studio Facilities

Well-equipped studio facilities located throughout the University meet the specialized needs of visual and performing arts students. Visual Arts facilities are located in the Arts and Sciences Building. This facility

includes studio spaces for painting, printmaking, graphic design, photography, computer graphics and sculpture, plus independent work areas. Each studio has been designed to provide optimum conditions for the production of art with emphasis on safety and the environment.

Stockton's Performing Arts Center

Stockton's Performing Arts Center features a 550-seat Main Stage Theatre designed to accommodate a variety of theatrical and musical productions as well as concerts. Complementing the Main Stage Theatre are the flexible experimental theatre and an integrated network of scene and costume shops and dressing rooms. More information on the PAC and its programming can be found at <http://www.stocktonpac.org/>.

Stockton University Speech and Hearing Clinic

The major role of the [Speech and Hearing Clinic](#) is to provide a supervised learning experience for graduate students enrolled in the Master of Science in Communication Disorders (MSCD) program. Under the direction of certified members of the American Speech-Language-Hearing Association, students receive training to apply clinical techniques relative to communication challenges via direct services that are offered to the community. The services of the Stockton University Speech and Hearing Clinic include preventative services and evaluation and intervention in the areas of speech, language, and hearing. Evaluations completed in the Speech and Hearing Clinic are conducted on an individual basis. As a result of the evaluation, a client may be enrolled in therapy, referred for additional testing, or referred to other resources. The clinic also welcomes referrals from schools, early intervention providers, doctors and related professionals, as well as from the clients and families themselves.

Stockton students as well as faculty and staff may be eligible for evaluation or treatment at no charge. Appointments and additional information can be obtained by calling 609-652-4920 or through email at speechclinic@stockton.edu. The Speech and Hearing Clinic is located at 10 West Jimmie Leeds Road in the Parkway Building.

Tutoring Center

The [Tutoring Center](#) is actually two centers in one, the Writing Center and the Math Center, staffed by peer tutors recruited from the University at large. Stockton students can “drop in” any time during scheduled hours to receive help on their course work.

The mission of Stockton's Writing Center is to provide tutoring to students who want or need supplemental help with their course work. The center serves as an extension of the classroom experience, supporting the efforts of Stockton's W1 and W2 faculty. The core of the Writing Center's mission is to help students achieve success in their courses through strengthening the quality of their written work. The Writing Center offers tutoring in all phases of the writing process: negotiating assignments, providing help with organization, and assisting with editing and proofreading. The Writing Center serves a diverse student clientele, from freshmen enrolled in first-year writing and freshman seminar courses to students working on senior projects, or even graduate work. The Writing Center works on the basic principle that all writers benefit from a critical reader who will provide feedback and editing suggestions.

The Math Center similarly supports the aims of Stockton's quantitative reasoning courses. The Math Center provides peer tutoring in mathematics courses as well as a variety of other math-related subjects. These include chemistry, physics, statistics, economics, and business. The Math Center works on the premise that

quantitative reasoning can be learned only through participation. Students are therefore encouraged to come prepared and be active in the tutoring process.

William J. Hughes Center for Public Policy

The Hughes Center serves as a catalyst for research, analysis and innovative policy solutions on the economic, social and cultural issues facing southern New Jersey. The Center serves as a forum for public discussion of policy issues, engaging both citizens and policy makers to discuss issues in a manner that encourages public debate and civility in politics.

MAPS AND VIRTUAL TOURS

A campus map and directions to the University are available on the Visitors pages on the University's website. Residence hall and on-campus apartment floor plans are viewable online at the Residential Life website.

ACADEMIC SUPPORT PROGRAMS

[Educational Opportunity Fund](#)

Stockton's [Educational Opportunity Fund \(EOF\) Program](#) focuses on the academic development of underprepared students. While the primary emphasis is on the development of the student's intellectual skills and study habits, efforts are also made to increase confidence and further develop special skills. Support services for EOF students are available through the Division of Student Affairs and the [Tutoring Center](#). All freshman EOF students are required to participate in a rigorous five-week summer program designed to strengthen each student's adjustment to and preparation for college. More information about the EOF Program is located <https://stockton.edu/educational-opportunity-fund/>.

[Health Services](#)

[Health Services](#) is located in West Quad 108. [Counseling Services](#) and [Learning Access Program \(LAP\)](#) are located in Upper J-Wing on the main campus. In addition, a modern medical complex is located on the University's south campus. It includes the Mainland Division of AtlantiCare Regional Medical Center and Bacharach Institute for Rehabilitation.

[Residential Housing](#)

The University has on-campus housing available for students. Visit the [Residential Life website](#) for more details.

[Recovery Housing Community](#)

Recovery Housing offers nine or 12-month housing options for students in recovery. The community has access to University resources such as Wellness Services, which include counseling services, psychiatric services, 12-step and SMART Recovery meetings, health services, nutritional counseling, and social programming. For consideration, residents must meet with the director of counseling and the Associate Director of Residential Life or designee. [Contact the Office of Residential Life for more information.](#)

[Students With Disabilities](#)

The University makes all programs accessible through compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. [The Learning Access Program \(LAP\)](#) provides comprehensive services to students with learning, physical, and psychological disabilities.

Students who seek services from the Learning Access Program must be registered students with Stockton University. When a student self-discloses their disability to the Learning Access Program, they should submit dated documentation that identifies the student's diagnosed disability, functional limitations, and suggested accommodations. The documentation will be reviewed on a case-by-case basis during a personal intake interview with one of our coordinators. Accommodations are designed to provide equal access for academic success while maintaining the academic standards of the program. LAP is located on main campus J-204 and can be reached at 609-652-4988. Further information is available on the LAP web page www.stockton.edu/lap.

[Office of Military and Veteran Services](#)

The [Military and Veteran Success Center](#) was created under the auspices of the Office of the Dean of Students. The primary mission of the office is to guide Stockton service members to a variety of services that may benefit them and help them to connect with one another. In addition, through this office, service members and veterans can explore their eligibility for G.I. education benefits, receive referrals to a wide range of support services and connect with their fellow veterans by becoming a part of Stockton's Student Veterans Organization. The Military and Veteran Success Center is located in the main campus building in F-109.

[WGSC \(Women's, Gender and Sexuality Center\)](#)

Established by the Division of Student Affairs in March 2015, Women's, Gender and Sexuality Center's mission is to empower Stockton University students who identify as women, and all genders who identify as LGBTQIA+, victims of power-based personal violence, and all community allies. The WGSC offers resources, referrals, and support relating to a variety of topics, including: feminism, social justice, and activism opportunities on campus; sexuality and gender identity; power-based personal violence and healthy partnerships; sexual assault and Title IX; women's leadership and empowerment; diversity and intersectionality; bullying and harassment; bias concerns; and other topics pertaining to women, gender and sexuality. It also houses the Osprey Advocacy Program. For more information, visit F-103 or www.stockton.edu/wgsc.

[Stockton Cares](#)

By connecting students to resources both on- and off-campus, the [Stockton Cares](#) initiative in the Office of the Dean of Students, is here to help you navigate crises, emergencies, personal difficulties, and unforeseen circumstances, and empower you to achieve your full potential through individualized assistance and tailored interventions.

When you are concerned about a fellow Osprey (or yourself) as it relates to academic, physical, emotional concerns or basic needs, please visit [Stockton Cares](#) and submit a Care Referral.

DISTINCTIVE ACADEMIC FEATURES

THE STOCKTON STUDY PLAN

Stockton offers challenging and diverse educational opportunities for its students through program and General Studies course sequences. All students undertake intensive study in a major program area while exploring a rich general and liberal education in the University's General Studies program and in courses "At-Some-Distance" from their majors.

All undergraduate curricula combine two elements:

- Study in-depth in a specific subject (complemented by related cognate areas as appropriate) sufficient to master the advanced cognitive skills of that discipline and knowledge of its current ideas and issues.
- Study in breadth, which comprises ongoing general education throughout the course of one's undergraduate years in parallel with study of the major and across the spectrum of modes of learning in the arts, humanities, social and behavioral sciences, and natural sciences and mathematics, featuring:
 - Mastery of transferable intellectual skills critical to any line of work, to citizenship in a democracy, and to a life of continuous learning.
 - Access to a variety of modes of learning that could include opportunities for (among others) internship, independent study, service learning, online learning, and other modes that may emerge.
 - Particular focus on skills of writing, quantitative reasoning, and the use of technology as essential tools for access to contemporary academic discourse and effective participation in economic and civil society.

Students at Stockton, with the guidance of a faculty or staff preceptor, develop and pursue individual programs of study according to their own talents, interests, and life goals. Instruction is high in quality because faculty selection and evaluation processes are rigorous and demanding of excellence in teaching.

Stockton's educational philosophy is based on the concept that students should be challenged, motivated, and assisted through extensive faculty-student contact. Stockton strongly encourages student participation in the decision-making processes that shape academic life; thus, the University provides the individual student with real opportunities to determine the composition and nature of their academic experiences.

PRECEPTORIAL SYSTEM

Stockton's preceptorial system implements the basic planning and evaluation system in the Stockton study plan. Through this system, a matriculated student works closely and continuously with a faculty or staff preceptor to set educational goals, assesses progress toward goals, and make adjustments as necessary. Working through the preceptorial system, students learn to build and implement programs of study that relate to what they want to accomplish while maintaining overall goals of a liberal arts education. Students learn that they must accept responsibility for the value of their education. A preceptor and preceptee work together, primarily on an individual basis, planning courses of study and exploring career alternatives. Learning is a lifelong process, and, as such, one of the most important abilities a student can develop is the capability to plan and manage learning experiences. At Stockton, a preceptor can play an important role by helping the student develop this ability. Preceptors and students work together regularly, planning and reviewing throughout the academic year. However, because the registration/pre-registration periods are

most demanding of preceptorial advising, special blocks of time are designated during those time periods to aid students and preceptors in their efforts.

Change of Preceptor

All preceptor assignments are administered by the Center for Academic Advising. Any changes must be requested from the [Center for Academic Advising](#).

Center for Academic Advising

The [Center for Academic Advising](#) is staffed by full-time professional advisors who provide a variety of advising and other academic support services to all students throughout the year. Advising services include initial preceptor assignments, determining transfer credit equivalencies per NJTransfer, Degree Works course adjustments, individual advising, and intervention for students on academic probation.

Community Mediation Services

Community Mediation Services, founded in 1981 as the Community Justice Institute, pursues Stockton's educational objectives—teaching, research, and community service—in the area of conflict resolution. The service operates under the auspices of Stockton University, Atlantic County, and the Atlantic County Bar Association. The attempt to resolve interpersonal disputes through means other than formal litigation is gaining increasing acceptance around the country. This acceptance is based on a recognition that people can, with the aid of a neutral third party, resolve their own disputes in a more fair and lasting way than could a third-party decision maker, such as a judge. Thus, Community Mediation Services provides mediation as a means of settling disputes in Atlantic County. Stockton's Criminal Justice and Sociology/Anthropology programs offer a cross-listed course in Conflict Resolution, which is a prerequisite for internships in Community Mediation Services.

DUAL DEGREES PROGRAMS

Stockton offers the following dual degree programs, including 4+1 accelerated programs within Stockton and professional degrees in partnership with other universities. More details are available on the webpages and in the sections pertaining to academic schools in this *Bulletin*.

- [Applied Physics, Mathematics or Chemistry and Engineering BS/BSE](#)
- [Business Administration BA/BS/MBA \(BUSN\)](#)
- [Criminal Justice BA/MA \(SOBL\)](#)
- [Dentistry BS/DMD \(NAMS/Rutgers\)](#)
- [Environmental Science BS/PSM \(NAMS\)](#)
- [Literature, American Studies BA/MA \(ARHU\)](#)
- [Osteopathic Medicine BS/DO \(NAMS/Rowan\)](#)
- [Pharmacy BS/PharmD \(NAMS/Rutgers\)](#)
- [Physician Assistant BS/MSPA \(HLTH\)](#)

Education Abroad Opportunities

Stockton offers a variety of opportunities to study, intern, research, or service-learning abroad. Education Abroad takes four basic forms: 1) pursuing education at foreign institutions with which the University has exchange agreements; 2) pursuing education through another American college/university program or third-party providers; 3) pursuing education in a foreign country or at a foreign institution selected by the student and approved by the University in advance through the petition process; and 4) participating in

faculty and staff led programs that are offered under the aegis of University faculty and staff with the permission of the instructor (POI).

Education Abroad opportunities are developed and/or administered by the [Office of Global Engagement](#) (OGE). Students need to complete an Education Abroad Application to the OGE. Students are urged to consult with the OGE early in their planning for study abroad. If applicable, the Office of the Registrar will place students on a special student status to maintain their matriculation. Students remain eligible for financial aid, most of which may be applied to their program costs abroad.

Except for credits earned through the faculty or staff led programs, credits earned abroad will be recorded as transfer credits on the student's Stockton University transcript. Credits awarded for faculty or staff led programs will be recorded as Stockton credits.

Essential Learning Outcomes (ELOs)

Stockton University offers students a variety of opportunities to receive a broad-based liberal arts education by offering curricular and co-curricular experiences infused with ten Essential Learning Outcomes (ELOs). The ELOs combine Stockton's flexible and distinctive liberal arts education with real world, practical skills. As a set of values shared by everyone in the campus community, ELOs guide all Stockton University students from first-year through graduation to the intellectual and marketable talents needed to prepare for personal and professional success in the 21st century. Students encounter opportunities to develop ELOs in all Stockton majors, career preparation, professional activities both on and off-campus, and academic as well as social pursuits. For more information about Stockton's ELOs visit the website: www.stockton.edu/elos.

Experiential Education

A significant feature of many Stockton's degree programs can be described as experiential education—internship, field study, service-learning, or independent research projects—that give students valuable opportunities to apply their formal classroom work. Under the guidance of faculty sponsors, a student may work in private industry or government, serve a local community as a volunteer, or even spend an entire semester off-campus putting formal education to practical use through the [Washington Internship program](#). Furthermore, in applying and testing classroom experiences in practical settings, a student can better evaluate career interests and employment opportunities after graduation.

A feature of Stockton's internship program that distinguishes it from the usual cooperative education programs of other colleges is its integration of off-campus internship learning experiences with on-campus or in-class seminars. At Stockton, many interns participate in regularly scheduled internship seminars that provide appropriate academic settings for discussion and exchange between students, faculty, and also, at times, the internship sponsors.

A student wishing to initiate an internship project should contact a faculty member in the area of interest for assistance in developing a detailed project statement defining the scope, character and objectives of the project.

The service-learning program offers students the opportunity to work with local nonprofits, social service organizations and schools as part of specific academic courses. Through service-learning, students use new knowledge and skills to help solve pressing social issues faced by the local community while using the volunteer experience to enhance their grasp of the course material. A student interested in service-learning opportunities should contact the [Center for Community Engagement and Service-Learning](#).

First-Year Studies

The First-Year Studies (FRST) faculty offer a wide variety of courses in writing, reading, and mathematics that are designed especially for first-year students. In addition, FRST offers courses that assist students in meeting the University's basic skills competency requirement. Information on First-Year Studies and the skills competencies necessary for graduation from Stockton is found in the First-Year Studies chapter of this *Bulletin*.

First-Year Seminars

Another important priority is to ensure that all new students experience an appropriate introduction to academic life. Therefore, Stockton requires a first-year seminar of all first-semester Stockton students to provide them with an early authentic seminar in which they will encounter the essential processes of academic discourse, including academic writing, critical reading, effective communication, and information literacy.

The First-year seminars are courses in the Stockton General Studies curriculum and fulfill a graduation requirement. These Seminars serve as an introduction to the life of the mind in which students will be required to develop and demonstrate skills in writing, reading, speaking, listening, and critical reasoning and judgment in a class small enough to allow the full expression of these skills as well as to allow ample individualized attention. Students will also increase their information literacy skills and gain experience as university-level researchers.

The University has developed a full first-year program that brings students together as an intellectual and social community through interlocking events and programs designed to span the academic, co-curricular, and informational aspects of the first-year experience.

Independent Study

Independent study is an approach followed at Stockton to encourage close working relationships between students and faculty. Independent study provides opportunities to develop highly individualized, rigorous, and personal learning experiences. This approach fulfills three needs. It permits students to pursue questions not addressed in faculty-directed classrooms, laboratories, or studios; it helps students to develop valuable research skills; and it enables students to test mastery of principles, methods, and materials presented in regular classes by instructors. Properly done, independent study should lead to that goal sought by all educated persons, namely the capacity for independent learning throughout life. Students who wish to undertake independent study projects should consult the instructor with whom they wish to work. Projects must be carefully formulated on an Independent Study Form and signed by the appropriate instructor, student, and the respective Dean. GIS courses can only be taken as independent studies under exceptional circumstances.

Liberal Studies B.A.

For students whose academic interests do not match one of the degree programs offered by the University, the Bachelor of Arts in Liberal Studies permits them to design a complete program. Information is found in the [Liberal Studies](#) chapter in this *Bulletin*.

Online and Hybrid Learning

Online and hybrid courses have the same standards and expectations as the University's on-campus courses. Online and hybrid courses uphold the institution's rigorous academic standards by building a close

working relationship between faculty and students through orientation meetings, web-based communication, and continued student support throughout the semester.

Pre-Law

While there is no single major that best prepares students for a career in law, a number of Stockton graduates go on to law school. The University has a pre-law advisor who is knowledgeable about the law school admissions process and active in working with students interested in legal careers. The pre-law advisor assists students in preparing their law school applications, sponsors annual trips to law school admissions days, and through the “career conversations” program in Political Science, brings Stockton alumni back to campus to speak about law school and careers in law. Students interested in law should contact the pre-law advisor early in their college careers.

Stockton Honors Program

The [Stockton Honors Program](#) challenges students to launch extraordinary lives. Our program provides a supportive, enriching, and challenging environment for students who are among the most motivated and talented at the University. We ask students to take intellectual risks, to seek an understanding of the interdependence of all branches of knowledge, to engage with the complexities of difference and diversity, and to value a life of continuous learning and personal growth. We encourage our students to seek opportunities for experiential learning, independent research, and community engagement. We strive to equip our students with the creativity, adaptability, and understanding required to thrive in an interconnected world. We seek to be at the forefront of the University’s pursuit of academic excellence, transformative education, and civic engagement, helping undergraduates craft meaningful college learning experiences that connect to their local and global communities.

Students from all academic majors and minors can participate in the Honors Program. In their first semester, new Honors students must enroll in either a First Year or a Transfer Honors seminar. Students who enter the University as First Year students must complete 28 credits of Honors Program coursework, Transfer Sophomores must complete 20 credits, and Transfer Juniors must complete 16 credits. Honors students must also complete the Honors Program co-curricular requirements each academic year and maintain a minimum of a 3.3 GPA.

ACCREDITATION

Stockton University is accredited by the Middle States Commission on Higher Education.

Programmatic/Specialized Accrediting Agencies*

- [Accreditation Council for Occupational Therapy Education \(ACOTE\) of the American Occupational Therapy Association \(AOTA\)](#)
- [American Physical Therapy Association, Commission on Accreditation in Physical Therapy Education \(APTA-CAPTE\)](#)
- [Commission on Collegiate Nursing Education \(CCNE\)](#)
- [Council for the Accreditation of Educator Preparation \(CAEP\)](#)
- [Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech-Language-Hearing Association - \(CAA-ASHA\)](#)
- [Council on Social Work Education \(CSWE\) Commission on Accreditation \(COA\)](#)
- [National Association of Schools of Art and Design \(NASAD\)](#)

**These accreditors are recognized by the U.S. Department of Education and/or Council for Higher Education Accreditation (CHEA).*

Other Accreditors, Professional Associations and Certifying Agencies

- Association to Advance Collegiate Schools of Business (AACSB)
- Academy of Criminal Justice Sciences (ACJS) Endorsement for Academic Quality
- Academy for Gerontology in Higher Education (AGHE)
- American Chemical Society (ACS)
- American Society for Biochemistry and Molecular Biology (ASBMB)
- Association of University Programs in Health Administration (AUPHA)
- National Association of State Directors of Teacher Education and Certification (NASDTEC)
- National Environmental Health Sciences & Protection Accreditation Council (EHAC)
- New Jersey State Association of Chiefs of Police (NJSACOP)
- [State Authorization Reciprocity Agreement- NC SARA](#)

ACADEMIC DEGREES

UNDERGRADUATE DEGREES AND PROGRAMS

Bachelor of Arts

The Bachelor of Arts (B.A.) degree is offered in all undergraduate programs except biochemistry/molecular biology, computational science, hospitality and tourism management, nursing, and social work. The B.A. degree requires 64 credits in program courses and appropriate cognate courses, and 64 credits in General Studies and “At-Some-Distance” non-cognate courses for a total of 128 credits. The Bachelor of Arts in Teacher Education is offered only as a second bachelor’s degree.

Bachelor of Science

The Bachelor of Science (B.S.) degree is offered in applied physics, biochemistry/molecular biology, biology, business studies, chemistry, computational science, environmental science, geology, computer science and information systems, health sciences, hospitality and tourism management studies, marine science, mathematics, psychology, social work, and sustainability. The B. S. degree requires 80 credits in program courses and appropriate cognate courses and 48 credits in General Studies and “At-Some-Distance” non-cognate courses for a total of 128 credits.

Bachelor of Science in Nursing

The University offers two different Bachelor of Science in Nursing (BSN) programs, a four-year, entry-level BSN program, and 15-month accelerated program for students who have completed their bachelor’s degree and completed the required pre-requisite courses.

Bachelor of Fine Arts

The Bachelor of Fine Arts (BFA) degree is offered with concentrations in Painting, Photography, Printmaking, Sculpture, Illustration, and Visual Communications. The BFA is a professional degree in the visual arts for visual communications and studio art majors. The BFA degree requires 80 credits in program studies, and 48 credits in General Studies and “At-Some-Distance” non-cognate courses for a total of 128 credits.

Liberal Studies B.A. (LIBA) Degree

The Bachelor of Arts in Liberal Studies (LIBA) offers students the opportunity to design their own 128-credit interdisciplinary program.

A Liberal Studies program must show the same characteristics of breadth, depth, and coherence of study that Stockton degree programs meet. It may not duplicate or dilute an existing degree program. Final approval must be obtained prior to achievement of senior status (i.e., before the 96th credit is completed) and is normally obtained prior to the completion of 80 credits. A proposal will be considered only if it calls for at least a full year of additional course work (32 credits) subsequent to its proposal. The Liberal Studies B. A. program is not intended to be a default option for students in other programs.

School-Based Liberal Studies B.A.

School-based LIBA possibilities, those offering courses from a single School, are available as well. A student seeking one of these LIBA degrees takes courses in two or more of the disciplines taught within a

single School at Stockton. The student prepares a proposal for interdisciplinary study that is reviewed by two faculty members from that School and that School's Dean.

Additional information on the Liberal Studies B. A. programs may be found in the [Liberal Studies](#) chapter in this Bulletin as well as the LIBA chapters under Arts and Humanities, Education, and Social and Behavioral Sciences sections in this *Bulletin*.

MINORS

A minor is defined as a group of courses designed to provide a student in a different major with an additional coherent course of study. Minors can be program-specific or interdisciplinary and are clusters of courses comprising at least 20 credits. Details are given in the program descriptions later in this *Bulletin*. Courses taken to fulfill the requirements for a minor may also be applied, as appropriate, to a student's cognate, General Studies, or At-Some-Distance requirements. Thus, depending on individual circumstances, the completion of a minor should not increase the number of credits a student must take.

The recognition of a minor will be awarded only to students who receive a Stockton degree and only at the time of awarding the baccalaureate degree. The one exception to this is as follows: students within eight credits of completing a minor at the time of graduation and who have applied, before the last scheduled class day of the semester in which they will graduate, for continued enrollment to complete a post-baccalaureate minor, will have one semester after graduation in which to complete their final coursework for the minor. Summer session may be used but it is not required to be used as the aforementioned semester. All such coursework must be completed in residence at Stockton University. The minor will then be added to the student's transcript, but no other acknowledgement will be made. In all cases, except this one, completion of a minor is noted on a student's transcript upon graduation.

For purposes of graduation certification, courses taken to satisfy the requirements of a minor will be considered not as a group but individually, i.e., as program/cognate, General Studies, or At-Some-Distance, depending on their relationship to the student's major. Therefore, a course in a minor count for purposes of graduation in the same category as it would have counted were the student not enrolled in that minor.

Any minimum grade requirements for courses in the minor (e.g., a minimum of a C in all courses) will be reviewed as part of the approval process. Notwithstanding minimum grade requirements, a course in a minor may still count toward graduation, unless the course is also subject to a minimum grade requirement external to the minor.

All students selecting minors must formally register by [declaring a minor](#) with the Center for Academic Advising. For transfer students to be awarded a minor upon graduation from Stockton, a portion of the minor must be taken at Stockton. A transfer student who, at another institution, completed all the coursework required for a minor must take at least one additional upper-level course at Stockton to complete a Stockton minor.

APPROVED ACADEMIC PROGRAMS

BACHELOR OF ARTS

Africana Studies
Biology
Business Administration
Chemistry
Communication Studies
Computing
Criminal Justice
Digital Studies
Economics
Education and Human Development
Environmental Studies
Geology
Historical Studies
Languages and Culture Studies

Liberal Studies
Literature
Marine Science
Mathematics
Performing Arts
Philosophy and Religion
Physics, Applied
Political Science
Psychology
Sociology and Anthropology
Sustainability
Teacher Education
Visual Arts

BACHELOR OF FINE ARTS

Visual Arts/Studio

BACHELOR OF SCIENCE

Accounting
Biochemistry/Molecular Biology
Biology
Business Administration
Business Analytics
Chemistry
Computer Information Systems
Computer Science
Computing
Esports Management
Environmental Science
Exercise Science
Finance
Geology

Health Science
Hemp and Cannabis Business Management
Hospitality, Tourism, and Event Management
Studies
Marine Science
Mathematics
Nursing
Physics, Applied
Psychology
Public Health
Social Work
Sustainability

GRADUATE DEGREES

Master of Arts

American Studies
Counseling
Criminal Justice
Holocaust and Genocide Studies
Education
Instructional Technology

Master of Business Administration

Master of Business Administration in Healthcare Administration and Leadership

Master of Public Health

Master of Science

Coastal Zone Management
Communication Disorders
Data Science and Strategic Analytics
Nursing
Occupational Therapy

Master of Social Work

Professional Science Master's in

Coastal Zone Management
Environmental Science

Doctoral Programs

Doctor of Education in Organizational Leadership
Doctor of Nursing Practice
Doctor of Physical Therapy

CERTIFICATES/EDUCATIONAL ENDORSEMENTS

Certificates

Administration and Leadership
American Studies
Coastal Zone Management
Energy
Forensic Psychology
Geographic Information Systems
Gerontology
Homeland Security
Training and Development

Certificates – Post-Masters

Adult-Gerontology Primary Care Nurse
Practitioner
Family Nurse Practitioner
Genocide Prevention

Educational Endorsements

Alternate Route Teacher
Bilingual/Bicultural Education
English as a Second Language
Learning Disabilities Teacher Consultant –
LDTC
Middle School Language Arts/Literacy
Middle School Math
Middle School Science
Middle School Social Studies
Supervisor
Principal
Reading Specialist
Special Education

UNDERGRADUATE MINORS

Africana Studies
Anthropology
Archeology
Art History
Arts Studio
Behavioral Neuroscience
Biology
Business Administration
Cannabis Studies
Chemistry
Childhood Studies
Communication Disorders
Community Leadership and Social Change
Computer Information Systems
Computer Science
Dance Studies
Digital Literacy
Disability Studies
Economics
Environmental Studies
Geology
Gerontology

Global Studies
Historical Studies
Holocaust and Genocide Studies
Integrative Health
Jewish Studies
Languages (French, Greek, Latin, Spanish)
Latin American/Caribbean Studies
Literature
Marine Science
Mathematics
Migration Studies
Music Studies
Philosophy and Religion
Physics
Political Studies
Public Health
Sociology
Sustainability
Theatre Studies
Victimology and Victim Services
Women's, Gender and Sexuality Studies
Writing

UNDERGRADUATE GRADUATION REQUIREMENTS

Graduation from Stockton with a bachelor's degree requires a student to obtain a minimum cumulative 2.0 grade-point average based upon courses taken at, or transferred to, Stockton, and to satisfy the university's degree requirements: (1) earn a minimum of 128 credits, (2) complete the residency requirement, (3) fulfill the skills competency and proficiency requirements applicable to entering first-year students, and (4) meet all program and General Studies requirements within seven years of matriculation.

The Residency Requirement

Residency requires the following be completed by the student at Stockton:

1. Earn 32 of the final 48 credits.
2. One General Integration and Synthesis (GIS) course
3. One Quantitative Reasoning Across the Disciplines (Q2) course
4. Two Writing (W1 or W2) courses, one of which must be at the 3000 level or higher.
5. One Race and Racism Education course (R1 or R2)
6. Satisfy the Twenty-Five Percent Rule

Curriculum requirements exist to ensure that graduates have met Stockton's general education intentions for all students, and the following General Studies goals:

- The Twenty-Five Percent Rule
- The Distribution Requirement
- The At-Some-Distance Requirement
- The General Education Goals Requirement: Attributes
- Suggested Credits per G Category
- The Writing Requirement
- The Quantitative Reasoning Requirement
- The Race and Racism Education Requirement
- The First-Year Studies (FRST) Requirement
- The First-Year Seminar Requirement.

The number of credits the student brings to Stockton and the student's degree program (B.A. or B.S.) determines the manner in which these requirements must be met.

The Twenty-Five Percent Rule

Twenty-five percent of all the courses a student takes at Stockton must be General Studies courses. This is called the Twenty-Five percent rule. This rule applies to transfer students as well as first-year students. This rule does not apply to students already holding the baccalaureate degree as such students are exempt from all General Studies requirements.

For first-year students and transfer students with less than 64 credits, the General Studies requirement is as follows.

- 1-15 transfer credits: no General Studies equivalents awarded.
- 16-31 transfer credits: up to 1 General Studies equivalency awarded.
- 32-47 transfer credits: up to 2 General Studies equivalents awarded.
- 48-63 transfer credits: up to 3 General Studies equivalents awarded.

The Distribution Requirement

For first-year students and transfer students with less than 64 credits, for all baccalaureate degrees:

- 8 credits in GAH.
- 4 credits in GEN.
- 4 credits in GIS.
- 8 credits in GNM.
- 8 credits in GSS.

At-Some-Distance Electives

For first-year students and transfer students with less than 64 credits, the At-Some-Distance electives, defined as courses that are at some distance in terms of subject area from a student's major, constitute one-quarter of the degree for a Bachelor of Arts and one-eighth of the Bachelor of Science degree.

For students with 64 or more transfer credits but have not earned a bachelor's degree from an accredited institution, the General Studies requirement is lowered to 16 credits. The At-Some-Distance credits then increases by 16 credits to require 48 credits for the B.A. degree, and 32 credits for the B.S. degree, assisting transfer students who may have many excess elective credits. The distribution requirement is no longer in effect, but all students must take four credits in the GIS category. Students with a baccalaureate degree from an accredited institution pursuing a second baccalaureate degree are exempt from all General Studies requirements.

Suggested Credits per G- Category

For a Bachelor of Arts degree: it is recommended that no more than 16 credits in any G-category be applied to the B.A. degree.

For a Bachelor of Science degree: it is recommended that no more than 12 credits in any G- category be applied to the B.S. degree.

The General Education Goal Requirement: Attributes

All students must also take and pass one course in each of four areas: Arts (A), Historical Consciousness (H), Values/Ethics (V), and International/Multicultural (I). These courses, while required, do not need to add additional credits to the minimum of 128 credits needed to graduate. Students may take Stockton courses that have been designated by A, H, V, I and apply them to program, cognate, General Studies, and "At-Some-Distance," as appropriate to satisfy this graduation requirement.

For transfer students, one or more of these courses may have already been taken in transfer. Any unfulfilled categories must be completed at Stockton.

First-Year Studies Courses

First Year Studies (FRST) courses may be applied to the General Studies requirements as part of the At Some Distance requirement.

Skills Competency Requirement

All first-year students and transfer students with 16 or fewer acceptable college credits are subject to a basic skills competency requirement in math, writing, reading, critical thinking and quantitative reasoning via SAT/ACT scores, AP credits or Accuplacer placement testing. Certain transfer courses may also serve to meet respective portions of this requirement. Students with scores below the placement cut-offs will be placed in the First-Year Studies program where satisfactory performance in FRST 1000-level developmental courses would meet this requirement. With certain exceptions, students who do not meet this requirement within one academic year of matriculation are subject to dismissal from the University. Additional information is found in the First-Year Studies section in this *Bulletin*.

First-Year Seminars

All students who enter the University as first-year students, including those who transfer with 15 or fewer credits, are required to enroll in First-Year Seminars in their first semester. First-Year Seminars are the cornerstone of the First-Year Experience for new students and are courses designed to help students get their college career off to a good start by emphasizing individualized attention, active discussion, and the development of critical thinking, college-level reading practices, information literacy, and communication skills. Coordination of common co-curricular activities, an annual theme and a common annual reader is led by a faculty member serving as First-Year Seminar Coordinator. These courses, numbered 1001-1099 within the various G-categories, are open only to first-year students. Some of these courses also have another number (cross-listing), since they may occasionally be offered as regular General Studies courses open to other students. They may not be repeated for credit.

For those students who are placed into the course FRST 1002 Critical Thinking and Reading, that course will serve as their First-Year Seminar. All other students will be able to choose from a list of courses on a range of topics in the various G-categories. FRST 1002 must be passed with a grade of C or better. A student who does not complete a First-Year Seminar in the first semester must complete one in the second semester.

The Writing Requirement

Stockton's Writing program offers students a variety of writing courses at all levels of the curriculum. These courses help students grow as writers, both by improving their writing and by providing them opportunities to learn about and to practice diverse forms of writing, such as expository writing, creative nonfiction, poetry, research writing, and digital writing. All matriculated students must earn a C or better in each of four writing-designated courses: one W1 (writing) course taken the first year and three additional W1 or W2 (writing-across-the-curriculum) courses, at least one of which must be a 3000- or 4000-level course.

Transfer students also are subject to the writing requirement. Up to two transfer courses in composition or writing will be credited as W1 courses and counted toward the requirement. All W2 courses must be completed at Stockton.

Students should remember that the writing requirement specifies the minimum number of writing-designated courses needed for graduation. Ideally, a student should take one writing-designated course each semester since growth in writing depends on practice as well as intellectual development.

Writing-designated courses that carry fewer than four credits or transfer courses that carry fewer than three credits do not count toward the writing requirement.

Writing-Designated Courses

Stockton offers a variety of Program and General Studies courses at all levels that are writing-designated courses. The level of the writing-designated course is indicated by the course number: 1000 level indicates an introductory writing-designated course; 2000 level indicates other lower-level courses; 3000 and 4000 level indicate a more advanced writing-designated course.

Writing-designated courses are of two kinds: Writing courses (W1) or Writing-Across-the-Curriculum courses (W2). The designation W1 or W2 indicates the role and function of writing in the course, not the degree of writing difficulty.

W1 - Writing courses focus on writing as the subject of the course. The quality of writing is the major criterion for evaluating the student's performance in the course, whether it is an introductory W1 course such as FRST 1101 College Writing or an advanced W1 course such as GAH 3604 The Personal Essay.

W2 - Writing-Across-the-Curriculum courses focus on disciplinary or interdisciplinary content. They use writing as a way of learning subject matter and expressing that learning. They also provide students with opportunities and support to improve their writing skills. The quality of writing, not only mastery of content, is an important criterion in evaluating a student's performance in the course. W2 courses assess minimal competence in writing and in most cases should not be attempted by a student enrolled in FRST 1101 College Writing. These courses are offered in all of the G-acronyms and most of the program acronyms.

The Writing/Tutoring Center

Students requiring help with writing for their W1 or W2 courses are urged to use the free tutoring service available in the [Tutoring Center](#).

First-Year Placement in Writing-Designated Courses

Based on their test scores, some students will be placed into FRST 1101 College Writing, an introductory writing course (W1). The FRST placement will appear on the student's first year advising letter, and students will select their section during registration. Other first-year students (0–31 credits) will be required to take and earn a C or better grade in a W1 course during their first year.

The Quantitative Reasoning Requirement

Stockton's quantitative reasoning program is designed to equip students with important quantitative skills that are useful in academic disciplines. Throughout the undergraduate experience, a broad array of General Studies and program courses provide rich encounters with mathematical ideas and their applications.

Before graduating, all students must complete three quantitative-reasoning-designated courses, including at least one Q1 (quantitative-reasoning-intensive) course and at least one Q2 (quantitative-reasoning-across-the-disciplines) course. A Q1 course must be completed during the first year at Stockton.

Transfer students are also subject to the quantitative reasoning requirement. Up to two transfer courses in mathematics and statistics may be credited as Q1 courses and counted toward the requirement. Stockton will not accept any Q2 courses transferred from other institutions. All Q2 courses must be completed at Stockton.

Q-designated courses that carry fewer than 4 credits or transfer courses that carry fewer than 3 credits do not count toward meeting the Quantitative Reasoning Requirement.

Quantitative-Reasoning-Designated Courses

Stockton offers two types of quantitative-reasoning-designated courses: Quantitative-Reasoning-Intensive (Q1) and Quantitative-Reasoning-Across-The-Disciplines (Q2) courses. This designation indicates the role and function of quantitative reasoning in the course, not the degree of difficulty. Q-designated courses appear throughout the curriculum, in program and General Studies courses. Q1 and Q2 courses emphasize mathematical problem solving with special attention given to the development of problem-solving approaches. In addition, these courses stress the importance of the communication of mathematical ideas in both written and oral forms.

Q1- Quantitative-Reasoning-Intensive Courses: Mathematical thinking is the primary focus of study. Q1 courses emphasize the mathematical structures underlying various phenomena. Although focused on mathematical reasoning, Q1 courses provide ample opportunities for investigating diverse applications of the concepts discussed. These courses draw rich connections among different areas of mathematics. In a Q1 course, the majority of class time is spent on mathematical concepts and procedures. Students work on mathematics during virtually every class session. The quality of their mathematical work is the major criterion for evaluating student performance in the course. Examples of Q1 courses are MATH 2215 Calculus I; FRST/GNM 2310 Algebraic Problem Solving; and CIST 1206 Statistics I.

Q2 - Quantitative-Reasoning-Across-the-Disciplines: In a Q2 course, the focus is on disciplinary or interdisciplinary content outside of mathematics. Quantitative reasoning is used as a tool for understanding this content. Q2 courses feature applications that use real-world data and situations, applying a quantitative perspective to the concepts in the course results in a fuller understanding of both the disciplinary concepts and the mathematical concepts. In a Q2 course, at least 20 percent of class time involves quantitative reasoning. Students are expected to demonstrate their ability to apply mathematical ideas to the course content. Both mastery of disciplinary content and quantitative proficiency are used to evaluate student performance. Examples of Q2 courses include ARTV 2121 Photography: Film and Darkroom I and CHEM 2110 Chemistry I.

Mathematics Advising

Various degree programs require different kinds of mathematics and quantitative reasoning skills. Students in any major will enhance their education and widen their range of post-college possibilities by strengthening their skills in this area. The accompanying chart lists some of the Q1 courses that are specifically designed to prepare students for subsequent mathematics-based courses and majors.

Other introductory-level Q1 courses may be found in the General Studies Natural Sciences and Mathematics (GNM) curriculum. Students should note that mathematics courses are sequential based

on increased complexity of the material covered. *Credit will not be given for a lower level math course if a more advanced math course has already been completed satisfactorily.*

Mathematics Skills Advising

Course	Prerequisites	Course Appropriate For
FRST 1102 Mathematical Thinking	Enrollment into FRST 1102 is based on SAT/ACT/Accuplacer scores or AP credits.	First-year students who need basic quantitative skills development.
FRST 1103 Quantitative Reasoning	Enrollment into FRST 1103 is based on SAT/ACT/Accuplacer scores, AP credits or satisfactory completion of FRST 1102.	First-year students who need basic quantitative skills development.
GNM 1124 Survey of Mathematics	Enrollment into GNM 1124 is based on a student's current ability and confidence in basic mathematics. Credits will not be granted for students who have completed GNM 1126, FRST 2310, GNM 2310, or a MATH acronym course prior to taking this course. Not open to students with credit for FRST 1103.	Transfer students who need basic quantitative skills development and students who have tested out of FRST mathematics and would like to broaden their background in mathematics.
FRST/GNM 2310 * Algebraic Problem Solving	C or better in FRST 1103 or GNM 1124, or appropriate SAT/ACT/Accuplacer scores Satisfaction of the FRST Competency requirement is a prerequisite. Credit will not be granted for students who have completed GNM 1126, or a MATH acronym course prior to taking this course.	Students who are interested in applications and intend to take other courses requiring mastery of algebra.
GNM 1126* Intermediate Algebra	C or better in FRST 1103 or GNM 1124, or appropriate SAT/ACT/Accuplacer scores . Satisfaction of the FRST Competency requirement is a prerequisite. Credits will not be granted for students who have completed FRST2310, GNM2310, or any other MATH acronym course prior to taking this course.	Students who intend to take Pre-Calculus and seek to improve their algebra skills.
CIST 1206 Statistics**	Satisfaction of FRST competency requirement.	Students who desire a good working knowledge of statistical concepts. Required for BSNS & CIS majors.

MATH 1100 Pre-Calculus Math	GNM 1126 with a grade of C or better OR GNM 2310 OR FRST 2310 with a grade of C or better OR AAF/APAA Accuplacer score of 260 or better OR SAT MATH score of 570 or better OR ACT score of 24 OR attribute 403.	Students who intend to take calculus in the following semester.
MATH 2215 Calculus I	C or better in MATH 1100 OR AAF/APAA Accuplacer score of 285 or better OR SAT MATH score of 620 or better OR ACT score of 28 [i.e. mastery of high school algebra (2 yrs.) and geometry (1 yr.) as well as exponential, logarithmic, and trigonometric functions].	All MATH, engineering, CSIS, and science majors and anyone who intends to take Physics I or advanced mathematics courses; anyone who intends to enroll in a graduate program requiring calculus.
MATH 2225 Discrete Math	C or better in Math1100 or Math2215 or CSIS2101 or CIST2101	CS majors or anyone who intends to take CSCI 2226; MATH majors who have not completed MATH 3325; PHYS and engineering
BSNS 2120 Introduction to Business Analytics	Required for all BSNS majors. C or better in CIST 1206.	Required for all BSNS majors, or others who wish to extend their math skills in an applied setting.
<p><i>*No more than 4 credits for GNM 2310 or FRST 2310 and GNM 1126 may be applied toward graduation.</i></p> <p>**MATH majors should consult a mathematics preceptor before taking this or any non-calculus-based statistics course; such courses may not count toward graduation requirements for MATH degree.</p>		

The Race and/or Racism Education Requirement

Beginning in fall 2021, all matriculated students must complete two courses in Race and Racism Education, at least one of which must be an R1. The goal is to ensure that all students understand the structural and systematic racism that has been engrained in this country and around the world, which brought hundreds of thousands of people to the streets in 2020. Students are required to earn a C or better for courses designated as R1: Race and Racism Intensive courses and a D or better in courses designated as R2: Race and Racism Education-Across-the-Curriculum.

Transfer students also are expected to meet the Race and Racism Education Requirement. Up to one transfer course in Race and Racism Education can be credited as an R1 or R2 course and counted toward the requirement. The second course must be completed at Stockton.

Stockton courses that carry fewer than four credits or transfer courses that carry fewer than three credits do not count toward the Race and Racism Education Requirement.

R1 and R2 courses may simultaneously fulfill the Race and Racism Education Requirement and other graduation and program requirements (i.e., serving as an R1/R2 course as well as a G course requirement, AVHI requirement, W2 requirement, or program course, etc.).

Race and/or Racism Education-Designated Courses

Stockton offers a variety of Program and General Studies courses at all levels that are Race and Racism Education-designated courses. These include Race and/or Racism Education intensive courses (R1) and Race and Racism Education-Across-the-Curriculum courses (R2). The designation R1 or R2 indicates the role and function of the study of race and racism education in the course, not the degree of course difficulty.

R1 – Race and/or Racism Intensive courses, which can be either Program or General Studies courses, focus on race and racism education as the core subject of the course, meaning that the majority of the course materials and assignments are spent discussing these issues in a variety of contexts.

R2 – Race and/or Racism Education-Across-the-Curriculum courses focus on disciplinary or interdisciplinary content. They use the study of race and racism education as a way of learning about another subject (i.e., history, chemistry, social work, or marketing). Explicit connections should be made between ideas about race and racism education and disciplinary content, and at least 25% of course time should be devoted to the study of race and/or racism education and engage students in activities that support learning of these complex fields. This can include assigning focused activities in class and/or as homework assignments, offering direct instruction on these topics, assigning reading about race or racism education, or providing feedback on student drafts for assignments. These courses can be offered in any of the G-acronyms or program acronyms.

General Studies

General Studies courses are intended to enrich one's learning and to provide the general education foundation for Stockton students. These courses engage students in the broad areas of human knowledge (humanities, arts, social sciences, natural sciences, mathematics) and show the relationships among them. General Studies courses are about learning itself, about how people learn, and about what is important to learn. They often provide for the exploration of new fields, provoke and stimulate new thinking, test one's perspectives, and encourage experimentation. Students, with the help of a preceptor, are encouraged to select and plan courses of study that will broaden their overall perspectives, fill gaps in their knowledge, and enrich their personal lives by meeting educational needs important to all students. University is not only for learning a discipline in-depth or learning how to make a living, it is also for learning how to live. A complete description of General Studies can be found in the General Studies of this *Bulletin*.

Requirement and Outcomes Requirement of General Studies

The General Studies credit distribution requirement applies to all candidates for bachelor's degrees. In addition, there is a requirement that coursework be undertaken in certain areas. These requirements are described in detail in the General Studies chapter of this *Bulletin*.

Transfer Student Requirements

General Studies at Stockton is not considered to be a mere set of introductory courses in various disciplines. Rather, it is viewed as an ongoing process of broadening and enriching education

throughout a college career. Therefore, transfer students must take at least 25 percent of their Stockton coursework in designated General Studies (G-acronym) courses.

Each student must satisfactorily complete at least 32 credits at Stockton. This would normally take one academic year but could be accelerated through a heavier-than-normal load and credit-by-examination at Stockton. If a student's transfer program is not closely articulated with a Stockton degree program, the student may find that additional time will be required to complete the Stockton degree.

Maximally, 96 credit hours can be transferred from prior 4-year institutions. A maximum of 64 credit hours can be transferred from prior 2-year institutions.

Program Courses

Programs provide specialized areas of study clearly focused on intellectual and/or career goals. Pursuit of these goals requires that a student build knowledge systematically through the mastery of increasingly difficult tasks and concepts. Program Studies requirements are more structured than those in General Studies and tend to emphasize sequences of specific courses. Most of the courses required for a given degree program are offered in the program itself, while some may be offered in related programs.

Cognate Courses

Cognates are courses closely related to one's major. Most degree programs require students to supplement coursework offered by the program by taking cognate courses.

Senior Thesis or Project

Some degree programs require the student to complete a senior thesis or project. In other programs a project is optional or may be required for graduation with distinction. A student enrolled in a degree program normally requires that a senior thesis or project must receive a grade of C or higher in the course in order to graduate. Detailed requirements for the senior thesis or projects are stated in the chapters on each program.

Substitution

The student may request the substitution of a non-cognate Program Studies course or other designated General Studies course for a required General Studies (G- acronym) course.

A written request must be made by the student's preceptor to the Dean of General Studies and must be approved in advance of registering for the course. Preceptors may consider a student request to substitute any General Studies courses that exceed minimum requirements above to satisfy similar Program or Cognate requirements, with approval of the Program Chair and the Dean.

DEGREE PROGRAM SELECTION

A degree program should be chosen prior to the beginning of the junior year, defined as the completion of 64 credits. Some programs have specific requirements that must be met prior to declaring a major. These are described in the respective sections of the *Bulletin*. Students who have more than 64 credits and have not formally declared a degree program will not be permitted to register for subsequent terms until they have completed this process or met with a staff member of the Center for Academic Advising for a release to register. Failure to declare a major and develop a program of study may delay

a student's graduation, since not all courses taken may apply to the program of study. A student declares a degree program by obtaining the signature of a program preceptor on a [Declaration of Major/Minor/Change of Preceptor Form](#) and filing that form with the Center for Academic Advising.

Changes in Degree Program

A student who wishes to change degree programs must follow the same process used for declaring a major. To enable faculty to plan adequate course offerings for students intending to major or minor in a particular area, students are urged to file declaration of major or change of major on a [Declaration of Major/Minor/Change of Preceptor Form](#) as soon as possible.

SECOND BACCALAUREATE DEGREE FROM STOCKTON

A Stockton University student may be awarded a second baccalaureate degree, after satisfactory completion of a minimum of 32 credits beyond the minimum (128) credit requirements for the first baccalaureate, if all other requirements for graduation have been met. The second degree may be awarded simultaneously with or subsequent to the first degree, depending on the time(s) at which all degree requirements are completed.

[Procedure](#) In order to receive a second baccalaureate degree, the student must complete the procedure outlined below. It is the responsibility of the student to ensure that all requirements are met:

- The student must develop the second-degree program based on previous work and the requirements for the second degree. The second-degree program must include a minimum of 32 credits awarded by Stockton beyond the 128 credits required for the first degree for a minimum of 160 credits overall.
- No additional credits in General Studies beyond those required for the first degree will be required for the second degree. Second degree students are also exempt from the General Studies outcomes course requirements, e.g., W, Q, H, etc. A student may take additional General Studies credits at their discretion as part of the 32 credits required for the second degree. If the student completes the requirements for a minor as well as a second degree, the minor also will be awarded.
- As soon as a student has decided to pursue a second degree, they must formally declare a second degree with the Center for Academic Advising.
- At the beginning of the term in which the student expects to complete graduation requirements, and prior to the deadlines posted on the [Academic Calendar](#), the student must apply for graduation for each degree program through the [goStockton portal](#). If such degree certifications are reviewed for graduation in the same semester, the degrees may be awarded concurrently.
- A student who completes the graduation requirements for one degree and is awarded that degree may continue work toward a second degree on an uninterrupted basis. If the student has not already done so, they will need to formally declare a second degree with the Center for Academic Advising. A second degree must be declared prior to the award of the initial degree. Unless these steps are taken, the student will be required to submit a Re-matriculation form to the Office of the Registrar. No fewer than 32 credits beyond the minimum (128) credit requirements for the first baccalaureate are required to earn the second degree.

SECOND BACCALAUREATE DEGREE STUDENTS

A student who has been awarded a baccalaureate degree by a regionally accredited institution must be admitted to the University as a transfer student in accordance with current admissions policies and procedures and must satisfactorily complete a minimum of 32 credits at Stockton. The distribution and total number of credits required for the second degree will be based on the student's previous academic record and the requirements of the second-degree program. General Studies requirements, including the General Studies outcomes course requirements do not apply to second-degree students. A student who was previously awarded a Stockton degree but did not maintain their enrollment to continue for a second degree, must be readmitted to the University in accordance with current admissions policies and practices and will be subject to the same requirements as students entering with baccalaureate degrees from other accredited institutions.

GRADUATION

Degrees are conferred in December for the Fall semester, May for the Spring semester, and August for the Summer semester and the Commencement Ceremony is held once annually in May. The student is responsible for ensuring that all graduation requirements are met, and for applying for graduation online through the [goStockton portal](#) prior to established deadlines: October 1 for fall graduation, February 1 for spring graduation, and June 15 for summer graduation.

The term in which a student has been admitted/re-admitted and enrolls is the student's official term of matriculation, and thereby establishes the degree requirements the student must meet. The *Bulletin* pertaining to the academic year serves as the primary contract for degree requirements unless the student in consultation with the preceptor and/or Center for Academic Advising is approved for a *Bulletin* year change to a subsequent year.

Commencement is an institutional activity developed to honor all graduates in a public ceremony. Participation in a graduation ceremony is optional and limited to those students who have completed all degree requirements prior to the deadlines established by the University and who have satisfied all financial obligations (e.g., fees, fines) to the University. A student in their last term at Stockton must submit a Graduation Application through the [goStockton portal](#) in the Student Services Tab. Upon receipt of the Graduation Application, a Degree Works, degree evaluation is initiated by the Office of the Registrar to confirm graduation requirements are met. The audit may include review and approval from the assigned preceptor, program coordinator, the Dean of General Studies, and the School Dean. All courses/requirements of the degree evaluation should be reported as "met."

As students plan for graduation, they are to meet with their preceptor prior to their final year to assure that the Degree Works degree evaluation is accurate. Any section with a red 'still needed' indication should be examined to see what courses need to be completed or what possible issues could be corrected. The preceptor and The Center for Academic Advising can help in interpreting the degree evaluation. The initiation of this process is the student's responsibility.

Participation in the Commencement Ceremony

The Commencement Ceremony is designed to recognize the completion of an undergraduate or graduate degree. Students who 1) have applied for graduation by the established date and, pending successful completion of the final semester's coursework, and 2) will have completed their respective degree requirements and will be eligible to participate in the graduation ceremony.

In these cases, special permission to participate must be granted by the Office of the Registrar. All students are required to submit the Commencement Participation form by the established graduation application deadline and meet the criteria outlined below:

Undergraduate students who are within eight credits of completing all degree requirements and have a plan to complete all remaining requirements in the subsequent summer term may, with the approval of the Office of the Registrar, participate in the commencement ceremony. A student who wishes to participate will need to have earned a minimum of 120 or more credits (including Spring term in progress courses) by the date of the graduation application but have a maximum of eight outstanding credits to meet all requirements for the degree. These students must be registered to earn the credits in the Summer Term for all degree requirements to be completed to participate. Students should register for their final eight credits prior to submitting the request to participate form. Undergraduate students who apply for graduation or request to participate in the commencement ceremony must complete the necessary forms prior to the deadline for late graduation noted above. Not applying by that deadline forfeits participation in the Commencement Ceremony and the commencement ceremony program booklet.

The University also recognizes that certain graduate programs require their students to complete their degree requirements in the summer following the Commencement Ceremony. With that requirement in place the University will afford those graduate students the privilege to participate in the Commencement Ceremony without completing degree requirements. These graduate students are eligible to participate in the ceremony, with permission of their program chair and are required to submit the Commencement Participation form by the established graduation application deadline.

All students (undergraduate and graduate) who do not apply for graduation by the deadline for late graduation applications forfeit their inclusion in the commencement ceremony and program. The University will make every effort to facilitate their graduation but cannot guarantee that the student will be accommodated.

Honors at Graduation

Undergraduate Latin [Honors at Graduation](#)

As part of a comprehensive educational program to promote and recognize outstanding academic achievement, Stockton University will grant qualified baccalaureate degree recipients with Latin honors. The undergraduate student who meets the following eligibility requirements upon completion of all degree requirements will be awarded cum laude, magna cum laude, or summa cum laude. At least 64 credits must have been completed satisfactorily at Stockton prior to graduation for a student's academic record to qualify for an honors designation. All courses attempted at Stockton will be included in the following calculations, except courses with P/NC or W (or equivalent) grades.

Undergraduate students with a cumulative GPA of 3.950-4.000 will be designated summa cum laude; students with a cumulative GPA of 3.850-3.949 will be designated magna cum laude; students with a cumulative GPA of 3.750-3.849 will be designated cum laude. The calculation of GPA will be truncated to three decimal places. GPA calculations are not rounded up.

Although students graduate under the academic requirements at their time of admission to the University, students graduate under the graduation policies that are in effect at the time of their graduation.

Program Distinction

Undergraduate programs may convey recognition of remarkable performance in program work to students graduating, in general, with a minimum cumulative GPA of 3.5 in program-cognate credits. Additional criteria may be required by the program. For such awards, the phrase Program Distinction will be added to the degree and noted on the transcript. Programs that choose to convey this recognition will include all criteria in the relevant section of this *Bulletin*. Graduate programs may convey recognition of superior performance in the program based on criteria that are printed in their *Program Handbook*. Program Distinction for graduate students will be noted on the student's transcript.

UNDERGRADUATE GENERAL STUDIES REQUIREMENTS

INTRODUCTION

Stockton's distinctive General Studies curriculum constitutes the University curriculum commons, the place where undergraduate students and faculty with various specializations meet to find common ground.

The program was designed based on three premises:

- The world of knowledge and ideas is essentially seamless and is not really divided into discrete compartments.
- The important problems that students should confront—e.g., war and peace or environmental issues—cannot be understood by any single academic discipline. Not surprisingly, modern scientific advances often depend on interdisciplinary approaches.
- Changing workforce trends suggest that graduates will change jobs as well as careers more frequently than has been the case in the past. Flexibility, the capacity for lifelong learning and the acquisition of generic, transferable skills will be requisite in the current and future economy.

These notions do not mitigate the importance of specialized preparation through a disciplinary major. Specialized education and the resulting expertise in a field will continue to be important to graduates, and to society at large. However, the University believes that specialized knowledge alone does not provide all the preparation that students need for the future. Both General Studies and the disciplinary major are important in a liberal arts environment where excellence is pursued.

The distinctive feature of the approach at Stockton is that General Studies is provided through a separate curriculum and academic school. The University believes that breadth of education is not well served by simply requiring students to take introductory courses in various disciplines, as is the case at some other institutions. Traditional introductory courses in most disciplines are usually designed as the first step in a major for students who wish to specialize, rather than providing breadth of understanding for the non-major and general student.

General Studies courses are intended to enrich one's learning, to provide for explorations of new fields, to provoke and stimulate new thinking, to encourage experimentation, and to test one's perspectives; these intentions are often addressed in ways that cross the boundaries of individual academic disciplines.

The General Studies course offerings are taught by all members of the faculty in all Schools. The courses may study a problem or theme or offer a survey of related topics. What the courses have in common is that they are designed to explore ideas, stimulate critical thinking, and provide breadth of perspective for all students regardless of major.

As the General Studies curriculum is not a foundation curriculum consisting of introductory courses, students take courses in this area throughout their college career.

GENERAL STUDIES OBJECTIVES

Learning is a lifelong process, and as such, one of the most important abilities a student can develop is the capacity to plan and manage learning experiences. At Stockton, the student's preceptor should play an important role by helping the student develop this ability in the major and in General Studies courses.

To provide concrete meaning to the general concepts outlined above, the University has defined a number of desirable goals for the general education of all students. Although these goals cannot all be met through General Studies courses alone (they also need to be addressed in the degree major), each General Studies course at Stockton is designed to help achieve at least some of these outcomes in addition to the goals of one of the five General Studies course categories.

Primary Goals

Objective 1: Commitment to lifelong learning, to the exploration of new ideas outside one's specialization, and to placing one's own knowledge in the context of other disciplines and of society as a whole.

Objective 2: Commitment to citizenship, through the ability to make informed decisions about public issues—while conscious of one's responsibility for doing so, and of one's responsibility as an individual for the social whole.

General Competencies

Objective 3: Ability to reason logically and abstractly and to comprehend and criticize arguments.

Objective 4: Ability to understand numerical data to be able to comprehend arguments and positions that depend on numbers and statistics.

Objective 5: Ability to write and speak effectively and persuasively.

Objective 6: Capacity for "reflective reading"—entering into personal dialogue with a text.

Objective 7: Development of a conceptual framework with which to assimilate new experiences—and the ability to adapt it as necessary.

General Content Experiences

Objective 8: Appreciation and understanding of artistic experiences as reflections of the depths and quirks of the human spirit.

Objective 9: Scientific knowledge of the physical and natural world and understanding how that knowledge is attained and evaluated.

Objective 10: Historical knowledge of the continuities and conflicts common to humans across eras and cultures.

Objective 11: Awareness of the achievements and perspectives of people of different nations and cultures, and of different races, genders, and ethnicities.

Objective 12: Understanding of the techniques, finding, and procedures of the social sciences as they relate to social structures and to evaluating issues of public policy.

Objective 13: Critical understanding of one's own values and those of others and of their role in making ethical choices.

GENERAL STUDIES COURSE CATEGORIES

General Studies courses are divided into five categories that explore broad areas of knowledge, often in interdisciplinary or multidisciplinary ways.

General Arts and Humanities (GAH) courses are designed to acquaint students with the arts and humanities and provide various cultural perspectives on the past and present.

General Interdisciplinary Skills and Topics (GEN) courses emphasize the dynamic nature of education. They develop learning and communication skills, explore experimental ways of knowing, or examine topics that cut across or lie outside traditional academic disciplines.

General Integration and Synthesis (GIS) courses are advanced courses for seniors that are designed to deal with problems and questions larger than a single discipline. They are intended to gain perspective on the self, on disciplines of learning and their relationships, and on the recurrent concerns of humankind. The requirement that students take at least four credits of GIS coursework is an attempt to help them bring together their earlier General Studies experiences into an integrated framework.

General Natural Sciences and Mathematics (GNM) courses examine the broad concerns of science, explore the nature of scientific process and practice, and seek to provide an understanding of mathematics and the natural environment.

General Social and Behavioral Sciences (GSS) courses assist students in understanding human interactions—how people live, produce, and resolve conflict as individuals and as groups. They focus on topics, problems, and methods of concern to the social sciences.

At -Some-Distance Electives

At-Some-Distance electives are not free, unrestrictive electives. They are defined as a category only when the student chooses a major program of study. The At-Some-Distance electives provide a breadth of study in courses that are in some way unrelated to the student's major program. For example, a Sociology course would be considered At-Some-Distance for a Chemistry major, but as a Cognate for a Psychology major. General Studies courses are usually counted as At-Some-Distance from any major.

UNDERGRADUATE GRADUATION REQUIREMENTS

Curriculum requirements exist to ensure that Stockton graduates have met the general education intentions for all students and the goals of General Studies.

- The “twenty-five” percent rule.
- Required General Studies credits.
- The distribution requirement in General Studies.
- The At-Some-Distance requirement.
- The limit on the number of allowable credits per General Studies course category.
- The attribute requirement.
- The basic skills competency requirement.
- The quantitative reasoning requirement.
- The Writing requirement.
- The First-year seminar requirement.

The status of a student—beginning first-year student or transfer student, and the student’s degree program, B.A., or B.S.--determines the manner in which these requirements must be met.

The “Twenty-Five” Percent Rule

Twenty-five percent of all the courses a student takes at Stockton must be General Studies courses. This is called the twenty-five percent rule. This rule applies to transfer students as well as first-year students.

Required General Studies credits

For first-year students and transfer students with less than 16 credits, the General Studies requirement is 32 credits. For students with 16-63 transfer credits, the transfer credits may fulfill part of the General Studies requirement as follows.

- 1-15 transfer credits: no General Studies equivalencies awarded.
- 16-31 transfer credits: up to 1 General Studies equivalency awarded.
- 32-47 transfer credits: up to 2 General Studies equivalencies awarded.
- 48-63 transfer credits: up to 3 General Studies equivalencies awarded.

The Distribution Requirement

For first-year students and transfer students with less than 64 credits, for BA and BS option, students are required to take the following categories of General Studies courses.

- 8 credits in GAH.
- 4 credits in GEN.
- 4 credits in GIS.
- 8 credits in GNM.
- 8 credits in GSS.

At-Some-Distance Electives

For first-year students and transfers with less than 64 credits, the At-Some-Distance electives constitute one-quarter of the degree for a Bachelor of Arts (i.e., 32 credits), and one-eighth of the Bachelor of Science degree (i.e., 16 credits).

For students with 64 or more transfer credits but have not earned a bachelor's degree from an accredited institution, the General Studies requirement is lowered to 16 credits. The At-Some-Distance credits then increases by 16 credits to require 48 credits for the B.A. degree, and 32 credits for the B.S. degree. This is very helpful to the transfer student who may have many excess elective credits. The distribution requirement is no longer in effect, but all students must take four credits in the GIS category.

Students with a baccalaureate degree from an accredited institution pursuing a second baccalaureate degree are exempt from all General Studies requirements.

Limit on the Number of Allowable Credits per General Studies Course Category

For a B.A. degree: No more than 16 credits in any General Studies course category may be applied to the B.A. degree.

For a B.S. degree: No more than 12 credits in any General Studies course category may be applied to the B.S. degree.

The General Education Goal Requirement: Attributes

In addition to the distribution requirement, there is one additional requirement to ensure that general education goals are met. All students matriculating in Fall of 1999 and thereafter must take and pass one course in each of four areas: Arts (A), Historical Consciousness (H), Values/Ethics (V), and International/Multicultural (I). The sole exception is for students already having the baccalaureate degree: such students are exempt from this and all General Studies requirements.

These courses, while required, do not need to add additional credits to the minimum of 128 credits needed to graduate. Students may take Stockton courses that have been designated by A, H, V, I and apply them to program, cognate, General Studies, and "At-Some-Distance," as appropriate.

For transfer students, one or more of these courses may have already been taken in transfer. Any unfulfilled categories must be completed at Stockton.

The Basic Skills Competency Requirements are explained in detail elsewhere in this *Bulletin*.

The Quantitative Reasoning Requirement and the Writing Requirement are explained in detail elsewhere in this *Bulletin*.

First-Year Seminars

All students who enter the University as first-year students, or as transfer students with 15 or fewer credits, are required to enroll in a First-year seminar in their first semester. First-year seminars are courses designed to help students get their college career off to a good start by emphasizing individualized attention, active discussion, and development of writing, reading, communication and information literacy skills. Coordination of seminars, co-curricular activities, and a common reading is

led by a faculty member serving as First-year seminar convener. These courses, numbered 1001-1099 within the various General Studies course categories, are open only to first-year students. Some of these courses also have another number (cross-listing) since they may occasionally be offered as regular General Studies courses open to other students. Courses with the same title may not be repeated for credit.

For those students who are placed into a FRST 1002 Critical Thinking and Reading, that course will serve as their First-year seminar. Students who do not place into FRST 1002 Critical Thinking and Reading must take one First-year seminar in the GAH, GSS, GEN or GNM category.

A student who does not complete a First-year seminar in the first semester should complete one in the second semester.

First-Year Studies (FRST) courses may be applied to the General Studies requirements or as part of the non-cognate program courses “At-Some-Distance” from the student’s major program.

Substitution

The student may request the substitution of a non-cognate course or other designated General Studies course for a required General Studies course. A written request must be made to the Associate Dean of the School of General Studies and must be approved in advance of registering for the course.

COURSES IN GENERAL ARTS AND HUMANITIES (GAH) GOALS

- GAH courses introduce students to the arts and humanities as areas of study, and thus provide them with the basis for intelligent curricular choices.
- They aim to create awareness among students of the importance of the arts and humanities in their education. They seek to develop the ability of students to make critical and aesthetic judgments.
- They introduce perspectives, techniques, and attitudes that can be used in the further study of the arts and humanities and suggest ways of continuing to examine such issues.
- GAH courses describe a number of conceptual challenges and issues that artists and humanists confront, bringing a variety of approaches and viewpoints to bear on these.
- They explore the techniques used in the arts and humanities for solving aesthetic and intellectual problems, expressing feelings and ideas, clarifying meanings, defending judgments, and explaining historical transformations.

Types of Courses

- **Tradition and Background Courses:** These courses provide students with a broad perspective on substantial portions of the world’s philosophical, historical, literary and artistic traditions, seeking to demonstrate the importance of tradition and historical perspective in understanding oneself and one’s relationship to the present.
- **Thematic and Topical Courses:** These courses explore some of the conceptual challenges and issues that artists and humanists confront or focus upon a particular theme, topic, or time-period in which material is examined from a variety of disciplines that help to illuminate such themes.
- **Experiential and Creative Courses:** In these courses, students participate in creative and/or experiential activity in one or more of the arts and humanities disciplines in order to develop

their own artistic and intellectual capabilities, thus expanding their capacity to appreciate and value the material of the arts and humanities.

Students should take their two required GAH courses from two different types of courses.

COURSES IN INTERDISCIPLINARY SKILLS AND TOPICS (GEN) GOALS

The GEN category reflects the realization that the frontiers of education are constantly expanding to include new kinds of knowledge, that the process of knowing and communicating knowledge is itself worthy of study, and that affective learning has a legitimate place beside cognitive learning in any well-balanced curriculum. Such perspectives are an essential part of general education and demonstrate the changing nature of knowledge.

Types of Courses

- GEN courses may focus on the modes and methods of learning, thinking, and knowing or upon the acquisition of certain intellectual skills common to such learning and knowing.
- They may also provide advanced or intermediate instruction in various communication skills that will help students better organize their knowledge and present it to others.
- GEN courses may focus upon the student's personal behavior or experience in an attempt to heighten awareness, consciousness, creativity and intuition. Such courses may supplement the more analytical, linear and intellectual approaches to learning.
- GEN courses may explore general themes and topics of current interest that exist outside the established disciplinary or "G" categories, and thus further demonstrate the dynamic nature of knowledge. These might include courses in new or emergent disciplines, interdisciplinary yet introductory courses and courses in nontraditional academic areas.
- GEN courses may focus upon innovative approaches to the process of intellectual exploration.

COURSES IN GENERAL INTEGRATION AND SYNTHESIS (GIS) GOALS

- GIS courses are designed for senior students because they constitute the capstone of the General Studies curriculum. GIS courses are designed to assist students already acquainted with the various modes of knowledge to understand their connections. GIS courses seek to help the student transcend specialization and gain perspective on self, areas of knowledge and the human condition.
- GIS courses are not just interdisciplinary but transcend the limits of any one of the existing academic schools at Stockton either in subject matter or content or by directly addressing those human experiences—individual and social—that transcend the boundaries within academic life. GIS courses are focused on questions of enduring value.

Types of Courses

GIS requires extraordinary effort on the part of professor and students to bring together diverse ideas and points of view. GIS requires serious reading, writing, discussion, and sustained interaction with people from different disciplines. GIS courses may be taught in two modes:

- The lecture/discussion where the professor attempts to communicate his or her own integrated view of a particular area or problem, e.g., in courses about the city, energy, the role of science in human life, and ecological consciousness.
- The seminar mode where faculty participate as intellectuals, not specialists, mutually engaged with each other and with students in an investigation of the material studied, with an

emphasis on the process of seeking integration around the topic selected. GIS courses can only be taken as independent studies under exceptional circumstances.

COURSES IN GENERAL NATURAL SCIENCES AND MATHEMATICS (GNM) GOALS

Science is the study of the natural laws governing the physical universe. The primary reasoning and logical process underpinning science is the “scientific method.” The scientific method includes the observation of events and processes, the formation of testable hypotheses, the design and execution of experiments to test the hypotheses, and the development of theories that attempt to explain the facts derived from observations and experimentation. Science is self-corrective; it does not assume an ultimate set of preconceived truths. In the final analysis, however, science derives successive approximations of the truth because science operates within the limitations of the natural and physical world. Science is one way of studying the universe; it is not the only way. The ultimate goal of a GNM course is to share the nature and processes of science with students.

To this end, GNM courses may share common content with program courses, but GNM courses do not simply provide an introduction to a discipline or a diminished version of a program course. Whereas program courses are often serial links in long chains of knowledge and provide students with an implicit sense of science in general, GNM courses are explicitly concerned with giving students a complete experience that represents the scope of natural sciences and mathematics. The scope of a GNM course thus must allow for the integrated exploration of messages that are usually omitted, abbreviated, or accumulated over many semesters in program courses.

Types of Courses

Probably no one GNM course will attempt to communicate all of the messages; however, a GNM course must explore at least one of the following messages.

- On the nature of science: What science is and is not and why; science as a way of knowing in contrast to nonscientific or pseudoscientific views of the universe; successive approximations of the truth; hypotheses, theory and model development; open-ended questions; cultural and intellectual relationships; the limitations and potentials of science; scientific philosophy.
- On the nature of scientists: observers, experimenters, synthesizers, model builders, and real people.
- On the process of doing science: The scientific method, induction versus deduction, experiments, testable hypotheses, development of theories, self-correction; esthetics, creativity, chance; reductionism and synthesisism.
- On the skills of scientific practice: questioning; experimentation; communication; analysis; synthesis.

COURSES IN GENERAL SOCIAL AND BEHAVIORAL SCIENCES (GSS) GOALS

General Social and Behavioral Sciences (GSS) courses aid students in understanding human behavior and interactions—how people live, produce, distribute resources, develop institutions, and resolve conflicts. These courses may focus on topics, problems, and methods of concern to the social sciences.

The purposes to be served by GSS courses are the following.

- To expose students to what is available in the social sciences and, hence, to provide them with the basis for intelligent curricular choice.

- To create enthusiasm in students about a variety of areas in the social sciences and, hence, to encourage them to sample widely.
- To provide students with an integrative framework that will render more meaningful the information that they have derived or will derive from more specialized courses.
- To accomplish all of the above within the boundaries set by the necessity to maintain the integrity of the materials presented.

Types of Courses

- **Multiple Introduction Courses.** These courses are designed to expose students to each of the social science disciplines as distinctive, if related, bodies of knowledge. In particular, they will deal with the distinctive subject matter, modes of reasoning, core concepts and vocational values of each of the social science disciplines.
- **Topics Courses.** These courses are designed to focus on a specific topic and bring the perspectives of the various social sciences to bear on it. In doing this, the instructor may either emphasize the distinctiveness of each perspective or synthesize those perspectives.

ESSENTIAL LEARNING OUTCOMES (ELOs)

Stockton University offers students a variety of opportunities to receive a broad-based liberal arts education by offering curricular and co-curricular experiences infused with ten Essential Learning Outcomes (ELOs).

The ELOs combine Stockton's flexible and distinctive liberal arts education with real world, practical skills. As a set of values shared by everyone in the campus community, ELOs guide all Stockton University students from first-year through graduation to the intellectual and marketable talents needed to prepare for personal and professional success in the 21st century. Students encounter opportunities to develop ELOs in all Stockton majors, career preparation, professional activities both on and off-campus, and academic as well as social pursuits. For more information about Stockton's ELOs, please visit the website: www.stockton.edu/elos.

ACADEMIC PROGRAMS AND SCHOOLS

Stockton's academic community is organized around faculties of schools who report to the Academic Deans and the Provost. The academic organization at Stockton is designed to support the University's flexible and cross-disciplinary approaches to teaching and learning. Through this means, the University enables faculty from many disciplines to work with students on topics and areas of common concern and interest. This organizational arrangement also serves to emphasize that knowledge and instruction go beyond human-made compartments and that learning is a multidimensional experience.

The pages that follow contain details about academic programs at Stockton University. Each undergraduate and graduate program is located in one of seven academic Schools:

- The [School of Arts And Humanities](#) (ARHU)
- The [School of Business](#) (BUSN)
- The [School of Education](#) (EDUC)
- The William T. Daly [School of General Studies](#) (GENS)
- The [School of Health Sciences](#) (HLSC)
- The [School of Natural Sciences And Mathematics](#) (NAMS)
- The [School of Social And Behavioral Sciences](#) (SOBL)

The websites for undergraduate or graduate programs provide additional information and contacts. The Dean of each academic School as well as the Chair of the academic program can answer specific questions or schedule an appointment to discuss curriculum.

**ACADEMIC PROGRAMS IN
THE SCHOOL OF ARTS AND HUMANITIES**

THE FACULTY **IN THE SCHOOL OF ARTS AND HUMANITIES**

Kimoni Yaw Ajani (formerly Wilbert St. Hilaire) (2021), Assistant Professor of Africana Studies; Ph.D., Temple University; M.A., SUNY Albany; B.A., SUNY Oswego. Specialization: the Haitian Revolution, Caribbean culture & politics, African civilizations, African cosmology/spirituality, and Afrocentricity.

Donnetrice Allison (2004), Professor of Africana Studies and Communication Studies ; Ph.D., M.A., Howard University; B.A., The University of New Haven: portrayals of race and racism in American media, African and African American history and culture, the impact of hip hop on American popular culture.

Emily August (2015), Associate Professor of Literature; Ph.D., M.A., Vanderbilt University; MFA, University of Minnesota; B.A., St. Catherine University: 19th-century British literature, histories of medicine and science, poetry and poetics, Black Atlantic literature and transatlantic slavery, visual and material culture.

Jacob Camacho (2022), Assistant Professor of Creative Writing; MFA, Rutgers University; B.A., University of Guam: Creative Writing, Fiction, Poetry, Storytelling, Spoken Word Poetry.

Chung-Fan Chang (2015), Associate Professor of Art; MFA, Savannah College of Art & Design; BFA, Taipei National University of the Arts: foundations, drawing, graphic design, painting, mixed media.

Christopher Di Santo (2012), Associate Professor of Music; DMA, Temple University; M.M., University of Illinois; BME, The Ohio State University; Principal Clarinetist, The Bay Atlantic Symphony (since 1991): performance, conducting, music appreciation, fundamentals of music, music theory, instrumental activities, form and analysis of music.

Jacob Feige (2012), Associate Professor of Art; MFA, Cranbrook Academy of Art; BHA, Carnegie Mellon University: painting, drawing.

Robert Gregg (1996), Dean of the School of General Studies and Graduate Education; Professor of History; Ph.D., University of Pennsylvania; M.A., Edinburgh University: American history 1865-present, African-American history, comparative history.

Deborah Gussman (1999), Professor of Literature; Ph.D., M.A., Rutgers, The State University; B.A., Temple University: American literature and culture before 1900, American Indian literature, women's literature, and feminist studies.

Beau Hancock (2017), Associate Professor of Dance; MFA, Temple University; B.A., University of Kansas: modern dance technique, improvisation, choreography, dance history, jazz dance, pedagogy, repertory performance.

Michael R. Hayse (1996), Wally and Lutz Hammerschlag Professor of Holocaust Studies, Associate Professor of History; Ph.D., University of North Carolina, Chapel Hill; M.A., University of Maryland; B.A., Dartmouth College: 20th-century German history, Russian and East European history, and Holocaust/genocide studies, history and memory.

Adalaine Holton (2007), Associate Professor of Literature; Ph.D., M.A., University of California, Santa Cruz; B.A., University of Maryland: African-American literature, comparative American literature, U.S. ethnic studies, theories of race and ethnicity.

Rodger L. Jackson (1997), Professor of Philosophy; Ph.D., M.A., Michigan State University; B.A., Alma College: ethical theory, applied ethics, pragmatism, history of philosophy, symbolic logic.

Kristin J. Jacobson (2005), Professor of Literature; Ph.D., Pennsylvania State University; M.A., University of Colorado, Boulder; B.A., Carthage College: 20th- and 21st- century American literature and culture, popular culture, feminist theory and pedagogy, environmental and geographic approaches to literature, ecofeminism.

Cynthia Arriue-King (2008), Professor of Creative Writing; Ph.D., University of Cincinnati; MFA, University of Pittsburgh; B.A., University of Louisville: 20th-century American literature, experimental writing, slam and spoken word, New York School poetry, international poetry, Asian-American literature.

David S. King (2004), Professor of French; Ph.D., MBA, M.A., B.A., Washington University: French language and medieval literature, French civilization, French commerce.

Thomas E. Kinsella (1989), Distinguished Professor of Literature; Director, South Jersey Culture & History Center; Director, Elizabeth and Samuel Levin Director, Alliance Heritage Center; Ph.D., University of Pennsylvania; B.A., Bucknell University: restoration and 18th-century British literature, Milton, history of the book, medieval Irish literature, grammar and punctuation, South Jersey studies.

Nathan A. Long (2005), Professor of Creative Writing; MFA, Virginia Commonwealth University; M.A., Carnegie Mellon University; B.A., University of Maryland, College Park: creative writing, fiction, personal essay, autobiography, contemporary literature, flash fiction, and women, gender, and sexuality.

Joe'l Ludovich (2007), Associate Professor of Communication Studies; MFA in Film and Television, Savannah College of Art and Design; B.A., Rowan University: Radio/TV/Film audio production, Steadicam, television live studio & field production, media aesthetics, documentary film, editing, video production, film history and criticism.

Gorica Majstorovic (2002), Professor of Spanish; Ph.D., New York University; M.A., University of Southern California; B.A., University of Belgrade: Latin American Studies, literature of the Americas, visual arts and theatre, cultures of cosmopolitanism, comparative literature, postcolonial studies.

Michelle Craig McDonald (2006), Associate Professor of Atlantic History; Ph.D., University of Michigan; M.A., George Washington University; M.A., St. John's College; B.A., University of California, Los Angeles: Atlantic history, comparative Caribbean history, business and economic history, public history, early American history.

Michael J. McGarvey (1985), Professor of Art; MFA, BFA, Temple University, Tyler School of Art: graphic design, illustration, computer graphics, multimedia animation, drawing.

Adam Miyashiro (2009), Professor of Literature; Ph.D., M.A., Pennsylvania State University; B.A., California State University: comparative medieval literature, Mediterranean Studies, medieval romance and chronicles, travel narratives, postcolonial theory, textual studies, Shakespeare.

Jedediah Morfit (2006), Professor of Art; MFA, Rhode Island School of Design; B.A., Connecticut College: sculpture, drawing, illustration.

Christina M. Morus (2009), Associate Professor of Comparative Genocide and Communication Studies; Ph.D., University of Georgia; M.A., B.S., Eastern Michigan University: rhetoric of mass violence and genocide, gender and war, memory studies, the rhetoric of peace and human rights activist organizations, critical media studies

Aaron Moss (2018), Associate Professor of Theatre/Directing; MFA, Yale University; B.A., University of Maryland, Baltimore County: Dramatic theory, classical and contemporary theatre, performance pedagogy, African-American drama, Shakespeare, television and film.

Kameika Murphy (2017), Associate Professor of Atlantic History; Ph.D., Clark University; MSc, University of the West Indies: The Black Atlantic, comparative slavery and the trans-Atlantic slave trade, African American history, Afro-Latin America and the Caribbean.

Sharon Ann Musher (2007), Associate Professor of History; Ph.D., M.A., M.Phil., Columbia University; M.Phil., Oxford University; B.A., University of Michigan: 20th-century U.S. history, modern social-cultural history, women's history, American-Jewish history, African-American history.

Jeremy Newman (2008), Associate Professor of Communication Studies; MFA, The Ohio State University; B.A., Baldwin-Wallace University: documentary, experimental video, film theory, history, and criticism.

Kate Nearpass Ogden (1991), Professor of Art History; Ph.D., M. Phil., Columbia University; B.A., Gettysburg College: American and modern art, history of photography.

Kory Olson (2006), Professor of French; Ph.D., The Pennsylvania State University; M.A., Auburn University; B.A., South Dakota State University: French civilization, French history, 19th- and 20th-century French literature, geography, history of cartography.

Katherine Panagakos (2008), Associate Professor of Classics and AFGLC Professor of Greek Culture; Ph.D., The Ohio State University; M.A., Tulane University; B.S., Rutgers, The State University: Latin language and literature, ancient Greek and Roman novels, Augustan poetry, Classical mythology, Greco-Romans in film.

Tom Papademetriou (2001), Constantine & Georgiean Georgiou Professor of Greek History; Professor of History; Director, Dean C. and Zoë S. Pappas Interdisciplinary Center for Hellenic Studies; Ph.D., Princeton University; M.A., St. John's College; M.Div., Holy Cross Greek Orthodox School of Theology; B.A., Hellenic College: Ottoman History, Middle East history, Islam and Eastern Christianity, non-Muslims under Ottoman rule, modern Hellenism.

Caitlin Quinn Pittenger (2015), Associate Professor of Dance; MFA, Temple University; B.A., Goucher College: modern dance and ballet technique, choreography, dance history, jazz dance, pedagogy, dance wellness, repertory performance.

Lucio A. Privitello (2005), Professor of Philosophy; Ph.D., M.A., Villanova University; M.A., Temple University; BFA, Rhode Island School of Design: history of ancient Greek philosophy, history of modern western philosophy, contemporary continental philosophy, philosophy and psychoanalysis, philosophy of art.

Patricia Reid-Merritt (1976), Distinguished Professor of Africana Studies and Social Work ; DSW, University of Pennsylvania; MSW, Temple University; B.A., Cabrini College: Africana theory, practice and methods; race, racism and anti-racism; institutionalized bias and discrimination; social work practice, social policy, social work with racial/ethnic/minority groups; Africana organizations and leadership practices; African-centered social work practice.

David Reiser (2016), Associate Professor of Theatre; MFA, New York University; M.A., City College of New York CUNY, BFA, University of Michigan: musical theatre, performance, directing, lyric writing, libretto writing, composition, digital arts, music theory, musical theatre history.

David Roessel (2004), Professor of Greek Language and Literature; Associate Director, Dean C. and Zoë S. Pappas Interdisciplinary Center for Hellenic Studies; Ph.D., Princeton University; M.A., State University of New York at Albany; M.A., Catholic University; B.A., Rutgers, The State University: Greek language and literature, Greek drama, modern Greek poetry, Homeric epic, Cypriot literature.

Toby Rosenthal (2018), Teaching Specialist and Internship Coordinator of Communication Studies; M.S., Columbia University Graduate School of Journalism; B.A., University of Maryland, College Park: non-fiction storytelling, digital journalism, multimedia writing, television & film production, community-centered projects, professional development.

Rain Ross (2009), Professor of Dance; Artistic Director, Stockton Dance Company; MFA, University of Iowa; B.A., Mount Holyoke College: modern dance and ballet technique, improvisation, choreography, pedagogy, dance history, kinesiology, repertory performance.

Francisco Javier Sánchez (2007), Professor of Spanish; Ph.D., The University of North Carolina, Chapel Hill; M.A., North Carolina Central University; B.A., Universidad de Salamanca, Spain: Spanish language and literature, comparative literature, 20th-century narrative.

Edward Siecienski (2008), Professor of Religion; Ph.D., Fordham University; S.T.D., Catholic University of America; M.Div., S.T.B., St. Mary's Seminary and University; B.A., Georgetown University: historical theology, Patristic and Byzantine studies, Christian thought.

James Shen (1997), Professor of Communication Studies; Ph.D., M.A., Ohio University; M.A., Shanghai International Studies University; B.A., Shanghai Institute of Education: mass communication, international communication, telecommunications, critical/cultural studies.

Mariana Smith (2015), Associate Professor of Art; MFA, Cornell University; BFA, Columbus College of Art and Design; BFA, Moscow College of Applied and Industrial Arts: printmaking, relief, intaglio, lithography, silkscreen, drawing, installation art, folk art, miniature painting.

Xu Song (2015), Associate Professor of Communication Studies; Ph.D., M.S., Colorado State University; B.A., Dalian University of Foreign Languages: public relations, professional and technical communication, global film studies (promotion and marketing), communication technology adoption, quantitative research methods.

C. Hannah Ueno (1994), Professor of Art; MFA, Washington State University; BFA, Nihon University: graphic design, 3D computer graphics, web design, digital imaging.

Beverly Vaughn (1982), Professor of Music; DMA, M.M., The Ohio State University; B.A., La Sierra University: performance, choral activities, voice, music history, music of African-Americans, introduction to music, fundamentals of music, gospel music.

Lauren White (2022), Teaching Specialist, Dance; MFA, Montclair State University; BFA, University of the Arts: Modern, Jazz, Ballet, Improvisation.

Wendel A. White (1986), Distinguished Professor of Art; MFA, University of Texas at Austin; BFA, School of Visual Arts: photography, digital imaging, multimedia.

Jongbok Yi (2013), Associate Professor of Asian Philosophy; Ph.D., M.A., University of Virginia; M.A., Seoul National University, South Korea; B.A., Sungkyuakwan University, South Korea: Chinese religions, Buddhist philosophy, Confucianism, Daoism, Shamanism, Hinduism.

Suya Yin (2004), Associate Professor of Communication Studies; Ph.D., M.A., University of Wisconsin, Madison; M.A., University of International Business and Economics, China; B.A., Harbin Teachers University, China: journalism, advertising, marketing communications, marketing research, public relations, international communications.

Laura Zucconi (2005), Professor of History; Ph.D., B.A., University of California, San Diego; M.A., University of Connecticut: ancient Mediterranean history, ancient Near Eastern history, history of religion, history of medicine, archaeology.

PROFESSORS EMERITI

David Ahlsted (1976), Professor Emeritus of Art; MFA, Indiana University; BFA, Minneapolis College of Art: drawing, painting, design.

Joanne D. Birdwhistell (1979), Professor Emerita of Philosophy and Asian Civilization; Ph.D., M.A., Stanford University; B.A., University of Pennsylvania: Chinese philosophy, Japanese and Indian thought, comparative philosophy, East Asian culture and history.

Arnaldo Cordero-Román (1999), Associate Professor Emeritus of Spanish; Ph.D., University of Maryland; M.A., B.A., Universidad de Puerto Rico: comparative literature, translation, documentary photography, language and cultural studies in the Caribbean and Latin America.

Pamela Hendrick (1995), Professor Emeritus of Theatre; MFA, Northwestern University; B.A., University of Michigan: directing, acting, voice, literature, performance theory, theatre history.

Lisa Honaker (1995), Professor Emerita of Literature; Ph.D., Rutgers, The State University; B.A., University of Illinois, Chicago: 19th and 20th century British literature, detective fiction, rhetoric and composition, media analysis, environmental literature.

Marion Hussong (2002), Professor Emerita of Literature; Carol Rittner Professor of Holocaust and Genocide Studies; Ph.D., M.A., University of Pennsylvania; B.A., Rutgers, The State University: genocide and literature, European literature, German and Austrian literature, children's literature, art and literature.

William C. Lubenow (1971), Distinguished Professor Emeritus of History; Ph.D., M.A., University of Iowa; B.A., Central College: modern European history, modern British history, modern cultural history, methodology and philosophy of history.

Mark Mallett (2000), Professor of Theatre; Ph.D., University of Illinois; M.A., University of Maryland; B.A., University of Akron: theatre crafts, lighting design, scenic design, theatre history.

Fred Mench (1971), Professor Emeritus of Classics and AFGLC Endowed Professor of Greek Culture; Ph.D., M.A., Yale University; B.A., Kenyon College: Greek and Roman languages, literature, and civilizations, especially the Classical heritage, Classic epic, Greek tragedy, Latin lyric, literatures of the Bible, historical novels.

Linda Williamson Nelson (1981), Professor Emerita of Anthropology and Africana Studies; PhD, Anthropology, Rutgers, The State University; M.A., Literature, New York University; B.A., English, Long Island University: anthropological linguistics, discourse analysis, African- American English to Standard English code switching, Jamaican Patois to Jamaican Standard code switching, life narrative discourse, language and gender, language and power, language and equity in education, contemporary African-American literature.

Jeanne-Andrée Nelson (1975), Professor Emerita of French; Ph.D., Michigan State University; M.A., B.A., University of Utah: French language and literature, French civilization, 17th- through 20th-century French literature, French literary criticism, 20th-century drama.

Robert Nichols (2000), Professor Emeritus of History; Ph.D., M.A., University of Pennsylvania; B.A., University of Illinois: Indian Ocean history, South Asian history, social movements, historiography.

R. Lance Olsen (1975), Professor Emeritus of Music; Ph.D., University of Aberdeen; M.Mus., B.Mus., University of Utah: music literature and appreciation, music theory, aesthetics.

Lisa Rosner (1987), Distinguished Professor Emerita of History; Director, Honors Program; Ph.D., Johns Hopkins University; B.A., Princeton University: early modern Europe, history of science and medicine, history, and video games.

Henry R. van Kuiken (1986), Professor Emeritus of Dance; MFA, M.A., University of Michigan; B.A., Calvin College: modern dance and ballet technique, choreography, dance history, history of fashion, costume design, makeup design, theatre movement, repertory performance.

Kenneth Tompkins (1970), Professor Emeritus of Literature; Ph.D., M.A., Indiana University; B.A., University of Rochester: medieval literature, Chaucer, 15th-and 16th-century literature, Shakespeare, computer 3-D art, digital humanities.

AFRICANA STUDIES

IN THE SCHOOL OF ARTS AND HUMANITIES

INTRODUCTION

The Africana Studies program provides the opportunity for students to study, analyze and systematically evaluate the various disciplines, e.g., history, art, and science, from an Africana perspective. The program continues to attract students from all ethnic, racial, and cultural backgrounds as they recognize ways that Africana Studies provides them with a forum to examine the intellectual life, the historical experience, and the cultural understanding of one of this country's largest racial minority groups. Students electing to pursue courses in the program are entering into the current intellectual dialogue on race and multiculturalism in this society as they study with professors who have conducted notable research in African, Caribbean, Africana, and African-American Studies. Students may major or minor in Africana Studies by completing the required core and cognate courses, meeting the grade-point-average criterion, submitting a portfolio with samples of their written course work, and participating in community service activities. The Africana Studies program at Stockton University is affiliated with the National Council for Black Studies, Inc. (NCBS) and students are eligible to apply for membership in Ankh Maat Wedjau, the National Honor Society for majors and minors in Africana Studies.

PROGRAM ORGANIZATION

A diverse selection of Africana Studies (AFRI) program courses and General Studies courses are available for completion of either the major or minor. Courses are divided into core and cognate categories. Core courses are further divided into the following concentrations: general Africana Studies, history/humanities, arts/entertainment and literature, and social/political and global perspectives. Both core and cognate courses are offered each academic year. Independent study projects with interested faculty members are also available on a case-by-case basis. In addition, opportunities for study in selected African countries are possible, as are faculty-led study tours to West Africa, South Africa and historic sites across the U.S. Students interested in these travel opportunities should contact the chair of Africana Studies and the Office of Global Engagement for further details. The Africana Studies program is open to all students regardless of race, gender, sexual orientation, religion, or ethnic background.

ADMISSION TO THE PROGRAM

The Africana Studies program is open to any student with an interest in the discipline. Students wishing to major or minor in Africana Studies need to contact the chair of the Africana Studies Program or simply login to the Go Portal to complete the appropriate form. Students are encouraged to declare their intentions no later than the beginning of their junior year. Intended majors must consult with an Africana Studies faculty member, who will further explain the nature of the program and its specific requirements.

GRADUATION REQUIREMENTS

All transfer students must complete a minimum of 16 credits in Africana Studies courses at Stockton regardless of how many credits were accepted by the program when students transferred to Stockton. A minimum grade of C is required in all courses counted toward the 64 program credits required for graduation.

CORE COURSES

All students majoring in Africana Studies are required to complete the following 4-credit core courses.

AFRI 1101 Introduction to Africana Studies or GSS 1092 (First Year Seminar in Africana Studies)

AFRI 2101 Ancient African Civilizations

AFRI 2103 The Contemporary African Diaspora

AFRI 4601 Senior Seminar or GIS 4601 African-Americans: A Seminar

Experiential Learning Requirement – Choose One

Each of these courses offers experiential and/or service-learning opportunities through travel and/or community engagement.

AFRI 3125 West Africa Now Study Tour

AFRI 3132 African Americans in New Jersey

AFRI 3143 African American Civil Rights in the US Study Tour

GSS 2451 South Africa Now Study Tour

SOCY 2355 Black Lives: Social and Economic Realities

***Note:** All core Africana Studies courses are open to all Stockton students. We recognize the importance of campus-wide access to Africana Studies content; therefore, we do not restrict the core courses to majors.

THE CONCENTRATIONS

The program offers a general degree in Africana Studies, or a choice of one of three concentrations: History/Humanities, Arts/Entertainment & Literature, and Social/Political & Global Perspectives. Once students select a concentration, they must complete their remaining 16 credits in that area. Students opting for a general degree in Africana Studies must also take AFRI 2124 The Institutionalization of Anti-Black Racism.

Then choose three approved concentration courses as outlined in Degree Works web-based tool located in the [goStockton portal](#) or in the full details about curriculum that are accessible on the Africana Studies [website](#).

COGNATE COURSES

Students are required to have six cognate courses (24 credits), in addition to their 10 major courses (40 credits). The cognate area should be comprised of guided electives that are related to your course of study and your professional goals. A minimum grade of C or better is required for all program and cognate courses to be counted toward the 64 credits required for graduation. The approved cognate courses as outlined in Degree Works web-based tool located in the [goStockton portal](#).

AFRICANA STUDIES MINOR REQUIREMENTS FOR THE MINOR

Each student will be required to take a minimum of five courses to complete the minor. Two of these must be the introductory course (AFRI 1101 Introduction to Africana Studies, GSS 2201 Africana Studies: An Introductory Perspective or GSS 1092 First Year Seminar) and the seminar (AFRI 4601 Senior Seminar or GIS 4601 African-Americans: A Seminar). The introductory course is the required prerequisite for the seminar. Two additional courses may be selected from one of the above concentrations, and the final course may be selected from the cognate group. Students selecting an independent study as a substitute should discuss this with the program chair prior to registration. For program assessment purposes, graduating seniors are required to submit a portfolio with three (3) samples of their written work from core courses in Africana Studies. Students who earn a minimum 2.0 grade point average in their required courses qualify for the minor. Students who earn a 3.5 or greater average in core Africana Studies courses qualify for Ankh Maat Wedjau, the National Honor Society for Africana Studies majors and minors for NCBS. Core and cognate courses are listed below. Interested students should contact the Africana Studies chair each term for updates.

GRADUATION WITH DISTINCTION

A Bachelor of Arts degree with distinction in Africana Studies may be awarded to the student who earns at least a 3.5 GPA in both the AFRI program, and the cognate courses taken at Stockton. Students must have also earned an overall GPA of at least 3.5.

CAREER OPPORTUNITIES

What can a student do with a degree in Africana Studies.... Anything! Professional opportunities range from medicine to the sciences, to criminal justice, to politics, to education and entertainment. Several noteworthy individuals hold degrees in Africana Studies, including former First Lady Michelle Obama, astronaut Mae Jemison, Judge Richard W. Roberts, actress Angela Bassett and director Ava DuVernay. In sum, a professional can take their knowledge and understanding of people of African descent into any professional field to educate others and increase sensitivity and anti-racism. Our students are particularly valued in organizations that have demonstrated commitment to understanding issues of race, racism, discrimination and inequity.

SPECIAL OPPORTUNITIES

One of the most important components of Black Studies Programs, which first emerged at colleges and universities across the country in the late 1960s, is service to the community. Majors and minors in Africana Studies at Stockton University will also come to appreciate their responsibility to their communities through various projects, including, but not limited to assisting in building and preserving exhibits at the African American Heritage Museum of South Jersey; involvement in research and service projects that impact underserved communities; and programs assisting those in need who are abroad. Students will also gain opportunities to intern for various nonprofit and for-profit organizations and government agencies.

Additional details about the curriculum are accessible on the [Africana Studies website](#).

COMMUNICATION STUDIES

IN THE SCHOOL OF ARTS AND HUMANITIES

INTRODUCTION

Communication Studies focuses upon the ways in which culture communicates information—through book, newspaper, memo, telephone, radio, television and cinema, computer, Internet and fiber optics, conversation, and conference—in order to help students, determine their relationship to the world, and understand the information society in which they live. The program believes that this society can be characterized by multicultural communication practices and the diffusion of information technologies.

Communication Studies is both theoretical and practical. Students are expected to understand a set of interlocking concerns: how institutions shape the message and how people interpret the message; the possibilities and the limits of media; the influence of culture upon communication technologies; and the effects of technological change upon society. Additionally, students are expected to manage the tools of their discipline: computers, video, audio, radio, print, social media, and spoken discourse, and digital storytelling content.

PROGRAM ORGANIZATION

The Communication Studies Program is divided into three concentrations— Journalism & Community Storytelling, Media Production, and Public Relations & Advertising. The Journalism & Community Storytelling concentration offers both skills-based journalism courses and a broader theoretical understanding of the field to allow students both to critically analyze and effectively produce media texts. The Media Production concentration focuses upon behind-the-scenes skills and offers students a more hands-on approach to learning the media production field. In Public Relations & Advertising track, students learn multifaceted aspects of the field and obtain the desired knowledge, skills, and abilities (KSAs) to strategically manage various relations, design professional tactics, and disseminate effective messages to target audiences. The program also requires core courses in communication theory and media writing, as well as a senior seminar. Students are also required to participate in a professional internship.

ADMISSION TO THE PROGRAM

The program in Communication Studies is open to any student with an interest in the discipline. A distinctive feature of Communication Studies is its preceptor/preceptee collaboration. Students' cognate choices are the result of careful negotiation between students and preceptors. Students wishing to major in the program are encouraged to declare their intentions no later than the beginning of their junior year. Intended majors must consult with a Communication Studies faculty member, who will explain the nature of the program and its specific requirements. (Before declaring the Communication major, students must have credit for, or be enrolled in COMM 1201 Intro to Mass Communication.)

GRADUATION REQUIREMENTS AND PROGRAM OVERVIEW

Communication Studies is composed of three major sections—Core Courses (20 credits), Major Concentration (20 credits) and Cognate Courses (20 credits). The Journalism and Community Storytelling concentration will have (16) credits of cognates.

A minimum grade of C or better is required for all program and cognate courses counted toward the 64 program and cognate credits required for graduation.

In addition to the University's 64-credit general education requirement for the B.A. degree, as described in the Bulletin, students must complete the following.

PROGRAM STRUCTURE

The Communication Studies major requires 40 credit hours of COMM courses: 24 credits of core Communication Studies courses, and 20 credits of Communication Studies courses within a selected area of concentration. Students are also required to have 24 credits in a related cognate area. The Journalism and Community Storytelling track will have 16 credits of cognates.

Full degree requirements, including curricular offerings, can be explored by using the Degree Works web-based tool in the [goStockton portal](#). Full details about curriculum are accessible on the Communication Studies [website](#).

Cognates

Students are required to have six cognate courses (24 credits). The cognate area should be comprised of guided electives that are related to your course of study and your professional goals. Cognate courses for the Media Production track can become from a declared minor or can be comprised of courses selected with a preceptor. At least one cognate course must be taken at the 3000 or 4000 level.

In addition to courses fulfilling a declared minor, Media Production cognate courses can be selected from COMM as well as any of the following areas: ARTV, DANC, MUSC, THTR, LANG, LITT, PHIL, (or other related areas as approved by your preceptor). The approved cognate courses as outlined in Degree Works web-based tool located in the [goStockton portal](#).

GRADUATION WITH DISTINCTION

A Bachelor of Arts degree with distinction in Communication Studies may be awarded to the student who earns at least a 3.80 GPA in both the COMM program, and the cognate courses taken at Stockton and an overall GPA of 3.50. Students desiring to graduate with distinction must submit a one-page application listing:

1. Their GPA (overall and in COMM and cognate courses)
2. The respective percentages of credits from program and cognate courses taken at Stockton (at least 50% of program and cognate course work must be completed at Stockton)
3. Their participation in extracurricular activities relating to communication.

CAREER OPPORTUNITIES

Students pursuing degrees in Communication Studies may prepare themselves for careers in teaching, law, journalism, technical writing, speechwriting, radio and television production, public relations, advertising, marketing, consulting, government, civil service, administration, and the ministry. A Communication Studies degree can lead to opportunities in private organizations, media outlets, non-profit institutions, and government agencies. Majors who wish to pursue graduate school in Communication Studies or related areas of study should inform their program preceptors of their plans as early as possible.

SPECIAL OPPORTUNITIES

Qualified students may be assisted in obtaining pre-professional experiences in their fields of interest by means of internship opportunities with local and regional corporate, media, and non-profit organizations. The proximity of Stockton University to Atlantic City and Philadelphia and major radio, TV and print media markets makes possible internship opportunities in the media and in other areas, such as public relations, advertising, and promotions for commercial, political and/or social programs and events. Students can also opt for an on-campus internship with the university radio station, WLFR, the TV Community Partnership Internship, Social Media Internship, or the Editing Internship, and can gain hands-on journalism experience through internships with the *Press of Atlantic City*. Students can also get involved with our award-winning PRSSA chapter, our growing Society of Professional Journalists chapter, host their own radio show with WLFR, gain hands on TV production experience in our HD TV studio, and contribute to Stockton University's student-run newspaper, *The Argo*.

Interested students should contact the Communication Studies Internship Coordinator after discussing possibilities and requirements with their preceptors. Students who wish to be certified to teach in elementary or secondary schools may do so by satisfying the requirements for a degree in Communication Studies and the additional requirements necessary for teacher certification.

The Communication Studies curriculum worksheet is on the next page. Full details about the curriculum are accessible on the [Communication Studies website](#).

HISTORICAL STUDIES

IN THE SCHOOL OF ARTS AND HUMANITIES

INTRODUCTION

The Historical Studies curriculum offers courses that acquaint students with the various methods of historical study, provide them with a broad understanding of the major themes of human history, and give them the opportunity to propose and implement their own research projects. Designed to help students develop careful, thoughtful self-expression, particularly in written form, the curriculum is composed of courses of increasing difficulty, progressing from introductory and intermediate courses in content areas, to upper-level seminars and finally to the senior capstone courses, Historical Methods and Thesis Seminar. The capstone seminars provide opportunities for students to explore their individual research interests and share their experiences with faculty and their peers. Students also achieve competence in a second language, which they may use in study tours and semester or summer study abroad.

Students interested in pairing a degree in History with teaching certification for K-12 are encouraged to explore the K-12 History Certification Concentration. Core history course requirements remain the same, while cognates and At-Some-Distance courses are tailored to facilitate students' progress through the courses required for New Jersey Teachers Certification.

ADMISSION TO THE PROGRAM

Students are encouraged to declare the Historical Studies major by the end of their freshman year and to meet with a preceptor from the Historical Studies faculty every semester. Transfer students should declare their major as part of the application process. Failure to do so may make it difficult for students to complete the major within the standard 128-credit graduation requirement.

GRADUATION REQUIREMENTS FOR HISTORICAL STUDIES B.A.

In addition to the University's 64-credit General Studies requirement, students must satisfactorily complete 64 credits in program and cognate courses to qualify for the B.A. degree in Historical Studies:

I. Program Courses – A Minimum of 40 Credits

(10 four-hour courses) in History program (HIST) courses as follows.

A. HIST 2101 Introduction to the Study of History (Required introductory methods course)

This course is a gateway class that is designed for Historical Studies majors who are freshman and transfer students in their first year of the program. It is also open to non-majors who are interested in learning about the practice of history. HIST 2101 is a prerequisite for enrollment in Advanced Seminars in History (HIST 4655-59) and Historical Methods, HIST 4690.

B. Content Area Requirement: At least one course at the 1000-3000 level in each of the following four content areas.

- Pre-Modern
- American/African/Atlantic
- Indian Ocean/Asian
- European/Mediterranean

Two courses at the 3000 level may satisfy a content area requirement (B) while simultaneously satisfying a 3000-level requirement (see C1 below).

C. Students are required to complete four upper-division courses.

C1. Two of these must be 3000-level or higher. Selected courses may also fulfill the Content Area requirement. They may include internships, additional ASH courses (C2, below), Summer Independent Research Experiences (SIRE), or independent study courses. Selected AMST or MAHG courses may also be used to fulfill this requirement.

C2: Two of these must be from among the following Advanced Seminars in History (ASH). Prerequisite: HIST 2101

- HIST 4655 Advanced History Seminar: Power
- HIST 4656 Advanced History Seminar: Identity
- HIST 4657 Advanced History Seminar: Nature
- HIST 4658 Advanced History Seminar: Belief
- HIST 4659 Advanced History Seminar: Special Topics

D. The following two-course capstone sequence culminating in the Senior History Thesis.

- HIST 4690 Historical Methods, prerequisite HIST 2101
- HIST 4691 Thesis Seminar, prerequisite HIST 4690

E. History Electives:

Additional HIST courses chosen for student interest or to meet the minimum total number of required credits (40).

II. Cognate Courses

A minimum of 24 credits as cognate courses taken in disciplines related to Historical Studies, such as literature, philosophy, religion, art history, communications, politics, or the visual and performing arts. Specific Education courses (EDUC 4640 Methods of Teaching Secondary/K12, EDUC 4990 Full-Time Final Clinical Practice in Education, EDUC 4120, Reading in Content Area) can also count as cognates.

III. Historical Studies Second Language Requirement

Proficiency in a second language through the Intermediate II level is required.

- Option 1: The student completes the study of a language, other than English, through the Intermediate II level with a grade of C or better. This usually requires 16 credits in Language and Culture Studies (two Beginning LANG courses and two Intermediate LANG courses). Students who enter the program with a strong background in a foreign language may be able to place out of one or both of the Beginning classes.
- Option 2: The student participates in an approved study abroad program in a non-English speaking country. Programs may be for one semester (fall or spring) or at least six weeks during the summer. Study abroad programs may be used to fulfill part or all of the language requirement. Transfer credit varies.
- Option 3: The student tests out of the History Language requirement by achieving a score of “Intermediate Mid” on the ACTFL Reading Proficiency exam. For information on testing, consult <https://www.languagetesting.com>. Students who choose this option may be required to

take additional cognate courses to meet Stockton's credit requirement for graduation.

- Option 4: Complete an interdisciplinary culture studies minor: Africana Studies, Holocaust and Genocide Studies, Disability Studies, Global Studies, Jewish Studies, Latin and Caribbean Studies, or Women, Gender, and Sexuality Studies. HIST courses used to satisfy the minor may not be used for the major except as electives/cognates.

IV. Grade Requirement

A minimum grade of C is required in all courses counted toward the 64 program and cognate credits required for graduation.

GRADUATION REQUIREMENTS FOR THE K-12 OR SECONDARY EDUCATION HISTORY CERTIFICATION CONCENTRATION

This concentration is for students seeking a Historical Studies degree with K-12 or Secondary education certification. Degree completion requires a minimum of 128 credit hours. Students in this concentration must satisfy all Historical Studies program requirements in addition to NJ state Teacher Education requirements. Additional requirements to enter and exit the certification concentration include the basic skills test (Praxis Core, SAT, or ACT) and Praxis II. (See section on Teacher Education for complete requirements for teaching licensure.) All students interested in this concentration should consult a Historical Studies preceptor, the Teacher Education website (www.stockton.edu/educ), and a Teacher Education adviser.

In addition to the Historical Studies and second language courses for the Historical Studies B.A. outlined above, students in the Education concentration must complete the following:

Required EDUC Cognates (42-50 credits)

EDUC 4640 Methods of Teaching Secondary/K12	(4 credits)
EDUC 4990 Full-Time Final Clinical Practice in Education	(12 credits)
EDUC 4120 Reading in Content Area	(2 credits)

Required EDUC At-Some-Distance (ASD) courses* (31 credits)

EDUC 2231 Development of the Learner**	(4 credits)
INTC 2610 Instructional Technology for K-12 Teachers**	(4 credits)
GSS 3360 Schools of the Future***	(4 credits)
EDUC 2000 Gateway to NJ Teaching Profession	(1 credit)
EDUC 2241 Inclusive Learning in Education	(4 credits)
EDUC 3100 Part-Time Clinical Practice I in Education +50 hours in urban school setting.	(2 credits)
EDUC 3101 Part-Time Clinical Practice I in Education +80 hours in 6-12 school setting.	(2 credits)
EDUC 3200 Practices and Techniques of Teaching	(4 credits)
EDUC 4600 Part-Time Clinical Practice II in Education +100 hours in a 6-12 school setting	(2 credits)
EDUC 4991 Final Clinical Practice Seminar	(2 credits)
EDUC 4992 EdTPA Capstone	(2 credits)

*Students in this concentration must complete the same W, Q, and H, I, V, A requirements demanded of all undergraduates at Stockton. Students must earn a grade of C or better in professional requirement courses and a grade of B- or better in professional education courses. Consult with the EDUC program for complete application and licensure requirements.

**Or equivalent GENS course.

*** Consult with an EDUC adviser about equivalent courses.

B.A./M.A. AND B.A./MAT DEGREE

Qualified Historical Studies majors are eligible for admission into the M.A. or Certificate in American Studies at Stockton, the M.A. and MAT degree programs in the Federated History Department of Rutgers, Newark/NJIT, and the M.A. degree program in History at Rutgers, Camden. Qualified majors may also earn graduate credits while completing their undergraduate B.A. in Historical Studies. Students may contact the Program Chair for more information.

HISTORICAL STUDIES MINOR

The Historical Studies program offers a minor for students who are majoring in another field, but who wish to pursue their love of history or enhance their professional credentials.

For the minor, students are required to complete five HIST courses (including courses cross-listed with another program) or approved electives with a grade of C or better (20 credits). No more than three courses should be at the 1000 or 2000 level. At least two courses must be at the 3000 level or above.

Students may choose to substitute approved electives for one of the lower-level HIST requirements as well as one of the upper-level HIST requirements, as indicated below:

HIST course at any level (usually 1000-2000, 4 credits)
HIST course at any level (usually 1000-2000, 4 credits)
HIST course at any level or approved elective at any level (usually 1000-2000, 4 credits).*
HIST course, 3000-level or higher (4 credits)
HIST course, 3000-level or higher or approved elective, 3000-level or higher (4 credits).*

*Full list of approved electives available on the [Historical Studies website](#).

GRADUATION WITH DISTINCTION

A Bachelor of Arts degree with distinction in Historical Studies may be awarded to the student who earns at least a 3.80 GPA in HIST program courses taken at Stockton, an overall GPA of at least 3.00, and a grade of A for the Senior Thesis.

SPECIAL OPPORTUNITIES

Historical Studies students have ample opportunities to explore their own interests through individual or group study and research in a wide range of fields from local and American history to ancient Greek and Near Eastern civilizations. The accessibility of digital collections, Interlibrary loans, the close proximity of the Philadelphia libraries, and the open facilities at Rutgers University widely

expand the research opportunities available to Stockton students. Internships with historical societies, libraries and art museums are also available.

Students interested in leadership opportunities are encouraged to join the History Club. Students who meet the academic requirements may become members of the Stockton chapter of Phi Alpha Theta, the National History Honor Society. Students who wish to be certified to teach K-12 social studies may do so by satisfying the requirements for a degree in Historical Studies and the additional requirements necessary for teacher certification. Qualified, advanced undergraduates may take courses in Stockton's graduate programs in American Studies and in Holocaust and Genocide Studies.

CAREER OPPORTUNITIES

Students pursuing degrees in Historical Studies may prepare themselves for careers in teaching, law, journalism, library science, computers, government, civil service, administration, and the ministry. A history degree can also lead to opportunities in art institutes, galleries, museums, local and state historical associations, and to archival work with libraries, private organizations, and government agencies. More information on careers for Historical Studies majors and minors is available at the [American Historical Association's website](#).

The Historical Studies curriculum worksheet is on the next page. Full details about the curriculum are accessible on the [Historical Studies website](#).

LANGUAGES AND CULTURE STUDIES

IN THE SCHOOL OF ARTS AND HUMANITIES

INTRODUCTION

By providing insights into the linguistic, cultural, and intellectual lives of other peoples, language study and the investigation of foreign literatures and cultures foster in the student a broader, more informed perspective on the world. Students pursuing a major or a minor in Languages and Culture Studies will study linguistic structures, develop audio-lingual and writing ability, become familiar with literary texts, develop analytical abilities, and gain an appreciation of cultures and traditions different from their own.

PROGRAM ORGANIZATION

The program consists of three separate sections: Spanish, French, and Classics. Students are able to major in the program with a concentration in Spanish, French, Classics, or World Languages. Minors are available in Spanish, French, Latin, and both Classical and Modern Greek. The program also offers a focus on Hellenic Studies. Consult information below for individual program requirements.

ADMISSION TO THE PROGRAM

The program is open to any student with an interest in language, literature, or linguistics. A student should declare a major or minor during the sophomore year to allow time for fulfilling the necessary requirements.

GRADUATION REQUIREMENTS

In addition to the 64-credit General Studies requirement, the non-transfer student must satisfactorily complete 64 credits in the Languages and Culture Studies program and cognate courses to qualify for the B.A. degree in Languages and Culture Studies. All transfer students must complete a minimum of 16 credits in Languages and Culture Studies courses at Stockton regardless of how many credits were accepted by the program when students transferred to Stockton. A minimum grade of C is required in all courses counted toward the 64 program credits required for graduation.

LANG 2601 World Languages and Cultures is a required core course for all Languages and Culture Studies majors.

CREDIT REQUIREMENTS FOR MAJOR IN LANGUAGE

Concentration in Spanish

Students majoring in Spanish must fulfill eight core LANG/SPAN courses plus three topical electives in Spanish, one of which must be at the 4000 level. The 4000-level LANG Seminar must be taken at Stockton University. This concentration is designed for students who seek admission into the Post-Baccalaureate Education Program as well as for those students who wish to apply to graduate programs for advanced study in Spanish. The LANG/SPAN curriculum will develop students' abilities in the five areas proposed by the National Standards in Language Education Project: communication, cultures, connections, comparisons, and communities. The primary objective is to promote not only the intensive study in Spanish, with emphasis on meaningful interaction, but also the integration of the language within other fields of interest. This interdisciplinary approach, and the focus on the cultural diversity within the Spanish-speaking world, will help students attain at least the minimum Advanced Low Oral Proficiency level, as proposed by the American Council for the Teaching of Foreign Languages (ACTFL).

Cognate courses

Cognates for both concentrations in Spanish can include Beginning Spanish courses, LANG 1240 and LANG 1241. In addition, courses with a DANC, MUSC, THTR, LANG, LITT, HIST or PHIL acronym are cognate courses. For students who are planning to seek certification for K-12 teaching, certain EDUC courses, such as Technology for Educators, and/or Diversity in Families, Schools and Communities, can count as cognates. ESL courses are also acceptable cognates.

B.A. in Language and Cultural Studies with a Spanish Language K-12 Education Concentration

The Spanish Language K-12 Education Concentration is designed for those students seeking to earn a B.A. in Languages and Culture Studies/Spanish and K-12 Certification in Spanish. Students who choose this major must meet the dual requirements for graduation in Languages and Culture Studies as well as the state requirements for Teacher Certification. While all bachelor's degree programs require a minimum of 128 credits and a 2.00 cumulative GPA, the New Jersey Department of Education requires a 3.0 GPA. A grade of C or better is required in all content courses and a B- or better in all professional education courses. (For a list of all requirements, including Praxis Core and Praxis II tests, refer to the Teacher Education section of the Bulletin.) The student is responsible for ensuring that all graduation and teacher certification requirements are fully met. Students should consult with their designated preceptors in LCST and EDUC on a regular basis.

Note: 1) If a student wishes to opt out of the Spanish Language K-12 Certification Concentration, additional courses may be required to complete a B.A. in LCST. 2) Students should avoid taking 4000-level LANG seminars in the same semester as EDUC 4607 Methods of Teaching World Language (4 credits) and EDUC 4990 Full-Time Final Clinical Practice (12 credits).

Sample Topical Electives may include:

LANG 3215 Latin American Short Stories
LANG 3244 Literary Analysis in Spanish
LANG 3246 Translation Practicum in Spanish
LANG 3255 Spanish/English Grammar
LANG 3256 Hispanic Literature and Film
LANG 3259 Latin American Theatre
LANG 3261 Spain: Dictatorship and Democracy
LANG 3750 Caribbean Literature in Spanish

4xxx-Level LANG Seminars

LANG 4241 Cervantes
LANG 4242 Spanish Golden Age Literature
LANG 4244 Hispanic Essays
LANG 4245 19th-20th Century Literature
LANG 4246 Contemporary Latin American Poetry
LANG 4248 Spanish Women Writers
LANG 4250 Spanish Narrative & Aesthetics
LANG 4649 20th-Century Latin American Novel
General Studies Courses

Students should work directly with Education preceptors to choose courses to meet certification and specialization requirements in the state of New Jersey.

Concentration in French Studies

The study of French at Stockton University gives students the opportunity to acquire oral and written linguistic skills that have a practical as well as an intellectual application. The French faculty teaches all levels of language, culture, and literature courses in French. Students are encouraged to develop and to deepen their formal knowledge of the language and to become engaged with challenging ideas dealing with linguistic, cultural, or literary topics. All courses in the program are taught in French. Students seeking to acquire teaching certification will take the required courses set by the Education program. During their junior or senior year of French Studies, students are encouraged to study abroad either in Quebec or in France. The program also encourages interdisciplinary studies through courses in European arts and history.

The concentration in French requires a minimum of 32 credits from the intermediate level or higher. Upon completion of LANG 2231, students may enroll in any 3000-level course.

B.A. in Language & Cultural Studies with a French Language K-12 Education Concentration

The French Language K-12 Education Concentration is designed for those students seeking to earn a B.A. in Languages and Culture Studies/French with K-12 French Teacher Certification. Students of this concentration must meet both the requirements for graduation in Languages and Culture Studies and the State Requirements for Teacher Certification. While all bachelor's degree programs require a minimum of 128 credits and a 2.00 cumulative GPA, the New Jersey Department of Education requires a 3.0. A grade of C or better is required in all content courses and a B- or better in all professional education courses. (For a list of all requirements, including Praxis Core and Praxis II tests, see the Teacher Education Section of the Bulletin.) The student is responsible for ensuring that all graduation and teacher certification requirements are fully met. Students should consult with their designated preceptors in LCST and EDUC on a regular basis.

Note: If a student wishes to opt out of the French Language K-12 Certification Concentration, additional courses may be required to complete a B.A. in LCST.

Program Cognates

Students must also take a minimum of 12 credits made up of cognate courses with the following acronyms: LANG, DANC, MUSC, THTR, ARTV, HIST, LITT, and PHIL. The program recommends that students take 12 of those credits from the list below.

LANG/LITT 2100 European Literature I (4 credits)

HIST 2120 Europe: 1400-1815 (4 credits)

GAH 2346 Modern Europe (4 credits)

GAH 2284 History of Paris (4 credits)

HIST 2121 Europe: 1815 to the Present (4 credits)

GAH 3230 French New Wave Cinema (4 credits)

HIST 3614 Revolution and Enlightenment (4 credits)

ARTV 2176 Art History II (4 credits)

ARTV 3610 Nineteenth-Century Art (4 credits)

Classics

The study of the ancient world, and especially the languages and cultures of Greece and Rome, was once central to all liberal education. Other disciplines have moved into the ring, but an understanding of the ancient world is still crucial to the best work in history, literature, religion, and art and has connections with politics, psychology, and a host of other fields. The Classics major allows students to choose among four concentrations, all of which will include at least one ancient language component. Depending on the concentration chosen, the other requirements may consist of more language study or study of one ancient culture, Greek or Roman. The study of Classics is one way of preserving the past and also a way for students to use it in current study, whether to prepare for graduate study or a teaching career in languages or history.

The Concentrations: Greek and Latin

Required Language Courses (up to 40 credits)

For those whose principal language is Greek.

LANG 1290/91 Beginning Ancient Greek I and II

LANG 2760/61 Intermediate Ancient Greek I and II

LANG 3760 Advanced Ancient Greek I*

LANG 3761 Advanced Ancient Greek II* (*course may be repeated for credit when topics vary) and

LANG 1220/1221 Beginning Latin I and II

LANG 2710/11 Intermediate Latin I and II

For those whose principal language is Latin.

LANG 1220/1221 Beginning Latin I and II

LANG 2710/11 Intermediate Latin I and II

LANG 3710 Advanced Latin I*

LANG 3712 Advanced Latin II* (*course may be repeated for credit when topics vary) and

LANG 1290/91 Beginning Ancient Greek I and II

LANG 2760/61 Intermediate Ancient Greek I and II

Required Supplementary (Non-language) Courses (20 credits)

LANG 4901 Senior Project

LANG 2601 World Languages and Cultures

For the concentrations (12 credits)

For those whose principal language is Greek

In History, Art History, Literature, or Philosophy, at least one of the following:

Any Greek history course

Any Greek philosophy course

Any Literature course about ancient Greece

Any ARTV course that includes ancient art

For those whose principal language is Latin

In History, Art History, Literature, or Philosophy, at least three courses in the following.

HIST 2110 The Ancient Roman World

HIST 2113 Imperial Byzantium

HIST 2119 History of Ancient Egypt or any other Roman history course
Any ARTV course that includes ancient art
Any Literature course about ancient Rome
PHIL 2109 Ancient Greek Philosophy

No specific number of cognate courses is required. The remaining credits may be program electives in HIST, PHIL, LANG, or LITT, when the subject is history/culture of Ancient Greece or Rome, or cognate courses (approved by the LCST preceptor), not directly related to ancient studies, such as anthropology, psychology, political science, or geography. The normal starting point for these additional courses should be from among the supplementary courses mentioned above, but another foreign language would also be a cognate. Students who test out of the lower levels of the languages may take a greater number of cognate credits.

For those students who are planning to seek certification for secondary teaching, EDUC 4607 Methods of Teaching World Language (or equivalent) should be one of the cognates.

Latin and Romance Language

This concentration is intended to show the modern continuation of the ancient language and civilization and will be especially helpful for those considering teaching certification.

The remaining 24 (or more) credits must contain at least four courses in ancient Roman language, literature, philosophy, history, or art, one of which must be a Senior Project, and one of which must be LANG 2601 World Languages and Culture. Cognates needed to reach the 64 credits required for a major may be more of the same, more language courses, or any other approved subject.

For students who are planning to seek certification for secondary teaching, EDUC 4607 Methods of Teaching World Language (or the equivalent) should be one of the cognates.

Ancient Greek Language and Culture

This concentration is for those who want to focus on ancient Greece.

For students who are planning to seek certification for secondary teaching, EDUC 4607 Methods of Teaching World Language (or its equivalent) should be one of the cognates.

Latin Language, Roman Culture and Europe

This concentration is for those who want to start with ancient Rome but move on to later European history and would be good for those considering teaching social studies.

For students who are planning to seek certification for secondary teaching, EDUC 4607 Methods of Teaching World Language (or equivalent) should be one of the cognates.

All Classics majors are urged to include in their education, if they can, a semester of study in Italy or Greece, and General Studies courses, as available, in mythology (e.g., GAH 1401 Classical Myth and Legend), folklore or ancient daily life (e.g., GAH 1304 Daily Life in Ancient Rome).

World Languages Concentration

Program Requirements (48 Credits)

The World Languages Concentration is for students who have an interest in language acquisition, but who do not wish to choose just one language of study. However, after having fulfilled the program credit hours, students can continue to accumulate credits in their primary language of study by using their cognate credits to pursue further study at the advanced levels. This major is also intended for students who seek teaching certification in World Languages.

MINORS IN FOREIGN LANGUAGE (20 credits)

Requirements for French, Latin and Greek Minors

Students from all majors can earn a minor in French, Latin, or Greek. The requirements are as follows.

Five LANG-acronym courses for students entering at the Beginning II or a higher level of French, Latin or Greek (ancient or modern). This requirement does not include any beginning LANG I course.

- Transfer students with college credit in French, Latin, or Greek will be entering at the appropriate level of language instruction. A minimum of one 3000-level course taught in the target language must be completed at Stockton to satisfy the 20-credit requirement for a language minor. All the required courses for the minor must be completed in the same language. A minimum grade of C is required in all courses counted toward the minor.

MINOR IN FOREIGN LANGUAGE: SPANISH (20 credits)

Requirements for Spanish Minors

Students from all majors can earn a minor in Spanish. The requirements are as follows:

Five LANG-acronym courses for students entering at the Intermediate I or a higher level of Spanish.

- Transfer students with college credit in Spanish will be entering at the appropriate level of language instruction. A minimum of one 3000 level course taught in the target language must be completed at Stockton to satisfy the 20-credit requirement for a language minor. All the required courses for the minor must be completed in the same language. A minimum grade of C is required in all courses counted toward the minor.

GRADUATION WITH DISTINCTION

A Bachelor of Arts degree with distinction in Languages and Culture Studies may be awarded to the student who does consistently distinguished work in his/her program studies. The award with distinction will be confirmed by majority vote of the Languages and Culture Studies program faculty. The minimum criterion is 70% A grades in program and cognate courses.

CAREER OPPORTUNITIES

Students majoring in specific languages can combine their studies with Education for public school teaching certification. In 1996, the State of New Jersey incorporated a World Language Education Program in its Core Curriculum Content Standards and Frameworks for K- 12 students. The need for professionally trained teachers of foreign languages is critical and will increase in the future. A major in Spanish also prepares students for graduate school.

Combined with other majors, study in modern languages, at least at the level of the minor, can increase employment potential in many fields, especially within the greater metropolitan areas of the United States and in fields that involve working in different countries or branches of business.

Full details about the curriculum are accessible on the [Languages and Culture Studies](#) website

LITERATURE

IN THE SCHOOL OF ARTS AND HUMANITIES

INTRODUCTION

The program in Literature (LITT) asks majors to consider diverse literary heritages. Course offerings encompass British, European, American, and global literatures from the ancient world to the twenty-first century, as well as creative writing. The program is at once skills-based, emphasizing critical thinking and writing, and committed to the interdisciplinary study of literature as a serious intellectual pursuit.

The program offers many opportunities for students interested in creative writing, including studying poetry, fiction, flash fiction, spoken word, playwriting, and other genres and forms. They can also participate in the editorial board and/or contribute writing to the student-run literary journal *Stockpot*. Students may also participate in workshops with visiting writers from both the Visiting Writers Series and the International Visiting Writer in Residence and compete for annual writing awards. We also encourage students to attend the various Visiting Writers Series readings that highlight local and national writers.

Our program also emphasizes new media research and digital media production and offers students opportunities to participate in faculty-led digital scholarships. Students are also encouraged to participate in the South Jersey Culture & History Center, devoted to the study and dissemination of texts connected with South Jersey, and the Stockton Text Center, which enables students to work with primary, and mainly unpublished, materials through internships.

PROGRAM ORGANIZATION

The program is composed of five concentrations: Literary Studies, Creative Writing, Theatre/English, K12/Secondary English Certification, and the Dual Degree in Literature (B.A.) and American Studies (M.A.). Three core courses are common to all concentrations: LITT 1100 Introduction to Literature, Introduction to Research in Literature (LITT 2123), and Senior Seminar (LITT 4610). Students may take LITT 1100 and LITT 2123 concurrently with permission of the instructor.

In all concentrations, students will learn how to read texts critically, how to identify the qualities of the traditional genres in Western literature, how to complete literary research using printed and electronic sources, and how to recognize continuity and paradigm shifts in literature. Most students will also study the three main streams of Western literature—European, British, and American. As juniors and seniors, students will enroll in upper-level courses where they will be required to synthesize their knowledge.

Note: Most LITT 2000-level courses are without prerequisites, and thus open to all students, regardless of major. Introduction to Literature (LITT 1100) is a prerequisite for Introduction to Research in Literature (LITT 2123) and for LITT 3000- and 4000-level courses. Introduction to Research in Literature (LITT 2123) is a prerequisite for Senior Seminar (LITT 4610). All Literature majors are encouraged to have a Literature faculty member as their primary preceptor.

ADMISSION TO THE PROGRAM

The program is open to any student with an interest in literature, creative writing, theatre, or secondary English certification. There are no specific entrance requirements beyond acceptance to the University. Students in the K12/Secondary English Certification concentration should consult with the EDUC program for complete application and licensure requirements including a state-mandated basic skills test.

The primary medium of the program is language; the faculty assumes that those wishing to pursue a Literature degree will be proficient in their own use of language—reading, writing and speaking—since courses in Literature demand a substantial exercise of these skills.

Students wishing to major in the program are encouraged to declare their intentions by the beginning of their sophomore year, if possible, but definitely before the beginning of their junior year. Students intending to major in Literature, including transfer students, should consult with a faculty member of the program. That person will describe requirements and may recommend a preceptor.

GRADUATION REQUIREMENTS

In addition to the 64-credit General Studies requirement, the non-transfer student must satisfactorily complete 64 credits in the Literature program and cognate studies to qualify for the degree in Literature. All transfer students must complete a minimum of 16 credits in Literature courses at Stockton, regardless of how many credits were accepted by the program when they transferred to Stockton. A minimum grade of C is required in all courses counted toward the 64 program credits required for graduation. Students in the Secondary English Certification concentration should consult with the EDUC program for complete graduation and licensure requirements.

Students pursuing K-12 teaching certifications must meet the requirements of the Literature program and the Education program, along with other State-mandated requirements. This may necessitate more than the minimum 128 credit hours for completion. Students should consult the School of Education for a full explanation of certification requirements. Students with a declared Secondary English Certification concentration will be assigned a second preceptor from the EDUC program.

LITERATURE MINOR

The Literature program offers a minor for students who are interested in literature but are majoring in another field.

SENIOR SEMINAR AND/OR SENIOR PROJECT

Senior Seminar is the normal capstone course for all majors. The Senior Seminar devotes the first portion of the term to instruction/discussion and the last to the development of a substantial research paper or creative/scholarly project. Students present their capstone projects at the end of the semester, with LITT faculty and students invited to attend. Senior Project is an alternative to Senior Seminar for the Creative Writing and Theatre/English concentrations; students interested in this alternative must first find a Literature faculty member to oversee the project, then write a proposal, which must be approved by the program.

THE CONCENTRATIONS

The program offers five concentrations: Literary Studies, Creative Writing, Theatre/English, K12/Secondary English Certification, and the Dual Degree in Literature (B.A.) and American Studies (M.A.). Each of these concentrations is a sequence of courses drawn from this program and from other programs in the University that prepare students for a range of careers.

The Literary Studies Concentration

Literature is the central focus of this concentration. The concentration aims to prepare students for a variety of professions in which critical analysis, close reading and strong writing skills are valued, such as publishing, advertising, journalism, education, business, web-based communications, civil service and non-profit, and higher education administration, and for graduate work in English studies or related fields (cultural studies, rhetoric and composition, library and information studies, law, etc.). The concentration assumes that such students need a curriculum of breadth over all types and periods of literature and depth in various periods, authors or theoretical approaches.

In addition to the common core (Introduction to Literature, Introduction to Research in Literature and Senior Seminar, the latter two of which must be taken at Stockton), students must complete seven literature electives (at least four LITT courses, 16 credits, must be 3000-level or higher), and the following:

Languages & Culture Studies Requirement

LITT majors with a Literary Studies concentration must choose one of the following four options to complete the Languages & Culture Studies requirement:

Option 1: The student completes the study of one language through the Intermediate II level, or two languages through the Beginning II level with a grade of C or better. (4-16 credits)

Option 2: The student completes one of the following interdisciplinary culture studies minors: Africana Studies, Disability Studies, Holocaust and Genocide Studies, Global Studies, Jewish Studies, Latin and Caribbean Studies, or Women's, Gender and Sexuality Studies. (Minor requirements: 20-21 credits)

Option 3: The student completes one semester of study abroad. Credit transfer varies.

Option 4: The student "tests out" of the Languages & Culture Studies requirement by achieving a score of "Intermediate Mid" or higher on the ACTFL oral proficiency exam.

For information on testing consult the [ACTFL website](#).

Cognates

These are courses in other ARHU programs (ARTV, COMM, DANC, HIST, LANG, MUSC, PHIL, THTR) or in closely related disciplines outside ARHU, determined in consultation with a program preceptor. G-courses will not be considered cognates. Electives can be any additional LITT course.

The Creative Writing Concentration

This concentration is designed for students who are interested in developing creative writing skills. Students choosing this concentration take, in addition to literature courses, a variety of creative writing courses to develop their style, technique, and range of writing.

In addition to the common core (Introduction to Literature, Introduction to Research in Literature and Senior Seminar, the latter two of which must be taken at Stockton), students must complete a sequence of courses in creative writing.

LITT 2237 Introduction to Creative Writing*

LITT 3270 Craft and Theory Workshop**

*transfer versions of this course will be used to meet Introduction to Creative Writing requirement unless student would like to count it as a creative writing elective.

**may not be repeated for credit

Choose at least two advanced LITT creative writing workshops, see Degree Works for details.

Creative Writing Electives:

Select two W1 electives in creative writing visit the [website](#) for a full list of approved electives.

*Note: Many W1 G-courses may also fulfill the Creative Writing Elective requirement but will count as G-courses in the General Studies area of the student's curriculum; the student will need to take additional LITT Elective/Cognates to meet the 64-credit LITT requirement. Approved courses include but are not limited to the following.

GAH	1124	Introduction to Screenwriting
GAH	2260	Humor Writing
GAH	3611	Creative Nonfiction Workshop
GAH	4611	Advanced Creative Nonfiction Workshop
GIS	3307	Why Poetry Matters
GAH	3613	Writer Editor Workshop
GSS	3282	Writing the Travel Story
GAH	3301	Spiritual Autobiography
GAH	3604	The Personal Essay
GEN	3612	Writing About Nature
GAH	3654	The Writing Life

Four 3000-level reading courses (4 credits may be taken at 2000 level). Within this larger requirement, students must take one class in each of the categories listed below:

One Pre-1700's literature course

One 1900 to present literature course

Other Electives/Cognates (12-24 credits, three to six courses)

Languages & Culture Studies Requirement

Literature majors with a Creative Writing concentration must choose one of the following four options to complete the Languages & Culture Studies requirement.

Option 1: The student completes the study of one language through the Beginning II level with a grade of C or better. (This normally calls for two semesters of study in one language.) (4-8 credits)

Option 2: The student completes one of the following interdisciplinary culture studies minors: Africana Studies, Disability Studies, Holocaust and Genocide Studies, Global Studies, Jewish Studies, Latin and Caribbean Studies, or Women's, Gender and Sexuality Studies. (Minor requirements: 20-21 credits)

Option 3: The student completes one semester of study abroad. Credit transfer varies.

Option 4: The student "tests out" of the Languages & Culture Studies requirement by achieving a score of "Novice High" on the ACTFL oral proficiency exam or other approved testing option.

For information on testing consult the [ACTFL website](#).

Cognates

These are courses in other ARHU programs (ARTV, COMM, DANC, HIST, LANG, MUSC, PHIL, THTR) or in closely related disciplines outside ARHU, determined in consultation with a program preceptor. G-courses will not be considered cognates.

Electives can be any additional LITT course.

Creative Writing concentration students with a strong project and appropriate academic record may opt for a creative thesis, instead of taking Senior Seminar. The student should first find a Literature faculty member to oversee the project, then write a proposal, which must be approved by the program.

Theatre/English Concentration

Students wishing to combine the study of literature and physical theatre must fulfill two sets of requirements, one in Literature (LITT) and the other in Theatre (THTR). Students wishing to teach high school English and drama should consult the School of Education about requirements for certification/endorsements in that area.

The K-12/Secondary Education English Certification Concentration

This concentration is for students seeking a Literature degree with certification in English for K-12 or Secondary education. Degree completion with English certification requires a minimum of 130-148 credit hours. Students in this concentration must satisfy all Literature program and Teacher Education program requirements. (See section on Teacher Education for complete requirements for teacher licensure.) All students in this concentration should consult both a Literature and an Education preceptor for guidance.

In addition to the common core (Introduction to Literature, Introduction to Research in Literature and Senior Seminar), students must complete the following:

One course in each of the following areas.

Pre-1700 (LITT 2104: American Lit I may also be used to satisfy this requirement)

American Literature
British Literature
Ethnic/Postcolonial Literature

These courses may be taken at the 2000 or 3000 level to fulfill the Any Level and Upper-Level requirements listed below. Courses that fulfill one or more of these requirements can be found on the program website and the curriculum worksheet.

LITT majors in the Secondary English Certification concentration must choose one of the following four options to complete the Languages & Culture Studies requirement.

Option 1: The student completes the study of one language through the Intermediate II level or two languages through the Beginning II level with a grade of C or better. (This normally calls for four semesters of study in one language.) (4-16 credits)

Option 2: The student completes one of the following interdisciplinary culture studies minors: Africana Studies, Disability Studies, Holocaust and Genocide Studies, Global Studies, Jewish Studies, Latin and Caribbean Studies, or Women's, Gender and Sexuality Studies. (Minor requirements: 20-21 credits)

Option 3: The student completes one semester of study abroad. Credit transfer varies.

Option 4: The student "tests out" of the Languages & Culture Studies requirement by achieving a score of "Intermediate Mid" on the ACTFL oral proficiency exam.

For information on testing consult the [ACTFL website](#).

Cognates

These are courses in other ARHU programs (ARTV, COMM, DANC, HIST, LANG, MUSC, PHIL, THTR) or in closely related disciplines outside ARHU, determined in consultation with a program preceptor. G-courses will not be considered cognates.

Electives can be any additional LITT course.

Required ASD/EDUC

EDUC 2231 Development of the Learner (4 credits)**

EDUC 2241 Inclusive Learning in Education (4 credits)**

EDUC 1515 Diversity in Families, Schools and Communities (4 credits)**

INTC 2610 Instructional Technology for K-12 Educators (4 credits)

EDUC 2000 Gateway to the NJ Teaching Profession (1 credit)***

EDUC 3100 Part-Time Clinical Experience in Education (2 credits)

EDUC 3101 Part-Time Clinical Practice in Education I (2 credits)

EDUC 3200 Practices and Techniques of Teaching (4 credits; W2)

EDUC 4600 Part-Time Clinical Practice in Education II (2 credits)

EDUC 4991 Final Clinical Practice Seminar (2 credits)

EDUC 4992 EdTPA Capstone (2 credits)

* Students in this concentration must complete the same W, Q, and H, I, V, A requirements demanded of all undergraduates at Stockton. Students must earn a grade of C or better in professional requirement courses and a grade of B- or better in professional education courses. Consult with the EDUC program for complete application and licensure requirements.

** Or equivalent.

*** Prerequisite for the Clinical Experience Semester course work.

INDEPENDENT STUDY

A student may take up to 8 credit hours of independent study in Literature, but no more than 4 credit hours with any one professor.

LITERATURE/AMERICAN STUDIES DUAL-DEGREE PROGRAM

The Literature Program offers an accelerated dual-degree program that allows Literature majors to earn a B.A. in Literature and M.A. in American Studies in five years. This intensive academic program of study includes all of the courses within the Literary Studies concentration in the Literature major as well as all of the courses required in the Master of Arts in American Studies program.

Students may apply to the dual degree program upon admission to the University, as first-year or transfer students. Transfer students with over 96 transfer credits should use the “direct entry” application for the M.A. in American Studies. Current students interested in applying for the Literature/American Studies Dual-Degree program should initially enroll in the Literary Studies concentration in the Literature major and then apply to the Dual-Degree Program once they meet the eligibility requirements.

Eligibility Requirements for Currently Enrolled Students:

- Minimum of 96 credits
- Minimum of 20 credits in LITT courses
- Minimum 3.2 GPA in the Literature major
- Grade C or better in LITT 1100 and LITT 2123

To apply for enrollment in the Dual-Degree Program in Literature and American Studies, current students should contact the Dual Degree Advisor or the Literature Program Chair.

Like its curriculum, the Dual-Degree Literature (B.A.) and American Studies (M.A.) requirements reflect the program’s commitment to diversity and inclusion. Students admitted under this option must follow the Criteria to Maintain Accepted Status requirements.

Criteria to Maintain Accepted Status:

To maintain enrollment students must have a 3.2 program G.P.A. and earn at least a C in two courses, LITT 1100 Introduction to Literature and LITT 2123 Introduction to Research in Literature. Students that fail to maintain any of the requirements will be put on probation for one semester. Reinstatement or mandatory withdrawal from the dual-degree program will occur after all final grades for the probationary term have been submitted.

Students removed from the program after probation may reapply for the dual-degree program once the following criterion are met:

- A minimum of 96 credits earned
- A minimum of 20 credits earned in the Literature program
- A 3.2 GPA in Literature
- Grade of C or better in LITT 1100 and LITT 2123.

A minimum grade of C or better is required for all program and cognate courses counted toward the 64 program and cognate credits required for baccalaureate graduation.

To be awarded a graduate degree, a student must have a cumulative G.P.A. of at least 3.0 in courses applied toward the graduate program.

Student may also be eligible to apply for regular admission to the American Studies M.A. program following completion of a baccalaureate degree.

CAREER OPPORTUNITIES

Employers today value strong writing, communication, and analytical skills. These skills are the foundation of a B.A. in Literature. Among its career paths, the program prepares students for graduate studies in literature or creative writing; however, the degree may also lead to careers in education, law, journalism, publishing, web-based communications, advertising, public relations, civil service, business, non-profit or higher education administration, or library and information science.

The Literature program encourages its majors to pursue at least one term of study abroad or one term of internship (e.g., the Washington Internship). Of schools not located in the District of Columbia, Stockton has the largest Washington Internship program of any college or university in the country. The full-semester internship for 12 credits can be a useful tool for gaining career experience and contacts. A sample of previous placements for majors in Literature includes internships with United Press International's *Capitol Hill Investigative Reporter*, *The National Journal*, *The Hill Rag*, and *D.C. Public Defender*, as well as congressional and executive offices.

Full details about the curriculum are accessible on the [Literature program website](#).

PHILOSOPHY AND RELIGION

IN THE SCHOOL OF ARTS AND HUMANITIES

INTRODUCTION

The Philosophy and Religion (PHIL) program draws on traditions of thought from around the world. Its strength lies in its ability to bring diverse traditions to bear on philosophical and religious questions as well as contemporary ethical, social, and political issues. The program offers courses that are designed to help students think critically about fundamental values and their application to society. Program courses are open to students of any major as well as those who want to make Philosophy and Religion their major or minor. The program also offers a Legal Studies concentration for Philosophy majors, a concentration for majors interested in and dedicated to pursuing their graduate work in philosophy, and the Dual Degree in Philosophy and Religion (B.A.) and American Studies (M.A.).

The study of Philosophy and Religion is the ability to critically engage ideas, theories, faiths, and forms of life so that key values, histories, and intellectual processes may be understood and reflected upon systematically. Philosophy and Religion are the academic disciplines where the individual searches for the logic, values, rituals, and interpretations that help guide and structure the human quest for meaning.

The Philosophy and Religion program at Stockton University is a place to come for an excellent education owing to the unique, dynamic, and diverse areas of specialty and experiences that its members create. The courses offered by program members, both in Philosophy and Religion and in General Studies, provide inspiring opportunities for undergraduates who want to acquire a broad humanistic background, who wish to pursue further study in philosophy and religion, or who are heading toward other professional careers.

PROGRAM ORGANIZATION

The Philosophy and Religion program offers courses beginning at the introductory level on the leading ideas, values, techniques, and history of philosophy and religion, as well as intermediate and upper-level courses of a more intense nature. Each faculty member also offers a Senior Seminar (the capstone course) as well as specialty courses and independent studies. The program offers a major and a minor in Philosophy and Religion and is also designed to serve non-majors. The following is a current list of courses offered, although not necessarily every semester.

Introductory Courses

PHIL 1101 Introduction to Philosophy
PHIL 1200 Introduction to Buddhism
PHIL 1201 Introduction to Asian Philosophy
PHIL 1203 Critical Thinking
PHIL 1204 Symbolic Logic
PHIL 1401 Problem Solving and the Law
PHIL 1402 Mysticism and Philosophy

Intermediate Courses

PHIL 2100 Buddhist Philosophy
PHIL 2102 Contemporary Debates in Religion

PHIL 2109 Ancient Greek Philosophy
PHIL 2112 Ethics: Theory and Practice
PHIL 2115 Philosophical Issues in Literature
PHIL 2118 Pragmatism
PHIL 2121 Chinese Philosophy
PHIL 2123 Philosophy of Yoga
PHIL 2124 Medieval Philosophy
PHIL 2126 Tibetan Buddhism
PHIL 2127 Zen Buddhism
PHIL 2201 African-American Philosophy
PHIL 2211 Social and Political Philosophy
PHIL 2222 Renaissance Philosophy in Italy
PHIL 2223 Death, Myth, and Philosophy
PHIL 2224 The Search for a God Language
PHIL 2242 Philosophy and Film
PHIL 2402 Judaism, Christianity, Islam
PHIL 2403 History of Christian Thought I
PHIL 2404 History of Christian Thought II
PHIL 2405 Eastern Christianity
PHIL 2406 Modern Issues in Religious Studies
PHIL 2407 Philosophy of Religion
PHIL 2408 Emperors, Patriarchs & Sultans

Upper-Level Courses

PHIL 3100 Moral Theory
PHIL 3112 Philosophy East and West
PHIL 3115 Karl Marx: His Philosophy, Economics and Relevance
PHIL 3116 Philosophies of Art
PHIL 3130 Environmental Philosophy
PHIL 3201 Plato's Dialogues
PHIL 3202 Aristotle
PHIL 3300 Nietzsche: Forgetting & Remembering Philosophy
PHIL 3607 History of Modern Philosophy I
PHIL 3613 Feminist Philosophies
PHIL 3615 Philosophical Methods
PHIL 3616 Leibniz: Unicorns to Universes
PHIL 3617 Critical Social Theory
PHIL 3618 Critical Theory
PHIL 3619 History of Modern Philosophy II
PHIL 3830 Major Thinkers/Major Themes
PHIL 4600 Senior Seminar
PHIL 5310 Business Ethics

Concentrations

For a well-rounded and properly sequenced course of study and to secure the best of all possible career areas of interest, students majoring in Philosophy and Religion are advised by faculty

members. Program faculty may also assist those students who wish to combine a major in philosophy with another major, such as psychology, history, and literature. The program also offers concentrations for majors interested in pursuing their graduate work in philosophy or legal studies, as well as a Dual Degree in Philosophy and Religion (B.A.) and American Studies (M.A.).

ADMISSION TO THE PROGRAM

The program is open to any Stockton student with an interest in philosophy and religion. Prospective students in the Philosophy and Religion program must meet the same standards as students in any of the arts and sciences. They should have some general familiarity with science and some acquaintance with social, cultural, and intellectual history. They should be able to read with understanding and express themselves with clarity in both written and spoken formats. To help with the art and technique of research and writing, the Philosophy and Religion program offers the course PHIL 3615 Philosophical Methods.

THE MAJOR

Students wishing to major in the program are encouraged to declare their intentions by the middle of their sophomore year if possible but definitely before the beginning of their junior year. All intended majors are required to consult with the Program Chair upon declaration of their Philosophy and Religion major. The Program Chair will explain the nature of the program and its specific requirements. Transfer students who wish to major in Philosophy and Religion should consult with the Program Chair before enrolling in courses.

PHILOSOPHY AND RELIGION MINOR

The Philosophy and Religion program also offers a minor for students who have an interest in philosophy or religion. The minor works extremely well for students who are majoring in other fields, allowing them to further explore theories, histories, and values, while adding a distinctive touch to their degree. To minor in Philosophy and Religion, students are required to complete five courses, one of which must be Philosophical Methods, with a grade of C or better. At least three of the courses must be at the 2000 level or above. To secure the best course progression, students must consult with a faculty member of the program or speak to the Program Chair.

4+1 B.A. in Philosophy and Religion and M.A. in American Studies option

Students who declare the Philosophy and Religion B.A./American Studies M.A. 4+1 concentration can matriculate into the program after earning a minimum of 96 credits, with a minimum of 20 credit hours in the PHIL program and a 3.2 G.P.A. in the PHIL major.

GRADUATION REQUIREMENTS

For the B.A. in Philosophy a minimum grade of C is required in all courses counted toward the 64 program credits required for graduation. In addition to the 64-credit General Studies requirement, to qualify for the B.A. degree in Philosophy and Religion the student must satisfactorily complete 64 credits in program/cognate courses as follows:

A minimum of 8 4-credit courses and a maximum of 12- 4-credit courses in Philosophy and Religion, including independent studies, to be determined in consultation with a program faculty member.

Required courses:

PHIL 1100 Introduction to Philosophy

PHIL 3607 History of Modern Philosophy I or PHIL 3619 History of Modern Philosophy II

An upper-level (3000-4000) PHIL course

PHIL 4600 Senior Seminar

Full degree curriculum and transfer audits for the program can be explored using the Degree Works web based tool. Full details about the curriculum are accessible on the [Philosophy and Religion website](#).

ADDITIONAL REQUIREMENTS AS APPLICABLE

Since the courses in the program in Philosophy and Religion build upon one another, the most complete and nuanced understanding of the content and history of philosophical and religious thought is obtained when students move through the course levels progressing from most elementary to most advanced. Therefore, the program strongly recommends that students who plan to major in philosophy take the appropriate introductory courses, including a logic course as early as possible and a combination of intermediate- and upper-level courses chosen in consultation with their program preceptors. Majors in the Philosophy and Religion program are strongly encouraged to study a foreign language for at least one year. Training in one foreign language will allow students who are interested in furthering their studies in Philosophy and Religion to prepare for language components in graduate school. Opportunities to study abroad for a semester or an academic year are also encouraged and can be arranged through Stockton's Director of the Office of Global Engagement and the Philosophy and Religion faculty.

PHI SIGMA TAU

The Philosophy and Religion program represents the New Jersey Zeta Chapter of Phi Sigma Tau (PST), the International Honor Society in Philosophy. On a rotating basis, one of our faculty members is the Faculty Advisor to this Honor Society, and three students are voted President, Vice-President and Secretary. Several times each semester meetings are arranged for an in-depth analysis and discussion of philosophical texts and student presentations. The undergraduate journal *Dialogue* is a PST publication where students have published articles and book reviews. All students from Stockton University who meet the criteria for membership are welcome to apply. Membership in PST provides recognition of academic excellence and serves as a means of furthering the philosophical community on campus as well as recognizing student members for scholarships.

THE STOCKTON PHILOSOPHICAL SOCIETY (SPS)

SPS, as it is called by its members, is a student-run organization that meets on a monthly basis to discuss various philosophical issues. Although many of the participants are Stockton Philosophy majors and minors, it is open to anyone interested in philosophy. Each meeting is attended by a member of Stockton's Philosophy faculty, but topics are chosen, and discussions are directed by the students. Once a year a meeting is dedicated to career opportunities, where the Philosophy and Religion faculty and recent graduates present tips and answer questions about preparing for graduate school. SPS also organizes at least one trip to a philosophy conference each year.

PHILOSOPHY GOES TO THE MOVIES

As part of the SPS, and several times each term, members of the SPS meet to view and discuss films that have significant philosophical content. The films are chosen by the student members of the SPS and the faculty and are introduced by members of the Philosophy and Religion faculty.

PHILOSOPHY SPEAKER SERIES

Each year the program brings two to three speakers to campus to lecture on a topic selected by the students and faculty. The series is jointly sponsored by the program and the Stockton Philosophical Society. Topics and speakers are selected by the Philosophy faculty in consultation with the Philosophy majors and minors.

GRADUATION WITH DISTINCTION

A Bachelor of Arts degree with distinction in Philosophy and Religion may be awarded to the student who earns at least 80% A or A- grades in program courses taken at Stockton, has no Cs in any program or cognate courses, and who receives no F or D (or equivalent) grades in any courses taken at Stockton. Students interested in graduating with distinction should submit a letter of application to the Philosophy and Religion program. The award of distinction will be conferred by the Philosophy and Religion program faculty.

CAREER OPPORTUNITIES

The study of philosophy fosters skills of textual analysis, argumentation, thinking, historical consciousness, writing and conceptual synthesis. Thus, it provides a solid background for the achievement of excellence in all professions. With its emphasis on the study of personal and social values, it promotes thoughtful and compassionate conduct in the workplace. While some Philosophy majors choose to attend graduate school to become professional philosophers, teachers, theologians or ministers, others use their philosophy background as a preparation for a career in law, medicine, government, social services, nonprofit organizations, and business.

The Philosophy and Religion curriculum worksheet is on the next page. Full details about the curriculum are accessible on the [Philosophy and Religion website](#)

PERFORMING ARTS

IN THE SCHOOL OF ARTS AND HUMANITIES

INTRODUCTION

The Performing Arts programs offer a comprehensive curriculum in a variety of disciplines encompassing the Performing Arts (Dance, Music, and Theatre). Courses normally require a high degree of student participation, with the expectation that all students will demonstrate their assimilation of theory and technique through performance, exhibition, and portfolio.

The Arts faculty and students produce a variety of curricular and co-curricular projects designed to enhance the cultural and intellectual environment of the University. Program majors are required to participate in artistic activities related to their area of concentration. The faculty works closely with individual students in their area of specialization to develop a strong foundation of ideas, adept execution, and advanced problem-solving skills.

PROGRAM ORGANIZATION

Students concentrating in performing arts are required to:

- Choose a major in a discipline.
- Pursue specialized studies in that discipline, which will culminate in a capstone project, public presentations, or a written project. To elect a major in the Arts program, a student must select a concentration.
- Performing Arts: B.A.: Dance/Performance, Dance/Studio Operations, Dance/Pre-Movement Sciences, and Dance/Pre-Physical Therapy, Theatre: Acting, Theatre: Producing for Stage & Screen, Theatre: Creative Project Development, Instrumental Music Studies, and Vocal Music Studies.

Performing Arts Minors—Students who choose to minor in the Arts should refer to the specific requirements for each respective area.

ADMISSION TO THE PROGRAM

The program is open to any Stockton student interested in studying performing arts. The prospective major must consult with faculty members in the desired concentration before declaring a major. Performing Arts majors should be prepared to present an audition or portfolio for review to be admitted to the program. Students without a portfolio with an interest in Theatre Design and Production concentration should contact the appropriate Program Chair.

SPECIAL FACILITIES

Students have available an electronic piano lab; practice rooms; and two dance studios. . There is also the Performing Arts Center complex, which houses a 550-seat main theatre, an experimental theatre, and scene and costume shops, as well as the Campus Center Theatre and Alton Auditorium.

ADMISSION TO PERFORMING ARTS

Prospective first-year and transfer students in Dance must attend and audition to pursue either a concentration or a minor in Dance. Video audition options for Dance are available. Prospective Theatre students are encouraged to audition prior to enrollment, or to participate in the Theatre production program and lower-level courses in their first semesters, in preparation for the audition or

portfolio review with the Theatre faculty. Further information is available on the Stockton University Theatre website and Instagram.

For Music students, admission to performance ensembles is by audition. An audition is also required to enroll in Applied Music courses that offer private instruction. Incoming students wishing to concentrate in Instrumental or Vocal Music are encouraged to apply by audition for the Woodruff Foundation Scholarship (instrumental) and the Bay Atlantic Symphony Scholarship (vocal). Students may contact ARHU@stockton.edu for further information.

Graduation Requirements

To qualify for a Bachelor of Arts (B.A.) degree in Performing Arts, the student must satisfactorily complete 64 credits in required program/cognate studies, as well as the 64-credit General Studies and At-Some-Distance requirements, for a total of 128 credits.

In Dance, Music, and Theatre, a periodic review and evaluation process, including individual portfolio review, will be administered, assessing the student's career goals and potential in the arts. Students concentrating in Theatre are expected to contribute to every theatre production, regardless of whether they are receiving credit via practicum or not.

Performing Arts Concentration

The Performing Arts concentration encompasses the disciplines of Dance, Music, and Theatre Arts. The primary goals are to provide depth of knowledge, skills development, technique, theory, and performance in an environment where the practical application of Performing Arts principles is developed and reinforced. Studies in each discipline provide a core foundation of introductory courses, skills development in technique and applied performance, and a depth of knowledge through courses in theory and frameworks. A grade of "C" or better is required for all program and cognate courses.

In Dance, Music, and Theatre students are placed in levels based upon current skill level and learning needs. However, in Dance, most students will repeat technique levels at least twice. Moving forward in levels is contingent upon work in the current level and approval from the Dance faculty. Each concentration in Dance has specific level requirements for a student to complete the degree.

Specific courses may have varying credit hour requirements within certain concentrations or may need to be repeated for full credit.

Please consult with the Program Chair and visit the [program website](#) or see the approved concentration courses as outlined in Degree Works web-based tool in the goStockton portal for full details about curriculum.

**PSYC 1100 Introduction to Psychology is a prerequisite for required PSYC courses.

***DANC 3203 is strongly recommended for students interested in pursuing Movement Therapy.

Note: completion of the above sequence of courses does not guarantee acceptance into a dance therapy program.

Note: completion of the above sequence of courses does not guarantee acceptance into the Doctor of Physical Therapy program.

Note: Please consult the [Doctor of Physical Therapy Section](#) of the Bulletin for the complete list of admission requirements.

Note: Professionals practicing in the areas of Dance Therapy, Occupational Therapy, and Physical Therapy are required to hold graduate degrees/certification in their respective fields. Students should research the pre-requisites of the graduate programs in which they are interested. Completion of a Pre-Movement Science or a Pre-Physical Therapy concentration does not guarantee acceptance into a graduate program.

Music (64 Credits)

Music encompasses three concentrations: Instrumental Music Studies and Vocal Music Studies and Music Education. The primary goals of the program are to provide depth of cultural and theoretical knowledge, technical development, teaching pedagogy and performance experience in an environment that promotes artistry and individual creativity. Each concentration begins with a *Core* foundation followed by a coherent sequence of courses that focuses on developing the above skills.

Students who concentrate in music must pass a proficiency test in reading music upon entering the program. Otherwise, either GAH 1242 Fundamentals of Music OR GEN 1651 Beginning Piano or the equivalent is required. Credits earned by completing GAH 1242 and/or GEN 1651 help fulfill the General Studies requirement and do not count toward the 64-credit music major. A grade of C or higher is required in all program courses.

Regardless of the Vocal or Instrumental concentration, students may choose 16 credits in any combination from the following courses. Students may also choose to repeat a particular ensemble up to 8 times for a total of 16 credits.

Internships

Students interested in pursuing internship opportunities should contact their preceptor for further details.

Theatre

Stockton Theatre offers three major concentrations for students: Creative Project Development, Producing and Management for Stage & Screen, and Acting, as well as a Theatre Minor. Additionally, Theatre jointly offers a Literature/Theatre concentration through the Literature Department. Curricula are available in Degree Works web-based tool in the goStockton portal. Please more info about our program on the Stockton University Theatre website (stockton.edu/theatre) and our Instagram page @StocktonTheatre.

MINOR IN MUSIC STUDIES

A minor in Music Studies is offered for students who are interested in music but who are majoring in other fields of study. The required course work for the Music Studies minor directs students to deepen their understanding of music and to raise their awareness of music's role in society, both past and present. Additionally, the minor in Music Studies affords students a way to document their experience, talents, and achievements in music. Interested students should contact a Music faculty member for further information. A grade of C or better is required in all courses. The requirements for the 22-credit minor in Music Studies.

Full degree curriculum and transfer audits for the program can be explored using the Degree Works web based tool. Full details about the curriculum are accessible on the [website](#).

Students who declare a Music minor must be proficient in reading music. Otherwise, GAH 1242 Fundamentals of Music OR GEN 1651 Beginning Piano is required to enter the program.

MINOR IN DANCE STUDIES

22 Credits

A minor in Dance Studies provides students with a basic theoretical and practical understanding of the art of dance. Development of skills is the focus of courses in technique/applied performance; depth of knowledge is addressed in the theory and frameworks area of the minor. These studies are designed to strengthen students' academic and creative life; they examine the influence of dance (one of the two primary art forms) on history, while they explore the role dance plays in contemporary society and American culture.

A grade of C or better is required in all courses.

Full degree curriculum and transfer audits for the program can be explored using the Degree Works web based tool. Full details about the curriculum are accessible on the [website](#).

MINOR IN THEATRE STUDIES

21 Credits

The minor in Theatre Studies is intended to provide interested students with a firm grounding in the theory and application of the art of theatre. The Theatre Studies minor is designed to enrich and enhance the cultural awareness and literacy of the student. The course of study is planned to allow students in the Theatre Studies minor the opportunity to experience theatre both onstage and backstage, while still receiving a solid and holistic grounding in both the performing and liberal arts.

A grade of C or better is required in all courses. Requirements for the 20-credit minor in

Full degree curriculum and transfer audits for the program can be explored using the Degree Works web based tool. Full details about the curriculum are accessible on the [website](#).

GRADUATION WITH DISTINCTION IN THE PERFORMING ARTS

A Bachelor of Arts degree with distinction in Performing Arts, may be awarded to the eligible student graduating with a minimum cumulative GPA of 3.5 in program- cognate courses; who receives no F or NC grades in program or cognate courses; who has shown outstanding commitment to the program; and, where required, who produces an outstanding Senior Project with a grade of A. The award of distinction will be conferred to eligible students only by a majority vote of this program's faculty.

Full details about the curriculum for each Performing Arts concentration can be accessed on the [Studies in the Arts website](#).

VISUAL ARTS

IN THE SCHOOL OF ARTS AND HUMANITIES

INTRODUCTION

Visual Arts offers B.A. and B.F.A. degree programs in a variety of concentrations. The curriculum requires a high degree of student participation, with the expectation that all students will demonstrate their assimilation of theory and technique through studio work, exhibition, and portfolio.

- Visual Arts: B.A.: Art History, Interdisciplinary Visual Arts, K-12 Teacher Certification.
- Visual Arts: B.F.A.: Studio Art, Photography, Illustration, Visual Communications.

The Visual Arts program concentrations encompass the required work in the studio disciplines, teacher certification, and art history. This curriculum provides the student with the foundation and advanced skills necessary for a career in the arts, graduate study, and preparation for a broad range of general career paths.

ACCREDITATION

The Visual Arts Program at Stockton University is accredited by the National Association of Schools of Art and Design.

ADMISSION TO THE VISUAL ARTS PROGRAM

The program is open to any Stockton student interested in studying the arts. The prospective major may refer to the website (stockton.edu/artv) or contact the Visual Arts Program Chair for questions. Portfolio review occurs every semester. For information and details about portfolio review, please see our [Portfolio information and FAQ page](#).

Matriculated students or transfer students who have not submitted their portfolio must submit their portfolio prior to taking 3000s-level studio courses.

All students who plan to transfer visual arts credits to Stockton must submit their portfolio for review and provide syllabi and/or course descriptions from each course that they would like to use toward program requirements. Students should be aware that all transfer credits are allocated based on course content and level of study. Courses taken at other institutions must be similar in content (per the official course description) and level (i.e., 100/1000 first year, 200/2000 sophomore) to be considered for fulfillment of program requirements. Transfer students may need more than 128 credits to complete program requirements.

REQUIRED VISUAL ARTS PORTFOLIO REVIEW

Students who intend to major in Visual Art must pass a required portfolio review at the time they apply to the University or once admitted, prior to enrolling in 3000 and 4000-level courses. See detailed information on the portfolio review below. A portfolio review is not required for the Art History major or the Visual Arts minor. Portfolios are evaluated for quality and completeness based on a consensus of the full-time members of the Visual Arts program faculty. In addition to submitting a complete portfolio (see requirements below), you should submit works that demonstrate creativity in the selection and use of content, effective use of composition and form, as well as competence with art-making processes. These include the ability to utilize the elements of design and the principles of organization as well as skills and techniques for drawing from direct observation. If you are asked to

resubmit a portfolio (i.e., you did not pass), you must meet with a member of the Visual Arts faculty to review the work before resubmitting a portfolio.

Why Do You Need a Portfolio Review?

Admission to a Visual Arts Program Studio Concentration allows students to take upper-level (3000- and 4000-level) courses in Visual Arts, which are required for graduation with a BFA or B.A. in Visual Arts. Any student enrolled at the University may take lower-level (1000- and 2000-level) Visual Arts courses and may declare a Visual Arts major, but they will be required to pass the portfolio review prior to taking upper-level courses.

How to Submit Your Portfolio

Submit your images using the following SlideRoom link: <https://stocktonvisualart.slideroom.com>

Submission instructions and formatting specifications:

Please follow these formatting guidelines carefully. Portfolios that do not conform to these guidelines may be considered incomplete and will need to be resubmitted.

- File format: jpeg only
- File dimensions: 1920 pixels on the longer side
- File resolution: 72 dpi (standard Web resolution)
- File size: 3 mb maximum

File names should be lowercase, with no spaces (example: johnson_john_01.jpg; johnson_john_02.jpg; and so on). Do not begin with a number.

All portfolios must be submitted via SlideRoom.com at the URL above, along with a text document with the following information:

1. Name and email contact information
2. Current status of your application to the University (currently attending, currently applying to the University, considering applying to the University, accepted but not yet attending, or applied but not accepted)
3. Applying as first-year or transfer student
4. Name of the high school or institution from which you are transferring

What to Include in Your Portfolio? 12 separate pieces of your best work including at least two drawings from life and your selection from the other categories below. It is not necessary to include work from all other categories.

- 2 or more Drawings from observation: (Required) *Your portfolio must include at least two drawings made from direct observation (from life)*. Subjects may include the human figure, portraits, and still life. Other forms of drawing, such as abstraction, are welcome, but drawing from life should be emphasized. Please refer to the section below “What Not to Include”.
- 10 to 12 separate pieces of your best work. Selections should show both breadth and focus in one or two specific areas below: (It is not necessary to include work from all categories)
- Painting: A variety of painting media is welcome: oil, acrylic, watercolor, and others. Paintings may range from realism to abstraction, or some combination, emphasizing your approaches to color, form, and composition.

- Photography: Digital and film formats are welcome in both color and black and white. We are looking for work that conveys an awareness of contemporary photographic practice as well as effective control of the process and the image.
- Sculpture and other 3D media: Work in clay, wood, mixed media, and other materials may be included, emphasizing form, composition, and content.
- Digital Media: Digital media should emphasize your ability with form, content, and composition over technical knowledge of graphics programs.

What Not to Include:

- Drawings made from photographs, especially from magazines and online image sources. Working from your own photographs as a reference is acceptable but drawing from life is preferable.
- Work made more than two years prior to submitting the portfolio.
- Work copied from other artists.
- Fan art or copies of existing cartoons and comics. Include these only if the work is original in style and content: no existing characters or styles (such as anime/manga).

For Transfer Students:

Transfer students submit portfolio images using the following SlideRoom link:

<https://stocktonvisualart.slideroom.com>

Transfer students wishing to receive credit at Stockton for comparable courses taken at another institution should show relevant documentation to a faculty advisor, either at transfer student orientation or early in their first semester at Stockton. This documentation includes images of work (i.e., paintings, or images of paintings for Stockton's Painting I class; photographs for Stockton's Photography: Film and Darkroom I class); and a copy of transcripts from previous institutions.

Transfer courses *may* be allocated for a comparable course at Stockton, but that decision must be made by an ARTV faculty member and is based on the quality of the work and its relevance to ARTV program requirements. Transfer students receive the number of transfer credits that they have earned regardless of how their transfer courses are allocated.

STUDIO FACILITIES

The Visual Arts studios are in the Arts and Sciences Building. The facility includes studio spaces for painting, printmaking, graphic design, photography, and sculpture as well as computer labs. Each studio has been designed to provide optimal conditions for the production of art with an emphasis on safety and protecting the environment. In addition to many technological improvements, the faculty offices are located adjacent to the studios, improving student access to the Arts faculty. The Stockton University Art Gallery offers art majors the opportunity to view exhibitions in person and allows BFA Visual Arts majors to organize and present their Senior Project Exhibition in a professional space. BFA Studio Art majors have a separate studio for senior project work.

Full details about the curriculum for the BA and BFA in the Visual Arts can be accessed on the [Visual Arts website](#).

GRADUATION REQUIREMENTS

To qualify for a Bachelor of Arts (B.A.) degree in Visual Arts, the student must satisfactorily complete 64 credits in required program/cognate studies, as well as the 64-credit General Studies and At-Some-Distance requirements, for a total of 128 credits.

Students who pursue the Bachelor of Arts (B.A.) degree in the Visual Arts, K-12 Art Teacher Certification must satisfactorily complete 74 credits in required program/cognate studies, as well as 32 credits in General Studies and 32 credits in At-Some-Distance electives. It is recommended that Education courses be used to fulfill At-Some-Distance electives as much as possible. Several required Education courses fulfill General Studies requirements.

Students who pursue the Bachelor of Fine Arts (B.F.A.) degree in the Visual Arts must satisfactorily complete 80 credits in required program/cognate studies, as well as 48 credits in General Studies and At-Some-Distance electives, for a total of 128 credits.

In order to graduate with a B.A. degree in Visual Arts or a B.F.A. degree in Visual Arts a student must meet the University criteria, which include a minimum grade point average of 2.0 overall and must satisfy all the Visual Arts program course distribution requirements.

A minimum grade of C or better (C- is not acceptable) is required for all program and cognate courses.

Students in the EDVA Concentration are required to maintain a minimum GPA of 3.0 or better.

Senior Project courses in the Visual Arts are open to all BFA students who have passed the portfolio review and have successfully completed all prerequisite courses. Students in the studio concentration for the B.A. (Interdisciplinary Visual Arts [VIBA] or Visual Arts K-12 Teacher Certification [EDVA]) are required to complete the Senior Portfolio course.

Senior Project I and II for BFA studio majors involve the production and presentation of well-executed and articulate work in the form of a public exhibition at the Stockton Art Gallery or other designated venue. Senior Project I and II should be taken in two consecutive semesters. This exhibition, accompanied by an essay or artist statement, is open only to Visual Arts majors in the following concentrations: Photography, Studio Arts (Painting, Printmaking, or Sculpture emphasis), or Visual Communications (Graphic Design or Illustration emphasis). The exhibition must be held during Senior Project II. The two-semester Senior Project in Art History requires an internship with an arts organization, a series of short papers and projects, and an extended research paper or thesis.

To qualify for a Bachelor of Arts (B.A.) degree in Visual Arts, the student must satisfactorily complete 64 credits in required program/cognate studies, as well as the 64-credit General Studies and At-Some-Distance requirements, for a total of 128 credits.

Students who pursue the Bachelor of Arts (B.A.) degree in the Visual Arts, K-12 Art Teacher Certification must satisfactorily complete 74 credits in required program/cognate studies, as well as 32 credits in General Studies and 32 credits in At-Some-Distance electives. It is recommended that

Education courses be used to fulfill At-Some-Distance electives as much as possible. Several required Education courses fulfill General Studies requirements.

Students who pursue the Bachelor of Fine Arts (B.F.A.) degree in the Visual Arts must satisfactorily complete 80 credits in required program/cognate studies, as well as 48 credits in General Studies and At-Some-Distance electives, for a total of 128 credits.

In order to graduate with a B.A. degree in Visual Arts or a B.F.A. degree in Visual Arts a student must meet the University criteria, which include a minimum grade point average of 2.0 overall and must satisfy all the Visual Arts program course distribution requirements.

Visual Arts majors are required to complete the specific sections of the foundation curriculum, below. These courses are offered as 3-credit courses for majors. The result is that Visual Arts majors will receive 12 credit hours for four foundation studio courses. Students in the Art History concentration complete a modified version of this foundation curriculum.

Foundation Course Requirements

Visual Arts B.A. and B.F.A. Studio including Photography, Studio Art (<i>Painting, Printmaking, or Sculpture emphasis</i>), or Visual Communications (<i>Graphic Design</i>) or Illustration, Interdisciplinary, and Visual Arts K-12 Art Teacher Certification (20 credits)	ARTV 1165 Intro to 2D Design or ARTV 1167 2D Digital	3
	ARTV 1166 Intro to Drawing	3
	ARTV 1173 Form, Color, Content	3
	ARTV 1168 Intro to 3D Design	3
	ARTV 2175 Art History: Ancient to Medieval	4
	ARTV 2176 Art History: Renaissance to Modern	4
Visual Arts B.A., Art History (20 credits)	ARTV 1161 Intro to 2D Design or ARTV 1164 2D Digital	4
	ARTV 1162 Intro to Drawing	4
	ARTV 1169 Intro to 3D Design	4
	ARTV 2175 Art History: Ancient to Medieval	4
	ARTV 2176 Art History: Renaissance to Modern	4
Visual Arts Studio Minors (foundation, choose two). See worksheets for other requirements. (12 credits)	ARTV 1162 Intro to Drawing or ARTV 1161 Intro to 2D Design or ARTV 1164 2D Digital or ARTV 1169 Intro to 3D Design	8
	ARTV 2175 <u>Art History: Ancient to Medieval</u> or ARTV 2176 <u>Art History: Renaissance to Modern</u>	4
Visual Arts Art History Minor (foundation). See	ARTV 1162 Intro to Drawing or ARTV 1161 Intro to 2D Design or	4

worksheets for other requirements. (12 credits)	ARTV 1164 2D Digital or ARTV 1169 Intro to 3D Design	
	ARTV 2175 Art History: Ancient to Medieval	4
	ARTV 2176 Art History: Renaissance to Modern	4

Digital Media Requirement

All Visual Arts majors are required to take at least one course involving digital technology. (**NOTE:** Visual Communications, Illustration, and Photography students will fulfill this requirement as part of their required coursework). The following sample courses count toward the digital media requirement and may also be applied in another category of the Visual Arts major.

- ARTV 1125 The Computer as an Art Tool
- ARTV 1164 Intro to 2D Digital Design
- ARTV 2265 Image and Typography
- ARTV 2270 Graphic Design I
- ARTV 2321 Photo: Digital Image and Print
- ARTV 2230 Illustration I
- ARTV 3220 Interactive Media Design
- ARTV 3221 Package Design
- ARTV 3625 Photoshop
- ARTV 3674 3D Modeling
- ARTV 3678 Illustration Seminar
- ARTV 3680 Designed Object
- ARTV 3468 Sculpture in the Digital Age
- ARTV 3676 3D Animation
- ARTV 3621 Web Design
- ARTV 3677 Designing for WordPress

CREDIT-HOUR POLICY FOR STUDIO COURSES

A 4-credit studio class meets 5 contact-hours per week for 15 semester weeks. In addition, students are required to complete the *6th-hour assignment*, an additional hour per week, or 15 total hours per semester. ARTV majors should take the 3-credit version of the four ARTV foundation courses: Intro to Drawing, Intro to 2D Design or Intro to 2D Digital Design, Intro to 3D Design, and Form, Color and Content.

INDEPENDENT STUDY IN VISUAL ARTS

Independent Study provides students with the opportunity to work on special projects that are not available through regular class offerings. Students who plan to pursue Independent Study must contact their preceptor; they are also responsible for finding a faculty sponsor for the project. The program's core courses may not be taken as Independent Study.

INTERNSHIPS

Visual Communications and Illustration student internships are arranged with and approved by the sponsoring faculty member. The Permission of Instructor and Special Project Form is required.

Internships require 8 contact hours per week during a regular semester, or 120 hours total at the internship site.

B.A. IN VISUAL ARTS (VIBA)

The B.A. in Visual Arts requires a concentration in one of the following disciplines:

Interdisciplinary Visual Arts (VIBA)

K-12 Art Teacher Certification

Art History.

The B.A. degree in Interdisciplinary Visual Arts requires 64 credit hours in Visual Arts courses and cognates, including a Senior Portfolio in VIBA. The B.A. degree in Art History requires 64 credit hours in Visual Arts courses and cognates, including a two-semester Senior Project in Art History. The B.A. degree in K-12 Art Teacher Certification requires 74 credit hours in Visual Arts courses and Education cognates, as well as 31-35 credits in additional Education and Clinical Practice courses.

NOTE: Students must successfully complete a Portfolio Review prior to taking 3000-4000 level studio art courses.

Full degree curriculum and transfer audits for the program can be explored using the Degree Works web based tool. Full details about the curriculum are accessible on the [program website](#).

B.A. in Visual Arts K-12 Art Teacher Certification

Although the University requires a 2.00 cumulative GPA, a 3.0 cumulative GPA is the minimum requirement for NJDOE Certification. A grade of C or better is required in all ARTV courses and a B- or better in all professional education courses. Additionally, students are required to have studio experience in drawing, painting, and sculpture and/or ceramics within their B.A. courses. (For a list of all education requirements, including Praxis Core and Praxis II tests, refer to the Teacher Education section of the Bulletin.) The student is responsible for ensuring that all graduation and teacher certification requirements are fully met. Students should consult with their designated preceptors in both ARTV and EDUC on a regular basis.

Important Notice: Candidates seeking teacher certification in any area are encouraged to check the School of Education website (www.stockton.edu/educ) for updates to the program that may impact their studies. It is also essential that Stockton students with an interest in teacher certification seek advice from a member of the Education program early in their college careers. Because the New Jersey Department of Education makes changes in certification and teacher certification program requirements for colleges, the information contained in this section of the Bulletin is subject to significant change without prior notice.

Note: 1) If a student wishes to opt-out of the Visual Arts K-12 Teacher Certification Concentration, additional courses may be required to complete another B.A. in Visual Art. 2) Students should avoid taking 4000-level ARTV courses in the same semester as EDUC 4990 Full-Time Final Clinical Practice (12 credits).

Full degree curriculum and transfer audits for the program can be explored using the Degree Works web based tool. Full details about the curriculum are accessible on the [program website](#).

See the Teacher Education section of the Bulletin for more information.

Students should consult the TEDU program section of the Bulletin and consult the School of Education website (www.Stockton.edu/educ) regularly for the most up-to-date information on program requirements. Students should also work directly with Education preceptors to choose courses to meet certification and specialization state requirements.

The New Jersey Department of Education continuously updates state licensure code that impacts requirements such as Praxis tests, teacher performance assessment, candidate GPA, clinical placement hours, and content-area course work. Check the School of Education website for the latest updates.

B.A. in Visual Arts Art History

Art History courses provide students with the opportunity to study the development of the visual arts in various cultures and epochs and to learn the research and writing methods of art historians. Students may concentrate in Art History through the Visual Arts Concentration by fulfilling the credit requirements as stated.

B.F.A. IN VISUAL ARTS

The BFA in Visual Arts requires a concentration in one of the following disciplines:

- Studio Art
- Photography
- Visual Communications
- Illustration

The BFA requires 80 credit hours in Visual Arts courses and cognates, including a two-semester senior project resulting in an exhibition in the University Art Gallery.

NOTE: Students must successfully complete a Portfolio Review prior to taking 3000-4000 level studio art courses.

VISUAL ARTS MINORS

Studio Art and Art History Minors

The minors in Studio Art and Art History are designed to provide a coherent, formal, and officially recognized course of study in the Visual Arts for the non-art major, the student whose primary field lies elsewhere but who desires, out of personal interest or for career reasons, to pursue a cohesive program in art. Visual Arts majors in any concentration other than Art History may also elect to minor in Art History.

The Visual Arts Minor comprises a field of great relevance and enrichment to a variety of disciplines, including but not limited to communication, history, literature, education, theatrical studies, business studies, and the sciences.

A student must meet the University criteria, which include a minimum grade point average of 2.0 overall and must satisfy all of the course distribution requirements for the Visual Arts minors. A maximum of two transfer courses will be counted toward a Stockton Visual Arts minor. The requirements for the 20-credit minors in Studio Art and Art History

Full degree curriculum and transfer audits for the program can be explored using the Degree Works web based tool. Full details about the curriculum are accessible on the [program website](#).

GRADUATION WITH DISTINCTION IN THE VISUAL ARTS

A Bachelor of Fine Arts or Bachelor of Arts degree with distinction in Visual Arts may be awarded to the eligible student graduating with a minimum cumulative GPA of 3.5 in program-cognate courses; who receives no F or NC grades in program or cognate courses; and, where required, who produces an outstanding senior project with a final grade of A in ARTV Senior Project course(s). One quarter of the required program-cognate degree credits must be taken at Stockton to be considered for program distinction. The award of distinction will be conferred to eligible students only by a majority vote of this program's faculty.

MASTER OF ARTS IN AMERICAN STUDIES
CERTIFICATE IN AMERICAN STUDIES
IN THE SCHOOL OF ARTS AND HUMANITIES

INTRODUCTION

Stockton's graduate program in American Studies offers a 30-credit master's degree and a 15- credit certificate program that cross disciplinary and professional boundaries in an effort to explore the multiple cultures that comprise the United States within both regional and global contexts.

American Studies asks what it means to be "American." It interrogates the forces that hold Americans together, while also recognizing that "America" has always been a contested category whose meaning has changed over time. American Studies at Stockton is also decidedly transnational, emphasizing hemispheric, diasporic, and transatlantic approaches to American history and culture.

The American Studies program builds on Stockton University's long-standing commitment to interdisciplinary teaching and scholarship. The program's faculty members are respected scholars in traditional disciplines, such as literature, history, art history, political science, anthropology, sociology, and communication studies, as well as interdisciplinary fields, including Latin American and Caribbean studies, Women's, Gender and Sexuality studies, Native American studies, Africana studies, Jewish studies, postcolonial studies, and studies of American culture and the environment.

Stockton's American Studies program provides an advanced interdisciplinary degree for students seeking professional and personal advancement through the liberal arts. The degree and certificate programs are tailored to fit a variety of career goals as well as to provide preparation for professional degrees or doctoral programs in the humanities and social sciences. Degree and certificate candidates could seek careers – or enrich their careers – in public relations, education, law, market research, journalism, government, museums, auction houses, libraries, and nonprofit work. The program's international approach to American studies will, furthermore, prepare graduates with skills to understand globalization and the relationship of the United States with different parts of the world.

Graduate students enter Stockton's American Studies program from a variety of backgrounds and with a range of skills, professional experiences, and research interests. They will find a community of scholars and a range of resources to complement their specific interests and allow them to pursue their personal and professional goals.

ADMISSION REQUIREMENTS

1. Completed online application.
2. Baccalaureate degree from a regionally accredited institution (official transcripts from all colleges/universities attended are required).
3. A minimum undergraduate G.P.A. of 3.0.
4. Testing Requirements:
 - a. Standardized test scores (GRE or MAT) are required for international applicants without U.S. or Canadian degrees and for applicants with lower than a 3.0 cumulative G.P.A.
 - b. Standardized test scores are optional for students with a 3.0 G.P.A. or above with a U.S. or Canadian undergraduate degree from an accredited institution.
5. Three current letters of recommendation along with the recommendation form written

- specifically for admission to the MAAS program.
6. A current resume.

DIRECT ENTRY

Direct Entry is an application option for recent Stockton graduates (within the past three years). Direct Entry applicants are not required to submit GRE or MAT scores, letters of recommendation, or an application fee. To be eligible for Direct Entry, the applicant must have a 3.4 minimum G.P.A. in the program and 3.2 cumulative. To apply, applicants submit the Direct Entry Form, graduate application essay, and a writing sample.

TRANSFER CREDIT

The University accepts up to 9 credits of appropriate graduate study from other colleges and universities, subject to approval by the MAAS Chair. Credits earned from American Studies courses taken prior to matriculation in the program (see “Non-Degree Option” below) are treated as Stockton credits; the combined credits from transfer courses and classes taken in other Stockton graduate programs, such as the Master of Arts in Holocaust and Genocide Studies program or one of the Master of Arts in Education programs, may not exceed 9 credits for candidates for the M.A. degree and 3 credits for candidates for the Certificate in American Studies.

In addition, students who write an exemplary undergraduate thesis at Stockton can also acquire up to 3 graduate credits following evaluation of the thesis by a faculty committee. The committee will evaluate undergraduate theses for graduate credit based on their presentation of a complex scholarly argument grounded in analysis of archival/primary sources and situated within a broader understanding of the field. To apply for this credit at the time of application to the program, submit three hard copies of your thesis to the MAAS Chair as well as documentation that you received an A on your thesis. This credit will be factored into the allowed transfer credits indicated above.

NON-DEGREE OPTION

Non-matriculated individuals may enroll in American Studies courses provided they meet the admission requirements as determined by the MAAS Chair. Non-matriculated students will be limited to a maximum of 9 credits of graduate study toward the M.A. and 3 credits toward the Certificate in American Studies. Registration in classes for non-matriculated students and qualified undergraduates will be on a space-available basis once all matriculated students have registered. Consult the MAAS Chair to have credits earned as a non-matriculated student and a qualified undergraduate count toward your degree.

MASTER OF ARTS DEGREE REQUIREMENTS

Graduate students in American Studies wishing to enroll in more than 9 credits (typically three classes) per semester must have the Graduate Chair’s approval. Generally, students must have at least a 3.6 G.P.A. in graduate American Studies coursework for waiver approval.

Thesis, Internship, and Independent Study Experiences

Students choosing to complete a master’s thesis will engage in a 6-credit, two-semester, research tutorial directed by an American Studies faculty member serving as the Thesis Advisor and must adhere to the Thesis Guidelines and Requirements contained in the Office of Graduate Studies [Thesis Manual](#).

Students completing internships must also fulfill assignments outside of their internship developed by their on-site supervisor and the Internship Coordinator. A 3-credit internship will accumulate a minimum of 90 hours over the course of the semester (6 hours per week x 15 weeks). A 6-credit internship will accumulate a minimum of 180 hours. Total hours may include time for independent research and writing, determined in consultation with the Internship Coordinator and the site supervisor.

Students writing theses, engaging in internships, doing independent studies, and/or travelling on study tours will work with their faculty advisors to determine which type of elective each experience should fulfill (Periods, Approaches and Applications, or Topics). The program encourages students to develop a wide range of skills and approaches toward the study of American culture and history, and it recognizes that the line between creative and critical work is fluid: critical writing can incorporate traditionally creative techniques, and creative writing can offer valuable critical insights and perspectives. Accordingly, students may develop creative writing projects as part of their curriculum, but such projects should have a critical focus on American culture or history. All independent studies and internship projects must include a reflective statement that connects the work to American Studies methods and/or theories. Students should present final results of exemplary work to the American Studies faculty, students, and community members at the Graduate Student Research Symposium or Graduate Student Conference. The total number of credits earned for all internships, independent studies and graduate theses combined should not exceed 9 credits. Exceptions may be approved by MAAS Chair.

CERTIFICATE REQUIREMENTS

The Certificate in American Studies allows students to earn advanced training in American Studies without committing to a master's degree program. The certificate program requires 15 hours of graduate credit. This includes five courses, two of which must be AMST 5000: Proseminar in American Studies and AMST 5001: Research Methods in American Studies. Certificate students are also required to complete three American Studies elective courses.

ACADEMIC PROGRESS

Degree Completion

To be awarded a graduate degree, a student must have a cumulative G.P.A. of at least 3.0 in courses applied toward the graduate program.

Maintenance of Matriculation Requirement for Graduate Students

Once admitted to a degree program, graduate students must either be continuously registered for credit each semester (excluding summer terms) until they complete their degree requirements, or they must apply for and receive Maintenance of Matriculation status and pay the requisite fee in lieu of tuition. Graduate students who neither register for credit during a Fall or Spring term nor apply for and receive Maintenance of Matriculation status and pay the requisite fee will lose their student status and must apply for readmission to the University and be reaccepted in order to continue their graduate work.

Leave of Absence

Although the University has a Maintenance of Matriculation requirement for graduate students, a Leave of Absence may be granted, normally for medical, family, or military reasons. A Leave of Absence is the process of leaving school temporarily for up to one year. A Leave of Absence is valid for one year and is renewable yearly, for a maximum of five years, by notifying the Office of the Registrar before the Leave expires, via the Leave of Absence [Form](#).

Program Completion Timeline

Students are expected to complete all aspects of the program within six years of matriculation, not including time spent on school-approved Leave of Absence. Please see the *Bulletin* for details on the Leave of Absence policy. Students who do not complete all of their graduate work over the six years of matriculation may be dismissed from the program. Students completing thesis or incomplete work but not taking any classes must remain on Maintenance of Matriculation Status.

GRADUATION WITH SPECIAL HONORS

Program Distinction constitutes recognition of outstanding graduate work in the American Studies program for graduating students. Program Distinction will be awarded to those students whose combination of course work and extracurricular activities merit special recognition. The award is based on the consensus of the MAAS faculty.

The following criteria are used to assess the awarding of Program Distinction:

- A minimum cumulative G.P.A. of 3.9 at the time of graduation.
- Superior performance in program work, as evidenced by written work completed for course assignments.
- Significant contributions to the program by, for example, demonstrating excellence in program and community service.
- As judged by the faculty, any other exceptional academic achievement in the area of American Studies, e.g., curriculum design for K-12 education, outstanding performance in an internship or the quality of a master's thesis.

ACADEMIC STANDING, PROBATION AND DISMISSAL

A graduate student must maintain a cumulative G.P.A. of 3.0 to remain in good academic standing. For courses to count toward their degree, students must receive at least a C+ in that class. Students whose cumulative G.P.A. fall below 3.0 will be notified that they are on Academic Probation. Such students must bring their G.P.A. up to 3.0 by the time they complete an additional 9 credit hours. Students on probation who do not accomplish this are subject to dismissal from the graduate program and from the University.

PROCEDURE FOR A GRIEVANCE CONCERNING A COURSE

1. Discuss the problem with the faculty member directly and attempt to resolve the problem, unless it is inappropriate to do so (i.e., discrimination).
2. Discuss with the Program Chair only after attempting to follow Procedure #1, unless it is inappropriate to do so (i.e., discrimination).

Contact the Dean of the School of Arts and Humanities if your problem has not been resolved through steps #1 and #2.

MAAS GRADUATE POLICY FOR TAKING COURSES IN OTHER GRADUATE PROGRAMS

With the approval of the MAAS Director, students may take up to three graduate courses (9 credits) in another Stockton graduate program for elective credit. Credits earned from American Studies graduate courses taken prior to matriculation in the program are treated as Stockton credits; the combined credits from transfer courses and classes taken in the Master of Holocaust and Genocide Studies program or one of the Master of Arts in Education programs, including MAIT, MAEL, and MAED, may not exceed 9 credits for candidates for the M.A. degree and 3 credits for candidates for the Certificate in American Studies.

POLICY REGARDING UNDERGRADUATES TAKING AMST COURSES FOR CREDIT

- Undergraduate Programs offering accelerated Dual Degree programs allow students to earn a B.A. in their majors and a M.A. in American Studies in as few as five years. Participating programs include the B.A. in Africana Studies, Historical Studies, Literary Studies, Philosophy and Religion, Political Science, and Sociology/Anthropology. For more information, check the appropriate program's websites.
- Advanced undergraduates who have completed a minimum of 96 undergraduate credits and have an overall G.P.A. of at least 3.2 are eligible to enroll in an AMST course. Undergraduates enrolled in a Dual Degree undergraduate program need the permission of the MAAS Program Chair, to take an AMST course for credit.
- Full-time undergraduate students who enroll in AMST graduate courses will be charged flat-rate undergraduate tuition and fees plus a surcharge of \$100 per credit for the graduate courses they take.
- Undergraduates will receive 3 undergraduate credits for each AMST course they take.
- An AMST course taken by an undergraduate can be counted toward the required credits needed for the M.A. degree in American Studies if the student has earned a B or better. These credits are treated as Stockton credits.

Check the [Graduate Studies website](#) for the "[Graduate Course Access Form](#)" for the proper procedures to complete when considering this opportunity.

ACADEMIC HONESTY

Academic honesty is a very serious issue. All students enrolled in graduate courses at Stockton University are required to follow the [Academic Honesty Policy](#).

CORE COURSES

Certificate and M.A. students must complete both core courses. It is recommended that the core courses be taken at the beginning of a student's graduate studies.

AMST 5000 Proseminar in American Studies

AMST 5001 Research Methods in American Studies

ELECTIVE COURSES

Certificate students must complete three electives and may draw from any of the categories below.

M.A. students must complete eight electives. At least two of the electives must be in two of the three categories listed below (Periods Electives, Approaches and Applications Electives, and Topics Electives).

Periods Electives (P) examine a particular historical time period from the perspective of multiple disciplines and intellectual paradigms, sample courses include:

- AMST 5007 Contemporary America
- AMST 5018 The Sixties
- AMST 5026 The Vietnam War
- AMST 5030 1930's America
- AMST 5059 Slavery and Civil Rights in the US

Approaches and Applications Electives (A) explore a particular theoretical or methodological approach in American Studies, sample courses include:

- AMST 5002 Critical Theory and American Studies
- AMST 5005 Teaching History through Historic Places
- AMST 5011 Digital Humanities
- AMST 5012 Pragmatism
- AMST 5013 Museum Studies: Special Topics
- AMST 5015 Documenting America: Film Analysis and Practice
- AMST 5017 Teaching American Studies
- AMST 5025 American Political Thought
- AMST 5031 Queer Theory / Queer Lives
- AMST 5033 Archival Studies
- AMST 5038 Native American Literature

Topics Electives (T) interrogate a particular issue or theme related to the cultures of the United States and/or the Americas, sample courses include:

- AMST 5003 Literature of the Americas
- AMST 5004 19th- Century American Art
- AMST 5006 The Hero in American Drama
- AMST 5008 The U.S. and the World
- AMST 5009 Worlds of *Moby-Dick*
- AMST 5010 American Sexualities
- AMST 5014 Africans in the Americas
- AMST 5019 Identity Narratives in Black Culture
- AMST 5022 Superheroes, Politics, & America
- AMST 5023 Ethnography of the U.S.
- AMST 5024 Red Summer
- AMST 5026 Slavery and Civil Rights in U.S. History
- AMST 5032 Urban Transformations
- AMST 5039 American Environmentalisms

Other electives to be assigned to one of the elective categories above—Periods, Approaches and Applications, or Topics—in consultation with faculty advisors:

- AMST 5020 Study Tour
- AMST 5060 Special Topics
- AMST 5090 AMST Transfer Elective
- AMST 5800 Independent Study
- AMST 5890 Thesis (6 credits)
- AMST 5900 Internship

GRADUATE ASSISTANTSHIP PROGRAM

Terms: Graduate Assistantships are available on a semester basis. Graduate Assistants work with faculty or professional staff on assigned projects involving American Studies. In return, students receive a tuition waiver for a specified number of graduate credits in which they are enrolled during the semester the Assistantship has been awarded.

Workload: A Graduate Assistant's workload is prorated based on the number of credits of support awarded. Each awarded credit hour requires approximately 3 hours of work per week with a faculty or staff member for 14 weeks. The work hours are defined by the program for which the assistant is assigned, consistent with University procedure.

Note: Holding a Graduate Assistantship may impact your eligibility for financial aid or the amount of such aid.

Eligibility for Awards: Students must apply for Graduate Assistantships each semester to be eligible for consideration. The awards are competitive, and first priority will be given to full-time students (6 credits or more) with seniority in the American Studies program who have proven themselves through a strong academic record and service to the program and broader Stockton community. Grades are a factor but do not determine assignments.

Application Procedure: Interested students must submit a [Graduate Assistantship Application Form](#) (this can be found on the Graduate Studies website) to the MAAS Chair no later than **October 31** for Spring semesters and **March 31** for Fall semesters. The application includes a cover letter explaining why the student wants and needs a Graduate Assistantship. In addition, students should submit the following:

1. An up-to-date unofficial printout of their transcript.

Students who have not previously received grades in the program should contact two of their professors and ask them to complete the [recommendation form](#) available on the [American Studies website](#). Complete recommendations should be delivered to the MAAS Chair.

Students will be notified of the program's decision by December for the Spring semester and May for the Fall semester.

Selection Procedure: A committee of MAAS faculty reviews applications after the application deadline and decides which students to nominate for the available Graduate Assistant credits. Graduate Assistant nominations will be submitted to the Office of Graduate Admissions for final approval.

Nominations are based on merit, research skills, and academic achievement as well as financial need. Previous performance as a Graduate Assistant may also be considered. Attempts are made to match the skills of GAs with the needs of faculty with whom they will be working that semester. The committee aims to consider diversity in distributing GAs. This includes diversity by race, religion, sex, national origin, age, and disability as well as field and institution of undergraduate degree. Because the Committee aims to distribute GAs among our students, an individual cannot hold a position as a GA or work for a single professor for more than 3 semesters.

For more information about Graduate Assistantships, see the [Graduate Assistantship Handbook](#).

Full details about the curriculum are accessible on the [MA in American Studies website](#).

**ACADEMIC PROGRAMS IN
THE SCHOOL OF BUSINESS**

THE FACULTY
IN THE SCHOOL OF BUSINESS

Jennifer Aarons (2021), Assistant Professor in Hospitality, Tourism and Event Management Studies; Ed.D., NOVA Southeastern University; MHA, University of Nevada, Las Vegas; B.S., University of Delaware: hotel management, spa management, wellness tourism, food and beverage management, introduction to esports, esports and events industry.

Jean Abbott (2007), Professor Emerita of Business Administration, Accounting; Ed.D., Wilmington University; MBA, Monmouth College; B.S., The Richard Stockton College of NJ; CPA, CIRA, CDBV: financial and managerial accounting, financial management, intermediate accounting, auditing.

Donna Albano (2003), Professor of Hospitality, Tourism and Event Management Studies; Ed.D., M.A., Rowan University; B.A., Widener University: introductory hospitality management, career development, internship, hotel administration and operations, marketing, facilities management, and leadership research.

Monica Amadio (2021), Assistant Professor of Business Administration, Management; Ed.D., Stockton University; M.S., Rowan University; B.S., Elon University: introduction to management, business communications, management skills development.

Hyeoncheol (Charlie) Baik (2019), Assistant Professor of Business Analytics; Ph.D., Auburn University; M.S., Purdue University; B.S., Konkuk University: predictive analytics, introduction to business data management, business analytics, optimization in business, technology in business, spreadsheet modeling

Jennifer Barr (1988), Professor of Business Administration, Marketing; Ph.D., ; M.B.A., Drexel University; B.A., Pennsylvania State University: strategic marketing, brand management, consumer culture.

Jane Bokunewicz (2012), Professor of Hospitality, Tourism and Event Management Studies and Faculty Director of the Lloyd D. Levenson Institute of Gaming, Hospitality, and Tourism; Ph.D., Drexel University; M.B.A., Monmouth College; B.S., Indiana University of Pennsylvania: casino management, hotel administration and operations, human resources management, business policies and strategies, hotel simulation, and social network analysis.

Michael Busler (2008), Professor of Finance; Ph.D., M.B.A., B.S., Drexel University.: applied financial analysis, managerial economics, new ventures.

Carla Cabarle (2016), Associate Professor of Accounting; D.B.A., Temple University; M.S., Colorado State University; B.S. , Georgian Court University; CPA: managerial and cost accounting, taxation of individuals and taxation of business entities.

Sujoy Chakraborty (2018), Associate Professor of Computer Science; Ph.D., Binghamton University; M.E., Jadavpur University, Kolkata, India; B.Tech, Institute of Engineering & Management, Kolkata, India: digital image forensics, image processing, signal processing, machine learning, deep learning, computer vision, pattern recognition, data compression, cryptography, and web application engineering.

Vasundhara Chaudhuri Chakraborty (2019), Assistant Professor of Accounting; Ph.D., Rutgers University; M.S., Rutgers University; B.E., Nagpur University, India: financial and managerial accounting, accounting information systems.

Jiajin (Sandy) Chen (2015), Associate Professor of Finance; Ph.D., Baruch College, The City University of New York; M.B.A., University of Macau; B.S., Nanjing University of Aeronautics and Astronautics: financial management, financial management for accountants' investments, game theory.

Muntakim M Choudhury (2019), Assistant Professor of Business Administration, Management; Ph.D. University of Massachusetts Amherst; M.B.A., Suffolk University: business policy and strategies, human resource management, management skills, and organizational behavior.

Hengyi (Michael) Chu (2015), Instructor of Computer Science; E.M.T.M., University of Pennsylvania; M.S.B.A., Temple University; B.S. Johns Hopkins University: programming and problem solving.

Vincent Cicirello (2005), Professor of Computer Science; Ph.D., Carnegie Mellon University; M.S., B.S., Drexel University: algorithms, artificial intelligence, computational intelligence, machine learning, evolutionary computation, computer-aided engineering, and swarm intelligence.

Noel Criscione-Naylor (2015), Associate Professor of Hospitality, Tourism and Event Management Studies; Ed.D. Rowan University; M.P.A., B.A., Rutgers University, Employment Law Certificate, Cornell University: human resources management, business policies and strategies, legal, social and ethical environment of business, facilities management, event design, hospitality tourism research methods, h, and hospitality analytics.

Susan Davenport (2013), Associate Professor of Business Studies – Management; University of Nebraska – Lincoln; M.S., University of Pennsylvania; B.A., Drew University: introductory management, business communication, and strategic planning and leadership

George DeFeis (2019), Assistant Professor of Business Administration, Management; D.P.S., Pace University; M.B.A., Baruch College, B.E., Cooper Union: business policy and strategic management, entrepreneurship, technology and innovation management, sustainable development, organizational behavior and theory, and corporate social responsibility.

Keith William Diener (2014), Associate Professor of Business Administration, Public Law; Ph.D. (D.L.S.), Georgetown University; LL.M., George Washington University Law School; J.D., Georgia State University Law School; M.A., Georgia State University; B.A., University of North Carolina: business law, business ethics, healthcare ethics, employment law and ethics, the social contract, and practical business ethics.

Petar Dobrev (2019), Assistant Professor of Finance; Ph.D. Drexel University; B.A. Ramapo College of New Jersey: introduction to financial management, introduction to financial management for accountants, investments.

Christian Ehiobuche (2020), Assistant Professor of Business Administration, Management Healthcare Administration and Leadership; Ph.D., National Polytechnics Institute Mexico; M.B.A., Universidad Del Valle de México; master's in international relations, Sussex College of Tech; B.Sc., School of Liberal Studies: management and leadership development in healthcare, healthcare operations and financial management, leadership transformation, introduction to management and small business management.

Wondimagegnehu Geremew (2005), Associate Professor of Computer Information Systems; Ph.D., Wayne State University; M.S., University of Kaiserslautern; B.S., M.S., Addis Ababa University: variational analysis, optimization, and applications.

Jill Gerhardt (1993), Professor Emerita of Computer Science and Information Systems; Ph.D., M.S., Drexel University; M.A., State University of New York at Stony Brook; B.A., Rowan University: systems analysis and design, human factors and cognitive engineering of interfaces, computer science education, legal concerns involving computers, and ethical issues in computing.

Jung Ah Han (2019), Assistant Professor of Business Administration, Marketing; Ph.D., Drexel University; M.S., University of Illinois Urbana-Champaign: marketing research, marketing principles.

Diane M. Holtzman (2005), Professor Emerita of Business Administration, Management; Ed.D. Nova Southeastern University; C.A.G.S. Virginia Polytechnic and State University; M.A., Rowan University; B.A., University of Detroit: management skills; introduction to management; human resource management; management theory, practice, and vision; global management; and business leadership development.

Elaine D. Ingulli (1986), Professor Emerita of Business Administration, Public Law; LL.M., Temple University School of Law; J.D., Hofstra School of University School of Law; B.A., State University of New York at Stony Brook: business law, legal environment, labor in film, literature and society, computer law and ethics, advanced topics in legal environment of business.

Mina Jafarijoo (2019), Assistant Professor of Computer Information Systems; Ph.D., Washington State University; M.B.A., University of Tehran, Tehran, Iran; M.S., K.N. TOOSI University of Technology, Tehran, Iran; B.Sc., University of Science and Technology, Tehran, Iran: cloud computing, information systems governance, business value, business intelligence, data analysis and visualization, and project management.

Joy A. Jones (2017), Associate Professor of Business Administration, Management; Ph.D., Regent University; M.A., New York Institute of Technology; B.A., Western Kentucky University: business communication, management skills development, organizational behavior, diversity in business today, networking and influence, human resource management.

Phillip Kening (2006), Instructor of Business Administration, Marketing; M.B.A., Southern Illinois University; B.S. Communications, Southern Illinois University: marketing principles, advertising, marketing analytics, digital communications, marketing research, consumer behavior.

Robert D. King (1981), Professor Emeritus of Business Administration, Public Law; J.D., Rutgers University School of Law; B.A., Rutgers University: business law, legal environment, law and social change, quantitative reasoning, college writing.

Murray R. Kirch (1972), Professor Emeritus of Computer Science and Mathematics; Ph.D., M.S., Lehigh University; A.B., Temple University: information assurance and security, software engineering, computational science and numerical analysis, theory of computation, artificial intelligence, computer science education, mathematics of risk.

Warren Kleinsmith (2010), Dean of the School of Business and Associate Professor of Accounting; Ph.D., Capella University; M.B.A., Rutgers University; B.S., Rowan University; A.S., Camden County College; CPA, CGMA: financial, managerial, and cost accounting, intermediate and advanced accounting.

Ellen Kraft (2007), Associate Professor of Business Analytics; Ph.D., Auburn University; M.S.E., West Virginia University; B.S.I.E., Lehigh University: operations management, principles of insurance and risk, human resource management, cyber-citizenship.

Evonne J. Kruger (1996), Professor Emerita of Business Administration, Management; Ph.D., Temple University; M.B.A., Temple University; M.A., University of Minnesota; B.A., The George Washington University: strategic management, management skills, organizational behavior.

Steve Kubricki (1980), Associate Professor Emeritus of Computer Information Systems; Ph.D., Ed.D., M.S., The Pennsylvania State University; B.S., Wilkes College: simulation, operations research, statistics.

Audrey Wolfson Latourette (1977), Distinguished Professor of Business Administration, Public Law; J.D., Temple University School of Law; M.A., Rowan University; B.A., Rutgers, The State University: business law, legal environment, perspectives on women in law, history and literature, ethics in contemporary society, advanced topics in legal environment.

Wei Xuan Li (2009), Associate Professor of Finance; Ph.D., University of New Orleans; M.S., Drexel University; B.A., Soochow University: budgeting, financial management, investments, international business finance, psychology of finance, portfolio management.

Zheng Li (2018), Associate Professor of Computer Science; Ph.D., Illinois Institute of Technology; M.S, B.S., University of Electronic Science and Technology of China: computer systems, algorithms, and software engineering.

Saralyn Mathis (1999), Professor Emerita of Computer Science and Information Systems; Ed.D., West Virginia University; M.S., University of Illinois, Champaign-Urbana; B.S., Frostburg State College: systems analysis and design, database systems, information systems, and operations research.

Amit Mukherjee (2005), Professor of Business Administration, Marketing; Ph.D., Syracuse University; M.B.A., University of Minnesota; M.A., University of Delaware; B.A., University of Calcutta: global marketing, techniques of selling, service marketing.

Mohamad Neilforoshan (2000), Professor of Computer Science; Ph.D., University of Connecticut; M.S., University of Southern Mississippi; B.S., School of Planning and Computer Application, Iran: parallel processing, computer architecture, operating systems, telecommunication systems, distributed computing, optimization, and computing and society.

Quynh Nguyen (2019), Assistant Professor of Computer Information Systems; Ph.D., University of North Texas; M.B.A., Texas Tech University; B.A., University of Economics Ho Chi Minh City, Vietnam: system analysis and design, human-computer interaction, and database management system.

Michael Olan (1999), Professor Emeritus of Computer Science and Information Systems; D.A., Idaho State University; M.S., B.S., Northern Michigan University: web application development, computer networking, software development, programming languages and theory, and computer security.

Naz Onel (2015), Associate Professor of Business Administration, Marketing; Ph.D., Montclair State University; M.B.A., Montclair State University; B.A., Istanbul University: sustainability marketing, marketing principles, consumer behavior, customer behavior in a digital world, current topics in marketing, environment, society, and business, corporate sustainability strategies.

Whiton S. Paine (1997), Professor Emeritus of Business Administration, Marketing; Ph.D., University of Maryland; M.A., University of Maryland; B.S., The Pennsylvania State University: consumer behavior, marketing research, e-marketing, business and marketing ethics.

Barry Palatnik (2015), Associate Professor of Accounting; Ed.D., North Central University; M.B.A., Regis University; B.A., Rutgers University; CPA: financial and managerial accounting, intermediate, AIS & MIS for accountants, and advance accounting.

William Quain (2010), Professor of Hospitality, Tourism and Event Management Studies; Ph.D., University of New Orleans; M.S., Florida International University; B.S., Cornell University: food and beverage management, event planning, event sales and marketing, catering management, and marketing principles.

Michael S. Scales (2002), Professor of Hospitality, Tourism and Event Management Studies; Ed.D., Rowan University; M.S., B.S., Widener University: hospitality management, food and beverage management, internship, and special event management.

Emmanuel Small (2015), Associate Professor of Business Administration, Management; Ph.D., Eastern University; M.Ed., M.S., Cheyney University; B.S., Springfield College: management skills development, organizational behavior, introduction to management.

Karen L. Stewart (1993), Professor Emerita of Business Administration, Marketing; Ph.D., University of Pittsburgh; M.B.A., Clarion University of Pennsylvania; B.S., Clarion University of Pennsylvania: marketing principles.

Aakash Taneja (2006), Professor of Computer Information Systems; Ph.D., M.S., University of Texas at Arlington; M.B.A., Delhi University, India; B. Architecture, Regional Engineering College, India: database management, digital enterprises, ethical issues in computing, evolution of disciplines, information security & assurance, and project management.

Behnam Tavakkol (2018), Associate Professor of Business Analytics; Ph.D., Rutgers University; M.S. Rutgers University; M.S. Kansas State University; B.S., Sharif University of Technology: data mining, machine learning, business analytics, data visualization, spreadsheet modeling, web design and development, technology in business.

Francis C. Thomas (1979), Professor Emeritus of Accounting; M.B.A., St. John's University; B.S., Wagner College; CPA, CMA: finance, taxation, financial planning.

Pu Tian (2023), Assistant Professor of Computer Science; Ph.D., Towson University; M.S., East Stroudsburg University: robust distributed machine learning, internet of things, cyber-physical systems, and programming and problem solving.

Brian J. Tyrrell (2005), Professor of Hospitality, Tourism and Event Management Studies; Ph.D., Purdue University; M.A., B.S., West Chester University; A.S., Delaware County Community College: tourism management studies, hospitality tourism research methods, business policies and strategies, hotel administration and operations, and marketing principles.

Marilyn Vito (1994), Professor Emerita of Accounting; CGM, Stonier School of Banking; M.B.A., Monmouth University B.S., Stockton University; CPA; CMA: accounting, auditing and internal controls, women in leadership.

Janet Wagner (2007), Dean Emerita School of Business ; Ph.D., Massachusetts Institute of Technology; S.M., Massachusetts Institute of Technology; B.A., Williams College: operations research, business analytics, and operations management.

Jinchang Wang (2003), Professor of Business Analytics; Ph.D., Georgia Institute of Technology; M.B.A., Shanghai Institute of Mechanical Engineering; B.S., Xian University of Technology: operations management, business decision analysis, business analytics, and artificial intelligence.

Duo (Helen) Wei (2011), Professor of Computer Science; Ph.D., New Jersey Institute of Technology; B.S., Changchun Normal University, China: data structures & algorithms, programming and problem solving, foundations of computer science, and medical informatics.

Cliff Whithem (2000), Professor Emeritus of Hospitality, Tourism and Event Management Studies; Ph.D., Temple University; M.Ed., Widener University; B.S., Florida International University: food and beverage management, human resources management, purchasing, information systems, business policies and strategies.

Kerrin Wolf (2014), Associate Professor of Business Administration, Public Law; Ph.D., University of Delaware; J.D., William and Mary Law School; B.A., The College of William and Mary; L.L.M., Temple University Beasley School of Law: legal, social and ethical environment of business, health law and policy.

Chenyan Xu (2013), Associate Professor of Computer Information Systems; Ph.D., University of North Texas; M.S., Chinese University of Hong Kong, China; B.B.A., Shanghai Institute of Foreign Trade, China: programming and problem solving, systems analysis and design, business analytics, and application development.

Ning Ye (2019), Assistant Professor of Business Administration, Marketing; Ph.D., Temple University; M.S., Johns Hopkins University; B.S., Dongbei University of Finance and Economics: marketing principles, marketing analytics.

Yuli Zhang (2018), Assistant Professor of Business Administration, Marketing; Ph.D., Drexel University; M.S., Northeast Petroleum University, China; B.S., Northeast Petroleum University, China: marketing principles, consumer behavior, research methods for marketing decisions.

Shaoping Zhao (1996), Professor of Business Analytics; Ph.D., The Pennsylvania State University; B.S., Guangxi University of China: business information systems and technology, management information systems, business analytics, operations management, East Asia.

MISSION STATEMENT FOR THE SCHOOL OF BUSINESS

The School of Business provides high quality, affordable undergraduate and graduate education strongly infused with the liberal arts and connected to our surrounding communities. The faculty delivers excellence in teaching and actively pursues scholarly activities and professional development that contribute to classroom effectiveness. The faculty produces scholarly works that advance the knowledge and practice of business, hospitality and tourism management, computer science, and computer information systems. The school strives to have a positive impact on the wider community, responding to the evolving needs of the Southern New Jersey region, the State of New Jersey and beyond.

Hallmarks of the School of Business at Stockton University include the following.

- A curriculum delivered in the context of a nationally recognized public liberal arts university.
- A personalized approach to teaching and learning as evidenced by small classes, systematic advising, and substantial student access to faculty.
- Research and service that blends the practical and theoretical and is often interdisciplinary, and a portfolio of research work that is balanced across theoretical, applied, and pedagogical areas.

ACCREDITATION

Stockton University's School of Business maintains accreditation by the Association to Advance Collegiate Schools of Business (AACSB), an international body whose accreditation has been earned by less than seven percent of the world's business programs. For information about AACSB accreditation, you can visit the [AACSB website](#).

Programs Accredited: Business Administration; Hospitality, Tourism and Event Management Studies; Master of Business Administration

BUSINESS ADMINISTRATION IN THE SCHOOL OF BUSINESS

PROGRAM INTRODUCTION

The Business Administration (BSAD) program helps students acquire the necessary skills for full participation in the constantly changing and multi-faceted business community that is shaping the world's environment in the twenty-first century.

One of the principal goals of the program is to provide students with an expanded awareness of the complex political, social, and economic environments within which all organizations and individuals must function. To meet these goals, the program is committed to the education and development of enlightened talent that will recognize and respond to the many complex problems facing public and private organizations. The program is dedicated to creating awareness among its students of the many alternative career paths available. Graduates are prepared for immediate entry into career fields and graduate programs.

ADMISSION TO THE PROGRAM

All Business Administration programs are open to any student with an active interest in business; there are no specialized requirements for admission, with the exception of the dual degree program.

PROGRAM ORGANIZATION AND GRADUATION REQUIREMENTS

The Business Administration program offers students an opportunity to earn either a B.A. or B.S. degree with a concentration in Management or Marketing. The B.A. program is a generalist degree, providing a solid background in business while allowing students the flexibility to follow their own interests. The B.S. program allows students to earn a degree in accounting, business analytics, and finance, with concentrations in field such as financial planning, management, or marketing. The Business Administration degrees, concentrations, and minors are discussed below with full curriculum details on the curriculum worksheets found on subsequent pages.

For highly qualified students, the School of Business also offers an accelerated dual-degree program in which students may obtain an undergraduate degree (B.A. or B.S.) and an MBA in a curriculum that can be completed in as little as five years.

A student must obtain a grade of C or higher in all program courses required for graduation (including transfer courses counted towards business program requirements).

BACHELOR OF ARTS DEGREE

The Bachelor of Arts (B.A.) curriculum offers a breadth of course coverage based on the interests and needs of the individual student. As a stand-alone degree, the B.A. will prepare students for jobs in general management. The B.A. degree in Business Administration also works well as a double major with various other B.A. degrees offered through other Stockton programs.

The B.A. degree in Business Administration requires 16 program courses (64 credits) as follows:

- 12 business core courses,
- 4 business electives.

This degree also requires 64 additional credits in General Studies/At-Some-Distance courses.

BACHELOR OF SCIENCE DEGREE

The Bachelor of Science (B.S.) curriculum engages students with a full breadth of business functions while also providing the ability to study one of those functional areas in depth.

The B.S. Degree in Business Administration requires 20 program courses (80 credits) as follows:

- 12 business core courses
- 8 concentration courses

As well as 48 additional credits in General Studies/At-Some-Distance courses.

Concentrations are available in:

- Management
- Marketing

Management Concentration

The highly versatile Management Concentration prepares students for a wide range of positions in business. Students will build a broad skillset and knowledge base critical to business areas such as successfully managing and operating a business.

Marketing Concentration

The Marketing function is vital to the long-term viability of business organizations. In a global society, marketing is the interface among customers at all levels and providers of goods and/or services. The Marketing Concentration is designed to provide students with the necessary theoretical constructs, and a keen understanding of their practical value. The Marketing function prepares graduates for positions in the profession and/or graduate study.

Full degree curriculum and transfer audits for the program can be explored using the Degree Works web based tool. Full details about the curriculum are accessible on the [website](#).

ACCOUNTING

IN THE SCHOOL OF BUSINESS

PROGRAM INTRODUCTION

Accounting is the language of business, and a discipline that plays a major role in every business, nonprofit or government organization. It is a highly regarded profession with job security, numerous career and advancement opportunities, and promising growth potential.

The Accounting program is designed to provide an expansive knowledge of accounting fundamentals, and to prepare the graduate for accounting positions in public practice, industry, government, or not-for-profits. The curriculum provides the prerequisites for graduates to prepare for taking the uniform CPA examination.

New Jersey State CPA* licensure requirements specify 150 or more credits are needed in business and liberal arts courses. The student planning to pursue the CPA route should consult with his/her preceptor in designing a program of study, which may include the accelerated dual B.S./MBA degrees.

ADMISSION TO THE PROGRAM

The Accounting program is open to any student with an active interest in accounting. There are no specialized requirements for admission, with the exception of the dual degree program.

PROGRAM ORGANIZATION AND GRADUATION REQUIREMENTS

The Accounting program offers a Bachelor of Science degree. Highly qualified students can pursue an accelerated dual-degree program in which students may obtain an undergraduate degree (B.S.) and an MBA in a curriculum that can be completed in as little as five years.

A student must obtain a grade of C or higher in all program courses required for graduation (including transfer courses counted towards business program requirements).

BACHELOR OF SCIENCE DEGREE

The Bachelor of Science (B.S.) curriculum engages students with accounting fundamentals, and prepares them for accounting positions in public practice, industry, government, or not-for-profits. It also prepares students for taking the uniform CPA examination.

The B.S. Degree in Accounting requires 20 program courses (80 credits) as follows:

- 12 business core courses
- 8 Accounting courses

As well as 48 additional credits in General Studies/At-Some-Distance courses.

Full degree curriculum and transfer audits for the program can be explored using the Degree Works web based tool. Full details about the curriculum are accessible on the [website](#).

BUSINESS ANALYTICS

IN THE SCHOOL OF BUSINESS

PROGRAM INTRODUCTION

The Business Analytics program provides students with the technology and quantitative skills needed to translate big data into insight and information for efficient business decision making so that organizations can improve their business processes and gain tactical and strategic advantages.

ADMISSION TO THE PROGRAM

The Business Analytics program is open to any student with an active interest in business analytics. There are no specialized requirements for admission, with the exception of the dual degree program.

PROGRAM ORGANIZATION AND GRADUATION REQUIREMENTS

The Business Analytics program offers a Bachelor of Science degree. Highly qualified students can pursue an accelerated dual-degree program in which students may obtain an undergraduate degree (B.S.) and an MBA in a curriculum that can be completed in as little as five years.

A student must obtain a grade of C or higher in all program courses required for graduation (including transfer courses counted towards business program requirements).

BACHELOR OF SCIENCE DEGREE

The Bachelor of Science (B.S.) curriculum engages students with the technology and quantitative skills needed for them to be able to translate big data into insight and information for efficient business decision making so that organizations can improve their business processes and gain tactical and strategic advantage.

The B.S. Degree in Business Analytics requires 20 program courses (80 credits) as follows:

- 12 business core courses
- 7 Business Analytics courses
- 1 upper-level business elective

As well as 48 additional credits in General Studies/At-Some-Distance courses.

Full degree curriculum and transfer audits for the program can be explored using the Degree Works web based tool. Full details about the curriculum are accessible on the [website](#).

FINANCE

IN THE SCHOOL OF BUSINESS

PROGRAM INTRODUCTION

The Finance program prepares graduates for career opportunities in corporate finance, banking, institutional investment management, real estate, and financial planning. The curriculum includes courses related to financial analysis, financial management, economics, and investments and financial markets, among other topics.

ADMISSION TO THE PROGRAM

The Finance program is open to any student with an active interest in finance or financial planning. There are no specialized requirements for admission, with the exception of the dual degree program.

PROGRAM ORGANIZATION AND GRADUATION REQUIREMENTS

The Finance program offers a Bachelor of Science degree. Students can also choose to concentrate in Financial Planning. Highly qualified students can pursue an accelerated dual-degree program in which students may obtain an undergraduate degree (B.S.) and an MBA in a curriculum that can be completed in as little as five years.

A student must obtain a grade of C or higher in all program courses required for graduation (including transfer courses counted towards business program requirements).

BACHELOR OF SCIENCE DEGREE

The Bachelor of Science (B.S.) curriculum engages students with.

The B.S. Degree in Finance requires 20 program courses (80 credits) as follows:

12 business core courses

7 Finance courses

1 upper-level business elective

As well as 48 additional credits in General Studies/At-Some-Distance courses.

Financial Planning Concentration

The Financial Planning Concentration prepares students to enter the financial planning and advising field. Students who complete the financial planning concentration are prepared to become investment advisors with knowledge in investment decision making, retirement planning, estate planning, insurance and taxation and will be eligible to take the CFP exam.

Full degree curriculum and transfer audits for the program can be explored using the Degree Works web based tool. Full details about the curriculum are accessible on the [website](#).

BUSINESS ADMINISTRATION MINOR

The Business Administration minor provides an opportunity for students majoring in programs other than BSNS or HTMS to expand their awareness of the dynamic and multi-faceted business environment. The Business Administration minor requires 6 courses (20-24 credits), consisting of 4 required and 2 elective courses. Note that a grade of “C or better” is required for a course to count towards the minor designation.

B.A. or B.S./MBA ACCELERATED DUAL-DEGREE PROGRAM

For highly qualified students, the School of Business also offers an accelerated dual-degree program in which students may obtain an undergraduate degree (B.A. or B.S.) and an MBA in a format that can be completed in as little as five years. Dual-degree students follow a modified program and start taking MBA courses in their senior year.

Entry into the Program:

Incoming First-Year Studies

High school seniors interested in a business major who have a cumulative weighted GPA of 3.7 or above will be considered for early conditional admission into the dual-degree program. They will be issued letters of acceptance to Stockton University as undergraduate students and given admission to the program.

Continuing Students

Students interested in the dual-degree program must formally apply for acceptance before or during the second semester of their junior year. To be considered for this program, students must have an overall minimum cumulative GPA of 3.5 at time of application.

Transfer Students

Transfer students will be considered for admission to the dual-degree program if they have a minimum cumulative GPA of 3.4 at the time of application and complete sufficient coursework in the business curriculum.

Accelerated Dual-Degree Program Requirements

- Dual-degree students must maintain a minimum GPA of 3.5 to remain in the dual-degree program.
- Students enrolled in, or intending to enroll in, this program should be aware that the following courses are expected to be taken at the graduate level (and should not be taken as part of the student’s undergraduate requirements):
- Business Law: dual-degree students are NOT expected to take the undergraduate business law course (PLAW 2120 or PLAW 3110) and ARE required to take the graduate course PLAW 5250.
- Capstone: dual-degree students are NOT expected to take the undergraduate capstone course (BSNS 4112) and ARE required to take the graduate capstone course (BSNS 5505).
- Concentration courses: dual-degree students pursuing B.S. degrees take 7 undergraduate concentration or program courses instead of 8. The required concentration courses for dual-degree students are listed on the individual dual-degree curriculum worksheets.

In addition:

Dual degree students take up to four MBA courses during their final two semesters as undergraduate students that count as undergraduate electives.

An internship (taken at the graduate level) is required for dual-degree students.

The undergraduate degree will be awarded when the student completes the undergraduate business major requirements and reaches 128 credits. These 128 credits will include undergraduate and graduate credits.

Students in this dual-degree program must meet with the Dual-Degree Advisor or his/her designee every semester to guide them through the program of study.

Dual-degree students must finish their undergraduate requirements and apply for undergraduate graduation as soon as possible—usually as they are finishing their fourth graduate class. Permission from the Dual-Degree Advisor must be obtained before taking a fifth graduate class while still in undergraduate status.

COURSE SEQUENCING AND SCHEDULE PLANNING

It is essential that students develop sound skills and a conceptual foundation before attempting a concentration or degree program in business. The majority of business program courses are not offered to students until their sophomore or junior year, and the business major must carefully plan courses to develop the proper foundation of General Studies and lower-level Business Core courses.

In considering course selection and sequences, students should understand that Stockton University does not have an online or evening program. Consequently, there is no guarantee that all courses required for graduation will be offered every semester online or during the evenings. While some required business courses are offered online or during the evening and business faculty attempt to schedule required courses at night, it is highly likely that at some point students who only take evening courses will have to revise their schedules to allow them to take in-person, daytime course work in order to graduate.

Should the student be unable for any reason to take a prescribed course in the regular semester, it is his/her responsibility to take the course later. The student should not expect a waiver for the course at a subsequent date, nor should s/he expect that the course will be offered at an unusual time to meet personal needs.

Students should also understand that it is their responsibility to make sure that their academic records are in proper order at the time they apply for graduation.

GRADUATION WITH DISTINCTION

A Bachelor of Arts or Bachelor of Science degree with “Distinction” will be awarded to students who have completed at least 32 program credits at Stockton, have a GPA of 3.85 and above in the Business Administration, Accounting, Business Analytics, or Finance major, *and* rank in the top 10% of their program’s graduating seniors (based on their program GPA).

CAREER OPPORTUNITIES

A nationwide trend in American industry is the demand for managers who are technically advanced, analytical, and skilled at working and communicating effectively within organizations. Demand remains strong for individuals with both baccalaureate and graduate education in business. The Stockton Business program is designed to develop graduates who are ready to enter today's workforce, prepared for graduate-level study, and well-educated and prepared to adapt to the ever-changing external social climate.

SPECIAL OPPORTUNITIES

The BSAD program offers the opportunity to gain University credit through independent study and "hands-on" work experience. Among these opportunities is the Washington Internship program. The Washington Internship program is an intensive para-professional and academic experience in which Stockton students live, work, and study in the Washington, DC metropolitan region. Stockton University is affiliated with the nation's largest internship organization, [The Washington Center](#). This organization provides all the major facets of a student's internship experience, i.e., facilitating the application process; distributing the application to potential placement sites; providing program activities, advising, supervision, and evaluation; hiring faculty for the evening classes; and providing housing and residence life activities.

The School of Business offers the option to earn academic credit regionally for an internship experience (in place of an elective). This full semester experience enables students to gain the practical experience they need while making industry contacts. Previous placements have included: Regional Tax Assessors Offices, Shore Medical Center, Barrette Industries, Ocean County Government, Keller Williams, Hard Rock Hotel and Casino, Jersey Shore Federal Credit Union, Merrill Lynch, Enterprise Holdings, Target, Capaldi, Reynolds, and Pelosi CPAs, Dolan, Bell, and Marsella CPAs, Greater Atlantic City Chamber of Commerce, Casino Reinvestment Development Authority, Edmunds Gov Tech, and AtlantiCare.

Business Administration, Accounting, Business Analytics, and Finance curriculum maps and additional details regarding the Business Administration program can be accessed on each program's [website](#).

COMPUTER INFORMATION SYSTEMS IN THE SCHOOL OF BUSINESS

MISSION STATEMENT FOR THE CIS PROGRAM

The mission of the Computer Information Systems Program at Stockton University is to provide outstanding undergraduate degrees and courses that are consistent with the missions of the University and the School of Business, and that meet the full range of needs of the students. The Program provides students with an adaptable curriculum and pedagogy that complements the evolution of computer technology and the computing profession so that our graduates will have:

- A strong theoretical and application-oriented background across the computer science and information systems disciplines.
- Practical skills and experience that enable them to become valuable contributors to their profession.
- The ability and motivation to grow professionally and/or to continue their education after graduation.
- An understanding of their professional and ethical responsibilities.
- The capability to apply technology skills and organizational principles to design, implement and manage technological solutions in various domains such as business, health, hospitality, medicine, or entertainment.
- The ability to perform effectively in software application development.
- Skills such as analytical thinking, decision making, professional communication, system analysis, data analytics, database design, project management, and information security, required to address organizations' strategic goals, day-to-day operations, and regulatory compliance.
- The confidence to explore innovative technologies to attain competitive advantage for organizations.

PROGRAM INTRODUCTION

The software and systems designed and created by Computer Information Systems (CIS) professionals are an integral part of our society and enable the technology we use every day. CIS professionals design, develop, implement, and manage the applications that allow us to connect on Facebook and Twitter, browse the web and shop online, entertain us with games, make online environments safe and secure, keep the Internet running smoothly, analyze the electronic data for effective decision making, etc.

ADMISSION TO THE PROGRAM

The CIS program is open to any student with an active interest in computer information systems opportunities for profession and/or graduate studies. No prior computer experience or prior math background is required.

Students should declare their degree major no later than the end of the sophomore year. Students who transfer 64 credits or more from another institution without having completed the equivalent of Computer Information Systems: An Overview (CIST 2010), Programming in Python (CIST 2110), and System Analysis & Design (CIST 2210) before coming to Stockton should expect to spend more than two years at Stockton to fulfill the requirements for a B.S. in Computer Information Systems.

PROGRAM ORGANIZATION AND GRADUATION REQUIREMENTS

The Computer Information Systems (CIS) program at Stockton University offers a B.S. in Computer Information Systems. A minor in Computer Information Systems is also available. The CIS degree and minor are discussed below with full curriculum details on the curriculum worksheets found on subsequent pages.

B.S. IN COMPUTER INFORMATION SYSTEMS

The B.S. in Computer Information Systems curriculum has a strong technology focus, while emphasizing areas within which computers and information technology is used to support and enable organizational goals. It includes the theory and knowledge of technical skills, business processes and interpersonal behavior, and offers a broad foundation enabling our graduates to adapt and advance in an ever-changing professional environment and workplace.

The B.S. in Computer Information Systems requires 80 credits, as follows:

- 10 courses in the CIS core (36 credits),
- 4 courses in the IS Environment (16 credits),
- 2 Quantitative Analysis courses (8 credits),
- 4 CIST electives (16 credits), and
- 1 Cognate course (4 credits). Cognate may include any additional CIST courses. With the approval of the CIS program faculty, students can use CSCI 2102 as cognate. No other courses can be used as cognates.

This degree also requires 48 additional credits in General Studies/At-Some-Distance courses.

Note that a grade of “C or better” is required for courses in the CIS Core, the IS Environment Courses, and for CIST 1206.

MINOR IN COMPUTER INFORMATION SYSTEMS

The Minor in Computer Information Systems is appropriate for students of all majors who wish to gain knowledge and skills in the design & development, use, and management of computer & information technology solutions present in our daily life and work environment. For example, a student interested in business could minor in computer information systems to work in the area of data analytics. Or a student interested in criminal justice could minor in computer information systems to work in the area of cybersecurity.

The minor in CIS requires 5 CIST courses (20 credits), consisting of 3 required courses and 2 electives. Only courses with the CIST course acronym count toward the minor in CIS.

Note that an overall GPA of 2.0 or better in the CIS minor courses is required to earn the minor designation.

GUIDELINES FOR INDEPENDENT STUDIES

A student who wishes to pursue a specialized project or a research topic for credit that is not covered by established courses may opt to register for an independent study sponsored by a CIS faculty member. The number of credits to be earned is determined in concert with the CIS faculty member

sponsoring the independent study. Before the student will be permitted to undertake an independent study, the student must have: a) successfully completed at least 64 credits total, including at least 16 credits of CIST courses; b) successfully completed at least two CIST courses at the 3000 level or above; and c) a minimum cumulative GPA of 2.5, and a minimum 2.5 GPA in CIST courses taken at Stockton. The student's project proposal must include a mapping of project content to the student learning outcomes of the CIS program and approved by the CIS faculty member supervising the independent study.

With a project proposal approved by the CIS program (majority vote of the CIS faculty), to ensure sufficient depth in Computer Information Systems, a student who meets eligibility guidelines mentioned above, may use up to 4 credits of CIST independent study toward the 16 required CIST elective credits. Approval from the CIS program must be obtained prior to the start of the semester of the independent study for it to count as a CIST elective. To allow for sufficient time for the CIS faculty to review the proposal, the student should submit their project proposal by the second precepting day prior to the start of the semester of the independent study. Independent study projects that do not receive such approval of a majority of the CIS faculty count only as a cognate, and not as a CIST elective.

GUIDELINES FOR INTERNSHIPS

An internship involves program-related employment, paid or non-paid. Typically, internships involve partnerships with area and regional organizations. As an intern, a student will work for an employer outside of the academic setting in a carefully designed CIS related learning experience involving a supervisor at the internship site and a CIS faculty member. An internship will help students connect their academic coursework to professional settings, get "real-world" work experience for a resume, and facilitate potential career opportunities. CIST internships last a full semester, can be for up to 4 credits, and can count as a CIS cognate.

1. For the internship to be approved for credit, the student must submit a proposal to the CIS faculty for their approval and sponsorship, signed by the prospective employer and specifying the scope and expectations involved in the internship. The student's proposal must include a mapping of internship scope and goals to the student learning outcomes of the CIST program and specific tasks to be carried out during the internship to achieve those goals.
2. A student, having the sponsorship of a CIS faculty member, must indicate to the Assistant Dean of the School of Business their intention to pursue an internship for credit, and submit all necessary paperwork to the School of Business at least two weeks prior to the start of the semester of the internship. The student must have a) successfully completed at least 64 credits total, including at least 16 credits of CIST courses; b) successfully completed at least two CIST courses at the 3000 level or above; and c) a minimum cumulative GPA of 2.5, and a minimum 2.5 GPA in CIST courses taken at Stockton.
3. During the internship, the student must submit to the CIS faculty sponsor, on a regular basis, signed progress reports confirmed by the employer.
4. At the end of the internship the student must submit to the CIS faculty sponsor a culminating

project describing what was learned and accomplished as a result of the internship. The student must also have the completed Employer Evaluation Form directly sent by the supervisor to the faculty sponsor.

CIS majors have completed internships with various government and private organizations, including Atlantic County Utilities Authority, Federal Aviation Administration Technical Center, Google, Ground Swell IT Services, Lockheed Martin, and Spencer. The Washington Internship program can also be appropriate for CIS students.

No more than 4 CIST internship credits will be accepted toward the degree. CIST internship credits count only as cognates and cannot be used in place of any specific CIST course and cannot be used as a CIST elective.

SPECIALIZED AREAS OF INTEREST

Information Assurance and Security

The extensive dependence on computers and networks by individuals, industry and government organizations has produced a critical need to make these systems secure and to assure their availability. Consequently, Information Assurance and Security (IAS) has become a rapidly growing, high-priority field with excellent career opportunities for researchers, instructors, and practitioners. The CIS program at Stockton offers a rich set of courses and experiences to provide students with the foundation for professional employment and graduate level study in IAS. Students interested in IAS should consider the following as electives and cognates:

CIST 3381	Information Assurance and Security (4 credits)
CIST 3430	Network & System Administration (4 credits)
CIST 3450	Business Intelligence (4 credits)
CIST 3481	Digital Forensics (4 credits)
CIST 4800/4900	Independent Study (Senior Project) / Internship

Data Analytics and Business Intelligence

The use of technologies and information systems has spawned a sea of data residing in the corners of almost every organization. Professionals in a broad range of disciplines collect, use, and analyze data in their fields to decipher the patterns and make well-informed business decisions. The business intelligence and data analytics skills are high in-demand and provide excellent opportunities for researchers and practitioners. The CIS program at Stockton offers a rich set of courses and experiences to provide students with the foundation for professional employment and graduate level study in Data Analytics & Business Intelligence. Students interested in Data Analytics and Business Intelligence should consider the following as electives / cognates:

CIST 3240	Enterprise Resource Planning (4 credits)
CIST 3450	Business Intelligence (4 credits)
CIST 3470	Application Development (4 credits)
CIST 4223	Advanced Database (4 credits)
CIST 4800/4900	Independent Study (Senior Project) / Internship

COURSE SEQUENCING AND SCHEDULE PLANNING

CIS majors must carefully plan their course work to meet the prerequisite requirements of CIST courses, and to complete an appropriate selection of General Studies topics and course attribute requirements. Only a limited selection of CIST courses are offered at night, and only a limited selection of CIST courses are offered online. To complete the requirements for a CIS degree, students will need to schedule most of their program courses during the day.

Students, unable for any reason to take a prescribed course in the regular semester, have the responsibility to take the course later. Students should not expect a waiver for the course at a subsequent date, nor should they expect that the course will be offered at an unusual time to meet personal needs.

Note that Computer Information Systems: An Overview (CIST 2010), Programming in Python (CIST 2110), and System Analysis & Design (CIST 2210) are pre-requisites for many junior/senior level CIST courses and should be completed no later than the sophomore year. Students who do not complete CIST 2010, CIST 2110, and CIST 2210 by the end of the sophomore year may need more than four years to fulfill the requirements for the degree.

Students should also understand that it is their responsibility to make certain that their academic records are in proper order at the time they apply for the bachelor's degree.

GRADUATION WITH DISTINCTION

A bachelor's degree with distinction in Computer Information Systems is awarded to students graduating with a GPA of at least 3.75 in Stockton CIST 3000/4000 - level courses.

CAREER OPPORTUNITIES

Professional opportunities in Computer Information Systems continue to increase at a rapid pace. The Occupational Outlook Handbook from the Federal Bureau of Labor Statistics states overall employment in computer and information technology occupations is projected to grow 15 percent from 2021 to 2031, much faster than the average for all occupations. A sampling of career opportunities for those with a B.S. in Computer Information Systems includes the following:

- Computer & Information Systems Managers
- Computer Network Architects
- Computer Support Specialists
- Computer Systems Analysts
- Cybersecurity Professionals
- Database Administrators
- Data Analysts
- Information Security Analysts
- Network & Systems Administrators
- Software Developers, Analysts, and Testers
- Application (App) Software & Web Developers

The CIS program provides courses of study to prepare students for these occupations. Graduates of the CIS program have been successful in a wide range of professional areas including cybersecurity, data analytics, IT consulting, IT support, and graduate studies.

The Computer Information Systems degree and the curriculum worksheets can be accessed on the [Computer Information Systems website](#).

GRADUATE SCHOOL OPPORTUNITIES

The B.S. in Computer Information Systems also prepares students interested in pursuing graduate-level degrees to further their education. Many Stockton CIST alumni have pursued advanced degrees at prestigious institutions like Drexel University, Naval Postgraduate School, NJIT, North-Eastern University, and Stevens Institute of Technology, among others.

COMPUTER SCIENCE

IN THE SCHOOL OF BUSINESS

MISSION STATEMENT FOR THE COMPUTER SCIENCE PROGRAM

The mission of the Computer Science program at Stockton University is to provide outstanding undergraduate degrees and courses that are consistent with the missions of the University and the School of Business, and that meet the full range of needs of the students. The program provides students with an adaptable curriculum and pedagogy that complements the evolution of computer technology and the computing profession so that the graduates of the B.S. in Computer Science will have:

- A strong theoretical and application-oriented computer science background.
- Practical skills and experience that enable them to become valuable contributors to their profession.
- The ability and motivation to grow professionally and/or to continue their education after graduation.
- An understanding of their professional and ethical responsibilities.
- The ability to be productive in professional software development settings.
- Computer science skills applicable to related industries, such as science, engineering, aerospace, medicine, or entertainment.
- The confidence to explore emerging domains, such as data science, internet of things, and augmented reality.

PROGRAM INTRODUCTION

The software and systems designed and created by Computer Science (CS) professionals are an integral part of our society and enable the technology we use every day. They design, develop, implement, and manage the applications that power smart phones, allow us to connect on Facebook and Twitter, entertain us with games, make online shopping safe and secure, keep the Internet running smoothly, make cars and planes more efficient and safer, etc.

CS professionals design and develop innovative solutions to computing problems in a broad range of disciplines, such as science, engineering, aerospace, medicine, and entertainment.

ADMISSION TO THE PROGRAM

The Computer Science program is open to any student with an active interest in computer science. No prior computer experience is required. However, full admittance to the program requires precalculus-readiness determined by certain minimum test scores on either the SAT Math or the Accuplacer Advanced Algebra test, or by successful completion (C or better) of either Stockton's Intermediate Algebra or Algebraic Problem-Solving courses. Students who do not qualify as precalculus-ready may receive Conditional admittance until they meet the minimum math requirement.

Students should declare their degree major no later than the end of the sophomore year. Students in the B.S. in Computer Science who transfer 64 credits or more from another institution without having completed the equivalent of Programming and Problem Solving I and II (CSCI 2101/2102), as well as Discrete Mathematics (MATH 2225), and Calculus I and II (MATH 2215/2216) before transferring to Stockton should expect to spend more than two years at Stockton to fulfill the requirements for a B.S. in Computer Science.

PROGRAM ORGANIZATION AND GRADUATION REQUIREMENTS

The Computer Science (CS) program at Stockton University offers a B.S. in Computer Science, as well as a minor in Computer Science. The CS degree and minor are discussed below with full curriculum details on the curriculum worksheets found on subsequent pages.

B.S. IN COMPUTER SCIENCE

The B.S. in Computer Science includes the theory and conceptual knowledge, programming and analytical skills, and an understanding of contemporary platforms that are fundamental to modern software development. All CS majors learn programming and problem solving, data structures and algorithms, computer organization, software engineering, computer networking, mathematics, and science. This major is ideal for creative analytical thinkers who like to solve problems.

The B.S. in Computer Science requires 19-20 program courses (80 credits), as follows:

- 8 courses in the CS core (30 credits),
- 5 courses in the Math core (22 credits),
- 1 science core course (5 to 6 credits),
- 1 math/science elective (4 to 6 credits),
- 4 CSCI upper-level elective courses (16 credits), and
- Between 0 and 3 credits of cognates depending upon science choice above. Cognates may include any additional CSCI courses. Other courses require approval to count as cognates. With approval of the CSCI program faculty, students can request to use additional credits of MATH, BIOL, CHEM, or PHYS as cognates. However, Precalculus (MATH 1100) only counts as At-Some-Distance. No other courses can be used as cognates (including no CIST courses, as well as no courses with the retired CSIS course acronym).

This degree also requires 48 additional credits in General Studies/At-Some-Distance courses.

Note that a grade of “C or better” is required for courses in the CS Core and the Math Core.

MINOR IN COMPUTER SCIENCE

The Minor in Computer Science is appropriate for students of all majors who wish to gain expertise with the modern computer-based technology that pervades our daily lives. For example, a student who is interested in the natural sciences could minor in Computer Science to obtain the background to work in the area of computational science.

The minor in CS requires 5 courses (20 credits), consisting of 2 required courses and 3 electives. Students completing this minor will have the foundation courses to prepare for more advanced level courses (CSCI 2101/2102) and the flexibility to select two upper-level courses appropriate to individual interests and needs. The third elective can be an additional upper level or can be a first-year/sophomore level course, such as CSCI 1100 which provides a broad overview of computer science, or CSCI 2226 which is a second course on discrete mathematics and also serves as a pre-requisite to multiple upper-level computer science courses.

Only courses with the CSCI course acronym count toward the minor in CS.

Note: Students in the minor in Computer Science should plan to take Discrete Mathematics (MATH 2225). Although it does not count toward the minor, many of the courses for the minor require it as a pre-requisite. You will not likely complete the minor without taking MATH 2225.

Note that an overall GPA of 2.0 or better in the CS minor courses is required to earn the minor designation.

GUIDELINES FOR INDEPENDENT STUDIES

A student who wishes to pursue a specialized project or a research topic for credit that is not covered by established courses may opt to register for an independent study. The number of credits to be earned is determined in concert with the CSCI faculty member sponsoring the independent study. The student must have a minimum GPA of 3.0 and have successfully completed at least 64 credits before they will be permitted to undertake an independent study.

With a project proposal approved by the CSCI program (majority vote of the CSCI faculty), to ensure sufficient depth in Computer Science, a student who meets eligibility guidelines, including completing a minimum of 64 credits, may use up to 4 credits of CSCI independent study toward the 16 required CS elective credits. The student's project proposal must include a mapping of project content to the student learning outcomes of the CSCI program. Approval from the CSCI program must be obtained prior to the start of the semester of the independent study in order for it to count as a CSCI elective. To allow for sufficient time for the CSCI faculty to review your proposal, plan on submitting your project proposal by the time of the second precepting day during the semester prior. Independent study projects that do not receive such approval of a majority of the CSCI faculty count only as a cognate, and not as a CSCI elective.

GUIDELINES FOR INTERNSHIPS

An internship involves program-related employment, paid or non-paid. Typically, internships involve partnerships with area and regional organizations. As an intern, a student will work for an employer outside of the academic setting in a carefully designed learning experience involving a supervisor at the internship site and a faculty member. An internship will help students connect their coursework to actual industry settings, provide potential career opportunities, and give "real work" experience for a resume. CSCI internships last a full semester, can be for up to 4 credits, and can count as a cognate towards the student's major.

1. A student, having the sponsorship of a CSCI faculty member, must indicate (to the Assistant Dean of the School of Business) his/her intention to pursue an internship during a particular term, and submit all necessary paperwork to the School of Business. The student must have a minimum GPA of 2.5 and have successfully completed at least 64 credits before s/he will be permitted to undertake an internship.
2. Before the internship is approved for credit, the student must submit a proposal to his/her CSCI faculty sponsor, signed by the prospective employer and specifying the scope and expectations involved in the internship.
3. During the course of the internship, the student must submit to the CSCI faculty sponsor, on a regular basis, signed progress reports confirmed by the employer.
4. At the end of the internship the student must submit to the CSCI faculty sponsor a culminating project describing what was learned and accomplished as a result of this employment.

CS majors have completed internships with various government and private organizations including the Federal Aviation Administration, Lockheed Martin, Atlantic County Utilities Authority, Google, and Linode. Stockton CS students have also engaged in summer research activity at major research centers including Cornell University and the Los Alamos National Laboratory. The Washington Internship program can also be appropriate for CS students. CSCI internships have led to placement upon graduation with organizations including LORAL, IBM, Department of Environmental Protection, Copula, Lucent and CSC.

No more than 4 CSCI internship credits will be accepted toward the degree. CSCI internship credits count only as cognates and cannot be used in place of any specific CSCI course and cannot be used as a CSCI elective.

COURSE SEQUENCING AND SCHEDULE PLANNING

CS majors must carefully plan their course work to meet the prerequisite requirements of CSCI courses, and to complete an appropriate selection of General Studies topics.

Only a limited selection of CSCI courses are offered at night, and only a limited selection of CSCI courses are offered online. In order to complete the requirements for a CS degree, students will need to schedule most of their major courses during the day. Students, unable for any reason to take a prescribed course in the regular semester, have the responsibility to take the course later. Students should not expect a waiver for the course at a subsequent date, nor should they expect that the course will be offered at an unusual time to meet personal needs.

MATH 2225, Discrete Mathematics, is a pre-requisite for many junior/senior level Computer Science courses, and should be completed no later than the end of the sophomore year. Students who do not complete MATH 2225 by the end of the sophomore year may need more than four years to fulfill the requirements for the degree.

Students should also understand that it is their responsibility to make certain that their academic records are in proper order at the time they apply for the bachelor's degree.

GRADUATION WITH DISTINCTION

A bachelor's degree with distinction in Computer Science is awarded to students graduating with a GPA of at least 3.75 in Stockton CSCI 3000/4000 level courses.

CAREER OPPORTUNITIES

Professional opportunities in Computer Science continue to increase at a rapid pace. The Occupational Outlook Handbook from the Federal Bureau of Labor Statistics includes a list of occupations projected to grow fastest during the period 2016-2026, many of which are computing-related careers appropriate for those with degrees in Computer Science. A sampling of the career opportunities for those with a B.S. in Computer Science includes the following:

- Computer Network Architects
- Computer Programmers
- Database Administrators
- Information Security Analysts
- Network and System Administrators

Software Developers
Mobile Application Developers
Web Developers
Game Developers
Software Engineers
Data Scientists
Cybersecurity Professionals

The CS program provides courses of study to prepare students for each of these occupations. Graduates of the CS program have been successful in a wide range of other professional areas including artificial intelligence, security, virtual reality, internet technologies consulting, secondary education, and university teaching and research.

The Computer Science degree and the minor curriculum worksheets are on the following pages. Updates and additional details about the CS program are accessible on the [Computer Science website](#).

GRADUATE SCHOOL OPPORTUNITIES

The B.S. in Computer Science also prepares students who are interested in pursuing graduate level degrees to further their education at the graduate school level. Graduates of Stockton University's Computer Science program have continued their education in master's Programs and PhD Programs at a variety of universities, which include Carnegie Mellon University, Drexel University, Georgia Institute of Technology, NJIT, Stevens Institute of Technology, University of Maryland, among others.

COMPUTING

IN THE SCHOOL OF BUSINESS

INTRODUCTION

The BA in Computing provides a broad foundation in computing. It does not prescribe a particular area for in-depth study, leaving room for students to follow their own interests.

PROGRAM ORGANIZATION

The BA in Computing requires 16 program courses (64 credits), as follows:

- 7 courses in the Computing core,
- 9 additional elective courses chosen from CIST and CSCI courses (5 of which must be at the 3000 level or above).

For interested Computing students, up to four credits for an internship or an independent study is also available.

A grade of C or better is required in the Computing Core.

This degree also requires 64 additional credits in General Studies/At-Some-Distance courses.

Updates and additional details about the Computing degree can be accessed on the [Computer Information Systems website](#).

**ESPORTS MANAGEMENT
IN THE SCHOOL OF BUSINESS**

PROGRAM INTRODUCTION

The BS in Esports Management degree is highly interdisciplinary, building foundations across the School of Business including Hospitality, Tourism and Event Management, Business Studies (Accounting, Finance, Management, Marketing), and Computer Science. Students enrolled in this program gain hands-on experience within the university’s esports student community and competitive team, local professional esports organizations, and business partners including the Esports Innovation Center located in Stockton’s Atlantic City residential building complex. Students will learn business fundamentals, how to manage and produce esports events, and develop skills as part of the program’s experiential learning sequence including professional work experience and internship requirements. The BS in Esports Management prepares students for a variety of careers within the esports ecosystem. The most common esports career opportunities can be broken down into three main areas:

Careers in Event Management	Careers in Marketing	Careers in Project Management
<ul style="list-style-type: none"> • Event Assistant • Regional Gaming Events Manager • Community & Venue Manager • Manager - Facility Booking • Event Producer 	<ul style="list-style-type: none"> • Marketing Lead • User Acquisition • Brand Manager • Marketing Manager • Media Strategist • Production Marketing Manager • Strategy Manager • Creative Development Specialist • Product Marketing Manager • Growth Marketing Manager • Brand Marketing Coordinator • Live Event Digital Marketing Assistant • Lifecycle Marketing Manager • Content Marketing Manager • Social Media Manager • Digital Marketing Assistant 	<ul style="list-style-type: none"> • Project Manager • Content Planning • Technical Project Manager • Publishing Specialist • Strategic Planning Associate • Development Manager • Producer • Community Manager

ADMISSION TO THE PROGRAM

The Esports Management program is open to any student with an active interest in event management, marketing, and project management related to the esports ecosystem.

PROGRAM ORGANIZATION AND GRADUATION REQUIREMENTS

The Esports Management program (ESPM) offers a B.S. degree. This program is a business-oriented degree and requires many of the same core courses as the Business Administration B.A. and B.S. degrees, with additional core and elective courses.

BACHELOR OF SCIENCE DEGREE

The B.S. degree in ESPM blends the practical with the theoretical. Whether working in the New Jersey area or elsewhere around the globe, students will acquire real world experience tied to their academic program preparing them for success and leadership in the esports ecosystem. Students will gain self-confidence, network with professionals, and explore possible career options in this dynamic industry.

The B.S. in Esports Management requires 20 program courses (80 credits), as follows:

- 7 Business Foundation courses,
- 3 courses in the Experiential Learning Sequence (plus a 0 credit Professional Work Experience),
- 8 courses in the ESPM Core, and
- 2 electives

This degree also requires 48 additional credits in General Studies/At-Some-Distance courses.

Note that a grade of “C or better” is required in all ESPM required program courses.

PROGRAM SPECIAL FEATURES

While degrees and courses in Esports Management have been announced across the United States, Stockton University’s BS in Esports Management program is distinctive.

- **Professional Work Experience:** Students will complete the program having earned 156 hours of professional work experience specifically with Stockton’s Esports team in multiple capacities (no more than 75 hours as a “player”). This course is part of the program’s “Experiential Learning Sequence” and prepares students to successfully engage in the program’s internship requirement.
- **Internship Requirement:** Students are required to gain hands-on experience as part of the program. Students have access to develop the required skills in various internal and external opportunities with the Stockton University Esports competitive team, Stockton’s Esports Innovation Center, the Atlantic City market, surrounding areas, and beyond. Students will have earned an additional 225 hours of work experience in an external Esports and/or core competency related internship within the Esports ecosystem. Students will conclude the program with 381 total experience hours.
- **Interdisciplinary Degree with Business Management Core:** The Esports Management Program is a culmination of content from the three core areas in Stockton’s School of Business. The BS in Esports Management will provide robust educational opportunities for those seeking to enter the Esports industry, including 80 credits focused on Esports Management and related hospitality, tourism, and business topics, along with 48 credits of non-business courses, including Stockton’s general studies curriculum that ensures students have an interdisciplinary, liberal arts education. The developed curriculum follows AACSB standards, and the program is under the School of Business existing accreditation. AACSB accreditation ensures that business schools meet the highest standards of excellence in teaching, research, curriculum, and learner success.

COURSE SEQUENCING AND SCHEDULE PLANNING

In considering course selection and sequences, students should understand that Stockton University does not have an evening division or an evening program. Consequently, there is no guarantee that all courses required for graduation will be offered every semester during evenings. While many required courses are offered during the evening, it is highly likely that at some point students who only take courses during evening hours will have to revise their schedules to ensure they take the daytime-only courses they will need to graduate.

Should the student be unable for any reason to take a prescribed course in the regular semester, it is his/her responsibility to take the course later. The student should not expect a waiver for the course at a subsequent date, nor should s/he expect that the course will be offered at an unusual time just to meet the individual's personal needs.

Students should also understand that it is their responsibility to make certain that their academic records are in proper order at the time they apply for graduation with the bachelor's degree.

GRADUATION WITH DISTINCTION

A Bachelor of Science degree with "Distinction in Esports Management" will be awarded to students who have completed at least 32 program credits at Stockton, have a GPA in the ESPM major of 3.85 and above, *and* rank in the top 10% of ESPM graduating seniors (again, based on their ESPM GPA).

Full degree curriculum and transfer audits for the program can be explored using the Degree Works web based tool. Full details about the curriculum are accessible on the [website](#).

HEMP AND CANNABIS BUSINESS MANAGEMENT IN THE SCHOOL OF BUSINESS

PROGRAM INTRODUCTION

The Hemp and Cannabis Business Management (HACM) program at Stockton University is designed to equip students with the knowledge and skills necessary to thrive in the burgeoning hemp and cannabis industry. This Bachelor of Science (B.S.) degree offers a comprehensive education in both business principles and industry-specific practices, ensuring that graduates are well-prepared for a variety of roles within this dynamic sector.

One of the principal goals of the HACM program is to provide students with a thorough understanding of the political, social, and economic contexts in which hemp and cannabis businesses operate. By fostering an interdisciplinary approach, the program aims to develop innovative thinkers who can navigate the unique challenges and opportunities within this field. Graduates will be prepared for immediate entry into various career paths and for further study in graduate programs.

ADMISSION TO THE PROGRAM

The Hemp and Cannabis Business Management program is open to any student with an interest in the field; there are no specialized requirements for admission beyond those of Stockton University.

PROGRAM ORGANIZATION AND GRADUATION REQUIREMENTS

The Hemp and Cannabis Business Management program offers students a Bachelor of Science (B.S.) degree. This degree provides a strong foundation in business while allowing students to focus on the specificities of the hemp and cannabis industries. The program structure includes 128 credits: 80 program-specific credits, 16 cross-listed General Studies and Business courses, and 32 General Studies and “at-some-distance” credits in non-business disciplines.

A student must obtain a grade of C or higher in all program courses required for graduation (including transfer courses counted towards program requirements).

BACHELOR OF SCIENCE DEGREE

The Bachelor of Science (B.S.) in Hemp and Cannabis Business Management requires completion of the following:

- Program Courses: 20 courses/80 credits
- Cross-listed General Studies and Business Courses: 16 credits
- General Studies/At-Some-Distance Courses: 32 credits

Program Curriculum

The curriculum includes a blend of business core courses and specialized hemp and cannabis courses. Key components are:

- **Business Core Courses:** Fundamental business principles covering management, marketing, finance, and more.
- **Specialized Hemp and Cannabis Courses:** In-depth study of the hemp and cannabis industries, including regulation, production, distribution, and commercialization.

Career Pathways

Graduates from the HACM program will be equipped for diverse roles in the hemp and cannabis industry, such as:

- Accountants
- Compliance Officers
- Inventory Control Managers
- Logistics Providers
- Lab Managers
- Shift Managers
- Farm Managers
- Regulators
- Consultants
- Marketing Directors
- Consumption Lounge Managers
- General Managers

Additionally, they will be prepared for entrepreneurial ventures within the industry, supported by a solid grounding in business and specialized knowledge.

Full degree curriculum and transfer audits for the program can be explored using the Degree Works web based tool. Full details about the curriculum are accessible on the [website](#).

**HOSPITALITY, TOURISM AND EVENT MANAGEMENT STUDIES
IN THE SCHOOL OF BUSINESS**

PROGRAM INTRODUCTION

The Stockton University Hospitality, Tourism and Event Management Studies program launches students’ careers, through active learning, internship experience, and professional networks. Profession ready graduates are empowered with passion, knowledge, skills, values, and engaging perspectives to develop as competitive leaders. As a major employer in the world today, education in Hospitality, Tourism and Event Management can open doors to exciting career paths in every segment of the industry.

The hospitality, tourism and events industry is one of the largest career sectors in the world and continues to grow at a rapid pace. Not only do our graduates work for leading hospitality and tourism employers, but also in emerging industry sectors. The Bachelor of Science in Hospitality, Tourism and Events Management prepares students for a leadership career throughout the hospitality industry. Students learn all aspects of the industry, including finance, operations, customer service theory, human resources, marketing, and communications, in order to build a solid foundation of skills that will help them secure positions in the top companies in the world. Our faculty offers students a robust perspective on the hospitality industry as well as real-world experience. Students have the option to complete a generalized degree or select areas of interests tailoring the depth and knowledge of industry sectors in Event Management, Resort Management, Restaurant and Beverage Management, or Tourism Management. The most common career opportunities by area of interest:

Event Management	Resort Management	Restaurant and Beverage Management	Tourism Management
<ul style="list-style-type: none"> • Event Coordinator • Event Manager • Meeting Planner • Event Director • Conference Manager • Exhibition Coordinator • Event Producer • Event Sales Manager • Wedding Planner • Venue Manager 	<ul style="list-style-type: none"> • General Manager • Front Office Manager • Rooms Division Manager • Sales and Marketing Manager • Revenue Manager • Concierge • Director of Operations • Housekeeping Manager • Guest Services Manager • Experience Manager 	<ul style="list-style-type: none"> • General Manager • Restaurant Manager • Front of House Manager • Assistant Manager • Director of Operations • Food and Beverage Manager • Catering Sales Manager • Marketing Manager 	<ul style="list-style-type: none"> • Tourism Manager • Destination Manager • Travel Consultant/Advisor • Tour Guide • Event Coordinator • Visitor Services Supervisor • Sales Manager (in hospitality/tourism) • Marketing Coordinator (in tourism boards or agencies) • Customer Experience Manager • Cultural Heritage

			Manager
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ADMISSION TO THE PROGRAM

The Hospitality, Tourism and Event Management Studies program is open to any student with an active interest in hospitality, tourism, or the events industry.

PROGRAM ORGANIZATION AND GRADUATION REQUIREMENTS

The Hospitality, Tourism and Event Management Studies program (HTEM) offers a B.S. degree. This program is a business-oriented degree and requires many of the same core courses as the Business Administration B.A. and B.S. degrees, with additional core and elective courses in Hospitality, Tourism and Event Management.

BACHELOR OF SCIENCE DEGREE

The B.S. degree in HTEM blends the practical with the theoretical. Whether working in the New Jersey area or elsewhere around the globe, students will acquire real world experience tied to their academic program preparing them for success and leadership in the fields of hospitality and tourism. Students will gain self-confidence, network with professionals, and explore possible career options in this dynamic industry.

The B.S. in Hospitality, Tourism and Event Management Studies requires 20 program courses (80 credits), as follows:

- 7 Business Foundation courses,
- 3 courses in the Experiential Learning Sequence (plus a 0 credit Professional Work Experience),
- 6 courses in the HTMS Core, and
- 4 HTMS electives

This degree also requires 48 additional credits in General Studies/At-Some-Distance courses. Note that a grade of “C or better” is required in all HTEM program courses.

PROGRAM SPECIAL FEATURES

Areas of Interest

The B.S. in HTEM requires 4 courses (16 credits) of HTMS electives. Students are encouraged to focus their studies on specialized **HTEM Areas of Interest**, which involve choosing a specific set of related electives focused on a specific theme. Students also have the opportunity to tailor their Areas of Interest in consultation with the HTEM advisor.

Areas of Interest are available in:

- Event Management,
- Resort Management,
- Restaurant and Beverage Management,
- Tourism Management.

Experiential Learning Sequence

The Experiential Learning Sequence requires students to complete Professional Work Experience (HTMS 3901) then take coursework that includes Career Development (HTMS 3127) and Business Policies and Strategies (HTMS 4112) as well as an HTMS Internship course (HTMS 4970). Professional Work Experience (HTMS 3901) is a pre-requisite before Career Development

(HTMS 3127). Stockton's work, internship, and eventual job placements for majors in HTEM range from local to global locations and include a variety of experiences throughout the hospitality, tourism and events tourism industry. The HTEM program maintains a strong alumni network linking graduates through targeted alumni programming and communications.

Accelerated Schedule

Students can earn the B.S. Degree in Hospitality, Tourism and Event Management Studies in 4 years by taking 4 courses each semester (fall and spring) and having summers off. However, HTEM has committed to offering a regular set of summer courses (assuming sufficient demand) such that students may be able to complete the degree in three full years (Fall and Spring Semesters) plus one summer session. Because of Stockton's fixed tuition policy this accelerated option saves students the cost of a full semester of tuition and housing.

B.A. or B.S./MBA ACCELERATED DUALDEGREE PROGRAM

For highly qualified students, the HTEM program also offers an accelerated dual-degree program in which students may obtain an undergraduate degree (B.S. in HTEM) and an MBA in a format that can be completed in as little as five years. Dual-degree students follow a modified program and start taking MBA courses in their senior year.

Entry into the Program:

Incoming First-Year Studies

Students interested in the dual-degree program must formally apply for acceptance after they have completed at least one semester at Stockton. To be considered for this program, students must have an overall minimum cumulative GPA of 3.5 at time of application.

Continuing and Transfer Students

Students interested in the dual-degree program must formally apply for acceptance before or during the second semester of their junior year. To be considered for this program, students must have an overall minimum cumulative GPA of 3.5 at time of application.

Dual-degree students must maintain a minimum GPA of 3.5 to remain in the dual-degree program.

Accelerated Dual-Degree Program Requirements

The full requirements for the accelerated dual-degree program can be accessed from the HTEM Website. Students enrolled in, or intending to enroll in, this program should be aware that the following courses are expected to be taken at the graduate level (and should **not** be taken as part of the student's undergraduate requirements):

- Business Law: dual-degree students are NOT expected to take the undergraduate business law course (HTMS 3110 Legal Social Ethical Environments of Business) and ARE required to take the graduate course PLAW 5250.
- Capstone: dual-degree students are NOT expected to take the undergraduate capstone course (HTMS 4112) and ARE required to take the graduate capstone course (BSNS 5505) which will be taken in year five.
- Internship: dual-degree students are NOT expected to take the undergraduate internship class (HTMS 4970) but ARE required to take the graduate internship class HTMS 5900 Internship.

In addition:

- Electives: HTMS 5112 Current Issues in Hospitality Management will be substituted for the HTMS 4112 capstone course.
- One MBA course (core or elective) is also counted as an undergraduate elective. Choice of this course should be discussed and approved by the preceptor.

The undergraduate degree will be awarded when the student completes the undergraduate business major requirements and reaches 128 credits. These 128 credits may include undergraduate and graduate credits.

Students in this dual-degree program must meet with the Dual-Degree Coordinator or their designee every semester to guide them through the program of study.

Dual-degree students must finish their undergraduate requirements and apply for undergraduate graduation as soon as possible—usually as they are finishing their fourth graduate class. Permission from the Dual-Degree Coordinator must be obtained before taking a fifth graduate class while still in undergraduate status.

Atlantic City

In 2018 Stockton University opened the Atlantic City location in addition to Stockton's main campus, which provides HTMS students a unique opportunity of living, learning, and earning, in the heart of the largest tourism destination in New Jersey.

COURSE SEQUENCING AND SCHEDULE PLANNING

In considering course selection and sequences, students should understand that Stockton University does not have an evening division or an evening program. Consequently, there is no guarantee that all courses required for graduation will be offered every semester during evenings. While many required courses are offered during the evening, it is highly likely that at some point students who only take courses during evening hours will have to revise their schedules to ensure they take the daytime-only courses they will need to graduate.

Should the student be unable for any reason to take a prescribed course in the regular semester, it is his/her responsibility to take the course later. The student should not expect a waiver for the course at a subsequent date, nor should s/he expect that the course will be offered at an unusual time just to meet the individual's personal needs.

Students should also understand that it is their responsibility to make certain that their academic records are in proper order at the time they make an application for graduation with the bachelor's degree.

GRADUATION WITH DISTINCTION

A Bachelor of Science degree with "Distinction in Hospitality, Tourism and Event Management Studies" will be awarded to students who have completed at least 32 program credits at Stockton, have a GPA in the HTEM major of 3.85 and above, *and* rank in the top 10% of HTMS graduating seniors (again, based on their HTEM GPA).

Full degree curriculum and transfer audits for the program can be explored using the Degree Works web based tool. Full details about the curriculum are accessible on the [website](#).

MASTER OF BUSINESS ADMINISTRATION IN THE SCHOOL OF BUSINESS

PROGRAM INTRODUCTION

The Master of Business Administration (MBA) program prepares students for professional careers in business. The goals of the program are to help students develop critical thinking skills and to provide them with an expanded awareness of the complex political, social and economic environments within which all organizations and individuals must function. Excellent written and oral presentation skills are stressed in this program. The program is oriented both to persons with business backgrounds and to those seeking career changes. An accelerated dual-degree program leading to a B.A. or B.S. and an MBA is also offered and provides students an opportunity to complete an undergraduate and graduate degree in as few as five years.

In addition to students having the opportunity to enroll in the general MBA program, they can choose to enroll in one of the MBA concentrations to build upon the skills that are offered in the core of the general MBA degree. Concentrations are offered in Financial Forensic Investigations, Business Analytics, Marketing, Hospitality Tourism and Event Management Studies, Finance, and Global Business Sustainability. The concentrations are focused areas of study designed to give students greater depth of expertise in a specific field of business.

ADMISSION TO THE PROGRAM

Admission to the General MBA Program and to the MBA with Concentrations

Students apply for admission to the general MBA Program or the MBA program with concentrations through Graduate Admissions. In order to enroll in the MBA program, students must have a baccalaureate degree from a regionally accredited college or university. Expected application materials include: an application essay, undergraduate transcripts, three letters of recommendation, and a resume detailing managerial work experience (which may include for-profit, non-profit, governmental, and military experience). Students with an undergraduate GPA below 3.0 are required to submit a standardized test score, either the Graduate Management Admissions Test (GMAT) or the Graduate Record Exam (GRE); for others the GMAT or GRE score is recommended. Standardized test scores should be sent to the Graduate Admissions Office. International students are expected to show evidence of English proficiency. Admissions decisions are based on a holistic review of applicant materials.

Non-Matriculated Enrollment

Students have the option to enroll for a maximum of two courses on a non-matriculated basis prior to formal admission into the program. Successful performance as a non-matriculated student does not guarantee admission to the program. Contact the Graduate Admissions Office for the forms to complete to be considered for enrollment as a non-matriculated student. For more information see <https://stockton.edu/admissions/non-matriculated-registration.html>

The MBA program – including the MBA with Concentrations – is designed for incoming students who have completed the following undergraduate pre-requisite courses (information in parenthesis give the Stockton equivalents):

- Macroeconomics (ECON 1200) or Microeconomics (ECON 1400)
- Financial Accounting (ACCT 2110)
- Statistics (CIST 1206)

Introduction to Management (MGMT 2110)
Operations Management (MGMT 3120)

Direct Entry

Within a year of their undergraduate graduation, graduates of any undergraduate program in the Stockton University School of Business may obtain Direct Entry into the MBA program provided they meet all of the MBA foundation and prerequisite requirements through their undergraduate coursework and have a cumulative GPA of 3.5 or higher. As part of the Direct Entry process, students will not need to complete a traditional graduate application for admission to the MBA program and the Office of Graduate Admissions will also waive the graduate application fee. Direct Entry applicants must complete the electronic Direct Entry Request form and must submit an application essay and a detailed resume. For more information on Direct Entry refer to <https://stockton.edu/graduate/direct-entry.html>. Students whose undergraduate degree was awarded more than a year prior to applying to the MBA program, should apply to the MBA program through the general MBA admissions process above.

PROGRAM ORGANIZATION AND GRADUATION REQUIREMENTS

The program offers students an opportunity to earn a Master of Business Administration degree which includes a set of required core courses to develop a solid common grounding in operational, tactical, and strategic management concepts and skills as well as a set of electives to allow students to follow their own interests. The MBA degree is discussed below with full curriculum details available on the program's [webpage](#).

The MBA program requires 12 program courses (36 credits), as follows:

- 8 MBA core and capstone courses,
- 4 MBA electives.

Students with 21 or more undergraduate credits in one of the following core course areas will not take that core course and will substitute an additional MBA elective instead: ACCT, MKTG, FINA.

For the MBA with Concentrations

12 program courses (36 credits) are required:

- 8 MBA core and capstone courses,
- 3 electives from an area of specialization in the concentration: Financial Forensic Investigations (ACCT), Finance (FINA), Marketing (MKTG), Hospitality Tourism and Event Management Studies (HTMS), Business Analytics (BUSA), or Global Business Sustainability
- 1 other MBA elective (from the concentration electives or from the general MBA electives)

Students with 21 or more undergraduate credits in one of the following core course areas will not take that core course and will substitute an additional MBA elective instead: ACCT, MKTG, FINA.

To allow motivated students to pursue their own interests, with the approval of a student's preceptor and the MBA Chair, MBA students may:

- For the General MBA Program students may take up to two courses from other Stockton Graduate Programs and count them as MBA electives; for the MBA with Concentrations students may take one course from other Stockton Graduate Programs and count that course as the MBA elective.
- For both the general MBA and the MBA with Concentrations, students may, with the

permission of the MBA Chair, pursue an independent study, or substitute a research/thesis project for the capstone course.

GOOD ACADEMIC STANDING, PROBATION, AND DISMISSAL PROCEDURE

A student with a semester GPA below 3.0 or a cumulative GPA below 3.0 will be placed on academic probation and notified accordingly.

A student on Academic Probation is expected to meet with his/her advisor/preceptor to discuss a performance improvement plan upon receiving notification of probation status.

Students on Academic Probation in the MBA program must raise their cumulative GPA to a 3.00 by the time they have taken no more than nine (9) additional graduate credit hours in order to regain good academic standing. A student on probation who does not accomplish this is subject to dismissal from the graduate program and from the University. Written notice of such dismissal will be provided to the student.

After completing the nine (9) additional graduate credit hours noted in the preceding paragraph, if a student is subject to dismissal from the program but has the potential to raise their cumulative GPA above a 3.0 after completing a single three credit hour course, the student is permitted to send a letter of appeal to the MBA Program Chair. This appeal must be submitted within one week of the posting of final grades, and before the student is formally dismissed from the program. If the appeal is successful, the course and the conditions under which the course can be completed will be decided at the discretion of the MBA Program Chair in consultation with the MBA Program Faculty. The “single course to raise the GPA to 3.0” option can only be granted once throughout matriculation in the MBA program.

If there is a procedural error in terminating a student from the MBA program for academic reasons, the student may appeal in writing to the Dean of the School of Business with a copy to the Provost. The appeal must be accompanied by evidence in support of the appeal and must be submitted no later than two weeks following notice of academic termination from the Program.

Definition of a Passing Grade

A letter grade C or above is a passing grade. Students must, however, maintain a grade point average of 3.0 or above. Students must have a 3.0 or above to graduate from the MBA program.

TRANSFER CREDITS

Students who have received credit for graduate study in business at another college or university may receive transfer credit for a maximum of 9 graduate-level credit hours (three courses) if those courses correspond to courses at Stockton University provided the student earned a grade of B or better in the course(s). Students must formally apply to the MBA Program Chair writing to request transfer credit, preferably at the time of the admission application, but no later than the first semester of matriculated study. At a minimum, the student requesting transfer credit must complete the [Graduate Transfer Equivalency Form](#) and provide a catalog description of the course, a course syllabus, a description of

course content and the textbook used in order to have the course evaluated for acceptability as transfer credits.

TIME LIMITS

The time limit for transfer of graduate credits from other institutions, or graduate courses taken at Stockton, is 6 years from the time the final grade was awarded (excluding the time of leave of absence). If students wish to extend this time limit, they must submit a written request for an extension to the Graduate Admissions Office and to the MBA Program Chair.

PROGRAM DISTINCTION

For Students Matriculating Prior to Fall 2022:

Graduates with a GPA of 3.9 or better are eligible for Program Distinction, which is awarded in the spring. Application materials are due to the MBA Program Chair by March 15th (thus post-graduation for Summer and December graduates and pre-graduation for May graduates). These application materials should include:

1. A portfolio of at least two, but no more than three, written projects completed by the applicant for any of the MBA courses taken at Stockton University. The writing can include, but are not limited to, essay examinations or course term papers.
2. An application essay. The application essay should be between 200-400 words setting forth the applicant's justifications for receipt of the MBA degree with Program Distinction and providing a context for the portfolio of writings. Applicants may also include in the essay a discussion of any other relevant activities undertaken pursuant to completion of course work for the MBA.

Successful applicants, as determined by the faculty of the program, will be awarded an MBA with Program Distinction. The GPA must be 3.9 or above at graduation to be awarded program distinction.

For Students Matriculating Fall 2022 or Later:

Graduates of the MBA program with a cumulative GPA of at least 3.97 will be awarded an MBA with Program Distinction.

BA or BS/MBA ACCELERATED DUAL-DEGREE PROGRAM

For highly qualified students, the School of Business also offers an accelerated dual-degree program in which students may obtain an undergraduate degree (B.A. or B.S.) and an MBA in a format that can be completed in as little as five years. Dual-degree students follow a modified program and start taking MBA courses in their senior year.

Entry into the Program

Incoming First-Year Students:

High school seniors interested in a business major who are in the top 20% of their high school class and have a minimum SAT score of 1100 (Verbal and Quantitative) will be considered for early

conditional admission into the dual-degree program. They will be issued letters of acceptance to Stockton University as undergraduate students and given conditional admission to the MBA program.

Continuing and Transfer Students:

Students interested in the dual-degree program shall formally apply for acceptance before or during the second semester of their junior year. To be considered for this program, students must have an overall minimum cumulative GPA of 3.5 at time of application.

Once accepted, dual-degree students must maintain a minimum GPA of 3.5 to remain in the dual-degree program.

Accelerated Dual-Degree Program Requirements:

The dual-degree program is designed so that 3 classes normally taken in a student's senior year are replaced with 4 MBA courses. Students in the dual-degree program fulfill the requirements of both programs, with the following modifications:

- Business Law: dual-degree students are NOT expected to take the undergraduate business law course (PLAW 2120 or PLAW 3110) and ARE required to take the graduate course PLAW 5250.
- Capstone: dual-degree students are NOT expected to take the undergraduate capstone course (BSNS 4112) and ARE required to take the graduate capstone course BSNS 5505.
- Concentration courses: dual-degree students take 7 concentration courses instead of 8. The required concentration courses for dual-degree students are listed on the MBA program webpage.

In addition:

- The MBA courses taken while dual degree students are still in undergraduate status can be MBA core courses or MBA electives. These courses must be chosen in consultation with the Dual Degree Program Coordinator.
- An internship (at the graduate level) is required and preferably in the student's senior year.

The undergraduate degree will be awarded when the student completes the undergraduate business major requirements and reaches 128 credits. These 128 credits may include undergraduate and up to 12 graduate credits.

For all dual-degree students, the graduate MBA degree requires a minimum of 36 graduate credits. The MBA degree will be awarded when all MBA requirements are fulfilled.

Dual-degree students must finish their undergraduate requirements and apply for undergraduate graduation as soon as possible – usually as they are finishing their fourth graduate class. Permission of the Dual Degree Program Coordinator of the dual-degree must be obtained before taking a fifth graduate class while still in undergraduate status.

Updates and additional details about the MBA program can be accessed on the [MBA website](#).

MASTER OF BUSINESS ADMINISTRATION IN HEALTHCARE ADMINISTRATION & LEADERSHIP

IN THE SCHOOL OF BUSINESS

PROGRAM INTRODUCTION

A Master of Business Administration in Healthcare Administration and Leadership (MBA- HAL) is a graduate degree program aimed at providing graduates with the competencies necessary to excel in a variety of health care-focused businesses, such as hospitals, medical practices, pharmaceutical companies, insurance companies, medical device companies, digitalhealth, and in entrepreneurship.

ADMISSION TO THE PROGRAM

Regular Admission. Students apply for admission to the MBA-HAL Program through the Office of Graduate Studies. In order to enroll in the MBA-HAL program, students must have a baccalaureate degree from a regionally accredited college or university. Expected application materials include: an application essay, undergraduate transcripts, three letters of recommendation, and a resumé detailing work experience. Students with an undergraduate GPA below 3.0 are required to submit a standardized test score, either the Graduate Management Admissions Test (GMAT) or the Graduate Record Exam (GRE); for students with a graduate degree from a regionally accredited college or university, neither a GMAT nor GRE score is required; for others the GMAT or GRE score is recommended. Standardized test scores should be sent to the Graduate Admissions Office. International students are expected to show evidence of English proficiency. Admissions decisions are based on a holistic review of applicant materials. Students have the option to enroll for a maximum of two electives on a non-matriculated basis prior to formal admission into the program. Successful performance as a non-matriculated student does not guarantee admission to the program.

The MBA-HAL program is designed for incoming students who have completed the following undergraduate pre-requisite courses (information in parentheses give the Stockton equivalents):

1. Statistics (CIST 1206) or Statistics for Health Professionals (HLTH 2305) or Statistical Methods (PSCY 2241).
2. Intro to Management (MGMT 2110).
3. Macroeconomics (ECON 1200) or Microeconomics (ECON 1400) or Health Care Economics (ECON 2104); and
4. Financial Accounting (ACCT 2110) or Managerial Accounting (ACCT 2120).

Work experience may fulfill some prerequisite requirements based on the discretion of the program coordinator.

Direct Entry

Within a year of their undergraduate graduation, Stockton graduates in Business Administration, Business Analytics, Accounting, Finance or Hospitality, Tourism and Event Management Studies may obtain Direct Entry into the MBA-HAL program provided they meet all of the MBA-HAL foundation requirements through their undergraduate coursework and have a cumulative GPA of 3.5 or higher. As part of the Direct Entry process, students will not need to complete a traditional graduate application for admission to the MBA-HAL program and the Office of Graduate Admissions will also waive the graduate application fee. Direct Entry applicants must complete the electronic

Direct Entry Request form and must submit an application essay and a detailed resume. For more information on Direct Entry refer to <https://stockton.edu/graduate/direct-entry.html>. Students whose undergraduate degree was awarded more than a year prior to applying to the MBA-HAL program, should apply to the MBA-HAL program through the general MBA-HAL admissions process above.

Transfer Credits. Students who have received credit for graduate-level study in business, health, or related fields at another college or university may receive transfer credit for a maximum of 6 graduate-level credit hours (two courses) if those courses correspond to courses at Stockton University provided the student earned a grade of B or better. The 6 graduate-level credit hours may be used in place of up to two elective courses in the MBA-HAL program, but not the core classes. Students must formally apply to the Graduate Program Director in writing to request transfer credit, preferably at the time of the admission application, but no later than the first semester of matriculated study. At a minimum, the student requesting transfer credit must complete the Graduate Transfer Equivalency Form, provide a catalog description of the course, and provide a course syllabus. If the syllabus does not contain a sufficient description of course content, additional materials may be requested.

GOOD ACADEMIC STANDING, PROBATION, AND DISMISSAL PROCEDURE

A student with a semester GPA below 3.0 or a cumulative GPA below 3.0 will be placed on academic probation and notified accordingly.

A student on Academic Probation is expected to meet with his/her advisor/preceptor to discuss a performance improvement plan upon receiving notification of probation status.

Students on Academic Probation in the MBA-HAL program must raise their cumulative GPA to a 3.00 by the time they have taken no more than nine (9) additional graduate credit hours in order to regain good academic standing. A student on probation who does not accomplish this is subject to dismissal from the graduate program and from the University. Written notice of such dismissal will be provided to the student.

After completing the nine (9) additional graduate credit hours noted in the preceding paragraph, if a student is subject to dismissal from the program but has the potential to raise their cumulative GPA above a 3.0 after completing a single three credit hour course, the student is permitted to send a letter of appeal to the MBA-HAL Program Chair. This appeal must be submitted within one week of the posting of final grades, and before the student is formally dismissed from the program. If the appeal is successful, the course and the conditions under which the course can be completed will be decided at the discretion of the MBA-HAL Program Chair in consultation with the MBA-HAL Program Faculty. The “single course to raise the GPA to 3.0” option can only be granted once throughout matriculation in the MBA-HAL program.

If there is a procedural error in terminating a student from the MBA-HAL program for academic reasons, the student may appeal in writing to the Dean of the School of Business with a copy to the Provost. The appeal must be accompanied by evidence in support of the appeal and must be submitted no later than two weeks following notice of academic termination from the Program.

Definition of a Passing Grade

A letter grade C or above is a passing grade. Students must, however, maintain a grade point average of 3.0 or above. Students must have a 3.0 or above to graduate from the MBA-HAL program.

PROGRAM ORGANIZATION AND GRADUATION REQUIREMENTS

The program offers students an opportunity to earn an MBA degree in Healthcare Administration and Leadership which includes a set of required core courses to develop a solid common grounding in operational, tactical, and strategic management concepts and skills as well as a set of electives to allow students to follow their own interests. The MBA-HAL degree is discussed below with full curriculum details on the curriculum worksheets found on subsequent pages.

The MBA-HAL program requires 14 program courses (42 credits), as follows:

- 12 MBA-HAL core and capstone courses,
- 2 MBA-HAL electives.

To allow motivated students to pursue their own interests, with the approval of a student's preceptor and the MBA-HAL Director, MBA-HAL students may choose to:

- take up to one course from other Stockton graduate programs and count it as an MBA-HAL elective or up to two courses from other graduate programs if at least one of those courses is on the list of courses designated as qualifying on the curriculum worksheet.
- pursue an independent study, or
- pursue an internship.

Students must have a minimum GPA of 3.0 in their MBA-HAL classes and may have no more than one "C" or lower on the transcript. Students may retake courses to improve their grades. (Note: Each attempt is counted in calculating the student's GPA.)

PROGRAM DISTINCTION

Graduates with a GPA of 3.9 or better are eligible for Program Distinction, which is awarded in the spring. Application materials are due to the MBA-HAL Director by March 15th (thus post-graduation for December graduates and pre-graduation for May graduates). These application materials should include:

1. A portfolio of at least two, but no more than three, written projects completed by the applicant for any of the MBA-HAL courses taken at Stockton University. The portfolio entries can include, but are not limited to, essay examinations or course term papers.
2. An application essay. The application essay should be between 200-400 words setting forth the applicant's justifications for receipt of the MBA degree with Program Distinction and providing a context for the portfolio of writings. Applicants may also include in the essay a discussion of any other relevant activities undertaken pursuant to completion of course work for the MBA-HAL.

Successful applicants, as determined by the faculty of the program, will be awarded an MBA with Program Distinction. The GPA must be 3.9 or above at graduation to be awarded program distinction.

TIME LIMITS

The time limit for transfer of graduate credits from other institutions, or graduate courses taken at Stockton, is 6 years from the time the final grade was awarded (excluding the time of leave of absence). If students wish to extend this time limit, they must submit a written request for an extension to the Graduate Studies Office and to the MBA-HAL Program Director.

The curriculum worksheets for the MBA, including dual-degree options, updates and additional details about the MBA-HAL program can be accessed on the [MBA-HAL website](#).

**ACADEMIC PROGRAMS IN
THE SCHOOL OF EDUCATION**

THE FACULTY **IN THE SCHOOL OF EDUCATION**

Amy Ackerman (2007), Associate Professor of Instructional Technology; Ph.D., Florida State University; M.Ed., Temple University; B.A., The College of New Jersey: Instructional design processes, preservice/in-service teacher education, evaluation of training, project management, human performance improvement, social media, online learning.

Norma Boakes (2002), Professor of Education; Ed.D., Temple University; B.A., M.A., Rowan University: mathematics education, mathematics across the curriculum, curriculum development, instructional technology, origami-mathematics.

Ronald A. Caro (2006), *Founding Chair and* Assistant Professor of Education & Human Development; Ed.D., Pepperdine University; M.S., National University; B.A., Queens College: equity and social justice in education, school reform, veterans in higher education, service learning, project-based learning, educational technology, communities of practice, knowledge management.

Frank A. Cerreto (1976), Professor of Mathematics; Ed.D., Rutgers, The State University; M.S., Stevens Institute of Technology; B.S., M.A., City College, City University of New York: mathematics, curriculum development, mathematics education, technology in education.

Darrell Cleveland (2007), Associate Professor of Education; Ph.D., University of North Carolina, Chapel Hill; M.S., Ed., Saint Joseph's University; B.A., Temple University: foundations of education, elementary education.

Jordan Corson (2020), Assistant Professor of Education; Ed.D., Columbia University, New York; B.A., M.A., Columbia University: curriculum theory & development, multicultural education/social justice, critical theories, anthropology of education, international education; immigration studies.

Stacey Culleny (2016), Assistant Professor of Education; Ed.D., Northcentral University; M.A., Marygrove College; B.A., The College of New Jersey: curriculum and instruction, mathematics education, teacher evaluation and curriculum development.

Susan Cydis (2011), Professor of Education; Ed.D., Widener University; B.A., M.A., Rowan University: literacy education, elementary education, authentic instruction and assessment, competency-based educational practices.

Sonia V. Gonsalves (1990), Professor Emerita of Psychology; Ph.D., M.Ed., Educational Psychology, Temple University; Diploma in Education, B.A. (honors) Chemistry and Applied Chemistry, University of the West Indies, Mona, Jamaica: qualitative and quantitative research, educational psychology, educational research, statistical methods, experimental psychology, advanced statistics.

Dana Grasso (2022), Teaching Specialist of Special Education M.Ed., Wilmington University; B.A., Neumann University: inclusive education, disability rights advocacy, accessibility in education and beyond, service-learning, caregiving rights and perspectives.

John E. Gray (2019), Instructor of Organizational Leadership; Ed.D., Walden University; M.Ed., Grand Canyon University; B.A., Stockton University: educational leadership, organizational leadership, organizational development, transformational leadership, human resource and talent development, performance management, employee development, professional development, training and development, coaching/mentoring.

Priti Haria (2012), Associate Professor of Education; Ph.D., University of Delaware; M.S., Lehigh University; M.S., University of Scranton; B.Comm., University of Bombay: vocabulary instruction, genre-specific reading comprehension strategy for struggling learners within the context of argumentative genre, interdisciplinary collaborative approach to support reading skills.

Douglas Harvey (1999), Associate Professor of Instructional Technology; D.Ed., The Pennsylvania State University; M.S., Philadelphia College of Textiles and Science; B.A., Eastern College: learning and academic technology, preparing in-service and pre-service teachers for technology integration, online learning, distance education.

Claudine Keenan (2006), Professor of Instructional Technology; Ed.D., University of Massachusetts, Amherst; M.A., California State University, Northridge; B.A., Adelphi University: outcomes assessment, educational policy and leadership, research design and methods, measurement and statistics, instructional technology, distance education, curriculum, and instruction.

Harvey Kesselman (1980), President Emeritus, Professor of Education; Ed.D., Widener University, M.A., Rowan University; B.A., Stockton University: higher education administration, K-12 education administration, supervision, mathematics, social studies.

Kimberly Lebak (2005), Professor of Education; Ed.D., University of Pennsylvania; B.S., M.A., The College of New Jersey: pedagogy, curriculum development, teacher effectiveness, reflective practitioner development.

Jung Lee (1999), Professor of Instructional Technology; Ph.D., University of Wyoming; M.A., College of Mount Saint Joseph; B.A., M.A., Sang-Myung University, Seoul: adult learning and technology, multimedia/hypermedia interface design, human factors in computer/Web-based instruction, visual literacy.

Joseph J. Marchetti (1985), Professor Emeritus of Education; Ph.D., University of Pennsylvania; B.A., M.S., Wilkes College: educational research, educational leadership, organizational leadership, curriculum, and instruction.

Meredith Massey (2022), Teaching Specialist; M.S.T., Rowan University; B.S., SUNY College of Environmental Science & Forestry: inclusion, teacher education, scientific inquiry, instructional technology.

John Quinn (1990), Associate Professor of Education; Ed.D., Pepperdine University; M.A., Rowan University; B.S., The Richard Stockton College of New Jersey: mathematics education, mathematics across the curriculum, school reform, distributed education, curriculum, pedagogy,

assessment, technology in education, developmental education, interdisciplinary quantitative reasoning, effects of standards-based instruction.

Lois Spitzer (2008), Associate Professor Emerita of Education; Ed.D., Boston University; M.Ed., Rhode Island College, B.A., California State University, Fullerton: English as a second language, bilingual/bicultural education, linguistics, multicultural education, intercultural communication, and internationalization/globalization.

Sequetta F. Sweet (2018), Assistant Professor of Organizational Leadership; Ed.D., St. John Fisher College; M.S., St. John Fisher College; B.S., Rensselaer Polytechnic Institute: leadership, self-leadership, organizational leadership, organizational culture, organizational change, organizational development, transformational leadership, human resource and talent development, performance management, employee development, course development, professional development, training and development, self-development, project management, coaching/mentoring, various classroom and learning technologies.

Jennifer Tartaro (2024), Teaching Specialist in Education & Human Development and Gerontology Minor; Stockton University: M.S. in Occupational Therapy; Chestnut Hill College: M.S. in Administration of Human Services, B.S. in Human Services.

Ron Tinsley (2004), Associate Professor of Education; Ed.D., M.S., Texas A & M University; B.A., Southern Methodist University: Philosophy of education, history and evolution of schooling practices, theories of human learning and development.

Chelsea Tracy-Bronson (2014), Associate Professor of Education; Ph.D., Syracuse University; C.A.S., Syracuse University; M.A., Columbia University; B.S., Syracuse University: inclusive special education service delivery, practices, school reform and district-level leadership; curriculum, teaching, assessment K-12.

Dan Tulino (2020), Assistant Professor of Education; Ph.D., Rowan University; M.A., M.F.A., William Paterson University: equity in schools, developing mutualistic partnerships with schools/communities, development of critical consciousness in educators situated within a framework of sociopolitical development.

Meg White (2013), Professor of Education. Ed.D., Northcentral University; M.A., San Jose State University; B.A., Marymount University: teacher education, literacy development, urban education, including training effective urban educators.

EDUCATION AND HUMAN DEVELOPMENT IN THE SCHOOL OF EDUCATION

INTRODUCTION

The Bachelor of Arts degree in Education and Human Development, housed in the School of Education, is a multidisciplinary degree that integrates the disciplines of education, social work, psychology, sociology, child studies, disability studies, and gerontology. This degree prepares students to enter the workforce with valuable interdisciplinary skills, theory to practice experiences that cover the lifespan, and the necessary knowledge to work with diverse populations, age groups, and abilities. The program's focus on human development integrated with service-learning, and the ability for students to select a concentration (e.g. Childhood Studies, Disability Studies, or Gerontology), offers students strong prospects for meaningful employment and a solid foundation to pursue advanced higher education goals. This degree will develop knowledgeable, caring, and empathic professionals able to serve the community in a variety of supportive roles.

PROGRAM MISSION

The mission of the Education and Human Development Program is to produce graduates with the knowledge, skills, and field experience to provide high quality services and support to individuals and organizations through caring, ethical, and well-informed practices supported by theoretical and foundational knowledge within the interdisciplinary field of human development.

PROGRAM OUTCOMES

The five EDHD program outcomes develop student mastery to:

- Understand major theories and models of best practice in human development across the lifespan
- Know and implement standards of ethical and professional conduct
- Develop critical thinking, problem-solving, and decision-making skills
- Engage in documentation, interdisciplinary collaboration, and reflective practices
- Understand social justice, diversity, inclusion, and advocacy

CURRICULUM OVERVIEW

The Bachelor of Arts in Education and Human Development (EDHD) builds on the strengths of three interdisciplinary minor programs at the university: Childhood Studies, Disability Studies, and Gerontology.

The BA in Education and Human Development Program requires 128 credits that begin with 40 credits (10 courses) of required core coursework exploring the field of human development broadly. An additional 16 credits taken from the minor programs in Childhood Studies, Disability Studies or Gerontology accompany the major, providing students opportunities for specialized study of the range of human development stages and abilities.

After completing the introductory courses, the curriculum requires 8 credits of service-learning and/or paid internships, with additional experiential electives strongly encouraged. In addition to these 64 credits in the major, all Stockton University BA degrees require 32 additional credits in General Studies courses and 32 additional credits in courses deemed "At Some Distance" from the major. Through the ASD requirement, students who are interested in multiple minors may earn

those in any additional area(s) of specialization.

*Transferring students should meet with a program advisor to review transfer credits.

PROGRAM REQUIREMENTS

The coursework leading to a degree in Education and Human Development is composed of three groups of courses: 1) Major Course Requirements 2) Concentration (Cognates) Requirements and 3) General Studies and At-Some-Distance Requirements. For the required major courses (10 courses, 40 credits), students must have an overall average grade of C+ or higher. For the required 8 credits of service learning, internships, or professional experience, students must have an overall average grade of C+ or higher. For the required concentration (cognates) courses (4 courses, 16 credits) students must have an overall average grade of C or higher. For all general studies courses (32 credits) and at-some-distance (32 credits) courses, students must have an overall average of C or higher.

MAJOR COURSE REQUIREMENTS

EDHD Major Courses

*For major courses, students must have an overall average grade of C+ or higher.

*For the major courses, students must include at least three courses at the 3000/4000 level.

EDHD 1100 Introduction to Human Development

EDHD 2100 Field Experience in Human Development (service-learning and/or paid internship)

EDHD 3100 Research Methods

EDHD 3200 Working with Children (service-learning and/or paid internship)

EDHD 4100 Human Development Capstone

PSYC 1100 Introduction to Psychology

SOCY 1100 Introduction to Sociology

PSYC 2201 (or 3322 or 3323) Developmental Psychology, Adolescence, or Lifespan Development

PSYC 2211 (or 2301 or 3302 or 3322)

SOCY/ANTH 3681 Social Theory

SOWK 1103 Human Behavior

SOWK 2504 Race, Ethnicity, & Diversity

CONCENTRATION REQUIREMENTS

Students will choose one concentration in Childhood Studies, Disability Studies, or Gerontology.

*For concentration courses, students must have an overall average grade of C or higher.

*Students may earn one or more minors in conjunction with study based on their area of interest.

Childhood Studies

Required courses:

EDUC 2241 Inclusive Learning

GEN 1138 Perspectives on Childhood

Two additional electives from below or with permission of program:

EDUC 1141, 1151, 1161, 1171 Praxis-aligned

HLTH 3115 Speech & Lang Development

INTC 2610 Instructional Tech for Teachers
LITT 2108 Children's Literature
MGMT 2110 Intro to Management
MGMT 3175 Small Business Management
PSYC 3380 Motivation
PSYC 3391 Educational Psychology
PSYC 3705 Research on Child & Adol
PSYC 3324 Psychology of Learning
SOWK 3650 Topics in Social Welfare
SOCY 2235 Sociology of Education
SOCY 2290 Schools & Society

Disability Studies

Required courses:

ANTH 2410 Stigma
ANTH 3325 Imagining the Body

Two additional electives from below or with permission of program:

COMM 2115 Language Acquisition
COMM 2119 Intro to Comm Disorders
COMM 2204 Media, Culture & Society
COMM 3306 Race, Gender & Media
EDUC 2241 Inclusive Learning in Education
ECON 1120 Economics of Social Welfare
ECON 2104 Health Care Economics
HLTH 2501 Ethics & Teamwork in Healthcare
HLTH 3310 Nutrition & Int/Dev Disabilities
LANG 1210 American Sign Language I
LANG 1211 American Sign Language II
PUBH 3225 Health Insurance
SOWK 3650 Topics in Social Welfare

Gerontology

Required courses:

GERO/SOCW 2292 Aging & the Family
GERO 1100 Intro to Gerontology

Two additional electives from below or with permission of program:

ECON 1120 Economics of Social Welfare
ECON 2104 Health Care Economics
ECON/GERO 2282 Economics for All Ages
GERO 2107 Aging & Health
GSS 2404 Aging & the Law
HLTH 2501 Ethics & Teamwork in Healthcare
MGMT 2110 Intro to Management
MGMT 3175 Small Business Management

PHIL 1101 Intro to Philosophy
PHIL 1203 Critical Thinking
PHIL 2112 Ethics: Theory & Practice
PHIL 2409 Death
PSYC 3322 Lifespan Development
PSYC 3754 Research on Aging
SOWK 3650 Topics in Social Welfare

SERVICE-LEARNING/INTERNSHIP PROFESSIONAL GUIDELINES

Prior to placement within an organization, the student will:

- Read, learn, and demonstrate all behavior expectations and definitions.
- Establish a service-learning/internship plan with the Education and Human Development Clinical-Teaching Specialist.

During placement within an organization, the student will:

- Attend any Inservice training(s) that may be required at specific service learning/fieldwork sites.
- Work assigned hours in coordination with the identified service learning/fieldwork site supervisor.
- Maintain at least once-a-week communication with the Education and Human Development Clinical-Teaching Specialist.
- Demonstrate a high level of performance in all areas.
- Report any changes of work schedule, supervision, or other pertinent information to the Education and Human Development Clinical-Teaching Specialist.
- Maintain a weekly attendance sheet.
- Abide by all deadlines and requirements set forth by both the site supervisor and Education and Human Development Clinical-Teaching Specialist.
- Seek feedback from supervisors, accept suggestions and constructive criticism, and strive to improve performance.

PROGRAM DISTINCTION

Education and Human Development Program Distinction is achieved by earning a grade of A in all major and concentration courses. This includes any grades transferred from other institutions. In addition, the overall GPA earned must be 3.5 (B+) or higher.

PROVISIONAL TEACHER TRAINING PROGRAM & THE ALTERNATE ROUTE

All EDHD graduates interested in teacher certification must also complete a New Jersey Department of Education-approved (NJDOE) Teacher Preparation program. Both the Stockton TEDU Post-Baccalaureate (undergraduate, in-person) and the Stockton Alternate Route (graduate-level, online) program are NJDOE-approved. Students interested in the alternate route may contact the School of Education office at Stockton (soe@stockton.edu) or their county office of the Department of Education for specific requirements.

The requirements are also accessible on the [School of Education website](#).

TEACHER EDUCATION

IN THE SCHOOL OF EDUCATION

PROGRAM GOAL/MISSION

The mission of the teacher education program is to prepare novice teachers to be competent in both subject matter and pedagogical skills, as well as to be caring practitioners in diverse and technology rich learning environments. Our novice teachers:

- Demonstrate a thorough competence in their content area including the ability to draw upon content knowledge when planning and implementing instruction.
- Understand and integrate appropriate planning, assessment, and instructional strategies in engaging ways.
- Recognize the diverse needs of the learner by establishing a positive supportive learning environment and utilizing varied teaching strategies that meet the needs of all learners.
- Demonstrate professional responsibility by engaging in self-reflective practices and collaboration.

INTRODUCTION

The teacher education program prepares candidates to teach a wide range of subjects in grades P-12. The teacher education program offers course work leading to early childhood certification, elementary teacher certification with middle grade specializations and subject specific teacher certifications through grade 12. Middle grade specializations include mathematics, science, language arts, world languages, social studies, and computer science (*state approval pending*). Subject specific certifications include art, biological science, chemistry, earth science, physical science, physics, mathematics, music, English, social studies, and world languages. The Teacher Education program is available as a certification-only path within a primary content-area liberal arts major, including an Enhanced Liberal Studies (LIBA) in Education, or as a post-baccalaureate second degree (as described later in this chapter). Though any liberal arts degree can accompany teacher certification, several degree majors offer pre-determined education concentrations as an option including:

- Biological Science
- Chemistry
- Environmental Studies
- Historical Studies
- Languages and Culture Studies - French & Spanish options
- Liberal Studies
- Literature
- Marine Science
- Mathematics
- Music
- Physics
- Political Science
- Psychology
- Visual Arts

The teacher education program is a fieldwork-intensive program requiring candidates to spend 230 clinical hours in public schools prior to the Final Clinical Practice (student teaching) semester. Field

experiences (including the Final Clinical Practice) are coordinated and organized by the School of Education. Candidates are advised and given options with field placements specific to their chosen certification area. Though this is the case, all placements must be authorized by the School of Education and may not be conducted at a site that has not been authorized and approved by the School of Education. All final decisions regarding fieldwork placements are at the discretion of the School of Education.

The Stockton teacher education program is accredited from 2021 to 2028 by the Council for Accreditation for Education Preparation (CAEP), an independent agency nationally recognized by the Council for Higher Education Accreditation and the U.S. Department of Education <http://www.ncate.org/>(<http://caepnet.org>). Stockton’s teacher certification curricula have been approved by the New Jersey Department of Education (NJDOE) and are recognized by the National Association of State Directors of Teacher Education and Certification. As of 2022-2023, the program has transitioned to the state-approved accrediting body, the Association for Advancing Quality in Teacher Preparation (AAQEP).

REQUIRED DOCUMENTATION FOR FIELDWORK PLACEMENT

Criminal History Review

Prior to placement in the School of Education fieldwork, a student must successfully complete the NJDOE required Criminal History Review Process and have documentation of the review on file with the Stockton School of Education. A valid New Jersey Substitute Teacher Certificate is accepted as documentation of this process and may be required depending on the school district in which a student is placed.

TB (Mantoux) Test

Prior to placement, all students must submit documentation of a negative tuberculosis (TB) test (Mantoux or PPD type) to the School of Education Office. This test must have been taken within the last two years.

ADVISING/PRECEPTING

The first step for all students seeking teacher certification at Stockton is to schedule an initial advising appointment to discuss the requirements, policies, and procedures of the program. Students should contact the Office of Academic Advising and request an appointment with an education-specific advisor. See the [School of Education website](#) for more information.

Transfer students with credits earned at another 2- or 4-year institution should seek guidance in advance of transferring to assist with degree pacing and program completion. A prospective student may, at any time, reach out to the Office of Academic Advising for initial assistance. This step is strongly encouraged for students interested in staying within a specific time frame.

During the initial advising conversation, students receive information, guidance, and access to Degree Works which will assist in outlining a plan for their particular certification. A digital file will be started in the School of Education for each student who submits transcripts.

Education advisors referred to as “preceptors” are assigned once a teacher certification path is declared. Preceptors assist a student in choosing courses that meet certification requirements. In

some cases, a student may have a preceptor for their major in addition to their Education preceptor (for degrees with Education Concentrations). Students should always meet with the assigned preceptor(s) to seek guidance in the completion of both their degree and of the education program.

PROGRAM REQUIREMENTS

Teacher certification in New Jersey requires all candidates to complete a baccalaureate degree. The course work leading to teacher certification is composed of three groups of courses: 1) Content Requirements 2) Professional Requirements and 3) Professional Education Requirements. Students must earn a grade of C or higher for all Content and Professional Requirements courses and a B- or higher for all Prerequisite and Professional Education Requirements. For majors who have Education concentrations, course requirements will also fulfill other areas including cognates, at-some-distance, and General Studies attributes and/or courses.

Coursework and requirements listed in the next sections are subject to change. In the event program changes are made, requirements will be based on the time of entry to Stockton University. Candidates should check with their assigned preceptor, monitor email communications from the School of Education, and check Degree Works often to stay informed.

CONTENT REQUIREMENTS

Some certification areas have specific content requirements based on state licensure requirements in addition to the courses required in the Stockton B.A./B.S. degree. (See the [School of Education website](#) for more information.) Candidates should seek advice from their assigned preceptors in both their academic content major and in Education to optimize content course selections and ensure state requirements are met. Grades earned in content courses must be a C or better to count towards licensure. It is ultimately the responsibility of the candidate to ensure all requirements are met for certification.

PROFESSIONAL REQUIREMENTS

These are required sets of courses that are a part of the teacher education program and fulfilled by taking (or transferring in approved versions of each) specific open-enrollment courses. Any course not listed but for which a student wishes to have considered for a required category below, must be reviewed and approved by the assigned preceptor or Education advisor. Grades earned must be a C or better. The Professional Requirement courses include the following categories and the recommended course to fulfill each requirement. See Degree Works for a full list of accepted courses within the Stockton curriculum.

- Diversity Course – GSS 3360 Schools of the Future, EDUC 1515 Diversity in Families, Schools, and Communities, or approved equivalent
- Disabilities Course – EDUC 2241 Inclusive Learning in Education or approved equivalent
- *Instructional Technology Course – INTC 2610 Instructional Technology for K-12 Teachers or approved equivalent
- Developmental Psychology Course – EDUC 2231 Development of the Learner or approved equivalent
- *Not required for candidates entering the professional education requirements course sequence September 2025 or after.

Students must also pass the brief, online New Jersey State Code Exam, administered at Stockton or through any county school superintendent's office, as part of the professional requirements. Courses in nutrition, health, or biology can meet the state code requirement also.

PREREQUISITE REQUIREMENT

All students must meet a series of prerequisites before enrolling in Professional Education Requirements. Students should consult their Degree Works audit for a full listing. Prerequisites are self-paced utilizing School of Education provided tools. Students should consult our specialized Blackboard site titled the "Teacher Education Program Overview & Entrance Requirements". All details are provided at this site including a pacing guide. Twice a semester, around the time of preceptorial advising per the Stockton academic calendar a mandatory orientation meeting is held as one of the prerequisite requirements. This meeting offers insights on all prerequisites and an opportunity to ask questions. Time and dates of meeting are found within the Blackboard site or on the School of Education website.

PROFESSIONAL EDUCATION REQUIREMENTS

Requirements are distributed over four semesters of university-based and field-based courses. These semesters are referred to as the Clinical Experience, Clinical Practice I, Clinical Practice II, and Final Clinical Practice (Student Teaching) Semesters. A student must be accepted for entry into the teacher education program by meeting all prerequisites found on the Degree Works audit and the Teacher Education Program Overview & Entrance Requirements Blackboard site to begin course work within Professional Education Requirements. These semesters may be entered as early as the sophomore year with guidance from an education preceptor and/or the Office of Academic Advising.

TEACHER CERTIFICATION — PROFESSIONAL EDUCATION REQUIREMENTS

Teacher certification at Stockton follows the guidelines set forth by NJAC 6A:9-10.4, the requirements for baccalaureate and graduate-level teacher preparation programs set forth by the New Jersey Department of Education. The curricula and requirements are designed to help students meet the New Jersey Professional Standards for Teachers (NJPST) and to prepare them to teach subject matter in accordance with the New Jersey Student Learning Standards (NJSLS). To ensure candidates meet the NJPST, the teacher education program has aligned curricula including the evaluation of candidates during student teaching to Charlotte Danielson's Framework for Teachers (2022 Edition), a New Jersey state-approved teacher evaluation tool. Program courses are further aligned to the national Interstate Teacher Assessment and Support Consortium (InTASC) and AAQEP accreditation standards.

Students must meet specific entrance standards to begin the Clinical Experience Semester. Students must meet additional New Jersey certification requirements to be recommended for the Final Clinical Practice Semester.

The New Jersey Department of Education continuously updates state licensure code that impacts requirements such as Praxis tests, teacher performance assessment, candidate GPA, clinical placement hours, and content-area course work. Check the School of Education website for the latest updates. Candidates enrolling in Clinical Experience semester as of Fall 2025 will fall under newly adopted code requirements. Students should speak with their preceptor for details.

PROGRAM ENTRANCE REQUIREMENTS

- Matriculate into Stockton University
- Have a cumulative GPA of at least 3.0 (or in the last completed undergraduate or graduate program)*
- Document acceptable test scores on the Basic Skills Test, Praxis Core Academic Skills Test, in Reading, Writing and Math based on state guidelines. ** Students with specific scores on SAT and/or ACT may be exempted from one or more of the Praxis Core Academic Skills Test. See the FAQ webpage within the Teacher Education website.

*A student with a GPA between 2.75 and 3.0 and who has passed the Praxis II in their certification area may submit a waiver request to seek acceptance into the program. Waiver request letters are directed to the Program Chair of the teacher education program for consideration and are based on state guidelines on a cohort average requirement. Those students accepted on a waiver will be required to maintain a GPA between 2.75 and 3.0 until which time a 3.0 or higher GPA is earned. A 3.0 GPA must be earned by the time of application to the Final Clinical Practice semester. Alternatively, a student may use the “Flex Rule” to qualify for entry with a high Praxis II score (10% above cut) with a GPA between 2.75 and 3.0.

**Documented acceptable Praxis Core or equivalent scores must be presented the semester prior to program entrance. To avoid a delay in program entry, students are advised to take this academic skills test as early as possible. Students must have an attempt on record by 32 credits of study.

PROFESSIONAL EDUCATION REQUIREMENTS COURSE BY SEMESTER

Once accepted into the program, students must maintain a GPA of 3.0 or higher to continue. In the case of a GPA waiver, students must maintain between a 2.75 and 3.0 GPA until which time a 3.0 GPA is earned.

Students may opt to utilize the GPA and Praxis Flexibility guidelines in alignment with the state of NJ “flex rule”. In this case students with a high cumulative GPA (3.5 or higher) and Praxis II scores within 5% of the cut OR have Praxis II scores 10% above the state determined cut score but a cumulative GPA between 3.0 and 2.75 may qualify for program completion. Students should consult the FAQ on the Teacher Education website for details.

Students falling below 3.0 GPA that do qualify for the GPA and Praxis Flexibility Requirements will be alerted to the potential impact this will have on certification including possible delay of program completion and must seek and qualify for a waiver to continue to the next semester.

Students may only register twice for a course in the Professional Education Requirements, including Final Clinical Practice.

Courses follow a carefully prescribed sequence. Students are encouraged to consult the course catalog for prerequisites and co-requisites of courses listed below.

In some cases, mandatory meetings or course-specific requirements are held between semesters. Students should check with their Education preceptor before booking vacations, study abroad, or

other events that would require an extended absence from the university. This is particularly important during the final two semesters of the professional education sequence (Clinical Practice II and Final Clinical Practice). Failure to do so can result in a delay in course requirement completion, degree conferral, and graduation.

Clinical placements for each of the semesters are arranged by the School of Education. Students should plan, in advance, to make travel to and from placements possible based on the P12 school setting calendar. In addition, it is the responsibility of the student to ensure that all course work required for the degree and certification sought be completed by the Final Clinical Practice semester. Failure to do so can delay teacher licensure and extend a student's program.

In addition to academic requirements, students must meet professional/dispositional expectations of the program. Each semester, instructors monitor students' non-academic performance using designated EPP-created instruments and assigned mentor teachers. In the case of low performance or reported non-academic issues, actions are taken in accordance with program behavior expectations policy found in the Teacher Education Handbook. Actions may necessitate a gap in studies or additional actions before continuation in the program is permitted. (For details, see the Teacher Education Handbook at the School of Education website.)

As part of studies within professional education courses, students are expected to maintain a Teacher Education program portfolio of signature assignments and other designed requirements. The portfolio is managed by an external third-party web-based platform provider. Contact the School of Education for details on the third-party product used and any fees incurred associated with this product.

Clinical Experience Semester: All Certifications

- EDUC 3100 Part-time Clinical Experience in Education (2 credits-50 clinical hrs., designated urban setting)
- EDUC 3105 Literacy Development (elementary & early childhood certification only) (3 credits, designated K12 setting- *may also be taken w/CPI*)

**Note- EDUC 3105 will raise to 4 credits as of Fall 2025 due to new state code requirements*

Clinical Practice I Semester: Early Childhood Certification

- EDUC 3101 Part-Time Clinical Practice in Education I (2 credits-80 P12 clinical hrs.)
- EDUC 3200 Practices and Techniques of Teaching (4 credits)
- EDUC 3151 Language and Motor Development (3 credits)

**Note- an additional 4 credit behavior management course will be required as of Fall 2025*

Clinical Practice I Semester: Elementary & Secondary Certification

- EDUC 3101 Part-Time Clinical Practice in Education I (2 credits-80 P12 clinical hrs.)
- EDUC 3200 Practices and Techniques of Teaching (4 credits)

**Note- an additional 2-4 credit behavior management course will be required as of Fall 2025*

Clinical Practice II Semester: Early Childhood Certification

- EDUC 4612 Interdisciplinary Studies with Early Childhood Education (4 credits)
EDUC 4151 Curriculum, Instruction and Assessment in P-3 (3 credits)
EDUC 4600 Part-Time Clinical Practice in Education II (2 credits-100 P12 clinical hrs.)

**Note- an additional 4 credit math methods course will be required as of Fall 2025 due to new state code requirements*

Clinical Practice II Semester: Elementary Certification

- EDUC 4110 Methods of Teaching Elementary Reading and Language Arts (2 credits)
EDUC 4150 Methods of Teaching Elementary School Math (4 credits)
EDUC 4600 Part-Time Clinical Practice in Education II (2 credits-100 P12 clinical hrs.)
EDUC 4610 Curriculum and Methods in Elementary Education (3 credits)

**Note- EDUC 4610 will raise to 4 credits as of Fall 2025 due to new state code requirements*

Clinical Practice II Semester: Secondary Certification

- EDUC 4120 Reading in the Content Area (2 credits)
EDUC 4600 Part-Time Clinical Practice in Education II (2 credits-100 P12 clinical hrs.)
EDUC 4640 Methods of Teaching Secondary/K12 (4 credits)

Final Clinical Practice Semester: All Certifications

- EDUC 4990 Full Time Final Clinical Practice (12 credits; full-time clinical placement in P12 setting)
EDUC 4994 Final Clinical Practice Capstone (4 credits)

Praxis II and any other State of New Jersey required certification exams must be taken, passed, and filed with the School of Education prior to being placed in Clinical Practice II Semester. Elementary certification candidates who request a middle school placement for Clinical Practice II or Final Clinical Practice Semesters must also pass the Praxis II for the middle school specialization area (Language Arts Literacy; Science; Math; Social Studies). Students should consult the [School of Education website](#) for established deadlines. Failure to meet the deadline can result in the delay of Clinical Practice and Final Clinical Practice semesters. For this reason, any student entering the professional education course sequence is encouraged to take the required test(s) as early as possible.

Per New Jersey Department of Education requirements, all candidates must also participate in training on recognition and prevention of harassment, intimidation, and bullying (HIB) and child abuse prior to the Final Clinical Practice in accordance with the *Anti-Bullying Bill of Rights Act* (P.L.2010, c.122 and P.L.2012, c.1 and state code N.J.S.A. 18A:26-43.

Per New Jersey Department of Education requirements, all candidates must take and pass a state-approved performance assessment to qualify for program completion. The performance assessment requirement is completed during the Final Clinical Practice semester. See the Student Teaching Handbook for details.

Students must earn a B- or higher in each course in each semester of the Professional Education Requirements before advancing to the next semester. Students must complete the course work in the semester order specified. Students must earn a B- or better in Final Clinical Practice, complete and earn required performance assessment scores on the program's Teacher Performance Assessment (TPA) and hold a cumulative GPA of 3.0 or higher to be eligible for certification. (See the Student Teacher Handbook for information regarding the evaluation of candidates during the Final Clinical Practice.)

BEHAVIOR EXPECTATIONS

Students are expected to act professionally as guided by the New Jersey Professional Standards for Teachers and the NEA Code of Ethics. This applies to behavior on campus and while completing clinical observations as part of the Professional Education courses. When students are in a P-12 school setting, they are further expected to comply with the school's code of behavior and rules. (See the Teacher Education Handbook for expected behaviors including the basic courtesies and standards of professional conduct within the university setting and in the P-12 school setting.) If at any time concerns are raised regarding progress or disposition towards the teaching profession, the School of Education administration has the right to take action including additional or alternate evaluation procedures or to prescribe remedial action. In some cases, it may be necessary to terminate a student from the Program. See guidelines within the Teacher Education Handbook for policy specifics.

DELAYED BEGINNING AND/OR EXTENDED ABSENCE FROM PROGRAM

Upon acceptance into the program, a student has up to one year to register for Clinical Experience Semester courses, following standard preceptorial advising procedures. There are many reasons why a student might delay beginning the Clinical Experience Semester or why a student might stop out of the program, once begun, for more than a semester. When either of these issues occur, the student may have to meet additional requirements to comply with the most recent policies and procedures for continuation in the program. These additional requirements may include assessments, other testing, field work/clinical experience or a combination of these as deemed necessary by the Program Chair.

STUDENTS WITH DISABILITIES

The School of Education is committed to providing equal educational opportunities for all academically qualified students. A teacher candidate with a disability who seeks and is entitled to reasonable accommodations must notify the Learning Access Program at Stockton (<https://www.stockton.edu/wellness-center/disability-services/index.html>). This office will assist in verifying and coordinating any needed accommodations. Accommodations are put in place if and only when formally requested through Stockton University and are not retroactive.

Teacher candidates with disabilities should note that fieldwork and Final Clinical Practice (student teaching) experiences are field-based and therefore may necessitate consideration of accommodations other than those deemed appropriate for a typical university classroom setting. In such instances, accommodations will be considered reasonable and appropriate only when they can satisfactorily offset the disability and maintain appropriate supervision and adequate instruction of all PreK-12 students affected the field experience.

FINAL CLINICAL PRACTICE (STUDENT TEACHING) TERMINATION

Final clinical practice is a New Jersey Department of Education-regulated clinical requirement. As such, student teachers are subject to termination following specific guidelines that are available in the [Student Teaching Handbook](#).

TUITION AND FEES

The tuition for the final two certification semesters includes a clinical practice fee that pays for the mentor teacher in the school, certification fees, and administrative costs. A separate fee must be paid for each additional endorsement. Students who successfully complete all the requirements of the program are recommended for certification by the Dean of the School of Education.

LICENSE INTAKE

Individual interviews are held prior to the conclusion of the Final Clinical Practice and graduation. At this mandatory session, students meet with the Certification Officer to ensure that their applications for certification are properly prepared for submission to the New Jersey Department of Education. Candidates who seek additional certifications or endorsements may complete their requests simultaneously and/or within one year of completing their student teaching at Stockton.

After the application is approved by the School of Education, degrees have been conferred and all requirements have been met, the recommendation for certification is submitted to the New Jersey Department of Education. This submission requires numerous checks and balances at the School of Education, including reviewing individual records for holds on Stockton accounts, checking inconsistencies in transcripts, producing individual documentation that an approved training program has been completed, and inputting all the data into the State's computerized system.

Failure to attend this important session will cause a delay in having an individual's licensure application forwarded to the NJDOE.

RECEIPT OF THE CERTIFICATE

Students may anticipate the Certificate of Eligibility with Advanced Standing (CEAS) from the NJDOE to be issued within approximately one month of the submission.

NEW JERSEY CERTIFICATION

A candidate must pass content area exams mandated by the New Jersey Department of Education prior to the issuance of a state certificate. Successful completion of all requirements of the Stockton Education program entitles the student to a New Jersey Certificate of Eligibility with Advanced Standing (CEAS). The advanced standing status indicates that the certificate holder has completed a state-approved education program with student teaching. The holder of this certificate may apply for jobs in New Jersey or in states party to the Interstate Certification Agreement and the NASDTEC reciprocity agreements. There are currently approximately 47 states involved to some degree in certification reciprocity.

After securing employment, the hiring school district will enroll you in the Provisional Teacher Process and issue a provisional certificate, (valid for two years). During this time, 30 weeks of mentoring by a certified teacher in the district is required. To be eligible for a standard certificate

(permanent), you must be evaluated based on the AchieveNJ instrument utilized in your district/school and receive two effective or highly effective final ratings within a three-year span.

Because the New Jersey Department of Education makes changes in certification and teacher certification program requirements for colleges, the information contained in this section of the Bulletin is subject to significant change without prior notice. It is, therefore, essential that students with an interest in teacher certification at Stockton seek advice from a member of the Education program and through the School of Education website early in their college careers.

BACHELOR OF ARTS IN TEACHER EDUCATION

Students who earn a bachelor's degree at Stockton and earn 160 or more credits in the process of completing teacher certification are eligible to be granted a Bachelor of Arts in Teacher Education. Students who have earned a bachelor's degree at another institution prior to entering Stockton and earn a total of 128 or more credits on their Stockton transcript in the process of completing teacher certification are eligible to be granted a Bachelor of Arts in Teacher Education. See a School of Education advisor for more details on the specific requirements for earning a second bachelor's degree at Stockton.

PROGRAM DISTINCTION

Teacher education program Distinction is achieved by earning a grade of A in all required professional requirement and professional education courses including: the disabilities course (EDUC 2241 or equivalent); the instructional technology course (INTC 2610 or equivalent); the diversity course (GSS 3360 or equivalent); the Development of the Learner course (EDUC 2231 or equivalent PSYC courses); and all EDUC courses in the Clinical Experience, Clinical Practice I, Clinical Practice II, and Final Clinical Practice semesters. This includes the actual grades earned in any of these courses transferred from other institutions. Every grade must be an A. In addition, the overall GPA earned must be a 3.5 or higher.

SCHOOL BASED LIBERAL ARTS (LIBA) DEGREE CONCENTRATIONS

For specific curriculum details, go to the School of Education website under "[TEDU PreK-Elementary](#)." See bottom of page for an information sheet on how to view curriculum options. Students transferring credits from other 2- and 4-year institutions are encouraged to contact the Office of Academic Advising to determine degree path and pacing in advance of starting coursework at the University.

All LIBA majors must complete the teacher education program to satisfy degree requirements. Students no longer seeking teacher certification or students unable to complete the degree, will need an alternate major and/or concentration ." See bottom of page for an information sheet on how to view curriculum options.

BA in Liberal Arts with Elementary Education Concentration (LIBA ELEM)

This degree is designed for students seeking K-6 elementary certification with optional middle school specialization(s) (7-8). Course work includes content knowledge aligned with the NJSLS, NJ K-8 curriculum, and state-mandated assessments including Praxis Core & Praxis II Elementary.

While all bachelor's degrees require a 2.0 cumulative GPA, the New Jersey Department of Education requires a 3.0 cumulative GPA to be certified. Degree requirements including total credits and grade requirements beyond GPA are as follows:

- Program (10 courses)- 40 credits in math, science, social studies, and language arts literacy- grades of C or better
- Cognates (6 courses)- 26 credits- grades of B- or better for certification and C or better for professional requirements
- General Studies (8 courses)- 32 credits- grades of C or better
- At Some Distance (8 courses)- 30 credits- grades of B- or better for certification and C or better for professional requirements

Students in the LIBA ELEM concentration requires 128 credit hours minimum and must satisfy all LIBA program and Teacher Education program requirements. See sections within Teacher Education for complete requirements for teacher licensure. See LIBA section for information on additional requirements including attributes (A, V, H, I), writing (W1 & W2), race and racism (R1 & R2), and quantitative reasoning (Q1 & Q2) requirements. All professional education courses of the TEDU program require permission to register ensuring all necessary requirements are met in the proper sequence. Students can experience a delay in study if TEDU program requirements are not met. therefore, students should consult an Education preceptor regularly for guidance.

*Middle school specializations can be earned by taking at least 15 credits in a content area (language arts, social studies, mathematics, science, or computer science (pending NJDOE approval)). General studies courses can count towards specializations. Students should seek guidance from the assigned EDUC preceptor on course selection to align with middle school specialization(s) if sought. To qualify for certification, a student must also meet state cut off score requirements for the Praxis II test required for the corresponding middle school specialization to qualify for certification.

Remaining cognate and At Some Distance (ASD) courses are the requirements of the TEDU program including professional requirements and professional education requirements. See TEDU program section for more information.

BA in Liberal Arts with Language Arts and Social Studies Concentration (LIBA LASS)

This degree is designed for students seeking K-6 elementary certification with optional middle school specialization(s) (7-8). Course work includes content knowledge aligned with the NJSLs, NJ K-8 curriculum, and state-mandated assessments including Praxis Core & Praxis II Elementary. This program requires courses specific to students interested in language arts and social studies at the middle school level and interested in earning middle school specializations in one or both of these areas. (See [School of Education website](#) for specific details on degree.) While all bachelor's degrees require a 2.0 cumulative GPA, the New Jersey Department of Education requires a 3.0 cumulative GPA to be certified. Degree requirements including total credits and grade requirements beyond GPA are as follows.

- Program (10 courses)- 40 credits in language arts (4 courses), social studies (4 courses), and 2 others (any content area)- grades of C or better
- Cognates (6 courses)- 24 credits- grades of B- or better for certification and C or better for professional requirements

- General studies (8 courses)- 32 credits- grades of C or better
- At Some Distance (9 courses)- 31 credits- grades of B- or better for certification and C or better for professional requirements

Students in the LIBA LASS concentration requires 128 credit hours minimum and must satisfy all LIBA program and Teacher Education program requirements. See sections within Teacher Education for complete requirements for teacher licensure. See LIBA section for information on additional requirements including attributes (A, V, H, I), writing (W1 & W2), race and racism (R1 & R2), and quantitative reasoning (Q1 & Q2) requirements. All professional education courses of the TEDU Program require permission to register ensuring all necessary requirements are met in the proper sequence. Students can experience a delay in study if TEDU Program requirements are not met. Therefore, students should consult an Education preceptor regularly for guidance.

*Middle school specializations can be earned by taking at least 15 credits in a content area (language arts, social studies, mathematics, science, or computer science (pending NJDOE approval). General studies courses can count towards specializations. Students should seek guidance on course selection to align with middle school specialization(s) if sought. To qualify for certification, a student must also meet state cut off score requirements for the Praxis II test required for the corresponding middle school specialization to qualify for certification.

BA in Liberal Arts with Science, Math, Technology and Art Education (LIBA STMA)

This degree is designed for students seeking K-6 elementary certification with optional middle school specialization(s) (7-8). Course work includes content knowledge aligned with the NJSLS, NJ K-8 curriculum, and state-mandated assessments including Praxis Core & Praxis II Elementary. Program courses are aligned with STEAM areas (math, science, technology, and art) for students with a specific interest in earning middle school specializations in mathematics and/or science as well as experience with K-8 STEAM/STEM related study. A student may also opt to earn additional minor(s) such as digital literacy and/or visual arts. (See School of Education website for specific details on degree and minor options.) While all bachelor's degrees require a 2.0 cumulative GPA, the New Jersey Department of Education requires a 3.0 cumulative GPA to be certified. Degree requirements including total credits and grade requirements beyond GPA are as follows.

- Program (11 courses)- (44-47 credits in core areas including science, math, technology, and art-grades of C or better)
- Cognates (4 courses)- (22 credits- grades of B- or better for certification and C or better for professional requirements)
- General studies (8 courses)- (32 credits- grades of C or better)
- At Some Distance (12 courses)- (33 credits- grades of B- or better for certification and C or better for professional requirements)

Students in the LIBA STMA concentration requires 131-134 credit hours minimum and must satisfy all LIBA program and Teacher Education program requirements. See sections within Teacher Education for complete requirements for teacher licensure. See LIBA section for information on additional requirements including attributes (A, V, H, I), writing (W1 & W2), race and racism (R1 & R2), and quantitative reasoning (Q1 & Q2) requirements. All professional education courses of the TEDU program require permission to register ensuring all necessary requirements are met in the proper sequence. Students can experience a delay in study if TEDU

program requirements are not met. Therefore, students should consult an Education preceptor regularly for guidance.

*Middle school specializations can be earned by taking at least 15 credits in a content area (language arts, social studies, mathematics, science, or computer science (pending NJDOE approval). General studies courses can count towards specializations. Students should seek guidance on course selection to align with middle school specialization(s) if sought. To qualify for certification, a student must also meet state cut off score requirements for the Praxis II test required for the corresponding middle school specialization to qualify for certification.

BA in Liberal Arts with Early Childhood Education Concentration (LIBA ECED)

This degree is designed for students seeking P-3 certification. Course work includes content knowledge aligned with NJSLs, NJ P-3 curriculum, and state-mandated assessments including Praxis Core and Praxis II. (See School of Education website for specific details on degree.) While all bachelor's degrees require a 2.0 cumulative GPA, the New Jersey Department of Education requires a 3.0 cumulative GPA to be certified. Degree requirements including total credits and grade requirements beyond GPA are as follows:

- Program 10 courses- (40 credits including education, social sciences, health, and content courses in math, science, and language arts- grades of C or better)
- Cognates 7 courses- (30 credits- grades of B- or better)
- General Studies 8 courses- (32 credits- grades of C or better)
- At Some Distance 9 courses- (27 credits- grades of B- or better)

Students in the LIBA ECED concentration requires 129 credit hours minimum and must satisfy all LIBA program and Teacher Education program requirements. See sections within Teacher Education for complete requirements for teacher licensure. See LIBA section for information on additional requirements including attributes (A, V, H, I), writing (W1 & W2), race and racism (R1 & R2), and quantitative reasoning (Q1 & Q2) requirements. All professional education courses of the TEDU program require permits to register ensuring all necessary requirements are met in the proper sequence. Students can experience a delay in study if TEDU program requirements are not met. Therefore, students should consult an Education preceptor regularly for guidance.

PROVISIONAL TEACHER TRAINING PROGRAM: THE ALTERNATE ROUTE

In conjunction with the New Jersey Department of Education, Stockton offers the provisional teacher training program (alternate route to certification) at the graduate level. Students interested in the alternate route may contact the School of Education office at Stockton (soe@stockton.edu) or their county office of the Department of Education for specific requirements. The requirements are also accessible on the [School of Education website](#).

ACCREDITATION

All School of Education teacher education programs are aligned with [New Jersey's Professional Standards for Teachers](#). Stockton's teacher certification curricula have been approved by the [New Jersey Department of Education](#) and are recognized by the [National Association of State Directors of Teacher Education and Certification](#). As of 2022, national accreditation status is established through the Advancing Quality in Teacher Preparation (AAQEP) accrediting body.

Curriculum information for undergraduate areas of study in the School of Education, including the Alternate Route, is accessible on the [School of Education website](#).

MASTER OF ARTS IN EDUCATION IN THE SCHOOL OF EDUCATION

INTRODUCTION

The Master of Arts in Education (MAED) program offers advanced professional development in effective teaching and learning for certified teachers. Built upon the liberal arts tradition of Stockton University, the program consists of three major components: content, pedagogy, and research. Course work in the MAED program promotes the role of teachers as reflective practitioners through emphasis on strengthening subject matter content, understanding pedagogical issues surrounding teaching and learning of content, and interpreting and implementing current research on teaching and learning.

Students can enhance the skills necessary for excellence in teaching while pursuing additional endorsements. Students may choose to complete endorsements in Special Education, E.S.L., Bilingual/Bicultural, LDT/C, Reading Specialist, Supervisor, and Principal.

PROGRAM MISSION

The MAED program faculty asserts that all educators, regardless of background or experience can become reflective school leaders who improve the educational outcomes of their students.

We support our program completers with the competencies, dispositions, and understandings to be advocates and change agents in their educational settings who:

- Build, integrate, and assess content area knowledge;
- Critically evaluate educational theory and apply evidence-based practices to implement effective pedagogy strategies that demonstrate a commitment to support all learners;
- Integrate innovative technologies to support curricular and program initiatives;
- Place race, culture, language, LGBTQ, and dis/Ability at the core of instructional planning, practice, and programming; and,
- Demonstrate commitment to professionalism through reflective teaching practices and leadership in inclusive learning communities.

ADMISSION REQUIREMENTS

The requirements for admission into the MAED program are the following.
An undergraduate degree from an accredited college or university.

- A minimum grade point average of 2.75.
- A teaching certificate (standard, provisional or certificate of eligibility with advanced standing*)
- Application Essay
- Letters of recommendation.

Candidates seeking a Learning Disability Teacher Consultant endorsement must meet all requirements listed above and in addition have two years of successful teaching experience.

Candidates seeking a Supervisor endorsement must meet all of the requirements listed above and in addition have one year of successful teaching experience.

Candidates seeking a Principal endorsement must meet all of the requirements listed above and in addition have three years of successful teaching experience.

*Candidates seeking admission to the Certificate of Eligibility program must meet the following requirements.

- Contracted teaching position (a contracted long-term leave is acceptable; a substitute position is not)
- Enrollment in the NJ provisional teaching database PLRMS (completed by the school district)
- Appropriate NJ Certificate of Eligibility (CE)
- Praxis II scores as applicable
- Three current letters of recommendation written specifically for MAED admissions.
- Resume
- A minimum grade point average of 2.75 from a regionally accredited institution of higher education.
- Completion of the CE 50 Hour Course (non-credit requirement to enter the Alternate Route to Teaching program).

TRANSFER CREDIT

Requests for transfer of graduate credits earned at another institution must be submitted at the time of application. For degree seeking students, the University may accept up to 9 credits that sufficiently match corresponding Stockton courses, provided that the grade earned is a B or better. For endorsement seeking students, the college may accept up to 6 credits that sufficiently match corresponding Stockton courses, provided that the grade earned is a B or better. Students are not permitted to take further courses at other institutions, once enrolled in Stockton's MAED.

Provided that the courses sufficiently match corresponding Stockton courses, the University will accept up to nine credits of appropriate, relevant graduate credit from other regionally-accredited colleges and universities. Graduate credit will only be accepted upon application to Stockton. Once students have matriculated at the University, students will be required to finish the remainder of their course work at Stockton.

NON-DEGREE OPTION

Students who desire graduate education but do not necessarily intend to earn a graduate degree may attempt two courses (6 credits) as non-degree (non-matriculated) students. An application for non-matriculated status is required, and registration for classes is on a space-available basis. Non-matriculated students must complete the undergraduate course prerequisites before taking graduate program classes.

DEGREE REQUIREMENTS

To earn an MAED degree, students must earn a minimum of 36 graduate credits by completing 12 courses. Students must maintain a GPA of 3.0 or better throughout the program. Students must earn a B- or better in all courses and may only repeat a course once. In addition, in order to be eligible for a signed New Jersey Department of Education Verification of Program Completion form, a student must be a matriculated student of an MAED degree or endorsement program.

The two research courses, EDUC 5910, Educational Research and EDUC 5920, The Capstone must be completed during the final academic year of study. Due to the collaborative nature of the course, neither EDUC 5910 nor EDUC 5920 can be taken as independent studies. EDUC 5910 is offered during the fall semester, while EDUC 5920 is offered during the spring semester. To be permitted to enroll in EDUC 5920, The Capstone, a student must have a graduate cumulative grade point average of 3.0, no more than one grade of C or lower in Graduate Studies, have completed EDUC 5910 with a B- or better, and no more than two additional courses besides EDUC 5920 left to complete. Students will not be permitted to enroll in either EDUC 5910 or EDUC 5920 more than two times. In order to be certified for graduation, students must complete EDUC 5920 with a B- or better.

WITHDRAWAL

Students may withdraw from a course only once. They must successfully complete the course on the second attempt.

DEGREE OPTIONS

Content, Instruction and Assessment Track

Core Courses

The core courses relate directly to how teachers teach and how to analyze the effectiveness of teaching and learning.

EDUC 6131 Curriculum Theory and Practice

EDUC 6133 Leading Instructional and Program Assessment

EDUC 5910 Educational Research

EDUC 5920 The Capstone

Content Courses

Students choose five courses from the following content areas.

ESL

EDUC 5202 Introduction to Linguistics

EDUC 5203 Second Language Acquisition

EDUC 5205 Methods of Teaching ESL/BE

EDUC 5201 Current Issues in ESL/BE

EDUC 5204 Language and Intercultural Communication

Special Education Track

Core Courses

EDUC 5336 Curriculum Adaptations
EDUC 5337 Curriculum Based Assessment
EDUC 5910 Educational Research
EDUC 5920 Capstone Project

Content Courses

EDUC 5320 Survey of Moderate and Severe Disabilities
EDUC 5321 Educational and Community Resources
EDUC 5330 Survey of Mild Learning Disabilities
EDUC 5331 Behavior Management and Behavioral Disorders
EDUC 5335 Developmental Reading Instruction

Students may choose 9 credits of electives.

Literacy Track

Courses in the Literacy Track prepares a teacher for teaching reading and writing in the K-12 classroom. The option is provided for completing the Reading Specialist endorsement as part of the Literacy Track. The following requirements (36 credits) must be met for a Master of Arts in Education degree with specialization in Literacy:

Content

EDUC 5223 Developmental Writing Instruction
EDUC 5330 Survey of Mild Learning Disabilities
EDUC 5335 Developmental Reading Instruction
EDUC 5366 Seminar in Reading
EDUC 5202 Introduction to Linguistics or EDUC 5206 Developmental Psycholinguistics (one only)

Pedagogy

EDUC 5329 Reading Adaptations and Curriculum or EDUC 5336 Curriculum Adaptations or
EDUC 6131 Curriculum Theory and Practice (one only)
EDUC 5365 Diagnosis of Reading/Language Abilities/Disabilities
EDUC 5367 Clinical Practicum

Research

EDUC 5910 Educational Research
EDUC 5920 The Capstone

Students may choose 6 credits of electives; however, candidates seeking the Reading Specialist endorsement must take these 6 credits:

EDUC 5222 Teaching Children's Literacies
EDUC 5224 Theory and Foundations of Literacy

Principal/Supervisor Track

The Principal/Supervisor endorsement program for practicing educators leads to administrative certification in both school supervisor and principal endorsements. New Jersey Department of Education Licensure Code requires three years of successful teaching and/or educational services experience for applying to the State for a Supervisor certificate and five years of successful teaching and/or educational services experience for applying to the State for a Principal certificate. The school leader candidate will have to possess a master's degree. In addition, applicants for principal endorsement must pass the School Leaders Licensure Assessment.

Required Courses for Principal/Supervisor track:

EDUC 5430 School Leadership and Decision Making
EDUC 5431 School Law
EDUC 5432 School Finance and Resources
EDUC 6120 Principles of Supervision and Evaluation of Instruction
EDUC 6130 Public School Administration and the Community
EDUC 6131 Curriculum Theory and Practice
EDUC 6132 Curriculum Development, Implementation, and Evaluation
EDUC 6133 Leading Instructional and Program Assessment
EDUC 5910 Research for Education Leaders
EDUC 5920 The Capstone
EDUC 6935 Internship I (100 hours)
EDUC 6936 Internship II (100 hours)
EDUC 6937 Internship III (100 hours)

LDT/C Track

The LDT/C special services endorsement enables the holder to become a member of a child study team in New Jersey. Upon completion of the program, the student must have completed three successful years of teaching and hold a master's degree in order to qualify for the New Jersey LDT/C endorsement. The LDT/C track is for students wishing to pursue a Master of Arts in Education degree with Special Education certification and LDT/C endorsement.

Required courses for LDT/C track (38 credits)

EDUC 5320 Survey of Moderate & Severe Disabilities
EDUC 5321 Educational Community Resources
EDUC 5330 Survey of Mild Disabilities
EDUC 5331 Behavior Management & Behavioral Disorders
EDUC 5335 Developmental Reading Instruction
EDUC 5338 Neurophysiological Basis for Learning Theory
EDUC 5339 Collaborative Practice and Inclusion Pedagogy
EDUC 5336 Curriculum Adaptations
EDUC 5337 Curriculum Based Assessment
EDUC 6340 Assessment and Correction of Learning Disabilities
EDUC 6941 LDT/C Practicum
EDUC 5910 Educational Research
EDUC 5920 The Capstone

ENDORSEMENT ONLY REQUIREMENTS

Students may also elect to complete courses leading to specific endorsements, without pursuing a full degree. The requirements for admissions into all endorsement programs are identical to those for the MAED program. The following endorsement only programs are available: Bilingual/Bicultural, ESL, and Special Education.

ESL Endorsement

The following courses are required for the ESL endorsement:

EDUC 5202 Introduction to Linguistics
EDUC 5203 Second Language Acquisition
EDUC 5205 Methods of Teaching
EDUC 5201 Current Issues in ESL/BE
EDUC 5204 Language and Intercultural Communication

Students completing the ESL program must pass the OPI (oral proficiency interview) and WPT (writing proficiency test) in English to qualify for the ESL endorsement.

Bilingual/Bicultural Endorsement

The following courses are required for the Bilingual/Bicultural Endorsement:

EDUC 5202 Introduction to Linguistics
EDUC 5203 Second Language Acquisition
EDUC 5205 Methods of Teaching
EDUC 5201 Current Issues in ESL/BE

Students completing the Bilingual/Bicultural program must pass the OPI in English and a second language to qualify for the Bilingual/Bicultural endorsement.

Special Education Endorsement

The following courses are required for the Special Education endorsement:

EDUC 5320 Survey of Moderate and Severe Disabilities
EDUC 5321 Education and Community Resources
EDUC 5330 Survey of Mild Learning Disabilities
EDUC 5331 Behavioral Management and Behavioral Disorders
EDUC 5335 Developmental Reading Instruction
EDUC 5336 Curriculum Adaptations
EDUC 5337 Curriculum Based Assessment

LDT/C Endorsement

The LDT/C Endorsement Program for Teachers with a master's degree in special education and a Standard Certificate in Special Education

The Post-Master's LDT/C Endorsement Program for Teachers with master's degree in a Specialization other than Special Education

Required courses (26 credits)

EDUC 5320 Survey of Moderate & Severe Disabilities

EDUC 5330 Survey of Mild Disabilities

EDUC 5335 Developmental Reading Instruction

EDUC 5338 Neurophysiological Basis for Learning Theory

EDUC 5339 Collaborative Practice and Inclusion Pedagogy

EDUC 5336 Curriculum Adaptations

EDUC 6340 Assessment and Correction of Learning Disabilities

EDUC 6941 LDT/C Practicum

Choose from one of the following electives:

EDUC 5321 Education and Community Resources

EDUC 5337 Curriculum Based Assessment

Supervisor Endorsement

The Supervisor Endorsement program is designed for educators who wish to pursue a supervisory position in the public school system in the State of New Jersey. Students who have a master's degree and complete all program requirements will be eligible for the New Jersey Supervisor endorsement.

Required Courses

EDUC 6132* Curriculum Development and Evaluation

EDUC 6120* Principles of Supervision

EDUC 6131 Curriculum Theory and Development

EDUC 5430 School Leadership and Decision Making

*Prerequisite: Master's degree or 24 credits completed through current enrollment in the MAIT or MAED program.

With approval of preceptor, the following courses can be substituted for EDUC 6131 and EDUC 5430 to meet the supervisor endorsement requirement.

EDUC 5336 Curriculum Adaptations

INTC 5230 Supervising and Coordinating Educational Technology

INTC 5330 Integrating Technology into the Curriculum

Principal/Supervisor Endorsements:

The following principal and supervisor endorsement program is for students who have already earned a master's degree. A transcript review audit is required prior to admission to the endorsement program.

EDUC 5430 School Leadership and Decision Making

EDUC 5431 School Law

EDUC 5432 School Finance and Resources

EDUC 6120 Principles of Supervision and Evaluation of Instruction

EDUC 6131 Curriculum Theory and Practice

EDUC 6132 Curriculum Development, Implementation, and Evaluation
EDUC 6133 Leading Instructional and Program Assessment
EDUC 6935 Internship I (100 hours)
EDUC 6936 Internship II (100 hours)
EDUC 6937 Internship III (100 hours)

Choose one elective

EDUC 5336 Curriculum Adaptations
EDUC 6130 Public School Administration and the Community
INTC 5330 Integrating Technology in the Curriculum

CE Teacher Preparation Program (Alternate Route)

The Alternate Route (CE) program is a non-traditional teacher preparation program designed for those individuals who have complete undergraduate or graduate degrees with a 3.0 or higher GPA but have not completed a formal teacher preparation program at an accredited college or university who wish to obtain the necessary training to become a NJ certified teacher. In order to be eligible for the CE Teacher Preparation program, prospective students must provide proof of employment.

In 2017, the NJDOE made changes to the alternate route programs that require teachers with a CE to complete the equivalent of 400 credit hours. This program includes the 50-hour non-credit preservice course along with the 350 hours of graduate coursework. Twenty-one of the 24/25 credits in the program can be used towards the MAED degree program.

Elementary Certificate

EDUC 5101 Introduction to Pedagogy and Practices of Teaching
EDUC 5420 Assessment and Implications for Instruction
EDUC 5410 Inclusive Education
EDUC 5415 Curriculum Development and Analysis
EDUC 5102 Methods of Elementary School Math
EDUC 5103 Methods of Elementary Language Arts Literacy
EDUC 5105 Beginning Teacher Support 1
EDUC 5107 Beginning Teacher Support 2
EDUC 5109 Beginning Teacher Support 3

Elective: Select 1 course

EDUC 5205 Methods of ESL or EDUC 5330 Survey of Mild Disabilities

Secondary Certificate

EDUC 5101 Introduction to Pedagogy and Practices of Teaching
EDUC 5420 Assessment and Implications for Instruction
EDUC 5410 Inclusive Education
EDUC 5415 Curriculum Development and Analysis
EDUC 5416 Methods of Teaching K-12 Subject Area
EDUC 5105 Beginning Teacher Support 1
EDUC 5107 Beginning Teacher Support 2
EDUC 5109 Beginning Teacher Support 3

Elective: Select 1 course
EDUC 5205 Methods of ESL
EDUC 5330 Survey of Mild Disabilities

COMPLETION REQUIREMENTS

- Completion of all required courses with a cumulative GPA of 3.0.
- All curriculum requirements must be completed within six years of the date of matriculation.

GRADUATE ASSISTANTSHIPS

Graduate assistantships are available on a semester basis. Application does not guarantee an assistantship. The number of credits awarded will be determined at the discretion of the MAED program. A graduate assistantship requires 1.5 hours of service per week for each credit of waived tuition. The tuition waiver is granted for graduate courses in which a student is enrolled during the semester that an assistantship is held.

A panel of MAED faculty reviews the applications and nominates the top applicants to the Director of Graduate Enrollment Management. Applications are considered on merit, skills, and academic achievement, as well as faculty needs. MAED faculty reserves the right to interview candidates. Only students without outstanding “Incompletes” will be considered for graduate assistantships.

Only students who have been formally accepted into the MAED degree program, who hold a minimum cumulative GPA of 3.5 in MAED courses, and who are matriculated, are eligible to apply.

DEADLINES

Graduate assistantship applications must be submitted to the graduate program chair no later than October 15, for spring assistantships and March 15, for fall assistantships.

By the semester deadline, each application file must contain the following.

- A completed MAED graduate assistantship application
- Stockton University Office of Graduate Studies Assistantship Application
- A letter of recommendation from one member of the MAED faculty.
- A current transcript (unofficial transcripts are permissible.)
- An essay explaining why a graduate assistantship is desired (minimum: 250 words)
- A current résumé summarizing the applicant's professional and academic background.

ACCREDITATION

All School of Education teacher education programs are aligned with [New Jersey's Professional Standards for Teachers](#). Stockton's teacher certification curricula have been approved by the [New Jersey Department of Education and](#)

The New Jersey Department of Education has approved Stockton University's application to change accreditors to the [Association for Advancing Quality in Educator Preparation](#).

Curriculum worksheets for post-graduate areas of study in the School of Education are accessible on the [School of Education website](#).

MASTER OF ARTS IN INSTRUCTIONAL TECHNOLOGY

IN THE SCHOOL OF EDUCATION

INTRODUCTION

The instructional technology field deals with improving human learning and performance with technologies. This degree is designed to bring the best instructional technologies into education and training in school, business industry and non-profit organizations. With a strong theoretical foundation, the degree prepares its graduates to understand that technology is a tool to enhance learning and training. The courses in the program require solving real-world problems using various emerging technologies. The program offers all online courses (synchronous and/or asynchronous) on a full-term or sub-term schedule and are open to anyone with an interest in instructional technology, regardless of prior knowledge and skills in media or computers. Graduates of instructional technology programs can become professionals and leaders in a variety of fields and qualify for positions in the following.

P-12 and Higher Education

- Integrating Technology in Teaching
- Curriculum Design and Development
- Technology Coordination
- E-Learning
- Business/Non-Profit Organizations
- Human Performance Support
- Instructional Design
- Project Management Teams
- Training and Development
- User Interface Design

PROGRAM ORIENTATION

The program serves 1) students who seek or will continue employment in the P-12 schools; 2) students who wish to pursue coordinator or supervisor positions in P-12 schools and districts; and 3) students seeking or holding careers in business, industry, or non-profit organizations. The core courses focus on important issues related to learning, instruction, research, and the impact of technology, and include an overview of a variety of technologies, software applications and Web-based tools. The elective courses are designed to extend the core skills into more specialized environments, and to give students opportunities to enhance their personal interests in the field. Students can develop a customized curriculum from elective courses, which is tailored to their needs. Some program courses may satisfy course requirements for a Supervisor's Endorsement in the State of New Jersey. A [Training and Development Certificate](#) may be earned by completing designated courses in the existing curriculum.

ADMISSION REQUIREMENTS

Applications are screened by the Program Chair for fit with the program. Complete application files require the following.

- Electronic Application
- Undergraduate degree from a regionally-accredited college or university
- Official transcripts from all institutions of higher education attended

- Essay describing relevant experience and reason for pursuing MAIT degree
- Three letters of recommendation
- The Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) is not required for applicants with an undergraduate GPA of 3.0 or above or for those who already possess a master's degree. If the applicant does not meet the minimum undergraduate GPA criterion of 3.0, GRE or MAT scores are required (the scores might compensate for applicants who have a cumulative GPA lower than 3.0). Also, MAIT applicants who would like to pursue a Supervisory Endorsement at Stockton will need to submit GRE or MAT scores to take the required graduate supervisory courses. Applications are reviewed holistically; therefore, there is no stated minimum GRE or MAT score. The Graduate Record Examination (GRE) school code is 2889 and the Miller Analogies Test (MAT) school code is 1391.

ADMISSION TO THE PROGRAM

To be eligible for admission to the MAIT program, applicants must have earned an undergraduate degree from a regionally accredited college or university. In addition, application decisions are based on a combination of the applicant's overall grade point average (minimum 3.0 GPA), relevant experience, and reference letters. Admission is competitive and acceptance into the program is not guaranteed. Provided that the courses sufficiently match corresponding Stockton courses, the University will accept up to nine credits of appropriate, relevant graduate credit from other colleges and universities. Transfer credit requests should be filed in the first semester following admission to the program.

DIRECT ENTRY

Direct Entry is available for recent Stockton graduates (within the past three years) or graduating students who have earned a cumulative undergraduate Grade Point Average (G.P.A) of 3.25 by completing a form (available on the website of the Graduate Studies Website). Direct Entry Applicants are not required to submit GRE or MAT scores, letter of recommendation, or an application fee.

TRANSFER CREDIT

The University accepts up to nine credits of appropriate graduate study from other colleges and universities, subject to approval by the MAIT Chair ~~Director~~. Credits earned from MAIT courses taken prior to matriculation in the program (see "Non-Degree Option" below) are treated as Stockton credits.

NON-DEGREE OPTION

Students who desire graduate education but do not necessarily intend to earn a graduate degree may attempt two courses (6 six credits) as non-degree (non-matriculated) students. An application for non-matriculated status is required, and registration for classes is on a space-available basis. Non-matriculated students must complete the undergraduate course pre-requisites before taking graduate program classes.

Those non-matriculated students who may want to continue, but still do not intend to earn a master's may be admitted to the program as non-degree students provided, they meet the program's admissions requirements. They must stipulate whether they plan to matriculate after completing six

credits in the program and should see the Program Chair ~~Director~~ and the Office of Student Records and Registration for the electronic form. Once approved, non-degree students are restricted to a maximum of 15 credits of graduate course work, including those already completed. (A maximum of six credits taken in non-matriculated status can be applied to the M.A. degree.) Registration in classes will be on a space-available basis once all matriculated students have registered.

GRADUATE ASSISTANTSHIPS

Assistantships are granted in the form of tuition waiver. Awards are made on a semester basis during the academic year (August-May). Nominations are made by the faculty and program chair and are then forwarded to the Director of the Office of Graduate Admissions for final approval. Students who are approved for an assistantship will receive an offer-of-appointment letter from the Office of Graduate Admissions. More information and application forms are on the [Graduate Assistantship website](#).

DEGREE REQUIREMENTS

To earn the MAIT degree, students must successfully complete a minimum of 33 credits of graduate study including a final project. Students must maintain a GPA of 3.0 or better throughout their time in the program. In addition, students must receive a B or better in all core courses. Each student must complete 15 credits in the following core courses:

MAIT Core Courses

INTC 5001 Learning Design and Technology

INTC 5120 Visual Design and Communications

INTC 5160 Instructional Design and Development

(Prerequisite: INTC 5001, or permission of instructor)

INTC 5170 Research in Instructional Technology

(Prerequisite: INTC 5001, INTC 5120, and INTC 5160; to be taken in the semester immediately preceding enrollment in INTC 5810)

INTC 5810 Capstone: Final Project

(Prerequisite: completion of the core courses and having no more than one non-core course remaining.)

In addition, students must complete six elective courses. Students are strongly encouraged to work with their advisor to develop a customized curriculum tailored to their needs.

Elective Courses

INTC 5230 Supervision and Leadership for Technology

INTC 5280 Grant Writing

INTC 5290 Leadership in Instructional Technology

INTC 5320 Media Design and Evaluation

INTC 5330 Integrating Technology in the Curriculum

INTC 5340 Web Design

INTC 5410 Adult Learning

INTC 5420 Human Performance Improvement and Tools

INTC 5450 Project Management Approach to Educational Change

INTC 5560 E-learning

INTC 5590 Special Topics in Instructional Technology (offered as needed)
INTC 5701 Internship (1-3 credits) (Prerequisite: completion of core, at least three
elective courses and permission of instructor)
INTC 5800 Independent Study (Prerequisite: permission of instructor)
EDUC 6132 Curriculum Development, Implementation, and Evaluation

The MA in Instructional Technology curriculum worksheet and full details about the curriculum are accessible on the [MA in Instructional Technology website](#). A [Training and Development Certificate](#) may be earned by completing designated courses in the existing curriculum.

DOCTOR OF EDUCATION IN ORGANIZATIONAL LEADERSHIP

IN THE SCHOOL OF EDUCATION

PROGRAM INFORMATION

The Ed.D. in Organizational Leadership program is designed to be relevant, practical, flexible, process-driven, and research-focused. Leadership development is viewed as an integrated and sustained process, not as an event, or series of disconnected events. The leadership concepts and understandings embedded in the program are designed to be relevant and will be connected to and applied within the leader's real world and work environment. The program is designed to be interdisciplinary. Leaders from the following types of organizations are welcome to participate in the Ed.D. in Organizational Leadership program:

- Education
- Non-profit organizations
- Health care networks and agencies
- Business
- Government agencies
- Faith-based organizations

DEGREE REQUIREMENTS

The Ed.D. in Organizational Leadership (Ed.D. in OL) is a 54-credit program, beyond a Master of Arts degree. Program courses in the Ed.D. program are offered through classroom instruction (including online assignments) and intensive, one-on-one work with a Dissertation in Practice (DiP) chair throughout the development and completion of the DiP. The Ed.D. program proceeds through successive (cohort-based) stages of coursework and development of the DiP. Throughout the stage of coursework, Ed.D. students develop a series of competencies that demonstrate core leadership understanding in the form of practice-oriented artifacts. Specific leadership competencies are identified in course syllabi as well as the learning outcomes for each competency, twenty of which are required for program completion, as described below.

Year 1 (Fall/Spring/Summer – 3 credit courses)

LEAD 6010: Leading Your Organization

LEAD 6020: Engaging Communities and Stakeholders

LEAD 6030: Adapting to Change and Complexity

LEAD 6040: Transforming an Organizational Culture

LEAD 6050: Thinking Creatively, Innovatively, and Entrepreneurially

LEAD 6001: Competency Artifact Completion I (0 credits)

Year 2 (Fall/Spring/Summer – 3 credit courses)

LEAD 6100: Quantitative and Qualitative Research

LEAD 6071: Diversity, Equity, and Inclusion

LEAD 6002: Competency Artifact Completion II (0 credits)

LEAD 6080: Cultivating Organizational Talent and Innovation

LEAD 6500: Research Design

LEAD 6003: Competency Artifact Completion III (0 credits)

LEAD 6800: Dissertation-in-Practice Proposal Development I

LEAD 6004: Competency Artifact Completion IV (0 credits)

Year 3 (Fall/Spring/Summer – 3 credit courses unless otherwise indicated)

LEAD 6061: Ethics, Evaluation, Assessing, & Planning

LEAD 6801: Dissertation-in-Practice Proposal Development II
LEAD 7100: Dissertation-in-Practice/Action Research (6 credits)
LEAD 7101: Dissertation-in-Practice/Action Research (6 credits)

Year 4 (Fall) Culminating Dissertation/Action Research Experience (6 credits)
LEAD 7102: Dissertation-in-Practice/Action Research

DISSERTATION-IN-PRACTICE (DiP)/ACTION RESEARCH

The DiP is the culminating, or capstone, experience of the Stockton University Ed.D. program in Organizational Leadership. The Carnegie Project on the Education Doctorate defines this experience as the integration of organizational settings with theory, research, and practice. This integration enables the implementation, measurement, analysis, and evaluation of authentic, complex ideas and problems of practice in organizational settings. DiPs represent “Laboratories of Practice” that facilitate transformative and synthesized learning through the development of scholarly expertise and the implementation of (action research) organizational practice.

Students are assigned a Dissertation-in-Practice Chair at the start of their second summer term. The DiP Chair supervises the student’s research/dissertation activities for the duration of the program during the following courses: LEAD 6800, LEAD 6801, LEAD 7100, LEAD 7101, and LEAD 7102.

Dissertation-In-Practice/Action Research Purpose

- The purpose of a doctoral candidate’s DiP (action research) implementation is to make a positive difference in, and provide practice-based recommendations for, an organizational setting in which the candidate currently is serving. Alternatively, the DiP may focus on the analysis of organizational problems in practice more generally.
- The purpose of a candidate’s DiP is to investigate an organizational problem, issue, or concern by developing and implementing a systematic and methodical action research plan.
- The DiP experience develops the research skills and knowledge leaders need to understand and utilize in making organizational change or formulating policy decisions. DiP candidates acquire research literacy through the application of quantitative or qualitative methods to the analysis of organizational data and information, while simultaneously assessing the validity, applicability, and limitations of their DiP research.
- The DiP experience is an action research process that culminates in a systematic, research-based plan of action that benefits organizational practice, change, and leadership.

COMPETENCY ARTIFACTS

The Ed.D. in Organizational Leadership program places high value on applied leadership growth and development. For students to display their leadership growth throughout the program, there is a program-level requirement to complete competency artifacts that evidence and display a student’s leadership growth in their own context. Each student must complete 20 competency artifacts, based on the core leadership understandings, in accordance with the program guidelines and timeframes.

Five competencies are due by the end of the first summer term (LEAD 6001 course); five due by the end of the second fall semester (LEAD 6002 course); five due by the end of the second spring semester (LEAD 6003 course); and five due by the end of the second summer term (LEAD 6004 course). All 20 competencies must be submitted to the student's preceptor. Students who fail to meet the deadlines may be subject to not continuing in the Program. This structure allows the LEAD students to complete competencies by the start of the dissertation phase.

The Ed.D. in Organizational Leadership curriculum worksheet and full details about the curriculum are accessible on the [Ed.D. in Organizational Leadership website](#).

ACADEMIC PROGRAMS IN
THE SCHOOL OF GENERAL STUDIES

THE FACULTY **IN THE SCHOOL OF GENERAL STUDIES**

Daniel Al-Daqa (2020), Teaching Specialist in Critical Thinking & First-Year Studies; MFA in Creative Writing, West Virginia University; B.A. in English, Rutgers University: critical thinking and reading, creative writing, rhetoric, first-year studies.

Harman P. Aryal (2022), Assistant Professor of Mathematics and First-Year Studies; Ph.D., Mathematics Education, Ohio University; MS, Teaching & Curriculum, Syracuse University; M.Ed. & B.Ed., Mathematics Education, Tribhuvan University, Nepal: Mathematics Anxiety, Inquiry-Based Learning (IBL), Formative Assessment.

Robert J. Blaskiewicz (2015), Associate Professor of Critical Thinking and First-Year Studies; Ph.D., M.A., Saint Louis University; B.A., University of Notre Dame: rhetoric and composition, 20th century American literature, Cold War literature and culture, WWII veterans' writing, US cultural rhetoric, the rhetoric of extraordinary claims, conspiracy theory, science and critical thinking advocacy.

Frank A. Cerreto (1976), Professor of Mathematics and First-Year Studies; Ed.D., Rutgers, The State University; M.S., Stevens Institute of Technology; B.S., M.A., City College, The City University of New York: general education mathematics, mathematics education, curriculum development, first-year studies, technology in education, visual literacy.

Joe Cirio (2018), Assistant Professor of Writing and First-Year Studies; Ph.D., M.A., Florida State University; B.A., B.S., Kutztown University of Pennsylvania: composition theory, writing assessment, everyday writing, transfer of writing knowledge, rhetorical circulation, digital composing, peer tutoring.

Young Doo (Peter) Cho (2013), Associate Professor Emeritus of Mathematics and First-Year Studies; Ph.D., M.A., State University of New York at Buffalo; M.S., Molloy College; B.E., Korea University: mathematics education, functions, domain, range and slope.

Jack Connor (1984), Professor Emeritus of Writing; Ph.D., University of Florida; M.A., Seton Hall University; B.A., Franklin and Marshall College: composition, writing about nature, natural history, ornithology, the Pine Barrens.

Judith Copeland (2005), Associate Professor Emerita of Writing; J.D., University of Oregon; MFA, University of Iowa; B.A., Duke University: creative nonfiction, memoir, travel writing, humor writing, spiritual writing, freshman seminars.

Emari DiGiorgio (2006), Professor of Writing and First-Year Studies; MFA, New York University; B.A., The Richard Stockton College of New Jersey: creative writing (poetry and fiction), contemporary world poetry, why poetry matters, composition, social activism.

Penelope A. Dugan (1976), Professor Emerita of Writing; D.A., State University of New York at Albany; M.A., State University of New York at Binghamton; B.A., LeMoyne College: personal essay, memoir, African American literature, autobiography, composition theory, history of rhetoric.

Marcia Fiedler (2000), Assistant Professor of Jewish Studies; Ed.D., University of Phoenix, M. Ed., New York University; B.A., University of Pittsburgh: Biblical studies, Hebrew, Jewish education, Jewish women, women and Jewish law, Jewish white slave trade, Jewish storytelling, Micro-aggression, Prejudice, and Diversity, Early Childhood & Elementary Education

Lauren M. Fonseca (2015), Tutoring Center Specialist/Coordinator of Academic Support; M.A., Mercy College; B.A., Stockton University: working with students in special populations, first-year writing, fairy tales, hypertext.

Geoffrey W. Gust (2014), Associate Professor of Critical Thinking and First-Year Studies; Ph.D., University of York; M.A., Arizona State University; B.A., Drake University: Geoffrey Chaucer and contemporaries, medieval studies, pre-modern history, literary theory, critical thinking.

Jimmy Hamill (2022), Visiting Instructor of Writing and First-Year Studies; Ph.D. in English, Lehigh University; M.A. in English, Lehigh University; B.A. in English, Saint Joseph's University: composition and rhetoric, first-year studies, religious rhetoric, queer theory, anti-racist writing assessment, Universal Design for Learning, multimodality, popular culture, autoethnography.

Carra Leah Hood (2005), Associate Professor Emerita of Writing; Ph.D., M.A., Yale University; B.A., Hunter College, The City University of New York: expository writing and research, digital composing, visual rhetoric, new and traditional media.

Edward J. Horan (2017), Writing Center Coordinator; M.A., B.A., Stockton University: teaching General Studies (First Year Studies, Honors, and EOF); ; recruiting and training writing tutors; overseeing day-to-day operations of the Writing Center.

Aleksondra Hultquist (2017), Associate Professor of Critical Thinking and First-Year Studies; Ph.D., University of Illinois, Urbana-Champaign; M.A., San Francisco State University; BFA, Rutgers University: Restoration and 18th century literature and culture, history of emotion, adaptation, women writers, rise of the novel, academic writing, critical thinking.

Mariam Hussein (2018), Teaching Specialist of Mathematics and First-Year Studies; M.S. in Mathematics, University of Texas Rio Grande Valley; B.S. in Biological Science, Rowan University; A.S. in Chemistry and A.S. in Biology, Atlantic Cape Community College: mathematics, biology, chemistry, and first-year studies.

Marcy R. Isabella (2015), Associate Professor of Writing and First-Year Studies; Ph.D., University of Rhode Island; M.A., B.A., State University of New York at Albany: critical pedagogy, writing center pedagogy, writing program assessment, zines, comics, anarchist praxis and poetics.

G. T. Lenard (1984), Professor Emerita of Writing and First-Year Studies; Ph.D., Temple University; M.A., B.A., Rutgers, The State University: American studies, 18th century literature, composition, popular culture.

Daniel Lichtman (2022), Visiting Assistant Professor of Digital Studies, M.F.A., Goldsmiths College, London; B.A., Cornell University: game making, creative computing, platform development, UI/UX, extended reality, graphic design.

Marcia Sachs Littell (1992), Professor Emerita of Holocaust and Genocide Studies, Founding Director of Master of Arts in Holocaust and Genocide Studies; Ed.D., Temple University: The Holocaust, Holocaust and genocide education, women during the Holocaust, films of the Holocaust, social studies materials and methods, social foundations of education, Jewish-Christian relations.

Heather McGovern (2002), Professor of Writing and First-Year Studies; Ph.D., Texas Tech University; M.A., Clemson University; B.A., College of Idaho: technical and professional writing, assessment of student learning, environmental rhetoric, composition theory, online writing, document design, rhetoric, gender and feminist studies, program administration.

Betsy McShea (2001), Associate Professor of Mathematics and First-Year Studies; Ph.D., American University; B.S., University of Hartford: algebraic problem solving, quantitative reasoning, methods of teaching elementary mathematics, elementary school math, numbers and patterns, sports and math, politics and math.

Richard Miller (2008), Assistant Professor of Jewish Studies; Ed.D., Ed.S., Seton Hall University; M.A., B.S., Hebrew Union College.

Willmaria (Maria) Miranda (2023), Tutoring Center Specialist: Coordinator of Evening Tutoring and Graduate Writing Tutoring. M.A. Writing Studies, Kean University. Tutoring Graduate students, offering general graduate writing support, and supervising evening tutoring.

Irvin Moreno-Rodriguez (2018), Program Assistant, Holocaust Resource Center: B.A. Criminal Justice, Stockton University.

Francis Nzuki (2008), Associate Professor of Mathematics and First-Year Studies; Ph.D., M.S., Syracuse University; M.S., B.S., Nairobi University: algebraic problem solving, quantitative reasoning, elementary school math, college algebra.

John O'Hara (2013), Professor of Critical Thinking and First-Year Studies; Ph.D., M.A., University of Miami; B.A., Kent State University: American literature, American studies, gender studies, writing, critical and interpretive theory.

Luis E. Peña (2004), Math Center Coordinator; M.S., University of Illinois at Urbana- Champaign; B.S., Stockton University: mathematics, quantitative reasoning, tutor training, aerospace engineering, space science, history and policy.

Nancy Reddy (2015), Associate Professor of Writing and First-Year Studies; Ph.D., MFA, University of Wisconsin-Madison; M.Ed., University of Houston; B.A., University of Pittsburgh: writing pedagogy, extracurricular literacies and writing groups, archival research, creative writing (poetry and nonfiction).

Carol Rittner (1994), Professor Emerita of Holocaust and Genocide Studies and the Dr. Marsha Raticoff Grossman Professor of Holocaust Studies; D.Ed., The Pennsylvania State University; M.T.S., St. John's Seminary; M.A., University of Maryland; B.A., Misericordia University: women during the Holocaust and other genocides, theological issues related to the Holocaust and other genocides, rescue during the Holocaust, Jewish-Christian relations, genocides in the 20th and 21st centuries, rape as a weapon of war and genocide.

Emily Ryan (2017), Instructor of Mathematics and First-Year Studies; M.Ed., Rutgers University; B.A., The College of New Jersey: mathematics education, counseling psychology, first-year studies.

Thierry Saintine (2017), Associate Professor of Mathematics and First-Year Studies; Ph.D., Temple University; M.A., MFA, B.A., City College, The City University of New York: mathematics education, mathematics identity construction, ethnography, urban education, sociocultural foundations of education.

Margarita Rivera Santiago (2022), Teaching Specialist of Critical Thinking and First Year Studies; Ph.D in Curriculum and Instruction, The Pennsylvania State University: M.A, in English Education, Universidad de Puerto Rico-Mayaguez, B.A, in English Literature, Universidad de Puerto Rico-Mayaguez.

Mimi Schwartz (1980), Professor Emerita of Writing; Ed.D., Rutgers, The State University; M.A., University of California at Los Angeles; B.A., New York University: creative nonfiction, memoir, literary journalism, literature of the Holocaust.

Raz Segal (2016), Associate Professor of Holocaust and Genocide Studies and Endowed Professor in the Study of Modern Genocide; Ph.D., Clark University, the Strassler Center for Holocaust and Genocide Studies; M.A., Tel Aviv University: Modern European history (with a focus on central and southeast Europe), Holocaust and Genocide studies, Jewish history.

Siobahn Suppa (2018), Assistant Professor of Mathematics and First-Year Studies; Ph.D., M.S., University of Delaware; B.S., Rowan University: mathematics education, curriculum studies, continuous improvement, elementary teacher education.

Emily Van Duyne (2014), Associate Professor of Writing and First-Year Studies; Solstice MFA in Creative Writing, BFA, Emerson College: feminist theory, poetry and poetics, contingent faculty, and Sylvia Plath.

Lisa C. Youngblood (2017), Instructor of Writing and First-Year Studies; J.D., Widener University School of Law; B.A., Villanova University; A.A., Delaware County Community College: argument, composition, critical thinking, ethics and the law, first-year studies.

FIRST-YEAR STUDIES

IN THE SCHOOL OF GENERAL STUDIES

INTRODUCTION

First-Year Studies (FRST) is a program within General Studies that provides first-year students coordinated experiences in academic reading, writing, and mathematics. The program serves as an introduction to college work by offering materials to build a firm base for academic achievement. The program also provides a wide variety of pedagogical means for expanding the abilities of first-year students in a positive and holistic learning environment. The curriculum includes courses associated with the University's first-year competency requirement as well as other courses especially suited to the academic needs of first-year students. Many students taking FRST courses are assigned to a FRST program preceptor. In addition, all students in the FRST program have the benefit of advice from other First-Year Studies faculty members.

FIRST-YEAR COMPETENCY AND RELATED COURSES

All newly admitted first-year or transfer students with 15 or fewer acceptable university credits are required to fulfill the University's competency requirement. The competency requirement may be met through subject-relevant standardized test scores on the SAT, ACT, or Accuplacer above set cut-off scores; through subject-relevant AP scores that provide transfer credits in a W1 or Q1 at a C or better; by transferring, as relevant, a Q1, W1, or Critical Thinking course with a grade of C or better; or by passing the appropriate FRST course(s) with a minimum grade of C.

For critical thinking/reading skills, some students will be, following a placement process, placed into FRST 1002 Critical Thinking and Readings as their first-year seminar course. Students placed into FRST 1002 must complete it with a C or better within two attempts. They take this course instead of a General Studies first-year seminar.

For writing skills, some students will be, following a placement process, placed into FRST 1101 College Writing as their first-year writing course. Students placed into FRST 1101 must complete it with a C or better within two attempts. Satisfactory completion of FRST 1101 also meets the first-year W1 requirement. They must complete FRST 1101 before taking other W1 classes and should take it before taking W2 courses.

For math skills, some students will be, following a placement process, placed into either FRST 1102 Mathematical Thinking or FRST 1103 Quantitative Reasoning. Students who are placed into FRST 1100 must complete that course with a C or better in two attempts, and then enroll in FRST 1103. FRST 1103 includes a twice weekly, 55 minute tutorial. Students who are placed into FRST 1103 must complete FRST 1103 with a C or better in two attempts or face dismissal from the university. Satisfactory completion of FRST 1103 also meets the first-year Q1 requirement. Students must complete FRST 1103 with a C or better before taking other Q1 courses and should complete it with a C or better before taking Q2 courses.

Enrollment in any of the four 1000-level FRST courses (FRST 1002 Critical Thinking and Reading, FRST 1101 College Writing, FRST 1102 Mathematical Thinking, or FRST 1103 Quantitative Reasoning) into which students are placed is mandatory, and students must enroll in their required FRST courses in their first semester of matriculation if at all possible.

Students who are unable to enroll in their required FRST 1000-level course in their first term may be deferred for one semester by the FRST program. If deferred, they then must enroll in the course in the next term (fall or spring) in which they are a registered Stockton student, or otherwise demonstrate that they have met the competency requirement. Students placed into any FRST 1000-level courses must satisfy the competency requirement within the first two terms of matriculation unless granted an extension.

Students who fail to meet the competency requirement in FRST 1002, 1101, 1102, or 1103 through a course grade in the first semester must retake the course in the next semester in order to satisfy the requirement. If possible, Students should take a different professor when they retake a course. They may retake the same professor with permission from the FRST Chair. Those who do not meet the competency requirement after a second attempt in the course are subject to dismissal from the University.

Note that a notation of W counts as an attempt at any 1000-level FRST course. Also, students must complete a simple form in order to withdraw from a FRST 1000-level class. This policy applies to all students who withdraw from 1000-level FRST courses, including those who withdraw from all their courses. The only exception is in the event that a student receives a medical course withdrawal. In this case, the withdraw notation does not count as an attempt.

Students who are dismissed may not apply for readmission to the University for a period of at least two academic terms, summer terms excluded. Such students must demonstrate competency before their readmission application will be considered. Many students who are subject to skills competency dismissal are also subject to general academic dismissal. These students must satisfy both sets of requirements for readmission.

Appeal Process

Any student who is subject to dismissal for not satisfying the first-year competency requirement in any of the four courses may appeal the decision in writing as directed in the dismissal letter. Students are strongly encouraged to seek the guidance of their preceptor, a FRST program member, or another faculty member in preparing the appeal letter.

Students whose appeals are granted will be given one (and only one) extra semester to fulfill the competency requirement. During that semester, the student must register for and complete the affected course(s) with a minimum grade of C or be dismissed again from the University at the end of that semester. No further appeals are possible; dismissal after a third attempt is final. To be readmitted students must first demonstrate they have met the competency requirements. For instance, they might transfer a C or better grade in a course in the related area, such as a Q1 or W1 course, or receive a newer Accuplacer or SAT/ACT score that places them out of the relevant class better.

Credits for all four 1000 level FRST courses are applied as “At Some-Distance” from the student’s major. In addition, FRST 1101 counts as a required W1 (writing intensive) course, FRST 1002 counts as a required first-year seminar, and FRST 1103 counts as a required Q1 (quantitative intensive) course.

Those students whose test scores indicate a particular need for skills reinforcement are advised to use the Tutoring Center, and some participate in non-credit tutorials. Any Stockton student may use the Tutoring Center, and faculty members are encouraged to advise all students of this resource.

In consultation with their preceptors, many first-year students take one or more other courses in addition to FRST 1000-level courses.

OTHER COURSES FOR FIRST-YEAR STUDENTS

In addition to courses associated with the competency requirement, the program offers a variety of other writing and mathematics courses that are designed especially for first-year students. These 2000-level FRST courses are equivalent to various G-acronym courses and carry credit that may be applied to the University's general studies requirement. These include the following courses:

FRST 2120 Rhetoric and Composition (counts as a W1 and GEN course)

FRST 2131 Argument and Persuasion in the Humanities (counts as a W1 and GAH course)

FRST 2151 Argument and Persuasion in the Social Sciences (counts as a W1 and GSS course)

FRST 2310 Algebraic Problem Solving (counts as a Q1 and GNM course; some sections also count as a W2 course)

In addition to FRST-acronym courses, the University also offers other courses in program studies and in General Studies that are designed especially for first-year students. These courses are labeled with an "F" attribute (appropriate for first-year students) so that students and their preceptors can identify them easily.

Full details about the First-Year Studies curriculum are accessible on the [First-Year Studies website](#).

THE HONORS PROGRAM IN THE SCHOOL OF GENERAL STUDIES

The Honors Program challenges students to launch extraordinary lives. Our program provides a supportive, enriching environment for students who are among the most motivated and talented at the University. We ask students to take intellectual risks, seek an understanding of the interdependence of all branches of knowledge, engage with the complexities of difference and diversity, and value a life of continuous learning and personal growth. We encourage our students to seek opportunities for experiential learning, independent research, and community engagement. We encourage our students to develop the creativity, adaptability, and understanding required to thrive in an interconnected world. Stockton Honors is at the forefront of the University's pursuit of academic excellence, transformative education, and civic engagement. We help our Honors Program students to craft meaningful college learning experiences that connect to global communities and draw on the unique resources and cultures of Southern New Jersey. Honors education is based in the General Studies curriculum, allowing our students to participate in any course of study from Stockton's major, minor, and certificate programs.

Admission to the Honors Program is competitive. Applications are accepted through Stockton University's Common App. Preference is given to students who demonstrate intellectual curiosity, take an active role in their education, and aspire to make the world a better place. To remain in the program, students must continue to make academic progress, fulfill their Honors co-curricular requirements, and maintain a 3.3 GPA.

Full details about the First-Year Studies curriculum are accessible on the [Honors website](#).

LIBERAL STUDIES, COMMUNITY LEADERSHIP AND CIVIC ENGAGEMENT IN THE SCHOOL OF GENERAL STUDIES

INTRODUCTION

The Community Leadership and Civic Engagement (CLCE) concentration is an interdisciplinary concentration within Stockton's Bachelor of Arts in Liberal Studies (LIBA) degree. It is designed for students interested in becoming leaders and shapers of governmental, cultural, environmental, or humanities-based institutions. It combines a core set of General Studies classes with a range of disciplinary courses drawn from across the University, allowing students to operationalize their individualized learning plan in community-engaged ways. Through incorporation of internships, independent studies, and service-learning experiences, students can take advantage of experiential learning opportunities in Atlantic City and County, translate academic learning into real-world experiences, and develop the knowledge, skills, and values central to community leadership and engagement.

REQUIREMENTS

To become a LIBA/CLCE major, students must work with their advisor to prepare a proposal for multidisciplinary study and must have that proposal approved by the CLCE convener and the dean of General Studies.

Like any Stockton degree, a LIBA/CLCE degree must show coherence, breadth of education, and depth of study in a particular area. In addition, it must incorporate CLCE-designated courses. Courses designated as CLCE courses focus on operationalized learning (community-engagement, experiential learning, project-based learning, service learning, independent studies, and internships).

Although proposals resembling an existing degree program may be approved, the LIBA/CLCE major may not replicate or replace an established program in another school. Students pursuing a specific career or graduate study will be advised to solicit and consider the advice of faculty in similar or related disciplines and programs. Proposals will be reviewed by the preceptor, the LIBA convener, and the dean of General Studies. The student should also plan for a senior project that will provide a capstone for the program and an opportunity to demonstrate what they have learned.

The CLCE concentration under LIBA requires students to take two courses required of all LIBA students. (Note: both courses have cognates in the CLCE curriculum.)

GEN 1032/2250 Introduction to Liberal Studies
GEN 2248 Perspectives on Civic Engagement OR GEN 3851 Service Learning

Students in the LIBA/CLCE concentration will work closely with their preceptors and faculty mentors, as the current LIBA structure requires, to devise an individualized program of study that includes a selection of 4 additional core courses from the list below, classes which emphasize the knowledge, skills and values of engagement, leadership, and service.

COURSES

Select up to two courses at the 2000-level, and at least two courses from the 3000/4000-level (sample) electives below, for a total of four courses.

Full details about the curriculum are accessible on the [CLCE website](#).

CANNABIS STUDIES MINOR IN THE SCHOOL OF GENERAL STUDIES

INTRODUCTION

The interdisciplinary minor in Cannabis Studies offers students a foundation for understanding the burgeoning cannabis industry. New Jersey is among the 34 states and the District of Columbia that currently have legal medical cannabis. In addition, 11 states (and D.C.) also have legal recreational cannabis. As a result of the swift growth in medical and recreational cannabis and recent legalization of recreational cannabis in New Jersey, Stockton students may find the cannabis industry an attractive one to enter after graduation. The minor will expose students to some of the types of employment they might pursue.

CURRICULUM

As is the case with other interdisciplinary minors, this minor consists of 5 courses. All students take Introduction to Medical Cannabis in New Jersey (GEN 2347), Cannabis Law (GSS 2198), Cannabis Studies Internship Preparation (GEN 3242), and a credit-bearing internship (GIS 4673). Students can intern in a wide variety of areas: cultivation, energy efficiency, small business operations, communications, social media, retail, patient research, etc.

The fifth course is an elective. Students can choose an elective from related General Studies' courses and first-year seminars or from courses in the Holistic Health minor as well as any other program course in a student's specific area of interest.

Full details about the curriculum are accessible on the [Cannabis Studies website](#).

DIGITAL STUDIES

IN THE SCHOOL OF GENERAL STUDIES

INTRODUCTION

Digital Studies (DIGI) aims to prepare budding digital generalists with a well-rounded education to excel in all aspects of designing and utilizing emerging digital technologies to meet global demands.

Digital media/technology serves as the backbone of the multidimensional, media-saturated, and fast-paced world we live in. How we study, work, communicate and collaborate are all influenced by it. With this technology comes the need to develop new digital media content like apps, online games, and social networking sites.

In addition, this new digital content not only integrates all aspects of digital media, but also requires critical thinking, as well as communication and collaboration skills. The DIGI program provides a practitioner-based curriculum by focusing on multiple synchronized courses.

The DIGI program goals are to:

1. Prepare students to excel in the field of digital studies and work in many areas, such as web and media development.
2. Provide students with critical/creative thinking and collaborative skills needed to work in a multidisciplinary environment.
3. Equip students to solve real-world problems through digital technologies.
4. Enable students to thrive in a fast-changing, diverse, global, digital environment.

PROGRAM ORGANIZATION

DIGI Program at Stockton University offers a B.A in Digital Studies. A minor in Digital Studies is also available. As DIGI is designed to produce digital generalists, its primary focus is to provide students with a wide variety of skills and understandings in the digital field. The program offers a distinct, practitioner-based, comprehensive curriculum. Core courses include courses from the visual arts (ARTV), communication (COMM), computer information systems (CIST)/computer science (CSCI), and marketing (MKTG), in addition to DIGI acronym courses. This multi-disciplinary curriculum provides the agility and flexibility to flourish in a rapidly changing digital environment. The DIGI courses are listed on the curriculum worksheets found on subsequent pages.

ADMISSION TO THE PROGRAM

The DIGI program is open to any student with an active interest in digital technology. No prior digital technology skill is required. Students should declare their degree major no later than the end of the sophomore year.

Students wishing to major or minor in Digital Studies need to contact the Advising Office to complete the appropriate paperwork or contact the chair of Digital Studies. Intended majors must consult with a Digital Studies faculty member, who will further explain the nature of the program and its specific requirements.

GRADUATION REQUIREMENTS

All transfer students must complete a minimum of 16 credits in DIGI acronym courses at Stockton, including DIGI 4800 and at least one other 3000-4000 DIGI course, regardless of how many credits were accepted by the program when students transferred to Stockton. A minimum grade of C is required in all required courses, transfer or otherwise, counted toward the 64 program credits required for graduation.

PROGRAM COURSES

All students majoring in Digital Studies are required to complete 64 program requirements.

Full degree curriculum and transfer audits for the Digital Studies program can be explored using the Degree Works web based tool. Full details about the curriculum are accessible on the [website](#)

GRADUATION WITH DISTINCTION

A Bachelor of Arts degree with distinction in DIGI may be awarded to students who earn at least 90% A or A- grades in program courses, have no grades lower than B- in any program or cognate courses, and receive no grades lower than C- in any courses taken at Stockton. In addition, they must have completed at least 32 program credits at Stockton. Students interested in graduating with distinction must submit a letter of application to the DIGI program. The award of distinction will be conferred by the DIGI faculty.

CAREER OPPORTUNITIES

Professional opportunities in Digital Studies increase at a rapid pace. Most digital technology entry-level positions require comprehensive knowledge of digital media. The DIGI program prepares students for these jobs by training and equipping digital generalists with a broad skillset. Also keep in mind, many job opportunities in this field do not even exist today. A DIGI degree will prepare students for positions in these emerging careers.

Job titles in this field include:

Game designer
Digital media/social media coordinator
User interface (UI)/Use experience (UX) designer
Creative developer/consultant
Multimedia specialist
Digital marketing specialist
Media relations professional
E-learning instructional designer

Web developer
Social Media Specialist
Online Marketer
E-sports marketer
Digital media designer
Digital advertising designer/analyst
Digital media storyteller

DIGITAL LITERACY MINOR IN THE SCHOOL OF GENERAL STUDIES

INTRODUCTION

Students from all majors can earn a minor in Digital Studies.

The requirements are as follows:

1. Complete 20 credits (usually 5 courses)
2. Take two DIGI Acronym courses
3. Take two from DIGI attribute or DIGI required courses
4. Take a capstone course: 1 course from the following courses
 - ARTV 4926 Design for Community Partners
 - COMM 4901 Communication Internship
 - COMM 4902 WLFR Internship
 - COMM 4903 SSTV Internship
 - CSIS 4900 Internship
 - DIGI 4800 Digital Media Capstone
 - LITT/HIST 3923 Digital Humanities Internship II.

Full degree curriculum and transfer audits for the Digital Studies program can be explored using the Degree Works web based tool. Full details about the curriculum are accessible on the [website](#)

DISABILITY STUDIES MINOR IN THE SCHOOL OF GENERAL STUDIES

INTRODUCTION

Disability Studies is an interdisciplinary field of study that examines the meaning, nature, and consequences of disability, as a social, cultural and political construct. In contrast to educational, clinical, medical, or therapeutic perspectives on disability, disability studies focuses on how disability is defined and represented in society.

Through the interdisciplinary lens, the field of Disability Studies shifts the conversation and helps to understand the nuances of disability that are often not considered within the applied professions. Thus, the Disability Studies minor provides an opportunity for an in-depth exploration of the field of disability studies to better prepare students to work with and advocate for vulnerable groups (i.e., individuals with differences) within the context of various majors (e.g., psychology, social work, health sciences, criminal justice, special education).

Disability Studies expands the traditional base of a liberal arts and sciences education by focusing on disability as a social and cultural construct, roles and perspectives that are otherwise omitted from traditional curriculum offerings. Disability Studies engages in disability studies research and practice to further the understanding and analysis of disability as a social and cultural construct rather than a medical model (i.e., the individual with a disability is broken and needs to be fixed). Faculty from all schools within the university take a holistic and interdisciplinary approach to the study of disability in Disability Studies courses offered through both General Studies and degree-granting academic programs. Participation in the program can lead to a minor in Disability Studies, which is noted on a student's academic transcript. Disability Studies courses are open to any student at Stockton University.

CURRICULUM

A minor in Disability Studies is awarded to students who complete 20 credits in Disability Studies coursework. The 20 credits consist of five courses:

- One course at an Introductory Level (at the 1000 or 2000 level)
- Three courses as Electives (at the 2000 or 3000 level)
- One of the designated Capstone courses (at the 3000 or 4000 level) or an approved internship option.

CAREER OPPORTUNITIES

Career preparation for jobs in management, marketing, counseling, teaching, journalism, social work, criminal justice, hospitality, banking, nursing, health services, public health, and government will be enhanced by disability studies because knowledge of special concerns of individuals with disabilities will produce more effective performance in these careers. Experience in disability studies prepares students for employment opportunities, work with disability rights organizations, and educational, legal and political projects. This minor will prepare students to work with individuals with disabilities, understand social services, and encourage advocacy work.

Full details about the curriculum are available via the [Disability Studies Minor](#) website.

GLOBAL STUDIES MINOR IN THE SCHOOL OF GENERAL STUDIES

INTRODUCTION

One of the key shared values at Stockton University is the recognition of global perspectives. By promoting global perspectives, “Stockton seeks to create and sustain the global awareness and understanding necessary for their meaningful participation in the world as independent critical thinkers and informed and prepared global citizens.” The Global Studies Minor offers an interdisciplinary approach to global affairs that trains students to understand topics that transcend territorial borders. As an academic field, Global Studies is distinctively positioned to help us understand the critical intersections of history, language, culture, public health, human rights, education, trade and politics. Students are provided with the knowledge and skills to be able to function culturally, politically, and economically in a global society through a systematic infusion of international and multicultural content into the curriculum.

REQUIREMENTS

The Global Studies Minor consists of 20 credits. All students must take the entry level course GSS 2606 Introduction to Global Studies and capstone course GIS 4658 Global Challenges and Solutions and one course from each of the three categories: Global Issues/Area Studies; History and Culture; Political Economy and Contemporary Issues. Students must demonstrate proficiency in another language or in-depth knowledge of another culture.

Full details about the curriculum are accessible on the [Global Studies website](#).

HOLOCAUST AND GENOCIDE STUDIES MINOR IN THE SCHOOL OF GENERAL STUDIES

INTRODUCTION

The minor in Holocaust and Genocide Studies provides students from all backgrounds with a broad interdisciplinary study of the Holocaust and other genocidal atrocities of the 20th and 21st centuries, including indigenous genocides, the Armenian Genocide, Cambodia, Rwanda and Darfur.

Studies about the Holocaust and other genocides address a central tenet of education: What does it mean to be a responsible citizen in a democratic society? Such study can help students realize the following.

- The genocide of the Jews during World War II and the Nazi Era was a “watershed event” in human history.
- Democratic institutions and values are not automatically sustained but need to be appreciated, nurtured, and protected.
- Silence and indifference to the suffering of others, or to the infringement of human and civil rights in any society—however unintentionally—serves to perpetrate the problems.
- Genocide is not an “accident” of history—genocide occurs because individuals, organizations and governments make choices that not only legalize discrimination but allow prejudice, hatred and ultimately mass murder to occur.
- Comparative study of the Holocaust and other genocides prepares us to understand contemporary risks of genocide around the world.
- Learning to think deeply and critically about the social, cultural, and political processes that enable prejudice is crucial to understanding genocidal atrocities throughout history.

In view of the State of New Jersey Holocaust and Genocide Education Mandate requiring the study of the Holocaust and genocide-related issues as part of school curricula, some of the courses in the minor may be attractive to students who may eventually want to obtain certification in education. The Holocaust and genocide minor provides a good preparation for Stockton undergraduate students who plan, after graduation, to enroll in the University’s Master of Arts in Holocaust and Genocide Studies (MAHG) program.

PROGRAM ORGANIZATION

A range of relevant classes is offered under both General Studies and program acronyms. These undergraduate courses provide the opportunity for a broad overall investigation of Holocaust and Genocide Studies as well as an in-depth consideration of specific issues related to these areas.

Courses relevant to the minor are offered every semester and are open to any student at Stockton, and on a space-available basis, to non-matriculated students. Every formal course in the minor carries four credits. Independent study courses may also be carried out with faculty members who teach in the minor. However, no more than one independent study course may be used toward meeting the requirements of the minor and that independent study course cannot be one of the two required courses.

REQUIREMENTS FOR COMPLETION OF THE MINOR

There are no specific requirements for admission into the program. However, students are required to meet with the Coordinator of Holocaust and Genocide Studies to complete the necessary paperwork for advising purposes. There are no minimum grade requirements beyond those required by the University for graduation.

Completion of the minor requires students to take and pass a minimum of 20 credits—five courses, each of which is four credits—related to the minor in Holocaust and Genocide Studies. This includes two required courses: GSS 2240, The Holocaust and GAH 2114, Perspectives on Genocide. A minimum of three additional courses in Holocaust and Genocide Studies beyond the two required courses must be completed.

SPECIAL OPPORTUNITIES AND RESOURCES

Students are eligible to apply to Stockton University's Foundation for undergraduate scholarship awards specifically designed for undergraduate students with a proven interest in Holocaust and Genocide Studies. These include the Berkman–Chipkin Holocaust & Genocide Studies Endowment and Koopman-van de Kar Scholarship among others.

The [Sara and Sam Schoffer Holocaust Resource Center](#) is a joint project of Stockton University and the Federation of Jewish Agencies of Atlantic and Cape May Counties. Opened in 1990, the Center serves as a focal point for the study of the Holocaust and other genocides. The Center houses artifacts and oral histories, in addition to many books and media resources. Students are able to complete an internship for academic credit at the Center. The Center is easily accessible. Its trained and experienced staff is available to provide guidance for research projects and resources for implementing the NJ Holocaust and Genocide Studies Mandate (grades K-12). Stockton University has very strong library and media collections in Holocaust and Genocide Studies, which are always being enlarged with the acquisition of new print, media, and audio-visual holdings.

The Ida E. King Distinguished Visiting Professor of Holocaust Studies brings to Stockton on a rotating basis, for one or two semesters each year, scholars of international renown to teach about the Holocaust and other genocides and to pursue scholarly work in their field.

Faculty who teach in the area of Holocaust and Genocide Studies come from a variety of disciplines and from various schools of the University. In addition to the Undergraduate Minor in Holocaust and Genocide Studies, Stockton also offers a Master of Arts degree in Holocaust and Genocide Studies.

Opportunities for relevant overseas study are available through Stockton University's Office of Global Engagement. In addition, on a bi-annual basis, Faculty Led Study Tour programs for credit are available for undergraduate and graduate students to sites related to the Holocaust. Holocaust survivors often accompany the study tour group.

Full details about the curriculum are accessible on the [Holocaust and Genocide Studies website](#).

JEWISH STUDIES MINOR IN THE SCHOOL OF GENERAL STUDIES

INTRODUCTION

The minor in Jewish Studies promotes the academic exploration of various Historical and Biblical sources as they relate to the Jewish people through religion, culture, history, and Israel. -

The Jewish Studies curriculum, through its interdisciplinary sequence of formal courses and independent studies is designed to encourage independent thinking, and balanced perspectives. Though it is not possible to major in Jewish studies, students can design a Liberal Arts Degree with an emphasis on Jewish Studies. The Jewish Studies minor is available to all graduating students who complete the program requirements.

PROGRAM ORGANIZATION

A wide range of Jewish Studies courses and independent studies are offered in General Studies and program acronyms. These courses provide a wide scope of topics for study and an opportunity for thorough investigation of specific issues. Every formal Jewish Studies course carries 4 credits. Independent study and internship opportunities can be discussed with the coordinator of the program or a member of the Jewish Studies faculty.

REQUIREMENTS FOR THE MINOR

Students interested in completing the Jewish Studies minor are required to take four courses in Jewish Studies plus an independent study OR internship. Two Holocaust and Genocide Studies courses may be taken in place of two Jewish Studies courses. (Students who earn the minor in Holocaust and Genocide Studies may take two additional Jewish Studies courses and earn both minors)

Independent study projects topics and internships must be approved by the Jewish Studies Coordinator. Full time Stockton faculty from other programs may supervise an independent study and internship with the permission of the Jewish Studies coordinator.

Program Mission:

To promote an inclusive community of learners with an interdisciplinary approach to identify and develop connections between Jewish Studies and the other disciplines with which they engage.

Program Vision:

To cultivate a safe, bias free learning environment with a commitment to respectful debate, academic integrity, and critical inquiry for students from all backgrounds.

Students enrolled in Jewish Studies courses will learn how to:

- Disseminate between facts and fiction regarding Jewish Culture, History, and current events.
- Identify cultural and historical similarities and differences between Judaism and other religions and cultures.
- Formulate Independent, effective, balanced perspectives.
- Investigate how different perspectives can be applied to analyze thoughts, responses, and actions.
- Promote courses with academic perspectives on the study of the Bible, Jewish history and culture and the diversity of Jewish experience.
- Promote cultural interconnectedness and strengthen social and cultural analysis.

SPECIAL OPPORTUNITIES

Opportunities for related overseas studies are available at Tel Aviv University and other universities in Israel. Stockton, with the other New Jersey State colleges, participates in a semester long program of study at Tel Aviv University. The courses offered at Tel Aviv are conducted in English and include classes in Judaica and in subjects of a more general nature. Opportunities also exist for students to spend a year at the Hebrew University in Jerusalem or Ben Gurion University in Be'er Sheva. Interested students should contact the department of Global Studies at oge@stockton.edu. Scholarships are often available to help defray the cost of study in Israel.

Stockton students may also undertake study visits to Israel during the Summer or Winter break and carry out their credit-bearing projects under the auspices of Stockton's Jewish Studies or International Education program.

Stockton Students who declare the minor in Jewish Studies and have taken at least two Jewish Studies courses are eligible to apply to the Stockton Foundation for several special Jewish Studies scholarships and book awards. These scholarships and awards are designated for students who are taking classes to complete the minor in Jewish Studies minor, planning a career in Jewish communal work, have made major contributions to Jewish life on campus, or have made major contributions to multicultural harmony on campus.

Extensive cultural activities of relevance to Jewish studies are offered at Stockton, sponsored by the Jewish Studies faculty, Stockton's active Jewish Student Union/Hillel and Chabad.

The Sara and Sam Schoffer Holocaust Resource Center, which opened at Stockton in 1990 is a Jewish Foundation for the Righteous (JFR) Holocaust Center of Excellence. The JFR Holocaust Centers of Excellence Program was established to honor centers who have made an extraordinary commitment to teach the Holocaust in their communities. The Sara and Sam Schoffer Holocaust Resource Center serves as a focal point for the Study of the Holocaust, helps to train teachers and houses artifacts and oral histories of the Holocaust. Students may register for an internship at the Holocaust Center for academic credit. This internship can count towards both the minor in Jewish Studies and the minor in Holocaust and Genocide Studies minor.

The Richard E. Bjork Library has a vast collection of books on topics of Jewish Studies in many formats including print, electronic, microform and media. Students may register for an internship in the special collections section of the library for academic credit towards the minor in Jewish Studies.

The Jewish Studies faculty works closely with the Jewish Federation of Atlantic and Cape May Counties. Students who are interested in careers in Jewish communal work can serve in internships with the Federation or its agencies. Internships in Washington D.C. and of relevance to Jewish Studies, may also be available.

Full details about the curriculum are accessible on the [Jewish Studies website](#).

LATIN AMERICAN AND CARIBBEAN STUDIES MINOR IN THE SCHOOL OF GENERAL STUDIES

INTRODUCTION

The minor in Latin American and Caribbean Studies is an interdisciplinary program which draws on the teaching and research interests of faculty from throughout the University. A sequence of courses provides students with an understanding of the shared historical experience, languages, artistic traditions and cultures that constitute the current make-up of the region.

The Caribbean and Latin America are areas of significant academic interest and political importance. Geographically circumscribed and distinguished by a rich, multicultural history, the region provides a coherent focus for study in many disciplines. The proximity of this region to the United States, its primary role in U.S. foreign and economic policy, and the growing numbers of U.S. citizens of Latin and Caribbean descent underpin the importance of the area for academic study in this nation.

PROGRAM ORGANIZATION

The Latin American and Caribbean Studies curriculum includes an introductory course and a capstone seminar, required of all students seeking to complete a minor. Other courses in the program are divided into three categories: Historical Process, Language and the Arts, and Modern Cultural Experience. These are drawn from various General Studies categories as well as several degree programs. The minor is open to all students regardless of ethnic background, and the requirements can be met by students in any major program of study.

REQUIREMENTS FOR THE MINOR

Completion of the minor requires a 20-credit sequence of five courses. Each student must complete one introductory course: GEN 1302 Introduction to Latin America and the Caribbean, GEN 1030 Freshman Seminar, Introduction to Latin America/Caribbean or LANG 3252 Latin American Culture and Civilization and GIS 3730 the Latin American and Caribbean Studies Senior Seminar. The remaining three courses must include one from each of the program's three topical categories — Historical Process, Language and the Arts, and Modern Cultural Experience. Students will also be required to demonstrate proficiency in Spanish, French (or another relevant language), either by completing two semesters of University coursework or by some other method accepted by the Languages and Culture Studies faculty. Credits for these language courses will not be counted toward the 20 credits required for certification. Students interested in completing the minor should notify the Coordinator of Latin American and Caribbean Studies as early as possible.

ADDITIONAL OPPORTUNITIES

The Latin American/Caribbean Studies program offers many co-curricular activities, which enhance relevant educational opportunities at the University. The program sponsors panel discussions and presentations on current issues that affect the Latin America and Caribbean region. Past events include cultural exhibits such as Maya 2012: Lords of Time, Elaine Ling Photography: Cuba Chronicles, Guatemalan Weavings by Armando Sosa, Capoeira Arts, and Ecocriticism in/of the Americas. The program also sponsors presentations from Latin American and Caribbean community leaders. Along with the curriculum requirements, the program also encourages international study as well as service learning in the community.

Credits earned at Latin American or Caribbean universities may be applied to degree requirements. Students interested in this option should consult the Coordinator of International Education. The University also offers a variety of courses with travel components in the minor. Offerings will vary from year to year.

Full details about the curriculum are accessible on the [Latin American and Caribbean Studies website](#).

MIGRATION STUDIES MINOR IN THE SCHOOL OF GENERAL STUDIES

INTRODUCTION

The Migration Studies minor focuses on the study of how human populations move around the global landscape. Human migration includes (but is not limited to) topics like immigration, displacement from conflict, natural disaster, and climate change, patterns of pre-historic and historic human movement, refugees and asylum seekers, international law and conventions, border security and enforcement, economic and labor migration, gentrification and community change, human biological adaptation and cultural interpretation of genetic change, and artistic and literary expression of movement. More specifically, courses included in the Migration Studies minor will provide Stockton students with an opportunity to examine pathways of movement, mechanisms of displacement (for example, natural disaster or conflict), policies addressing human movement, cultural adaptation (both of migrants and receiving communities), and expressions of migrant and displacement experiences. A holistic approach to each of these topic areas challenges students to engage with experiences of movement and displacement and integrate lessons into their own field of practice or career.

CURRICULUM

The Migration Studies minor consists of five courses: one introductory course option, three designated electives, and one additional 3000-level course or internship/study abroad option.

Full details about the curriculum are accessible on the [Migration Studies website](#).

WOMEN’S, GENDER AND SEXUALITY STUDIES MINOR IN THE SCHOOL OF GENERAL STUDIES

INTRODUCTION

Women’s, Gender, and Sexuality Studies expands the traditional base of a liberal arts and sciences education by focusing on women’s and LGBTQIA+ community contributions, roles and perspectives that are otherwise omitted from traditional curriculum offerings. WGSS engages feminist and queer practice to further the understanding and analysis of gender and sexuality. Faculty from all schools within the University take a holistic and interdisciplinary approach to the study of women, gender, and sexuality in WGSS courses offered through both General Studies and degree-granting academic programs.

Participation in the program can lead to a minor in Women’s, Gender and [Sexuality Studies](#), which is noted on a student’s academic transcript. All Women’s, Gender and Sexuality Studies courses are open to any student at Stockton University.

PROGRAM ORGANIZATION

A minor in Women’s, Gender, and Sexuality Studies is awarded to those students who complete 21 credits of WGSS coursework, including:

- Women, Gender, and Sexuality, a four-credit course offered every fall and spring semester, either as GAH 2358/1039 or GSS 2358, that serves as an introduction to the study of women’s, gender, and sexuality studies and to feminist and queer scholarship and activism.
- 12 credits of study (three courses) chosen from the list of courses approved by the Women’s, Gender, and Sexuality Studies faculty and based in feminist and queer studies. The list of approved courses is available on the [WGSS website](#). A range of elective courses is offered each semester from across the university.
- Seminar in Feminist Theory (GIS 3614), a 4-credit course focusing on primary source readings in feminist and queer theories. This integrative seminar covers how people create, interpret and evaluate knowledge claims about the world.
- WGSS Capstone-Portfolio (WGSS 4800), a 1-credit course that serves as the culmination of students’ WGSS course of study. This course is usually taken in the student’s penultimate or final semester, and after completing or concurrently with GIS 3614.

Students interested in pursuing a minor in Women’s, Gender, and Sexuality Studies are encouraged to contact the WGSS Coordinator for further information, and to inform their preceptor. A Declaration or Change of [Minor](#) must be submitted digitally through the GoStockton portal.

Students should work with their preceptor to select from the Women’s, Gender, and Sexuality Studies offerings each semester. These can be viewed on the list of courses with the WGSS Attribute, which is posted online prior to pre-registration. Students wishing to transfer an elective should contact the WGSS Coordinator or their preceptor. Course descriptions for the offerings listed above appear with other courses of the same acronyms online. In addition to the above courses and WGSS electives, faculty may offer a variety of independent studies.

SPECIAL OPPORTUNITIES

WGSS provides multiple high-impact learning opportunities for students, including activist projects, service-learning experiences, and opportunities to submit papers and projects for academic

conferences, awards, internship and research funding through the University and the New Jersey Women's and Gender Studies Consortium.

Up-to-date information about special opportunities can be found on the [WGSS website](#) and the [WGSS Facebook Page](#).

CAREER OPPORTUNITIES

A WGSS minor provides students with skills and knowledge including expertise in finding, analyzing, and using information on contemporary social issues, an understanding of gender, sexuality, race, culture and social class difference, and experience with analyzing inequality and acting to create change. These skills enhance preparation for a wide variety of careers, such as employment in activism and advocacy, communication and media, counseling, education, economics, finance, government, journalism, management, marketing, nursing, personnel and equity/diversity management, political campaigns, public health, policy, research, and social work. Experience in women's, gender, and sexuality studies also provides preparation for employment opportunities such as women's and LGBTQIA+ legal and political projects; work with women's, trans*/nonbinary and LGBTQ+ health collectives, social services and hotlines; career and credit counseling; and work with businesses owned by women and LGBTQIA+ people.

Full details about the curriculum are accessible on the [Women's, Gender and Sexuality Studies website](#).

THE WRITING PROGRAM AND THE WRITING MINOR IN THE SCHOOL OF GENERAL STUDIES

INTRODUCTION

The Stockton Writing program involves faculty from all schools within the University, as well as a core Writing faculty located in General Studies. Writing-designated courses are offered under both General Studies and program acronyms; therefore, students can fulfill distribution requirements toward graduation while they incorporate writing as a vital part of their education.

MISSION STATEMENT

Stockton's Writing program offers students a variety of writing courses at all levels of the curriculum. These courses help students grow as writers, both by improving their writing and by providing them opportunities to learn about and to practice diverse forms of writing, such as expository writing, creative nonfiction, poetry, research writing, and digital writing. We also offer students opportunities to use their writing outside of the classroom and to develop the foundation for producing purposeful, socially engaged work after they graduate. Whether students take only required writing courses or earn a [Writing Minor](#) while they are at Stockton, they can build their confidence as writers; enhance their knowledge of writing genres; and create writing habits that will serve them during school, at work, and in their personal lives.

WRITING-DESIGNATED COURSES

Stockton students may choose from hundreds of writing-designated courses. The course number indicates the level: 1000 level indicates an introductory writing-designated course; 3000 level indicates a more advanced writing-designated course. Writing-designated courses are of two kinds: Writing-Intensive courses (W1) and Writing Across-the-Curriculum courses (W2). The designation W1 or W2 indicates the role and function of writing in the course, not the degree of writing difficulty.

W1 - Writing-Intensive courses focus on writing as the subject of the course. The quality of writing is the major criterion for evaluating the student's performance, whether it be an introductory W1 course, such as FRST 1101 College Writing, or an advanced W1 course, such as GIS 3307 Why Poetry Matters.

W2 – Writing Across-the-Curriculum courses focus on disciplinary or interdisciplinary content. They use writing as a way of learning subject matter and expressing that learning. These courses also provide students with opportunities and support to improve their writing skills. The quality of writing, not only the mastery of content, is an important criterion in evaluating a student's performance in the course. W2 courses assume minimal competence in writing and in most cases should not be attempted by a student concurrently enrolled in FRST 1101 College Writing.

W1 and W2 courses are offered as part of Stockton's interdisciplinary General Studies curriculum and in most programs. They are also identified within the Schedule of Courses each term.

FIRST-YEAR PLACEMENT

Based on their SAT, ACT, or Accuplacer scores, some first-year students are required to take FRST 1101 College Writing; all others are required to take a 1000- or 2000-level W1 course, such as FRST or GEN 1120 Rhetoric and Composition or FRST or GEN 2240 Introduction to Research.

WRITING REQUIREMENT FOR GRADUATION

Stockton students write throughout their college careers and are advised to take one or more writing-designated courses each year, depending on their interest and needs. All students must fulfill the University's writing requirement in order to graduate. They must earn a C or better in each of four writing-designated courses: one W1 course taken during the first year and three other writing-designated courses (W1s or W2s), at least one of which must be a 3000- or 4000-level course. Transfer students are subject to the writing requirement. Up to two transfer courses in composition or writing will be credited as W1 courses and counted toward the requirement. All W2 courses must be completed at Stockton. Writing-designated courses that carry fewer than four credits or transfer courses that carry fewer than three credits do not count toward the writing requirement.

WRITING MINOR

The Writing Minor provides students with a way to structure and document their interests and talents as writers. Students working toward a Writing Minor have a choice of four focuses: Professional Writing, Creative Writing, Academic Writing, or Journalism. Within their focuses, students have a variety of writing (W1) courses to choose from; they can design their minor curriculum to suit their personal, academic or career goals.

The Writing Minor requires a total of six W1 courses. Each student must complete a minimum of two courses in his or her focus, at least one of which must be at the 3000 level or above. This requirement is intended to provide depth in a chosen genre. To further ensure depth, no more than one First-Year Writing course may count toward the minor.

To provide practical writing skills needed to succeed in their workplaces or avocations, students in all four focuses must complete at least one course from the Professional Writing category. In addition, all students must complete the capstone course, GIS 4619 Writing Senior Seminar, in either their junior or their senior year. This seminar is designed to help students transition from undergraduate writers to people who write in their careers or as working artists. Seminar topics include advanced editing, revision, and reflection; an introduction to the writing life after graduation; and the development of a capstone project appropriate to the student's personal, academic, or career goals. Although the capstone project is a component of the student's grade in the Writing Senior Seminar course, it is also a separate requirement for earning the minor. The final capstone project must pass a review by the core Writing faculty in order for the student to receive the minor.

REQUIREMENTS FOR COMPLETION OF THE WRITING MINOR

To earn the minor a student must complete the following:

- Declare a Writing Minor.
- Choose a Writing Minor focus and complete six W1 courses as specified below (at least five of the six must be taken at Stockton).
- Maintain a minimum GPA of 3.2 in the six W1 courses counted towards the minor; and
- Submit a final capstone project approved by the core Writing faculty.

Professional Writing Focus: 6 W1 courses

- Two courses from the Professional Writing category, at least one of which must be at the 3000 level or above
- Three electives from any of these categories: First-Year Writing, Professional Writing, Journalism, Creative Writing, and/or Academic Writing, but no more than one of the three may

- be from the First-Year Writing category
- GIS 4619 Writing Senior Seminar

Creative Writing Focus: 6 W1 courses

- Two courses from the Creative Writing category, at least one of which must be at the 3000 level or above
- One course from the Professional Writing category
- Two electives from any of these categories: First-Year Writing, Professional Writing, Journalism, Creative Writing, and/or Academic Writing, but no more than one of the two may be from the First-Year Writing category.
- GIS 4619 Writing Senior Seminar

Academic Writing Focus: 6 W1 courses

- LITT 1101 Literary Interpretation
- One 3000-level or higher course in the student's area of scholarship (where appropriate and approved by the student's Writing Minor Preceptor, a W2 may be substituted for a W1)
- One course from the Professional Writing category
- Two courses selected from any of these categories: First-Year Writing, Professional Writing, Journalism, Creative Writing, and/or Academic Writing, but no more than one of the two may be from the First-Year Writing category
- GIS 4619 Writing Senior Seminar

Journalism Focus: 6 W1 courses

- COMM 2304 Principles of Journalism
- COMM 3314 Journalistic Writing or COMM 3402 Reporting and Interviewing
- Three electives: One must be from the Journalism category, and the other two may be chosen from any of these categories: First-Year Writing, Professional Writing, Journalism, Creative Writing, and/or Academic Writing, but no more than one of the six courses for the Journalism Focus may be from the First-Year Writing category.
- Where appropriate and approved by the student's Writing Minor Preceptor, one of the following non-W1 courses may be substituted for the electives: COMM 2210 Digital Storytelling, COMM 3501 Sports Broadcasting, COMM 4610 Journalism Practicum, COMM 4909 *Stories of Atlantic City* Internship, COMM 4901 Internship with the *Atlantic City Press*, and LITT 3918 Editing Internship.
- GIS 4619 Writing Senior Seminar

Communication Studies Majors pursuing a Journalism Focus within the Writing Minor may count no more than three courses toward both the Communication Studies Major and the Writing Minor. Put another way, at least three courses that they complete for the Journalism Focus must be in addition to the courses required within the Communication Studies Major. These three may come from the Cognate area, for example.

Full details about the curriculum are accessible on the [Writing website](#).

**MASTER OF ARTS IN HOLOCAUST AND GENOCIDE STUDIES
GENOCIDE PREVENTION CERTIFICATE**

IN THE SCHOOL OF GENERAL STUDIES AND GRADUATE EDUCATION

MISSION STATEMENT

The MAHG program is committed to innovative and challenging research and teaching on the Holocaust, other genocides, the prevention of mass atrocities, and the promotion of human rights. The MAHG faculty guide students in developing and completing original capstone projects such as MA theses, internships, and special projects that prepare them for success in professional advancement. Furthermore, the significant public engagement opportunities that the MAHG program offers support Stockton University's mission to develop engaged and effective citizens, both locally and globally.

INTRODUCTION

The Master of Arts in Holocaust and Genocide Studies (MAHG) is a central component of Stockton University's commitment to study the Holocaust and other forms of genocide. The in-depth study of the histories and contours of past and present genocides not only offers us an opportunity to examine humanity at its worst; it also offers clues that may help to interrupt patterns of prejudice, persecution, and violence that feeds genocidal impulses now and in the future.

The MAHG program was founded in 1998 as the first program of its kind in the country: an interdisciplinary, non-denominational graduate program dedicated to the study of the Holocaust and other genocides. It offers a rigorous approach to understanding the dynamics of genocide and mass atrocities. The MAHG program provides outstanding preparation for teachers, human rights professionals, museum curators, and others interested in Holocaust and genocide studies. It seeks to enrich learners by challenging them intellectually, professionally, and personally. The program embodies an educational experience that produces knowledgeable, competent, compassionate, and ethical graduates.

At Stockton University, the Holocaust, other genocides, and mass atrocities are analyzed from multiple perspectives. MAHG faculty bring insights from their training in many disciplines, including history, political science, anthropology, communication, and education.

The MAHG program offers an international, online, graduate-level Genocide Prevention Certificate (GPC) to train professionals and students in mass atrocity prevention. The Certificate is open to MAHG students as well as professionals in government, business, the non-profit sector, and international organizations around the world. The courses are taught by MAHG faculty and a couple adjunct lecturers whose research addresses genocide prevention in various ways. All Genocide Prevention Certificate courses count towards the MAHG degree.

Stockton University offers many facilities to support the study and teaching of the Holocaust and other genocides. Since 1986, the Sara and Sam Schoffer Holocaust Resource Center has been actively collecting the oral testimonies of Holocaust survivors, liberators, and rescuers, as well as assisting survivors in writing and publishing their memoirs. The Center also provides support to K-12 teachers in southern New Jersey, including workshops, in-service opportunities, and access to Stockton's Holocaust and Genocide Studies events. The library boasts an extensive English-language holdings on the Holocaust, other genocides, and mass atrocities. In addition, students and faculty have

access to video collections, online databases, electronic resources, and inter-library loan services. MAHG seminars are held in the Liviu Librescu room of the Holocaust Resource Center, which is outfitted with state-of-the-art instructional technology.

Ida E. King Distinguished Visiting Professors of Holocaust and Genocide Studies

The Ida E. King Distinguished Visiting Professorship brings world-renowned scholars to Stockton to teach undergraduate and graduate students. Past Ida E. King Professors have included the following scholars and professors:

Alex Alvarez (Northern Arizona University)
Joyce Apsel (New York University)
Elizabeth Baer (Gustavus Adolphus College)
Dan Bar-On (Bar-Ilan University, Israel)
Lawrence Baron (San Diego State University)
Paul Bartrop (Florida Gulf Coast University)
Yehuda Bauer (The Hebrew University of Jerusalem and Yad Vashem, Israel)
Michael Berenbaum (American Jewish University, Los Angeles)
Myrna Goldenberg (Montgomery College, Maryland)
Patrick Henry (Whitman College, Washington)
Dienke Hondius (Vrije Universiteit Amsterdam, and the Anne Frank House, Amsterdam, the Netherlands)
Henry Huttenbach (City University of New York)
Nili Keren (Hakibbutzim College of Education, Israel)
Franklin H. Littell (Temple University)
Hubert Locke (University of Washington)
Ann Millin (United States Holocaust Memorial Museum)
Paul Mojzes (Rosemont College, Pennsylvania)
Dalia Ofer (The Hebrew University of Jerusalem, Israel)
Mordechai Paldiel (Yad Vashem, Israel)
Michael Phayer (Marquette University, Wisconsin)
Robert Skloot (University of Wisconsin, Madison)
Samuel Totten (University of Arkansas)

ADMISSION REQUIREMENTS

Students who wish to apply must hold a B.S. or B.A. degree from an accredited institution and must submit transcripts from all institutions of higher learning previously attended. The undergraduate grade point average should be 3.0 or higher. Other factors that will be considered include the professional experience of the candidate, the candidate's overall undergraduate record, an essay (500 words) stating their reason(s) for wanting to enroll in the program, a writing sample (2,000-2500 words), and three letters of recommendation. A personal interview may be required. A faculty Admissions Committee, including the MAHG Director, recommends admission.

The writing sample should be an academic or professional paper, preferably related to the study of genocide and mass atrocities. In exceptional cases – and only upon approval by the MAHG director – applicants would be permitted to submit an expanded statement of interests, which should include research and professional ideas and plans related to Holocaust and Genocide Studies, broadly defined.

Applicants need to make sure that the people writing on their behalf submit a letter of recommendation in addition to completing the online form. Please note that simply writing a short sentence, such as “I have known the applicant for a few years. They are excellent,” does not count as a letter of recommendation. A letter of recommendation should include specific information about the academic and/or professional qualifications, experience and achievements of the applicant in relation to the study of genocide and mass atrocities. At least one of the three letters of recommendation must be from a faculty member in a university or college, and we accept letters from professional supervisors, internship coordinators, etc. Note that letters from friends will not be accepted. If an applicant cannot obtain at least one letter from a faculty member in a university or college, they should contact the MAHG director to discuss and request approval for the submission of another letter instead.

Applicants who completed their undergraduate degrees outside the US will need, in addition, credential evaluation of their transcripts and degrees. See, for instance, SpanTran, which provides fully online service: <https://spantran.com/web/services/evaluations>

DIRECT ENTRY

Stockton students who have earned a cumulative Grade Point Average (G.P.A) of 3.2 in their undergraduate courses and a G.P.A. of 3.4 in at least three Holocaust and Genocide Studies courses may apply for Direct Entry by completing the electronic [Direct Entry Request Form](#) made available through the Office of Graduate Admissions. Once they have completed the Bachelor of Arts Degree, Direct Entry students will be admitted to the MAHG program without submitting the traditional online graduate school application; the application fee will also be waived.

TRANSFER CREDIT

The University accepts up to 9 credits of appropriate graduate study from other colleges and universities, subject to approval by the MAHG Director. Credits earned from Holocaust and Genocide Studies courses taken prior to matriculation in the program (see “Non-Degree Option” below) are treated as Stockton credits. The combined credits from transfer courses and classes taken in the Master of American Studies program or one of the Master of Arts in Education programs, including MAIT and MAED, may not exceed nine credits for candidates for the MAHG degree.

Stockton University has agreements with two institutions of higher education, the College of St. Elizabeth’s (Morristown, NJ) and Seton Hill University (Greensburg, PA), allowing the full fifteen (15) credits from their graduate Holocaust and Genocide certificate programs to be transferred into the MAHG program.

NON-DEGREE OPTION

Non-matriculated individuals may enroll in graduate Holocaust and Genocide Studies courses provided they meet the admission requirements, subject to approval by the MAHG Director. Non-matriculated students will be limited to a maximum of nine credits of graduate study toward the M.A. Registration in classes for non-matriculated students and qualified undergraduates will be on a space-available basis once all matriculated students have registered. Students are advised to consult the MAHG Director to have credits earned as a non-matriculated student and a qualified undergraduate count toward their degree.

ACADEMIC PROGRESS, DEGREE COMPLETION

To be awarded a graduate degree a student must have a cumulative GPA of at least 3.0 in courses applied toward the graduate program.

GENOCIDE PREVENTION CERTIFICATE REQUIREMENTS (ONLINE)

Students enrolled in the Genocide Prevention Certificate must complete a total of five courses (15 credit hours), one of which must be a core course in the MAHG program and another the final Genocide Prevention Research Seminar. The other three courses will be MAHG electives. Students completing the Certificate program who are not already enrolled in the MAHG program, may apply for entrance into the MAHG program at any time. MAHG students may complete the Certificate as part of their overall fulfillment of MAHG degree requirements. MAHG students are also welcome to take the Certificate courses on an ad-hoc basis.

GRADUATION WITH SPECIAL HONORS

Program Distinction constitutes recognition of outstanding graduate work in the MAHG program for graduating students. Program Distinction will be awarded to those students whose combination of coursework, Capstone Experience, and extracurricular activities merit special recognition. The award is based on a consensus of the MAHG faculty, including affiliated faculty who are familiar with students' work.

The following criteria are used to assess the awarding of Program Distinction.

- A minimum cumulative G.P.A. of 3.9 at the time of graduation.
- Superior performance in program courses.
- Significant contributions to the program through program and community service.
- As judged by the faculty, any other exceptional academic achievement in the area of Holocaust and Genocide Studies, e.g., curriculum design for K-12 education, outstanding performance in an internship, the quality of a MA thesis or capstone project.

The Franklin H. Littell Book Award

The Franklin H. Littell Book Award constitutes recognition of outstanding graduate work in the MAHG program for graduating students. The Franklin H. Littell Book Award will be awarded to no more than one graduating student per semester whose combination of coursework, Capstone Experience, and extracurricular activities merit special recognition. The award is based on a consensus of the MAHG faculty, including affiliated faculty who are familiar with students' work.

The following criteria are used to assess the awarding of the Franklin H. Littell Book Award.

- A minimum cumulative G.P.A. of 3.8 at the time of graduation.
- Superior academic performance.
- Significant contributions to the program through program and community service.
- As judged by the faculty, any other exceptional academic achievement in the area of Holocaust and Genocide Studies, e.g., curriculum design for K-12 education, outstanding performance in an internship, the quality of a MA thesis or capstone project.

ACADEMIC STANDING, PROBATION AND DISMISSAL

A graduate student must maintain a cumulative GPA of 3.0 to remain in good academic standing in the program. A student whose cumulative GPA falls below 3.0 will be notified that they are on Academic Probation. Such a student must work with their preceptor or the program Director to create

a plan to bring their GPA up to 3.0 by the time they had completed an additional 9 credit hours. A student on Probation who does not accomplish this is subject to dismissal from the graduate program and from the University.

In addition, only courses with grades of B- or above can be used toward the degree requirements. The MAHG faculty members may consider, in exceptional cases, to allow a course of C+ to count towards degree requirements.

MAHG PROGRAM REQUIREMENTS AND CURRICULUM

The MAHG degree requires the completion of 35 credits and the submission of a MA thesis or capstone project: one 3-credit core course (Introduction to Holocaust and Genocide Studies), two 1-credit required courses (Introduction to Graduate Studies and Thesis/Capstone Proposal), one 3-credit methods course (Research Methods in Holocaust and Genocide Studies), one or two 3-credit thesis or capstone courses, and eight or seven 3-credit elective courses. All the online courses in the Genocide Prevention Certificate (GPC) program count as MAHG electives and are open to MAHG students.

Required Courses

MAHG 5064 Introduction to Holocaust and Genocide Studies (3 credits; core course, offered every fall semester)

MAHG Introduction to Graduate Studies (1 credit; offered every semester)

MAHG Research Methods in Holocaust and Genocide Studies (3 credits; offered once every two years in the spring semester)

Elective Courses

Please note that the MAHG program offers 2 courses on campus and 1 or 2 online courses each semester, with one or two online courses offered in the summer. Depending on course availability, a student could pursue an independent study course (MAHG 5800 Independent Study) on a specific topic or enroll in 1 graduate course at Stockton outside the MAHG program only if approved by their advisor and the program. In exceptional cases and pending approval by an advisor and the program, a student could pursue 1 additional independent study course or 1 additional graduate course at Stockton outside the MAHG program.

In addition, the program will recognize one advanced language course as a 3-credit MAHG elective, if approved by an advisor and the program.

Uniquely qualified undergraduate students at Stockton with senior status who meet specific requirements, may be qualified to enroll in a MAHG elective course. They could obtain “dual credit” that they can then apply towards the MAHG degree, if they decide to enroll in the MAHG program. Contact the MAHG program Director for more information.

MAHG students must take 2 elective courses (6 credits) with a focus on the Holocaust:

MAHG 5000 History of the Holocaust

MAHG 5055 Topics in Holocaust Studies

MAHG students need to take 5 or 6 additional elective courses (15 – 18 credits):

The following 6 electives are offered at least once every four years and address key issues and questions in the field today:

- MAHG 5010 Gender, War and Genocide
- MAHG 5521 Borders and Displacement (cross-listed with MACJ)
- MAHG 5074 Critical Security Studies
- MAHG 5043 Pseudoscience and Eugenics
- MAHG 5355 Environmental Destruction, Climate Change, and Mass violence
- MAHG 5057/GIS 3102 Genocide, Education, Liberation

The following are Topics electives. Faculty members who teach them, decide on a focus, so that they are repeatable for credit, provided that the focuses are different --- for instance, different case studies in Spotlight courses. Topics courses provide flexibility for MAHG faculty members to offer elective courses that reflect a fast-changing and multidisciplinary field and respond to students' interests MAHG 5028 Spotlight (specific case studies)

- MAHG 5028 Topics in Genocide Studies
- MAHG 5016 Topics in Twentieth Century Europe
- MAHG 5062 Topics in Human Rights, International Law, and Transitional Justice
- MAHG 5036 Topics in Memory and Commemoration
- MAHG 5353 Topics in Literature and Culture
- MAHG 5007 Selected Topics with Ida E. King
- MAHG 5022 Study Tour Seminar
- MAHG 5889 Summer Intensive Research Experience

Capstone Courses

A student may choose either to complete a MA thesis (6 credits) or a capstone project (3 credits). In either case, students are required to choose an advisor and take a 1-credit thesis/capstone proposal course with them, preferably in their second semester and no later than their third semester in the program. Once a student's thesis/capstone proposal is approved by their advisor and the program, they will need to schedule either one 3-credit independent study or internship capstone project course or two 3-credit thesis courses with their advisor(s).

Students are required to have completed 15 credits towards their degree before they can enroll in a thesis or capstone course.

All MAHG students are expected to make a presentation about their thesis or capstone project to the faculty of the MAHG program; the presentations are open to the public. MAHG Capstone presentations are usually scheduled at the end of the fall and spring semesters. MAHG students who plan to complete their coursework in the summer could arrange to present their capstone project or thesis at the end of the spring semester before they graduate.

- MAHG Thesis/Capstone Proposal (1 credit)
- MAHG 5880 Thesis (3 credits)
- MAHG 5850 Independent Study Capstone Project (3 credits)
- MAHG 5900 Internship Capstone Project (3 credits)

GENOCIDE PREVENTION CERTIFICATE CURRICULUM

Students pursuing the Certificate are required to take one Core Course, three electives, and the Research Seminar, for a total of 15 credits.

All courses in the Genocide Prevention Certificate are offered online. New elective courses will be developed as needed.

Core Courses

MAHG 5064 Introduction to Holocaust and Genocide Studies

Elective Courses to choose from MAHG elective courses

Research Seminar (required)

GPC 5033 Genocide Prevention Research Seminar

Full details about the MA curriculum are accessible on the [MAHG website](#).

Full details about the Genocide Prevention Certificate curriculum are accessible on the [Genocide Prevention Certificate website](#).

**ACADEMIC PROGRAMS IN THE
SCHOOL OF HEALTH SCIENCES**

THE FACULTY
IN THE SCHOOL OF HEALTH SCIENCES

Linda Aaronson (1982), Professor Emerita of Nursing; Ed.D., Rutgers, The State University; MSN, Seton Hall University; BSN, Richard Stockton College of NJ: adult health and gerontic.

Rania Almajid (2021), Assistant Professor of Physical Therapy; Ph.D., Temple University; M.S. University of Pittsburgh; B.A., King Saud University: neuromotor science, pathophysiology, anatomy, kinesiology, balance, and postural control.

Barbara Amendolia (2022), Assistant Professor of Nursing; DrNP Drexel University; MSN University of Pennsylvania; BSN Stockton University; pediatrics, pathophysiology, pharmacology, health assessment, nursing research.

Alexandria Arcaini (2022), Teaching Specialist of Nursing, BSN MSN, Drexel University: critical-care nursing, medical-surgical nursing.

Brent L. Arnold (2021), Dean of the School of Health Sciences, Professor of Exercise Sciences; Ph.D. University of Virginia; M.S. University of Arizona, B.S. Indiana University: sports medicine, ankle chronic/functional instability, balance, proprioception, and kinesthesia deficits associated with orthopedic injury, meta-analysis.

Jacqueline M. Arnone (2020), Assistant Professor of Nursing; PhD, MSN, BSN, Kean University, PMHNP-BC, Maryville University; population health, psychiatric mental health, home health nursing, maternal child nursing.

Anthony Austin (2022), Teaching Specialist of Health Science; Ph.D., Ohio University; M.A., Cleveland State University; B.S., Tennessee Technological University: stress and health, psychophysiology, health disparities, health psychology.

Richard Berry (1974), Professor Emeritus of Speech Pathology and Audiology, CCC-SLP/A; Ph.D., University of Illinois; M.A., B.A., University of Massachusetts at Amherst: hearing science, audiology, aural rehabilitation.

Janette Boney (2016), Clinical Education Support Specialist; OTD, Thomas Jefferson University-East Falls; M.S., B.S., Stockton University.

Elaine Bukowski (1987), Professor Emerita of Physical Therapy; (D) ABDA Emeritus, DPT, Drexel University; M.S., University of Nebraska; B.S., St. Louis University.

Jennifer Calabrese (2021), Assistant Professor of Occupational Therapy; OTD, Chatham University; MOT, B.S. Duquesne University: neuroscience and motor learning, evidence-based practice, the scholarship of teaching and learning, interprofessional education and advocacy.

Elizabeth G. Calamidas (1986), Professor of Public Health; Ph.D., Temple University; M.S., B.S., The Pennsylvania State University: community and public health, health education, health behavior, human sexuality, women and health, aging and health.

Ronald L. Caplan (1994), Associate Professor of Public Health; Ph.D., M.A., B.A., University of Massachusetts: health economics, health policy.

Stacy Gallese Cassel (2013), Associate Professor of Communication Disorders; Ph.D., MPhil, Columbia University; M.S., Gallaudet University; Dual B.S./B.A., Rutgers University. medical speech-language pathology, dysphagia, neonatal intervention, neurogenic communication and voice disorders.

Amanda Copes (2011), Lead Clinical Supervisor, Speech and Hearing Clinic, CCC-SLP; Ed.D., B.S. Stockton University; M.A., West Chester University: clinical supervision.

Tara Crowell (2000), Professor of Public Health; Ph.D., University of Oklahoma; M.A., B.A., West Virginia University; health communication, social marketing, quantitative research methods, internship experiences.

Nancy Taggart Davis (1973), Professor Emerita of Pathology; Ph.D., University of Pennsylvania; B.S., Rollins College: Mexican culture, pathology, pathophysiology, epidemiology.

Lauren Del Rossi (2013), Associate Professor of Physical Therapy; DPT, B.S., Stockton University; ABPTS Board Certified in Pediatrics: neuromuscular physical therapy, pediatrics, cardiopulmonary, interprofessional education.

Bruce DeLussa (1986), Professor Emeritus of Public Health; M.P.H., University of Michigan; B.S., Colorado State University.

Anthony Dissen (2014), Assistant Professor of Health Science; Ed.D., Stockton University; M.P.H., University of Massachusetts- Amherst; M.A., Georgian Court University; B.S. Rutgers University: health literacy & communication, health humanities, plant-based nutrition and lifestyle medicine, community & public health.

Kelly A. Dougherty (2014), Associate Professor of Exercise Science; Ph.D., M.S., The Pennsylvania State University; MTR, University of Pennsylvania; B.S., The College of New Jersey: physical activity- and nutrition-related issues in healthy and chronically ill children and young adults, including those with cystic fibrosis, sickle cell disease, and obesity.

Cheryle Fisher Eisele (1980), Professor Emerita of Nursing; Ed.D., Temple University; MSN, University of Pennsylvania; BSN, Richard Stockton College of NJ: women's health, pediatrics.

Megan Foti (2012), Associate Professor of Occupational Therapy; DOT, Temple University; M.S., B.S., Elizabethtown College: support for caregivers, telehealth/medicine, adult learning and development, evidence-based practice.

Kimberly Furphy (2000), Associate Professor of Occupational Therapy; DHS, University of St. Augustine for the Health Sciences; M.S., Temple University; B.A., University of Virginia: assistive technology, geriatric rehabilitation, spinal cord and brain injury rehabilitation, scholarship of teaching and learning (adult learners), interprofessional practice and education.

Mary Lou Galantino (1991), Distinguished Professor of Physical Therapy; Ph.D., Temple University; M.S., Texas Women's University; MSCE, NIH Postdoctoral, University of Pennsylvania; PT, University of Pittsburgh; Fellow of the National Academies of Practice; Fellow of the American Physical Therapy Association: evidence-based practice, chronic pain, HIV and cancer rehabilitation, systemic diseases, long-term care rehabilitation, integrative medicine.

Luis I. Garcia (2012), Tenured Assistant Professor of Health Science; Ph.D., The George Washington University; M.S., B.A., University of Wisconsin-Milwaukee: Health psychology, HIV prevention, Latino acculturation, LGBT identity development, interprofessional education (IPE), interprofessional collaborative practice (IPCP).

Regina Gentlesk-Green (2019), Assistant Professor of Nursing; DNP, Villanova University; MSN, University of Pennsylvania; BSN, Thomas Jefferson University: developmental disabilities, self-injurious behavior.

Trina Gipson-Jones (2019), Assistant Professor of Health Science; Ph.D., Hampton University; M.S. Hampton University; B.S.N., University of Tennessee: Family nursing, community health, health disparities research.

Heather L. Green (2021), Assistant Professor of Health Science; Ed.D., University of West Florida, M.A., California State Polytechnic University, Pomona; B.A., Rowan University: public health, health education, health behavior, mental health, nutrition, integrative health.

Stephanie Griffin (2022), Associate Professor of Public Health; Ph.D., University of Arizona; M.S., University of Washington; B.S., Salisbury State University; environmental and occupational safety & health, *Legionella* risk management, injury prevention, exposure science, hearing conservation.

Yulong (Helen) Gu (2015), Associate Professor of Health Science; Ph.D., University of Auckland; M.S., University of Tasmania; B.A., B.E., University of Science and Technology of China: health informatics, health information technology, eHealth, mobile health.

Lee Ann Guenther (1989), Associate Professor Emerita of Physical Therapy; DPT, Temple University; M.S., St. Joseph's University; Post-Baccalaureate Certification, University of Pennsylvania; B.S., The Pennsylvania State University.

Amy J. Hadley (2006), Professor Emeritus of Communication Disorders, CCC-SLP; Ed.D., University of Central Florida; M.S., B.A., State University College of New York at New Paltz; clinical speech-language pathology, child language and literacy.

Phillip A. Hernández (2010), Associate Professor of Communication Disorders, CCC-SLP; Ed.D., Arcadia University; M.S., LaSalle University; M.Ed., Widener University; B.S., Richard Stockton College of NJ: bilingual speech-language pathology (English/Spanish), school-based communication disorders, bilingualism, cultural competence.

Bess P. Kathrins (1984), Professor Emerita of Physical Therapy; Ph.D., Touro University International; M.S., B.S., Boston University.

Mary Kientz (2008), Associate Professor of Occupational Therapy; OTD., M.S., University of Kansas; B.S., Elizabethtown College: developmental disabilities with focus on autism spectrum disorders, positive behavioral supports, community-based interventions, advocacy, health and wellness., interprofessional practice and education.

Lauren Kirk (2022), NTP Teaching Specialist of Nursing, MSN, Drexel University; BSN, York College of Pennsylvania; medical-surgical nursing, emergency nursing, adult health, healthcare ethics.

Donna Kurtz (2022), NTP Teaching Specialist of Nursing; MSN, PMHRN-BC Walden University; psychiatric mental health, faith community nursing, ethics in health care.

Diane Laverty (2022), Assistant Professor of Health Sciences; Ed.D., Rowan University; M.S., The Pennsylvania State University, B.S., East Stroudsburg University. School-based speech-language pathology, pediatric language disorders, speech sound disorders, and student learning in higher education.

Lia V. Ludan (2020), Assistant Professor of Nursing; DNP, Wilkes University; FNP-BC, University of Medicine and Dentistry; BSN, Jefferson University; Nursing Diploma, Mountainside School of Nursing; chronic pain, women's health, emergency medicine, holistic nursing, and reducing racial and ethnic disparities in health care.

Rebecca Mannel (2020), Assistant Professor Occupational Therapy; OTD., M.S., University of St. Augustine for Health Sciences; B.A., Salisbury University: mental health, supported education for students with learning disabilities, autism spectrum disorder and mental health disorders in higher education, adult home care.

Alysia Mastrangelo (2000), Professor of Physical Therapy; Ph.D., MPT, Temple University; M.S., Slippery Rock University; B.S., Springfield College; Fellow of the American College of Sports Medicine: orthopedic and sports physical therapy, women's health, community wellness and health promotion.

Robert Marsico (2008), Assistant Professor of Physical Therapy; Ed.D., Teachers College- Columbia University; MPT, UMDNJ-SHRP and Rutgers University; B.S., Florida International University; ABPTS Board Certified in Orthopedics: cardiopulmonary and vascular physical therapy, exercise physiology, orthopedic physical therapy.

Kelly Maslanik (2022), Clinical Specialist; M.S., Stockton University; clinical education and supervision, adult speech, language and swallowing disorders, child speech and language disorders.

Traci McCarthy (2023), Assistant Professor of Exercise Science; Ph.D., Rutgers, The State University; DPT, CUNY College of Staten Island; B.S., Rutgers, The State University: Orthopedic and women's health physical therapy, exercise physiology, perinatal exercise.

Patricia Q. McGinnis (1999), Professor of Physical Therapy; Ph.D., Temple University; M.S., Philadelphia College of Pharmacy and Science; B.S., University of Delaware; Fellow of the National Academies of Practice: neuromuscular physical therapy, balance disorders, interprofessional education, issues in health care, curriculum development.

Nicole Milan-Tyner (2019), Associate Professor of Health Science; Ed.D., Rowan University; M.S., University of Delaware; B.A., Rutgers University: Health assessment, public health, non-profit management, health disparities.

Bryce J. Muth (2018), Assistant Professor of Exercise Science; Ph.D., University of Delaware; M.S. and B.S., East Stroudsburg University: vascular physiology, exercise physiology, high-intensity interval training (HIIT).

Thomas P. Nolan, Jr. (1988), Professor of Physical Therapy; DPT, M.S., Temple University; B.S., New York University; B.A., Glassboro State College; ABPTS Board Certified in Orthopedics: orthopedic and sports physical therapy, spinal kinesiology, electrotherapy, pharmacology.

Mary Padden-Denmead (2011), Associate Professor of Nursing; Ph.D., Widener University; APN-C, FN-CSA, M.S., University of Delaware; BSN, Stockton University: maternal and child health, theory, research, teaching and learning, grief and loss.

Monika Pawlowska (2014), Associate Professor of Communication Disorders; Ph.D., M.A., Adam Mickiewicz University: linguistics, language development, language disorders in children.

Joan Perks (2009), Associate Professor of Nursing; Ph.D., MSN, Widener University; BSN, Thomas Jefferson University; nutrition, adult health, emergency nursing, critical care, infusion therapy, leadership, service learning and cultural competency.

Sreelekha Prakash (2017), Associate Professor of Health Science; MBBS, Lady Hardinge Medical College; MD, Maulana Azad Medical College; MPH, Icahn School of Medicine at Mount Sinai: emergency and intensive clinical care management, research methods, clinical epidemiological, substance and drug use, global health, interprofessional collaborative, older adults, health policy, community health.

Michele Previti (2017), Associate Professor of Health Science; J. D., St. Louis University School of Law; B.A., La Salle University: healthcare administration, healthcare law, healthcare ethics, interprofessional education and collaborative practice, and social justice.

Susan Pullman-Bernstein (2020), Academic Fieldwork Coordinator, M.S., B.S., Stockton University: adult and geriatric rehabilitation, home healthcare, neuro rehabilitation.

Matthew Romen (2019), Director of Clinical Education; Ed.D., DPT, B.S., Stockton University: clinical reasoning, acute care for orthopedic, neurologic and cardiopulmonary conditions, health care management and quality improvement, student development and leadership development.

Larider Ruffin (2017), Assistant Professor of Nursing, Chair, MSN & Post-Master Programs; DNP, Wilmington University; MSN CTTS, University of Medicine & Dentistry of NJ; BSN, Rutgers University College of Nursing; diabetes, smoking and vaping prevention and education.

Rose Scaffidi (2011), Associate Professor of Nursing, DrNP, Drexel University; MSN, CNM, University of Pennsylvania; BSN, Stockton University: women's health, nursing research, health assessment.

MaryAnn Schiattarella (2017), Clinical Fieldwork Coordinator; M.A., Kean University; B.S., East Stroudsburg University: clinical education and supervision.

Victoria Schindler (2000), Professor Emerita of Occupational Therapy; PhD., M.A. New York University, B.S. Kean University: mental health, learning disabilities and autism spectrum disorders in young adults & adults, supported education.

Ame Shah (2014), Professor of Health Science; Ph.D., MPhil, City University of New York; M.A., B.S., Bombay University: speech science, cross-language speech perception, evidence-based accent management, neurolinguistics, bilingualism/bidialectism, cultural competence in hospitals/healthcare/universities/corporations, diversity management, second language learning, ESL pedagogy.

Margaret M. Slusser (2012), Professor Emerita of Health Science; Ph.D., MSN., University of Pennsylvania; BSN, Wilkes University: psychiatric mental health, interprofessional education, interprofessional collaborative practice.

Jeffrey Snyder (2022), Assistant Director of Clinical Education, Assistant Professor of Physical Therapy; Ph.D., M.A., B.S., New York University. ABPTS Board Certified in Orthopedics and McKenzie Institute Certified: ergonomics, orthopedic biomechanics, kinesiology, and health care management.

Kerri Sowers (2014), Professor of Health Science; Chair of the Health Science Program; BSHS/MSPA Dual-Degree; Program Coordinator; Ph.D. Nova Southeastern University, DPT, B.A., Stockton University Board Certified Clinical Specialist in Neurologic Physical Therapy: neurological physical therapy, acute care physical therapy, para/disabled sports, biostatistics, writing for healthcare professions.

Jill Tourtual (2019), Assistant Professor of Nursing; Ph.D., Widener University; MSN, Widener University; BSN, Widener University: school nursing, renal, critical care.

EXERCISE SCIENCE

IN THE SCHOOL OF HEALTH SCIENCES

INTRODUCTION

The objective of this program is to address the public health need of physical inactivity by equipping students with the knowledge, skills, and abilities necessary for entry-level Exercise Science positions in public or private industries or future graduate study in related areas. The science-based curriculum will combine the study of exercise testing and prescription, exercise physiology, and research methodology with supervised practical experiences. Students will learn how to conduct and evaluate health and fitness assessments, design and implement exercise programs based upon assessment findings, and monitor health and fitness changes/progression over time. Students will be prepared for success in select certification examinations such as the American College of Sports Medicine's (ACSM) Certified Exercise Physiologist and the National Strength and Conditioning Association's (NSCA) Certified Strength and Conditioning Specialist.

ADMISSION TO THE PROGRAM

The Bachelor of Science in Exercise Science is open to Stockton students in good academic standing. Students must meet the math requirements of an SAT Math score of 570 or higher, or an ACT Math score of 24 or higher, or an Accuplacer Next Gen Advanced Algebra and Functions score of 245 or above is required for admission to the program.

CONDITIONAL ADMISSION TO THE PROGRAM

Students who do not meet the mathematics requirement may request from the Admissions Office a Conditional Admission to the Exercise Science program. Conditional Admission will grant students one academic year to complete the necessary sequence of math courses to meet the mathematics requirement. Students admitted under a conditional admission will be eligible to register in EXSC 1101 (Principles of Health Behavior) and/or in EXSC 1102 (First Aid, CPR and Athletic Training). The progress of students with conditional admission will be evaluated in the Fall and Spring semesters, after grades have been submitted.

The progress review process is as follows:

1. Students who meet the math requirement in the Fall semester will receive a letter informing them that the "conditional admission" has been removed from their record.
2. Students who do not meet the math requirements in the Fall semester will receive a letter indicating they have until the end of the Spring semester to meet the requirement.
3. Students who meet the math requirement in the Spring semester will receive a letter informing them that the "conditional admission" has been removed from their record.
4. Students who do not meet the math requirement by the Spring semester will receive a letter indicating their major has been changed to "undeclared", in the School of General Studies. As appropriate, a new preceptor will be assigned to the student. The letter will advise students to meet with their new preceptors to choose a new major.

Note: a conditional acceptance may not be recommended for students requiring a sequence of more than two math courses to meet the mathematics requirement.

GRADUATION REQUIREMENTS

The Bachelor of Science in Exercise Science degree requires 128 total credits to graduate. Students must maintain at least a 2.0 GPA (C average). Practical experience will be obtained through a senior internship.

Curriculum and Credits for the Bachelor of Science in Exercise Science

Program and Cognate Courses	80 credits
General Studies G-acronym courses	32 credits
Liberal Arts Studies (ASD/At-Some-Distance)	16 credits
Total	128 credits

The University's General Studies requirements are described in the *Bulletin*; the student is responsible for meeting those requirements as well as the requirements of the Bachelor of Science in Exercise Science Program.

GRADUATION WITH DISTINCTION

The Bachelor of Science in Exercise Science program will convey recognition of superior performance in program work to students graduating with a *minimum* cumulative GPA of 3.5 by the end of the semester prior to their final semester in the program.

For such awards, the phrase Program Distinction will be added to the undergraduate degree and noted on the transcript.

Full details about the Exercise Science curriculum worksheet can be accessed on the [Exercise Science website](#) Or using the Degree Works web based tool.

HEALTH SCIENCE

IN THE SCHOOL OF HEALTH SCIENCES

INTRODUCTION

The Bachelor of Science in Health Science (BSHS) offers students who are interested in careers in health care the opportunity to begin their career path. The curriculum is based on the Core Competencies for Interprofessional Collaborative Practice (IPCP). Working closely with a faculty preceptor, students can design a curricular program, within the structure of the major, which will help them prepare for a variety of positions in healthcare or for future professional/graduate education. For those who already have an associate degree and are working in their chosen health-related field, earning a Bachelor of Science in health science (BSHS) degree may allow increased opportunities for advancement.

ADMISSION TO THE PROGRAM

For admission to the Bachelor of Science in Health Science (BSHS) program, students must meet one of the following mathematics requirements:

- An SAT Math score of at least 570.
- An ACT Math score of at least 24.
- An Accuplacer Math score equivalent to College Level Math.
 - Elementary Algebra Accuplacer Score of 76 or higher.
 - Next-Gen Quantitative Reasoning, Algebra, and Statistics (QAS) Accuplacer score of 256 or higher AND Advanced Algebra and Functions (AAF) Accuplacer score of 260 or higher.

CONDITIONAL ADMISSION TO THE PROGRAM

Students who do not meet the mathematics requirement may request to the Admissions Office a *Conditional Admission* to the BSHS program General Concentration.

The Conditional Admission will grant students one academic year to complete the necessary sequence of math courses in order to meet the mathematics requirement. Students admitted under a conditional admission will be eligible to register in HLTH1101 (Introduction to Health Sciences) and/or in HLTH 1241 (Medical Terminology for Health Science).

The progress of students with conditional admission will be evaluated by the Assistant Dean of the School of Health Sciences in the Fall and Spring semesters, after grades have been submitted. The progress review process is as follows:

1. Students who meet the math requirement in the Fall semester will receive a letter informing them that the “conditional admission” has been removed from their record. The letter will also advise students to meet their preceptor to select a concentration, otherwise they will remain in the General Concentration.
2. Students who do not meet the math requirements in the Fall semester will receive a letter indicating they have until the end of the Spring semester to meet the requirement.
3. Students who meet the math requirement in the Spring semester will receive a letter informing them that the “conditional admission” has been removed from their record. The letter will also advise students to meet their preceptor to select a concentration, otherwise they will remain in the General Concentration.
4. Students who do not meet the math requirement by the Spring semester will receive a letter indicating their major has been changed to “undeclared”, in the School of General

Studies. As appropriate, a new preceptor will be assigned to the student. The letter will advise students to meet with their new preceptors to choose a new major.

Note: a conditional acceptance may not be recommended for students requiring a sequence of more than two math courses to meet the mathematics requirement.

The concentrations and interests available in the Bachelor of Science in Health Science Program are:

Concentrations

- General
- Pre-Communication Disorders (CD) Concentration
- Pre-Occupational Therapy (OT) Concentration
- Pre-Physical Therapy (PT) Concentration Areas of Interest

Interests are Nursing or Pre-Physician Assistant Studies

GRADUATION REQUIREMENTS

Students must earn a minimum grade of “C” or better in all BSHS program and cognate courses in order to earn the BSHS degree.

BSHS Required Courses:

BSHS Core Courses	28 credits
Program and Cognate courses	52 credits
General Studies (G-acronym) courses	32 credits
Liberal Arts Studies (ASD/At-Some-Distance)	<u>16 credits</u>
Total	128 credits

The University’s General Studies requirements are fully described within the *Bulletin*; all students are responsible for meeting those requirements as well as the requirements of the Bachelor of Science in Health Science program.

BSHS Core Courses

- HLTH 1101 Introduction to the Health Sciences
- HLTH 1241 Medical Terminology
- HLTH 2305 Statistics for Health Professionals
- HLTH 2411 Informatics for Health Sciences
- HLTH 2501 Ethics and Teamwork in Health Care*
- HLTH 3411 Writing and Editing for the Health Sciences
- HLTH 4200 Research for the Health Sciences

*A designated Service-Learning course

General Concentration

The General concentration is designed for students who are interested in pursuing careers or areas of study outside of the Pre-CD, Pre-OT, and Pre-PT concentrations. This concentration is designed to prepare students for a range of career options, from entry level positions in the health care system to admission into graduate or professional education programs. This concentration allows students to tailor

the curriculum of the program to meet a wide range of career interests. It is recommended for those students interested in pursuing an Interest in Nursing or Interest in Pre-Physician Assistant studies. Students work closely with their preceptor to discuss requirements for specific graduate programs of study or career options. In addition to the BSHS core courses, all General concentration students must also complete:

- CHEM 2110 & CHEM 2115 Chemistry I General Principles & Chemistry I Lab
 - One of the following Anatomy & Physiology Course Sequences
 - BIOL 1260 Anatomy & Physiology I w/ Lab AND BIOL 2260 Anatomy & Physiology II w/ Lab
- OR
- BIOL 2180 Human Anatomy w/ Lab AND BIOL 2150 Principles of Physiology w/ Lab

Pre-Communication Disorders (Pre-CD) Concentration

The Pre-CD concentration is designed for students interested in the study of typical and disordered human communication. The concentration provides prerequisite course work for graduate study in communication sciences and disorders, including study in speech-language pathology and audiology. Additional course work must be completed in the following areas: biological science, physical science, social science, and mathematics. Students should meet with their preceptor to discuss requirements for specific graduate programs of study. Completion of the recommended course sequence does not guarantee acceptance into the Master of Science in Communication Sciences and Disorders (MCSD) program at Stockton University. The Stockton University MCSD program operates the Speech and Hearing Clinic. In addition to providing services to the local community, it serves as a location for undergraduate students to complete required observation hours before applying to graduate programs. Students in the BSHS pre-CD concentration can engage in supervised observation of speech-language pathology and audiology sessions in the Speech and Hearing Clinic, located at 10 West Jimmie Leeds Road, Galloway, NJ 08205.

Required pre-Communication Disorders specific courses for the pre-CD concentration, taken in addition to the BSHS core courses:

- HLTH 1103 Anatomy and Physiology of the Speech and Hearing Mechanism
- HLTH 2104 Phonetics
- HLTH 2106 Speech and Hearing Science
- HLTH 2119 Introduction to Communication Disorders
- HLTH 3115 Speech and Language Development
- HLTH 3121 Aural Rehabilitation
- HLTH 3122 Introduction to Audiology
- HLTH 4103 Guided Clinical Observations
- HLTH 4104 Clinical Methods in Speech, Language, and Hearing Therapy

Additional program cognates required for pre-CD concentration:

- BIOL 1200 & BIOL 1205 Cells and Molecules & Lab
- PSYC 3323 Developmental Psychology: Childhood and Adolescence or PSYC 3322 Lifespan Development

Pre-Occupational Therapy (Pre-OT) Concentration

The Pre-OT Concentration is designed for students interested in completing the pre-requisite courses

necessary for admission to many or most graduate programs in Occupational Therapy. Students work closely with their preceptor to discuss requirements for specific graduate programs of study, as some OT graduate programs may have additional pre-requisite course requirements. Completion of the recommended course sequence does not guarantee acceptance into the Master of Science in Occupational Therapy program at Stockton University.

Required pre-Occupational Therapy concentration, taken in addition to BSHS Core Courses:

- CHEM 2110 & CHEM 2115 Chemistry I General Principles & Chemistry I Lab
- PSYC 1101 Introduction to Psychology
- PSYC 2211 Abnormal Psychology
- PSYC 3322 Lifespan Development or SOWK 1103 Human Behavior/Social Environment
- ANTH 1100 Introduction to Anthropology or SOCY 1100 Introduction to Sociology
- BIOL 1260 Anatomy & Physiology I w/ Lab
- BIOL 2260 Anatomy & Physiology II w/ Lab

Pre-Physical Therapy (Pre-PT) Concentration

The Pre-PT Concentration is designed for students interested in completing the prerequisite courses necessary for admission to graduate programs in Physical Therapy. Students work closely with their preceptor to discuss requirements for specific graduate programs of study. Completion of the recommended course sequence does not guarantee acceptance into the Doctor of Physical Therapy program at Stockton University.

Required pre-Physical Therapy Concentration courses, taken in addition to BSHS core courses:

- BIOL 1200 & BIOL 1205 Cells & Molecules & Lab
- BIOL 1400 & BIOL 1405 Biodiversity & Evolution & Lab
- CHEM 2110 & CHEM 2115 General Chemistry I & Lab
- CHEM 2120 & CHEM 2125 Organic Chemistry & Lab
- PHYS 2110 & 2115 Physics I & Lab
- PHYS 2120 & 2125 Physics II & Lab
- BIOL 2180 Human Anatomy w/ Lab
- BIOL 2150 Principles of Physiology w/ Lab

GRADUATION WITH DISTINCTION

The BSHS program will convey recognition of superior performance in program work to students graduating with a *minimum* cumulative GPA of 3.5 in program core and program cognate credits by the end of their final semester in the program. Additionally, students will have earned a minimum grade of B- or higher in all program core and program cognate courses completed. Successful candidates will also demonstrate engagement in at least two extracurricular activities and service in at least one leadership role during the program. For this award, the phrase Program Distinction will be noted on the transcript.

BS in Health Science curriculum worksheets are on the following pages. Full details about the curriculum can be accessed on the [BS in Health Science website](#).

INTEGRATIVE HEALTH MINOR IN THE SCHOOL OF HEALTH SCIENCES

INTRODUCTION

The Integrative Health program is an interdisciplinary minor housed in the School of Health Sciences. Its goal through interprofessional education (IPE) is to advance the understanding of complementary and integrative health care through education, critical thinking, and research with an array of healthcare professionals.

The IHM is not a training program that will allow students to practice in any given field but will provide a foundation to explore various holistic therapies and integrative medicine. Further professional training and licensing appropriate to a particular field would be required. The program is designed to provide students with the knowledge and background necessary to understand relevant issues in integrative health.

The two main goals of the program:

Interprofessional Education

To provide courses taught by a qualified and interdisciplinary faculty that identifies and defines the available holistic therapies and their relevance in modern health care. Students learn the philosophical rationales and aesthetic foundations for such therapy. Further, they learn to think critically about holistic health evaluating therapies based on empirical, peer-reviewed research, and to apply this perspective to decision-making processes with various disciplines in healthcare.

Information Literacy/Research

To encourage faculty and students to collaborate in undertaking quality research. These efforts would help address the need to evaluate critically and fairly the theoretical bases, efficacy and safety of holistic treatments and their role in the health care system.

ADMISSION TO THE PROGRAM

The program is open to students in all majors. Students should contact the coordinator of the Integrative Health program to indicate their interest in pursuing the minor. It also is helpful for students to inform their preceptor of their intention to pursue the minor as the requirements for Integrative Health can simultaneously fulfill other graduation requirements. With early planning, the requirements for the Integrative Health Minor (IHM) can be fulfilled within the framework of completing any undergraduate degree at the University.

GRADUATION REQUIREMENTS

Completing a minor in Integrative Health involves completion of 20 undergraduate credits. An e-portfolio is required, which compiles the learning from all five courses and fosters an overarching personal holistic health philosophy at the completion of requirements. Students will be required to enroll in HLTH 2101 (zero credit course) the final semester of their graduation to complete the capstone e-portfolio. The established Integrated Health Club invites your participation on campus to improve overall well-being in your journey to the completion of your degree.

Graduation Requirements

Completing a minor in Integrative Health involves completion of 20 undergraduate credits. An e-portfolio is required, which compiles the learning from all five courses and fosters an overarching personal integrative health philosophy at the completion of requirements. Students will be required to enroll in HLTH 2101 (zero-credit no cost course) the final semester of their graduation year to complete the e-portfolio. The established Integrative Health Club invites your participation on campus to improve overall well-being in your journey to the completion of your degree.

General Integrative Health Minor Required Core Courses

Students are required to complete five courses (20 total credits) to receive the Integrative Health Minor. One course (4 credits) must be in Research Methodology, and the other four courses (16 credits) include approved courses with the Integrated Health attribute. These courses provide students with a broad introduction to integrated health, as well as background in research methodology. For example: while POLS 2150 is a political science course, it covers the relevant research background and techniques, and students can arrange with the instructor for the research projects to cover integrated health-related topics. Other course options can include Study Abroad opportunities or Independent Study with an instructor within the Integrative Health Minor, as approved by the Integrative Health Minor Coordinator.

Full curriculum details for the integrative health program can be explored using the Degree Works web based tool or are accessible on the program's [website](#).

CAREER OPPORTUNITIES

A large proportion of Americans consult complementary and alternative treatments for health problems, particularly chronic conditions such as chronic pain, back problems, anxiety, depression, and headaches. For example, more than half of Americans experiencing anxiety or depression report using alternative therapies to treat these conditions. Recent estimates indicate that over \$30 billion per year are spent on holistic health treatments for illness. A sizable proportion of Americans do not inform healthcare providers about their use of such therapies. At present, a majority of American medical schools' report that they now offer some course work on integrative health, including biobotanicals, although many healthcare workers feel inadequately informed about integrative therapies and the benefits of biobotanical treatments.

The Integrative Health minor provides useful background for those interested in pursuing careers in business, public health, government, journalism, insurance, and any of the various areas of healthcare (e.g., medicine, nursing, social work, physical occupational and speech therapy). Integrative therapy opportunities include massage, aromatherapy, yoga, tai chi, and other mindful movement interventions within community based health and fitness arenas.

NURSING

IN THE SCHOOL OF HEALTH SCIENCES

INTRODUCTION

Students who are interested in obtaining a bachelor's degree in nursing can choose from two degree programs. Undergraduate 4-year BSN and Accelerated BSN. Both degree programs are pre-licensure.

BSN: FOUR YEAR PRE-LICENSURE BACCALAUREATE NURSING PROGRAM

This entry-level, generic baccalaureate nursing program (BSN) is designed for the student who wishes to become a registered nurse (RN) while completing the Bachelor of Science in nursing degree.

The program focuses on the acquisition of the knowledge and skills necessary to practice as a professional RN. Developing an understanding of theories and concepts from the physical, social, and behavioral sciences and the humanities is emphasized. Concepts such as ethics, altruism and communication are integrated throughout the curriculum. Students are encouraged to take responsibility for their learning experience with guidance from faculty preceptors. The program prepares graduates to participate in a culturally diverse and evolving global society.

The program encourages critical thinking and independent decision making. The roles of advocate, educator and healthcare provider/coordinator are emphasized. Health promotion and disease prevention within a global society are stressed in the program. The program prepares the graduate to successfully pass the NCLEX-RN examination and provides a foundation for graduate education and clinical specialization.

PROGRAM ORGANIZATION

The curriculum implements the philosophy, purposes, and objectives of the program. Roy's Adaptation Model serves as the organizing framework. Sequencing of courses allows the student to progress from basic nursing skills to the level of the professional nurse generalist. The program includes 64 credits in Nursing Science, 20 credits in applied science, 12 credits At- Some-Distance, and 32 credits in general education. Students complete six courses that include off-campus clinical experiences.

Required Courses

First Year

Chemistry I for Life Science w/ lab	4 credits
Chemistry II for Life Science w/ lab	4 credits
Anatomy and Physiology I w/ lab	4 credits
Ethics and Professionalism	4 credits
Introduction to Psychology	4 credits
Statistics	4 credits

Sophomore Year

Life Span Development	4 credits
Nutrition for Health	4 credits
Foundations of Professional Nursing w/ lab	5 credits
Anatomy and Physiology II w/ lab	4 credits
Health Assessment w/ lab	5 credits

Pathophysiology	4 credits
Pharmacology for Life Science	4 credits
Microbiology for Life Science	4 credits

Junior Year

Care of the Adult I w/ clinical	6 credits
Psychosocial Nursing w/ clinical	6 credits
Nursing Research Methods	4 credits
Care of the Childbearing/Childrearing Family w/ clinical	6 credits

Senior Year

Population Health w/ clinical	6 credits
Care of the Adult II w/ clinical	6 credits
Professional Issues in Nursing	4 credits
Care of the Adult III w/ clinical	8 credits

ADMISSION TO THE PRE-LICENSURE BSN PROGRAM

Applicants should have completed four years of English, three years of a laboratory science one of which should be Chemistry, two years of a foreign language, two years of mathematics, three years of history and one additional academic unit prior to enrollment. The Scholastic Aptitude Test (SAT) or ACT is required (minimum SAT scores of 1190 with at least a 570 in Math, or an ACT composite score of 24, and an overall GPA 3.5 or higher). Two letters of recommendation from high school teachers or advisors must be submitted. Special attention will be given to the strength of the high school curriculum (for example taking honors or advanced placement courses). Admission to the program is highly competitive.

Internal and external transfer applicants are considered on a case-by-case basis if seats are available. Transfer applicants will not be considered when there are no available seats in the program. Nursing courses taken at another institution will not be accepted in transfer.

All students must successfully pass a criminal background check and urine drug screen prior to enrollment and as required or requested while enrolled, as well as adhere to all health and safety program mandates. In addition, students must meet [Technical Standards and Functions](#) outlined by the program upon admission and throughout the program.

GRADUATION REQUIREMENTS

Students must complete a total of 128 credits: 64 credits in Nursing, 20 credits in applied science, 12 credits At-Some-Distance and 32 credits in General Studies. A student must earn a C+ in all required clinical nursing courses and must earn at least a C in all non-clinical nursing courses. Clinical courses may be repeated only once if the student has an overall GPA of 2.0 or greater. Students must meet all general education requirements.

GRADUATION WITH DISTINCTION

A Bachelor of Science in Nursing with distinction will be awarded to students whose work in senior level courses is of outstanding quality; both classroom and clinical courses will be included. Students considered for graduation with distinction must have a minimum GPA of 3.5; all decisions for distinction are made by a vote of the Nursing faculty.

BSN: ACCELERATED NURSING PROGRAM

This accelerated, generic baccalaureate Nursing program (BSN) is designed for the student who has an earned baccalaureate degree or higher in another discipline who wishes to become a registered nurse (RN) with a Bachelor of Science in nursing degree.

The program focuses on the acquisition of the knowledge and skills necessary to practice as a professional RN. Students build on previously learned theories and concepts from the physical, social and behavioral sciences and the humanities. Concepts such as ethics, altruism and communication are integrated throughout the curriculum. Students are encouraged to take responsibility for their learning experience with guidance from faculty preceptors. The program prepares graduates to participate in a culturally diverse and ever-changing global society.

The program encourages critical thinking and independent decision making. The roles of advocate, educator and healthcare provider/coordinator are emphasized. Health promotion and disease prevention within a global society are stressed in the program. The program prepares the graduate to successfully complete the NCLEX-RN and provides a base for graduate education and clinical specialization.

PROGRAM ORGANIZATION

The curriculum implements the philosophy, purposes, and objectives of the program. Roy's Adaptation Model serves as the organizing framework. Sequencing of courses allows the student to progress from basic nursing skills to the level of the professional nurse generalist. The program includes 64 credits in Nursing Science and is the same curriculum as the four-year BSN program but offered in a compressed time frame. Students complete six courses that include off-campus clinical experiences. There are two entry points to the accelerated program: fall-entry and spring-entry. The curriculum organization and sequence are the same.

Required Courses

Fall-Entry Cohort

First Semester - Fall

ABS N Foundations of Professional Nursing w/ lab	5 credits
ABS N Health Assessment w/ lab	5 credits
ABS N Pathophysiology*	4 credits
ABS N Pharmacology for Life Science	4 credits

Second Semester - Spring

ABS N Care of the Adult I w/ clinical	6 credits
ABS N Psychosocial Nursing w/ clinical	6 credits
ABS N Nursing Research Methods (hybrid)	4 credits

Third Semester - Summer

ABS N Care of the Childbearing/Childrearing Family w/ clinical	6 credits
ABS N Care of the Adult II w/ clinical	6 credits

Fourth Semester - Fall

Population Health	6 credits
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Professional Issues in Nursing	4 credits
Care of the Adult III	8 credits

Spring Entry Cohort

First Semester - Spring

ABSN Foundations of Professional Nursing w/ lab	5 credits
ABSN Health Assessment w/ lab	5 credits
ABSN Pathophysiology*	4 credits
ABSN Pharmacology for Life Science	4 credits

Second Semester - Summer

ABSN Care of the Adult I w/ clinical	6 credits
ABSN Psychosocial Nursing w/ clinical	6 credits
ABSN Nursing Research Methods (hybrid)	4 credits

Third Semester - Fall

ABSN Care of the Childbearing/Childrearing Family w/ clinical	6 credits
ABSN Care of the Adult II w/ clinical	6 credits

Fourth Semester - Spring

ABSN Population Health w/ clinical	6 credits
ABSN Professional Issues in Nursing	4 credits
ABSN Care of the Adult III w/ clinical	8 credits

ADMISSION TO THE ACCELERATED PROGRAM

Students with earned baccalaureate degrees or higher must have earned credits in the following courses: English I & II, Intro to Psychology, Life Span Development, Statistics, Nutrition, Inorganic and Organic Chemistry, Microbiology, Anatomy & Physiology I & II, and Ethics. Science courses must be 5 years old or less for transfer. The NLN PAX exam will be required for admission for those students whose science courses are more than 5 years old. A GPA of 3.5 and no less than a C in all required science courses taken at Stockton are desired. Required science courses taken at schools other than Stockton should be a grade of B or higher. The required Ethics course is waived for Stockton University Health Science graduates. Nursing courses taken at another institution will not be accepted for transfer. Transcripts will be evaluated on an individual basis.

Students must successfully pass a criminal background check and urine drug screen prior to enrollment and as required or requested while enrolled, as well as adhere to all health and safety program mandates. In addition, students must meet [Technical Standards and Functions](#) outlined by the program upon admission and throughout the program.

* Pathophysiology is a recommended pre-requisite course for the accelerated program. Students who do not take Pathophysiology prior to admission into the accelerated nursing program will be required to take the course during their first semester in the program.

GRADUATION REQUIREMENTS

Students who enter the program with earned baccalaureate degrees or higher must complete a total of 64 credits in Nursing. A student must earn a C+ in all required clinical nursing courses and must earn at least a C in all non-clinical nursing courses.

GRADUATION WITH DISTINCTION

A Bachelor of Science in Nursing with distinction will be awarded to students whose work in senior level courses is of outstanding quality; both classroom and clinical courses will be included. Students considered for graduation with distinction must have a minimum GPA of 3.5; all decisions for distinction are made by a vote of the Nursing faculty.

ACCREDITATION

The baccalaureate degree program in nursing, master's degree program in nursing and post-graduate APRN certificate program, and the Doctor of Nursing Practice program at Stockton University is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

The BSN and the ABSN Nursing Programs at Stockton University were reaccredited by the New Jersey Board of Nursing for the period of 2023-2031.

Full details about the curriculum can be accessed on the [4-year BSN website and the Accelerated BSN website](#).

PUBLIC HEALTH

IN THE SCHOOL OF HEALTH SCIENCES

INTRODUCTION

The Public Health (PUBH) degree prepares students with the skills and knowledge necessary to attain employment in health-related fields within the public and private sector. Also, it serves as a pre-professional degree that may be used to pursue graduate study in a variety of allied health programs. Students may choose from two highly structured concentrations within the program. Majors may specialize in Community Health Education or Health Administration. Students who successfully complete the Community Health Education track will be eligible to take the exam offered by the National Commission for Health Education Credentialing to become Certified Health Education Specialists (CHES).

All Public Health students will take 28 credits of Public Health Core courses and additional Public Health courses specific to their respective concentrations. Students pursuing a Community Health Education concentration will take courses in the natural and behavioral sciences. Those pursuing the Health Administration track will take additional business-related courses. Completion of the degree does not guarantee acceptance into a graduate program.

The combination of core and concentration requirements results in 80 credits of required major courses. Concentration electives permit public health majors to focus on sub-specialties in other Stockton programs such as Gerontology; Holistic Health; Women, Gender and Sexuality Studies; Latin American and Caribbean Studies; and Business Studies. Students are required to complete an internship to obtain field experience in Public Health. However, other internship programs such as the Washington Internship Program and programs in international studies are also available. Students who wish to pursue a minor or a dual degree within another program are advised to consult with the coordinator of the respective program to ensure that all the curriculum requirements are met.

Public Health graduates will be eligible for entry-level positions within a variety of health-related organizations, including state or local health departments, federal health agencies, voluntary health agencies, public utilities, private industry, consulting firms, hospitals, nursing homes, community health centers, health insurance companies, health maintenance organizations and preferred provider organizations.

ADMISSION TO THE PROGRAM

Students enrolled in the program are advised to declare their concentration by the beginning of the sophomore year to provide enough time to meet all program requirements for graduation by the end of their senior year. Credit for transfer students will be considered on an individual basis. Students are strongly encouraged to meet with the PUBH program coordinator, by appointment, prior to declaring the major. A minimum grade of C- in all PUBH courses (or their equivalents) and a PUBH GPA of C (2.0) or better are required to be eligible for graduation (Non-PUBH courses required in the concentrations do not have to meet the C- minimum; but again, total GPA needs to be a 2.0 or higher).

PROGRAM ORGANIZATION

The two concentrations within the Public Health program are Community Health Education and Health Administration.

GRADUATION REQUIREMENTS

Successful completion of the following Public Health program requirements leads to a Bachelor of Science degree.

Public Health Core:	28 credits
Concentration Courses	52 credits
General Studies (G-acronym)*	32 credits
At-Some-Distance (ASD)	16 credits
Total Credits	128 credits

*Spanish or another modern language is recommended for Public Health majors.

GRADUATION WITH DISTINCTION

Students who earn an overall GPA of 3.5 or higher, a PUBH GPA of 3.5 or higher, a B- or higher in all PUBH courses, and who receive approval from the full PUBH faculty will be awarded a Bachelor of Science degree in Public Health with distinction.

PUBLIC HEALTH MINOR

This minor is intended to expose students in other majors to some of the fundamental concepts in public health. The minor consists of five courses (20 credits). A C- or better in the five courses (or their equivalents) and a PUBH GPA of C (2.0) or better are required. Two courses (up to 8 credits) can be transferred into the minor with the approval of the program Coordinator.

BACHELOR OF SCIENCE IN PUBLIC HEALTH

Full degree curriculum and transfer audits for the public health program can be explored using the Degree Works web based tool. Full details about the curriculum are accessible on the [Public Health website](#).

Graduates of the Community Health Education concentration are eligible to take the examination to become a Certified Health Education Specialist (CHES) offered by the National Commission for Health Education Credentialing (NCHEC). *NCHEC is solely responsible for determining if CHES will be awarded to any individual candidate.*

+HADM Students may want to officially declare a minor in Business given the courses required for the major fulfill the minor as well.

*Suggested HADM electives: In consultation with a PUBH preceptor, students are advised to select a cluster of course from Business, GERO, WGSS, HHM, Childhood Studies, Cannabis Studies, or any other health / population health related courses of study.

Full details about the curriculum can be accessed on the [Public Health website](#)

MASTER OF PUBLIC HEALTH IN THE SCHOOL OF HEALTH SCIENCES

INTRODUCTION

Public health can be defined as the art and science of preventing disease and promoting quality of life by working with communities, private and public organizations, and society at large. Unlike a clinical model of health care, public health focuses on protecting the health of populations, identifying root causes and societal influences on health, and engaging stakeholders to promote greater wellbeing and vitality of all who are potentially impacted.

ABOUT THE PROGRAM

The Stockton Master of Public Health (MPH) program provides students with the foundational skills, education, research experience and service in public health settings including state and county health departments, non-profit agencies, hospital population health departments/offices, wellness centers, and academic institutions.

ACCREDITATION

The MPH program will seek accreditation from the Council on Education for Public Health (CEPH), the nationally recognized body that establishes the rigorous standards and oversight for public health programs and schools at the undergraduate and graduate levels.

ADMISSION REQUIREMENTS

Prerequisite Requirements

- Bachelor's degree from an accredited institution with a cumulative GPA of 3.0 or higher
- Successfully completed at least one undergraduate course in Biology AND one undergraduate course in Statistics, both with a grade of B or higher.

Application Process:

1. Complete the [Discover Stockton Online Application](#).
2. For recent Stockton graduates, check to see if you qualify for the [Direct Entry option](#).
3. Application fee: \$50 (non-refundable), submitted with your online application.
4. Graduate application essay.
5. Three current letters of recommendation.
6. Current resume.
7. Official transcripts from all colleges/universities attended (including Stockton) mailed, emailed or dropped off directly to the [Office of Graduate Admissions](#)

Application Deadline

Rolling admission (Priority Deadline: July 1)

GRADUATION REQUIREMENTS

Degree Completion

To be awarded a graduate degree, a student must have a cumulative GPA of at least 3.0 in courses applied toward the MPH. The number of credits required and the specific courses or distribution of courses that must be completed, as well as any additional specific requirements, are indicated within the [Bulletin](#).

UNIQUE GRADING SITUATIONS

Minimum Academic Progress, Academic Warning, Probation and Dismissal

Each student's record will be reviewed for minimum academic progress each term, including summer terms. A graduate student must have at least a 3.0 term GPA and a 3.0 cumulative GPA to maintain minimum academic progress. Failure to maintain minimum academic progress will result in placement on either academic warning (1st offense), academic probation (2nd offense), or dismissal (3rd offense).

Dismissal

An MPH student on academic probation, who does not make minimum academic progress as outlined in this program handbook, is subject to dismissal from the University. Students may also be dismissed from the Program if they have not successfully completed the fieldwork experiences within the curriculum, even if they are maintaining the required GPA.

CURRICULUM

The Master of Public Health Program is comprised of 42-credits. Students may enroll full-time or part-time status. The minimum program length is two years; part-time students can expect a program length of three or more years. Each course is 3 credit hours unless otherwise specified.

MPH courses are delivered in an online/hybrid format. Portions of the hybrid course, PUBH 5104 *Public Health Practice: Leadership and Personal Mastery*, are offered in-person over two weekends during the summer semester at Stockton's Atlantic City campus.

DEGREE REQUIREMENTS

The program requires 42 credits. Students are required to complete an Applied Practice Experience ("internship"), including typically 200 contact hours with their internship supervisor ("site preceptor"). Students will be eligible to enroll in the Applied Practice Experience after they have completed at least 18 credits within the MPH program. The Applied Practice Experience provides real world application of current issues and practices in public health and can take place in settings including community-based organizations, health care agencies, academic settings, non-profit organizations, governmental and non-governmental agencies.

Full degree curriculum can be explored using the Degree Works web based tool. Full details about the curriculum are accessible on the MPH [website](#) and course descriptions and schedules can be found online in the [Catalog of Courses](#).

DUAL BS/MPH DEGREE PROGRAM IN PUBLIC HEALTH

INTRODUCTION

Public health can be defined as the art and science of preventing disease and promoting quality of life by working with communities, private and public organizations, and society at large. Unlike a clinical model of health care, public health focuses on protecting the health of populations, identifying root causes and societal influences on health, and engaging stakeholders to promote greater wellbeing and vitality of all who are potentially impacted.

ABOUT THE PROGRAM

The undergraduate Public Health degree prepares students with the skills and knowledge necessary to attain employment in health-related fields within the public and private sector. It is also a pre-professional degree that may be used to pursue graduate study in a variety of allied health programs. Students may choose from two highly structured concentrations within the program; those who specialize in and successfully complete the Community Health Education track will be eligible to take the exam offered by the National Commission for Health Education Credentialing to become Certified Health Education Specialists (CHES).

While completion of the bachelor's degree does not guarantee acceptance into a graduate program, students in the Community Health Education track may apply for the Stockton dual degree program that enables students to earn the Bachelor of Science (B.S.) in Public Health degree and a Master of Public Health (MPH) in an accelerated timeline.

The accelerated dual degree provides students with the foundational skills, education, research experience and service needed to fill leadership roles in public health settings, including state or local health departments, federal health agencies, voluntary health agencies, public utilities, private industry, consulting firms, hospitals, nursing homes, community health centers, health insurance companies, health maintenance organizations and preferred provider organizations.

ACCREDITATION

Stockton University is accredited by the Middle States Commission on Higher Education. The MPH program will seek accreditation from the Council on Education for Public Health (CEPH), the nationally recognized body that establishes the rigorous standards and oversight for public health programs and schools at the undergraduate and graduate levels.

ADMISSION REQUIREMENTS

Students currently enrolled in the undergraduate program are advised to declare their concentration by the beginning of the second year to provide sufficient time to meet all dual degree program requirements by the end of their third year. Students are strongly encouraged to meet with the PUBH undergraduate program coordinator, by appointment, prior to applying for the dual degree.

A minimum grade of C- is required in all PUBH undergraduate courses (or their equivalents) and an undergraduate PUBH GPA of C (2.0) or better is required to be eligible for graduation (non-PUBH courses do not have to meet the C minimum; but total GPA needs to be a 2.0 or higher).

Students may apply to the B.S./MPH accelerated dual degree program upon or after admission to the university as first-year or transfer students. Students in the PUBH bachelor's program may enter the accelerated program any time; however, no student will be eligible to enroll in graduate courses (5000-level) until they meet these requirements:

- Minimum of 96 undergraduate credits
- Minimum of 20 credits in undergraduate PUBH major courses
- Minimum of 3.2 GPA in the PUBH major
- Successful completion of Introduction to Public Health (PUBH 1200), and either School Health Education (PUBH 3510) or PUBH 4113 (Patient Education), each with a grade of B or better.

Transfer students are eligible for the accelerated dual degree program. Students with over 96 transfer credits should consider the "[Direct Entry](#)" application for the MPH.

GRADUATION REQUIREMENTS

The Public Health dual degree program requires completion of 153 total credits, including 111 undergraduate credits and 42 graduate credits.

Successful completion of the following program requirements (129 credits) leads to a Bachelor of Science degree.

- Major Courses (Public Health Core and Concentration): 81 credits
- General Studies (G-acronym): 32 credits
- At-Some-Distance (ASD): 16 credits

Successful completion of the 42-credit graduate curriculum leads to the MPH degree. Students in this dual degree program complete up to six MPH courses (18 credits) as undergraduate PUBH students. The six graduate courses (18 credits) would also fulfill requirements in the MPH program. In other words, these six MPH graduate courses will double count for the B.S. in Public Health and the MPH graduate degree.

Dual degree students will complete an Applied Practice ("internship"), typically involving 200 contact hours with the internship supervisor ("site preceptor"). Students will be eligible to enroll in the Applied Practice Experience after they have completed at least 18 credits within the MPH program. The Applied Practice Experience provides real world application of current issues and practices in public health and can take place in settings including community-based organizations, health care agencies, academic settings, non-profit organizations, governmental and non-governmental agencies.

To be awarded a graduate degree, a student must have a cumulative GPA of at least 3.0 in courses applied toward the MPH.

The courses, number of credits, and specific course sequencing can be found in the Curriculum Worksheet on the Dual Degree tab of the [MPH program website](#).

LENGTH OF PROGRAM

The dual degree in Public Health requires ten (10) regular academic semesters (fall and spring) plus one summer semester and can typically be completed in five years.

UNIQUE GRADING SITUATIONS

Minimum Academic Progress, Academic Warning, Probation and Dismissal. Each student's record will be reviewed for minimum academic progress each term, including summer terms.

Undergraduate requirements. A minimum grade of C- is required in all PUBH undergraduate courses (or their equivalents) and a PUBH GPA of C (2.0) or better is required to be eligible for graduation (non-PUBH courses do not have to meet the C minimum; but total GPA needs to be a 2.0 or higher).

Graduation with Distinction. Students who earn an overall GPA of 3.5 or higher, a PUBH GPA of 3.5 or higher, a B- or higher in all PUBH courses, and who receive approval from the full PUBH faculty will be awarded a Bachelor of Science degree in Public Health with distinction.

MPH requirements. A graduate student must have at least a 3.0 term GPA and a 3.0 cumulative GPA to maintain minimum academic progress. Failure to maintain minimum academic progress will result in placement on either academic warning (1st offense), academic probation (2nd offense), or dismissal (3rd offense).

Dismissal from the MPH. An MPH student on academic probation, who does not make minimum academic progress as outlined in the program handbook, is subject to dismissal from the University. Students may also be dismissed from the Program if they have not successfully completed the Applied Practice Experience (“internship”) experience within the curriculum, even if they are maintaining the required GPA.

CURRICULUM

The courses, number of credits, and specific course sequencing can be found in the Curriculum Worksheet on the Dual Degree tab of the [MPH program website](#). *Suggested CHED electives: In consultation with a PUBH preceptor, students are advised to select a cluster of course from GERO, WGSS, HHM, Childhood Studies, Cannabis Studies, or any other health / population health related courses of study.

Graduates of the Community Health Education concentration are eligible to take the examination to become a Certified Health Education Specialist (CHES) offered by the National Commission for Health Education Credentialing (NCHEC). NCHEC is solely responsible for determining if CHES will be awarded to any individual candidate.

The Master of Public Health Program is comprised of 42 graduate credits. Each course is 3 graduate credit hours unless otherwise specified: MPH courses are delivered in an online/hybrid format.

*Portions of the hybrid course, PUBH 5104 *Public Health Practice: Leadership and Personal Mastery*, are offered in-person over two weekends during the summer semester at Stockton's Atlantic City campus.

Course descriptions and schedules can be found online in the [Catalog of Courses](#).

MASTER OF SCIENCE IN COMMUNICATION SCIENCES AND DISORDERS IN THE SCHOOL OF HEALTH SCIENCES

INTRODUCTION

The Master of Science in Communication Sciences and Disorders program (MCSD) at Stockton University has a curriculum designed to prepare program graduates for certification as speech-language pathologists by the American Speech-Language Hearing Association (ASHA), New Jersey licensure in speech-language pathology and for certification as speech-language specialists in the New Jersey public schools. Graduates are also encouraged to consider an advanced degree such as a Ph.D. in Communication Sciences and Disorders.

The program's requirements are guided by standards established by:

- [The Council on Academic Accreditation in Audiology and Speech-Language Pathology \(CAA\)](#)
- [The Council for Clinical Certification in Audiology and Speech-Language Pathology \(CFCC\)](#) of the American Speech- Language-Hearing Association (ASHA), which issues the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP)
- [The New Jersey Department of Education](#), which issues certification for the speech- language specialist
- [The New Jersey Division of Consumer Affairs](#), which issues the license to practice speech-language pathology.

The program requires completion of 63 graduate credits. All master's degree candidates must complete 400 hours of supervised clinical experience. Of these 400 hours, 25 must be in guided clinical observation. Per ASHA certification standards, at least 325 of the 400 clinical hours must be completed at the graduate level. Students will receive clinical experience both on campus in the Speech and Hearing Clinic and off campus in various clinical placements. Students will be able to graduate having had a variety of clinical experiences.

ADMISSION TO THE PROGRAM

Stockton's MCSD utilizes the [Communication Sciences and Disorders Centralized Application System \(CSDCAS\)](#) [The Office of Graduate Admissions](#) hosts several information sessions throughout the year and can also provide additional information regarding the admissions process at Stockton University.

Each year the MCSD program admits a limited number of qualified students. Students must complete all program prerequisites and have a baccalaureate degree by the time of matriculation. The Admissions Committee of the Communication Disorders program requires the following:

- Completion of a baccalaureate degree
- Demonstration of academic preparedness with a minimum cumulative GPA of 3.2 or better on a 4.0 scale.
- Completion of all prerequisite courses.
- An essay that demonstrates written communication skills and addresses the statement on the admissions application.
- For applicants whose native language is not English, scores from the Test of English as a Foreign Language (TOEFL).

- Three letters of recommendation from individuals who have first-hand knowledge of the applicant's academic potential.

Stockton uses a holistic admissions review process which considers all aspects of an applicant's application including life experiences.

Additional paperwork will be required of international students. Forms can be obtained from the Office of Graduate Admissions.

Some preference may be given to Stockton graduates and applicants from the state of New Jersey.

Prerequisite coursework includes the following areas (with a grade of "C" or better). Students may apply to the program while in the process of completing these prerequisites.

The coursework should cover the following concepts.

- Anatomy and Physiology of the Speech and Hearing Mechanism
- Phonetics
- Speech and Hearing Science
- Introduction to Communication Disorders
- Speech and Language Development
- Biological Science
- Physical Science (a course in physics or chemistry)
- Social Science (such as psychology or sociology)
- Statistics

While not required, coursework in the following areas is recommended:

- Audiology
- Linguistics

While not required, study of a language in addition to English will also help the applicant prepare for serving the diversity of client populations.

Additional information on the current CFCC requirements for certification in speech-language pathology are found at: <http://www.asha.org/certification/>.

BACKGROUND CHECKS

Matriculated students in the MCSD program will be required to complete a criminal background check at the time of new student orientation. A felony conviction may make a student ineligible to complete the clinical practicum requirements for the degree.

A felony conviction may affect a graduate's ability to obtain New Jersey state licensure. The Health Care Professional Responsibility and Reporting Enhancement Act requires that a criminal history record background check be conducted for all health care professionals licensed or certified by the Division of Consumer Affairs. Detailed information may be found at: Health Care Professional Responsibility and Reporting Enhancement Act: <https://www.njconsumeraffairs.gov/Pages/hcreporting.aspx>

PROGRAM MISSION

The mission of the Master of Science in Communication Sciences and Disorders program is to prepare students for New Jersey licensure and for certification by the American Speech-Language-Hearing Association in speech-language pathology, as well as for certification as Speech-Language Specialists by the New Jersey Department of Education; to demonstrate the principles of evidence-based practice; to provide opportunities for continuing education; and to provide direct clinical services to the surrounding community.

THE CURRICULUM

The program is designed to take five semesters to complete, which includes one summer of required coursework. Completion of the program requires a minimum of 63 graduate-level credits. The curriculum can be viewed on the program's [website](#). In addition to credit-bearing courses, students complete a series of modules in the [Communication Disorders Social Justice Curriculum](#).

The program utilizes a cohort model and with few exceptions, required courses are offered once a year and must be taken in sequence.

HISPANIC EMPHASIS SPECIALIZATION

The MCSD-Hispanic Emphasis Specialization (HES) is an option for students enrolled in Stockton University's Master of Science in Communication Sciences and Disorders Program (MCSD). The purpose of MCSD-HES is to enhance the preparation of future bilingual speech-language pathologists with a special interest in working with Spanish-English bilingual individuals within the scope of practice of speech-language pathology.

Information on the HES including eligibility and the curriculum can be found on the [Master of Science in Communication Science and Disorder's webpage](#) under the Hispanic Emphasis Specialization tab.

GRADUATION REQUIREMENTS

Students must meet with their preceptors each semester to discuss class registration and to review their progress on the Plan of Study. Degree approval will be reported to the Registrar's Office as part of the degree certification process.

Students must satisfactorily complete all coursework and clinical practica. Students must apply for Graduation online to the Office of the Registrar for review and certification. Students who successfully complete the MCSD program are eligible to sit for the Praxis Examination in Speech-Language Pathology, an integral component of the ASHA certification standards. A passing score on the examination is also required for New Jersey state licensure in speech-language pathology and New Jersey Department of Education certification as a speech-language specialist. Prior to graduation, the student will be advised by the preceptor to register for the **Praxis Examination in Speech-Language Pathology (5331)** by the time the graduate student finishes the Clinical Fellowship (CF) post-graduation. The student needs to register for the exam directly with the Educational Testing Service (www.ets.org). The student will be advised to have the test scores reported to the program as well as to ASHA and other appropriate agencies granting licensure/certification. A passing score on the Praxis exam is not required for graduation.

ACCREDITATION

The Master of Science (M.S.) in Communication Sciences and Disorders residential education program in Speech-Language Pathology at Stockton University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.

You can directly contact the CAA with any complaints or concerns related to Stockton University's Communication Disorders program's compliance with accreditation standards. Information on reporting a complaint to the CAA is found at: <https://caa.asha.org/programs/complaints/>

To contact the CAA, you can write, call or email at:

Accreditation Office at ASHA,
2200 Research Boulevard
#310
Rockville, Maryland 20850
ASHA's Action Center at 800-498-2071
accreditation@asha.org

MASTER OF SCIENCE IN OCCUPATIONAL THERAPY IN THE SCHOOL OF HEALTH SCIENCES

INTRODUCTION

Occupational Therapy is a health care profession designed to assist individuals of all ages with engaging in purposeful and meaningful life activities (called occupations) that support the individual's participation in work, home, and community environments. Occupational Therapists provide client-centered, occupation-based services consisting of purposeful activity (occupations) to achieve functional outcomes that promote health, prevent injury or disability, and develop, improve, sustain, or restore the highest possible level of independence and well-being.

Occupational Therapy services include the following.

Evaluation and provision of intervention services in consultation with the individual, family, or other appropriate persons.

Interventions directed toward developing, improving, sustaining, or restoring daily living skills including work, play/leisure, and self-care skills.

Developing, improving, sustaining, or restoring sensory-motor, perceptual, or neuromuscular functioning, emotional, motivational, cognitive, or psychosocial components of performance.

Education of the individual and family in carrying out interventions.

Occupational Therapists are also involved in education, research, consultation, administration, care management, telehealth, and healthcare planning.

Occupational Therapists may choose to work in a variety of settings including acute care and rehabilitation hospitals, mental health facilities, managed care environments, home health agencies, nursing homes, public and private schools, industry, community programs, correctional facilities, telehealth, and private practice.

Becoming an Occupational Therapist

A person must graduate from an occupational therapy program accredited by the Accreditation Council for Occupational Therapy Education (ACOTE).

Each graduate must pass the national certification examination administered by the National Board for Certification in Occupational Therapy (NBCOT). To see the performance of Stockton MSOT graduates on the NBCOT exam, please visit the following link: <https://www.nbcot.org/Educators-Folder/SchoolPerformance>

In states that have licensure, therapists must obtain state licensure in order to practice <https://www.aota.org/career/state-licensure/maintain-your-license>

PROGRAM ORGANIZATION

The Stockton University Master of Science in Occupational Therapy program is a two and one-half year entry-level professional program. It includes four semesters of course work, one summer session, and two, three-month Level II fieldwork rotations that must be completed within 24 months following completion of academic work to comply with current New Jersey licensure regulation.

ADMISSION REQUIREMENTS

Prospective students should request admission to the program through the [Office of Graduate Admissions](#). Each year the MSOT program admits a limited number of qualified students. Students must complete all program pre-requisite requirements and have a baccalaureate degree in order to be admitted to the MSOT program. Applicants may complete undergraduate preparation at Stockton University or any other college as long as all pre-requisite requirements are met prior to the first day of classes in the semester to which they were admitted. That is, conditional acceptance into the program may be granted pending successful completion of admission requirements prior to the start of the fall semester to which an individual is admitted.

[The Office of Graduate Admissions](#) requires the following items for application to the MSOT program.

- Completion of a baccalaureate degree
- Demonstration of academic preparedness with a cumulative GPA of 3.2 or better on a 4.0 scale
- Completion of all required prerequisite courses with a grade of B- or better (see below for list of required pre-requisite courses)
- A typed essay that demonstrates graduate level written communication skills.
- For applicants whose native language is not English, scores from the Test of English as a Foreign Language (TOEFL)
- Documentation of 40 hours of work, volunteer work or community service with an Occupational Therapist in a variety of occupational therapy settings with clients of different ages and diagnoses.
- Three letters of recommendation (quantitative form is required; narrative in addition to quantitative form is optional). One reference **MUST** be from an OT professional with whom the applicant has completed observation hours, and one **MUST** be from a college/university professor familiar with the applicant's academic potential. The third may be from an employer or someone else familiar with the applicant's academic potential or work ethic. The MSOT program does not accept personal references from family members or individuals not meeting the criteria listed above.

Additional paperwork will be required of international students. Forms can be obtained from the Office of Graduate Admissions.

Some priority will be given to Stockton graduates and applicants from the state of New Jersey.

A personal interview will be conducted for the most qualified candidates. These candidates will be required to provide a copy of their current driver's license and to complete an on-site essay during the interview process.

Prerequisite Courses

- Human Anatomy and Physiology (two semesters) – at least one semester **MUST** include a lab (can be a virtual lab)
- Introduction to Psychology/General Psychology
- Abnormal Psychology
- Human Development or Lifespan Development

- Introduction to Anthropology or Introduction to Sociology
- Introduction to Statistics or Applied Biostatistics

It is also expected that all applicants will be proficient in computer applications and the use of email. Regular access to a Stockton email account is required.

Students may apply to the program while in the final semesters of completing these admission requirements.

Aspects of graduate applications for the MSOT program (Supplemental Application) are submitted to [The Office of Graduate Admissions](#). Other application materials, including signed volunteer hour verification forms, are submitted via the Occupational Therapy Central Applications System (OTCAS). For further information about the application process please contact the [Office Of Graduate Admissions](#). Applicants should check the MSOT program admissions website regularly for any changes to admissions requirements not included in this Bulletin.

The most qualified applicants will be invited for a personal interview. Qualified applicants who are not admitted may have their names placed on a waiting list. Applicants on the waiting list who are not admitted into the program may reapply for admission for the next enrollment period on a competitive basis with all other applicants. All applicants may reapply to the MSOT program and will be considered on a competitive basis with all other applicants.

To be considered a matriculated student, the applicant must have completed the application process, must have the program's recommendation, must receive formal acceptance from the Office of Graduate Admissions to work toward a degree, must submit a non-refundable deposit, and must enroll in and begin coursework in the MSOT program.

Students attend the MSOT program on a full-time basis. There is no admissions part-time option. However, a matriculated student may need to take courses on a part-time basis due to academic issues discussed below or due to personal issues necessitating a move to a part-time status within the program. Such requests for part-time status must be made and approved through the MSOT program director.

MISSION OF THE OCCUPATIONAL THERAPY PROGRAM

The mission of the Occupational Therapy program at Stockton University is to help our students become competent and caring practitioners and lifelong learners. We are committed to helping our students develop the capacity for continuous learning based on the belief that human beings learn and acquire knowledge as unique individuals who engage in the educational process through personally held values, interests, and beliefs as well as individual drives to participate in desired occupations.

Learning occurs in a variety of curricular and co-curricular contexts/environments and requires the integration of cognitive, motor, perceptual, social, and sensory skills so individuals are prepared to apply knowledge in the dynamic environments of a diverse and multicultural society. The Program recognizes the diverse needs of students and faculty in the learning process and utilizes various pedagogical methodologies, including the use of technology and interprofessional educational experiences, to develop critical thinking and problem-solving, resourcefulness, scholarship, creativity, and intellectual achievement. Students emerge with integrated knowledge and skills to provide client-centered, occupation-based, holistic occupational therapy services and understand the need to engage in lifelong learning.

The Occupational Therapy Program at Stockton University is also committed to the development of southern New Jersey through research and community service.

PHILOSOPHY OF THE OCCUPATIONAL THERAPY PROGRAM

The philosophy of the Occupational Therapy program at Stockton University is based on the philosophy of the profession as well as an articulated approach to human beings and how they learn based on the philosophy of occupational therapy education (AOTA, 2014).

The Occupational Therapy program at Stockton University is based on the philosophy of the profession that describes occupation as the uniquely personal and meaningful activities that provide clients with a sense of personal identity and support participation in a variety of contexts/environments. Occupation is expressed uniquely in clients across the lifespan, along a developmental continuum, and within varied contexts. Occupational Therapy is a profession that understands the primary importance of occupation in allowing clients to be productive, satisfied, and contributing members of society. When clients are prevented from participating in occupations due to biological, psychological, societal, and other environmental factors, dysfunction may occur. Occupation is utilized by the occupational therapist for both intrinsic and therapeutic purposes. Occupational therapists' understanding of the restorative, normalizing, and life-enhancing role of occupation enables clients to engage in occupation to support participation in context(s) (AOTA, 2017).

References:

American Occupational Therapy Association (2014). Philosophy of occupational therapy education. *American Journal of Occupational Therapy*, 69(Suppl. 3), 6913410052. <http://dx.doi.org/10.5014/ajot.2015.696S17>

American Occupational Therapy Association (2017). Philosophical base of occupational therapy. *American Journal of Occupational Therapy*, 71(Suppl. 2), 7112410045. <https://doi.org/10.5014/ajot.2017.716S06>

Diversity/Equity/Inclusion Statement

The Stockton MSOT Program respects all people, regardless of ability, color, cultural background, gender identity, sexual orientation, and socioeconomic status. We strive to create an equitable, inclusive, welcoming environment free from bias in our program, University, community and the occupational therapy profession. Threaded throughout the MSOT curriculum students are exposed to individuals of varying backgrounds and abilities. We invite guest lecturers from a variety of backgrounds for student enrichment and seek to provide the best representation of society. Cultural and social competence is addressed in assignments throughout the curriculum including case studies and reflections focusing on systemic issues related to disparity in healthcare. Students are immersed in resources and education to achieve the MSOT Program's mission of fostering competent and caring practitioners and lifelong learners to meet the occupational needs of diverse populations.

EDUCATIONAL GOALS OF THE OCCUPATIONAL THERAPY PROGRAM

Curriculum Design

The process of learning is conceptualized in the curriculum as a sequential and developmental progression where learning occurs through a spiraling curriculum of knowledge construction and reconstruction. This involves learning about human occupation and development across the lifespan within contexts following a developmental curriculum. Students learn foundational concepts and continue to build upon this knowledge to develop more advanced and complex skills.

Threads in the Curriculum

Foundational Knowledge
 Practice Skills
 Research
 OT Evaluation Across the Lifespan
 OT Intervention Across the Lifespan
 Professional Skills

Levels of the Curriculum

1. Entrance with undergraduate knowledge and life experiences
2. Understanding the foundational knowledge of occupational therapy
3. Competency in clinical reasoning, evidence-based practice, research, and interprofessional practice
4. Advanced problem-solving
5. Integration of knowledge and entry-level application to practice
6. Application of knowledge and skills to provide client-centered, occupation-based, culturally relevant occupational therapy services.

Occupational Therapy Curriculum (80 credits total)

Year 1 – Fall (20 credits)

OCTH 5101 Foundations of Occupational Therapy	4 credits
OCTH 5110 Foundations of Motor Performance	4 credits
OCTH 5115 Clinical Conditions Across the Lifespan	4 credits
OCTH 5125 Professional Issues I	2 credits
OCTH 5130 Group Process & Leadership	2 credits
OCTH 5160 Evidence Based Practice	4 credits

Year 1- Spring (16 credits) (*includes Level 1 fieldwork)

OCTH 5135 Advance Motor Performance	4 credits
OCTH 5140 Evaluation of Occupational Performance in Pediatrics	3 credits
OCTH 5141 Pediatric Occupational Therapy Intervention	4 credits
OCTH 5145 Fieldwork Level 1 Seminar 1	1 credit
OCTH 5150 OT in Mental Health*	4 credits

Year 1 Summer (4 credits)

OCTH 5165 Application of OT Theory	2 credits
OCTH 5175 Professional Issues II	2 credits

Year 2- Fall (18 credits)

OCTH 6100 Evaluation of Occupational Performance in Adults	3 credits
OCTH 6110 Adult OT Intervention	4 credits
OCTH 6115 Fieldwork Level I Seminar II	1 credit
OCTH 6120 Advanced Adaptations and Assistive Technology	4 credits
OCTH 6130 Foundations of General Practice	4 credits
OCTH 6160 Clinical Research I	2 credits

Year 2- Spring (16 credits)

OCTH 6140 Evaluation of Occupational Performance in Older Adults	3 credits
OCTH 6141 Older Adult OT Intervention	4 credits
OCTH 6145 Fieldwork Level 1 Seminar III	1 credit
OCTH 6155 Management of Upper Extremity Dysfunction	4 credits
OCTH 6161 Clinical Research II	2 credits
OCTH 6175 Professional Issues III	2 credits

Year 2-Summer (3 credits)

OCTH 6910-001 Fieldwork Level II	3 credits
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Year 3- Fall (3 credits)

OCTH 6920-001 Fieldwork Level II	3 credits
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Student Learning Outcomes

Students graduating from Stockton University's Master of Science in Occupational Therapy Program will possess expected professional behaviors of an entry-level occupational therapist as demonstrated by the following learning outcomes (numbers in parentheses refer to threads listed above):

- Demonstration of professional skills based on an understanding of the profession's ethics, practice framework, safety regulations, and standards of practice. (1, 6)
- Effective articulation and utilization of occupation with individuals across the lifespan. (2, 3, 4, 5)
- Understanding of occupational therapy's history, philosophy, theoretical base, models of practice, and frames of reference. (1)
- The ability to evaluate a client's occupationally relevant strengths and needs in occupations, performance skills, performance patterns, contexts, activity demands, and client factors to achieve health, well-being, and participation in life through engagement in occupations. (4)
- The ability to provide occupationally-based, evidence-based and client-centered interventions. (2, 3, 5)
- Utilization of clinical reasoning that demonstrates problem solving, critical thinking, ethical reasoning, integration of knowledge, evidence-based practice, self-initiative and independent thought. (3, 4, 5)

- Understanding of the changing healthcare environment with a commitment to lifelong learning that will allow the provision of therapeutic and humanistic care to promote health and well-being as evidenced in the ability to organize and manage OT services. (3, 6)
- Utilization of effective verbal, nonverbal, and written communication skills. (1, 2, 3, 4, 5,6)
- Utilization of appropriate professional and interpersonal skills to establish and maintain effective relationships with clients, caregivers, and colleagues. (1, 2, 3, 4, 5, 6)
- Utilization of knowledge pertaining to cultural, political, and economic differences when working as a member of an interprofessional team, in the role of supervisor, and in the client-therapist relationship. (6)
- Demonstration of entry-level research and presentation skills. (3)
- Competent use of technology for gathering and processing information. (1, 2, 3, 4, 5, 6)
- Success in achieving personal satisfaction as an employed entry-level occupational therapist. (6)
- Satisfaction with the educational experience gained at Stockton. (6)

ATTENDANCE AND PARTICIPATION

The MSOT program is a full-time program. Courses typically are held between 8:30 am-5:30 pm, Monday through Friday. However, this schedule is subject to change due to program needs. Students will be given ample notice should a change in this typical schedule be needed. In addition, although the course schedule may not include all 5 days (M-F) in every semester, the program reserves the right to schedule make-up classes, meetings, and additional instruction at the discretion of the program and/or faculty. Students may also be required to attend learning seminars or other learning opportunities that fall outside of normal class hours. These will be listed as requirements within individual courses.

Attendance in the MSOT program is mandatory. Students are expected to attend ALL scheduled classes and participate in lectures, laboratories, examinations, field trips, observations, practicums, professional events, and all clinical experiences. If a student must be absent, it is the responsibility of each individual student to contact the course instructor prior to the scheduled class or activity, make up the work that was missed, and provide appropriate work assignments or documentation as required by the instructor. Students engaged in group work for their courses are expected to alert their group members of their absence and to complete all work associated with the project. Documentation may include medical clearance to participate in classroom or laboratory activities, and/or may be required by the instructor to document absence. Students who are absent from more than 5 class sessions per semester, regardless of the course, will be counseled by a panel of faculty who will develop a plan for continuation in the program (i.e. move to part-time status, repeat the semester, etc.)

Individual faculty members have the discretion of their own attendance policy.

CONTINUATION IN THE OCCUPATIONAL THERAPY PROGRAM

To remain in the program, students **MUST** complete every course (including fieldwork levels I and II) successfully and maintain a GPA of 3.2 or above.

1. At any point in the semester, if the student is at risk for receiving a grade lower than a B-, the student will be required to meet with the course faculty and his/her preceptor (or the entire faculty) to establish a remedial plan for improving their performance for the remainder of the semester.
2. For courses with assignments noted as high stakes, such as case study assignments, students must complete this assignment with a grade of B- (80) or higher to pass the course. If a student scores below a B- on this assignment, the student is required to complete an alternative case study or other remedial work provided by course faculty. The alternative case study or other remedial work must earn a grade of B- (80) or higher to pass the course and progress in the MSOT program.
3. A final course grade below a B- for one course will require the student to meet with the course faculty and his/her preceptor (or the entire faculty) to establish a remedial plan that the student must successfully* complete before proceeding further in the program.
4. A grade below a B- for a second course may warrant a dismissal from the program.
5. Any student earning a D+ or below in a class will be required to repeat the class** or will be dismissed from the program (GPA and potential to raise GPA in one probationary semester will dictate this).
6. Students may be dismissed from the Program in the event that they have not successfully completed the fieldwork experiences within the curriculum, even if they are maintaining the required GPA.
7. In some cases, students may be passing courses, but having difficulty with specific concepts, professional behaviors, or skills. In such cases, faculty may ask students to meet with the faculty to develop and successfully* complete REQUIRED remedial assignments addressing the identified deficits before they can proceed further in the program.
8. If a student requires more than 2 academic interventions (i.e. remedial plans, learning contracts, etc.), this may warrant a dismissal from the program.

*The program considers the remedial plan as successfully completed when the student has met all conditions of the remedial plan contract. The faculty and student will agree upon this contract when meeting.

**Repeating a class will alter the sequence and duration of the program.

Individual faculty members have the discretion of their own policies in terms of passing specific components of their courses. These policies will be present on the syllabus.

ACADEMIC PROBATION

If a student's cumulative GPA falls below 3.2, the Office of the Registrar will notify the student of academic probationary status. Students will have one semester to raise their GPA above 3.2. The MSOT Program will grant students no more than one probationary semester throughout the MSOT graduate program. Students on probation may need to successfully* complete remedial activities, engage in independent study, repeat a course, and/or repeat a fieldwork experience. Depending on the timeline

necessary for completing probationary requirements, graduation may be delayed. There may be the instance when a student cannot mathematically improve their GPA to 3.2 in one semester (i.e. probationary semester is during fieldwork level II semester when 3 credit FW experience occurs, and GPA is too low to recover). In this instance, the student will be dismissed from the program. In addition, if a student fails two Level II fieldwork placements, the student will be dismissed from the program.

In some cases, students may be passing courses, but having difficulty with specific concepts, professional behaviors, or skills. In such cases, students may be asked to meet with the faculty to develop and complete REQUIRED remedial assignments addressing the identified deficits before they can proceed further in the program.

*The program considers the remedial plan as successfully completed when the student has met all conditions of the remedial plan contract. The faculty and student will agree upon this contract when meeting.

Individual faculty members have the discretion of their own policies in terms of passing specific components of their courses. These policies will be present on the syllabus.

COURSE WITHDRAWAL AND LEAVES OF ABSENCE

MSOT program policy regarding withdrawal from individual courses is based in University policy.

The MSOT program is a sequentially designed program. Courses are offered once a year and must be taken in sequence, including by students attending on a part-time schedule due to academic issues or other acceptable reasons for decreasing to a part-time status. Students who must withdraw from a course or the program due to personal, family, or social emergencies are required to get preliminary permission of the Program Director for withdrawal prior to going through the University's withdrawal procedures. If the withdrawal is granted, the student will likely have to wait until the following year when the course is next offered (with the exception of Level II Fieldwork which is offered in the following semester). This results in a leave of absence.

Students who wish to interrupt their occupational therapy education for one or more semesters must submit a written request for a leave of absence (LOA) to the Program Director. The request must be received prior to the next semester. The written request must include the reason for the LOA, anticipated date of return, and a description of how the reason for the LOA is resolved upon return to full-time study in the Occupational Therapy Program. The Program awards a maximum of a 1-year LOA. The Program reserves the right to limit, modify, and/or deny a LOA request. Should the LOA be approved by the Program Director, students must then follow college-wide LOA procedures as described in this Bulletin.

*Withdrawal from courses and LOA will alter graduation timelines and/or course sequencing.

LEVEL I (FWI) AND LEVEL II FIELDWORK (FWII)

The MSOT program will assign each student to Fieldwork Level I if the student complies with all requirements established by the program and the fieldwork site. Fieldwork I is a 1 credit seminar course. This course consists of in-class learning and assignments paired with a fieldwork clinical site placement. The grade is based on the completion of class assignments; however, students must pass the fieldwork level I assessment (pass/fail) in order to successfully pass the course and move on in the program. Successful completion of each Level I Fieldwork is required to continue into the next semester of the program. Students who fail a FW I experience will be required to successfully* complete a remediation plan prior to repeating the course and FWI experience. Once successful completion of the FWI experience occurs, students can then complete the remaining courses in the program. Students who have satisfactorily completed all academic coursework and Level I Fieldwork may be placed in Fieldwork Level II. The Program reserves the right to delay** a student's FWII start in lieu of the successful* completion of a remedial plan/activities to improve other skills required of the occupational therapist (i.e. clinical reasoning, interpersonal communication, etc.). Students who fail two Level II Fieldwork experiences will be dismissed from the program. Successful completion of all fieldwork experiences is a requirement for graduation.

*The program considers the remedial plan as successfully completed when the student has met all conditions of the remedial plan contract. The faculty and student will agree upon this contract when meeting.

**Delay in FWII participation may alter graduation timelines.

Withdrawals, Incompletes, and Termination of Level II Fieldwork

Withdrawals from FWII

Although the University provides a permissive time frame for allowing students to withdraw from classes with no academic penalty, the MSOT program must have a more stringent policy for Level II fieldwork, as withdrawal from Level II fieldwork other than for the most serious reasons will affect the student's ability to complete their degree and apply for the certification examination and for licensure. It may also affect the student's financial aid status.

Since the schedule for fieldwork does not generally conform to the academic schedule, and because fieldwork is more complex than an academic course, students **MUST** withdraw from Level II Fieldwork before the end of the 5th week of Level II fieldwork. The MSOT Program **REQUIRES** students to receive permission from the AFWC and MSOT Program Director before they can withdraw from Level II Fieldwork. Any students withdrawing from fieldwork II after the 5th week will be given a failing grade unless there are circumstances warranting a late/medical withdrawal or an incomplete grade. Please see the policies related to late/medical withdrawals and incompletes below.

If a student withdraws from a placement they will be required to wait until the next semester in which the course is offered to be placed in an alternative placement. Depending on the circumstances that necessitated the withdrawal, a remediation plan may also be recommended by the AFWC and the student's preceptor in order to be placed in an alternative placement when next offered.

If a student has had to withdraw from fieldwork and has been granted permission to do so, the AFWC will work with the student to determine the best plan for completing their assignment at a later time.

These plans will vary widely depending on the needs of the student and the availability of placements. To return to fieldwork, students will be expected to meet the MSOT Program Technical Standards and any such Standards that are held by the affiliate as well as satisfactorily complete any remediation plans that were established (as determined by the AFWC and preceptor or remediation plan mentor).

(Students should refer to the University webpage for Academic Affairs for information about University policies on [Withdrawals from non-Fieldwork courses](#))

Late or Medical Withdrawals from FWII

Students may withdraw from fieldwork when there are medical circumstances beyond the student's control. In the case of withdrawal from fieldwork due to medical reasons, the student must FIRST obtain preliminary permission of the AFWC and Program Director. Once Program permission is obtained, students MUST then provide medical documentation to the Program as well as other University offices (i.e. Learning Access) PRIOR TO withdrawing from the fieldwork placement.

In cases supported by medical documentation, the student will submit the medical documentation through the [online form](#). Students must then follow the procedures set out on the [website](#).

A medical withdrawal may be obtained through an appeal process through the [online form](#). The appeal must include appropriate documentation regarding such circumstances. The student is encouraged to complete all procedures associated with withdrawal.

In order to make a recommendation on re-enrollment, the Office of Health Services may request pertinent medical documentation of the student's readiness to resume academic activities.

In the rare event that a student has experienced circumstances beyond his or her control (i.e. military deployment, natural disaster affecting student's home or family) that might permit an exception to the MSOT program policy on fieldwork withdrawals, the student must FIRST inform the AFWC and Program Director to obtain permission for the late withdrawal. Once the student obtains permission of the AFWC, they must follow the procedures set out by the Office of Academic Affairs by submitting an appeal and supporting documentation through the [online form](#).

If a student has had to withdraw late from fieldwork and has been granted permission to do so, the AFWC will work with the student to determine the best plan for completing their assignment at a later time. These plans will vary widely depending on the needs of the student and the availability of placements. At the very least, they will be required to wait until the next semester in which the course is offered in order to be placed in an alternative placement.

Medical withdrawals are not to be used in cases where the student is failing a fieldwork placement. If a student is informed that they are failing a placement, they have the option to withdraw from the course if before the 5th week, follow the remediation plan that is typically set up in such cases, or leave the placement and receive a failing grade. If withdrawing or leaving the placement, students are responsible for any financial repercussions this entails (i.e. paying tuition for the course again, if repeated).

Students should refer to the University webpage for policies and procedures on [Late or Medical Withdrawals](#) visit the [website](#).

Additional FW II Withdrawal Policies

Students will not be permitted to withdraw from more than one Level II Fieldwork. That is, any student who has withdrawn from one Level II Fieldwork placement is not eligible to withdraw from a second. If a second withdrawal occurs, the student will be dismissed from the program.

If a student leaves their placement without notice and permission of the AFWC, and of their own accord at any time, this does not constitute withdrawal. Students who leave their placement under these circumstances will fail the course.

Incomplete Grades for FWII

Students may be considered for an Incomplete if s/he is doing satisfactory work and must leave his/her placement for reasons beyond their control, such as a family emergency, sudden unavailability of a fieldwork educator, or unexpected closure of the facility, among others. In this instance, the student will be assigned to another placement, as determined by the AFWC. Extraordinary circumstances necessitating the assignment of an incomplete grade will be individually evaluated by the AFWC and MSOT Program Director.

Termination of FWII

In the event that the performance of the student violates client confidentiality, interferes with patient care, patient management, or patient safety, negatively interference with the fieldwork site's working or collegial environment, violates the site or University policies, or the OT ethical code of conduct, or commits a legal offense, the site has the right to immediately terminate the student. There may be additional reasons for termination of fieldwork. A fieldwork II student who is terminated for any reason will receive a failing grade for the course.

Difficulty at FWII Placement

If difficulties arise during the course of fieldwork, it is the responsibility of both the fieldwork educator (FWEd) and the student to contact the AFWC immediately. The AFWC will work closely with the student and the fieldwork educator to devise remedial strategies, extend the length of the experience, ask for a change in fieldwork educator, or other strategies appropriate to the nature of the problem, and to serve the needs of the student to resolve any issues. Students will have input into the proposed solutions and must agree to whatever conditions are mutually determined in a formalized learning agreement or remediation plan.

FW II Failure/Dismissal from the MSOT Program due to FW II Failures

The AFWC and the student **MUST** be notified if the student is in danger of performing unsatisfactorily at midterm or at any other time. The AFWC will arrange a site visit, and/or communicate with the site by phone, as soon as possible.

If a student fails a first fieldwork, then s/he must successfully complete two other fieldwork assignments. If the student repeats a first fieldwork and is subsequently successful, after a remediation plan has been developed and completed to the satisfaction of the Program, s/he will be permitted to move on to the next assignment. If this third fieldwork is not completed successfully, the student will be dismissed from the program. In other words, if a student fails two Level II fieldwork experiences, in any sequence, he/she will be dismissed from the program.

If a student fails a Fieldwork II experience and must repeat it, s/he must register for that course again, and s/he is responsible for the tuition associated with the additional course.

If a student fails fieldwork II for any reason, the AFWC and another faculty member will meet with the student to develop a mutually agreed upon remediation plan. This plan will be set down in writing, will require the agreement of those involved, and will be similar to that which is appropriate for a student on academic probation. Students will be required to successfully* complete the remediation plan before moving on to another placement.

Given usual circumstances, failure to complete all Level II Fieldwork requirements within 24 months of completing academic coursework will result in dismissal from the program, except in circumstances including military deployment or other circumstances that are permitted by the NJ Division of Consumer Affairs.

*The program considers the remedial plan as successfully completed when the student has met all conditions of the remedial plan contract. The faculty and student will agree upon this contract when meeting.

GRADUATION FROM THE PROGRAM

Students must maintain a GPA of 3.2 or better, pass all Fieldwork Level I and II experiences with acceptable competencies, and demonstrate professional development in order to be eligible for graduation from the program. Students in their last term of enrollment must submit an Application for Graduation to the Office of the Registrar for review and certification.

GRADUATION WITH PROGRAM DISTINCTION

Stockton University Master of Science in Occupational Therapy program may convey recognition of superior performance in the MSOT program to students graduating with a minimum cumulative GPA of 3.80 in all MSOT coursework. Additional criteria for this award include academic performance, scholarship, and service to the program, college, profession, and community. The awards are mailed when the diploma is issued.

The MSOT Program Distinction Award is a competitive honor reserved for students who demonstrate excellence in academic performance, service, and scholarship beyond what is typically expected behavior in graduate education. A ranked scoring system along with faculty deliberation is utilized to determine eligibility for this award. The award will be granted to no more than two students per graduating class.

Application Guidelines for the MSOT Program Distinction Award

Students interested in being considered for the MSOT program Distinction Award must complete the online application, available on Blackboard, on or before November 30th in the year of completion of all program requirements/anticipated graduation. Completion of the application form requires data entry, development of portfolio evidence to support eligibility for this award, and a written self-reflection statement. Experiences prior to enrollment as an MSOT student at Stockton are not considered when determining eligibility for this award.

ALPHA ETA ALLIED HEALTH HONOR SOCIETY, CHAPTER #73

Alpha Eta is the National Scholastic Honor Society for the Allied Health Professions (<http://www.alphaeta.net>). Basic qualifications for membership are GPA of 3.8 or better (on a 4-point scale) while enrolled in the MSOT program. No more than twenty (20) percent of the graduating class of the MSOT program shall be invited to membership. Students are eligible to be nominated by the program faculty during the last semester of their academic programs. It is possible that more than 20% of a graduating class is eligible to be nominated for membership in Alpha Eta. However, the MSOT faculty will look at various criteria in selecting a student for nomination for membership. These criteria are: cumulative GPA of 3.8 or better, membership in professional organizations, service to the University, program, and community, and participation in research and scholarly activity. The Alpha Eta nomination and induction ceremony occurs yearly.

STUDENT OCCUPATIONAL THERAPY ASSOCIATION (SOTA)

All MSOT students are eligible to be members of SOTA. SOTA is a non-profit student organization that serves to promote professional development through education, leadership opportunities, networking, volunteer activities, social activities and fundraising. SOTA creates a professional culture that is member driven and facilitates communication between first year and second year students, allowing all members to have the opportunity to contribute to the organization's yearly objectives. SOTA provides annual funding to a first-year occupational therapy student to represent the Stockton MSOT program students as the Assembly of Student Delegates (ASD) representative at the annual American Occupational Therapy Association (AOTA) conference. This representative reports back to the SOTA members to allow students to stay up to date on national issues surrounding the profession of occupational therapy. The Stockton MSOT program also has an active Coalition of Occupational Therapy Advocates for Diversity (COTAD) chapter. As a non-profit organization, COTAD operates as a group of individuals from across the United States working to achieve a common goal of promoting justice, equity, diversity, and inclusion (JEDI), anti-racism, and anti-oppression within the occupational therapy workforce while simultaneously striving to increase the ability of occupational therapy practitioners to effectively serve an increasingly diverse population.

ACCREDITATION

Stockton University's Master of Science in Occupational Therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). ACOTE is located at 6116 Executive Boulevard, Suite 200, N. Bethesda, MD 20852-4929. The telephone number for ACOTE, c/o AOTA, is 301-652-2682 (AOTA). The ACOTE website can be found at <https://acoteonline.org/>.

Students graduating from the MSOT program are eligible to sit for the National Certification Examination for the Occupational Therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT exam or attain state licensure.

Full details about the curriculum can be accessed on the [MS in Occupational Therapy website](#).

MASTER OF SCIENCE IN NURSING

ADULT-GERONTOLOGY PRIMARY CARE NURSE PRACTITIONER
FAMILY NURSE PRACTITIONER

POST-MASTER'S NURSING CERTIFICATES

ADULT-GERONTOLOGY PRIMARY CARE NURSE PRACTITIONER
FAMILY NURSE PRACTITIONER

INTRODUCTION

The Master of Science in Nursing (MSN) program is designed for the baccalaureate-prepared registered nurse (RN) who wishes to pursue a graduate degree with eligibility for specialty certification as an Adult Gerontology Primary Care Nurse Practitioner (AGPCNP) or a Family Nurse Practitioner (FNP). In addition, a post-master's certificate as a FNP or AGPCNP is available for master's prepared nurses. The program may be completed in 24 months or 33 months.

The program focuses on the synthesis of knowledge and skills that enable the advanced level nurse to manage health care issues and implement change by fostering safe, effective, quality interventions across the four spheres of care: wellness, disease prevention; chronic disease management; regenerative/restorative care; hospice/palliative care.

Theories, principles, and evidence-based practice guidelines regarding holistic assessment, health promotion, and disease prevention are also emphasized in learning activities in the classroom and community.

The MSN Program provides knowledge and skills for nurses to excel as advanced practice nurses in an increasingly complex health care environment.

The Mission

The mission of the MSN Program is to develop competent advanced-level nurses to practice in a culturally diverse and rapidly evolving world. The University and the Graduate Nursing Programs remain responsive to community needs.

Independent, experiential learning fosters students to choose their education and future professional endeavors.

Goals of the MSN Program

1. Develop advanced-level nurses that demonstrate professional, ethical, skilled, and evidence-based practice competencies in their roles.
2. Prepare graduates that influence health and health outcomes of individuals, families, and communities through the application of evidence-based practice.
3. Advance the educational level of nurses to effect positive changes in the health care of consumers.
4. Prepare advanced-level nurses who are eligible for national certification.
5. Provide a foundation for continued graduate study.

6. Prepare graduates to represent the nursing profession in health organizations and health policy at the local, state, national, and international levels.

MSN and Post-Master's Certificate Student Learning Outcomes

Stockton's learning outcomes are in accordance with those of the Commission on Collegiate Nursing Education (CCNE). The MSN and Post-Master's certificate programs are designed to produce an advanced level nurse who can:

1. Utilize the Roy Adaptation Model or other theories from Nursing and other disciplines when making decisions regarding professional nursing practice.
2. Assess and diagnose the health status and health potential of diverse clients within multiple complicated contexts to provide compassionate, coordinated, evidence-based care.
3. Identify specific common deviations from wellness using evidence-based guidelines and clinical decision-making to provide culturally sensitive equitable care, across settings and populations.
4. Synthesize theoretical and empirical knowledge from the physical and behavioral sciences and humanities with advanced level nursing practice.
5. Apply principles of quality, safety, and ethical decision-making to minimize risks and enhance health outcomes across diverse settings and populations.
6. Work collaboratively with interprofessional teams, patients, families, and stakeholders to improve health outcomes at the local, regional, national, and global levels.
7. Utilize leadership skills through interaction with consumers and providers to address quality, safety, racism, and advocate for coordinated fiscally responsible, equitable resources for diverse populations.
8. Utilize information technologies to manage and enhance efficiency of health care decision making and services in accordance with current evidence, quality, safety, regulatory and professional standards.
9. Practice and advocate for the values of the profession in manners that are ethically, culturally, and linguistically appropriate demonstrating collaboration and professional accountability to address inequities, social injustice, and human rights issues.
10. Promote and practice the values of the profession by participating in activities that foster accountability, self-care, resilience, lifelong learning, nursing expertise, advocacy, and leadership acumen.

MSN PROGRAM ORGANIZATION

The MSN curriculum builds on the undergraduate program and utilizes philosophy, purposes and learning outcomes to develop advanced level nurses. The Roy Adaptation Model serves as the conceptual framework of the program.

The Adult Gerontology Primary Care Nurse Practitioner track consists of 46 credits, which may be completed in 24 months or 33 months. A minimum of 750 supervised clinical hours in primary care must be completed in addition to the didactic portion of the curriculum.

The Family Nurse Practitioner track consists of 50 credits. A minimum of 770 supervised clinical hours in primary care must be completed in addition to the didactic portion of the curriculum.

POST-MASTER'S CERTIFICATE PROGRAMS

The curriculum builds on previous graduate nursing education and utilizes philosophy, purposes and student learning outcomes to develop advanced level nurses. The Roy Adaptation Model serves as the conceptual framework of the program.

The Adult-Gerontology Primary Care Nurse Practitioner certificate track consists of 25 credits for option 1 candidates. A minimum of 750 supervised hours must be completed in addition to the didactic portion of the curriculum.

The Family Nurse Practitioner certificate track consists of 28 credits for option 1 candidates or 7 credits for option 2 and 3 candidates (see option descriptions below). A minimum of 770 supervised clinical hours in primary care and pediatric must be completed in addition to the didactic portion of the curriculum. A gap analysis of the clinical course work completed in the student's previous NP program is performed by the MSN Chair to determine the number of clinical hours to be completed during Stockton's program.

There are three options a prospective student can seek admission to the post master's certificate programs of study.

Option 1

Provides registered nurses with a master's degree the option to complete coursework for eligibility to take the AGPCNP or FNP national certification examination. This option is applicable to prospective students who are practicing as NPs in roles *other than* the AGPCNP or FNP such as the acute care NP, or pediatric NP. It also applies to prospective students that obtained a non-clinical MSN degree.

Option 2

Provides nationally certified and practicing Adult Nurse Practitioners (ANP) or AGPCNP an option to complete additional didactic and clinical coursework to become eligible to take the FNP national certification examination. Applicants must provide proof of valid New Jersey APN credentials, proof of current NP certification, past clinical hour documentation and course syllabi for review.

Option 3

Recent graduates of Stockton's MSN program may qualify for "Direct Entry" into the FNP program. This option is available to Stockton MSN graduates with graduation date 12 months prior to the first day of courses in the FNP track. If the graduation date is more than 12 months, please follow option 2. NURS5424/5924 must be completed as a prerequisite for direct entry into the FNP program.

The Family Nurse Practitioner post-master's track consists of an additional 7 credits including a minimum of 200 clinical hours for practicing AGPCNP.

ADMISSION TO THE MSN/POST-MASTER'S CERTIFICATE PROGRAMS

Admission is open to licensed RNs with a baccalaureate degree in nursing. Prospective applicants must meet the following criteria; however, meeting the minimum criteria does not guarantee admission:

1. Possess a baccalaureate degree in nursing (BSN) from an NLN or CCNE-accredited school.

- Applicants to the Post-Master's program must have a master's degree in nursing.
2. Meet one of the two requirements:
 - Cumulative GPA of 3.2 or higher (on a scale of 4.0) with a minimum grade of "B" in all nursing courses
 - Cumulative GPA of 3.30 in at least two graduate nursing courses IF BSN GPA is less than or equal to 3.19.
 3. Completion of BSN prerequisite courses:
 - Health Assessment
 - Nursing or another Health Discipline Research course
 - Statistics
 4. Students must successfully pass a criminal background check and urine drug screen prior to enrollment and as required or requested while enrolled.

Students must adhere to all health and safety program mandates and must meet the [Technical Standards and Essential Functions](#) requirements as specified by the Nursing Program.

In addition, the applicant must provide:

1. Proof of licensure to practice as a registered professional nurse in New Jersey.
2. Two letters of recommendation
3. Completion of an admission essay
4. Current CPR certification.
5. Valid certification in their NP specialty (ANCC or AANPCP) for practicing NP applicants only.

NONMATRICULATED GRADUATE NURSING COURSES

At Stockton, there are three graduate level nursing courses available for non-matriculated students.

- NURS 5336 Healthcare Systems & Policy (Summer semester)
- NURS 5330 Advanced Pathophysiology (Summer semester)
- NURS 5326 Biostatistics & Epidemiology in Population Health (Fall semester)

TRANSER CREDITS

Students may transfer a maximum of nine (9) credits from another graduate nursing program if they have achieved at least a B in the course. Students will be asked to submit a course syllabus for review before final approval of the transfer credit is given. Clinical courses or courses with a clinical component are exempt from transfer credits.

CLINICAL PREREQUISTES

Students must successfully complete health screenings, required immunizations, a criminal background check and drug screen prior to the first clinical experience (Practicum I). Students need to provide validation of CPR certification, personal health insurance, NJ RN licensure, and professional liability insurance as a student nurse practitioner. In addition, students must meet all technical standards and can perform essential functions as specified by the Nursing Program [Technical Standards and Essential Functions](#)). Health screenings, CPR certification, RN licensure, personal health insurance and professional liability insurance as an NP student must be maintained by the student during clinical semesters. Failure to do so will result in removal from clinical.

LEAVE OF ABSENCE

Students who wish to interrupt their Graduate Nursing education for one or more semesters must submit a written request for a leave of absence (LOA) to the MSN Program Chair. The request must be received **prior to** the next semester. The written request must include the reason for the LOA, anticipated date of return, and a description of how the reason for the LOA is resolved upon return to the Graduate Nursing program.

The Program awards a maximum of a 1 year (2 consecutive semesters) or a total of 2 non-consecutive semesters of LOA. The Program reserves the right to limit, modify and/or deny a LOA request. Should the LOA be approved by the MSN Program Chair, you must then follow University wide LOA procedures as described in the University Bulletin.

While on LOA, the student is expected to maintain contact with their preceptor/advisor to revise academic plan and prepare for future course work. An additional request for a LOA is required if the student will extend their LOA if it does not exceed 2 consecutive semesters. Failure to maintain a current request for LOA will result in withdrawal from the University. The student will need to reapply and meet admission requirements to complete the MSN or Post-Master's certificate program.

GRADUATION REQUIREMENTS

Students must maintain a 3.0 GPA and successfully complete all nursing and clinical coursework/requirements as stipulated in the Master of Science in Nursing and Post-Master's Certificate Policies and Procedure Manual. NOTE: Students must achieve the letter grade of a B- or above in didactic courses and B or above in clinical courses for all Stockton Graduate Nursing coursework.

Spring 2023 – Spring 2024 MSN AGPCNP & FNP Curricula

Adult Gero Primary Care Nurse Practitioner	Credits	Family Nurse Practitioner	Credits
MHAL 5000 – Management & Leadership Development in Health Care	3	MHAL 5000 – Management & Leadership Development in Health Care	3
NURS 5326 – Biostatistics & Epidemiology in Population Health	3	NURS 5326 – Biostatistics & Epidemiology in Population Health	3
NURS 5325 - Health Care Systems & Policy	3	NURS 5325 - Health Care Systems & Policy	3
NURS 5332 – Pharmacology	3	NURS 5332 – Pharmacology	3
NURS 5327 - Theory & Research for Evidence-Based Practice	3	NURS 5327 - Theory & Research for Evidence-Based Practice	3
NURS 5330 – Advanced Pathophysiology	3	NURS 5330 – Advanced Pathophysiology	3

NURS 5333 - Advanced Health Assessment	3	NURS 5333 - Advanced Health Assessment	3
NURS 5422 - Adult Primary Care I	3	NURS 5422 - Adult Primary Care I	3
NURS 5922 – Adult Practicum I	4	NURS 5922 – Adult Practicum I	4
NURS 5423 - Adult Primary Care II	3	NURS 5423 - Adult Primary Care II	3
NURS 5923 – Adult Practicum II	4	NURS 5923 – Adult Practicum II	4
NURS 5424 - Adult Primary Care III	3	NURS 5424 - Adult Primary Care III	3
NURS 5924 – Adult Practicum III	4	NURS 5924 – Adult Practicum III	4
NURS 5590 - Professional Role Development	1	NURS 5590 - Professional Role Development	1
NURS 5932 Immersion in AGNP Practice	3	NURS 5541 Assessment and Care of the Family with Young Children	3
		NURS 5941 Pediatric Practicum	4
Total Credits	46	Total Credits	50

2024 MSN AGPCNP & FNP Curricula

Adult Gero Primary Care Nurse Practitioner	Credits	Family Nurse Practitioner	Credits
MHAL 5000 – Management & Leadership Development in Health Care	3	MHAL 5000 – Management & Leadership Development in Health Care	3
MHAL 5036 – Healthcare Informatics	3	MHAL 5036 – Healthcare Informatics	3
NURS 5326 – Biostatistics & Epidemiology in Population Health	3	NURS 5326 – Biostatistics & Epidemiology in Population Health	3
NURS 5325 - Health Care Systems & Policy	3	NURS 5325 - Health Care Systems & Policy	3
NURS 5332 – Pharmacology	3	NURS 5332 – Pharmacology	3
NURS 5327 - Theory & Research for Evidence-Based Practice	3	NURS 5327 - Theory & Research for Evidence-Based Practice	3
NURS 5330 – Advanced Pathophysiology	3	NURS 5330 – Advanced Pathophysiology	3

NURS 5333 - Advanced Health Assessment	3	NURS 5333 - Advanced Health Assessment	3
NURS 5422 - Adult Primary Care I	3	NURS 5422 - Adult Primary Care I	3
NURS 5922 – Adult Practicum I	3	NURS 5922 – Adult Practicum I	3
NURS 5423 - Adult Primary Care II	3	NURS 5423 - Adult Primary Care II	3
NURS 5923 – Adult Practicum II	3	NURS 5923 – Adult Practicum II	3
NURS 5424 - Adult Primary Care III	3	NURS 5424 - Adult Primary Care III	3
NURS 5924 – Adult Practicum III	3	NURS 5924 – Adult Practicum III	3
NURS 5590 - Professional Role Development	1	NURS 5590 - Professional Role Development	1
NURS 5932 Immersion in AGNP Practice	3	NURS 5541 Assessment and Care of the Family with Young Children	3
		NURS 5941 Pediatric Practicum	4
Total Credits	46	Total Credits	50

ACCREDITATION

The master’s degree in nursing and post-graduate APRN certificate programs at Stockton University are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

Full details about the curriculum can be accessed on the [MSN website](#).

DOCTOR OF NURSING PRACTICE

POST-MASTER OF SCIENCE IN NURSING TO DNP
POST-BACHELOR OF SCIENCE IN NURSING TO DNP

POST-BACHELOR OF SCIENCE IN NURSING TO DNP DEGREE CONCENTRATIONS

ADULT-GERONTOLOGY PRIMARY CARE NURSE PRACTITIONER
FAMILY NURSE PRACTITIONER

INTRODUCTION

The Doctor of Nursing Practice (DNP) program is intended for nurses seeking the highest credential or terminal degree in nursing practice. The Doctor of Nursing Practice (DNP) will prepare nurses with the ability to balance proficiencies, practice, theory, and scientific inquiry in the advanced nursing role. Stockton's DNP program is designed for working nurses and can be completed on a part-time basis.

The DNP program provides education in organizational and systems leadership knowledge and skills necessary to critically develop and evaluate new models of care delivery and to create and sustain change in all levels of healthcare. Principles of advanced nursing and nursing scholarship are linked to the American Association of Colleges of Nursing's *DNP Essentials* (2006) and *Core Competencies for Professional Nursing Practice* (2021) to improve health outcomes for clients, families, and diverse communities. The practitioner-scholar role of the DNP prepared nurse develops new knowledge in the practice environment that makes an impact on health outcomes and quality of care.

The Doctor of Nursing Practice program at Stockton University received accreditation in 2019 and the curriculum was revised in the spring of 2021 and again in the spring of 2022 to increase accessibility and affordability. Curriculum revisions included offering courses in an online synchronous format and serving the advanced nurse with a Master of Science (MSN) degree who is *not* an Advance Practice Registered Nurse (APRN). The revised curricula continue to serve the Post-Bachelor of Science in Nursing (BSN) DNP student pursuing the APRN degree as well as the post-MSN APRN.

Stockton's Doctor of Nursing Practice degree program offers the Post-Master of Science in Nursing (MSN) to DNP and the Post-Bachelor of Science (BSN) in Nursing to DNP. The Post-MSN DNP track enrolls non advanced practice registered nurses (APRNs) as well as APRNs (nurse practitioners, nurse midwives, nurse anesthetists, clinical nurse specialists) seeking to advance their education to the clinical doctorate level.

A second option for the Post-MSN DNP students is intended for prospective non-APRN students who wish to obtain certification as an APRN. Students seeking to obtain certification as either a Family Nurse Practitioner or Adult-Gerontology Primary Care Nurse Practitioner will enter Stockton University's post-master's certificate program. Students may begin the Post-MSN DNP courses with completion of the post-master's certificate.

The Post-Bachelor of Science in Nursing (BSN) DNP degree offers two concentrations, Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) and Family Nurse Practitioner (FNP). Students who complete all 5000 level courses, NURS 6106, and NURS 6205 according to the enrolled concentration may apply for the MSN AGPCNP or the MSN FNP degree and complete the DNP as a

Post MSN student or they may complete the Post-Bachelor of Science in Nursing (BSN) DNP AGPCNP or the Post BSN DNP FNP degree.

The Mission (DNP Program)

The mission of the Graduate Nursing Program is to develop advanced-level nurses to practice in a culturally diverse and rapidly evolving world. The University and the graduate nursing programs remain responsive to community needs. Independent, experiential learning fosters students to choose their education and future professional endeavors. We embrace the University's guiding principles, vision, values, and the strategic plan.

GOALS OF THE PROGRAM

1. Develop graduates that demonstrate professional, ethical, skilled, and evidence-based practice competencies in their roles.
2. Prepare graduates that influence health and health outcomes of individuals, families, and communities through the application of evidence, clinical analysis, and discovery.
3. Prepare graduates to represent the nursing profession in health organizations and health policy at the local, state, national, and international levels.

STUDENT LEARNING OUTCOMES

Student learning outcomes are in accordance with those of the American Association of Colleges of Nursing Core Competencies for Professional Nursing Practice (2021). The Doctor of Nursing Practice program is designed to produce an advanced nurse with the ability to do the following:

1. Analyze, translate, and integrate theories and models from Nursing and other disciplines for clinical decision making in professional nursing practice.
2. Employ and integrate context driven, advanced reasoning to the diagnostic and decision-making process in the delivery of individualized and developmentally appropriate care that is holistic, just, respectful, evidence based, equitable, and compassionate for diverse populations.
3. Advocate and provide collaborative care from public health prevention to disease management by challenging biases and barriers and allocating resources that impact local, regional, national, and global populations to improve equitable health outcomes.
4. Lead the integration and dissemination of the best evidence to ethically inform practice, influence policy, and transform healthcare.
5. Design individual and systems-based interventions that embody ethical decision making to mitigate risk and foster a culture of safety, transparency, civility, and respect in improving health outcomes.
6. Role model the integration of diversity, equity, and inclusion into collaborative practice with the healthcare team, patients, families, and other community stakeholders to optimize healthcare delivery.
7. Lead systems change through interaction with consumers and providers to address quality, safety, racism, and advocate for coordinated fiscally responsible, equitable resources for diverse populations.
8. Evaluate and implement information technologies for use in data driven and evidence-based healthcare decision making in accordance with ethical, quality, safety, regulatory, and professional standards.

9. Promote, model, practice, articulate, and advocate for the values of the profession in manners that are ethically, culturally, and linguistically appropriate through accountability and collaboration to address inequities, social injustice, and human rights issues.
10. Embody the values of the profession by promoting, mentoring, and participating in activities that foster accountability, self-care, resilience, lifelong learning, nursing expertise, advocacy, and leadership acumen.

NON MATRICULATED GRADUATE NURSING COURSES

At Stockton, there are three courses available for non-matriculated Post-BSN-DNP students.

- NURS 6106 Healthcare Economics, Policy, and Management
- NURS 5330 Advanced Pathophysiology
- NURS 5326 Epidemiology, Biostatistics, and Population Health (replaces NURS 5432 Statistical Methods)

And two 6000 level nursing courses are available for non-matriculated Post-MSN DNP students: NURS 6105 Theory and Scholarship for Practice and NURS 6106 Healthcare Economics, Policy, and Management.

ADMISSION TO THE DNP PROGRAM

Admission to the Post-BSN DNP track is open to licensed RNs with a baccalaureate degree in nursing.

Admission to the Post-MSN DNP track is open to advanced registered nurses with an MSN degree.

Prospective applicants must meet the following criteria; however, meeting the minimum criteria does not guarantee admission:

1. Possess a baccalaureate degree in nursing (BSN) or Master of Science (MSN) degree in nursing from an NLN or CCNE-accredited school.
2. Meet one of the two requirements:
 - Cumulative GPA of 3.2 or higher (on a scale of 4.0) with a minimum grade of "B" in all nursing courses
 - Cumulative GPA of 3.30 in at least two graduate nursing courses IF BSN GPA is less than or equal to 3.19.
3. Completion of BSN prerequisite courses for Post-BSN DNP prospective students:
 - Health Assessment
 - Nursing or another health discipline research course
 - Statistics
4. Students must be able to perform the skills and behaviors outlined in the Technical Standards and Essential Functions for Nursing

In addition, the applicant must provide:

5. Proof of licensure to practice as a registered professional nurse in New Jersey.
6. Three letters of recommendation; one academic and two professional colleagues.
7. Completion of an admission essay
8. Current American Heart Association Healthcare Provider Basic Life Support (BLS) certification.
9. Valid certification in their NP specialty (ANCC or AANPCP) for practicing NP applicants only.

TRANSER CREDITS

Students may transfer a maximum of nine (9) credits from another graduate nursing program if they have achieved at least a B in the course. Students are required to submit a course syllabus for review and a Graduate Transfer Equivalency form before final approval. Clinical courses or courses with a clinical component are exempt from transfer credits.

CLINICAL PREREQUISTES

Students must successfully complete health screenings, required immunizations, a criminal background check and drug screen prior to the first clinical experience (Practicum I or NURS 6105). Students need to provide validation of American Heart Association Healthcare Provider Basic Life Support (BLS) certification, personal health insurance, current New Jersey Registered Nurse (RN) licensure, and professional liability insurance as a student nurse practitioner. In addition, students must meet all technical standards and can perform essential functions as specified in the Student Handbook. Health screenings, BLS certification, RN licensure, membership in a professional nursing organization, personal health insurance and professional liability insurance must be maintained by the student during clinical semesters. Failure to do so will result in removal from clinical.

LEAVE OF ABSENCE

Students who wish to interrupt their Graduate Nursing education for one or more semesters must submit a written request for a leave of absence (LOA) to the DNP Chair. The request must be received **prior to** the next semester. The written request must include the reason for the LOA and the anticipated date of return. Following the LOA and return to the graduate nursing program, a student must provide a description of how the reason for the LOA has been resolved and submit to the DNP Chair.

The DNP program awards a maximum of a 1 year (2 consecutive semesters) or a total of 2 non-consecutive semesters of LOA. The program reserves the right to limit, modify and/or deny a LOA request. Should the LOA be approved by the DNP Chair, the student must follow University wide LOA procedures as described in the *Bulletin*.

While on LOA, the student is expected to maintain contact with their preceptor to revise their academic plan and prepare for future course work. An additional request for a LOA is required if the student will extend their LOA if it does not exceed 2 consecutive semesters. Failure to maintain a current request for LOA will result in withdrawal from the University. The student will need to reapply and meet admission requirements to complete the DNP program.

GRADUATION REQUIREMENTS

Students must maintain a 3.0 GPA and successfully complete all nursing and clinical coursework/requirements as stipulated in the Doctor of Nursing Practice Student Handbook. NOTE: Students must achieve the letter grade of a B- or above and may not attain more than two B- grades for all Stockton Graduate Nursing coursework.

ACCREDITATION

The baccalaureate degree program in nursing, master's degree program in nursing and post-graduate APRN certificate program, and the Doctor of Nursing Practice program at Stockton University is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

The Post MSN DNP and Post BSN DNP curricula are outlined below and more information about the curricula can be accessed on the [Doctor of Nursing Practice website](#)

DOCTOR OF PHYSICAL THERAPY IN THE SCHOOL OF HEALTH SCIENCES

INTRODUCTION

Definition of Physical Therapy

Physical therapy is a healthcare profession devoted to optimizing human movement and function to improve the health of society. Physical Therapy evaluates and manages an individual's ability to move throughout the lifespan and assists in the prevention of movement system problems. .

Role of Physical Therapists

Physical therapists work directly with patients, clients and communities. They examine and evaluate patients and clients to identify and then resolve existing and potential movement system problems. Physical therapists work with individuals and communities to restore or improve movement, reduce and eliminate pain, improve the ability to participate in meaningful life activities and achieve functional goals, and provide fitness and wellness programs. Physical therapists also provide education, research, consultation, administration and health care planning.

Work Settings for Physical Therapists

Physical therapists provide health care in a variety of settings including private practices, acute care and rehabilitation hospitals, extended care and sub-acute rehabilitation facilities, industry, at-home therapy, school systems, athletic programs, and fitness centers.

How to become a Physical Therapist in the United States

In the United States, to be a physical therapist you must hold a license issued by the state in which you practice. First, you must graduate from a physical therapy school or program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE). You may then qualify to take the National Physical Therapist Licensure Examination (NPTE). Each state's licensure board may have additional requirements to take the NPTE, such as satisfactory criminal background checks. Upon passing the NPTE and receiving a state physical therapy license, you may then practice physical therapy in the states you are licensed.

DOCTOR OF PHYSICAL THERAPY (DPT) PROGRAM ACCREDITATION

Stockton's DPT program is accredited by CAPTE; therefore graduates of Stockton's DPT program meet the academic eligibility requirement to take the NPTE and apply for licensure in each of the 50 states in the U.S. and the District of Columbia.

ADMISSION TO THE DPT PROGRAM

Graduate Admissions Process

Admission to the DPT program is very selective and is among the most competitive at the University. Visit www.stockton.edu/dpt for all information about applying to the program and the length of the program. Specific information about academic qualifications can be reviewed at the [DPT FAQ](#) page.

DPT CURRICULUM

Upon completion of the three-year DPT curriculum, students are prepared as practitioners who can meet the current and future physical therapy needs of the patient/client and profession. Emphasis is placed on the study of musculoskeletal, neuromuscular, cardiovascular, pulmonary, integumentary, and other

systems. Additional emphasis is placed on clinical proficiency, community wellness, evidence-based practice, and professionalism. The DPT curriculum can be reviewed at www.stockton.edu/dpt.

During DPT year one, Stockton undergraduate seniors *may* be able to apply required courses, except PHTH 5001 and PHTH 5112, to an undergraduate degree. To continue in the program, all Stockton 3+3 students *must* hold a baccalaureate degree by the end of the spring semester of DPT year one. All other students must hold a baccalaureate degree by the end of the spring semester prior to starting the program.

Students attend lecture and laboratory classes on the main campus. AtlantiCare Regional Medical Center, located on Stockton's campus, provides additional facilities for learning opportunities in a health care setting. There are three full-time, clinical experiences. These clinical experiences take place at health care facilities located primarily in the mid-Atlantic region.

Students are subject to policies and procedures of the University and DPT program as described in this *Bulletin* and the *DPT Student Handbook* (accessed on Stockton's portal). All enrolled students are expected to meet [Technical Standards and Essential Functions](#). The Physical Therapy program faculty can only assign a student to clinical experiences if the student complies with all requirements established by the program and the clinics. Most clinics require a student to obtain additional clearance, such as satisfactory criminal background check, fingerprinting, drug testing, and select immunizations.

GRADUATION REQUIREMENTS

In order to graduate, DPT students must earn a minimum grade of C or better in required courses, pass practical examinations, pass Clinical Experience courses, and earn a minimum of 3.0 cumulative graduate GPA.

**ACADEMIC PROGRAMS IN THE
SCHOOL OF NATURAL SCIENCES AND MATHEMATICS**

THE FACULTY **IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS**

Neil Aaronson (2008), Professor of Physics; Ph.D., M.S., Michigan State University; B.S., The College of New Jersey: psychoacoustics, bioacoustics, audio quality perception, room acoustics, music perception, underwater acoustics. Performing Arts Adjunct Faculty.

Adam A. Aguiar (2011), Assistant Professor of Biology; Ph.D., University of Delaware; B.S., Fairleigh Dickinson University: molecular biology, cell biology, marine biology, cancer biology.

Benjamin Agyare (2007), Assistant Professor of Physics; Ph.D., Temple University; M.S., Miami University at Oxford Ohio; B.S., Kwame Nkrumah University of Science & Technology: condense matter, quantum optics, radiation physics.

Luis Arriaga (2022), Teaching Specialist in Biology; M.S., University of Oklahoma; B.S., University of North Carolina at Wilmington.

Guy F. Barbato (2010), Associate Professor of Biology; Ph.D., M.S., Virginia Tech; B.S., Wilkes University: genetics, physiological genomics, systems biology, bioinformatics.

Rogers G. Barlatt (1980), Professor Emeritus of Chemistry; Ph.D., University of Connecticut; Dip.Ed., University of Sierra Leone; B.S., University of Durham: synthesis and characterization of solid state inorganic materials, electrochemical analysis, physical science education.

Sandra Hartzog Bierbrauer (1971), Professor Emerita of Genetics; Ph.D., M.A., B.S., University of Massachusetts at Amherst: human genetics and evolution, ethnobotany, bio- archaeology.

Matthew F. Bonnan (2012), Professor of Biology; Ph.D., Northern Illinois University; B.S., University of Illinois at Chicago; A.S., College of DuPage, Glen Ellyn, Illinois: dinosaurs, paleontology, functional morphology, evolutionary biology, morphometrics, kinematics, tetrapod locomotion, X-ray reconstruction of moving morphology (XROMM).

Erin E. Brown (2015), Associate Professor of Chemistry; Ph.D., University of Pennsylvania; B.S., Gettysburg College: synthetic organic chemistry, continuous flow chemistry, asymmetric synthesis, catalysis.

Shelby M. Broughton (1971), Professor Emeritus of Chemistry; isolation and synthesis of natural products, synthetic, chromatographic, spectroscopic methods in organic chemistry.

David W. Burleigh (2005), Associate Professor of Biology; Ph.D., Old Dominion University and Eastern Virginia Medical School; M.S., Louisiana State University; B.S., California State University, Chico: advanced glycation end-product biology.

Frank A. Cerreto (1976), Professor of Mathematics; Ed.D., Rutgers, The State University; M.S., Stevens Institute of Technology; B.S., M.A., City College, City University of New York: mathematics, curriculum development, mathematics education, technology in education.

Tait Chirenje (2003), Professor of Environmental Science; Ph.D., University of Florida; M.S., University of Guelph; B.S., University of Zimbabwe: urban trace metal geochemistry, indoor air quality, environmental remediation, indoor air quality, water chemistry, brownfields characterization, international sustainable development.

Kevin Coffey (2017), Teaching Specialist of Biology; M.S., University of Nebraska at Kearney, B.S., Richard Stockton College of New Jersey: human anatomy and physiology, mammalogy, evolutionary biology

Richard Colby (1971), Professor Emeritus of Cell Biology; Ph.D., University of California, Berkeley; S.B., Massachusetts Institute of Technology: cell and molecular biology, microscopy, tissue culture, biochemistry, environmental chemistry, mechanisms of movement in muscle and amoeboid cells, differentiation of cells in culture, lipid metabolism.

Pamela Cohn (2013), Associate Professor of Chemistry; Ph.D., University of Florida; M.S., B.S., Florida Atlantic University: physical organic chemistry and supramolecular materials chemistry.

Cristina Cummings (2016), Assistant Professor of Biology; Ph.D., Brown University; M.S., University of New Hampshire, B.S., University of New Hampshire: cell biology, cancer biology, genetics, molecular biology.

Philip Eaton (2020), Assistant Professor of Physics; Ph.D., M.S., Montana State University; B.S., University of North Dakota: psychometric data analysis, network analysis, factor analysis, item response theory, differential functioning analysis, measurement invariance analysis, general relativity, gravitational wave theory.

Claude M. Epstein (1971), Professor Emeritus of Environmental Science; Ph.D., Sc.M., Brown University; A.B., Hunter College: hydrology, water resources, geomorphology, wetland hydrology, geothermal energy, paleoecology, earth history, invertebrate paleobiology.

Weihong Fan (1995), Professor Emeritus of Environmental Science; Ph.D., Colorado State University; M.S., Beijing Normal University; B.S., Northeast Normal University: geographic information systems, remote sensing, watershed management, landscape ecology, ecological modeling, and global climatic change.

Stewart C. Farrell (1971), Professor Emeritus of Marine Science and Geology; Ph.D., University of Massachusetts at Amherst.

Bradley Forrest (2009), Associate Professor of Mathematics; Ph.D., M.S., Cornell University; B.S., Harvey Mudd College: geometric group theory, topology, community scholarship, recreational mathematics.

David W. Furgione (2014), Instructor; M.S.T., Rutgers, The State University; B.A., Glassboro State College: biology, K-12 Education.

Michael D. Geller (1976), Professor Emeritus of Environmental Science; Ph.D., State University of New York at Binghamton; B.A., University of Connecticut: mammalian ecology, population ecology, wetlands analysis, pine barrens botany, population regulation in mammals, ecology of reproduction, ecology of disease.

Sarah Gray (2018), Assistant Professor of Chemistry; Ph.D., University of Montana; B.A., St. Mary's College of Maryland: analytical chemistry and aquatic biogeochemistry.

Jonathan S. Griffiths (1972), Professor Emeritus of Chemistry; Ph.D., A.M., Duke University; B.A., Gettysburg College: synthetic organic chemistry involving carbanions, investigation of chromic phenomena, "experiential" chemistry, chemical education.

Gordan Grguric (1995), Associate Professor of Marine Science; Ph.D., M.S., Florida Institute of Technology; B.S., Lehigh University: seawater aquarium chemistry, redox processes, interstitial water, physical and chemical modeling of closed seawater systems.

Jessica Hallagan (2017), Associate Professor of Environmental Science; Ph.D., Virginia Tech; B.S., Stockton University: soil science, soil biogeochemistry, trace element inorganic contaminants, nutrients, contaminant transport, plant bioavailability.

Kristen Hallock-Waters (2000), Associate Professor of Chemistry; Ph.D., University of Maryland at College Park; B.S., Long Island University, Southampton College: environmental chemistry, photochemistry, spectroscopic methods for determination of trace pollutants, statistical analysis of long-term pollution data.

Richard P. Hager (1974), Associate Professor Emeritus of Marine Science; Ph.D., University of New Hampshire; B.S., Bates College: marine ecology, general and population ecology, invertebrate zoology, biology of amphipod crustaceans, ecology of beaches.

Tim A. Haresign (1993), Associate Professor of Biology; Ph.D.; University of Connecticut at Storrs; B.S., State University College of New York at Plattsburgh: neuroscience, animal behavior, bioacoustics, evolutionary psychology, cognitive science, issues of diversity.

Tara Harmer Luke (2004), Professor of Biology; Ph.D., Johns Hopkins University; B.A., Boston University: molecular systematics, biology of deep-sea hydrothermal vents, symbiosis, bioinformatics, prokaryotic transcription, marine microbial ecology and underwater technology.

Nathaniel Hartman (2013), Assistant Professor of Biology; Ph.D., Wesleyan University; B.A., Clark University: neuroscience, stem cells, developmental biology, anatomy, physiology.

Charles W. Herlands (1975), Professor Emeritus of Mathematics; Ph.D., University of California, Irvine; M.A., University of California, San Diego; B.S., Stanford University: algebra, category theory, homological algebra, history and philosophy of science, computer science.

Rosalind Herlands (1974), Professor Emerita of Biology; Ph.D., University of California, Irvine; B.A., Stanford University: developmental biology, cell biology, embryology, immunology, histology, molecular biology studies on diamondback terrapins, bioethics, women's studies.

Patrick Hossay (1999), Professor of Sustainability; Ph.D., The New School for Social Research; M.A., San Francisco State University; B.S., San Jose State University: sustainable technology, green vehicle technology, alternative energy and design, sustainable technology.

Michael J. Hozik (1976), Professor Emeritus of Geology; Ph.D., University of Massachusetts at Amherst; M.S., University of Colorado; B.S., Dickinson College: structural geology, paleomagnetism, geophysics, environmental geology, rock mechanics.

Ron S. Hutchison (2005), Associate Professor of Sustainability; Ph.D., University of Illinois; B.A., Kenyon College: sustainable agriculture, plant biology, renewable energy, cell and molecular biology, photosynthesis, climate change.

Renganathan G. Iyer (1991), Associate Professor of Mathematics; Ph.D., Massachusetts Institute of Technology; B.Sc., M.Sc., University of Pune: representation theory of finite and infinite dimensional Lie algebras, commutative algebra, curriculum development and mathematics education.

Maritza Jauregui (2006), Associate Professor of Sustainability; Ph.D., University of California, Irvine; B.A., Columbia College, Columbia University: environmental health, environmental justice and environmental health disparities, sustainability policy, occupational health, sustainability management, and environmental risk communication.

Steven E. Kalman (2015), Associate Professor of Chemistry; Ph.D., University of Virginia; B.S., Muhlenberg College: inorganic chemistry, organometallic chemistry, catalysis.

Kelly Keenan (1993), Professor of Chemistry; Ph.D., University of California, Los Angeles; B.A., Colby College: biochemistry, proteomics.

Shannon Keough (2020), Math Teaching Specialist; M.Sc., B.S., Stockton University: mathematics, computational science, technology for math educators.

Shah Khan (2022), Assistant Professor of Coastal Zone Management; Ph.D., Drexel University; M.S., University of Rhode Island; B.Sc.Engg., Bangladesh University of Engineering and Technology: coastal resilience, coupled human-natural systems, nature-based solutions, water- and climate-sensitive infrastructure.

Daniel W. Ki (2016), Associate Professor of Chemistry; Ph.D., Rutgers University; M.S., Stevens Institute of Technology, B.S., Ajou University: materials chemistry, solid state chemistry, inorganic chemistry.

Murray R. Kirch (1972), Professor Emeritus of Computer Science and Mathematics; Ph.D., M.S., Lehigh University; A.B., Temple University: information assurance and security, software engineering, computational science and numerical analysis, theory of computation, computer algorithms, artificial intelligence, mathematics of risk.

Pamela Kosick (2009), Associate Professor of Mathematics; Ph.D., M.S., University of Delaware; B.A., The College of New Jersey: finite fields and applications, polynomials over finite field, commutative semifields.

Elizabeth Lacey (2013), Associate Professor of Marine Science; Ph.D., Florida International University; M.S. Nova Southeastern University; B.S. University of North Carolina-Wilmington: nearshore ecosystem ecology, plant-herbivore dynamics, marine botany, habitat restoration, tropical marine ecology, marine conservation.

Michael R. Lague (2006), Associate Professor of Biology; Ph.D., M.A., The State University of New York at Stony Brook; B.A., New York University: biological anthropology, human evolution, skeletal biology, morphometrics, size and scaling, functional morphology.

Matthew Landau (1987), Professor Emeritus of Marine Science; Ph.D., Florida Institute of Technology; M.S., Long Island University; B.S., St. John's University: aquaculture, tropical marine biology, crustacean biology, science education, comparative physiology and biochemistry, biostatistics, and biometry.

Michael J. Law (2017), Associate Professor of Biology; Ph.D., University of Southern California; B.S., Stockton University: molecular biology, biochemistry, genetics, differentiation, transcription, epigenetics.

Douglas Lessie (1975), Professor Emeritus of Physics; Ph.D., University of Pittsburgh; M.S., University of Vermont; B.S., Queens College, City University of New York: solid-state physics, surface physics, quantum theory, nonlinear physics, physics education.

Margaret E. Lewis (1996), Professor of Biology; Ph.D., M.A., State University of New York at Stony Brook; B.A., Rice University: paleontology, vertebrate anatomy, physical anthropology, functional morphology, paleoecology, evolutionary biology, forensics.

Fang Liu (2003), Associate Professor of Physics; Ph.D., University of Pennsylvania; M.S., B.S., Tsinghua University: biomedical and health physics, positron emission tomography (PET), PET surgical probes, biomedical optics imaging, biophysics.

Craig Michael Lind (2017), Assistant Professor of Biology; Ph.D., University of Arkansas; M.S., California Polytechnic State University; B.S., University of Illinois: physiology, herpetology, ecology.

Vashti Mahadeo (2023), Teaching Specialist of Environmental Science; M.S., Adelphi University; B.S., Stony Brook University: urban ecology, riparian ecology, scientific teaching.

Jennifer Martin (2019), Assistant Professor of Chemistry; Ph.D., University of Virginia; B.S., The Pennsylvania State University - Berks College: biochemistry, protein structure/function relationship, enzyme kinetics, protein folding.

John Russell Manson (2007), Professor of Applied Physics; Ph.D., University of Glasgow; B. Eng., University of Strathclyde: environmental physics, stream metabolism, hydraulics, hydrology, engineering, data science, artificial intelligence, neurophysics and psychology, entrepreneurship.

Daniel A. Moscovici (2009), Professor of Environmental Studies and Sustainability; Ph.D., M.S., University of Pennsylvania; MBA, Villanova University; B.S., Lehigh University: environmental planning, natural resource management, sustainability, parks and recreation, wine economics, international tourism, land use, study abroad pedagogy, international sustainability, energy and conflict.

Susanne M. Moskalski (2014), Associate Professor of Marine Science; Ph.D., M.S., University of Delaware; B.S., The Pennsylvania State University: sediment transport, coastal processes, time series analysis, marshes and estuaries, sedimentology.

Raymond G. Mueller (1978), Professor Emeritus of Environmental Science; Ph.D., University of Kansas; M.S., Montana State University; B.A., State University of New York at Buffalo: soil science, geoarchaeology, sustainable agriculture, physical geography, geomorphology.

Suzanne Nezzar (2005), Associate Professor of Mathematics; Ph.D., University of California, Los Angeles; B.S., Santa Clara University: image processing, radial basis functions, spectral methods, radon transform.

Norvell, Amanda (2022), Professor of Biology; Ph.D., University of Pennsylvania; B.S., University of Massachusetts, Amherst: developmental cell biology, post-transcriptional regulation of gene expression during *Drosophila* oogenesis.

Robert J. Olsen (2002), Assistant Professor of Chemistry; Ph.D., M.A., Brandeis University; physical chemistry, chemical physics, nonlinear chemical dynamics, computational science, computational chemistry.

Matthew Olson (2019), Assistant Professor of Environmental Science; Ph.D., University of Maine; M.S., University of Tennessee; B.S., University of Maine; A.A.S., Paul Smith's College: forest regeneration & stand dynamics, silviculture, ecological forestry.

Sipra Pal (1986), Professor Emerita of Physics; Ph.D., Georgetown University; M.S., University of Delhi; B.S., University of Calcutta: solid state physics, theoretical surface physics, mathematical physics, energy studies and computational modeling.

Edward Paul (1972), Professor Emeritus of Chemistry; Ph.D., University of Oregon; B.A., Brandeis University: physical chemistry, chemical physics, thermodynamics, phase diagrams, chemical mechanical polishing, tool wear in precision engineering, mathematical modeling, scientific models and structures.

Barry C. Pemberton (2017), Associate Professor of Chemistry; Ph.D., North Dakota State University; B.A., Minnesota State University Moorhead: physical-organic, photochemistry, supramolecular.

Anna Pfeiffer-Herbert (2015), Associate Professor of Marine Science; Ph.D., University of Rhode Island; M.S., University of California Santa Cruz; B.A., Carleton College: coastal physical oceanography, estuaries, biological-physical interactions, biogeochemical fluxes.

Donald Plank (1971), Professor Emeritus of Mathematics; Ph.D., University of Rochester; M.A., Yale University; B.S., Trinity College: algebra, general topology, rings of functions, ordered algebraic systems, collective choice theory.

Elizabeth C. Pollock (2006), Associate Professor of Chemistry; Ph.D., Yale University; B.A., Oberlin College: biochemistry, nuclear magnetic resonance, food science.

Brandy Lynn Rapatski (2005), Associate Professor of Mathematics; Ph.D., University of Maryland; M.S., B.S., New Jersey Institute of Technology: mathematical epidemiology, mathematical biology, differential equations.

GorDan Tyson Reeves (2016), Associate Professor of Chemistry; Ph.D., Drexel University; M.B.A., Fairleigh Dickinson; B.A., Lincoln University, Pennsylvania: inorganic/organometallic synthesis (platinum group metals), redox chemistry, luminescence.

Marc L. Richard (2007), Associate Professor of Chemistry; Sc.D., Massachusetts Institute of Technology; B.S., Northwestern University: materials science, physical chemistry, phase transformations, trace explosive analysis, archaeometallurgy.

Brian Rogerson (1998), Professor Emeritus of Chemistry; Ph.D., University of Pittsburgh; B.S., Florida International University: biochemistry, molecular immunology, B-lymphocyte immune responses, somatic mutation of antibody genes.

Melanie L. Schroer (2015), Instructor of Biology; M.S., Northern Arizona University; B.S., University of New Hampshire: biology, environmental science, ecology, anatomy and physiology, pedagogy.

Ekaterina G. Sedia (2001), Professor of Biology; Ph.D., Rutgers, The State University; B.S., equivalent, Moscow State University: community and ecosystem ecology, ecological role of non-vascular plants and lichens, environmental philosophy, honeybee ecology and behavior.

Matthew Severs (2009), Associate Professor of Geology; Ph.D., Virginia Tech; B.A., Colby College: igneous and metamorphic petrology, volcanology, geochemistry, ore deposits, planetary geology, mineralogy.

Lauren Seyler (2020), Assistant Professor of Biology; Ph.D., Rutgers University; B.A., Rutgers University: marine and subsurface microbial ecology, carbon cycling, geobiology, biogeochemistry, astrobiology.

Steven G. Shaak (2017), Assistant Professor of Biology; Ph.D., Mississippi State University; B.A., Hiram College: entomology, ecology, evolutionary biology, biodiversity, anatomy.

Monir H. Sharobeam (1991), Professor of Engineering Science; Ph.D., University of Tennessee; M.S., B.S., University of Cairo: mechanical engineering, mechanics of materials, fracture mechanics, finite element methods, computational science, computer-aided design and solid modeling.

Yitzhak Y. Sharon (1972), Distinguished Professor of Physics and Weinstein Professor of Jewish Studies; Ph.D., M.A., Princeton University; A.B., Columbia University: theoretical low-energy nuclear physics, physics education, theoretical and mathematical physics, applications of physics to oceanography.

Yujin Shen (1986), Associate Professor of Mathematics; Ph.D., M.S., University of Delaware; B.S., Kirin University: mathematical statistics, probability, actuarial science.

Camilla Alves Souto (2022), Assistant Professor of Marine Sciences; Ph.D., University of California, Berkeley; M.S., Universidade Federal da Bahia, Brazil; B.S., Universidade Federal da Bahia, Brazil: systematics, biogeography, macroevolution, marine invertebrates.

Louise S. Sowers (1984), Professor Emeritus of Chemistry; Ph.D., M.S., Drexel University; A.B., Rutgers, The State University: chemical impact of energy systems on the environment, pollution analysis, trace analysis, trace explosive analysis, instrumental techniques.

Lynn F. Stiles (1973), Professor Emeritus of Physics; Ph.D., M.S., Cornell University; B.S., State University of New York at Stony Brook: geothermal systems, energy management, solar energy, environmental physics.

Peter Straub (1994), Distinguished Professor of Biology and Coastal Zone Management; Ph.D., M.S., University of Delaware; B.S., Stockton University: molecular biology, marine ecology, beach and salt marsh plants, scientific diving, and marine survey.

Mark Sullivan (2006), Professor of Marine Science; Ph.D., University of Miami; M.S., State University of New York at Stony Brook; B.S., Tulane University: ichthyology, early life history of fishes, fisheries management, fisheries oceanography, climate change, marine debris.

Christine Thompson (2017), Assistant Professor of Marine Science; Ph.D., Massachusetts Institute of Technology/Woods Hole Oceanographic Inst.; B.S., University of Notre Dame: estuarine ecology, biological-physical interactions, plankton ecology, benthic/larval biology, shellfish biology, restoration ecology.

Juan Tolosa (1988), Professor Emeritus of Mathematics; Ph.D., Patrice Lumumba University, USSR: local and global theory of dynamical systems, mathematical biology, retarded and neutral functional differential equations, ordinary differential equations, maps of the interval, chaos.

Catherine A. Tredick (2013), Associate Professor of Environmental Science; Ph.D., M.S. Virginia Tech; B.S., Duke University: wildlife ecology, population dynamics, wildlife habitat use, wildlife conservation, wildlife management.

Joseph Jude Trout (2011), Professor of Physics; Ph.D., M.S., Drexel University; B.S., The Richard Stockton College of New Jersey: atmospheric physics, astronomy, computational physics, applied physics, meteorology, physics education.

Lori A. Vermeulen (2016), Professor of Chemistry; Ph.D., M.A., Princeton University; B.S., University of Scranton: inorganic/organic hybrid materials, photochemistry, photophysics, impact of mindfulness on teaching and learning and in higher education administration, teaching pedagogy in in-person versus online modalities.

Benita P. Villar (2003), Instructor of Physics; M.A. Higher Education: Physics with Science Supervisor Certification, Rowan University; B.A. in Physics with Minor in Spanish, Rowan University; NJ Substance Abuse Counseling Certification, Georgian Court College; Crisis Intervention Certification, Eugenia Hospital.

Judith A. Vogel (2001), Professor of Mathematics; Ph.D., M.A., Temple University; B.A., Stockton University: numerical analysis, numerical linear algebra, and iterative methods.

Jeffrey R. Webber (2016), Associate Professor of Geology; Ph.D., University of Massachusetts, Amherst; M.S., The University of Vermont; B.S., Montana State University: structural geology, metamorphic petrology, tectonics, rock magnetism, and geophysics.

Emma L. Witt (2014), Associate Professor of Environmental Science; Ph.D., University of Kentucky; M.S., University of Minnesota; B.S., University of Kentucky: hydrology, water quality, groundwater-surface water interactions.

Aaron Wohlrab (2011), Assistant Professor of Chemistry; Ph.D., University of California, San Diego; B.S., The Richard Stockton College of New Jersey: organic chemistry, total synthesis of natural products.

Roger C. Wood (1971), Professor Emeritus of Zoology; Ph.D., Harvard University; B.A., Princeton University: conservation biology, vertebrate paleontology, evolution, zoogeography, systematics.

Chia-Lin Wu (1996), Professor of Mathematics; Ph.D., University of California, Irvine; M.A., California State University at Long Beach; B.S., National Kao-Hsiung Normal University: probability and statistics, queueing theory, data analysis, optimization.

Karen York (1995), Professor Emerita of Biology; Ph.D., University of Pennsylvania; B.S., Western Kentucky University: genetics, molecular genetics and microbiology.

George Zimmermann (1982), Professor Emeritus of Environmental Science; Ph.D., Rutgers, The State University; M.S., Utah State University; B.S., Cook College, Rutgers, The State University: forest ecology, ecological forest management, silviculture, wildlife-forest interactions, quantitative methods in ecology.

Melissa Zwick (2006), Associate Professor of Biology and Physical Therapy; Ph.D., University of Kentucky; B.S., Plattsburgh State University of New York: inclusive pedagogy, case study pedagogy, neurobiology, physiology, scientific literacy.

NAMS LABORATORIES, FIELD FACILITIES AND RESEARCH CENTERS

The School of Natural Sciences and Mathematics (NAMS) requires an extensive on-campus and off-campus infrastructure to accomplish its academic mission among the diverse group of scientific disciplines. The Galloway campus facilities include four academic buildings that house NAMS faculty and programs; Arts and Sciences (A&S), Unified Science Center 1 (USC1), Unified Science Center 2 (USC2) and the John F. Scarpa Health Sciences Center (HSC), which is home to the Sustainability Program. Other areas on campus which also support NAMS include the Arboretum, the Harold E. Taylor Observatory, Sustainability Farm, greenhouses, vivarium, and open spaces for forestry and marine field research. NAMS also manages an off-campus facility in Port Republic, a short 15-minute drive from the Galloway campus and 30 minutes from the Atlantic City Campus. The 8-acre Port Republic site is home to the Marine Field Station and the Coastal Research Center.

The faculty and students are supported by staff that includes the Dean of Natural Sciences and Mathematics, Assistant Dean and the administrative staff located in USC1; the Director and Assistant Director of Academic Laboratories and Field Facilities, laboratory support, budget and travel staff located across NAMS facilities; and the Associate Director of the Marine Field Station. The NAMS laboratory staff supports students in teaching and research laboratories and field facilities.

NAMS on the Galloway Campus

Anchoring the south side of the academic quad, the 58,000 square foot Unified Science Center 2 (USC2) opened in Fall 2018 as an expansion to the existing 64,000 square foot Unified Science Center (USC1) which supports our life, physical, and engineering, and Earth sciences. Adjacent to the Unified Science Center, the John F. Scarpa Health Sciences Center houses the Sustainability Program and flanks the north side of the quad. The outdoor space is at the heart of campus and functions as a central gathering space for students and faculty to meet. This expansion of space and facilities enables the University to accommodate additional science students and to better prepare them for successful careers in science, technology, engineering and mathematics (STEM).

Arboretum

The Arboretum is a 3-acre area located off Vera King Farris Drive on the southern part of the campus. It contains over 80 specimens of trees and shrubs, and eight raised beds containing many displays and medicinal plants. The area has an underground pipe network to support a computer-controlled irrigation system. The arboretum is the site of applied forest ecology research by Dr. Matt Olson and the current site of community ecology and maple sugaring research by Dr. Judy Vogel.

[The Harold E. Taylor Observatory](#)

The Harold E. Taylor Observatory located off Pomona Road, on the west campus, houses a newly installed, 17" Planewave telescope. It also contains two computers controlled, portable reflector telescopes (8 inch and 6 inch). The Observatory is used for teaching General Astronomy courses to an average of 70 students per semester, and a hybrid Astrophysics course; it is also used for research and outreach programs. Observation nights are open to the Stockton community and the public and are held weekly during each academic semester (including summer), weather permitting.

[Sustainability Farm](#)

The Sustainability Farm was established in 2012 as a student-run project. The farm productivity and campus visibility have increased significantly relative in recent years. The infrastructure includes a

30'x48' high tunnel-greenhouse, increased water storage, solar power and storage, and a new fence which increased the production area from one-third of an acre to 1.5 acres. A new structure for student involvement was introduced; students can now enroll in a Farm Practicum each semester, which ensures their commitment, and formalizes the academic aspect of farm participation. Students produce and sell organic crops at the weekly farmers market on and off campus.

The farm also has a large mobile greenhouse structure that can be moved to create different environments throughout the seasons and allows for the extension of the growing season for a variety of crops. Students practice hands-on training in sustainable agriculture through the use of sustainable practices such as solar and geothermal energy use, rainwater collection-based irrigation, and sustainable farming methods.

Greenhouses

There are three main Greenhouses and several smaller hoop-house Greenhouses located in separate locations across the main campus (USC2, Arts & Sciences, and the Sustainability Farm) and are used for both teaching and research. The greenhouses are maintained by three staff members and student workers.

The USC2 greenhouse is the main location for the laboratory plant courses which has a large headhouse used for teaching students proper growing techniques. It houses a large variety of plants used for teaching, research, and laboratory display. This greenhouse is also used with other schools within the university and outreach events. The A&S greenhouse is a small addition to the building used for soil analysis within the geology and environmental science classes. The Sustainability Farm on campus has a large mobile greenhouse that allows a variety of plants to be grown in a unique environment. This is a great experimental area for teaching and research which also extends the opportunity for off-season growing. The Sustainability greenhouses are used extensively for organic research and laboratory activities.

Vivarium

Located in USC2, the Vivarium supports various research and teaching display animals. One full-time and one part-time staff member oversee the 7 day-a-week care for the animals. The Vivarium also serves as the home to the terrapin project which rehabilitates injured terrapins. Many distinct species of rodents, fish, amphibians, and reptiles are also housed in this secured area, which is only accessible to professionally trained faculty, staff, and students who have been trained in handling the various animals.

NAMS in the Port Republic – Marne Field Station & Coastal Research Center

The Marine Field Station (MFS) and Coastal Research Center (CRC) are co-located on an 8-acre parcel in Port Republic, NJ. The waterfront facility is conveniently located near the Garden State Parkway only 15 minutes from the Galloway campus and 30 minutes from the Atlantic City campus. The MFS and the CRC offer opportunities for faculty and student engagement by providing the staff, resources, and facilities to support the University's coastal science teaching and research programs.

The Port Republic site houses several small buildings including the Teaching and Research Lab (Bldg. 501, 2,000 ft²), Physical Sciences Lab (Bldg. 502, 500 ft²), Swimmer's Shed (Bldg. 503, ft²), MFS offices (Bldg. 504 2nd floor, 700 ft²), Instrument lab (Bldg. 504 1st floor, 700 ft²), Maintenance Shop

(Bldg. 505, 700 ft²), CRC offices (Bldg. 508, 2100 ft²), and other small equipment storage areas. This University-owned property provides in-water and on-land storage for the research vessel fleet and direct access to the Jacques Cousteau National Estuarine Research Reserve and the Mullica River-Great Bay estuary. The research vessel fleet, available to both the MFS and CRC, consists of shallow-draft vessels ranging from 16' – 26' and the *R/V Petrel*, a 36' x 14' near-shore oceanographic workboat. The MFS staff oversee the maintenance and use of the vessels, instrumentation, and sampling equipment used by the teaching and academic research programs. The CRC staff oversee separately owned instrumentation and resources used for their projects.

Marine Field Station (MFS)

The MFS is a member of the University National Oceanographic Laboratory System, National Association of Marine Laboratories, Scientific Boating Safety Association, Marine Technology Society, and The Hydrographic Society of America. The primary mission of the MFS is to support the academic teaching and research activities of the University science programs, most notably the undergraduate marine science, biology, environmental science, and geology programs in addition to the Coastal Zone Management graduate program. The proximity of the facility to campus and its location geographically in the Mullica River-Great Bay estuary are essential to the academic program structure. The marine operations and professional staff support team provide critical support to the faculty and students in the areas of safety, logistics, field and vessel instruction, geospatial data management/planning and fabrication services (instrument housings, field deployments etc.).

Coastal Research Center (CRC)

Established in 1981, the CRC is Stockton's oldest 100% externally funded research facility and is dedicated to measuring and understanding the impacts of climate change and coastal resilience efforts on New Jersey's Atlantic Ocean, Raritan Bay, Delaware Bay and back bay shorelines. The CRC provides technical assistance to coastal communities, state and federal agencies, and non-governmental organizations with a host of coastal management issues including recurring storm damages and beach volume loss and shoreline retreat, bay shoreline erosion and bay island restoration, salt marsh losses in changing sea level, beneficial use of dredged material for coastal restoration, and nuisance flooding, among others. The CRC is proud to be the recipient of an annual state grant to continue monitoring shoreline changes through the New Jersey Beach Profile Network (now in its 37th year). This long-term dataset has been invaluable in determining long-term shoreline and beach profile volume trends and the impact of beach nourishment in protecting coastal communities and infrastructure and represents a consistent assessment of the entire New Jersey coastline that is routinely cited as the best basis for interpretation of coastal changes in the nation.

Stockton undergraduate and Coastal Zone Management graduate students work as paid research assistants on several of the CRC's sponsored projects providing them hands-on experience with developing coastal research studies including planning, fieldwork and instrument deployments, data analysis, and report preparation. Former CRC students have used this experience as a steppingstone for further graduate school studies or work at various state, federal, and municipal government agencies, and private coastal consulting firms.

APPLIED PHYSICS

IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

INTRODUCTION

A degree in Applied Physics (PHYS) provides preparation for a wide range of scientific and technical careers and for secondary-school science teaching. As a fundamental science, with applications in many fields, Physics also strengthens the backgrounds of students whose major interests are Biology, Marine Science, Physical Therapy, Mathematics, Chemistry, Astronomy, Environmental Science, Information and Computer Sciences, Computational Science, Geology, Pre-Medical Studies and Other Health Sciences. There is much overlap between Applied Physics and Stockton's Engineering Dual-Degree program (see Engineering elsewhere in this *Bulletin*). Applied Physics majors who are interested in teaching as a career can follow the Physics Teaching track and obtain New Jersey certification for teaching. Such students should inform their preceptor and should contact the Dean of Education as soon as possible after enrolling at Stockton. Additional relevant information is provided under Education in the *Bulletin*.

PROGRAM ORGANIZATION

Upon completion of the core Physics and cognate (i.e., related) courses, Applied Physics majors are encouraged to study the application of physics to their own individual fields of interest. This may be accomplished through courses as well as through independent study with the Applied Physics program faculty (see list of faculty specialties above). An Energy Certificate option and a five-year engineering dual-degree, both related to Physics, are also offered (see Energy Certificate and Engineering listings). This curriculum accommodates a broad range of student interests. The program provides three general orientations: industrial and government, physics teaching and graduate school. It is also possible for a student to obtain a Physics degree and to carry out a concentration in a related area such as Engineering, Mathematics, Biology, Computational Science, Marine Science, Business, Computer Sciences, Environmental Science, Energy, *etc.*

In addition to the standard Physics curriculum, which prepares students for graduate school, the Physics program also offers applied thrusts in Energy Studies, Engineering Physics, Computational Physics, Biomedical Physics and Physics Education.

Also offered are more advanced topical courses. Applied Physics students and faculty meet regularly for a zero-credit colloquium to discuss topics of current interest in Physics, Engineering and related areas, visit various facilities, and meet with guest speakers from within and outside the Stockton community. This Physics and Engineering Colloquium (PHYS 2600) is required for four semesters for all Physics majors, and one semester for Engineering majors. Only junior and senior Physics and Engineering students may enroll in Physics Colloquium.

The Applied Physics program also sponsors independent studies, as well as industrial, governmental and teaching internships for interested students. During their last two years at Stockton, Applied Physics majors gain valuable technical experience by completing a required senior research project, which they are expected to begin during their junior year. Before the end of the junior year, they are required to submit a research proposal to the Physics faculty for review.

ADMISSION TO THE PROGRAM

All interested students are welcome. Mathematics provides tools and a foundation to our science programs. Before students can begin science courses as a Physics major, students must demonstrate math readiness in ONE of the following ways:

- SAT Math score of 570 or above
- ACT Math score of 24 and above
- Transfer of college-level algebra course (or college-level Precalculus/Calculus)
- Advanced Algebra and Function (AAF) Accuplacer test score of 260 or higher ([test available at Stockton free of charge](#))
- Advanced Placement (AP) testing ([refer to the AP credits policy](#))
- Successfully complete a sequence of math courses to become eligible to take Pre-calculus (MATH 1100)

Stockton University stands ready to assist students without this math preparation to develop a strong math foundation with our introductory and intermediate courses in Mathematics. These math courses are in addition to the courses required to complete a degree in Physics and may require additional time for a student to complete their degree. A student with math preparatory needs may have to take math courses during summer to expedite progress toward the degree.

High school students who intend to major in Physics can prepare by building a solid foundation in Mathematics and the physical sciences. Students who are planning a career in teaching Physics are advised to complete a senior project related to teaching.

Students pursuing scientific or technical careers should consider beginning the PHYS 2220/2225- PHYS 2230/2235 course sequence in the fall semester, preferably of their freshman year. Students majoring in Physics who have not completed these courses and the co-requisite Calculus I and II courses by the end of their sophomore year may need to spend additional time at Stockton to meet graduation requirements.

DUAL-DEGREE IN ENGINEERING

A five-year dual-degree engineering option with Rutgers University, Rowan University or with the New Jersey Institute of Technology (NJIT) is available to Physics majors. Under this option, the Physics major normally spends the first three years at Stockton and the last two years at NJIT, Rowan or Rutgers. The B.S. degree in Applied Physics from Stockton is awarded after the fourth year and the B.S. in Engineering degree from Rutgers, Rowan, or NJIT a year later. The Engineering degree for the Physics major could be in one of the following areas: Electrical and Computer Engineering, Mechanical Engineering, Civil and Environmental Engineering, and Biomedical Engineering. Graduates of the dual-degree engineering program will have acquired not only a thorough training in engineering but also a very strong background in Physics and liberal arts. This should provide a good preparation for careers in the 21st century.

Students interested in the five-year, dual-degree option in Engineering should contact the coordinator of the dual-degree program (see the section on the Engineering Dual-Degree program elsewhere in this *Bulletin*).

GRADUATION REQUIREMENTS

A minimum of 128 credits and an overall GPA of 2.0 are required for [graduation from Stockton](#). However, students may exceed the required 128-credit minimum in the course of preparing for advanced study and careers. The Applied Physics program offers the Bachelor of Science (B.S.) and the Bachelor of Arts (B.A.) degrees. Students pursuing the B.S. degree are required to complete 80 credits in PHYS and cognate courses. B.A. degree candidates must complete 64 credits in PHYS and cognate courses. All Natural Sciences and Mathematics (NAMS) majors are required to meet a minimum overall GPA of 2.0 in all NAMS courses. In addition, a C or better for each course or an overall 2.0 GPA is required for program and cognate courses. For the dual-degree Engineering concentration, a minimum grade of C for all courses, as well as an overall GPA and an overall NAMS course GPA of 3.0 are required. The B.A. degree adequately prepares the students for the job market. The B.S. degree may be interdisciplinary in nature; in which case, students have the freedom of choosing (with careful advising) several Physics or cognate courses that best meet their career goals.

The University is not only committed to providing students with a strong specialization in a major, but also seeks to expand their intellectual and cultural horizons by requiring courses in general education. Students pursuing a B.A. degree, in addition to 64 credits in PHYS and cognates, are required to complete 64 credits in General Studies. Students pursuing a B.S., in addition to 80 credits in PHYS and cognates, are required to complete 48 credits in General Studies. The General Studies program includes courses designated by a G-acronym (of which 32 credits are required for graduation), program courses in fields not related to Physics and Mathematics referred to as At-Some-Distance (ASD) courses (32 ASD credits for B.A. and 16 ASD credits for B.S.), W, Q, and R course requirements and AHVI attributes (See General Studies requirements in the *Bulletin*). W, Q, R and AHVI requirements could be met via program course requirements, G-course requirements or ASD course requirements. Courses should be chosen carefully with frequent guidance from preceptor, to meet graduation requirements and each student's career goals. It is the student's responsibility to ensure that all graduation requirements are met in a timely manner.

Students are expected to meet prerequisites specified for each required course on the [course catalog](#). Students with deficiencies in incoming preparation may need to take additional courses as prerequisites, which may or may not count toward the degree requirements. A transfer student who wishes to major in Physics should contact the Program Chair prior to registering for courses at Stockton. Some transfer students may take longer to fulfill degree requirements, particularly if they are deficient in the science background. Also, continuously maintaining good standing as a student, including academic achievements and code of conduct as per university requirements is imperative to the success of a student in any major.

GRADUATION WITH DISTINCTION

The Bachelor of Science or Bachelor of Arts degree with distinction in Applied Physics will be awarded at the determination of the Applied Physics program faculty to students who meet [University criteria](#) and whose coursework and senior projects are of an outstanding quality. In addition, scholarly performance, adherence to the campus conduct code, and service contributions to the field of Physics and the Physics program will be considered. The level and the number of advanced courses taken will also play a significant role in the decision process for program distinction.

SPECIAL OPPORTUNITIES

In selecting elective courses, Applied Physics majors may take advantage of internships with outside organizations. Such opportunities provide valuable practical training and make the Applied Physics curriculum directly relevant to postgraduate employment or to graduate studies. Students have held internships with the nearby Federal Aviation Administration Technical Center (FAATC) as well as with nationally recognized laboratories such as Argonne, Oak Ridge, Brookhaven, the Princeton Plasma Laboratory, the Goddard Space Center and the Space Telescope Sciences Institute. Additional internships can be arranged by students and faculty with other governmental or industrial firms. These may be made into a cooperative work-study arrangement for qualified students.

Applied Physics students are encouraged to become actively involved in various aspects of the program. Advanced students can gain teaching experience as Student Assistants for laboratory sections or as Grading Assistants for introductory or advanced courses. Students are expected to become involved in one of the ongoing faculty research programs. These include energy studies, nuclear physics, computational physics, acoustics, atmospheric physics, network systems, reliability of semiconductor components, biomedical physics or physics education. Students have also participated in REU summer programs at other universities. In Stockton's energy studies, students apply their physics knowledge to technical topics such as solar heating, wind power, fuel cells, energy conservation and heat pumps. The Physics program has developed significant strengths in the field of energy in buildings and continues to obtain special equipment for its study.

The Applied Physics program emphasizes computer-based applications in its courses from the very start of the first year. More advanced work, from theoretical modeling and computer interfaces to laboratory instrumentation, is part of the program curriculum.

CAREER OPPORTUNITIES

Graduates of Applied Physics are prepared for positions in industry, government and education, as well as for graduate school in physics or related areas. Among the career opportunities are positions in expanding technological areas such as alternative and conventional energy production; energy conservation; scientific computer programming and computational science; radiation safety; medical and health physics; microelectronics; communication and transportation analysis; engineering; advanced optical and optoelectronic technological applications; and astronomical scientific applications.

Full degree curriculum and transfer audits for the physics program can be explored using the [Degree Works web based tool](#). Full details about the curriculum are accessible on the [Applied Physics website](#).

BIOCHEMISTRY AND MOLECULAR BIOLOGY

IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

INTRODUCTION

Biochemistry/Molecular Biology (BCMB) represents a rapidly growing discipline that bridges the chemical and biological sciences. It focuses on how cells solve various biological problems and the role of chemical components. Knowledge of this field is imperative for those interested in various medical professions. The program offerings as well as the faculty expertise reflect the combined chemical and biological basis for this field. Since it is such an experimental science, the program emphasizes laboratory skills, use of instruments and research skills to prepare students for employment or for study toward a variety of advanced degrees. American Society for Biochemistry and Molecular Biology ([ASBMB](#)) has accredited the BCMB major. In addition, graduates have the opportunity to earn certification by this organization. Refer to the [ASBMB website](#) for more information about accreditation. For students interested in attending pharmacy school, there is an articulation agreement with the Ernest Mario School of Pharmacy at Rutgers that allows students the opportunity to earn an advanced degree in pharmacy combined with a baccalaureate degree from Stockton. This program is only open to high school seniors who meet certain admission criteria.

ADMISSION TO THE PROGRAM

All interested students are welcome. Mathematics provides tools and a foundation to our science programs. Before students can begin science courses as a biochemistry major, they must demonstrate math readiness in ONE of the following ways.

- SAT MATH score of 570 or above.
- ACT MATH score of 24 or above.
- Transfer of college-level algebra course (or college-level Precalculus/Calculus).
- AP scores ([refer to the AP credits policy](#))
 - 4 and 5 on the Calculus AB test place students into Calculus II.
 - 4 and 5 on the Calculus BC test place students into Calculus III.
- Accuplacer Advanced Algebra score of 260 or above ([test available at Stockton free of charge](#)).
- Successfully complete a sequence of math courses at Stockton to become eligible to take Pre-calculus.

Stockton University stands ready to assist students without this math preparation to develop a strong math foundation with our introductory and intermediate courses in Mathematics. These math courses are in addition to the courses required to complete a degree in Biochemistry/Molecular Biology and may require additional time for a student to complete their degree. A student with math preparatory needs may have to take math courses during summer to expedite progress toward the degree.

Students are encouraged to take at least three years of high school mathematics as well as college preparatory science including biology, chemistry and physics. The development of oral and written communication skills is also encouraged. It is advisable to be assigned to a preceptor in the major early at Stockton.

GRADUATION REQUIREMENTS

In addition to the University's general education requirements, students must meet the graduation requirements for a B.S. in Biochemistry/Molecular Biology (BCMB). The curriculum includes introductory courses in biology, chemistry, physics and mathematics as well as intermediate and advanced courses in biochemistry, biology and chemistry. The culmination is the senior project or internship. In some cases, the senior project or internship may require more than one semester to complete, and students are encouraged to begin planning early and allow ample time for completion. All students will make an oral presentation of the Senior Project or Internship at a Senior Symposium, as well as submit a written report.

The minimum requirement for the Bachelor of Science (B.S.) in Biochemistry/Molecular Biology is 80 credits of program and cognate courses. These program credits, in combination with the University's General Studies requirements and At-Some-Distance (ASD) courses, constitute the minimum of 128 credits necessary for a Stockton degree. University's General Studies course requirements include the G-course distribution (32 credits), W, Q, and R course requirements and AHVI attributes. For details on General Studies requirements, visit the relevant section in this *Bulletin*. The ASD course requirement for the B.S. degree is 16 credits. These courses are not directly related to the program and include G-courses or courses from other programs. W, Q, R and AHVI requirements could be met via G-course requirements, program course requirements, or ASD course requirements. Courses should be chosen carefully with frequent guidance from preceptor, to meet graduation requirements and each student's career goals. It is the student's responsibility to ensure that all graduation requirements are met in a timely manner.

In order to be able to graduate, a student must meet all University [graduation requirements](#), including a minimum overall Grade Point Average (GPA) of 2.0. University requirements for graduation can also be found in the relevant section of this *Bulletin*. Special graduation requirements apply to transfer students as detailed in the relevant pages of this *Bulletin*. All Natural Sciences and Mathematics (NAMS) majors are required to meet a minimum overall GPA of 2.0 in all NAMS courses. In addition, a student must satisfy the Biochemistry/Molecular Biology program course distribution requirements and have a minimum grade point average of 2.0 in BCMB and cognate courses. Additionally, a minimum grade of C is required for all program core courses.

Students are expected to meet prerequisites specified for each required course. Students with deficiencies in incoming preparation may need to take additional courses as prerequisites, which may or may not count toward the degree requirements. Some transfer students may take longer to fulfill degree requirements. Also, continuously maintaining good standing as a student, including academic achievements and code of conduct as per university requirements is imperative to the success of a student in any major.

GRADUATION WITH DISTINCTION

Those with GPA of 3.5 in the BCMB major will be considered for graduation with distinction by the BCMB faculty members. Additional considerations include demonstrated excellence in research as determined by BCMB program faculty as well as completion of the national assessment test (currently, the ASBMB certification exam).

SPECIAL OPPORTUNITIES

For the senior research project, students have the opportunity to conduct research on campus in the laboratory of a faculty member. This might result in publication of work as well as presentation at a conference. There are several sources of financial support for students to attend conferences. For the senior internship, students may choose to perform off-campus work in government, university or industrial laboratories. Examples of these have included regional internships at the Federal Aviation Administration Technical Center and State Police Crime Lab as well as research projects carried out by students through the National Science Foundation Research Experience for Undergraduates program. Students can apply for this program and be paid a stipend to carry out a research project at a university. In addition, Stockton's Washington Internship program offers opportunities for placement in institutions such as National Institutes of Health, National Science Foundation and Walter Reed Army Medical Hospital. Academic credit will be granted for such experience, provided it contributes significantly to the student's intellectual development. Another outstanding opportunity is participation in Stockton's International Education experience.

Stockton also has an articulation agreement with the Ernest Mario School of Pharmacy at Rutgers, The State University, so that students can complete courses in the BCMB major for two or three years and then transfer to Rutgers to complete a Doctor of Pharmacy (PharmD) degree. Students apply as seniors in high school and earn a B.S. degree in BCMB from Stockton and a Doctor of Pharmacy degree from Rutgers. There is a selective admissions process with specified requirements for those students accepted into the dual-degree program with the Ernest Mario School of Pharmacy at Rutgers. Certain requirements must be met in order to be accepted and students can only apply in their senior year of high school. [Application deadline](#) for the dual degree application is November 15.

All BCMB graduates are expected to take a national exam from American Society of Biochemistry and Molecular Biology. With a high enough score, ASMB accredits the degree of the student. This opportunity is only available to students in majors that have been accredited by ASBMB and is contingent upon funding.

CURRICULUM

It is essential in this major that students complete the lower-level courses in Chemistry, Biology and Mathematics in a timely fashion. Four semesters of chemistry (Chemistry I through Chemistry IV), three semesters of Biology (Biodiversity and Evolution along with Cells and Molecules, and Genetics) and Calculus I should be completed in the first two years. All of these courses are offered every semester and there is some flexibility in the order of chemistry courses. Consult the [prerequisites for chemistry courses](#) for more information. The curriculum allows much more flexibility in the junior and senior years.

CAREER OPPORTUNITIES

Students who earn degrees in this field have a variety of options for employment or higher education. Students with a degree in this field could also pursue advanced study in Medicine, Dentistry, Veterinary Medicine, Pharmacy among others. Another option is to complete an advanced graduate degree in a variety of fields such as biochemistry, microbiology, or chemistry among others. Some graduates elect to seek employment with their bachelor's degrees and have found opportunities in pharmaceutical and biotechnology industries among others. Other graduates have become high school

teachers as the BCMB curriculum is well matched for certification to teach both Biology and Chemistry at the high school level.

Full degree curriculum and transfer audits for the biochemistry/molecular biology program can be explored using the [Degree Works web based tool](#). Full details about the curriculum are accessible on the [BCMB website](#).

BIOLOGY

IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

INTRODUCTION

The Biology (BIOL) program offers Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) degrees and a Biology minor in order to (1) prepare students for a variety of careers in biological science; (2) provide a background of skills, attitudes and knowledge needed for further study in professional and graduate schools; and (3) promote enjoyment and appreciation of the organisms that populate our planet. Biology courses emphasize the diversity of life-forms that have evolved and the wide range of levels at which they can be studied: molecular to ecosystem. Many courses have laboratory and/or field components, and seminar, tutorial or independent project modes of instruction are also utilized. The program takes advantage of the University's 1,600-acre setting in the New Jersey Pine Barrens close to the Atlantic Ocean. It is an area rich with diverse terrestrial, estuarine and marine habitats. Nearby are the Forsythe National Wildlife Refuge and many other federal, state, county and private wildlife preserves, in addition to research facilities on campus. The University has its own Marine Science and Environmental Field Station. The laboratory complex on campus includes a greenhouse, animal facilities, environmental growth chambers, fossil/extant vertebrate and invertebrate collections, computer apparatus for physiological studies, light microscopes of many descriptions, plant and animal tissue culture facilities, modern biological instrumentation including centrifuges, thermocyclers, and instrumentation for automated DNA sequencing, and an XROMM lab including two fluoroscopes and a veterinary CT scanner.

ADMISSION TO THE PROGRAM

The Biology program welcomes all interested Stockton students. Early declaration of a Biology major is advisable. To be assigned a biology preceptor, students should see the [Center for Academic Advising](#) or the desired preceptor and file the [Change of Major/Minor Form available on the Student Go Portal](#) or Declaration of Major/Minor/Change of Preceptor Form available from the Center for Academic Advising. High school students preparing for a career in biology should take at least three years of college-preparatory mathematics, three years of college-preparatory science (especially chemistry), and four years of college-preparatory English. Computer skills are helpful, and a foreign language is also recommended.

Mathematics provides tools and a foundation to our science programs. Before students can begin science courses as Biology majors, they must demonstrate math readiness in ONE of the following ways.

- SAT MATH score of 570 or above.
- ACT MATH score of 24 or above.
- Transfer of college-level algebra course (or college-level Precalculus/Calculus).
- AP scores ([refer to the AP credits policy](#))
- 4 and 5 on the Calculus AB test place students into Calculus II.
- 4 and 5 on the Calculus BC test place students into Calculus III.
- Advanced Algebra and Functions test (AAF)/Accuplacer Advanced Algebra test (APAA) score of 260 or above ([test available at Stockton free of charge](#)).
- Successfully complete a sequence of math courses at Stockton to become eligible to take Pre-calculus.

Stockton University stands ready to assist students without this math preparation to develop a strong math foundation with our introductory and intermediate courses in Mathematics. These math courses are in addition to the courses required to complete a degree in Biology and may require additional time for a student to complete their degree. A student with math preparatory needs may have to take math courses during summer to expedite progress toward the degree.

Students interested in taking the Accuplacer test may contact the [Center for Academic Advising](#) to arrange the test. Beginning science students who lack adequate backgrounds may find it necessary to take basic skills courses before starting the core biology and chemistry sequences. Important information for prospective students regarding placement testing is available on the [Academic Advising](#) website. Such students may have to complete more than the 128 required credits and study for more than four years to meet the Biology program's degree requirements.

DEGREES OFFERED

Bachelor of Science (B.S.) and Bachelor of Arts (B.A.) degrees are offered. B.S. degree requires 80 credits in program and cognate courses, and 48 credits in non-major courses: General Studies and At-Some Distance courses. The B.A. degree requires 64 credits in program and cognate courses, and 64 credits in non-major courses.

Concentrations and Coursework

A student has several choices of concentrations within the B.S. and B.A. degrees, including the General Biology concentration. Concentration structures are intended for general guidance in selecting a coherent set of recommended courses to prepare toward biology careers and/or graduate/professional education that supplement the general requirements. At the time a concentration is selected, students may wish to switch preceptors to someone best able to provide guidance in the specific concentration. It is recommended that students consult with their preceptor for guidance in selecting courses.

The **Pre-Professional concentration** includes prerequisites for most medical, veterinary, dental, optometry, podiatric, physician assistant, chiropractic, pharmacy, and other professional schools in the health sciences requiring similar preparation. The **Biotechnology Concentration** is intended for students desiring laboratory careers in the pharmaceutical industry or graduate study in molecular biology-related applied fields. The **General Biology** concentration is a versatile degree that provides a broad program of study to prepare the students for a broad spectrum of biology-related careers or a targeted specialized career of student's choice, where a customized program of study is designed with guidance from a Preceptor. The **science-focused Pre-Physical Therapy concentration** is designed for students intending to apply to a graduate degree program in Physical Therapy. Completion of this concentration does not guarantee admittance to the DPT graduate program at Stockton. Please see the [Physical Therapy FAQ webpage](#) for prerequisite information and information on the average cumulative GPA and Science GPA of recent DPT-admitted students.

Biology and cognate courses should be selected carefully with the help of a preceptor. Many ENVL and MARS courses are also BIOL courses and some social science and business studies courses may be used as cognates, on a case-by-case basis. Biology is a broader discipline than most other sciences, leading to many elective courses in the curriculum. Therefore, a preceptor's guidance is important for bringing coherence to the selection of courses.

Biology majors should consider taking diverse courses in order to be well prepared for various career paths. Students should consider courses in Ecology, Evolutional Biology (e.g., Paleontology), Conservation Biology and various other courses about particular groups of organisms.

Math should be taken as early in the process as possible since it is a key tool for any scientific program and a prerequisite for introductory Biology courses and BIOL 2110 (Genetics). Students pursuing a Math sequence are encouraged to complete the sequence in a timely manner to avoid erosion of skills. Students with poor Math preparation will be expected to complete FRST Math or select an appropriate lower level math course(s) with their preceptor before attempting Pre-calculus. Students with good high school preparation are encouraged to begin with Calculus. Important information for prospective students regarding [Math Readiness](#) is available on the [Academic Advising](#) webpage.

MINOR IN BIOLOGY

A minor in biology requires 20-22 credits. The core course requirement contributes breadth, and the elective component contributes depth in biology. The minor might be of interest to almost any student curious about the living world. Students for whom the minor would fit most easily include those majoring in BCMB, CHEM, ENVL, MARS, PSYC, and PUBH.

Related Programs and Concentrations

The Chemistry program offers a Biochemistry/Molecular Biology major. Students interested in invertebrate animals, algae and other marine organisms might want to consider a Marine Science degree. Students interested in life at the ecosystem level of organization might pursue degrees in Environmental Science or Marine Science. Students preparing for medicine or other health careers should read the guide to health professions in the *Bulletin*. Students seeking primary or secondary school teaching certification in Biology should consult with the School of Education's Advising Counselor for specific course requirements in Biology, General Studies and Education.

Transfer Students

It is crucial to talk immediately with a program faculty member so that decisions can be made as to the transferability of courses taken elsewhere. Transfer students may need more than 128 credits to complete program requirements.

GRADUATION REQUIREMENTS

The minimum requirement for the Bachelor of Arts (B.A.) in Biology is 64 credits of program and cognate courses. The Bachelor of Science (B.S.) degree requires a minimum of 80 credits in program and cognate courses. These program credits, in combination with the University's General Studies requirements and At-Some-Distance (ASD) courses, constitute the minimum of 128 credits necessary for a Stockton degree. University's General Studies course requirements include the G-course distribution (32 credits), W, Q and R course requirements and AHVI attributes. For details on General Studies requirements, visit the relevant section in this *Bulletin*. The ASD course requirement for the B.A. degree is 32 credits and for the B.S. degree is 16 credits. These courses are not directly related to the program, and would include G-courses or courses from other programs. W, Q, R and AHVI requirements could be met via G-course requirements, program course requirements, or ASD course requirements. Courses should be chosen carefully with frequent guidance from preceptor, to meet graduation requirements and each student's career goals. It is the student's responsibility to ensure that all graduation requirements are met in a timely manner.

In order to be able to graduate, a student must meet all [University graduation requirements](#), including a minimum overall Grade Point Average (GPA) of 2.0. University requirements for graduation can also be found in the relevant section of this *Bulletin*. Special graduation requirements apply to transfer students as detailed in the relevant pages of this *Bulletin*. All Natural Sciences and Mathematics (NAMS) majors are required to meet a minimum overall GPA of 2.0 in all NAMS courses. In addition, a student must satisfy the Biology program course distribution requirements and have a minimum grade of C for all program core courses.

Students are expected to meet prerequisites specified for each required course on the [course catalog](#). Students with deficiencies in incoming preparation may need to take additional courses as prerequisites, which may or may not count toward the degree requirements. A transfer student who wishes to major in Biology should contact the Program Chair prior to registering for courses at Stockton. Some transfer students may take longer to fulfill degree requirements, particularly if they are deficient in the science background. Also, continuously maintaining good standing as a student, including academic achievements and code of conduct as per University requirements is imperative to the success of a student in any major.

GRADUATION WITH DISTINCTION

At the determination of Biology program faculty, distinction is bestowed upon students who meet [University criteria](#); who have completed senior projects or internships displaying initiative, critical thinking and methodological skill; and who have presented their project either at the Biology Seminar or have prepared and displayed a poster suitable for a professional meeting.

SPECIAL OPPORTUNITIES

- Local internships: Mentoring is available at wildlife refuges and other public and private facilities for monitoring, rehabilitating and otherwise studying local wildlife, at zoos, museums, aquariums, botanical gardens, hospitals and other healthcare practices and laboratories, nursing homes, the State Police forensic laboratory, the Federal Aviation Authority Technical Center, pharmaceutical companies, environmental testing laboratories, etc.
- Washington, D.C. Internship: The University participates in a program open to all majors. Biology students have been assigned to the Walter Reed Hospital and Research Center, the Food and Drug Administration, National Institutes of Health laboratories, etc. See Washington Internship program in the *Bulletin*.
- Semester abroad: There is a semester- or year-abroad program, in which Biology majors have enjoyed taking classes at universities in Britain, Ireland, Australia, etc. See International Education in the *Bulletin*.
- Research: Most Stockton faculty maintain research programs, which engage students.
- Teaching Certificate: Students who combine a Biology degree with preparation for a teaching career have developed projects to introduce new teaching or laboratory instructional units as part of their practice teaching in a local school.
- Independent study: Students are invited to approach faculty with ideas for learning topics not included in the regular curriculum, which are then pursued by independent study or tutorial modes of instruction.
- Minor: The opportunity to combine a Biology degree with a minor in Chemistry, Mathematics, Language, Performing Arts, Economics, etc., is particularly valuable.

- Certificate programs: Certificates may be earned in Administration and Leadership, American Studies, Cannabis Studies, Energy, Forensic Science, Forensic Psychology, Genocide Prevention, Geographic Information Systems, and Homeland Security. Certificates indicate that students have successfully completed course work in these interdisciplinary subjects beyond those completed as part of the Biology degree.

DUAL-DEGREE PROGRAMS

Articulation agreements with medical, dental and pharmacy schools provide options for selected students intending careers in medicine, dentistry or pharmacy. For further information, see Articulation Agreements in the *Bulletin* and contact the University Health Professions Advisor.

CAREER OPPORTUNITIES

Biology program alumni report that the largest employment niche for graduates has been the research and development laboratories of pharmaceutical companies and other industries as well as university research labs and clinics. Graduates also find employment in other industrial and commercial niches (such as pharmaceutical sales) and in the public sector as teachers or as technicians in federal, state, or county laboratories and agencies. Other Biology graduates go on to professional or graduate school, among them are now faculty members at major universities. Virtually all graduates report the need for frequent use of their writing and computer skills, suggesting that future graduates should take full advantage of Stockton's writing program and opportunity for academic Minors. Many graduates develop careers by combining their preparation in biology with expertise in computer science, library science, drawing, journalistic, creative or technical writing, environmental law, accounting, marketing, management, psychology, etc.

Full degree curriculum and transfer audits for the biology program can be explored using the [Degree Works web based tool](#). Full details about the curriculum are accessible on the [Biology website](#).

CHEMISTRY

IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

INTRODUCTION

The Chemistry (CHEM) program offerings are designed for students who want to become chemists, for those who would like to use chemistry to understand the behavior of living systems, and for those who wish to apply chemistry to problems in physics, geology, environmental science or marine science. It is also an appropriate degree program for students pursuing careers in engineering, medicine, dentistry, veterinary medicine or science teaching at the secondary level.

The program seeks to provide students with an opportunity to acquire a sound foundation in chemistry and to see its broader applications. Students are encouraged and expected to develop a comprehensive view of their subject as more than a simple sequence of courses. This requires attention to questions of methodology and intellectual style. Course offerings, laboratory experiments, seminars and independent study in the program are tailored to the background and goals of the individual student as much as possible. As the student progresses, emphasis shifts from relatively structured classroom and laboratory experiences to activities that require increasing independence and initiative on the student's part. Undergraduate research is an integral part of the typical experience in the laboratory for juniors and seniors.

PROGRAM ORGANIZATION

Students typically begin in the Chemistry program with CHEM 2110: Chemistry I–General Principles and proceed through the CHEM 2110–2140 sequence (CHEM I, II, III, and IV) before advancing to upper-level coursework. It is important to note that at Stockton, CHEM I and IV are ‘General Chemistry’ while CHEM II and CHEM III are ‘Organic Chemistry’; thereby students may proceed to CHEM II or CHEM IV after taking CHEM I with lab. In some instances, if a student has a weak high school algebra background, additional math preparation may be necessary before beginning CHEM 2110. Important information for prospective students regarding math placement is available on the [Academic Advising](#) webpage.

Many students in the life sciences who are taking chemistry as a supporting program will find the recommended sequence of CHEM 2110 Chemistry I–General Principles and CHEM 2120 Chemistry II–Organic Structure to be sufficient for their needs. Others might find that Chemistry IV (CHEM 2140) should be taken AFTER Chemistry I to obtain the equivalent experience of a traditional year-long general chemistry course.

The sophomore or junior who transfers to Stockton with a year's coursework in general chemistry should register for CHEM 2120 Chemistry II–Organic Structure followed by CHEM 2130 Chemistry III–Organic Reactions. All courses in the Chemistry I–IV sequence have associated laboratories. CHEM 3025 Organic Techniques, designed to supplement Chemistry III, provides additional experience with organic synthesis and instrumentation. Intermediate-level courses in inorganic chemistry, laboratory methods and physical chemistry are required of all CHEM majors and are appropriate for a variety of other science majors.

Advanced elective courses in chemistry and biochemistry are offered on a regular basis. The listing of these courses and the semester offered can be found on the [Chemistry program website](#) and in the [Course Catalog](#). A senior thesis or research-based internship is required of all CHEM majors for

graduation. No more than 8 credits of research may be counted toward any CHEM degree. In addition to regularly scheduled courses, the CHEM 4700 topics series offers students the chance to work on special focus areas, laboratory projects and independent studies by arrangement with and permission of a faculty member. For more information on faculty specialties and interests, see The Faculty section above.

DEGREE OPTIONS

Studies toward a degree in Chemistry are organized into six options or concentrations.

1. B.A. general degree in Chemistry, appropriate as a general introduction to the physical sciences and for employment in chemistry.
2. B.S. general degree in Chemistry, suitable for employment or graduate study in chemistry and for professional programs in health-related fields.
3. B.S. degree in Chemistry with [American Chemical Society \(ACS\)](#) Certification, for those wishing a traditional, intensive background in Chemistry. This curriculum of the Chemistry program meets the undergraduate criteria established by the ACS and is included in the ACS list of approved programs. Students who complete the ACS requirements will be certified to the Society upon graduation.
4. B.S. degree in Chemistry: Environmental Chemistry Concentration, suitable for those interested in combining training in traditional Chemistry with the ability to apply that knowledge to environmental problems. This concentration prepares students for employment or graduate study in this field.
5. B.S. Chemistry and B.S. [Engineering Dual-Degree](#) for those interested particularly in Chemical Engineering. Stockton has established five-year dual-degree programs in Chemistry and Engineering with Rowan University and Rutgers University. Under this option, Chemistry majors will spend their first three years at Stockton and last two years at NJIT, Rowan or Rutgers. The dual-degree program is described in more detail in the Engineering Dual-Degree program section in this *Bulletin*.
6. B.A. degree in Chemistry: Education Concentration, suitable for those wishing to pursue a career as a high school chemistry teacher. This concentration includes education and related courses necessary for certification in the State of New Jersey.

RELATED PROGRAMS

The field of Biochemistry/Molecular Biology is the interface of Chemistry and Biology. Students interested in this area can study it from either of these basic starting points. A description of graduation requirements for the Biochemistry/Molecular Biology major (BCMB) is included in a separate chapter in the *Bulletin*.

ADMISSION TO THE PROGRAM

All interested students are welcome. Physics and mathematics are very much a part of the chemist's thinking. The student with more than a casual interest in chemistry is, therefore, encouraged to develop, in high school, a solid background in the physical sciences and mathematics. The development of oral and written communication skills is also encouraged. The student whose background in these areas requires strengthening will be advised individually in the design of a program tailored to their needs. Before students can declare this program as a major, they must demonstrate math readiness in ONE of the following ways:

- SAT Math score of 570 or above

- ACT Math score of 24 and above
- Transfer of college-level algebra course (or college-level Precalculus/Calculus)
- Advanced Algebra and Function (AAF) Accuplacer score of 260 or higher ([test available at Stockton free of charge](#))
- Advanced Placement (AP) testing ([refer to the AP credits policy](#))
- Successful completion of a sequence of math courses at Stockton to become eligible to take Precalculus (MATH 1100).

If a student does not meet these math requirements, Stockton University stands ready to assist these students prepare a strong math foundation with our introductory and intermediate courses in Mathematics. These courses are in addition to the courses required to complete a degree in Chemistry and may require additional time for a student to complete their degree.

GRADUATION REQUIREMENTS

The minimum requirement for the Bachelor of Arts (B.A.) in Chemistry is 64 credits of program and cognate courses. The Bachelor of Science (B.S.) degree requires a minimum of 80 credits in program and cognate courses. These program credits, in combination with the University's General Studies requirements and At-Some-Distance (ASD) courses, constitute the minimum of 128 credits necessary for a Stockton degree. University's General Studies course requirements include the G-course distribution (32 credits), W and Q course requirements and AHRVI attributes. For details on General Studies requirements, visit the relevant section in this *Bulletin*. The ASD course requirement for the B.A. degree is 32 credits and for the B.S. degree is 16 credits. These courses are not directly related to the program and would include G-courses or courses from other programs. W, Q and AHRVI requirements could be met via G-course requirements, program course requirements, or ASD course requirements.

Although requirements are adjusted to suit the background and goals of each individual, the typical student in the program will choose to follow one of the specific program concentrations. Courses should be chosen carefully, with frequent guidance from one's preceptor, to meet graduation requirements and each student's career goals. It is the student's responsibility to ensure that all graduation requirements are met in a timely manner.

In order to be eligible for graduation, a student must meet all [University graduation requirements](#), including a minimum overall grade point average (GPA) of 2.0. University requirements for graduation can be found in the relevant section of this *Bulletin*. Special graduation requirements apply to transfer students as detailed in the relevant pages of this *Bulletin*. All Natural Sciences and Mathematics (NAMS) majors are required to meet a minimum overall GPA of 2.0 in all NAMS courses. In addition, a student must satisfy the Chemistry program course distribution requirements and have a minimum GPA of 2.0 in the program. The ACS certified degree requires a minimum 2.3 GPA in Chemistry Program courses. Additionally, a minimum grade of C- is required for all CHEM courses. No CHEM program or cognate course may be taken P/NC for any degree track in chemistry. For the dual-degree Engineering concentration, a minimum grade of C for all courses as well as an overall GPA and an overall NAMS course GPA of 3.0 are required.

Students are expected to meet prerequisites specified for each required course in the [course catalog](#). Students with deficiencies in incoming preparation may need to take additional courses as prerequisites,

which may or may not count toward the degree requirements. A transfer student who wishes to major in Chemistry should contact the Program Chair prior to registering for courses at Stockton. Some transfer students may take longer to fulfill degree requirements, particularly if they are deficient in their science background. Also, continuously maintaining good standing as a student, including academic achievements and code of conduct as per university requirements, is imperative to the success of a student in any major.

For the B.A. Degree - Education Concentration: The Chemistry B.A. core classes are required with Physics for Life Sciences I and II substituting for Physics I and II. Additional Education and Psychology courses are required to complete the necessary requirements for certification in New Jersey. If a student switches out of the Education Concentration, the regular Chemistry B.A. requirements apply, which may require additional Chemistry or cognate courses. Students in this track are assigned two preceptors, one from Chemistry and one from the School of Education. For more details, please see the [high-school chemistry teacher preparatory program](#) and consult the preceptors.

GRADUATION WITH DISTINCTION

A Bachelor of Science degree with distinction in Chemistry will be awarded to students who meet [University criteria](#) and whose coursework and senior projects are judged by the Chemistry program faculty to be of outstanding quality. The award will be conferred by the Chemistry program faculty on those whose scholarly and scientific achievements are judged to be of unusual merit.

SPECIAL OPPORTUNITIES

Many Chemistry students choose to perform off campus work in a government, university or industrial laboratory, often as part of the National Science Foundation Research Experience for Undergraduates (NSF-REU) program. In addition, Stockton's active Washington Internship program offers opportunities for placements in institutions like the National Academy of Sciences, the National Institutes of Health, or the National Institutes of Standards and Technology, located in the Washington, D.C. area. Academic credit will be granted for such experience, provided it contributes significantly to the student's intellectual development. Credit will generally be contingent on a comprehensive report submitted after the experience is over. Students may choose to do some or all of their independent projects off campus.

CAREER OPPORTUNITIES

Successful completion of a degree program in Chemistry may be considered the initial step toward employment in industrial- or public-sector positions, including chemical and pharmaceutical manufacturing, sales, testing and evaluation, regulation and basic or applied research. It can also serve as a foundation for advanced study in science, human or veterinary medicine or dentistry, and for teaching at the secondary school or college level. Graduates of Stockton's Chemistry program have been successful in all these areas.

Full degree curriculum and transfer audits for the chemistry program can be explored using the [Degree Works web based tool](#). Full details about the curriculum are accessible on the [Chemistry website](#).

ENGINEERING DUAL-DEGREE

IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

INTRODUCTION

Stockton has established five-year dual-degree programs with three New Jersey State Universities: New Jersey Institute of Technology (NJIT), Rowan University, and Rutgers, the State University of New Jersey. The program leads to two degrees: Bachelor of Science (B.S.) degree from Stockton in Applied Physics, Chemistry or Mathematics, and a Bachelor of Science degree in Engineering from NJIT, Rowan or Rutgers. The dual-degree program is designed for eager and capable students who are well prepared in mathematics and science and interested in a challenging university curriculum. The dual-degree program begins with three years at Stockton and concludes with two years at NJIT, Rowan or Rutgers. It combines a strong foundation in science, mathematics and basic engineering, and breadth in the liberal studies in the first three years at Stockton, with well-developed, in-depth technical courses in the last two years at NJIT, Rowan or Rutgers.

The dual-degree program provides a unique undergraduate engineering curriculum that yields a new generation of highly qualified engineers. Graduates of such a program are well grounded in science and mathematics. Also, their broad knowledge in liberal studies allows them to integrate well with society, understand its needs and problems, and develop and apply future technology. The dual-degree program provides solid preparation for employment and careers. The courses in the program also provides excellent opportunities for science and non-science students who are not interested in a full engineering degree, yet who would like to gain applied technical knowledge, develop some technical skills, or get hands-on experience in state-of-the-art technologies. Several technical and engineering courses that are offered in the University can meet such needs.

ARTICULATION AGREEMENTS

The Dual-Degree

Following is a summary of the articulation agreements for the B.S.-B.S. dual-degree between Stockton and NJIT, Rowan and Rutgers.

- The program typically begins with three years of study at Stockton and concludes with two years at NJIT, Rowan or Rutgers. Some dual-degree students may be required to take courses in the summer of the third year at the engineering school.
- Students in the program will obtain a Bachelor of Science degree from Stockton and a Bachelor of Science in Engineering degree from NJIT, Rowan or Rutgers.
- The Bachelor of Science degree from Stockton will be awarded in Chemistry, Mathematics or Physics. The Bachelor of Science degree from NJIT will be awarded in Mechanical Engineering. The Bachelor of Science degree from Rowan will be awarded in Biomedical, Chemical, Civil and Environmental, Electrical and Computer (this option may require more than 5 years) or Mechanical Engineering. The Bachelor of Science degree from Rutgers will be awarded in Bioenvironmental, Biomedical, Chemical, Civil and Environmental, Electrical and Computer or Mechanical and Aerospace Engineering. A student must declare his/her intention to be in the program as early as possible in the first year. Later declaration may make it impossible to finish the program in five years.
- Courses in which a grade of C or better has been earned and that are contained in the dual-degree curricula will be accepted by the different institutions for their respective degrees.
- Eligible students in the program at Stockton will be automatically transferred after the third year

of their study to NJIT, Rowan or Rutgers. No new SAT or ACT scores and no entrance examinations are required. However, they are required to submit an online application to the engineering school, together with an official Stockton transcript.

ELIGIBILITY AND ADMISSION REQUIREMENTS

The Dual-Degree

- There are no additional admission requirements to join the B.S.-B.S. dual-degree program for entering freshmen beyond those of the School of Natural Sciences and Mathematics but entering freshmen should be well prepared to take Calculus I and Physics I in their first semester at Stockton in order to complete the program in five years.
- A cumulative GPA of 3.0/4.0 in Stockton courses is required for students to be admitted to NJIT, a cumulative GPA of 3.0/4.0 or higher with at least a B average in science and mathematics in Stockton courses is required for students to be admitted to Rowan University, and a cumulative GPA of 2.75/4.0 or higher in Stockton courses as well as in science and math courses to be admitted to Rutgers University.
- Stockton students who did not join the program as entering freshmen as well as transfer students can join the program if they have a cumulative GPA of 3.0 or higher and at least a B average in mathematics and sciences. These students, however, may take longer than five years to complete the program.
- A student in the program whose cumulative GPA falls below a B average in program courses for two subsequent semesters will be removed from the program.

COURSE REQUIREMENTS FOR THE DUAL-DEGREE

Although the course requirements are different depending on the engineering school which the student will attend, they can generally be represented as follows.

Core Courses: The following courses in Basic Engineering, Chemistry, Mathematics, and Physics are typically required for the dual-degree program.

- a) Basic Engineering: Engineering Graphics, Statics, and Mechanics.
- b) Chemistry: Chemistry I.
- c) Mathematics: Calculus I-III, and Math Methods for Engineers or Scientists or Differential Equations.
- d) Physics: Physics I

Liberal Studies

The Liberal Studies requirements are a course in English composition, one or two at some distance courses, an introductory course in microeconomics, a course in computer programming, a course in Engineering Graphics and CAD, and five General Studies courses in arts and humanities, social and behavioral sciences, and general integration and synthesis. A student in the program must meet Stockton's writing, race and other attribute requirements.

Students in the program should consult with the dual-degree program coordinator for the appropriate courses before registration to avoid taking courses that may not be transferred to the engineering school.

Advanced Courses

The advanced courses differ from one dual-degree to another. A group of advanced courses will be taken at Stockton, and a second group will be taken at NJIT, Rowan or Rutgers. Some of the advanced courses in each group will be counted for both degrees, and others will be counted for one only. The Stockton group includes Discrete Mathematics (or Foundations of Math), Electronics and Electrical Circuits for students pursuing a degree in Electrical or Computer Engineering; and Mechanics of Materials for those pursuing a degree in Biomedical, Civil or Mechanical; and Lab Methods I, Lab Methods II and Physical Chemistry I for those pursuing a B.S. in Chemical Engineering. Students in the program need to consult with the coordinator of the dual-degree program and major program coordinators for the lists of the required advanced courses.

Students who have been transferred to engineering schools through this program are required to register for the Stockton Engineering seminar course (ENGN 4600) every semester until their graduation from Stockton. The course carries zero credit and registration will be facilitated through the coordinator of the dual-degree engineering program.

CAREER OPPORTUNITIES

Engineers are in very high demand in today's high-tech world. The Bureau of Labor Statistics forecasts an average growth rate in employment between 2019 and 2029 of 2 to 10% for most engineering fields. Opportunities for engineers are available in industries, government and academia. Mechanical engineers are hired by industries concerned with the design and development of power plants, mechanical systems, vehicles, engines, machine parts, and conventional and alternate energy systems. Positions for electrical and electronics engineers are available in different areas such as the design and development of electrical devices, computers, communications and control systems. Civil engineers are usually employed in areas such as design, planning and construction of new cities, highways, dams, and water and sewage systems. Positions for chemical engineers are available in pharmaceutical, food, pesticide, fertilizer and petroleum industries, as well as in pollution control and treatment. Biomedical engineers are hired by industries involved in the design and manufacturing of devices and equipment used in healthcare. There are also job opportunities for biomedical engineers in institutions involved in research on new medical technologies such as drug delivery systems, tissue engineering and artificial limbs and organs.

Full degree curriculum and transfer audits for the dual-degree engineering program can be explored using the [Degree Works web based tool](#). Details about the Engineering Dual-Degree program can be accessed on the [dual-degree website](#).

ENVIRONMENTAL SCIENCE AND ENVIRONMENTAL STUDIES IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

INTRODUCTION

The Environmental Science/Studies (ENVL) program draws on the strengths of a closely related and interconnected cluster of degree programs offered by the School of Natural Sciences and Mathematics, including Environmental Science, Environmental Studies, Geology, Marine Science and Sustainability. The programs are described within this *Bulletin* in alphabetical order. The Environmental Science/Studies program offers a Bachelor of Science in Environmental Science (B.S.) and a Bachelor of Arts in Environmental Studies (B.A.). The Geology, Marine Science and Sustainability programs each offer a B.A. and a B.S. degree. The University also offers an advanced degree, the Professional Science Masters (PSM), both in Environmental Science (PSM-ENSC) and in Coastal Zone Management (PSM-CZMT), which are described elsewhere in this *Bulletin*. The PSM-ENSC offers exceptional undergraduate students the option of completing a bachelor's and a master's degree in environmental science in five years under a 4+1 accelerated dual-degree program (BS/PSM degree).

ENVIRONMENTAL SCIENCE/ENVIRONMENTAL STUDIES

The Environmental Science/Studies program at Stockton prepares students to deal with the complex environmental problems that confront society by providing a broad, basic understanding of the interactions among the physical, biological, and human components of the environment. Students can select courses widely from areas within Environmental Science/Studies to get a broad perspective, or they can specialize in one of several areas, or concentrations, within Environmental Science/Studies, if their interests are more narrowly defined. The following is a list of concentrations in Environmental Science/Studies and the professors to contact for more information. Students are encouraged to select upper-level courses carefully in consultation with their faculty preceptor.

The program offers a general B.S. and B.A. degree for those students who desire a broad, basic understanding or are undecided. For those who want a tailored option for specific career or graduate school fields, the program offers the following concentrations:

- Education: Program Chair
- Forestry: Drs. Olson
- Wildlife: Ds. Tredick
- Environmental Planning and Geographic Information Systems (GIS): Drs. Fan and Moscovici
- Soil Science and Hydrology: Drs. Witt, Chirenje, and Hallagan

Students can also combine work in Environmental Science/Studies with programs in the School of Natural Sciences and Mathematics such as Sustainability, Geology, Marine Science, Chemistry or Biology. Similarly, students can combine work in ENVL with other schools within the University. Those interested in education can augment their courses in the program with courses in Education and Psychology to prepare to teach science in the elementary, middle, or high school levels, or work toward a career in environmental education at centers or parks. Students can combine their work in Environmental Science/Studies with courses in the Health Science - Public Health Concentration to prepare for a career in environmental health, or they can do the same with the Criminal Justice program to prepare for a career focusing on environmental crime. Students interested in such curricula should consult with a Faculty Preceptor from that program.

One of the hallmarks of Environmental Science/Studies program is student engagement. The program emphasizes a multidisciplinary approach to the study of environmental phenomena to emphasize the complexity of environmental problems. The program encourages cooperation between students and the full-time faculty in courses and in independent research that often involves extensive fieldwork and real-world applications. This hands-on work helps prepare students for careers or graduate education. In many courses and projects, the program utilizes the latest technology as components of students' learning experience to prepare them for their professional lives. The program requires a senior project that can be an internship with government agencies, private consulting firms, natural resource industries, and environmental organizations as a practical approach to learning about the field. Alternatively, the senior project can involve independent research with a faculty member to deepen the student's experience in and understanding of the environment.

ADMISSION TO THE PROGRAM

The program is open to any student admitted to Stockton University. High school course work in the sciences and mathematics is recommended. Students transferring to Stockton in the junior year (≥ 64 credits) should consult with a program preceptor as soon as possible to determine whether credits beyond the 128-credit minimum are necessary to earn a B.S. or B.A. degree. This is less likely if prospective transfers have taken college biology, chemistry, and math courses. Students seeking a nontraditional degree, or a second bachelor's degree are also encouraged to apply; however, it is not possible to earn an ENVL degree taking evening and online classes only.

Mathematics provides tools and a foundation to our science programs. Before students can begin most science courses as an Environmental Science/Studies major, students must demonstrate math readiness in ONE of the following ways:

- SAT Math score of 570 or above
- ACT Math score of 24 and above
- Transfer of college-level algebra course (or college-level Precalculus/Calculus)
- Advanced Algebra and Function (AAF) Accuplacer test score of 260 or higher ([test available at Stockton free of charge](#))
- Advanced Placement (AP) testing ([refer to the AP credits policy](#))
- Successfully complete a sequence of math courses at Stockton to become eligible to take Precalculus (MATH 1100).

Stockton University stands ready to assist students without this math preparation to develop a strong math foundation with our introductory and intermediate courses in Mathematics. These math courses are in addition to the courses required to complete a degree in Environmental Science and may require additional time for a student to complete their degree. A student with math preparatory needs may have to take math courses during summer to expedite progress toward the degree.

DEGREES OFFERED

The Bachelor of Science (B.S.) degree in Environmental Science prepares students for scientific and technical careers. This degree requires 80 credits in program and cognate courses, and 48 credits in non-major courses: General Studies and At-Some Distance courses. Students desiring a university career that strongly emphasizes the sciences should consider this degree. It will also be excellent preparation for a variety of graduate degrees. Program courses are courses with an ENVL acronym.

Courses are numbered as follows: 1000 level is introductory, 2000 level is intermediate, 3000 and 4000 levels are advanced.

- Cognate courses are those related to ENVL and include those in Biology, Chemistry/Biochemistry, Computer Sciences, Geology, Marine Science, Mathematics, Physics and Sustainability. Cognate courses might also include courses outside of science and mathematics such as those in Economics and Political Science, if these are recommended as appropriate by the student's preceptor.
- Non-major courses are those in General Studies and At-Some-Distance courses, which are courses outside of the sciences and mathematics that are unrelated to the student's major. Examples of At-Some-Distance include courses taken in the History, Philosophy, Art, Literature, and Language programs.

The Bachelor of Arts (B.A.) degree in Environmental Studies is offered to students interested in fields in which a study of the environment is combined with work in areas outside of traditional sciences. Examples include law, criminal justice, communications, business, public school teaching and environmental education, planning, political science, public administration, and policy, among others. These students take 64 credits in program and cognate courses, and 64 credits in non-major courses. Students may also create a curriculum tailored to their own special needs (e.g., environment and the arts) by developing a liberal studies B.A., or LIBA degree. Please see LIBA requirements elsewhere in this *Bulletin*.

The Bachelor of Science (B.S.) and Bachelor of Arts (B.A.) degrees require a standard core of 19 credits of ENVL courses at the introductory and intermediate level (ENVL 1100, 2100/05, 2200/05, 2400 and 2600), along with cognate courses in science and mathematics. Sophomores and juniors can then begin to take advanced courses, and in their senior year students finish their advanced courses, take Environmental Issues, and complete an advanced level independent study or internship. Compared to students earning a B.A. degree, students earning a B.S. must take 16 additional program and cognate credits, and they must take additional courses in Chemistry and Mathematics. All program and cognate courses should be taken for a letter grade. Pass/No Credit (P/NC) option is not accepted for these courses.

CONCENTRATIONS AND THE MINOR

Within both the Bachelor of Science (B.S.) and Bachelor of Arts (B.A.) degrees, students can choose to focus their upper-level courses and senior project/internship within a concentration. Options include Forestry, Environmental Planning & GIS, Soil Science & Hydrology, and Wildlife. Students may also choose a less specific concentration called the General concentration. Also, a minor in Environmental Studies is offered for students from other majors.

THE ENVIRONMENTAL STUDIES MINOR

The Environmental Studies Minor Consists of a minimum of 21 credits. It should include 4 credits at the introductory level (ENVL 1100 Introduction to Environmental Studies), and 5 credits at the 2000 ENVL level (Ecological Principles with lab, Physical Geography with lab, or a combination of Statistical Analysis of Ecological Systems + Environmental Seminar). No more than 10 credits should be earned at the 1000 or 2000 level. Next, students should complete a minimum of 12 credits at the 3000/4000 level (you may need to contact the professor of that course for a permit to register). No courses outside of ENVL, other than SUST 2100 or a course cross-listed with ENVL will be accepted

for the minor. The courses will be selected in consultation with an ENVL faculty preceptor and should be approved in advance. Interested students should see the Program Chair for further information and the minor approval form. To earn a minor in Environmental Studies, each student must pass all minor courses with a minimum grade of C.

GRADUATION REQUIREMENTS

The minimum requirement for the Bachelor of Arts (B.A.) in Environmental Studies is 64 credits of program and cognate courses. The Bachelor of Science (B.S.) degree in Environmental Science requires a minimum of 80 credits in program and cognate courses. These program credits, in combination with the University's General Studies requirements and At-Some-Distance (ASD) courses, constitute the minimum of 128 credits necessary for a Stockton degree. University's General Studies course requirements include the G-course distribution (32 credits), W, Q, R course requirements and AHVI attributes. For details on General Studies requirements, visit the relevant section in this *Bulletin*. The ASD course requirement for the B.A. degree is 32 credits and for the B.S. degree is 16 credits. These courses are not directly related to the program and would include G-courses or courses from other programs. W, Q, R and AHVI requirements could be met via G-course requirements, program course requirements, or ASD course requirements. Courses should be chosen carefully with frequent guidance from the preceptor, to meet graduation requirements and each student's career goals. It is the student's responsibility to ensure that all graduation requirements are met in a timely manner.

In order to be able to graduate, a student must meet all [University graduation requirements](#), including a minimum overall Grade Point Average (GPA) of 2.0. University requirements for graduation can also be found in the relevant section of this *Bulletin*. Special graduation requirements apply to transfer students as detailed in the relevant pages of this *Bulletin*. All Natural Sciences and Mathematics (NAMS) majors are required to meet a minimum overall GPA of 2.0 in all NAMS courses. In addition, a student must satisfy the Environmental Science/Studies program course distribution requirements and have a minimum grade of C for all program core courses.

Students are expected to meet prerequisites specified for each required course on the [course catalog](#). Students with deficiencies in incoming preparation may need to take additional courses as prerequisites, which may or may not count toward the degree requirements. A transfer student who wishes to major in Environmental Science/Studies should contact the Program Chair prior to registering for courses at Stockton. Some transfer students may take longer to fulfill degree requirements, particularly if they are deficient in the science background. Also, continuously maintaining a good standing as a student, including academic achievements and code of conduct as per University requirements is imperative to the success of a student in any major.

GRADUATION WITH DISTINCTION

A student can graduate with distinction with a B.S. or B.A. in ENVL provided she/he meets the [University criteria](#) and of the Environmental Science/Studies program. Students will be considered if their course work is of outstanding quality, demonstrating a breadth of knowledge of the fundamentals and some specialization in at least one area, as determined by the ENVL program faculty. Distinction will be awarded based on a majority vote of all ENVL faculty members.

EDUCATIONAL OPPORTUNITIES

The Environmental Science program is located on a campus of 1600 acres within the Pinelands National Reserve. The program is housed in the Arts and Sciences Building. Its facilities include the following.

- Soils, hydrology, ecology and environmental chemistry laboratories
- Biological and geological collections
- Environmental field monitoring stations
- A groundwater monitoring well field
- Greenhouse and arboretum
- Forest management area
- Prescribed fire experiment
- Soil profile pits
- Maple syrup sugarbush
- Two ‘dedicated’ Geographic Information Systems (GIS) computer laboratories. Campus-wide ArcGIS site licenses are available to all Stockton faculty and students and can be used in any computer lab on campus.

The University is a leader in alternative energy research. It is heated and cooled with a closed loop, geothermal system containing more than 400 wells. This is the world’s second largest system, and it heats and cools most of the academic spaces on campus. The University also has photovoltaic facilities, one of which covers a portion of a parking lot and others of which are located on buildings.

The University supports a vigorous field program that provides experience with field techniques in regular coursework as well as special courses that have included field trips to the Rocky Mountains, China, The Adirondack Park & Preserve, Brazil and other parts of the world. Students can also participate in an annual soil judging contest held throughout the Northeastern US.

The University was the first State entity to have a comprehensive forest management plan approved by the Pinelands Commission in 2013. Since then, ENVL students have had a truly unique educational experience by participating in classes and research that are measuring and monitoring the short and long-term effects on ecosystem parameters from diverse silvicultural treatments like prescribed burns and thinning.

CAREER OPPORTUNITIES

Recent surveys indicate that most of Stockton’s Environmental graduates establish careers related to their major. They work in federal, regional, state, and local governmental agencies; in schools, colleges and universities; in engineering, consulting, and resource management and exploration companies; in a wide array of non-profit or nongovernmental organizations and in other related industries. ENVL students have been successful at some of the nation’s leading graduate schools, where they have gone on to complete doctoral degrees. Other students have begun successful businesses in environmental consulting, while others have risen to prominence in governmental and nongovernmental agencies.

Interested students may contact the Program Chair of the Environmental Science/Studies program or speak to their faculty preceptor for additional information.

PREPARATION FOR GRADUATE EDUCATION

Some graduates attend graduate school immediately upon finishing their undergraduate degree and often are supported by teaching and research assistantships. Others attend graduate school while working or after a period of work experience.

Graduate school can increase students' professional options, salaries and opportunities for creative work. Students interested in graduate school are advised to talk to their preceptors early in their college careers. Graduate programs are highly variable and often have different requirements. Examples may include additional courses in Calculus, Physics, Chemistry, Biology, Geology, or others.

ACCELERATED DUAL-DEGREE PROGRAM

The dual-degree BS/PSM program [also known as APSM (Accelerated PSM program)] is an intensive five-year curriculum that offers students the opportunity to earn both a bachelor's degree and a Professional Science Master's degree in Environmental Science. Students take the scheduled courses to satisfy all requirements for the undergraduate B.S. and then transition into the M.S. program in their "senior" year, the fourth year of study. This program is designed as a terminal degree for students who want to obtain advanced skills that will prepare them for the workplace. Students interested in research leading to a doctoral degree should instead consider more traditional programs and are advised to enroll in the B.S. in Environmental Science and take basic and applied science courses that prepare them for a broad range of research opportunities typical of a conventional graduate program.

High school students may apply for early, conditional admission to the dual-degree BS/PSM program as high school seniors. Stockton students may apply up to the beginning of the first semester of their "junior" year or as soon as they decide they want to join the accelerated program and approved by the APSM faculty coordinator. The sooner the better. Acceptance into this program requires a successful evaluation by the PSM Admissions Committee.

Transfer students may apply alongside their application for admission to Stockton. Transfer students will be considered for admission on a case-by-case basis, depending on prerequisites met and the likelihood of completing upper level undergraduate ENVL courses by their senior year. Exceptional transfer students who do not have prerequisites may be conditionally admitted, in consultation with their preceptors. These students may require more time to meet the requirements of the BS/PSM program. Only students with a minimum cumulative GPA of 3.5 will be considered and require a successful evaluation by the PSM Admissions Committee.

Maintenance of Academic Eligibility

To remain academically eligible to continue in the program, BS/PSM students must maintain a cumulative GPA of 3.25 with at least a B+ average in science and mathematics courses. Students' academic records will be reviewed at the end of the second year and every semester thereafter to check their eligibility to continue in the dual-degree program.

The conditional admission of those who do not meet the eligibility requirements will be suspended. They will be then eligible for the bachelor's degree only. However, a student with a suspended conditional admission can request to be reinstated if he or she meets the eligibility requirements at or before the end of the third year of the program.

At the end of their junior year, each conditionally admitted dual-degree student must take the Graduate Record Exam (GRE), and have their scores sent to Stockton University (code 2889). He or she must also complete the essay portion of the Stockton graduate degree application at the end of the fall semester and submit it to the Office of Enrollment Management. Upon receipt of the GRE scores, the essay and the student's academic record at Stockton, the PSM Admissions Committee will evaluate the student's progress and verify that the early, conditional acceptance to the dual-degree program would continue. The results of their decisions will be communicated to the student in writing.

Curriculum for Dual-Degree BS/PSM Students

Students in the dual-degree program must have completed all their program requirements for core courses and their ENVL 3000/4000 level courses by the end of their junior year. By that time, they also must have completed all their General Studies and At-Some-Distance requirements, including the quantitative reasoning and writing requirements. In their fourth year, students complete Environmental Issues and Lab (4300/4305) and a Senior Project or Internship and also complete their core requirements in the Professional Science Master's. During their fifth year, students complete the Graduate Capstone course and the remaining credits of graduate work necessary to complete their master's degree.

GEOGRAPHIC INFORMATION SYSTEM (GIS) CERTIFICATE PROGRAM

The program objective is to certify a student's satisfactory completion of a series of courses designed for professional GIS training and education at Stockton University. GIS is becoming increasingly important as a cost-effective means of data analysis and presentation in a wide range of specialties. GIS is also a necessary tool in the decision-making process for strategic planning and location selection. In addition to Environmental professionals, GIS is also used by politicians, public health officials, regional planners, first responders, business marketing professionals, and many others. According to the [Bureau of Labor Statistics, GIS and Geography related jobs](#) are among the fastest growing fields, with a median annual salary of \$61,880 and a 29% of growth rate from 2014 to 2024. Since 2002, 83 graduates have been awarded with the GIS Certificate from Stockton University. They are currently playing important roles in the GIS field of the nation, especially in New Jersey.

Who Should Participate?

- Professional Environmental Engineers
- Professional Planners
- Land Surveyors
- Environmental Consultants
- Geographers and Anthropologists
- Foresters
- Wildlife ecologists
- Public Health Officers
- Business Management and Marketing Personnel
- Emergency Management Officers
- Educators
- Computer Mapping and Graphics Design Professionals
- Anyone interested in the new technologies.

Full degree curriculum and transfer audits for the environmental science/studies program can be explored using the [Degree Works web based tool](#). Full details about the curriculum are accessible on the [Environmental Science/Studies website](#).

GEOLOGY

IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

INTRODUCTION

The Geology (GEOL) program draws on the interdisciplinary strengths of the School of Natural Sciences and Mathematics that offers degree programs and courses in Geology, Environmental Science, Marine Science and Sustainability. The programs are described within the *Bulletin* in alphabetical order. The Geology program as well as the Marine Science program offer Bachelor of Arts and Bachelor of Science degrees. The Environmental Science/Studies program offers a Bachelor of Science in Environmental Science and a Bachelor of Arts in Environmental Studies. The Geology program as well as the Marine Science program offer Bachelor of Arts and Bachelor of Science degrees. A related degree, Sustainability (SUST), offers courses and Bachelor of Arts degree concentrations in Policy and Sustainability Management, in addition to its Bachelor of Science degree concentrations in Energy, Agroecology, and Policy. The University also offers three advanced degrees in related fields: a Professional Science Masters (PSM) in Environmental Science, a PSM in Coastal Zone Management and a Master of Science (MS) in Coastal Zone Management, which are described in the section on graduate education.

GEOLOGY CURRICULUM

Stockton's Geology curriculum provides students with a solid foundation in the basic sub-disciplines of Geology, so that students have the background to pursue a career in almost any area of Geology. Beyond the basic core, students may concentrate their studies in subjects as traditional as earthquakes, volcanoes, minerals, and sedimentary rocks or in applied topics such as environmental geology, economic geology, hydrology, coastal processes, paleontology, and water resources. Geology students will be well suited for pursuing any geoscience-related career or graduate school upon graduating.

Flexibility within a traditional framework is a characteristic of the Geology degree. The strongly interdisciplinary nature of Stockton's School of Natural Sciences and Mathematics provides students with a range of opportunities unique to a School of moderate size. Depending on a student's interest, s/he may explore areas related to the environment by taking courses in the Environmental Science program; s/he may explore areas related to marine geology by taking courses in our Marine Science program. Geology provides a link between Environmental Science and Marine Science, and virtually all courses in any of the related programs count as cognate electives in any of the other programs.

The Geology curriculum stresses thorough preparation in the basic sciences, extensive field experiences, independent study projects, and internships. These encourage students to develop initiative and professionalism, while providing practical experiences and enhancing the students' understanding of local geology, the region, and the world.

PROGRAM ORGANIZATION

Stockton offers a Bachelor of Science (B.S.) degree in Geology to prepare students for scientific and technical careers. This degree requires 80 credits in program and cognate courses, 16 credits in At-Some-Distance courses and 32 credits in General Studies. The Bachelor of Arts (B.A.) degree in Geology that prepares students for K-12 education and non-scientific and technical careers requires 64 credits in program and cognate courses, 32 credits in At-Some-Distance courses and 32 credits in General Studies.

With respect to courses, 1000 level is introductory, not intended for majors or minors, 2000 level is introductory for majors, 3000 level is intermediate, 4000 level is advanced.

ADMISSION TO THE PROGRAM

All interested students are welcome. Before students can begin most science courses as a Geology major, students must demonstrate math readiness in ONE of the following ways:

- SAT Math score of 570 or above
- ACT Math score of 24 and above
- Transfer of college-level algebra course (or college-level Precalculus/Calculus)
- Advanced Algebra and Function (AAF) Accuplacer score of 260 or higher ([test available at Stockton free of charge](#))
- Advanced Placement (AP) testing ([refer to the AP credits policy](#))
- Successfully complete a sequence of math courses at Stockton to become eligible to take Precalculus (MATH 1100).

Stockton University stands ready to assist students without this math preparation to develop a strong math foundation with our introductory and intermediate courses in Mathematics. These math courses are in addition to the courses required to complete a degree in Geology and may require additional time for a student to complete their degree. A student with math preparatory needs may have to take math courses during summer to expedite progress toward the degree. Students seeking their first or second bachelor's degrees are encouraged to apply as a Geology major.

Students transferring to Stockton in their junior year (64 credits) should consult with a program preceptor as soon as possible to determine whether credits beyond the 128-credit minimum are necessary to earn a B.S. degree in Geology. This is less likely if prospective transfers have taken college chemistry, physics, and math courses.

GRADUATION REQUIREMENTS

The minimum requirement for the Bachelor of Arts (B.A.) in Geology is 64 credits of program and cognate courses. The Bachelor of Science (B.S.) degree requires a minimum of 80 credits in program and cognate courses. These program credits, in combination with the University's General Studies requirements and At-Some-Distance (ASD) courses, constitute the minimum of 128 credits necessary for a Stockton degree. University's General Studies course requirements include the G-course distribution (32 credits), W, Q and R course requirements and AHVI attributes. For details on General Studies requirements, visit the relevant section in this *Bulletin*. The ASD course requirement for the B.A. degree is 32 credits and for the B.S. degree is 16 credits. These courses are not directly related to the program and include G-courses or courses from other programs. W, Q, R and AHVI requirements could be met via G-course requirements, program course requirements, or ASD course requirements. Courses should be chosen carefully with frequent guidance from their faculty preceptor to meet graduation requirements and each student's career goals. It is the student's responsibility to ensure that all graduation requirements are met in a timely manner.

In order to be able to graduate, a student must meet all [University graduation requirements](#), including a minimum overall Grade Point Average (GPA) of 2.0. University requirements for graduation can also

be found in the relevant section of this *Bulletin*. Special graduation requirements apply to transfer students as detailed in the relevant pages of this *Bulletin*. All Natural Sciences and Mathematics (NAMS) majors are required to meet a minimum overall GPA of 2.0 in all NAMS courses. In addition, a student must satisfy the Geology program course distribution requirements and have a minimum 2.0 GPA within GEOL courses.

Students are expected to meet prerequisites specified for each required course on [the course catalog](#). Students with deficiencies in incoming preparation may need to take additional courses as prerequisites, which may or may not count toward the degree requirements. A transfer student who wishes to major in Geology should contact the Program Associate Chair prior to registering for courses at Stockton. Some transfer students may take longer to fulfill degree requirements, particularly if they are deficient in the science background. Also, continuously maintaining good standing as a student, including academic achievements and code of conduct as per University requirements is imperative to the success of a student in any major.

GRADUATION WITH DISTINCTION

A degree with distinction in Geology will be awarded to students who meet [University criteria](#) and whose coursework and senior project or internship are of outstanding quality, as determined by program faculty. The student's program must reflect breadth of background in fundamentals and advanced coursework in at least one area. The student's senior project or internship and upper-level coursework will be evaluated for evidence of initiative, ability to integrate ideas and ability to apply critical intellectual skills to specific problems. In addition, students seeking Program Distinction in Geology must demonstrate a contribution to program activities. The award will be conferred by the Geology faculty.

CAREER OPPORTUNITIES

Recent studies indicate that the majority (over 90%) of Stockton University Geology graduates establish careers related to their major. They fill positions in industry; in state, federal and local governmental agencies; in schools; and in other organizations, including engineering, insurance, consulting, as well as mining, oil, and natural resource exploration and management companies.

PREPARATION FOR GRADUATE EDUCATION

Many graduates of the Geology program attend graduate school immediately upon finishing their undergraduate degree and often are supported by teaching and research assistantships. Others attend graduate school while working or after a period of work experience. Graduate school can increase professional options, salary, and opportunities for creative work, and students are encouraged to pursue graduate degrees. Students interested in graduate school are advised to talk to their preceptors early in their college careers. Graduate programs are highly variable and often have different requirements. These will typically include research experience, teaching-assistant experience, and may require adequate scores on the Graduate Record Examination.

CAREER SPECIALIZATION AND AREAS OF INTERDISCIPLINARY INTEGRATION

The Geology program offers career and interdisciplinary specializations for students who wish to integrate their curricula with courses outside the specific disciplines in the program. These clusters prepare students for specialized career goals or for graduate school. For example, the Geographic Information Systems Specialization is useful for GEOL majors as well as non-majors. Students are

trained in using this powerful computer application to manipulate spatial geographic information. A Certificate in Geographic Information Systems is currently being offered within the Environmental Science/Studies program. Contact an Environmental Science/Studies preceptor or check the [webpage](#) for more information.

SPECIAL OPPORTUNITIES

The Arts and Sciences Building houses Environmental Sciences and Geology programs. Its facilities supporting student research and coursework include a petrographic microscope lab; a rock cutting, polishing and thin sectioning lab; paleomagnetism laboratory; soil and hydrology lab; chemical and biological laboratories; greenhouse, biological and geological collections; computer cartography room; and microcomputer laboratories. The Marine Geology specialization also offers access to the research station at The Marine Science and Environmental Field Station and its facilities including research vehicles (i.e. boats), side scan sonar, as well as marine geochemistry, sediment sampling and water quality instrumentation and laboratories.

The University supports a vigorous field program that provides experience with field techniques in regular coursework as well as special courses that have included summer field trips to the Rocky Mountains, Florida, Iceland, Newfoundland and other parts of the world.

Geology students are encouraged to become actively involved in various aspects of the program, particularly in research with faculty or as Teaching Assistants. Advanced students can gain teaching experience as Student Assistants for lab sections of both introductory or advanced courses. Students are expected to become involved in one of the ongoing faculty research programs. Opportunities exist for research in igneous petrology, ore deposits studies, volcanology, structural geology, metamorphic petrology, sedimentary processes, and paleobiology. Geology students are required to either conduct independent research or obtain an internship with an external organization. These can range from government agencies to non-profit organizations to private companies. These internships can provide practical experience needed for students to improve their marketability for future employment. Students will apply for and then work with faculty advisors to arrange these internships.

Full degree curriculum and transfer audits for the geology program can be explored using the [Degree Works web based tool](#). Full details about the curriculum are accessible on the [Geology website](#).

PREPARATION FOR HEALTH PROFESSIONS IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

INTRODUCTION

Applications to professional schools have risen steadily in recent years, resulting in keen competition for available seats. In addition to hard work and thorough preparation in the sciences, prospective applicants must demonstrate a well-rounded background with a variety of interests.

Stockton graduates have been accepted to some of the finest medical, dental, veterinary and other graduate professional schools in the country. The list of such schools includes Stanford, Georgetown, Case-Western Reserve, Tufts, University of Pennsylvania, University of Chicago, New York University, and all of the schools within the University of Medicine and Dentistry of New Jersey. Stockton graduates have generally reported that the University prepared them well enough to compete with students from any college or university in the country.

The publication *Medical School Admission Requirements*, prepared by the Association of American Medical Colleges, indicates that the largest single percentage of applicants to medical schools have majored in biology, with the next most common major being chemistry. It is possible to major in music, history, philosophy or other disciplines and still gain admission to a professional school, provided that the student does well in all of his/her courses, plans ahead carefully and meets the specific science requirements of the chosen professional school.

Professional schools are concerned with the overall quality and scope of a student's undergraduate work. Careful planning is the key. As soon as students identify an interest in a profession, they should consult the Health Professions Advisor and a current edition of a relevant publication such as *Medical School Admissions Requirements*, *Dental School Admissions Requirements* or *Veterinary Medical School Admissions Requirements*.

What follows in this guide applies to a wide range of students interested in a number of medically-related fields. The student who is already set on being a physician, dentist or veterinarian may find it valuable to keep an open mind about other available options such as podiatry, pharmacy, physician assistant, optometry and biomedical graduate studies. Catalogs from appropriate graduate/professional schools should be consulted as early as possible. The [Career Education and Development Office](#) can provide informative pamphlets and catalogs to assist students in narrowing their selection.

PREPARATION

Students are expected to have a solid foundation in biology, chemistry, physics and mathematics regardless of their choice of major, but there is more to the health professions than just science. The undergraduate years at Stockton provide an opportunity for the in-depth pursuit of non-science subjects of interest, and for developing a well-rounded liberal arts and sciences background. This is valued by many professional programs, particularly medical schools. Competition is intense for professional programs; students must strive to excel in every area that professional schools consider in an application. Most professional schools provide information on average GPAs, entrance test scores, number of applicants applied/accepted and average student profiles. This information will vary somewhat between schools and professions, but it can be useful as a guide.

Suggested Curriculum

Students who are capable of superior work both in the sciences and the non-sciences stand the best chance for admission to all professional schools regardless of major; any major can be appropriate provided the requirements for admission are met. Required and elective courses should be started as soon as possible and completed on schedule; all required subjects should be completed by Spring of the junior year for any student planning on continuing their studies directly after graduation.

Required courses vary among the professional schools but almost always include the following:

- Biology 1 year with lab
- General Chemistry 1 year with lab
- Organic Chemistry 1 year with lab
- Mathematics 1 year
(Calculus and/or statistics are required by many schools. It is highly recommended that all Math requirements be completed as soon as possible following admission to Stockton)
- Physics or Physics for Life Science 1 year with lab
- English/Writing 1 year

In addition, the following courses are strongly recommended, as they are often required by professional schools:

- Biochemistry 1 semester
- Genetics 1 semester with lab
- Microbiology 1 semester with lab
- Physiology 1 semester
- Psychology or other social science 1- 2 semesters

Academic Performance

Course loads should not be so heavy that performance and grades suffer. It is very difficult to raise a GPA that has suffered a disastrous semester. This is especially important in the first year of college life. Good study habits and time management are the key to both undergraduate and graduate success and should begin immediately upon entering school. Science courses are particularly demanding and must be scheduled carefully to avoid an overwhelming workload. Students need to consult with their preceptors for optimal course selections.

Academic achievement is probably the biggest single predictor of performance in professional schools. Therefore, schools consider college grades highly important in the selection process. In addition to the overall GPA, most professional schools also consider academic performance in the sciences. There is no minimum GPA for admittance although many schools will provide the average GPA of the incoming class. This average can be used as a gauge of the caliber of competition seeking entrance to individual colleges.

Withdrawals and incomplete grades should be avoided if at all possible. Unless there is a very good excuse (sickness, family problems, etc.), admissions committees tend to look unfavorably on transcripts with several of these grades. In addition, it is best to avoid pass/no-credit grades, especially in the required sciences.

Additional Considerations

Experience and extracurricular activities may be deciding factors for admissions committees when selecting a new class. The professions are seeking well-rounded people who have looked into the details and workings of their chosen profession. Health-related jobs or volunteer experience can give a first-hand look at the nitty-gritty of a professional's life. Outside interests are also important and will demonstrate that the student is not just "classroom smart". Remember that interviewers are looking for motivation and commitment in an applicant, attributes that are not easy to fake.

Community service is an important aspect of all health professions. It should be no surprise that professional schools look for evidence of community service in a student's file. Membership in the university clubs or societies for the various health professions is a great way to find information about the various professions, professional schools and volunteer opportunities, as well as insight into professional life.

APPLICATION PROCESS

By the junior year, most of the required courses should have been completed or currently underway. Students may request an interview by the Stockton Health Professions Committee in the Spring of their junior year or Fall of their senior year, which may lead to the Committee providing a recommendation letter on behalf of the student. An admissions test score must be included with the request (MCAT, DAT, GRE, etc.). A file will need to be prepared for this process and must be completed prior to the interview. The Health Professions Advisor will provide the necessary information for starting a file. The file will include three letters of recommendation, a personal statement, the academic record and admissions test scores. The granting of an interview and the writing of a letter of recommendation is entirely at the discretion of the Stockton Committee and is based on the quality of the student's academic record, performance on the appropriate admissions exam and quality of the interview.

Professional schools depend upon letters of reference to gain information that is not found in the transcript or in the student's application. They are particularly interested in receiving letters from faculty, including science faculty, who can comment about a student's performance in the class, in the lab or in any research projects. These letters can provide useful information about the student's motivation, dedication, integrity and leadership potential, as well as academic ability. Letters from health professionals commenting on a student's work in a particular health field are also valuable to admissions committees. A recommendation letter from the Stockton Health Professions Committee is actually an endorsement of the candidate by the University and is a valuable addition to the application file.

GRADUATION REQUIREMENTS

The minimum University and degree program requirements for graduation need to be met for a student to graduate with any major. Please see [University graduation requirements](#), and the specific graduation requirements for the chosen major in this *Bulletin*.

ARTICULATION AGREEMENTS

Stockton has developed formal articulation agreements with a number of medical and other health professions schools. These agreements are designed to provide early admission decisions to outstanding students and in some cases to allow completion of a baccalaureate and professional degree in six or seven years. The following options are available:

1. Dual-degree B.S. in Biology at Stockton and Doctor of Osteopathic Medicine (DO) at Rowan University School of Osteopathic Medicine.
2. Dual-degree B.S. in Biochemistry at Stockton and Doctor of Pharmacy (PharmD) at Rutgers University Ernest Mario School of Pharmacy.
3. Dual-degree B.S. in Biology at Stockton and Doctor of Dental Medicine (DMD) at Rutgers University School of Dental Medicine.

Each of these programs has specific requirements. Information on the dual-degree programs can be obtained from the University's Health Professions Advisor. The [special program application](#) needs to be submitted by November 30th of the student's senior year in high school. More details are available at the [Dual-Degrees website](#).

These dual-degrees are in addition to the traditional admission pathway to professional schools during the senior year at Stockton, also supported by the University's Health Professions Advisor.

ADMISSIONS TESTS

There are several tests available for the various health professions and it is prudent to check each specific school for its requirements.

- Medical College Admission Test (MCAT) is required by all medical schools. It is also required by colleges of osteopathic medicine and podiatric medicine.
- Dental Admission Test (DAT) is required by all dental schools.
- Optometry Admission Test (OAT) is required for all optometry applicants.
- Graduate Record Exam (GRE) or MCAT is required by most schools of veterinary medicine.
- Veterinary College Admissions Test (VCAT) is no longer given.
- GRE is sometimes required by podiatric colleges in lieu of the MCAT.
- Pharmaceutical College Admissions Test (PCAT) is required by many pharmacy schools.
- In addition, the Test of English as a Foreign Language (TOEFL) or other proof of English language proficiency may be required of some applicants.

Application packets are available for each exam by request. The address can be obtained from the Health Professions Advisor or from the Internet. Careful planning ahead of time is necessary to allow for thorough preparation. Additionally, preparation courses are available commercially and sometimes in the form of a local study group. Regardless of the study method pursued, students should take the exam only once, and when they are maximally prepared. While the tests may be taken more than once, all scores are reported. Admissions committees will note this and may give the edge to an equally qualified candidate who took the exam only one time and did well. Do not take an admissions test for practice!

INFORMATION ON THE HEALTH PROFESSIONS

Association of American Medical Colleges
One Dupont Circle N.W., Suite 200
Washington, DC 20036

American Association of Colleges of Osteopathic Medicine
4720 Montgomery Lane, Suite 609
Washington, DC 20114

American Association of Dental Schools
1625 Massachusetts Avenue, N.W.
Washington, DC 20036

Association of American Veterinary Medical Colleges
Betz Publishing Company 351 West Camden Street
Baltimore, MD 21201

American Optometric Association
243 Lindbergh Avenue
St. Louis, MO 63141

American Association of Colleges of Podiatric Medicine and the American Podiatry Association
20 Chevy Chase Circle, N.W.
Washington, DC 20015

American Chiropractic Association
1701 Clarendon Blvd.
Arlington, VA 22209

American Association of Physician Assistants
950 North Washington Street
Alexandria, VA 22314

American Association of Colleges of Pharmacy
1730 "M" Street, N.W.
Washington, DC 20015

Information about Stockton's Program

Health Professions Advisor Stockton University
Phone: 609-652-4546
Email: Elizabeth.Pollock@stockton.edu

For current, detailed course descriptions, go to the [Catalog of Courses](#).

MARINE SCIENCE

IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

INTRODUCTION

Stockton University is located adjacent to the Jacques Cousteau National Estuarine Research Reserve (Mullica River-Great Bay estuary) and is one of only a few undergraduate institutions in the U.S. that offers a degree program in Marine Science, alongside a dedicated, easily accessible field facility (Stockton Marine Field Station). With direct access to the Field Station only 15 minutes away, the program is well situated to provide superior field, teaching, and undergraduate research opportunities that form the backbone of the curriculum. Stockton's Marine Science (MARS) program encompasses two general areas of study: Marine Biology and Oceanography.

Within each of these broad areas of study are several focus areas that students may choose from, as a function of their selected electives. Examples include physical oceanography, marine geology, ocean chemistry, resource management, estuarine/marine ecology, and marine technology/hydrography. Several field courses, laboratory courses, seminars, independent studies and research team opportunities are offered, with a strong emphasis on teaching in the field. The program is interdisciplinary and requires student competence in several areas of science. Upper-level students have the opportunity to design and implement their own independent study projects and are strongly encouraged to present results at the NAMS Undergraduate Research Symposium and at regional science conferences.

MARINE SCIENCE PROGRAM

All students in the Marine Science program must complete the core requirements. Students must also complete the Marine Biology or Oceanography concentration requirements. Then, in consultation with their preceptor, students select appropriate elective (cognate) courses to round out their degree. These electives help to shape the student's experiences and tailor them toward more specific areas of study related to future career paths. Students have significant latitude to develop their own program of study within their concentration, and the listed required courses are the minimum requirements. The electives and the course sequence for each student should be determined with the assistance of individual preceptors. Elective cognate courses can be chosen from offerings in Marine Science, Biology, Chemistry, Geology, Mathematics, Applied Physics, Environmental Science, Computational Science, and Sustainability. Students in other programs may earn a minor in Marine Science.

K-12 Biology Certification through School of Education

The Stockton University School of Education offers an initial teacher certification on the undergraduate program level as either a concentration within a first four-year degree or as a post-baccalaureate (second BA) earned after the first content major is completed. The Marine Science Program's BA curriculum (Marine Biology concentration) offers an option for students seeking K-12 Biology certification. Please consult the School of Education for the appropriate curriculum worksheet. Students opting to pursue the BA in Marine Science (Marine Biology) with a K-12 certification should seek out preceptors in both the Marine Science program and School of Education.

ADMISSION TO THE PROGRAM

The program is open to any student admitted to Stockton University, School of Natural Sciences and Mathematics. High school coursework in the sciences and mathematics is recommended.

Students transferring to Stockton in the junior year (64 credits) should consult with a program preceptor as soon as possible to determine whether credits beyond the 128-credit minimum are necessary to earn a B.S. degree. This is less likely if prospective transfers have taken college biology, chemistry, and math courses.

All interested students are welcome. Before students can begin most science courses as a Marine Science major, students must demonstrate math readiness in ONE of the following ways:

- SAT Math score of 570 or above
- ACT Math score of 24 and above
- Transfer of college-level algebra course (or college-level Precalculus/Calculus)
- Advanced Algebra and Function (AAF) Accuplacer test score of 260 or higher ([test available at Stockton free of charge](#))
- Advanced Placement (AP) testing ([refer to the AP credits policy](#))
- Successfully complete a sequence of math courses to become eligible to take Precalculus (MATH 1100)

Stockton University stands ready to assist students without this math preparation to develop a strong math foundation with our introductory and intermediate courses in Mathematics. These math courses are in addition to the courses required to complete a degree in Marine Science and may require additional time for a student to complete their degree. A student with math preparatory needs may have to take math courses during summer to expedite progress toward the degree.

GRADUATION REQUIREMENTS

The minimum requirement for the Bachelor of Arts (B.A.) in Marine Science is 64 credits of program and cognate courses. The Bachelor of Science (B.S.) degree requires a minimum of 80 credits in program and cognate courses. These program credits, in combination with the University's General Studies requirements and At-Some-Distance (ASD) courses, constitute the minimum of 128 credits necessary for a Stockton degree. Stockton University's General Studies course requirements include the G-course distribution (32 credits), W, Q and R course requirements and AHVI attributes. For details on General Studies requirements, visit the relevant section in this *Bulletin*. The ASD course requirement for the B.A. degree is 32 credits and for the B.S. degree is 16 credits. These courses are not directly related to the program and would include G-courses or courses from other programs. W, Q, R and AHVI requirements could be met via G-course requirements, program course requirements, or ASD course requirements. Courses should be chosen carefully with frequent guidance from the student's preceptor, to meet graduation requirements and each student's career goals. It is the student's responsibility to ensure that all graduation requirements are met in a timely manner.

In order to be able to graduate, a student must meet all [University graduation requirements](#), including a minimum overall Grade Point Average (GPA) of 2.0. University requirements for graduation can also be found in the relevant section of this *Bulletin*. Special graduation requirements apply to transfer students as detailed in the relevant pages of this *Bulletin*. All Natural Sciences and Mathematics

(NAMS) majors are required to meet a minimum overall GPA of 2.0 in all NAMS courses. In addition, a student must satisfy the Marine Science program course distribution requirements and have a minimum GPA of 2.0 in program and cognate courses.

Students are expected to meet prerequisites specified for each required course in the [course catalog](#). Students with deficiencies in incoming preparation may need to take additional courses as prerequisites, which may or may not count toward the degree requirements. A transfer student who wishes to major in Marine Science should contact the Program Chair prior to registering for courses at Stockton. Important note: some transfer students may require an extra year to fulfill degree requirements, particularly if they lack a science background. Also, continuously maintaining good standing as a student, including academic achievements and code of conduct as per University requirements is imperative to the success of a student in any major.

GRADUATION WITH DISTINCTION

A Bachelor of Science degree with distinction in Marine Science will be awarded to students who meet [University criteria](#), who maintain at least a 3.50 grade point average, whose coursework is of outstanding quality and complete an outstanding senior project, as determined by program faculty. A Program Distinction project can fall under one of these three categories:

1. A research project developed and completed with a Stockton faculty member.
2. A research project done outside of Stockton, such as during a summer research program (REU).
3. Any other type of project approved by the MARS faculty (not necessarily research, but specific to Marine Science, such as a science communication project).

While all students are encouraged to engage in research and other types of projects, Program Distinction projects have special requirements:

- Approval for the distinction project must be sought from a MARS faculty advisor.
- A short, written proposal must be submitted to the MARS faculty for final approval before starting (Options 1 and 3), or as soon as possible after deciding to use an Option 2 project.
- The Program Distinction candidate must submit a written final report and give an oral or poster presentation.
- The project itself, the final report, and the presentation must be completed before the end of the student's final semester. It is recommended that students begin the project proposal by the end of the academic year prior to graduation to allow sufficient time for completion of the project.

These projects cannot be completed in conjunction with other course requirements or credit, unless significant additions are made to methodology/results. Program Distinction is not required for graduation and is only available to students with a GPA of 3.50 or greater since reaching junior status through graduation. Detailed Program Distinction requirements are available on the [Marine Science website](#).

SPECIAL OPPORTUNITIES

Located on an eight-acre waterfront site in the Jacques Cousteau National Estuarine Research Reserve, the Stockton University Marine Field Station makes available the facilities, research vessels, sampling equipment, and staff to provide Stockton students with hands-on learning experiences in a marine environment second to none. The Field Station offers several teaching and research laboratories and offices, five research vessels ranging in size from 16' – 36', various marine sampling equipment,

general-use laboratory equipment, state-of-the-art water sampling equipment and numerous marine technology instruments, including a remotely operated vehicle (ROV) multibeam sonar, side scan sonar, magnetometer, mobile LiDAR, and Acoustic Doppler Current Profilers. Undergraduate students engaged in Marine Science and Marine Science-related courses (biology, environmental science, geology) access the facility regularly throughout their academic career. All students are encouraged to further utilize the facility for independent study projects and to become part of the numerous faculty and staff-led research teams. There are many opportunities to carry out Marine Science research at the undergraduate level at Stockton as well as at State and Federal agencies and institutions nearby. The Field Station is also home to the Coastal Research Center, a contract and grant-funded institute focused on research and monitoring of New Jersey's coastal zone issues ranging from beach access, inlet dynamics, and pre- and post-storm surveys of coastal beaches.

Both the Field Station and the Coastal Research Center provide part-time work and volunteer opportunities for MARS students, as do numerous local agencies. Students may propose their own field, laboratory, or library research projects to prospective faculty sponsors, and/or work on suitable internships. Student interns have been placed locally in field/laboratory positions, including at the Adventure Aquarium, Atlantic City Aquarium, Rutgers Field Stations (Tuckerton, Port Norris, Cape May), Jacques Cousteau National Estuarine Research Reserve, New Jersey Department of Environmental Protection, Brigantine Marine Mammal Stranding Center, and at area shellfish hatcheries. Through the Washington Internship program, MARS majors have been placed at the National Aquarium, the National Oceanographic and Atmospheric Administration, the National Academy of Sciences and the Smithsonian Institute/Natural History Museum.

For research projects that necessitate the processing of larger quantities of numerical data, students can make use of the University's Computer Center, which is tied into the statewide Educational Computer Network. Stockton is a member of the New Jersey Marine Sciences Consortium (NJMSC) and has access to Consortium marine stations, boats, and equipment. Stockton students can take, with the approval of the MARS program, summer courses at the NJMSC facilities at Sandy Hook.

CAREER OPPORTUNITIES

Graduates of the Marine Science program seek employment directly with their B.A. or B.S. degrees or go on to graduate school to work for M.S. or Ph.D. degrees. There are many employment opportunities in this field, both in the private and public sectors. Students concentrating in Oceanography, and those taking additional electives in marine geology, marine technology, and underwater surveying, should do well in an increasingly quantitative field.

Stockton graduates in Marine Science have been very successful in obtaining entry-level positions in their field with local, state, and federal agencies. Such positions have involved laboratory work, fieldwork on marine habitats, data analysis, K-12 and public education, and law enforcement. Some have gone on to consulting jobs with private firms, while others have entered postgraduate study at major universities.

All Marine Science students are required to take a 1-credit seminar course that prepares them for successful careers after graduation. Regardless of area of interest, undergraduate students who seek additional hands-on experiences outside of the classroom tend to flourish at the next level.

Full degree curriculum and transfer audits for the marine science program can be explored using the [Degree Works web based tool](#). Full details about the curriculum are accessible on the [Marine Science website](#).

MATHEMATICS

IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

INTRODUCTION

The Mathematics (MATH) program is designed to meet the needs of those students who wish to acquire certain mathematical techniques for use in the physical, life, management, and social sciences, as well as those whose primary interests lie in mathematics itself. Mathematics is an appropriate degree program for students preparing themselves for careers in actuarial science, statistical analysis, operations research, computer science, engineering, or secondary education and for those who wish to pursue graduate study in mathematics or certain mathematics-related areas (e.g., computer science, computational science, statistics or economics).

PROGRAM ORGANIZATION

The Mathematics curriculum is highly sequential, so it is important that majors begin the calculus sequence in the first semester of the freshman year, if at all possible. It is recommended that all students complete core degree requirements in Mathematics as soon as possible within their first four semesters. By the end of the sophomore year, majors should have completed the calculus sequence, MATH 3323 Linear Algebra, and MATH 3325 Foundations of Mathematics, leaving the junior and senior years open for advanced courses, independent study, tutorials and seminars.

In addition to the General B.S. and General B.A. pathways, the Mathematics program offers three specialized concentrations: Actuarial Science (B.S.), Math/Engineering dual-degree (B.S./B.S. in Engineering) and Secondary Education (B.A.). It is not necessary that mathematics majors choose one of these concentrations to graduate; a concentration facilitates advising toward preparation for a specialty field or goal. Additionally, the Mathematics program offers a minor for students from other majors intending to develop mathematical mastery and acquire a credential on their transcript.

Students interested in an actuarial career should elect the Actuarial Science concentration. Actuarial students are advised to begin the sequence of actuarial examinations upon completion of MATH 4451 Probability and Statistics I and MATH 4452 Probability and Statistics II.

Students who wish to be certified to teach mathematics in secondary school should elect the K-12 Education concentration and consult the School of Education for an explanation of certification requirements. Students who intend to select the B.A. in Mathematics/EDUC are encouraged to select a second preceptor in the School of Education.

Students interested in the five-year, dual-degree Mathematics/Engineering program should complete the five core mathematics courses and MATH 3328 Differential Equations during the first two years. In addition, they must complete a year of physics, a year of general chemistry, and additional dual-degree requirements by the end of the third year before transferring to Rutgers, NJIT or Rowan for the final two years. Specific credits from the first year at the Engineering institution will fulfill Math program requirements. Students who complete the dual-degree program will receive a bachelor's degree in mathematics from Stockton after the fourth year and a Bachelor of Science degree in Engineering from Rutgers, NJIT or Rowan after the fifth year. See the section on Engineering Dual-Degree Program elsewhere in this *Bulletin*.

Students with an interest in the computational aspects of mathematics and the use of computers to solve mathematical problems should elect the Computer Science advising track (B.S.) with the guidance of the preceptor from the mathematics program.

Students who intend to continue their mathematical training in graduate school should elect the Graduate School Preparation advising track (B.S.) with the guidance of the preceptor from the mathematics program. Such students are advised to take the Graduate Record Examination in their senior year. It is desirable for such students to acquire a reading knowledge of at least one foreign language (usually French, German or Russian).

ADMISSION TO THE PROGRAM

The Mathematics program is open to any student with an active interest in mathematics.

Before students begin program courses as a mathematics major, students must demonstrate math readiness in ONE of the following ways:

- SAT Math score of 570 or above
- ACT Math score of 24 and above
- Transfer of college-level algebra course (or college-level Precalculus/Calculus)
- Advanced Algebra and Function (AAF) Accuplacer test score of 260 or higher ([test available at Stockton free of charge](#))
- Advanced Placement (AP) testing ([refer to the AP credits policy](#))
- Successfully complete a sequence of math courses to become eligible to take Pre-calculus (MATH 1100)

Stockton University stands ready to assist students without this math preparation to develop a strong math foundation with our introductory and intermediate courses in Mathematics. These math courses are in addition to the courses required to complete a degree in Mathematics and may require additional time for a student to complete their degree. A student with math preparatory needs may have to take math courses during summer to expedite progress toward the degree.

Students who have a good working knowledge of two years of high school algebra, one year of high school geometry and trigonometry should begin with MATH 2215 Calculus I. Students who were proficient in high school calculus may wish to seek advanced standing. Students who need to review algebra and trigonometry should enroll first in MATH 1100 Pre-calculus Mathematics before beginning the calculus sequence.

High school students considering a major in mathematics at Stockton are strongly urged to take four years of college-preparatory mathematics (through trigonometry), at least three years of college preparatory science (including physics and chemistry), and four years of college-preparatory English courses that emphasize writing. Students who lack adequate backgrounds in high school mathematics, science or English may not be sufficiently prepared to attempt the rigorous freshman- and sophomore-level core courses in mathematics.

Community College graduates who have not completed a one-year sequence in single-variable calculus should expect to spend more than two years at Stockton to obtain a degree in mathematics. Transfer

students who wish to major in mathematics should contact the Chair of the Mathematics program before the beginning of their first semester at Stockton.

GRADUATION REQUIREMENTS

The minimum requirement for the Bachelor of Arts (B.A.) in Mathematics is 64 credits of program and cognate courses. The Bachelor of Science (B.S.) degree requires a minimum of 80 credits in program and cognate courses. These program credits, in combination with the University's General Studies requirements and At-Some-Distance (ASD) courses, constitute the minimum of 128 credits necessary for a Stockton degree. University's General Studies requirements include the G-course distribution (32 credits), W, Q and R course requirements and AHVI attributes. For details on General Studies requirements, visit the relevant section in this *Bulletin*. The ASD course requirement for the B.A. degree is 32 credits and for the B.S. degree is 16 credits. These courses are not directly related to the program and would include G-courses or courses from other programs. W, Q, R and AHVI requirements could be met via G-course requirements, program course requirements, or ASD course requirements. Courses should be chosen carefully with frequent guidance from preceptor, to meet graduation requirements and each student's career goals. It is the student's responsibility to ensure that all graduation requirements are met in a timely manner.

In order to be able to graduate, a student must meet all [University graduation requirements](#), including a minimum overall Grade Point Average (GPA) of 2.0. University requirements for graduation can also be found in the relevant section of this *Bulletin*. Special graduation requirements apply to transfer students as detailed in the relevant pages of this *Bulletin*. All Natural Sciences and Mathematics (NAMS) majors are required to meet a minimum overall GPA of 2.0 in all NAMS courses. In addition, a student must satisfy the Mathematics program course distribution requirements, have a minimum grade of C for all program core courses and a minimum GPA of 2.0 for MATH acronym courses. For the dual-degree Engineering concentration, a minimum grade of C in all courses as well as an overall GPA and a minimum NAMS course GPA of 3.0 are required.

Students are expected to meet prerequisites specified for each required course on the [course catalog](#). Students with deficiencies in incoming preparation may need to take additional courses as prerequisites, which may or may not count toward the degree requirements. A transfer student who wishes to major in Mathematics should contact the Program Chair prior to registering for courses at Stockton. Some transfer students may take longer to fulfill degree requirements, particularly if they are deficient in the mathematics background. Also, continuously maintaining good standing as a student, including academic achievements and code of conduct as per University requirements is imperative to the success of a student in any major.

SPECIAL OPPORTUNITIES

Some students may wish to take part in off-campus experiences where their knowledge of mathematics may be applied to "real-world" situations. Academic credit can be granted for such an experience as an applied/professional or research internship, provided it contributes significantly to the student's intellectual development. In the past, mathematics majors have pursued internships in Federal, State, local and private organizations including FAA. Credit will generally be contingent upon a comprehensive report submitted after the experience is completed. Seniors may wish to undertake a special project in mathematics for academic credit. This may consist of a thesis, seminar or another project agreeable to the mathematics faculty. Specifics will be established on a case-by-case basis.

DUAL-DEGREE PROGRAMS

A five-year dual-degree Engineering option with the New Jersey Institute of Technology (NJIT) Rutgers, the State University and Rowan University is available to mathematics (and other) majors. Under this option, the mathematics major spends the first three years at Stockton and the last two years at NJIT, Rutgers or Rowan. The B.S. degree in Mathematics is awarded from Stockton and the B.S. in Engineering degree from NJIT, Rutgers or Rowan. The Engineering degree for the Mathematics major could be in the following areas—Mechanical, Aerospace, Biomedical, Electrical, Computer and Civil Engineering. For further information, contact the Dual-Degree B.S./Engineering Coordinator.

GRADUATION WITH DISTINCTION

A bachelor's degree with distinction in Mathematics will be awarded to students who meet [university criteria](#) for graduation with distinction and whose coursework and senior projects are of outstanding quality as determined by Mathematics program faculty. The award will be conferred by the Mathematics program faculty on those who have scholarly and mathematical achievements that are judged to be of unusual merit, who have or will have completed MATH 4800, and who have given a project talk in the MATH Seminar. Students seeking the degree with distinction should consult with a Mathematics faculty member regarding the design of a senior project before entering the senior year.

CAREER OPPORTUNITIES

Students who successfully complete a degree program in mathematics may continue their education at the graduate level or pursue careers in secondary education, business, industry, actuarial science or federal/state government. Professional opportunities in actuarial science are excellent since the demand by insurance companies, consulting firms, and government agencies for qualified actuaries exceeds the available supply.

Full degree curriculum and transfer audits for the mathematics program can be explored using the [Degree Works web based tool](#). Full details about the curriculum can be accessed on the [Mathematics website](#).

SUSTAINABILITY

IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

INTRODUCTION

The study of Sustainability is focused on the sociopolitical, economic, ethical, and scientific efforts that help bring human existence into balance with the natural world. We live on a planet under stress; and a degree in Sustainability helps prepare students to define a more just, verdant, healthy and environmentally-sound future. This challenge exists at the intersection of multiple fields of knowledge, including the natural sciences, social sciences, humanities and professional studies. Therefore, students in the Sustainability program are required to begin by developing a broad-based understanding, with early coursework in mathematics, physics, and chemistry, and core program courses in policy, economics, ecology, energy and applied technology.

Students are prepared for a wide variety of career options, depending largely on their chosen area of concentration. Graduates define careers in a wide array of fields, including as field engineers in alternative energy, green building design consultants, non-profit management, environmental and energy education and advocacy, sustainable farming and food systems, and industrial sustainability and business.

The Sustainability (SUST) program draws on the interdisciplinary strengths of the School of Natural Sciences and Mathematics that offers degree programs and courses in Environmental Science/Studies, Geology, Marine Science, Physics and Sustainability, as well as courses in other Schools including Political Science and Economics. The programs are described within the *Bulletin* in alphabetical order. The Environmental Science/Studies program offers a Bachelor of Science in Environmental Science and a Bachelor of Arts in Environmental Studies. The Geology program offers Bachelor of Arts and Bachelor of Science degrees. A related program, Sustainability provides a broader interdisciplinary approach, incorporating policy, ethics, economics, natural sciences, and technology.

THE SUSTAINABILITY PROGRAM

The Sustainability program offers a Bachelor of Science and a Bachelor of Arts degree. Each degree program has multiple possible concentrations of study; and every student is required to select a concentration. Students pursuing a BA may choose to focus their studies on public policy, advocacy, and sustainability planning with a concentration Policy and Economy or they may prepare for a career in the for-profit sector with a concentration in Sustainability Management. Students pursuing a BS can select a concentration in Agroecology, and focus their studies on sustainable farming practices, agroecology, and food systems. Or they may prepare for a career in building science, design and alternative energy with a concentration in Energy. Alternatively, students may also select a BS concentration in Policy, allowing a more in-depth and focused study in public policy and advocacy related to environmental sustainability and social justice.

A related degree, the Professional Science Masters (PSM) in Environmental Science, is described elsewhere in the *Bulletin*. Students in the PSM can choose to focus their graduate studies in energy, allowing advanced applied energy training for students who did not select energy as their undergraduate concentration. Both the Sustainability and the Environmental Science degree programs offer exceptional students the option of completing a bachelor's and a master's Degree in five years under a BS/PSM dual-degree program.

The Sustainability curriculum is innovative and engaging, providing students with both a rigorous and broad education in concepts and theory, as well as extensive hands-on training with the latest technology and practices. And, with a focus on community engagement and experiential learning, the program expects students to take what they learn in the classroom and apply it in communities and businesses across the state as they complete their studies. Each student completes several hands-on assignments, applied practical research projects, and an internship.

ADMISSION TO THE PROGRAM

The program is open to any student admitted to Stockton University. High school coursework in the sciences and mathematics is strongly recommended. Students transferring to Stockton in the junior year (64 credits) should consult with a Sustainability program preceptor as soon as possible to determine whether credits beyond the 128-credit minimum are necessary to earn a Sustainability degree. This is more likely if prospective transfers have not taken college biology, chemistry, and advanced math courses. Due to the sequential prerequisites in the sustainability curriculum, it is vital that prospective students speak to a Sustainability Program advisor as soon as possible, ideally prior to starting their first term at Stockton. Students seeking a nontraditional degree, or a second bachelor's degree are also encouraged to apply, although it will not be possible to obtain the regular degree by taking courses only in the evenings.

All interested students are welcome. Before students can begin most science courses as a Sustainability major, students must demonstrate math readiness in ONE of the following ways:

- SAT Math score of 570 or above
- ACT Math score of 24 and above
- Transfer of college-level algebra course (or college-level Precalculus/Calculus)
- Advanced Algebra and Function (AAF) Accuplacer test score of 260 or higher ([test available at Stockton free of charge](#))
- Advanced Placement (AP) testing ([refer to the AP credits policy](#))
- Successfully complete a sequence of math courses to become eligible to take Precalculus (MATH 1100)

Stockton University stands ready to assist students without this math preparation to develop a strong math foundation with our introductory and intermediate courses in Mathematics. These math courses are in addition to the courses required to complete a degree in Sustainability and may require additional time for a student to complete their degree. A student with math preparatory needs may have to take math courses during summer to expedite progress toward the degree.

DEGREES OFFERED

Students can pursue either a B.A. or a B.S. in Sustainability. Both degrees require a series of courses in the natural and physical sciences, and both share similar core program courses. However, each option offers different opportunities for concentrations of study.

Students in the B.A. degree can choose to concentrate in Policy and Economy, or they can focus their studies in Sustainability Management. The Policy and Economy concentration is ideal for students planning a career in public policy, planning, environmental advocacy, non-profits, sustainable development or law. The concentration in Sustainability Management will help train students to work in business and industry as sustainability professionals.

Students pursuing a B.S. can choose among three concentrations: Energy, Agroecology, or Policy. The Energy concentration allows students to gain advanced training in alternative energy technology, high performance buildings, sustainable design, energy planning, and energy analysis and management. The Agroecology concentration is excellent science-based training for those interested in alternative food systems and sustainable agriculture. The Policy concentration offers a more scientifically-rigorous, policy-focused curriculum than the B.A. alternative, and is excellent preparation for those planning a career in natural resource stewardship, conservation advocacy, sustainable development, planning, and environmental law, as well as leadership and management in related businesses and industries.

COURSES

Sustainability program courses are designated with a SUST acronym. Because of the degree's highly interdisciplinary nature, numerous core and concentration requirements are drawn from courses in other degree programs, including designated courses in environmental science, marine science, political science, physics and economics. Sustainability courses are numbered as follows: 1000 level is introductory, 2000 level is intermediate, 3000 and 4000 levels are advanced.

Cognate courses are those courses related to Sustainability and required as preparation for program courses, including courses in biology, chemistry, mathematics, and physics.

Each student is required to complete General Studies requirements and At-Some-Distance courses. Courses outside of the sciences and mathematics that are unrelated to the student's major are qualified as At-Some-Distance courses. This includes courses taken in history, philosophy, art, literature, or languages, for example.

GRADUATION REQUIREMENTS

The minimum requirement for the Bachelor of Arts (B.A.) in Sustainability is 64 credits of program and cognate courses. The Bachelor of Science (B.S.) degree requires a minimum of 80 credits in program and cognate courses. These program credits, in combination with the University's General Studies requirements and At-Some-Distance (ASD) courses, constitute the minimum of 128 credits necessary for a Stockton degree. University's General Studies course requirements include the G-course distribution (32 credits), W, Q and R course requirements and AHVI attributes. For details on General Studies requirements, visit the relevant section in this *Bulletin*. The ASD course requirement for the B.A. degree is 32 credits and for the B.S. degree is 16 credits. These courses are not directly related to the program and would include G-courses or courses from other programs. W, Q, R and AHVI requirements could be met via G-course requirements, program course requirements, or ASD course requirements. Courses should be chosen carefully with frequent guidance from preceptor, to

meet graduation requirements and each student's career goals. It is the student's responsibility to ensure that all graduation requirements are met in a timely manner.

In order to be able to graduate, a student must meet all [University graduation requirements](#), including a minimum overall Grade Point Average (GPA) of 2.0. University requirements for graduation can also be found in the relevant section of this *Bulletin*. Special graduation requirements apply to transfer students as detailed in the relevant pages of this *Bulletin*. All Natural Sciences and Mathematics (NAMS) majors are required to meet a minimum overall GPA of 2.0 in all NAMS courses. In addition, a student must satisfy the Sustainability program course distribution requirements and have a minimum grade of C for all program and cognate core courses.

Students are expected to meet prerequisites specified for each required course on the [course catalog](#). Students with deficiencies in incoming preparation may need to take additional courses as prerequisites, which may or may not count toward the degree requirements. A transfer student who wishes to major in Sustainability should contact the Program Chair prior to registering for courses at Stockton. Some transfer students may take longer to fulfill degree requirements, particularly if they are deficient in the science background. Also, continuously maintaining good standing as a student, including academic achievements and code of conduct as per University requirements is imperative to the success of a student in any major.

GRADUATION WITH DISTINCTION

A degree with distinction in Sustainability will be awarded, as determined by Sustainability program faculty, to students who meet [University criteria](#), achieve University honors, an A in Senior Synthesis and in Senior Project or Internship, and the recommendation of program faculty.

CAREER OPPORTUNITIES

The Sustainability program answers a growing demand by employers for professionals with specialized training in sustainability. As industry and businesses develop a greater interest in their green profile, and as alternative energy and conservation gain prominence, the need for sustainability professionals has grown sharply. This program will help students serve that pressing need. Graduates in Sustainability work across the spectrum, in public agencies, nonprofit organizations, industry, business, public advocacy, education and many other fields. In addition to the concentrations, a certificate in Energy Studies is offered.

PREPARATION FOR GRADUATE EDUCATION

Some bachelor's degree graduates attend graduate school immediately upon finishing their undergraduate degree and often are supported by teaching and research assistantships. Others attend graduate school while working or after a period of work experience. Graduate school can increase students' professional options, salaries and opportunities for creative work. Students interested in graduate school are advised to talk to their preceptors early in their college careers. Graduate programs are highly variable and often have different requirements. In the sciences, these commonly include a semester or two of calculus, and two semesters of physics, biology, or chemistry, depending on the academic discipline of study.

There is a growing interest in sustainability in higher education, exemplified by an expanding number of interdisciplinary research centers at the nation's leading universities. Columbia University's Earth

Institute, the University of California's Energy Institute, and MIT's Environmental Research Council, are just a few of the multiple and diverse examples. These are joined by a rising number of graduate level programs in the sustainability field. Hence, the potential for Stockton graduates to continue graduate studies at some of the nation's leading universities is high. Opportunities for professional graduate studies in design, planning, architecture, law and related areas are also very good. Increasing numbers of professional graduate programs are expanding and enriching their opportunities for advanced sustainability-related training. A major in sustainability could also be a desirable background for Law School-bound undergraduates.

ENERGY CERTIFICATE PROGRAM

Energy Studies is an interdisciplinary program. This undergraduate certificate is appropriate for those who wish to develop expertise in energy production, technology, management and planning, or who desire experience in applied technology. It is designed to educate in the multifaceted problems associated with energy use in our society and to pose methods for possible solutions to problems. It can be completed by anyone, as a matriculated student or not. Upon the completion of the required courses, a certificate will be awarded. This certification program can also be completed as an integral curriculum for students pursuing a Professional Science Masters with a concentration in Energy Science. Upon completion of the concentration of study, the student will be awarded both a PSM degree and a certification in Energy Studies.

The future need for energy expertise is clear. Energy prices and supplies have become a challenge, and will remain for the foreseeable future, a major concern for homeowners, businesses and industry. The majority of residential and commercial buildings in the United States are greatly energy-inefficient and will require upgrades over the next decade; and overall energy production and distribution in the U.S. will require significant changes, if we are to meet our future energy needs. As a result, the nation will require experts able to define these necessary changes and guide us to a sound energy future. There will be a demand for expertise in building energy use, design, and management. There will also be a need for energy planning to design community plans and shape energy policy at the local, state and national level. In addition, an understanding of energy and applied technology is an asset in many career fields from science and research to policymaking.

The campus serves as a national model for some of the most promising options, including geothermal, photovoltaic solar electric and advanced aquifer thermal energy storage systems. This certificate program utilizes this opportunity to train students on leading-edge technology, with hands on experiential learning on alternative energy generation, as well as building and systems energy efficiency analysis. Our energy challenge is complex and involves scientific, technological, economical, and political components. Hence, the Energy Certificate program involves faculty from several programs across the University.

Program Organization: The Energy Studies curriculum defines a series of courses that are taken in parallel with a students' degree requirements in their major and leads to a certificate that will be awarded at graduation. Any Stockton student, regardless of major, who can meet the requirements detailed below will be fully eligible for certification.

Career Opportunities: The Energy Certificate program will be of direct use to students pursuing careers in newly emerging fields, such as energy planning, energy conservation in buildings, alternative energy sources (e.g., wind and solar power) and other fields.

The Energy Certificate program is also designed to give non-specialists an enhanced appreciation of how energy issues affect their own disciplines (e.g., economics, environmental science, marine science) and even their own immediate lives. Thus, it can provide non-specialists with an understanding of energy conservation in their homes and applied training in the use and potential of advanced energy technology.

Full degree curriculum and transfer audits for the sustainability program can be explored using the [Degree Works web based tool](#). Full details about the curriculum are accessible on the [Sustainability website](#).

**MASTER OF SCIENCE AND PROFESSIONAL SCIENCE MASTER'S IN COASTAL ZONE
MANAGEMENT**
IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

INTRODUCTION

In much of the world, population growth in the coastal zone is increasing, stressing the natural resources and those that depend on them due to over-development, pollution and over-exploitation of resources. At the same time, global climate change, linked to anthropogenic activities, impacts the coastal zone due to an increased prevalence of high-energy storms, ocean acidification and sea level rise.

This graduate-level degree program's purpose is to develop the holistic knowledge and skills necessary to navigate the complexities of managing human interactions within a highly dynamic coastal environment and to analyze the natural, social, legal, economic and institutional processes for integrated coastal zone management and sustainable development.

At the end of this program, students will be able to:

- Describe the physical, biological, chemical, and geological processes active in the coastal zone.
- Articulate how changes in coastal zone environments affect coastal communities and stakeholders.
- Articulate how human actions, laws, and policies affect coastal zone environments.
- Apply appropriate quantitative methods and tools to coastal zone problems.
- Perform a variety of field and laboratory research methods.
- Identify a problem pertinent to coastal zone management, develop a plan to study it, and conduct the appropriate research.
- Effectively communicate scientific and management information, research results, and recommendations orally and in writing.
- Work effectively both individually and in a team environment.

ADMISSION REQUIREMENTS

For persons who hold a baccalaureate degree, the following are the admissions requirements for the Master of Science (MS) or Professional Science Master's degree (PSM) in Coastal Zone Management (CZMT):

- Complete application packet, including an essay explaining how the degree in Coastal Zone Management fits into the applicant's career goals.
- A baccalaureate degree from a regionally accredited institution with an environmentally-related major (e.g., Environmental Science, Marine Science, Earth Science, Chemistry, Biology, or other related majors);
- transcripts for all Colleges/Universities attended are required.
- Three letters of recommendation from College/University faculty or from professional colleagues.
- The Graduate Record Examination (GRE) is optional. Applicants should have their scores sent directly to Stockton (Institution code 2889).
- Minimum College/University cumulative Grade Point Average (GPA) of 3.0.
- Identification of a research project topic and advisor is required for admission into the Master of Science (MS) degree program. Prospective students are encouraged to reach out to the

CZMT Program Chair to discuss project options and potential advisors prior to submitting an application package.

- Recent Stockton graduate, check to see if you qualify for the [Direct Entry Option](#).
- The TOEFL examination or another Stockton-accepted proof of English language proficiency is required of students for whom English is a second language.
- Specific minimum requirements may be waived at the discretion of the CZMT Admissions Committee.

Acceptance into the Coastal Zone Management Program will be based on a review of the entire application packet. Admission to the program is competitive and acceptance is not guaranteed.

Applicants for the Graduate Certificate in Coastal Zone Management will follow the same admissions guidelines for the master's programs. Certificate holders or certificate candidates may choose to matriculate into one of the master's tracks with a written request and permission of the Program Chair and the Admissions Committee.

Matriculated students may transfer between degree tracks with a written request and permission of the Program Chair and Admissions Committee.

DEGREE REQUIREMENTS

The Coastal Zone Management graduate program has three tracks to a degree or certificate:

Professional Science Masters in Coastal Zone Management (PSM-CZMT): This non-thesis option consists of 36 credit hours, including a capstone project, and will prepare students for work, or career advancement in a professional setting.

Master of Science in Coastal Zone Management (MS-CZMT): This option consists of 36 credit hours and includes a research-based thesis. It is intended for students aiming for further academic study or research.

Graduate Certificate in Coastal Zone Management (CER-CZMT): A certificate requires 18 credit hours of coursework. This option is appropriate for working professionals and other individuals who will benefit from advanced study of coastal zone management science without completion of a graduate degree.

All CZMT students will take four core courses that cover a breadth of coastal zone science, policy, management and technical skills. Students on the PSM-CZMT track take two additional required courses in professional development. After completing the core curriculum, students choose electives toward specialized knowledge in their intended career path. The curriculum culminates in a capstone project on the PSM-CZMT track, or a research thesis project on the MS-CZMT track. The Certificate in Coastal Zone Management requires completion of the PSM-CZMT core courses. The electives offered in this program are dynamic. New courses are developed while established courses are eliminated. This is dictated by the development of curriculum concentrations.

Full degree curriculum and transfer audits for the coastal zone management program can be explored using the [Degree Works web based tool](#). Details about the curriculum are accessible on the [CZMT website](#). General information regarding graduate education is found on the Graduate Studies section of this *Bulletin*.

MASTER OF SCIENCE IN DATA SCIENCE AND STRATEGIC ANALYTICS IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

INTRODUCTION

By 2025, it is estimated that 463 exabytes of data will be created each day globally. This is the equivalent of over 200 million DVDs per day! Data is created by individuals (through social networks and smartphones); machines (through real-time, network connected, sensors – “the internet of things”); business and commerce (e.g. transaction records); science (e.g. bioinformatics, large scale simulation). Much of this data is real time and georeferenced through GPS. Making sense of this vast sea of data for the use and benefit of society is considered an imperative of the coming years, indeed many companies are already strategizing for “big data”. Data scientists develop solutions for gathering, cleaning, archiving, analyzing and visualizing data for the purposes of making informed decisions. Some examples of data science projects include the following.

- Business: Use historical discounting data from a department chain store at one thousand locations to predict how sales vary with department, season and location.
- Entertainment: Perform a sentiment analysis on the tweets about summer blockbuster movies sentiments and use to predict future box office takings based on movie genre, actors etc.
- Science: Analyze the jpg images of one million galaxies to categorize them according to their morphology.
- Health: Predict disease likelihood by exploring and correlating patient case history and genetic databases.
- Criminal Justice: Gather and visualize real time crime statistics for a city for efficient resource deployment.
- Education: Create a web-based dashboard for describing student performance metrics across a school district.

Since the program is interdisciplinary in scope, resources are drawn from various schools and programs across the University; they include, but are not limited to business, healthcare, education, government, science, engineering, and humanities. Due to the crucial industrial and applied aspects of the program, it is also important to involve professional and/or adjunct faculty who are current leaders in the various organizational types included in the program.

PROGRAM ORGANIZATION

The Data Science and Strategic Analytics (DSSA) program at Stockton is a self-standing, online master’s degree program (see below). A student entering the program will acquire substantial experience in sophisticated, industry standard, computational software and programming tools that will allow the student to explore data-driven problems in science, business, social science, medicine and/or humanities. Students will also develop skills in data analysis, presentation, and visualization; skills that will permit them to visualize results and make predictions. The coursework is supplemented with real world projects and/or internships with industry, providing experience and networking opportunities in industry or research.

The master’s degree program consists of 30 credit hours (10 graduate courses) that can be completed in full-time or part-time study. In full-time study it may be completed in one calendar year (fall, spring, summer). The courses are offered online or as hybrid courses.

ADMISSION REQUIREMENTS

Students with undergraduate degrees in quantitative subject areas (e.g. science, math, computer science, business) with experience in descriptive statistics, college algebra, data processing/analysis, computer and mathematical skills will make up the vast majority of applications and enrollments, however applicants from the humanities or psychology can also enter the data science field if they possess the relevant computing skills. A typical applicant would be expected to demonstrate advanced undergraduate coursework in statistics and computing. All applicants will be evaluated individually by a faculty committee.

The following are minimum admissions requirements for the DSSA program.

1. Completed application for graduate admission.
2. A baccalaureate degree from a regionally accredited institution (official transcripts from all Colleges/Universities attended are required).
3. Three letters of recommendation, preferably at least one from a faculty member.
4. Undergraduate cumulative GPA of 3.0 and an average GPA of 3.2 or better derived from all quantitative courses.
 - If you are a recent Stockton graduate, check to see if you qualify for the [Direct Entry Option](#).
5. The TOEFL Exam or another Stockton-accepted proof of English language proficiency is required of students for whom English is not the first language.

Acceptance into the DSSA program will be based on a review of the entire application packet. Admission to the program is competitive and acceptance is not guaranteed. Specific minimum requirements may be waived at the discretion of the DSSA Admissions Committee. Additionally, students lacking in the required prerequisites may be asked to take remedial online courses in computing and/or statistics.

MASTER'S DEGREE CURRICULUM

The self-standing master's degree program consists of 30 credit hours (10 graduate courses) that can be completed in full-time or part-time study. The courses are offered online or as hybrid courses. Full-time study is the preferred route and in this mode the degree may be completed in one calendar year. Master's degree students are bound by the academic progress requirements of the University's graduate school, covered earlier in this *Bulletin*. All courses are 3 graduate credits.

TRANSFER CREDIT

Provided that the courses sufficiently match corresponding Stockton courses, the University will accept up to nine credits of appropriate, relevant graduate credit from other regionally accredited Colleges and Universities. Graduate credit will only be accepted upon application to Stockton. Once students have matriculated at the University, students will be required to finish the remainder of their coursework at Stockton.

GRADUATION WITH DISTINCTION

Program distinction is awarded to students who end with a GPA greater than 3.95 and who receive the grade of A for the DSSA 5302 Data Practicum.

ACADEMIC PROGRESS/DISMISSAL

All DSSA students must maintain a minimum cumulative Grade Point Average (GPA) of 3.0. Students whose cumulative GPA falls below 3.0 during any semester are placed on probation and given one additional semester (limited to 9 credits) to raise their GPA. Failure to raise the GPA to 3.0 or higher will lead to dismissal from the program.

PROGRAM COMPLETION TIMELINE

Students must complete all aspects of the program within six years of matriculation, not including time spent on school-approved leave of absence. Students who do not complete all of their graduate work over the six years of matriculation will be dismissed from the program.

Full degree curriculum and transfer audits for the data science and strategic analysis program can be explored using the [Degree Works web based tool](#). Details about the curriculum can be accessed on the [MS in Data Science and Strategic Analytics website](#). General information regarding graduate education is found on the Graduate Studies section of this *Bulletin*.

PROFESSIONAL SCIENCE MASTER'S IN ENVIRONMENTAL SCIENCE IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

INTRODUCTION

The Professional Science Master's in Environmental Science (PSM-ENSC) offers working professionals and qualified undergraduates an education that is multidisciplinary and applications-oriented, and that applies current technologies in the environmental sciences, focusing on their use in the business and regulatory world.

The PSM is built around a solid core of seven required technical and non-technical courses that provide common baseline knowledge for all students. This core is supplemented by a broad selection of electives tailored to an individual's specialty area (e.g. "Monitoring Instrumentation," "Surface Water Hydrology"). In combination, the core and associated electives form a curriculum that can easily adapt to the needs of individual students and to the region's large-scale environmental trends. A capstone research project in collaboration with a faculty mentor and a professional in the corporate or government sector is required to encourage students to apply their course work and experience to case studies. The program is structured to be completed in as little as two years and emphasizes substantial flexibility in course scheduling (night classes, weekend and summer field work). Undergraduate students interested in a five- year BS/PSM accelerated dual-degree option can pursue that option from their first semester at Stockton; transfer students may apply for the dual-degree with their transfer application.

ADMISSION REQUIREMENTS

For persons who hold a baccalaureate degree, the following are the admissions requirements for the Professional Science Master's degree (PSM) in Environmental Science.

- Complete online application, including an essay explaining how the PSM degree in Environmental Science fits into his or her career goals.
- A baccalaureate degree from a regionally accredited institution with an environmentally- related major (e.g., Environmental Science, Marine Science, Earth Science, Chemistry, Biology or other related majors); transcripts for all colleges attended are required for acceptance into the PSM program if applicant's undergraduate degree is not in the natural sciences. If applicant's undergraduate degree was in the natural sciences, only the transcript from the degree granting institution is required.
- Two letters of recommendation from professional colleagues or college/university faculty.
- **OPTIONAL:** Completion of the Graduate Record Examination (GRE), the general test; students should have their scores sent directly to Stockton (school code 2889);
- Minimum college/university cumulative grade point average (GPA) of 3.0;
- If you are a recent Stockton graduate, check to see if you qualify for the [Direct Entry Option](#).
- The TOEFL examination or another Stockton-accepted proof of English language proficiency is required of students for whom English is a second language.
- Specific minimum requirements may be waived at the discretion of the PSM-ENSC Admissions Committee.

Acceptance into the PSM in Environmental Science program will be based on a review of the entire application packet. Admission to the program is competitive and acceptance is not guaranteed.

DEGREE REQUIREMENTS

The PSM in Environmental Science requires 36 credits for completion, including a capstone project. Students can choose from two concentrations: General and Energy Science. The General Concentration consists of seven core course requirements, four electives and a capstone project. Students in the General Concentration are still able to take elective courses that appeal to their areas of interest e.g. GIS related courses for those interested in pursuing GIS after graduation, Earth/Geological Science related electives and Ecology related courses for those interested in pursuing these fields. The seven core course requirements include five science courses and two professional courses. The entire core course sequence will be offered within two years during the fall, spring and summer terms. The remainder of the curriculum consists of electives, at least eight of which are offered over the two-year sequence.

The Energy Science Concentration consists of the same seven core courses as the General concentration, plus three cognate requirements, an energy focused capstone project experience and one elective. This concentration provides students the opportunity to gain advanced training in alternative energy technology, high performance buildings, sustainable design, energy planning, and energy analysis and management.

All PSM students are required take a mandatory placement exam upon admission. This test will determine whether they can get directly into Applied GIS, Environmental Quality or Land Use Planning or not. If students do not test out of the pre-requisites, they must take PSM Seminar (ENSC 5600 and GIS and the Environment (ENSC 5120). Credit from those two courses will count towards elective credits. Students must maintain a minimum GPA of 3.0 throughout the program earn a minimum of B- in all graduate courses taken at Stockton. Each student is assigned an advisor with whom they must meet regularly to plan and evaluate progress in their studies.

ENERGY SCIENCE CONCENTRATION AND ENERGY CERTIFICATE PROGRAM

Pursuing a concentration of study in energy science allows PSM students to be trained in the theory, principle and practices of alternative energy, energy analysis and high-performance design while completing the PSM coursework. Students who complete the requirements will receive a certification on Energy Studies along with the PSM in Environmental Science upon completion. In addition, students will receive hands-on training in building energy analysis, performance modeling, advanced thermography, energy auditing techniques, and laboratory procedures and testing. Speak to your advisor if you wish to substitute a specific core course with another course.

ACCELERATED DUAL-DEGREE PROGRAM

The dual-degree BS/PSM program [also known as Accelerated PSM (APSM) program] is an intensive five-year curriculum that offers students the opportunity to earn both a Bachelor's and Professional Science Master's degree in Environmental Science. Students take the scheduled courses to satisfy all requirements for the undergraduate B.S. (Environmental Science) and then transition into the PSM program in their senior year, the fourth year of study. This program is designed as a terminal degree for students who want to obtain advanced skills that will prepare them for the workplace. Students interested in research leading to a doctoral degree should consider programs that are more traditional and are advised to enroll in the B.S. in Environmental Science and take basic and applied science courses that prepare them for a broad range of research opportunities typical of a conventional graduate program.

High school students may apply for early, conditional admission to the dual-degree BS/PSM program as high school seniors. Stockton students may apply up to the beginning of the first semester of their junior year or as soon as they decide they want to join the accelerated program and approved by the APSM faculty coordinator. The sooner the better. Transfer students may apply alongside their application for admission to Stockton. Transfer students will be considered for admission on a case-by-case basis, depending on prerequisites met and the likelihood of completing upper level undergraduate ENVL courses by their senior year. Exceptional transfer students who do not have prerequisites may be admitted conditionally in consultation with their advisors. These students may require more time to meet the requirements of the BS/PSM. Only students with a minimum cumulative GPA of 3.5 will be considered and requires a successful evaluation by the PSM Admissions Committee.

Full degree curriculum and transfer audits for the BS/PSM dual-degree program can be explored using the [Degree Works web based tool](#). Details about the dual-degree BS/PSM program are also found in the [Environmental Science/Studies section](#) in this *Bulletin* and the [BS/PSM dual-degree website](#).

Maintenance of Academic Eligibility

To remain academically eligible to continue in the program, BS/PSM students must maintain a cumulative GPA of 3.25 with at least a B+ average in science and mathematics courses. Students' academic records will be reviewed at the end of the second year and every semester thereafter to check their eligibility to continue in the dual-degree program.

The conditional admission of those who do not maintain the eligibility requirements will be suspended. They will be then eligible for the bachelor's degree only. However, a student with a suspended conditional admission can request to be reinstated if s/he meets the eligibility requirements at or before the end of the third year of the program.

At the end of the senior year, each conditionally admitted dual-degree student must complete a formal application for admission to the Stockton graduate school by the end of their last undergraduate semester and submit it to the Office of Enrollment Management. After submission of the application, the PSM Admissions Committee will evaluate the student's progress and verify that the early, conditional acceptance to the dual-degree program would continue. The results of their decisions will be communicated to the student in writing from the Office of Graduate Studies.

Full degree curriculum and transfer audits for the PSM-ENSC program can be explored using the [Degree Works web based tool](#). Details about the PSM-ENSC curriculum is accessible on the [PSM-ENSC website](#). General information regarding graduate education is found on the Graduate Studies section of this *Bulletin*.

**ACADEMIC PROGRAMS IN
THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES**

THE FACULTY
IN THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

Claire E. Abernathy (2015), Associate Professor of Political Science; Ph.D., Vanderbilt University; M.A., Ohio State University; B.A., Furman University: Social Studies Education Concentration advisor, American political institutions, congressional politics, public policy, interest groups, representation, voting.

Theodore Alter (2016), Associate Professor of Social Work; Ph.D., MSW, Yeshiva University, Wurzweiler School of Social Work; B.S., New York Institute of Technology: aging, dementia, life cycle, health care, chronic illness and disability, end-of-life, medical/social work ethics.

James Mac Avery (2006), Professor of Political Science; Ph.D., M.A., University of Kentucky; B.A., San Francisco State University: American public opinion, political behavior, economic and political inequality, race, and representation.

Lauren Marie Balasco (2017), Associate Professor of Political Science; Ph.D., M.A. University of Delaware; B.A. Randolph-Macon Woman's College: Comparative politics, rule of law, political transitions, transitional justice, human rights.

Robert J. Barney (2010), Associate Professor of Social Work; Ph.D., University of Louisville; MSW, University of Kentucky; B.A., Asbury University: international social work, family and community development, cultural competence, HIV/AIDS, research practice, human rights, disasters.

Terrilyn Battle (2020), Assistant Professor of Counseling; Ph.D., North Carolina Agricultural and Technical State University; M.S., Winston Salem State University; B.A., East Carolina University: Impostor phenomenon, mentorship, rehabilitation counseling, vocational counseling, underrepresented populations, cultural immersion and multiculturalism.

Mark E. Berg (2008), Associate Professor of Psychology; Ph.D., University of Canterbury (New Zealand); M.S., B.S., Brigham Young University: perceptual category learning, experimental analysis of behavior, history of psychology, motivation, comparative cognition.

Jess Bonnan-White (2012), Professor of Criminal Justice; Ph.D., University of Iowa; M.A., Northern Illinois University; B.A., Washington University in St. Louis: homeland security, comparative security studies, emergency management, conflict resolution, humanitarian assistance, human security, quantitative and qualitative data analysis, research methods, service-learning and community engagement pedagogy.

John Bulevich (2011), Associate Professor of Psychology; Ph.D., M.A., Washington University, B.S., University of Washington: metacognition, eyewitness memory, aging.

David C. Burdick (1984), Professor Emeritus of Psychology; Ph.D., M.A., University of Notre Dame; B.A., Alfred University: adult development and aging, technology and aging, intergenerational relationships, applied gerontology, mental health and aging, environmental psychology.

Deeanna M. Button (2012), Associate Professor of Criminal Justice; Ph.D., University of Delaware; M.A., B.S., Old Dominion University: social inequality, violence/victimization, gender and sexuality, LGBTQ youth and resiliency, criminology, research methods and statistics.

Guia Calicdan-Apostle (2011), Associate Professor of Social Work; DSW, University of Pennsylvania; MSSW, Asian Social Institute; BSSW, Philippine Women's University: clinical social work practice, cultural competence, international social work spirituality in mental health, diversity, equity, inclusion and belonging, cognitive behavior therapy and Philippine culture and history.

David L. Carr (1992), Provost Emeritus and Professor Emeritus of Political Science; Ph.D., State University of New York at Binghamton; M.A., B.A., San Diego State University: comparative politics, political development, comparative public policy, research methods and statistics.

Nicole Cantoni (2023), Assistant Professor of Social Work; Ph.D., University of Illinois Urbana-Champaign; MSW, University of Illinois Urbana-Champaign, B.S., University of Illinois Urbana-Champaign; animal-assisted interventions, mental health treatment stigma, simulations for social work education, diversity, equity, & inclusion, intersectionality theory.

Merydawilda Colón (2001), Executive Director of the Stockton Center for Community Engagement; Professor of Social Work; Ph.D., M. Phil., The City University of New York; MSW, Rutgers, The State University; B.A., Universidad de Puerto Rico: LSW, social work practice, hospice (grief, death and dying), acculturation and attitudes of Latinos towards hospice, Latinos and community outreach, social work with diverse groups.

Oliver Cooke (2005), Associate Professor of Economics; Ph.D., University of Massachusetts, Amherst; B.A., Trinity College: urban/regional economics, economic history, ecological economics, political economy.

Lisa E. Cox (1999), Professor of Social Work; Ph.D., MSW, Virginia Commonwealth University; B.A., Bridgewater College: LCSW, clinical social work practice, psychopathology and cultural neuroscience, health care, HIV/AIDS clinical trials research, gerontology, spirituality, research methods, social work licensure, and linkage between social support and medication adherence.

William Dineen (2022), Teaching Specialist of Criminal Justice; M.A.S., Fairleigh Dickinson; B.A., John Jay College of Criminal Justice; New Jersey State Police Academy: crime scene investigation, bloodstain pattern analysis, homicide investigation, criminal investigation, interview and interrogation techniques, resilience in policing, the criminal justice system, and corrections.

Shawn R. Donaldson (1980), Associate Professor of Sociology; Ph.D., Rutgers, The State University; M.A., B.A., University of Pennsylvania: race/class/gender, sociology of law, medical sociology, demography, South African studies.

Joshua D. Duntley (2006), Honors Program Director; Associate Professor of Criminal Justice; Ph.D., University of Texas; M.A., B.A., State University of New York at Plattsburgh: evolutionary psychology, forensic psychology, homicide, stalking, victim psychology, individual differences.

Betsy Erbaugh (2013), Associate Professor of Sociology; Ph.D., M.A., University of New Mexico; M.A., University of Notre Dame; B.A., Tufts University: reproductive and sexual health, gender, race, class, sexuality, social movements, violence, research methods.

Joe Everett (2023), Teaching Specialist, Social Work; MSW, B.A., Stockton University: LSW, economic justice, ethics, spirituality, culture, philosophical underpinning of social work theory.

Diane S. Falk (1996), Professor Emerita of Social Work; Ph.D., Rutgers, The State University; MSW, University of Pennsylvania; M.A., B.A., University of Chicago: LCSW, Social work practice, program development and administration, child welfare, mental health practice and policy, human rights, international social work.

Christine V. Ferri (2005), Associate Professor of Psychology; Ph.D., M.A., Duke University; B.A., Rutgers University: geropsychology, psychopathology, psychotherapy, positive psychology, statistical methods.

Jessica Fleck (2006), Professor of Psychology; Ph.D., Temple University: cognitive neuroscience, research in the behavioral and neural underpinnings of problem-solving and creativity, age-related cognitive decline, and neural predictors of cognitive decline and dementia.

Deborah M. Figart (1995), Distinguished Professor Emerita of Economics; Ph.D., The American University; B.A., Wheaton College, Norton, Mass.: work and pay issues, economic well-being, economics of gender and race/ethnicity, labor unions and labor management relations, public banks, casinos and gaming, gig economy, public policy.

Michael L. Frank (1977), Professor Emeritus of Psychology; Ph.D., B.A., State University of New York at Albany: statistics, mathematical models, motivation, research methods, gambling, and risk-taking behavior.

Christine A. Gayda-Chelder (2010), Associate Professor of Psychology; Ph.D., Drexel University: clinical neuropsychology, traumatic brain injury, early detection of dementia, caregiver burden, health psychology, sex crimes.

G. Reza Ghorashi (1981), Professor Emeritus of Economics; Ph.D., Fordham University; M.A., University of Oklahoma; B.Sc., University of Shiraz: international trade and international finance, microeconomics, political economy.

Helana Girgis (2019), Assistant Professor of Psychology; Ph.D., University of Arkansas; B.A., University of North Carolina-Chapel Hill: developmental and lifespan psychology, cognitive development, personality, conceptual development of foods, cognitive labor and ownership, cross-cultural research.

Sonia V. Gonsalves (1990), Professor Emerita of Psychology; Ph.D., M.Ed., Temple University; B.S., Diploma in Education, University of the West Indies: educational psychology, statistics, research methods, psychological and educational testing, experimental psychology, adolescence, learning, diversity issues.

Arleen Caballero Gonzalez (1986), Associate Professor of Criminal Justice; J.D., Rutgers University Law School, Camden; B.A., Stockton University: criminal law; criminal procedure, legal research, fourteenth amendment, victimology, race/class/gender, Puerto Rican studies, Latin Caribbean studies.

Laurie Greene (1989), Professor of Anthropology; Ph.D., M.A., Tulane University; B.A., University of Pennsylvania: language and culture, Latin American and Caribbean cultures, anthropology of the body, yoga and popular culture, gender, sexuality and the body, drag culture, social activism, ethnographic field methods.

Syeda T. Hadi (2022), Assistant Professor of Criminal Justice; Ph.D., M.A., University of Hawaii at Manoa; B.A., Independent University, Bangladesh: International feminist criminology, criminalization and victimization of women and girls globally, reproductive and human rights, migrant women and detention, intersectionality perspective, criminological theory, critical criminology, data analysis.

Robert E. Helsabeck (1971), Professor Emeritus of Sociology; Ph.D., M.S., M.A., Indiana University; B.A., Culver-Stockton College: social psychology, research methods, religion, conflict.

Robin Hernandez-Mekonnen (2013), Associate Professor of Social Work, Ph.D., MSW, University of Pennsylvania; B.A., University of Wisconsin-Madison: social work with children and families, impacting social and child welfare system reform via research and policy, abolition, trauma and Adverse Childhood Experiences (ACEs), immigration and child migration.

Bobbi Hornbeck (2020), Teaching Specialist of Anthropology; Ph.D., M.A., SUNY, University at Buffalo; B.A., Stockton University: artichaeology, landscape, monumentality, materiality, identity, social memory, human impacts, complexity.

Eric Hoyt (2021), Assistant Professor of Economics; Ph.D., University of Massachusetts, Amherst; B.A., University of Wisconsin: law and economics; political economy of the environment, inequality, labor, and economic history.

Janice O. Joseph (1989), Distinguished Professor of Criminal Justice; Ph.D., M.A., York University; B.A., University of West Indies: victimology, violence against women, juvenile justice, delinquency, minorities and crime, corrections.

Katherine Kafonek (2023), Assistant Professor of Criminal Justice; Ph.D., University of Delaware; M.S., University of Baltimore; B.S., Pennsylvania State University: intersectional criminology, victimization, gender-based violence, education/prevention programming, qualitative data analysis, equity-minded pedagogy.

Zornitsa Kalibatseva (2015), Associate Professor of Psychology, Ph.D., M.A., Michigan State University; B.A., Kenyon College: clinical psychology, cross-cultural psychology, assessment, depression, cultural competency, race, ethnicity, acculturation.

Colleen Kase (2022), Assistant Professor of Psychology; Ph.D., M.S., University of Maryland; B.A., University of Pennsylvania: counseling psychology, stigma, sexual minority mental health, eating disorders, statistical and research methods.

Nazia Kazi (2014), Associate Professor of Anthropology; Ph.D., CUNY Graduate Center; M.S.W., Columbia University; B.A., Northwestern University: race, immigration, inequality, Islamophobia, social theory.

Rachel S. Kirzner (2015), Associate Professor of Social Work; PhD, Bryn Mawr Graduate School of Social Work and Social Research, MSW, B.A., University of Pennsylvania; LCSW, violence exposure, urban poverty, neighborhood effects, public benefits, scholarship of teaching.

Melaku Lakew (1982), Professor Emeritus of Economics; Ph.D., M.A., University of California at Riverside; B.A., University of California at Berkeley: monetary theory, history of economic thought, comparative economic systems, economic development.

Elinor Lerner (1979), Professor Emerita of Sociology; Ph.D., University of California at Berkeley; M.A., Humboldt State College; M.A., University of Rochester; B.A., Reed College: political sociology, sociology of women, deviance, sexuality, popular culture, human/animal relations.

David Lester (1971), Distinguished Professor Emeritus of Psychology, Ph.D., M.A., Brandeis University; Ph.D., M.A., B.A., Cambridge University: abnormal psychology, psychological statistics, personality, psychological testing, theories of counseling.

Marissa P. Levy (2004), Dean of the School of Social and Behavioral Sciences and Professor of Criminal Justice; Ph.D., M.A., Rutgers, The State University; B.A., Stockton University: environmental criminology with emphasis on spatial analysis of crime (crime mapping and crime prevention), evaluations and statistics.

Maya A. Lewis (2010), Associate Professor of Social Work, Ph.D., University of Maryland (Baltimore); MSW, Washington University, George Warren Brown School of Social Work; B.A., Spelman College: human behavior, research methods, social work practice with individuals, groups, and communities, adolescent mental health, minority health, health disparities, cultural competence.

Ruibin Lu (2018), Assistant Professor of Criminal Justice; Ph.D., M.A. Washington State University; B. Law, Nankai University, Tianjin, China: specialty courts, U.S. judicial system, drug and alcohol use, community corrections, policy evaluation, comparative criminal justice.

Jennifer A. Lyke (2001), Professor of Psychology; Ph.D., Temple University; B.S., University of Pennsylvania: theories of counseling, group psychotherapy, field placements, statistics.

Manish Madan (2013), Associate Professor of Criminal Justice; Ph.D., Michigan State University; M.S., Memorial University, Newfoundland Canada; M.S., University of Delhi, Delhi India; B.Sc. (Hons.), University of Delhi, Delhi, India: international and comparative research, gender policy, sexual harassment, sexual assault, victimization, media, policing, research methods, statistics.

Mariam Majd (2018), Assistant Professor of Economics; Ph.D., University of Massachusetts Amherst; B.A., Stockton University: international finance, money and banking, political economy, econometrics.

Sara Martino (2005), Professor of Counseling; Ph.D., Temple University; M.A., Boston College; B.A., West Chester University; LPC, NCC: counseling psychology, illness-related stress disorders, female aggression, self-mutilation, superwoman ideal, gender group identity, eating disorders, marriage and family therapy.

Sunny Mathew (2021), Assistant Professor of Social Work; Ph.D., Fordham University; MSW, Mangalore University; LLB., Bangalore University: Asian American parenting, social support and childrearing practices, social disadvantage and health disparity, social capital and community development; dialectical behavior therapy and life worth living.

William J. McKnight III (2017), Teaching Specialist of Criminal Justice; M.S., Saint Joseph's University; B.A. Stockton University; Certified Public Manager, The State of New Jersey; FBI National Academy 162nd Session, Quantico Virginia: police leadership, policing, the criminal justice system, homeland security, risk management and mitigation, business continuity.

Jean Mercer (1974), Professor Emerita of Psychology; Ph.D., Brandeis University; A.B., Occidental College: developmental psychology, early childhood, infancy, perception, history and systems.

William M. Miley (1972), Professor Emeritus of Psychology; Ph.D., M.A., Temple University; B.A., State University of New York at Buffalo: health psychology, mind/body interactions, abnormal psychology.

Loretta Mooney (2019), Assistant Professor of Social Work; Ph.D., LSW; Widener University; MSW, University of Maryland at Baltimore; BSW, LaSalle University: suicidology; mental health management and recovery; civil commitment and coercive practices; rational suicide; support for psychological pain.

Richard F. Mulvihill (2011), Tenured Instructor of Criminal Justice; M.Sc., Nova Southeastern University; B.A., Stockton University, FBI National Academy 174th Session, Quantico Virginia; New Jersey State Police Academy: police, corrections and public safety policy and administration, criminal justice technology, emergency and disaster management.

Ellen Mutari (1999), Professor Emerita of Economics; Ph.D., American University; B.A., Swarthmore College: labor market and employment policies, job quality, gender, race, and class, economic inequality, contemporary political economy.

Linda Williamson Nelson (1981), Professor Emerita of Anthropology and Africana Studies; Ph.D., Rutgers, The State University; M.A., New York University; B.A., Long Island University: anthropological linguistics, cultural anthropology, gender and culture, field methods, contemporary African American literature, African American vernacular English, African American culture.

Jacqueline Pope, Professor Emerita of Political Science; Ph.D.; Columbia University: public administration, public policy, metro politics, Africana studies.

Justin Ostrofsky (2013), Associate Professor of Psychology; Ph.D., The Graduate Center of the City University of New York; B.A., Stockton University: Perception, attention and memory-based processes supporting the ability to realistically draw objects from observation, statistics, research methods and cognitive psychology.

Siavash Radpour (2022), Assistant Professor of Economics; Ph.D., The New School, New York; M.A. University of Groningen, the Netherlands and Corvinus University of Budapest, Hungary; B.Sc., Iran University of Science and Technology, Iran: Economics of aging, labor Economics, and political economy.

Michael S. Rodriguez (2006), Professor of Political Science; Ph.D., Temple University; M.A., University of Texas, Austin; B.A., Princeton University: Campus Liaison, Washington Internship program, race and politics, public policy, politics of immigration.

Joseph Rubenstein (1972), Professor Emeritus of Anthropology; Ph.D., M.A., New School for Social Research; B.A., Hunter College: religion and ritual, anthropological theory, ethnicity, food and culture, anthropological photography, research methods, community engagement.

Nusret M. Sahin (2018), Assistant Professor of Criminal Justice; Ph.D., M.A., Rutgers, The State University; M.A., John Jay College of Criminal Justice; M.A., B.A., Turkish National Police Academy, Ankara, Turkey; B.A., Anadolu University, Eskisehir, Turkey: police legitimacy and procedural justice, police-citizen encounters, police technology, terrorism, statistics, crime mapping and crime analysis.

Erin Sappio (2019), Assistant Professor of Counseling; Ph.D., M.Ed., Temple University; B.A., Fairfield University; NCSP; Licensed Psychologist: contemplative practices and wellbeing; interprofessional education; school psychology.

Kimberley R. Schanz (2017), Associate Professor of Criminal Justice; Ph.D., CUNY Graduate Center; M.A., John Jay College of Criminal Justice; B.A., Providence College: the influence of media on CJS-related perceptions (e.g. the CSI effect), behavioral crime scene analysis in sexual assaults, and forensic psychology.

Nordia Scott (2019), Assistant Professor of Psychology; Ph.D., M.A., Michigan State University (East Lansing, Michigan); B.A., Hofstra University: Ecological Community Psychology, race and racism, academic resilience, risk and protective factors, privilege and oppression, systems perspectives, social change.

John W. Searight (1973), Professor Emeritus of Social Work; MSW, University of Pennsylvania; B.A., Yale University: social work practice, child welfare (protective services).

G. William Sensiba, Professor Emeritus of Political Science; Ph.D.; Yale University: methodology, political personality and behavior, political sociology, comparative politics.

Elizabeth Shobe (1998), Professor of Psychology; Ph.D., University of Toledo; B.A., Stockton University: introduction to psychology, cognition, learning, statistics, experimental psychology, evolution and behavior, behavioral neuroscience, research interests include independence and collaboration of the cerebral hemispheres.

Rupendra Simlot (1998), Associate Professor Emeritus of Criminal Justice; Ph.D., University of Rajasthan; MBA, University of Rhode Island: Forensic science, crime scene investigation, high tech investigation, criminal justice management, police and their issues, and international culture.

Allison N. Sinanan (2007), Professor of Social Work; Ph.D., Fordham University; MSW, Adelphi University; B.A., Hunter College, The City University of New York: sexual abuse recurrence in minority children, oppression of children and families of color, social work practice with individuals and groups, race, ethnicity and diversity issues, and diversity challenges in Predominately White Institutions.

Amy Yingyi Situ-Liu (1992), Associate Professor of Criminal Justice; Ph.D., M.A., Indiana University of Pennsylvania; B.A., Jilin University: spouse abuse and victimology, quantitative and qualitative data analysis, applied criminology, environmental crime, comparative crime control and prevention.

Elyssa Smith (2019), Assistant Professor of Counseling; Ph.D., University of Wyoming; Ed.S., Rider University; M.S., Syracuse University; B.A., University of Colorado; LPC, RPT, NCC, ACS: Psychodynamic theory and practice, Play Therapy, reflexivity in the counseling and psychotherapy process, clinical supervision, qualitative research methodology (arts-based and post-structural inquiry).

Franklin O. Smith (1973), Professor Emeritus of Sociology; Ed.D., University of Massachusetts at Amherst; M.Ed., Springfield College; B.A., Hampton Institute: family, sociology of education, sociology of sports, acting, public oratory.

Marcello Spinella (1999), Professor of Psychology; Ph.D., City University of New York; M.A., Queens College, City University of New York; B.A., Fairleigh Dickinson University: physiological psychology, positive psychology, mindfulness, clinical neuropsychology, psychometrics, psychopharmacology, herbal medicines, executive functions, addiction.

Barbara Stanley (2023), Teaching Specialist of Criminal Justice, M.A.S., Drexel University; B.A., Immaculata University: medico-legal death investigations, criminalistic and forensic science, forensic pathology and autopsies, crime scene investigation, forensic photography, the criminal justice system.

Marcia R. Steinbock (1989), Professor Emerita of Criminal Justice; J.D., Rutgers University School of Law, Camden; MSW, State University of New York at Albany; BFA, Boston University: judicial systems, prisoners' rights, psychology and law, Jewish women.

Connie M. Tang (2005), Professor of Psychology; Ph.D., M.S., University of Wyoming, Laramie; MSW, Washington University, St. Louis; B.A., Zhongshan University, Guangzhou, P.R. China: child and adolescent development, child maltreatment and juvenile delinquency, resiliency in maltreated children, public perception of juvenile delinquents, culture and cognition, research methods.

Christine Tartaro (2000), Distinguished Professor of Criminal Justice; Ph.D., M.A., Rutgers, The State University; B.A., The College of New Jersey: corrections, research methods and statistics, suicide in correctional facilities, mental illness, program evaluation, reentry.

Ramya Vijaya (2004), Professor of Economics; Ph.D., The American University; B.A., Bombay University, India: feminist political economy, international and development economics.

Keith B. Williams (1998), Professor of Psychology; Ph.D., M.A., University of Minnesota; B.A., Macalester College: educational psychology, social psychology, psychology of individual differences, educational testing and measurement, teacher education and teacher training.

Linda J. Wharton (2001), Professor Emerita of Political Science; J.D., Rutgers University School of Law; B.A., Bryn Mawr College: constitutional law, judicial politics, feminist theory, women and politics, public policy, social movements.

John H. White (1992), Professor of Psychology; Ph.D., M.Ed., B.A., The University of North Texas: forensic neuropsychology, serial murder, sex crimes, violent crimes, police psychology, forensic psychology, criminal investigative analysis (profiling).

John Wojtowicz (2022), Teaching Specialist, Social Work; MSW, Rutgers University; B.A., Stockton University: LCSW, clinical social work practice, violence against women and children, school social work, mindfulness, developmental disabilities, neurodivergence, disaster response, recreational leadership, community organization.

Kaite Yang (2015), Associate Professor of Psychology; Ph.D., M.A., Princeton University; B.A., Dartmouth College: social psychology, personality and individual differences, gender and development, meta-analysis.

Tina M. Zappile (2012), Associate Professor of Political Science; Ph.D., M.A., University of Nebraska-Lincoln; M.A., B.A., University of Nevada, Las Vegas: Model United Nations advisor, international relations, global economic governance, international law, international financial institutions, economic development and international trade and finance.

CRIMINAL JUSTICE

IN THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

PROGRAM MISSION AND VISION

The mission of the Criminal Justice (CRIM) program at Stockton University is to provide students with an understanding of the criminal justice system from the perspective of the social sciences. Its primary focus is academic with a critical examination of an American society, rather than training for any specific roles in the criminal justice system.

To achieve our mission, we will work with students in meeting the following program learning objectives:

- Identify issues in the practice of criminology and criminal justice.
- Gain knowledge of the specific and independent, but interdependent roles, of the police, the courts, and corrections in the criminal justice system.
- Critically analyze the complex relationships between diverse groups and the U.S. criminal justice system.
- Apply criminological theory to real-world problems.
- Understand research related to criminal justice and its role in shaping criminal justice policy.
- Develop skills necessary for practitioners, advocates, academics, and organizational leaders in criminal justice-related fields.

The Criminal Justice program mission aligns with the University mission.

Criminal Justice Program Vision

The Criminal Justice program's vision is to provide a broad understanding of the criminal justice system while providing students with knowledge on the specific trends, challenges, and advances in the field. To do so, we commit to:

- Ensuring our curriculum is current and course content is up to date.
- Assessing content in our core courses and making regular adjustments based on program level assessment.
- Providing students with relevant opportunities to participate in academic and career development programs, including the Criminal Justice Career Series and the Criminal Justice Lecture Series.
- Providing students with vital information and career opportunities via email, Facebook, LinkedIn, and Twitter.
- Working together as a faculty to create by-laws and a governing structure that ensures all program members academic freedom and voice in program matters.

ADMISSION TO THE PROGRAM

The program is open to any Stockton student with an interest in the criminal justice system. A student should declare a major before starting the junior year to ensure that all program requirements are met for graduation at the end of the fourth year.

CONCENTRATIONS

Criminal Justice students are not required to pursue a concentration but may choose to focus on a particular area of interest through one of our specialized concentrations. The program offers a concentration in Forensic Investigation, Forensic Psychology, Homeland Security, and a General

concentration. These concentrations — or “career clusters” — consist of a group of courses that augment an education in criminal justice with special knowledge and skills useful in a variety of criminal justice occupations. The program also has a Dual Degree concentration that allows students to earn a combined BA/MA degree program in Criminal Justice in five years instead of six. Students undertake a concentration as a part of meeting the normal requirements for graduation. Students in the Forensic Investigation, Forensic Psychology, Homeland Security must complete one specified core course from their chosen concentration and at least one other concentration course at Stockton so that at least 50% of concentration requirements are completed at Stockton. Students who desire to pursue a concentration should meet with their preceptors as early as possible to design a course plan for fulfilling the concentration’s requirements in a timely fashion.

Forensic Investigation Concentration

The Forensic Investigation concentration is an overview of crime scene investigation, blood spatter examination, crime scene photography, fingerprint examination, ballistics, and criminal behavior. Students will learn the importance of forensic evidence in the criminal justice system, the significance of eyewitness testimony, the legal parameters of forensic investigation, and the importance of collection, presentation, and transportation of evidence to the laboratory. Criminal Justice majors may enroll in the forensic investigation concentration no later than their junior year, though it is suggested they enroll earlier to avoid duplication in course work.

Forensic Psychology Concentration

The Forensic Psychology concentration involves applying psychology to the fields of criminal justice and law. Students will explore the psychologies of criminal offenders, victims, and criminal justice professionals, in addition to examining how the field of psychology informs and explains many aspects of our legal system. Criminal Justice and Psychology majors may enroll in the Forensic Psychology concentration no later than their junior year, though it is suggested they enroll earlier to avoid duplication in course work.

Homeland Security Concentration

The Homeland Security concentration focuses on terrorism, federal law enforcement, intelligence, military strategy, policing, national and global security, disaster management, and emergency preparedness. Students will understand the political, economic, and legal aspects of global security and will learn about the context of catastrophic events in relation to domestic and foreign policy decisions. Criminal Justice majors may enroll in the Homeland Security concentration no later than their junior year, though it is suggested they enroll earlier to avoid duplication in course work.

General Concentration

The General concentration, as with the other concentrations, focuses on the core curriculum which emphasizes critical thinking and understanding issues facing police and law enforcement, the courts, legal system, and Constitution, and the corrections systems. Students who declare as CRIM majors are automatically enrolled into the General concentration if they do not declare one of the other concentrations.

Dual Degree Concentration

The dual degree concentration is a combined BA/MA degree program in Criminal Justice. It’s designed to offer students a broad, multidisciplinary and multidimensional perspective of the criminal justice system. Students have the choice of completing the requirements for the master’s degree in criminal justice with Forensic Psychology, Homeland Security, or Justice Studies track. The dual degree

concentration is open only to eligible students who must be admitted by the end of their first year at Stockton.

GRADUATION REQUIREMENTS

Program Requirements

Students in the major must earn 40 credits (10 courses) in Criminal Justice to graduate. Students must complete eight core courses and two electives with a grade of C or better in all program courses. At the foundation level, students should first take the core course Introduction to the Criminal Justice System (CRIM 1100), as it is the prerequisite course for all other Criminal Justice core courses except Statistics for Criminal Justice (CRIM 2145).

While completing their core course requirements, students will also complete Criminal Justice or concentration elective courses. Students in the General concentration may take any two Criminal justice electives. Students in the Forensic Investigation, Forensic Psychology, and Homeland Security concentrations meet their elective requirement through their concentration-specific curriculum. Note that students in all concentrations should avoid taking Criminal Justice or concentration elective credits that are not required. Students should consult with their preceptor about Criminal Justice elective courses as unnecessary Criminal Justice electives may not count towards graduation requirements.

Students are required to take a capstone seminar in their senior year after they have completed the other seven core courses with a grade of C or higher. All capstone courses (CRIM 36XX) will also require a student to earn a C or higher.

Transfer students with an A.A. or A.S. in Criminal Justice are required to take five courses in Criminal Justice at Stockton. These five courses include CRIM 2141 Research and Evaluation in Criminal Justice and CRIM 2145 Statistics for Criminal Justice, which must be taken in their first year at the University, and the capstone seminar CRIM 3601 after they have met the prerequisite course requirements noted above. If transfer students with an A.A. or A.S. degree in Criminal Justice lack transfer credits in any of the core course areas, they must select, among the five courses at Stockton, appropriate courses to meet the deficiency. Beyond these requirements, transfer students with an A.A. or A.S. in Criminal Justice may take any criminal justice offerings of their own choosing to fulfill the program's requirement of five CRIM courses at Stockton.

The Criminal Justice program does not accept police academy or military work for program credit. However, if the student has completed an A.A. or A.S. degree that included police academy or military credit, we will honor those credits if they are part of a complete A.A. or A.S. degree from a New Jersey community college.

Cognate Requirements

In addition to program courses, students must complete courses in cognate subjects related to criminal justice that are not part of the Criminal Justice program. The number of cognate credits required is contingent upon the students' concentration.

General concentration students must complete six cognate courses (24 credits). Students in the Forensic Investigation, Forensic Psychology, and Homeland Security concentrations must complete four cognate courses (16 credits).

Dual degree students must complete at least three cognate courses (14 credits). To maximize student transfer credits and ensure Criminal Justice majors are knowledgeable in cognate subjects related to

criminal justice, transfer students who transfer in excess Criminal Justice electives may have their excess electives count in the At-Some-Distance area. If At-Some-Distance credit requirements are fulfilled, excess transferred Criminal Justice credits may be applied to the Cognate area.

Foundational Cognate in Social Science

As part of the cognate requirement, CRIM students are required to take either SOCY 1100 Introduction to Sociology or PSYC 1100 Introduction to Psychology. Given that students in the Forensic Psychology concentration are required to complete PSYC 1100 as part of their concentration requirements, they will need to complete SOCY 1100 to fulfill the foundational cognate requirement.

University Requirements

In line with general University requirements for the Bachelor of Arts degree, students are expected to complete the 64-credit General Studies requirement. The faculty members of the Criminal Justice program, in their capacity as preceptors, work to ensure that students meet both the demands of the Criminal Justice program and the criteria of a general education.

GRADUATION WITH DISTINCTION

A Bachelor of Arts degree with Distinction in Criminal Justice will be awarded to those students who achieve 70% A or A- grades and a GPA of 3.5 in all Stockton program and cognate course work and earn at least a B grade in CRIM 4820 Honors Research Project.

CRIMINAL JUSTICE INTERNSHIPS

Students may earn up to eight (8) credits for internships at the undergraduate level. Internships allow students to experience working in a criminal justice agency and professional private security organizations at the local, state or federal level at the same time as earning university credit from Stockton. Students are required to complete 140 hours of service at the agency in exchange for 4 credits, and 70 hours of service at the agency for 2 credits. Students complete academic work, such as a journal of their daily activities at the agency and research papers on the history of the occupation. Students also complete and submit a time sheet.

To be eligible to apply for the internship in the Criminal Justice program, students must be criminal justice majors, have junior or senior class standing, have a 2.5 or greater GPA and have passed CRIM 2141 with a C or better prior to starting the internship.

Students seeking more information on the criminal justice internship should visit <https://stockton.edu/social-behavioral-sciences/internships/criminal-justice-internships.html> or contact the Criminal Justice Internship Coordinator via email at William.McKnight@stockton.edu to learn more.

CRIMINAL JUSTICE DUAL DEGREE PROGRAM

The dual BA/MA degree program in Criminal Justice is designed to offer students a broad, multidisciplinary and multidimensional perspective of the criminal justice system. Students will embark on an intensive academic experience for five years. This program includes all the liberal arts courses that all Criminal Justice students at Stockton are expected to take, plus all the undergraduate and graduate core Criminal Justice classes. Students have the choice of completing the requirements for the master's degree in criminal justice with Forensic Psychology, Homeland Security, or Justice Studies

track. This is an intense program and not recommended for students who work many hours outside of school. Students may apply for dual degree status when they apply for admission to Stockton or by contacting the dual degree coordinator at the end of their first full year at Stockton. Once accepted into the program, students may decide to major in something other than Criminal Justice or graduate with a B.A. degree only by notifying the Criminal Justice dual degree coordinator and the University in writing.

Eligible Students

Two types of students may apply for admission to the dual degree program.

The first group consists of high school seniors who apply to Stockton. Students expressing an interest in majoring in Criminal Justice, who are in the top 20% of their high school class, have a minimum 3.3 GPA, or who have good SAT scores and/or ACT scores (minimum 1170 SAT preferred; minimum 24 ACT preferred) will be considered for early, conditional admission into the dual degree program. They will be issued letters of acceptance to Stockton University as undergraduate students and be given conditional admission to the dual degree program in Criminal Justice. These students must maintain a minimum GPA of 3.3 every semester, as well as uphold the academic honesty policy for the University during their undergraduate years to maintain their eligibility in the dual degree program.

The second group consists of Criminal Justice students who are already enrolled at Stockton or who are transfer students. These students may apply for early, conditional admission if they have a GPA of at least 3.3 every semester at Stockton or their sending institution. The program will accept a maximum of 64 undergraduate transfer credits, but students with that many transfer credits will likely have to take either summer classes or extra classes during the regular semester to graduate on time. This is because students entering Stockton with an associate degree will have 64 credits by the end of their sophomore year, but dual degree candidates will have completed or need to complete at least 68 credits by that time. Stockton students must apply for the program in May at the end of their first year to be eligible. These students will also have to maintain a minimum GPA of 3.3 every semester, as well as uphold the academic honesty policy for the University during their undergraduate years to maintain their eligibility in the dual degree program. Eligible transfer students should apply as soon as possible.

Dual degree eligible transfer students with excess Criminal Justice electives will have their excess electives count in the At-Some-Distance area. Only if At-Some-Distance credit requirements are fulfilled, excess transferred Criminal Justice credits may then be applied to the Cognate area.

Maintenance of Academic Eligibility

To maintain eligibility in the dual degree program, the following standards for academic progress and requirements would be published and all dual degree students will sign a letter of commitment in writing.

- Students must maintain a cumulative GPA of at least 3.3 while they are at Stockton to remain conditionally admitted to the accelerated dual degree BA/MA program. Students who fail this standard will have their early, conditional admission to the MACJ program withdrawn. They could be eligible to apply for regular admission to the MACJ program following completion of a baccalaureate degree.
- Students must complete all their General Studies and At-Some-Distance courses as well as the accompanying attributes by the end of their junior year and they will have completed all their required courses for the BA and MA degrees by the end of their fifth academic year.

- Students with undergraduate status must uphold the academic honesty policy for the University to maintain their eligibility in the dual degree program.
- Students must work closely with the dual degree coordinator to be sure they are enrolled in the proper classes each semester. For students to start MACJ classes in their fourth year, they must have met the requirements outlined in the dual degree curriculum worksheet for Years 1 through 3 and received approval from the dual degree coordinator. In order to ensure this occurs, students must meet with the dual degree coordinator, at minimum, once per semester, typically during registration.

Curriculum

To earn a bachelor's and master's degree in criminal justice, students must complete a minimum of 128 undergraduate credits and 36 graduate credits. Students in the dual degree program cannot enroll in an undergraduate concentration. They can, however, declare an academic track as part of their graduate work.

The undergraduate course work will consist of the following.

- 32 undergraduate criminal justice credits
- 14 undergraduate cognate credits
- 32 undergraduate general studies credits
- 32 undergraduate at-some-distance credits
- 18 graduate credits applied to the baccalaureate degree.

All students must complete their General Studies and At-Some-Distance electives as well as the accompanying General Studies attributes by the end of their junior year. By the time students begin to take graduate courses in their senior year, they should have only eight credits remaining.

The graduate curriculum consists of 36 graduate credits, including the eight core courses for the master's degree. Eighteen graduate credits will also be counted toward the bachelor's degree, noted above. Once fully enrolled in the MACJ program, dual degree students will complete an additional six graduate courses including the capstone course.

Full details about the curriculum can be accessed on the [MA in Criminal Justice website](#). Interested students may contact the Criminal Justice Dual Degree Coordinator via email at Kimberley.Schanz@stockton.edu to learn more.

CERTIFICATE PROGRAM IN FORENSIC SCIENCE

This certificate is designed to provide a focus for those students who are interested in pursuing a career in forensic science labs as opposed to law enforcement agencies. This program is specially designed for students majoring in chemistry, biochemistry or biology or for those who have already graduated but would like to pursue a career in forensic science by taking additional courses.

CRIMINAL JUSTICE CAREER OPPORTUNITIES

Few areas offer as many challenging and varied career opportunities as the criminal justice system. The field is growing rapidly, and salaries are generally competitive. While private involvement has been growing in recent years, the public sector remains the largest employer. Public employment in the criminal justice system often involves successful completion of a civil service examination.

Nationwide, there is a growing demand for persons with broad educational backgrounds in the criminal justice system. Students taking the Forensic Investigation will find many career opportunities available to them in agencies ranging from law enforcement and prosecutors' offices to insurance companies. Students taking the Forensic Psychology concentration will find career opportunities with corrections, reentry, community corrections, and victim services. Students taking the Homeland Security concentration can anticipate careers within the Department of Homeland Security as well as local, state, and federal agencies. Students in the General concentration will find career opportunities in a breadth of agencies including opportunities in law enforcement, courts, corrections, and victim advocacy organizations. Students anticipating employment with specific agencies should contact those agencies as early as possible to learn their requirements and examination procedures. Program preceptors in the Criminal Justice program can provide further information about employment procedures. Students may also contact the Criminal Justice Program's Career Connections Advisor at Richard.Mulvihill@stockton.edu.

Full details about the curriculum are accessible on the [Criminal Justice website](#).

ECONOMICS

IN THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

INTRODUCTION

Economists provide insight into how societies organize provisioning, meaning how people provide for their material needs and wants. This provisioning process involves interaction among (1) businesses who produce goods and services; (2) government agencies and public policies that set the rules for economic activity and provide public goods; (3) the non-profit sector that seeks to meet neglected needs; and, of course, (4) people who work for a living, raise families, contribute to their communities, and seek to enjoy their lives. Much, but not all, of this economic activity involves buying and selling through market exchanges.

Stockton's Economics program provides a broad understanding of a variety of theories and approaches to understanding the complexities of economic life. As a result, students can develop their own perspectives on economic policy debates in the news and be prepared to analyze the impact of the economy on their daily lives. An important goal of the Economics program at Stockton is to provide students with competence in the discipline, as well as essential skills in critical thinking, data analysis, research, and communication. Because economic activity increasingly crosses national boundaries, all Economics majors will take classes that incorporate material designed to enhance their global awareness.

CAREER OPPORTUNITIES

Stockton's Economics program is practical and flexible. Economics majors and minors develop a portable set of skills, making economics the pathway to a diverse array of careers in business analytics, banking and financial services, government program administration, public policy formation and advocacy, journalism and media, college teaching, and economic research and analysis. The relative scarcity of Economics majors compared with other majors, both nationwide and at Stockton, draws a premium in the labor market. The recent employment opportunities for economists with undergraduate degrees have been better than for many other majors in part because Economics majors have the broad training to adjust to changes in labor market dynamics. In particular, studying economics trains students to utilize, interpret, and write about quantitative data—highly desirable skills for employers.

Economics majors have several options for graduate studies as well. Some graduates pursue a master's or doctoral degree in Economics in order to pursue a career in advanced research, public policy analysis, or college-level teaching. An Economics major is also excellent preparation for those who intend to pursue graduate study in business administration, public administration, urban planning, international relations, or any of the social sciences. Economics majors also stand out among law school applicants. Finally, some Economics majors have gone on to obtain teaching certifications in social studies, financial literacy, and business studies.

PROGRAM ORGANIZATION

Completion of an Economics major at Stockton requires 10 courses in Economics – seven courses in the core curriculum and three electives. The components of the core curriculum for General Economics majors include the following: two course introductory sequence, two courses in the intermediate theory core and three courses in the economic methods core.

At the discretion of the Economics Program, a maximum of four courses may be transferred and applied toward the Economics degree. All transfer students must, however, take the following four Economics courses *at* Stockton: Econometrics (ECON 3610), History of Economic Thought (ECON 3605), Senior Seminar (ECON 4695), and one of the three core intermediate theory courses: Intermediate Macroeconomics (ECON 3602), Intermediate Microeconomics (ECON 3601), or Political Economy (ECON 3636). In the event a transfer student has taken one of these four courses, the student's Economics preceptor may, at his/her discretion, make appropriate accommodation. With their Economics preceptor's permission, students transferring two introductory courses *and* two intermediate theory courses may count one of the intermediate courses as a 2000-level elective course. Such students must still take one core intermediate theory course at Stockton.

Economics Program Electives

The remaining three elective program courses can be drawn from other Economics Program course offerings or non-class instruction, including independent studies, research opportunities, internships, or other individualized instruction, in consultation with a student's preceptor. One course should be at the 2000 level or higher; at least two courses (8 credits) must be 3000 level courses. Note that ECON 1120 (Economics of Social Welfare) is designed for non-majors and does not count towards an Economics major. Economics majors can also pursue an economics internship in place of one of the three electives. All internship projects will have to be approved by the program's designated internship coordinator. Students wanting to do an ECON internship will be required to have a minimum GPA of 3.0.

Cognates

Completing an Economics major requires 24 additional credits in Economics or related fields called Cognates. The study of economics is interdisciplinary; economics courses are well supplemented by courses from such fields as political science, sociology, anthropology, finance, public (business) law, philosophy and introductory psychology. These cognate options are automatically programmed into Stockton's online degree audit system. Economics Program preceptors assist Economics majors in selecting courses from these fields to broaden the student's understanding of the social and political implications of economics. Students with specific concentrations may incorporate alternative cognate courses, in consultation with his/her Economics preceptor.

GRADUATION REQUIREMENTS

Every student is expected to complete satisfactorily 64 program and cognate credits as described under Program Organization, in addition to meeting the University's General Studies requirements. All majors must have a cumulative C (mean) average across all their Economics (ECON) courses and a C or higher in Senior Seminar (ECON 4695).

CONCENTRATIONS

Global Economics Concentration

Some Economics majors choose electives that enable them to focus their study on the global economy. Course work within the concentration will make students aware of major international issues and international economic problems and demonstrate how domestic policy must go beyond the parochial or national levels to assure real progress.

In addition to the seven core courses in the General Economics curriculum, students selecting the Global Economics Concentration must include two of three concentration elective courses at the 3000-level and one concentration cognate.

Economic Policy Concentration

The Economic Policy Concentration is for students intending a career as an economic policy analyst or advocate. Such positions may be in federal, state, or local government or with nonprofit policy research and advocacy organizations.

In addition to the seven core courses in the General Economics curriculum, students selecting the Economic Policy Concentration must complete three concentration electives (one each from three separate groups).

Pre-Graduate School Concentration

The Economics Program has a recommended concentration for students planning to attend graduate school in economics or a related field. Students in the General Economics major can also pursue graduate studies but should work with their Economics preceptor in selecting appropriate cognates. They should also strongly consider a minor in Mathematics or at minimum two semesters of Calculus. Some economics graduate programs are open to applicants with less mathematical preparation; students wanting advice on the best programs for their skills and interests should consult with their preceptor.

Students electing the Pre-Graduate School Concentration should complete all the requirements for the General Economics major; however, they should complete all three courses offered in the intermediate theory core. They should also take one course emphasizing applied statistics. In addition, Calculus I and II (MATH 2215/2216) should be completed as part of the student's cognates.

Students in the concentration who are applying for doctoral studies in Economics are advised to complete the MATH minor by taking these additional sequenced courses as cognates: MATH 2217 (Calculus III), MATH 3325 (Foundations of Mathematics), and MATH 3323 (Linear Algebra). For the strongest preparation, MATH 3328 (Differential Equations) is also advised.

Pre-Law Concentration

Many law schools view economics as rigorous preparation for the study of law. Some Economics majors who plan to attend law school pursue a minor in Political Science or even a double major in the two disciplines.

Students electing the Pre-Law Concentration should complete all the requirements for the General Economics major. In addition, they should complete two required cognates and two concentration elective cognates.

ADMISSION TO THE PROGRAM

The program is open to all students. Each student majoring in Economics is assigned a program preceptor for regular consultation about course selection, career planning, and general academic progress.

GRADUATION WITH DISTINCTION

A Bachelor of Arts degree with Distinction in Economics will be awarded to those students who meet all of the following criteria: 1) 70% A or A- grades in program and cognate course work; 2) B+ average in Economic course work; and 3) senior thesis or project judged academically excellent by participating Economics Program faculty. Only Stockton courses will be reviewed for this distinction.

MINOR IN ECONOMICS

Students may obtain a minor in Economics if they successfully complete at least 20 credits in Economics with passing grades, including ECON 1200 and ECON 1400. At least two of the other courses (a) must be at the 3000-level or higher and (b) may not be transferred from another institution. *Economics minors can pursue an economic internship in place of one of the three electives only at a select list of institutions specified by the program. All internships and projects will have to be approved by the program's designated internship coordinator.*

Full details about the curriculum can be accessed on the [Economics website](#).

POLITICAL SCIENCE

IN THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

INTRODUCTION

Political Science is the study of politics, which is the process of decision-making that shapes how we govern our societies. It is focused on the analysis of power, relationships, and decision-making patterns that shape and determine the outcomes of vital social, economic, and policy issues. Therefore, much of political science involves the study of government (the arena in which public issues are raised and resolved), the study of human behavior (the focus of social sciences), the study of public policy (the outcome of many decisions in government), and the study of institutions (the places or venues through which governance occurs).

The Political Science (POLS) program offers a broad civic education, with focused coursework in American politics, law, political behavior, comparative politics, international relations, race and politics, public policy, and political theory.

POLS provides its students with three kinds of knowledge and skills, and upon completion of the program, graduates should be able to:

1. **Conduct Political Analysis.** This is defined as the ability to apply qualitative and/or quantitative methods to critically analyze a social or political question related to any field of political or social science that may include (1) political theory, (2) legal/Constitutional issues, (3) American or comparative political institutions, (4) American or comparative political processes, (5) international relations, or (5) American or comparative political behavior.
2. **Demonstrate critical thinking through logical argument.** We define critical thinking as the ability to (1) Clearly and comprehensively explain issue(s)/argument to be examined, (2) Clearly present an argument or thesis to be defended, (3) Clearly present evidence in support of argument/thesis, (4) Thoroughly analyze own and others' assumptions and carefully evaluates the relevance of contexts when presenting position, and (5) Draw conclusions that are logical and reflect an informed evaluation of the evidence presented.
3. **Communicate effectively through writing.** This is defined as demonstrating political knowledge, analysis, and critical thinking skills through writing. We teach elements of writing that we value in several courses, with all of our students completing at least two (2) major research projects with article-length papers.

Additionally, our faculty focus on increasing civic engagement among our students, which is a capacity for personal political analysis that includes the ability to define personal goals and normative values and to understand political behavior and ideologies sufficiently to select the appropriate means for achieving those goals.

The Political Science program is also committed to constant reinforcement of broadly transferable skills (Stockton's Essential Learning Outcomes) such as critical thinking, writing and other communication skills, information literacy and research skills, global awareness, quantitative reasoning, and ethical reasoning.

PROGRAM ORGANIZATION

The strength of the Political Science program at Stockton lies in the flexibility our students must focus on the sub-fields and topics of their choosing. Students work with a preceptor (i.e., faculty advisor) to define a series of courses within the Political Science/Cognate or At-Some-Distance (ASD) categories of their curriculum that reflect their special academic interests and enhance their career preparation. Course work is offered in a variety of formats: lecture, seminar, in-person, and online. In addition to the normal Fall and Spring semesters, we also offer summer courses in political science. Optional internships are available at the local, state, and federal levels. Independent studies are encouraged for students who wish to pursue special topics, themes, or problems in greater depth than would normally be available through general course offerings.

To ensure that the interests and goals of each student are pursued through a coherent selection of courses, each Political Science major is assigned a preceptor from the program faculty (i.e., a faculty advisor). Together the student and their preceptor develop a sequence of courses tailored to the academic aspirations of the student within the parameters of the discipline.

CURRICULUM OVERVIEW

All Political Science students must take three required POLS courses – Introduction to American Politics (POLS 2100), Political Methodology (POLS 3150) and Senior Seminar (POLS 4695), and one required Cognate/ASD course-Statistics (CIST/CSIS 1206) as a prerequisite for POLS 3150. All POLS students must take a minimum of ten (10) courses or forty (40) credits in POLS to graduate, regardless of their concentration. Students are not required but strongly recommended to take POLS 1100: Introduction to Politics (offered each semester); this course provides an integrated overview of the discipline, including the basic theories, concepts, approaches, and enduring questions of political science. It also provides students with a foundation of knowledge and analytical skills necessary for an individual interested in politics.

There are a few restrictions for when students can register for their required POLS course. Political Science majors must take POLS 1100 and 2100 before they earn 76 credits, which is generally before the first semester of junior year. CIST/CSIS 1206 is a prerequisite for POLS 3150 Political Methodology and must be taken prior – many students successfully request permission to take Statistics outside of Stockton, using njtransfer.com to view equivalent courses. POLS 3150 is a prerequisite to POLS 4695 Senior Seminar and must be taken before students earn 95 credits, which is generally the end of junior year. POLS 4695 Senior Seminar can be taken by students at any time during their senior year, after they earn 96 credits and successfully completed 28 POLS credits (including POLS Political Methodology and POLS 2100 Introduction to American Politics). Students who are enrolled in POLS 3150 Political Methodology and other POLS courses at the time of pre-registration for Senior Seminar may request a registration permit from the Program Chair or assigned instructor. The failure to pass POLS 3150 will lead to being automatically dropped from Senior Seminar.

We recommend that students take a variety of introductory courses at the 2000-level, each representing the major areas within political science. More specialized courses in these areas can be taken at the 3000-4000 level. Our faculty teach specialized courses in American politics Law, Political behavior and Analysis, International Relations, Comparative Politics, Public Policy, and Political Theory. Students should choose a variety of course formats (e.g., lecture, seminar, online, in-person, independent study) and should consider doing an internship (POLS 3900, WASH 3940, 3620, and 3300). No more than 12

credits earned in internships may be applied to the total number of credits required for the Political Science major and cognates.

Students are also strongly encouraged to receive training in a foreign language, statistical analysis, and other skills (e.g., computer science or geographic information systems (GIS)). Students interested in graduate school are advised to take language training and/or advanced training in statistical analysis or other modes of methodological analysis, depending on their area of interest.

GRADUATION REQUIREMENTS

To receive a B.A. degree in Political Science, a student is required to complete a minimum of 40 credits (10 courses) in Political Science and 24 credits (six courses) in cognate areas, which include additional political science courses, historical studies, criminal justice, economics, anthropology, psychology, social work, sociology, gerontology, public law or philosophy (only PHIL 1203 and PHIL 1204). Another 64 credits (14 courses) are required in General Studies and At-Some-Distance (ASD), for a total of 128 credits. Please note that General Studies requirements for transfer students vary based on the total number of accepted credits, and this will be reflected in the student's individual degree program. Transfer students are strongly encouraged to review their transcripts with their assigned preceptor (I.e., faculty advisor) to ensure their transfer courses are appropriately matched to these requirements.

ADMISSION TO THE PROGRAM

The Political Science program is open to any Stockton student with an interest in government and politics. All students must declare a major by the beginning of their junior year or, if applicable, immediately upon their entrance as a transfer student if they enter Stockton during their junior year.

MINOR IN POLITICAL SCIENCE

For students in other majors who desire a background in government and politics, the program offers a minor in Political Science that consists of five (5) courses in any of the following fields of study: American Politics, the Law, Public Policy, Comparative Politics, International Relations, and Political Theory. Students must take a minimum of two POLS courses at the introductory level (1000-2000), which comprise a basic core that will introduce the student to the ideas and language of political science. Then, students must take two upper-level POLS courses (3000 level or above) to pursue in more depth material that has been learned in the introductory courses or to apply it in a work setting through a 4-credit internship experience. The fifth required POLS course can be taken at any level. No more than one 4-credit internship may be counted for the minor. Students can add their own POLS minor through the Go Stockton portal by accessing the Student Services tab >Student Tools >Change of Major/Minor. Students should also meet with any member of the POLS faculty to work out a coherent Minor program tailored to their needs and interests.

GRADUATION WITH DISTINCTION AND HONORS

A Bachelor of Arts degree with Distinction in Political Science will be awarded to those students who achieve University Honors and have a grade point average of at least 3.75 in all Political Science courses and an A in Senior Seminar.

Pi Sigma Alpha Honors Society

Stockton's chapter of the Pi Sigma Alpha honor society (Alpha Zeta Rho) is open to students who have completed five POLS courses (3 introductory and 2 upper-division) and have a minimum B average in their POLS courses. Membership in the chapter includes the option of commencement regalia (honor cord/medallion), scholarships for Washington Internships, competitions for chapter activity grants and student papers, participation in the honor society's national student conference, consideration for higher entry-level positions in federal employment than nonmember applicants, the Pi Sigma Alpha Newsletter, and the Pi Sigma Alpha Undergraduate Journal of Politics. Please contact the chapter adviser, Dr. Lauren Balasco, for additional information.

EXPERIENTIAL LEARNING and SPECIAL OPPORTUNITIES

The Political Science program offers numerous special opportunities to enrich classroom-based learning. All students are encouraged to take advantage of one or more of the following:

Internships

Political Science strongly recommends internships as an integral part of our students' curriculum. Internships provide practical knowledge of government and politics and personal contacts that may result in employment after graduation.

State and local internships are those with a local public prosecutor's or defender's office, a non-profit organization, an advocacy group, the local staff of a State Senator, Assemblyman or Assemblywoman, or any number of government agencies or politically active organizations. Students interested in arranging a state or local internship or who have already secured an internship and would like to receive POLS credits (POLS 3900 Local Internship) should go to the SOBL website for academic internships at <http://stockton.edu/social-behavioral-sciences/internship>. Professor Michael Rodriguez, supervises POLS 3900, and the SOBL internship Coordinator assists with internships placements, affiliation agreements, and more.

The Washington Internship Program (WIP) is an extraordinary opportunity to spend an entire academic term (Fall/Spring/Summer) in Washington, DC, working in a variety of settings and completing an entire semester's worth of credit (16 credits). Participants in the program work in a variety of governmental, political, nonprofit, and private sector settings. Students interested in this program visit the WIP website at <http://stockton.edu/social-behavioral-sciences/washington-internship-program.html> and contact Professor Michael Rodriguez as early as possible.

International Study Abroad Opportunities

Political Science students are encouraged to spend a semester studying abroad and/or participate in a Stockton faculty-led study tour where they can travel internationally for 1-3 weeks through a Stockton University course (typically a G course). Students should contact the Office of Global Engagement to learn more about these and other opportunities.

William J. Hughes Center for Public Policy

The Hughes Center, housed in the School of Behavioral and Social Sciences (SOBL), provides students with opportunities to be engaged in applied research and to participate in an annual cycle of events that bring speakers to campus. Political Science students have conducted research through Hughes Center internships and other opportunities. Students should contact the Hughes Center for Public Policy for more information.

The American Democracy Project/Political Engagement Project (ADP/PEP)

The American Democracy Project at Stockton is a university-wide initiative that is connected with national projects co-sponsored by the American Association of State Colleges and Universities (AASCU), and participating campuses. University faculty participating in these projects foster civic and political engagement of students through a variety of types of programming, including Constitution Day, lectures from Stockton faculty and outside guest speakers, and support for voter registration. As a result of its excellence in these programs and others, the University has been recognized by the Carnegie Foundation as meeting the standards for being designated as a “Community Engaged Institution.” Please contact Professor Claire Abernathy for more information.

Student Organizations

The Political Science program supports and provides advisory assistance to a wide range of additional student clubs and organizations. Each semester, the Office of Student Development hosts a Get Involved Fair where students can learn more about these opportunities. For up-to-date information on student clubs and events, please visit Osprey Hub (the required website for all student clubs). Active student clubs for POLS students include Stockton Republicans and Stockton Democrats, Model United Nations, Minorities in the Law, Pre-Law Society, Mock Trial, Amnesty International, and others.

CAREER COUNSELING

The Political Science program has a commitment to helping students define and plan a career. Students are highly encouraged to visit the Career Education & Development Office in the Campus Center, which Political Science partners with to provide resources and opportunities for career development. Political Science faculty provides students with information on employment opportunities and the best educational preparation for employment in those areas. Our Blackboard advising section for all POLS majors and minors provides specific resources for career preparation. The program encourages students to develop clusters of courses designed to gain expertise in particular areas (these special clusters can involve skills, or special areas of interests). Internship programs also provide opportunities for students to gain real-life experience in areas of career interest.

The Political Science program also holds an annual spring celebration where faculty connect alumni in the law with current students, where alumni offer practical insights based on their experiences.

PROGRAM CONCENTRATIONS

Political Science offers students 54 B.A. options (i.e., concentrations): General, Pre-Law, International Affairs, Social Studies Education (for K-12 certification in Social Studies in NJ), and a 4+1 dual degree where students can earn a B.A. in POLS and an M.A. in American Studies in five years. As a broad liberal arts major, Political Science is an excellent basis for a wide variety of careers. The Political Science faculty helps students develop a collection of courses, internships, and graduate or professional school options appropriate to their career goals. Students with general knowledge in Political Science

often pursue careers in international organizations, business, the media, teaching, and national, state, and local government. Students may select a POLS concentration and a Minors through the Go Portal Student Services tab and should notify their preceptor as early as possible to ensure they take courses towards the requirements for their concentration. Students pursuing a concentration are required to meet with their preceptor each term prior to enrolling in courses for the following term.

International Affairs

This concentration is designed for students who plan to pursue careers or graduate school in international affairs, broadly defined. Courses in this concentration include courses in Comparative Politics and International Relations with an emphasis on global governance, human security, human rights, transitional societies, and diplomacy. Students seeking this concentration are strongly encouraged to enhance their coursework with involvement in student clubs such as Model UN and Amnesty International and pursue opportunities for study abroad and consider adding a Minor focusing on specific regions or issue areas of global concern. Additionally, there are opportunities to attend panels, workshops, and networking events in the New York, Washington, DC, and local area.

To obtain the International Affairs concentration, students must take a total of six courses (or 24 credits) at any level. Two (2) courses are required: POLS 2170 Introduction to Comparative Politics and POLS 2170 Introduction to International Politics. Students can then choose four additional courses from POLS (2140, 2146, 2274, 3221, 3313, 3345, 3645, or 3662) OR Cognates (HIST 2146 or ANTH 2136, 2245, 2436, 3233 or ECON 1200, 3636, 3655, 3670 or LANG 0000:3999, or MAGH 5000:5999, or MGMT 3113, or PHIL 1203, 2112, or POLS 2140, 2146, 2274, 3221, 3313, 3360, 3628, 3645, 3656, 3660, 3662, 3665, or SUST 2701) Independent Studies (POLS 4800), state/local internships (POLS 3900), or Washington internship (WASH 3940) that provide direct experience in international affairs may satisfy one of the International Affairs POLS electives, if requested in writing to a preceptor or the POLS Chair. Students may also request approval for other International Affairs courses not listed here. Students seeking certification in International Affairs concentration are strongly encouraged to meet regularly with Dr. Lauren Balasco or Dr. Tina Zappile.

Pre-Law

This concentration is designed for students who plan to attend law school. Stockton's Political Science graduates have had extraordinary success in gaining admission to law school by taking advantage of a rich array of legal studies courses that both help them get into law school and prepare them for success throughout their legal education. Courses in this concentration provide instruction in substantive areas of law and enhance students' skills in analytical and critical thinking, legal reasoning, writing, and comprehending judicial opinions. The concentration is also valuable to students interested in paralegal careers.

Students seeking the pre-law concentration must consult with their program preceptor once each semester. To obtain the pre-law certification, students must take at least five courses. Two (2) of the following three (3) courses are required: POLS 2215 Law School Basics, POLS 3221 Constitutional Law, or POLS 3225 Civil Liberties. The remaining three (3) courses include one of the courses listed above, and/or any other recommended POLS courses (POLS 2190 or 2211 or 3123 or 3228 or 3285 or 3300 or 3313 or 3612 or 3621 or 3610) OR any recommended Cognates (CRIM 2210 or 2308 or ENVL 3313 or GERO 2230 or PUBH 4110 or PHIL 1204 or 1401 or PLAW 2120 or 3110 or 3150 or 3620 or 3630 or 4100 or 4160 or SOCY 2210 or SUST 3300 or 3310). Note that independent studies (POLS

4800), state/local internships (POLS 3900), or Washington internship (WASH 3940) that provide direct experience in law or the judiciary may satisfy one of the required courses for the pre-law concentration, if requested in writing to a preceptor or the POLS Chair. All pre-law students must still meet the degree requirement of 40 POLS credits (10 courses) to graduate.

Pre-law students are strongly encouraged to meet regularly with the University's Pre-Law Coordinator, Dr. Lauren Balasco, and attend workshops offered by the Political Science program each semester on the law school admissions process. Please visit the Pre-Law Advising website at <https://stockton.edu/social-behavioral-sciences/pre-law-advising.html> for more information.

Social Studies Education

A degree in Political Science can provide excellent preparation for a career in teaching. This concentration helps prepare students for this career, with a particular focus on K-12 social studies education. Students seeking teacher certification must meet both the requirements for graduation in Political Science and the state requirements for teacher certification.

Since several of the state requirements can be met by the same courses that are required for the Political Science major, it is highly recommended that students meet regularly with their program preceptor as well as their education preceptor to maximize strategic course selection. Political Science faculty are familiar with the content knowledge requirements of the Praxis II teacher licensure and certification exam, and much of the skills and knowledge requirements of this exam are incorporated into the Political Science curriculum. Students interested in pursuing teaching certification should also regularly consult their assigned Education preceptor, the [School of Education](#) staff, and/or the *Bulletin* site for the most up-to-date curriculum information to meet program and state requirements. This includes important information on entrance requirements that must be met before professional education courses can be taken including a state-mandated entrance exam (Praxis Core or equivalent), 3.0 GPA, and self-paced orientation/entrance modules. Failure to meet these requirements can mean a delay in study. Concentration requirements can change frequently, as state requirements for teacher certification and the related requirements of the School of Education are revised.

The NJ Department of Education requires a 3.0 cumulative GPA to be certified. Current state requirements for social studies teacher certification require a minimum of 30 credits of study in the area of social studies, including 12 credits at the 3000/4000 level and 15 HIST credits (at least one American and one World History course).

This concentration defines a designated set of options in Political Science and other courses that can help students meet both sets of requirements. Students must also take specific Education courses set forth in the School of Education's curriculum. For details on these requirements, please consult the software, Degree Works, utilized by the university. Additional information regarding education courses that are required for students accepted into the sequence can be found at:

<https://stockton.edu/education/current-students/current-undergraduate-students.html>.

Full details about the POLS curriculum can be accessed on the [Political Science website](#).

PSYCHOLOGY

IN THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

INTRODUCTION

Psychology is the systematic study of the behavior and experiences (such as thoughts, desires and emotions) of humans and other animals. It is a multidimensional discipline within which a variety of specialties have developed. Psychologists study the structure and function of the nervous system; basic processes such as sensation, perception and cognition; and complex phenomena such as personality dynamics, abnormal behaviors, and behaviors in social settings, the workplace and the environment. The program offers an array of courses reflecting the breadth of the field. Courses such as Physiological, Social, Cognitive, Developmental, and Abnormal Psychology are from the traditional core of the discipline as these processes affect behaviors in all settings. Other courses, such as Theories of Counseling, Health Psychology, Industrial/ Organizational Psychology, Perception, Learning: Theories and Research, and Adult Development and Aging allow students to explore more specialized areas of interest. Both the Bachelor of Arts and the Bachelor of Science degrees are offered in Psychology. There is no minor offered in Psychology, but there are four concentrations: Education, Empirical Research, Forensic Psychology and Mental Health. There are also four interdisciplinary minors housed in Social and Behavioral Sciences which contain heavy concentrations of Psychology courses and/or topics: Behavioral Neuroscience, Childhood Studies, Gerontology, and Victimology and Victim Services.

PROGRAM ORGANIZATION

Four basic courses, required of all majors, provide a foundation for the understanding of psychology: PSYC 1100 Introduction to Psychology, PSYC 2100 The Psychology of Race and Racism, PSYC 2241 Statistical Methods, and PSYC 3242 Experimental Psychology. Students must also select courses from two core areas of the discipline: Natural Science Core (Group 1) and Social Science Core (Group 2). All students must complete at least one senior seminar (PSYC 36XX) or research tutorial (PSYC 37xx) prior to graduation, but more than one may be taken and applied as program electives or cognates. Additional requirements exist for students completing the B.S. degree, including Advanced Statistics, History and Systems, and other research and science courses. Juniors and seniors have the opportunity to work closely with faculty members in seminars, tutorials and independent studies, which require students to be active, responsible participants while examining various theoretical, empirical, and applied topics. Seminars always involve regular class meetings and discussion; research tutorials are often more flexible, with additional time spent in independent investigation and inquiry. Field placements allow students to apply what they have learned in their courses and gain experience working in educational, social services, and other professional settings.

ADMISSION TO THE PROGRAM

Any Stockton student with an interest in psychology may seek a Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree in Psychology. All students should declare their major and obtain a Psychology faculty preceptor as early as possible, but no later than the beginning of their junior year to help ensure that they can meet all program requirements in a timely fashion.

GRADUATION REQUIREMENTS

All Psychology majors are expected to have passed PSYC 1100 Introduction to Psychology, PSYC 2100 The Psychology of Race and Racism, and PSYC 2241 Statistical Methods by the end of their sophomore year or no later than one year following their declaration as Psychology majors. (Statistics

courses from other disciplines such as Math and Computer Science and Information Systems are not acceptable substitutes for the program's statistics course; nor are 3 credit statistics courses from other colleges.) PSYC 3242 Experimental Psychology should be completed prior to the senior year since it is a prerequisite to some advanced courses in the program. Additional requirements are listed below. In addition to fulfilling requirements for either the B.A. or B.S., students must satisfy all other University-wide requirements in effect at the time of their matriculation.

REQUIREMENTS FOR BACHELOR OF ARTS DEGREE

The B.A. (Bachelor of Arts) degree in Psychology requires a minimum of 64 credits of program and cognate courses and an additional 64 credits in General Studies and courses At-Some- Distance from the major. A minimum of 40 credit hours (ten courses) must be in Psychology. The remaining 24 credits are cognate courses. Cognates are courses from other programs that are related to the major in some way. Those from other Social and Behavioral Sciences programs include: ANTH, CRIM, ECON, GERO, SOCY, SOWK, POLS or additional PSYC courses above the 40-credit minimum. Disciplines outside of Social and Behavioral Sciences, such as EDUC, MATH, CSIS, BIOL, CHEM, HLTH, PHIL, MGMT, MKTG, and PHYS, may sometimes, but not automatically, be counted as cognates. They must be selected after careful consultation with the student's preceptor and based upon the student's particular interests and career aspirations.

In addition to PSYC 1100, PSYC 2100, PSYC 2241 and PSYC 3242, students must choose two core courses, one from the Natural Science Core (PSYC 2215, 3323, 3324, 3331, 3332), and one from the Social Science Core (PSYC 2211, 2301, 3302, 3322). Three additional Psychology electives and at least one PSYC senior seminar (3600-3699 Level) or research tutorial (3700-3799 Level) complete the required course work for the B.A. degree.

REQUIREMENTS FOR BACHELOR OF SCIENCE DEGREE

The B.S. degree in Psychology requires a minimum of 80 credits of program and cognate courses, of which at least 40 credits must be in Psychology, as well as at least 48 credit hours in fulfillment of the University's General Studies requirements. Since the B.S. requirements are more specific and extensive than those for the B.A., it is strongly suggested that B.S. students begin planning with their preceptors by the start of the sophomore year. In addition to the three foundation courses required of all Psychology majors (PSYC 1100, PSYC 2100, PSYC 2241 and PSYC 3242), B.S. students must complete the three core courses, one from the Natural Science Core, one from the Social Science Core (see above under B.A.), and a third core from either category. They must also complete the following: three senior seminars (PSYC 3661, PSYC 3641 and PSYC 36XX), 8 credits of PSYC research courses* (PSYC 3740, 37XX, 4810, 4815, 4820 or 4825, 4895 or 4899), BIOL 1200/1205 and 8-10 credits from a specified group of science and math cognates (MATH 1100, 2215, BIOL 1400/05, CHEM 2110/15, 2120/25, PHYS 2110/15, 2120/25, 2220/25, 2230/35, CSCI 2101, 2102) Additional cognates or electives will need to be selected to reach 80 program/cognate credits.

*Students who co-author a manuscript or conference presentation and/or complete PSYC 4820/4825 Project for Distinction may also meet the requirements for the Empirical Research Concentration.

PSYCHOLOGY DEGREE CONCENTRATIONS

Students completing the B.A. or the B.S. degree can complete the general degree, as described above, or may elect to concentrate their coursework in one of five areas:

Education Concentration (B.A. only)
Early Childhood Education Concentration (B.A. -only)
Empirical Research Concentration (B.A. or B.S.)
Forensic Psychology Concentration (B.A. or B.S.)
Mental Health Concentration (B.A. or B.S.)

EDUCATION CONCENTRATION

Elementary certification (K-6) with Specialization (6-8)
See the Education Program for details on this concentration.

EARLY CHILDHOOD EDUCATION CONCENTRATION

Early Childhood certification (P-3)
See the Education Program for details on this concentration.

Students seeking teacher certification in the Education or Early Childhood Education concentrations must meet both the requirements for graduation in the B.A. in Psychology degree and the state requirements for teacher certification. Since individual courses may meet both program and state requirements, it is highly recommended that students meet regularly with their Psychology program preceptors as well as their education program preceptors. Psychology majors must still take 40 credits in program courses for the B.A., but their Psychology preceptor may recommend the best choices for core courses and free electives. Students should reserve ALL cognates for required EDUC courses and should seek recommendations from their education preceptor for appropriate At-Dome-Distance and General Studies courses to meet additional New Jersey Department of Education requirements.

EMPIRICAL RESEARCH CONCENTRATION

This concentration provides a structured curriculum for those students who are interested in pursuing a research-focused graduate education in psychology or a closely related discipline. Students will develop their ability to read, comprehend and critically evaluate primary research articles. They will also receive systematic training which will enable them to conduct research projects independently. Students will be required to complete an advanced statistical analysis course, one seminar course that heavily requires the reading of primary research articles, multiple research projects, and at least one formal experience in disseminating research findings to professional researchers. Completing this concentration would strengthen students' graduate school applications and improve their chances of being accepted into competitive graduate programs. The structure of this concentration is flexible enough that students (including transfers) could complete it in two years; it is open to both B.A. and B.S. students. A minimum of 16 credits is required.

Students will take Advanced Statistics (PSYC 3641, an elective for BA, already required for BS) and a second senior seminar (PSYC 36XX, an elective for BA, already required for BS). In addition, students will take two research courses (PSYC 27XX, 3705, 3718, 3740, 3754, 4810, 4812, 4815, 4895, 4899) and must complete one of the following:

PSYC 4820 Project for Distinction (4 credits)
PSYC 4825 Project for Distinction Neuroscience (4 credits)
Author (or co-author) of Regional, National or International Conference Presentation
Author (or co-author) of Peer-Reviewed Publication

FORENSIC PSYCHOLOGY CONCENTRATION

Forensic psychology is a rapidly growing field within psychology and criminal justice. Courses that comprise the concentration at Stockton University were selected so students will understand an overall relationship between psychological principles and criminal offending. The criminal offender is continually influenced by multiple systems within the psychosocial environment. By taking courses in forensic psychology concentration, students will synthesize selected components in criminal justice and psychology that will result in a better understanding of how developmental patterns result in criminal behavior. Students will develop insight into how criminals think relative to the choices they make. These courses are also designed to allow a student to continue easily studying forensic psychology in the Master of Arts in Criminal Justice program at Stockton, to continue studying in a psychology master's degree program in another institution of higher education, or to pursue a variety of career opportunities. Criminal Justice and Psychology majors may enroll in the Forensic Psychology concentration at any time.

Students in this concentration take two prerequisite courses (CRIM 1100, PSYC 1100), three foundation courses (CRIM 2114, PSYC 2211, CRIM/PSYC 3120), and two electives (CRIM 2111, 2327, 2610, PSYC 3145, 3618, 3646, 3648).

MENTAL HEALTH CONCENTRATION

The majority of psychology majors are interested in careers in mental health and human services and often find employment in a wide variety of industries, including some bachelor's level clinical positions, such as case managers, therapeutic support staff, or applied behavior analysts. In these positions, they interface with professionals and clinical populations in many administrative or therapeutic capacities. This concentration provides students with a framework to develop a general understanding of the diagnosis and treatment of clinical populations, the structure and functioning of the mental health system, and the basic skills necessary for interacting professionally in human service contexts.

Students in this concentration take two foundation courses (PSYC -2211, 3392) and either an approved internship (PSYC 3900) and two electives or four electives (CRIM/PSYC 3120, PSYC 3145, 3323, 3324, 3355, 3398, 3605, 3619, 3626, 3635, 3646, 3648, 3652, PSYC/GERO 3616, GAH 1072/3616, GIS 3319, GSS 3612). Note that if students choose the internship option (which serves as two electives), they should be aware that they may need to secure their own placement.

GRADUATION WITH DISTINCTION

Both B.A. and B.S. students may apply to graduate with Distinction in Psychology. Students who have completed at least 24 credits of PSYC course work and obtain at least a 3.2 GPA in Stockton PSYC courses are strongly encouraged to seek Distinction. In addition to meeting the grade requirements, students must conduct a senior thesis that is judged by the program faculty. Distinction projects typically span two semesters. During the first semester, students must decide upon a general topic of investigation, obtain a faculty sponsor, and prepare a research prospectus/proposal. The research proposal must be approved by a committee of three Psychology faculty (including the faculty sponsor), which the sponsor will then submit to the program faculty for approval. During the second semester, the student completes the data collection and data analyses for the project. The student typically registers for a 4-credit independent study (PSYC 4820 or 4825 Project for Distinction) during the second semester. At the end of the second semester, students submit a final paper (at least 10 days prior

to the end of the semester), and orally present their thesis to the program faculty. The Psychology faculty confer Distinction on those students who meet the University's criteria and whose senior theses are judged academically excellent.

SPECIAL OPPORTUNITIES

Stockton's Psychology faculty support **field placements** in Psychology in a variety of settings, including social service agencies, general hospitals, an on-campus rehabilitation hospital, schools, nursing homes and various businesses. Psychology students also participate in the **Washington Internship program** and have worked at settings which have included the National Institute of Mental Health, the Department of Health and Human Services, the National Council on Aging, among others. Additionally, students are encouraged to participate in student-faculty research.

Psychology students are encouraged to explore various **minors** in which program faculty members participate. These offerings include minors housed in the School of Social and Behavioral Sciences, such as the Behavioral Neuroscience minor, the Childhood Studies minor, the Gerontology minor, and the Victimology and Victim Services minor; those in General Studies, such as the Africana Studies minor, the Jewish Studies minor, and the Women's, Gender and Sexuality Studies minor.

The program has an active **Psychology Club** as well as a chapter of **Psi Chi**, the National Honor Society in Psychology. In collaboration with program faculty, the Psychology Club meets regularly for discussion about courses, careers, graduate school, conferences, and other special opportunities for undergraduates in psychology. *All majors are urged to join the psychology club.* Psi Chi membership is open to students who have completed at least one semester of full-time course work at Stockton (including a minimum of three courses in psychology), are registered as a Psychology major, and have maintained an overall GPA and a PSYC GPA of at least 3.6 for work completed at Stockton University. Each year Psi Chi and Psychology Club sponsor an undergraduate research conference showcasing student-faculty research collaborations, student independent projects, a keynote speaker, and a Distinguished Alumni Award.

Students who elect to complete a senior project for distinction as well as others doing research in collaboration with program faculty are encouraged to apply for the Stockton Board of Trustees Fellowships for Distinguished Students program. Additionally, Psychology students enrolled in the Gerontology minor, or those wishing to specialize in health-related issues of Psychology, are encouraged to apply for South Shore Foundation Scholarships in Health Education.

CAREER OPPORTUNITIES

Since the major emphasis of psychology is the study of behavior, a wide variety of career options are open to students with a baccalaureate degree in this discipline. Psychology is a useful undergraduate major for medicine, teaching, business, law and other fields involving human interaction. Psychology graduates may proceed to further study at the graduate level in psychology or related fields such as social work, counseling and guidance, marriage and family therapy, occupational therapy, drug and alcohol counseling, etc. They may also choose to work with groups that have psychological problems (e.g., persons with mental disability, the juvenile delinquent, substance abusers), assume positions as research assistants for psychologists and related professionals, teach (if they obtain certification) or begin careers in business and corporate settings. To ensure proper planning, students interested in careers in psychology should consult with Psychology faculty, the Psychology program web page, and

the *Psychology Handbook* as well as the Office of Career Services. Students considering teacher certification should review the Education concentrations and make an appointment to meet with faculty or staff in the School of Education in their first semester at Stockton to discuss other available areas of certification.

Full details about the curriculum are accessible on the [Psychology website](#).

SOCIOLOGY AND ANTHROPOLOGY

IN THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

INTRODUCTION

Sociologists and Anthropologists study human behavior in systematic ways within societies and cultures. Substantively, the SOCY/ANTH program at Stockton University is particularly concerned with social justice issues, such as those manifested in race/ethnicity, class gender/sexuality, age, and globalization/imperialism. The program emphasizes community engagement and service-learning in both teaching and research. Program coursework highlights both qualitative and quantitative methods of research—for example, field methods and ethnography, interviewing, historical analysis, survey work, statistical analysis, laboratory analysis and interpretation.

The curriculum of the SOCY/ANTH program gives students disciplinary knowledge as well as competencies in research, verbal and written communication, and critical thinking. These academic and professional skills are coupled with a focus on cultivating engaged citizenship both at the university and in the community at large. We offer students opportunities to deepen their understanding of life within contemporary U.S. society and globalized institutions.

Sociology (SOCY), in particular, focuses on the analysis of human beings as members of societies including social interaction among individuals, groups, and cultures; the institutions that constitute a society; and the processes that create, sustain, and resist social inequality. In addition, sociological analysis sharpens the understanding of various levels of social life, from interpersonal interactions (such as those found in families, small work groups, friendships, and casual encounters); through the organization and function of social institutions (such as the family, religions, education, politics, media, and medicine); to the structure and functioning of social systems as a whole (class structure, racial/ethnic relations, cultural ideology, and various legal and governmental processes).

Anthropology (ANTH) examines the diversity of human experiences across time and space to develop a greater understanding of what it means to be human. In Anthropology, people are understood in terms of their biological and behavioral variation cross-culturally. As such, the discipline is inherently holistic, comparative, and field-based. The ethnographic field method exposes students to lived realities in a range of global contexts while the archaeological field method exposes students to the complex roots of cultural heritage, past human behavior, and human impacts on their environment.

Anthropological analysis investigates the dynamics of culture including kinship, religion, ethnicity, nationalism, colonialism, migration, and inequality. Stockton students have the opportunity to study the four subfields of Anthropology (Cultural Anthropology, Archaeology, Biological Anthropology, and Linguistics) and to explore the ways they intersect through the discipline's fundamental focus on culture. .

PROGRAM ORGANIZATION

The Sociology and Anthropology program (SOCY/ANTH) at Stockton University combines methodological and theoretical breadth with applied, engaged study of local and global issues to prepare students to critically analyze and contribute to their social and cultural worlds. With a focus on community engagement to address social inequities, the SOAN program cultivates critical thinking, research and writing skills, and prepares students for a range of opportunities to pursue graduate study and/or work in many professional fields.

PROGRAM MISSION AND LEARNING GOALS

As sociologists and anthropologists, we prepare students across disciplines to critically analyze the nature and transformation of the human condition and to confront problems and possibilities facing our uneven and interconnected world. Student learning objectives include the acquisition of *knowledge* (information about cultures and societies and how they function), *professional skill sets* (research and data literacy, reading and writing skills), and *habits of mind* (ways of thinking including critical thinking, self-reflection, understanding of ethnocentrism and cultural relativity, intersectionality and inequality).

All students in the SOCY/ANTH major will be expected to develop a command of the essential substantive and methodological core of Sociology and/or Anthropology. Beyond this core, students are able to build upon their specific interests within the major, in cognate areas, and in areas “at-some-distance” from the major. The program promotes internships, fieldwork, and overseas study to enable students to gain practical and professional development and to apply the knowledge derived from their university experience. Finally, program courses strongly encourage students to actively participate in community and civic engagement and service-learning projects.

ADMISSION TO THE PROGRAM

The program is open to any Stockton student with an interest in Sociology or Anthropology. To ensure that all program requirements are met for graduation by the end of the senior year, students are encouraged to declare their major by at least the beginning of their junior year. Transfer students are especially urged to consult with the program chair before enrolling in classes. When declaring a major in Sociology/Anthropology, students should select a preceptor from the program who will assist in making course selections and advise them on career options. Both program declaration and preceptor selection may be done digitally through the goStockton portal. A student planning to complete a minor or take advantage of one of the concentration options below may also declare these intentions through the goStockton portal.

CURRICULUM OVERVIEW AND GRADUATION REQUIREMENTS

For a B.A. degree in Sociology/Anthropology, students must satisfactorily complete 64 credits in program and cognate studies, as well as the University’s 64-credit general education requirement.

Program Core

These courses are required of all SOAN majors (20 credits):

- SOCY 1100 Introduction to Sociology or ANTH 1100: Introduction to Anthropology
- SOCY 3642: Social Research Methods
- ANTH 3643: Anthropological Field Methods
- SOCY/ANTH 3681: Social Theory
- SOCY/ANTH 4685: Senior Seminar
- SOCY/ANTH 4810: ePortfolio (0 credits)

These six required program courses should be taken in the following order: One introductory course (ANTH 1100 or SOCY 1100) should be taken in the first year or sophomore year; students may take both if they wish. During the junior year students should take Social Research Methods (SOCY 3642) in the fall and Field Methods (ANTH 3643) in the spring.

During the senior year students should take Social Theory in the fall (SOCY/ANTH 3681), and Senior Seminar (SOCY/ANTH 4685) and e-Portfolio (SOCY/ANTH 4810) concurrently in the spring (Senior Seminar and e-Portfolio are linked in course registration).

e-Portfolio Requirement

An electronic Portfolio is a collection of digital artifacts articulating experiences, achievements and learning, and a format for reflecting on the student's Stockton experience. The e-Portfolio facilitates SOCY/ANTH program assessment and enables each student to document personal progress, reflections, academic achievement, and professional skill development while at Stockton. SOCY/ANTH majors complete a 0-credit e-Portfolio Course (SOCY/ANTH 4810) as part of the requirements for graduation. Students submit "artifacts" (previously completed assignments) and reflect on how these assignments have helped to build skills and competencies in four outcome areas: understanding inequality, research skills, community engagement, and writing skills. E-Portfolios are submitted by graduating seniors with the guidance of faculty and preceptors for a "pass/no credit" grade at the end of their final term at Stockton.

Electives and Program Competency

An additional five elective courses (20 credits) drawn from either Sociology or Anthropology complete program requirements for the major.

SOAN graduates demonstrate professional competencies in data literacy and cultural studies. The program competency requirement may be met with one course in statistics, selected from a list of approved courses available on the SOAN website, OR the completion of a minor in a foreign language (Languages and Culture Studies); Africana Studies; Global Studies; Latin American and Caribbean Studies; Migration Studies; Public Health, Sustainability, Women's, Gender and Sexuality Studies; or another minor suited to the student's academic and career plans, if approved by the student's preceptor and the program chair.

Cognates

The cognate courses (24 credits, equivalent to 6 courses) complement SOCY/ANTH program requirements. Cognates are generally chosen from the following Social and Behavioral Science disciplines: behavioral neuroscience, childhood studies, criminal justice, economics, gerontology, political science, psychology, social work, and victimology. Other courses may be considered as cognates after consultation with a preceptor or the program chair. For example, business and information science courses may be considered cognate courses for students with certain educational aims, and "at-some-distance" courses for other students.

Many linkages are possible between SOCY/ANTH and fields such as social work, business studies, history, nursing, literature, health care, and computer science. Cognate or non-cognate clusters or minors, which may have career benefits for the students, can be constructed with the help of the preceptor. Additionally, with the guidance of a preceptor, students may choose an area of study which will specifically prepare them for graduate or professional school.

CONCENTRATIONS

SOCY/ANTH majors may choose a general concentration or may elect to complete a concentration in one of the five focus areas below. Required electives vary by concentration; updated lists of approved

courses are available on the program website. Focused concentrations are not required of majors or minors but are designed to augment an education in Sociology/Anthropology with special knowledge and skills that may be useful in graduate study or in a variety of occupations. It is also possible for students to focus more on either Sociology or Anthropology through those respective concentrations within the major.

General Concentration: Five electives (20 credits) in Sociology and/or Anthropology.

“Focus” Concentrations:

Anthropology: Five program electives (20 credits), including three or more in Anthropology.

Sociology: Five program electives (20 credits), including three or more in Sociology.

Archaeology

The Archaeology concentration allows students to focus on material culture, relying upon fieldwork and laboratory techniques and interdisciplinary coursework. Together with courses in Natural Science and Mathematics (NAMS) and Arts and Humanities (ARHU), this concentration prepares students for careers in research science, museum/historical archiving, and cultural resource management. Of the 20 credits required for this concentration, students must take two specific anthropology courses (ANTH 1100 and ANTH 2108) and select three electives from a set of approved courses in sociology/anthropology, art history, biology, environmental studies, geology, historical studies, and general studies. Preceptors will work with students to approve acceptable course substitutions if necessary. In consultation with faculty and the program chair, students may have the opportunity to complete a field placement in archaeological field work.

Biological Anthropology

The Biological Anthropology concentration combines coursework in the biological sciences with Sociology/Anthropology course offerings. This concentration exposes students to the study of human primate evolution, genetics, and morphology and prepares students for careers or graduate-level education in the allied health sciences, forensics, nutrition, medical anthropology, paleoanthropology, and primatology. Students will acquire knowledge in the biological diversity of humans and other primates, including the evolutionary history that resulted in this diversity. Of the 20 credits required for this concentration, students must take two specific anthropology courses (ANTH 2105 and ANTH 2136) and will select three electives from a set of approved courses drawn primarily from outside the major and social sciences.

Race/Ethnicity

The Race/Ethnicity concentration provides the opportunity for students to develop both broad and in-depth knowledge about the topics of race and ethnicity. Taking courses in multiple disciplines (anthropology, sociology, and potentially others) allows students to tackle challenging issues such as inequality, identity, and resistance. Completing the 20 credits required for the concentration assures students both local and global understandings of race and ethnicity as well as cross-cultural and intersectional frameworks. Students select five electives from a specific set of anthropology and sociology courses, although up to three substitutions may be made from outside the discipline with program approval.

GRADUATION WITH DISTINCTION

A Bachelor of Arts degree with Distinction in Sociology/Anthropology will be awarded to those students who achieve 70% A or A- grades in Stockton program and cognate course work and maintain at least a B grade in all program courses completed at Stockton University.

MINORS IN SOCIOLOGY, ANTHROPOLOGY, AND ARCHAEOLOGY

Minor in Sociology (20 credits) -the Sociology minor requires SOCY 1100 and four additional SOCY courses, (one ANTH course may be substituted), at least one of which must be at the 3000 level or higher.

Minor in Anthropology (20 credits)- The Anthropology minor requires ANTH 1100 and four additional ANTH courses, at least one of which must be at the 3000 level or higher.

Minor in Archaeology (20 credits) - The Archaeology minor requires ANTH 1100, ANTH 2108, and three additional ANTH courses (one SOCY course may be substituted), at least one of which must be at the 3000 level or higher.

DUAL DEGREE B.A./M.A. PROGRAM IN SOCY/ANTH AND AMERICAN STUDIES

The Dual Degree “4+1” SOCY/ANTH/MAAS program allows students to earn both a B.A. in Sociology and Anthropology (SOAN) and an [M.A. in American Studies](#) in 5 years.

American Studies is a 30-credit, interdisciplinary Master of Arts (M.A.) degree program serving the cultural, historical and arts communities of southern New Jersey since 2011. MAAS (Master of Arts in American Studies) graduates work in secondary and higher education, creative arts, historical preservation, heritage tourism, library science, politics, journalism, grants administration and further fields.

Students in their senior year (*with at least 96 credits earned and at least a 3.2 cumulative G.P.A.*) can take three American Studies M.A. classes, which will count as Cognates to Sociology/Anthropology or At Some Distance (ASD) credits. These three graduate courses also fulfill requirements in the M.A. in American Studies program. In other words, these three AMST graduate courses double count for the B.A. in Sociology/Anthropology and M.A. degree in American Studies.

Students may apply to the SOAN/MAAS dual degree program upon or after admission to the university as first-year or transfer students. Transfer students with over 96 transfer credits should use the "direct entry" application for the M.A. in American Studies. Students interested in the dual degree program should contact the program chairs of SOCY/ANTH and MAAS.

Eligibility requirements:

- Minimum of 96 credits
- Minimum of 20 credit hours in SOAN courses
- 3.2 GPA in the SOAN major
- Successful completion of either SOCY 1100 or ANTH 1100
- Grade of C or better in two Advanced courses in Sociology or Anthropology including:

- one at 3xxx level or higher, and
- one at 2xxx level or higher

Once enrolled, to maintain accepted status in the dual degree program, students MUST:

- Maintain a 3.2 GPA in the SOAN major and
- Earn a grade of C or better in SOCY 3681 AND either SOCY 3642 or ANTH 3643.

SPECIAL OPPORTUNITIES

For up-to-date information about special opportunities, SOCY/ANTH students should refer to the Sociology/Anthropology website and/or the SOCY/ANTH [Facebook page](#)

Internships, Community and Civic Engagement

All students are encouraged to participate in internships related to their areas of interest. SOCY/ANTH majors may intern with local social and cultural organizations, family service agencies, juvenile rehabilitation centers, hospitals, museums, and nursing homes, or in nonprofit organizations and governmental institutions locally or through the Washington Internship program.

Students participated in community engagement and service-learning projects in community and non-profit organizations and public schools. SOCY/ANTH students have helped build community gardens, mentored students in after-school programs, analyzed data for various community organizations, aided those affected by hunger insecurity, conducted archaeological fieldwork, analyzed artifacts, developed public art projects for downtown revitalization initiatives, conducted policy analysis with local government and nonprofit agencies, and worked with groups aiding victims of Hurricane Sandy. In addition to making a difference in the community, these projects have enabled hands-on work experience and employment opportunities. Preceptors can provide additional information and help students get involved in an internship program or community engagement/service-learning opportunities.

Undergraduate Research

Research projects sponsored by program faculty provide students with the opportunity to engage in scholarly investigation. Such research experiences can serve career goals or as the basis for further work in graduate school. Students may apply for Board of Trustees Fellowships for Distinguished Students, or faculty-student research opportunities through the School of Social and Behavioral Sciences, the Stockton Center for Community Engagement and Service-Learning, or the Community-Based Social Research Collaborative (CBSRC).

Study Abroad

The SOCY/ANTH program encourages students to undertake overseas study. An international experience is worthwhile and may act to strengthen the transcript of students pursuing degrees in Sociology/Anthropology, particularly in relation to linguistic and culture studies. Students may take advantage of studying abroad to strengthen their foreign language skills and/or cultural immersion through one of many language immersions and international exchange programs. Interested students should consult with their preceptor and with the Office of Global Engagement.

Field Schools

Majors may wish to attend summer field schools in either archaeology, ethnography, sociology or other subfields. Field schools are run by several prominent universities throughout the United States and abroad. Students should consult with their preceptors or the program chair for details.

Honor Societies and SOAN Club

Sociology/Anthropology majors with a GPA of 3.3 or higher in all their course work and who have also maintained a 3.0 GPA in program courses completed at Stockton University may be eligible for membership in Alpha Kappa Delta, the International Sociology Honor Society. Students need to be considered Juniors and at least four Sociology courses must be taken prior to initiation. Membership in Lambda Alpha, the National Honor Society in Anthropology, may also become available to Sociology/Anthropology majors.

Undergraduates interested in sociology and anthropology are welcome to join the SOAN (SOCY/ANTH) Club. Members gain leadership experience, plan special events, film screenings, and career exploration opportunities, take field trips, and invite guest speakers to campus.

CAREER OPPORTUNITIES

A number of career opportunities are available for graduates of the SOCY/ANTH program. Majors should inform their preceptors of their career interests as early as possible so the preceptors can best advise them as to course options and postgraduate education. The program's required e-Portfolio also assists with career development and planning.

In general, program completion constitutes strong preparation for students wishing to qualify for public service at the local, state or federal levels, and for positions in social service, research and nonprofit agencies. After completing their B.A. degrees, majors may go on to complete M.A., J.D., and/or Ph.D. graduate work to enter college teaching, law or policy, upper-level social/cultural research positions, research science, cultural heritage management, or enter administrative work in a variety of settings.

A sampling of career options for SOCY/ANTH majors are listed below:

- Social Research: research design and implementation, data analysis and interpretation, database management, data visualization.
- Cultural Heritage Management: CRM archaeology, curation, public education/interpretation, conservation, museum technician, digital heritage development.
- Research Science: archaeological research, laboratory analysis, research design and implementation, data analysis, grant writer.
- Community Organizing/Nonprofit Management: program administration, leadership and fund raising for social service organizations, nonprofits, child-care or community development agencies, or environmental groups.
- Social Services: rehabilitation, case management, group work with youth or the elderly, recreation, or administration.
- Teaching: elementary and secondary schools or higher education, in conjunction with appropriate teacher certification and graduate credentials.
- Health Services: health planning and administration, family planning, substance abuse, rehabilitation counseling, hospital admissions, and insurance.

- Communications: publishing, journalism, public relations, writing, research, and editing.
- Government Services: in federal, state, and local government positions in areas such as health, transportation, housing, economic development, agriculture, and labor.
- Business: human relations, advertising, marketing and consumer research, insurance, real estate, personnel work, training, or sales.
- Corrections/Criminal Justice: probation, parole, vocational rehabilitation, policy and policing reform, research, or other criminal justice work.
- Higher Education: admissions, alumni relations, program management, or placement offices.

Full details about the Sociology and Anthropology curriculum can be accessed on the [Sociology and Anthropology website](#).

SOCIAL WORK

IN THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

INTRODUCTION

The Social Work profession promotes social change and empowers people to enhance their well-being. Social work is based on a set of values and ethical principles, such as respect for human dignity, that are articulated in its Code of Ethics. Since its beginnings more than one hundred years ago, social work has developed a body of knowledge and skills that focuses on meeting human needs, especially the needs of vulnerable and oppressed populations. Social workers intervene with systems of all sizes—individuals, families, groups and communities. Principles of social justice, human rights and cultural competence are fundamental to social work.

MISSION AND GOALS

The Stockton University Social Work program's mission is to prepare undergraduate Social Work majors for generalist social work practice with individuals, families, groups, organizations, and communities by providing a broad-based, professional education that rests on a solid liberal arts foundation. The program also seeks to serve the larger University community through Social Work and General Studies course offerings that have universal appeal to those seeking a better understanding of the human condition. The program's central focus is on producing graduates who have a lifetime commitment to upholding human rights, respecting human diversity, and working towards social and economic justice in their professional and personal lives.

GOALS AND CORE COMPETENCIES

Goal I

To prepare graduates to practice with diverse populations, particularly those who have been placed at risk by patterns and histories of social injustice.

Graduates of the Stockton Social Work program will have mastered the following core competencies:

- Engage diversity and difference in practice
- Advance human rights and social and economic justice
- Engage, assess, intervene, and evaluate with individuals, families, groups, and organizations.

Goal II

To provide comprehensive content about generalist social work practice.

Graduates of the Stockton Social Work program will have mastered the following core competencies:

- Identify as a professional social worker and conduct oneself accordingly
- Apply social work ethical principles to guide professional practice
- Apply critical thinking to inform and communicate professional judgments
- Engage diversity and difference in practice
- Advance human rights and social and economic justice
- Engage in research-informed practice and practice-informed research
- Apply knowledge of human behavior and the social environment
- Engage in policy practice to advance social and economic well-being and to deliver effective social work services
- Respond to contexts that shape practice

- Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Goal III

Provide content about the social contexts of social work practice.

Graduates of the Stockton Social Work program will have mastered the following core competencies:

- Apply knowledge of human behavior and the social environment
- Engage in policy practice to advance social and economic well-being and to deliver effective social work services
- Respond to contexts that shape practice.

Goal IV

Infuse throughout the curriculum the values and ethics that guide professional social workers in their practice.

Graduates of the Stockton Social Work program will have mastered the following core competency:

- Apply social work ethical principles to guide professional practice.

Goal V

Prepare graduates to be conscientious lifelong learners.

Graduates of the Stockton Social Work program will have mastered the following core competency:

- Identify as a professional social worker and conduct oneself accordingly.

Goal VI

Prepare graduates who demonstrate the ability to think critically, write effectively, communicate effectively orally, use practice experience to inform scientific inquiry, and be comfortable with the use of computers.

Graduates of the Stockton Social Work program will have mastered the following core competencies:

- Apply critical thinking to inform and communicate professional judgments
- Engage in research-informed practice and practice-informed research.

Goal VII

Faculty of the Stockton Social Work program will provide service to the broader University community, to the surrounding southern New Jersey region, and in wider statewide, national, and international arenas. In this way, we deepen the Social Work program's capacity to bring professional values and ethics to the broadest possible population, representing to students what it means to be engaged professional social workers; and we demonstrate our commitment to ensure that Stockton University graduates are prepared to be citizens in a democratic, multicultural society. The following table lists the program competencies and associated practice behaviors.

COMPETENCY	BEHAVIORS
Competency 1: Demonstrate Ethical and Professional Behavior	<ul style="list-style-type: none"> • make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context. • use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. • demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. • use technology ethically and appropriately to facilitate practice outcomes; and • use supervision and consultation to guide professional judgment and behavior.
Competency 2: Engage Diversity and Difference in Practice	<ul style="list-style-type: none"> • apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. • present themselves as learners and engage clients and constituencies as experts of their own experiences; and • apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	<ul style="list-style-type: none"> • apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and • engage in practices that advance social, economic, and environmental justice.
Competency 4: Engage in Practice-informed Research and Research-informed Practice	<ul style="list-style-type: none"> • use practice experience and theory to inform scientific inquiry and research. • apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and

	<ul style="list-style-type: none"> • use and translate research evidence to inform and improve practice, policy, and service delivery.
Competency 5: Engage in Policy Practice	<ul style="list-style-type: none"> • Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; • assess how social welfare and economic policies impact the delivery of and access to social services. • apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and • use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> • collect and organize data and apply critical thinking to interpret information from clients and constituencies. • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. • develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. • select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> • critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. • use inter-professional collaboration as appropriate to achieve beneficial practice outcomes. • negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and • facilitate effective transitions and endings that advance mutually agreed-on goals.
Competency 9: Evaluate Practice with Individuals, Families,	<ul style="list-style-type: none"> • select and use appropriate methods for evaluation of outcomes.

Groups, Organizations, and Communities	<ul style="list-style-type: none"> • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. • critically analyze, monitor, and evaluate intervention and program processes and outcomes. • apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
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PROGRAM ORGANIZATION

The Social Work (SOWK) program offers you a unique interaction between classroom lectures and discussions and Practicum observation and work. Course content in social welfare concepts and practice builds upon concepts from the humanities and from the natural, social, behavioral, and health sciences. The program consists of three core sequences of social work courses:

The Introductory Sequence

SOWK 1101 Introduction to Social Work (4 credits)

SOWK 1103 Human Behavior in the Social Environment (4 credits)

SOWK 2504 Race, Ethnicity, Diversity (4 credits).

You are introduced to the building blocks – knowledge, values, and skills – of generalist social work practice. These courses are taken in the first and second years, usually beginning the second term of the first year. During these two years, you are preparing to become a Social Work major. In addition to the courses listed above, you are expected to have made significant progress in completing the Social Work program’s liberal arts foundation requirement prior to entering the junior sequence. This includes courses in the following areas of instruction: psychology, sociology/anthropology/criminal justice, political science, economics and human biology; as well as a writing course, a first-year seminar, and 16 credit hours distributed among General Arts and Humanities (GAH), General Social and Behavioral Sciences (GSS), General Natural Sciences and Mathematics (GNM), and General Interdisciplinary Skills and Topics (GEN).

The Junior Sequence

You must successfully complete SOWK 1101 and SOWK 1103 prerequisites, or their equivalent before entering the junior sequence.

SOWK 2103 – Theories and Concepts of Human Behavior (4 credits)

SOWK 3101 History of Social Welfare Policy (4 credits)

SOWK 3102 Research Methods in Social Work (4 credits)

SOWK 3604 Generalist Social Work Practice: Theory and Methods I (4 credits)

SOWK 3605 Generalist Social Work Practice: Theory and Methods II (4 credits)

SOWK 3905 Practicum Preparation (2 credits).

In the junior year, having completed the introductory sequence and liberal arts base, you take courses to begin to integrate the knowledge, value, theory, and skills of generalist social work practice. In the fall semester of the junior year while enrolled in Generalist Social Work Practice: Theory and Methods I, you apply to enter Generalist Social Work Practice: Theory and Methods II and Practicum Preparation. The faculty determines your eligibility based on your academic and professional performance record.

Successful completion of this process ensures that you have become a full-fledged major. In addition to the six courses listed above, you are expected to continue fulfilling General Studies' requirements and should begin to complete more advanced social and behavioral science requirements (18 credits).

The Senior Sequence

SOWK 4601 Senior Seminar: Social Work Practice I (4 credits)

SOWK 4901 Senior Practicum I (4 credits)

SOWK 4602 Senior Seminar: Social Work Practice II (4 credits)

SOWK 4902 Senior Practicum II (4 credits)

In the senior year, having completed the introductory and junior sequences, you prepare to become a generalist social work practitioner through completing the integration of knowledge, values, and skills. You apply to enter Senior Seminar with Senior Practicum as listed above, during the spring of your junior year. The application consists of an essay, the purpose of which is to deepen the ongoing process of self-evaluation and career discernment. In the essay, you will discuss your interests in social work, including specialization interests. (Many students find that this essay serves as the basis of the personal statement that they prepare when applying for admission to a graduate program in social work.) The faculty determines your eligibility, based on your application essay and on your academic, professional performance, and Practicum record. During the summer of your senior year, you are assigned to your senior practicum placement and are expected to contact your practicum supervisor for an interview. Opportunities for practicum experience and learning under professional supervision are available in the following settings, among others: child welfare, family services, schools, hospital and health care, behavioral health, developmental disabilities, services to older adults, and criminal justice.

ACCREDITATION

The Social Work program is accredited by the Council on Social Work Education (CSWE). Graduates are prepared for entry-level, professional social work practice positions as generalist practitioners.

ADMISSION TO THE PROGRAM

The Social Work program is open to Stockton students in good standing who have an overall GPA of at least 2.5 in program courses and who have successfully completed the introductory sequences of social work courses and who have discussed their intent to major in social work with a social work program preceptor. Students are encouraged to consult social work faculty members to determine their interests in social work and assess what the program and the profession may offer to those who participate. The earlier this is done the better.

In order to be admitted and remain in the Social Work program, Social Work students must also receive a minimum grade of "C" in social work practice/skills courses: SOWK 3604/3605 and SOWK 4601/4602.

Community college transfer students who do not come from a human services/social work program and/or who have not satisfied the liberal arts requirements described herein, may have to complete more than 64 credits at Stockton. This may require an additional one or two terms of academic work.

CREDIT FOR LIFE EXPERIENCE

The Social Work program does not grant credit for life experience or previous work experience.

TERMINATION FROM THE PROGRAM

In addition to the minimum cumulative 2.5 GPA in Social Work program courses that is required for students to remain enrolled in the program and a minimum grade of “C” in social work practice/skills courses (SOWK 3604/3605 and 4601/4602), the undergraduate program has additional Professional Program Standards. In general, students who meet academic standards will have no difficulty meeting professional standards. However, on occasion a student may possess all the requisite academic skills and yet may not be ready to meet the emotional challenges of undergraduate studies. This lack of readiness would be evidenced by behaviors that emerge in the classroom, in relations with professors or other students, or in the practicum placement. Since it is possible for a student to have difficulty relating with one particular professor or practicum instructor, the decision to terminate a student from the program or take other disciplinary action against an undergraduate student (i.e., place on probation or suspension from the program) will not be made by only one person but will be the decision of the Academic and Professional Standing Committee. Additional information may be found in the *Student Handbook* and the *Practicum Manual*, which is posted on the Social Work program website.

GRADUATION REQUIREMENTS

Graduates of the program receive a Bachelor of Science degree. The University requires completion of a minimum of 128 credits for graduation. For the B.S. degree, a minimum of 80 credits must be earned in program studies and cognate courses. Thirty-two credits must be from General Studies. The 16 remaining credit hours may be either in General Studies or in programs at-some-distance from the major. Transfer students are given credits for appropriate work done at other regionally accredited institutions. Students are also required to fulfill requirements in Writing (W1, W2), Quantitative Reasoning (Q1, Q2), Historical Consciousness (H), the Arts (A), Values (V), and International/Multicultural (I) courses. (It is essential for the student to consult with his/her preceptor regularly to create and monitor a plan for meeting all university requirements.)

As noted above, Social Work majors must complete a combination of entry-level and upper-level social and behavioral sciences courses, as well as all required Social Work courses, including 90 hours in the junior year and 400 hours in the senior year of Practicum in an approved social work agency or program during the senior year. In order to graduate, students must have maintained a cumulative 2.5 GPA in Social Work program courses and students must have received a minimum grade of “C” in all skills/practice courses (SOWK 3604/3605 and SOWK 4601/4602).

GRADUATION WITH DISTINCTION

A Bachelor of Science degree with Distinction in Social Work will be awarded to those students who achieve a 3.5 GPA in all Social Work program courses, successfully complete the senior Practicum placement and complete program distinction requirements.

PHI ALPHA HONOR SOCIETY

A Bachelor of Science degree with induction into the Phi Alpha Honor Society for social work majors is an opportunity for social work students in the top 35%. Prior to the start of the spring semester, all social work students in the top 35% will be invited to apply to the Phi Alpha honor society. Students will be contacted via email and instructed on how to accept the invitation. Induction ceremony will be held during the spring semester.

SPECIAL OPPORTUNITIES

The program provides students with practicum observation and practicum experience in multiple social welfare programs and social work agencies in southern New Jersey. Opportunities for experience and learning under professional supervision are available in a variety of settings, such as services to families and children, schools, health care, behavioral health care and services to the aging.

CHILD WELFARE CONCENTRATION

A concentration in child welfare is available to social work majors considering a professional career in services to children and families. There is a major crisis in child welfare in many states, including New Jersey. A major effort is underway to transform the provision of child protective services to New Jersey's at-risk families and children. There is a significant need for social workers with specialized knowledge and skills in child welfare to join this effort, and there are excellent employment opportunities.

Students electing the concentration in child welfare, in addition to the core requirements for the social work major, must complete SOWK 3650 Topics in Child Welfare, SOWK 3670 Child Welfare Services and Practice, and have their senior fieldwork in a child welfare agency. The expected sequencing of these courses is completion of the Topics in Child Welfare seminar in spring of the junior year and the Child Welfare Services and Practice seminar in the fall of the senior year.

CHILDHOOD STUDIES MINOR

The program also participates in the Childhood Studies (CHST) minor. Social work students are encouraged to pursue their interests in this field of study if they are interested in working with children and adolescents. The internship requirement for the minor may be fulfilled with the social work practicum placement if approved by the childhood studies minor coordinator.

GERONTOLOGY MINOR

The program also collaborates with the Gerontology (GERO) program. The field of aging is growing thereby producing many job opportunities in the future. Social work students are encouraged to consider gerontological social work with a gerontology minor, and their social work practicum placement can also count towards the internship requirement in the Gerontology minor if approved by the minor coordinator.

CAREER OPPORTUNITIES

The Bachelor of Science in Social Work has been recognized by the Council on Social Work Education and the National Association of Social Workers as the entry-level professional degree in social work. Job opportunities exist in a wide range of public and private social welfare agencies and institutions. Many states Civil Service commissions, including New Jersey's, recognize the Bachelor of Science degree in social work as qualification for a professional social work position. Graduate programs leading to the Master of Social Work (MSW) degree are available at most major universities, including Stockton University. Students with the Bachelor of Science degree in social work are in an excellent position to apply for advanced standing in most of these graduate programs. They are also eligible to apply for professional status as certified social workers (CSW).

Full details about the Social Work curriculum can be accessed on the [Social Work website](#).

BEHAVIORAL NEUROSCIENCE

IN THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

INTRODUCTION

The Behavioral Neuroscience (BHNS) minor, housed in the School of Social and Behavioral Sciences, is an interdisciplinary minor which involves students and faculty from across the University.

Neuroscience is the study of brain anatomy and physiology, as well as the relationship between the brain and overt behavior, cognitive processes, and emotional experiences, among others. Behavioral neuroscience is a sub discipline within the general field and is directed toward understanding the neural components that support human behavior, both normal and abnormal. Neuroscience generally focuses on the study of the nervous system, whereas behavioral neuroscience is concerned with how neural components result in behavior.

The minor provides an opportunity for the in-depth exploration of the field of behavioral neuroscience to better prepare students for future study and careers in the natural and social sciences. Although advanced knowledge of the structure and function of the brain would augment the coursework in many majors (e.g., speech pathology and audiology, nursing, criminal justice, and biology), it is not always possible to offer sufficient course work within any of these majors to provide the level of training that a minor in behavioral neuroscience could provide. Thus, students with similar interests from various disciplines can collaborate on projects, broaden their perspectives, and increase their knowledge in this growing field, opening doors to careers that students would have otherwise not known about nor have been qualified to pursue.

PROGRAM ORGANIZATION

Students will be required to complete 24 credit hours, divided into three levels of study: basic principles, advanced topics and electives. This flexibility reflects the dynamic nature of the behavioral neuroscience field.

Central to the minor is a course in basic principles which will provide students with a foundation in cellular and systems components of the brain. (Introductory courses in the related fields of biology and psychology are required prerequisites in order to enhance students' understanding of behavioral neuroscience concepts.) The advanced topics requirement is intended to foster additional student-faculty research and to give students an opportunity to apply the basic principles through the analysis of existing research in behavioral neuroscience and the participation in research in this exciting area. Research and practicum experiences offered by other programs (e.g., BIOL, CRIM, HLTH) can be counted toward advanced topics provided the content has a neuroscience emphasis, contingent on receiving prior approval from the BHNS coordinator. Electives are the third area of study and allow students to make the minor specific to their goals and interests. Students can merge knowledge accumulated in their disciplines with knowledge from completed behavioral neuroscience courses.

ADMISSION TO THE PROGRAM

The Behavioral Neuroscience Minor is open to students of all majors. Interested students should inform their preceptor of their interest and be sure to complete the Declaration of Major/Minor Form, available through Academic Advising to officially declare the minor. The declaration form must be signed by the minor coordinator.

Because of the varied nature of the coursework, many of the above courses can be applied toward either cognate or at-some-distance requirements, depending on the student's academic major and specific course selections within the minor. Much of the minor's coursework would be considered as cognates for students with majors in Natural Sciences and Mathematics or Social and Behavioral Sciences, whereas most courses would be considered at-some-distance for majors in Arts and Humanities, Business, and Health Sciences. Many of the elective courses in the minor are general studies courses that can be used to meet these requirements. Students should consult with their preceptor and the minor coordinator to determine exactly how courses in the minor will be applied. The decision about where minor courses fit in a student's academic plan is usually made by the student's preceptor on behalf of the program in which the student majors. Planning early, particularly in programs with highly structured requirements, can help students complete the minor without taking additional coursework beyond the 128 credits required for graduation.

CAREER OPPORTUNITIES

Completing a minor in Behavioral Neuroscience should increase one's success in applying to graduate programs in medicine, neuroscience programs, as well as programs in biology, clinical neuropsychology, forensic psychology, criminal justice, law, physical therapy, and occupational therapy, among others. Specialized training in the brain would also be an asset for students entering into or completing professional programs, such as nursing and speech audiology and pathology, in which an advanced understanding of the brain's structure and function would assist students in applying interventions aimed at rehabilitation.

In addition, training in neuroscience will help prepare students to work in applied laboratory settings that utilize neuroscience techniques and related approaches. Because neuroscience has become an integral component of many fields, the minor will serve as a complement to many undergraduate programs that prepare students to enter directly into service and applied professions, such as education, social work, and law enforcement.

Full details about the minor curriculum can be accessed on the [Behavioral Neuroscience website](#).

CHILDHOOD STUDIES MINOR

INTRODUCTION

The Childhood Studies (CHST) minor involves the study of children and adolescents using a multidisciplinary approach. It is an inquiry into childhood and adolescence from the perspectives of the behavioral sciences, the health sciences, the humanities, and the social sciences. For example, in the behavioral and health sciences, childhood studies can concern the physical, cognitive, and social development of human beings from conception to adolescence. In the humanities, childhood studies can be a focused investigation of children's literature, of religion and childrearing, and of the philosophical debate on the nature of childhood. In the social sciences, childhood studies can investigate the influence of culture, economics, social policies, and history on childhood experiences.

The overarching goal of the Childhood Studies minor is to provide interested students with a coherent and connected set of courses from which the students can learn to investigate childhood and adolescence. These courses are to progress from more foundational to more advanced topics, while simultaneously satisfying the need for broad interdisciplinary coverage. In the end, a Childhood Studies minor would enable undergraduate students who are interested in children and adolescents to conduct an in-depth exploration of the field from multiple perspectives. In this way, horizons are broadened, critical thinking is encouraged, and collaboration becomes possible. Consequently, students will be better prepared for graduate level work and for careers in social and health services, youth programming, education, and public policy.

PROGRAM ORGANIZATION

Students will be required to complete 20 credit hours, divided into three levels of study. There will be a foundations course, three core courses and one capstone course. The foundations course explores the concept of childhood addressing historical, contemporary, and global issues. Students will have the opportunity to research and explore these issues from a personal perspective as well as from the perspectives of cultural, social, economic, environmental, political, or educational issues affecting children.

The three core courses are designed to allow students the flexibility to choose a combination of courses that suit their interests and career goals. These courses reflect the interdisciplinary nature of this minor and are meant to expose students to a broad array of perspectives on the study of childhood and adolescence. There are two categories of courses: Historical Perspectives and Contemporary Issues. To ensure sufficient exposure to this multidisciplinary inquiry of childhood, students are required to take one course each from these two categories, and a third course from either category.

The capstone course is intended to prepare students for life after Stockton. Therefore, students will take either an internship or field placement course or a higher-level course with a service-learning component, working with children and/or adolescents in the field, while at the same time integrating past academic learning with their field experience. This way, students are better prepared for graduate level work; they are also better able to secure employment working with children and adolescents after graduation.

CURRICULUM OVERVIEW

Five courses (20 credits) are required for the minor. All students must take the Foundations course, Perspectives on Childhood, and a Capstone course which includes extensive research and/or hands-on experience working with children and/or adolescents. The three remaining courses are drawn from two categories: Historical Perspectives and Contemporary Issues. Students must select one course from each category and the third course may be chosen from either category. Alternate course selections may be approved by the minor coordinator on a case-by-case basis.

Students in the Childhood Studies Minor can select a research focus route within the minor. This option provides students an opportunity to engage in research focused classes in order to be competitive for graduate school and professions working with children. Students will develop their ability to read, comprehend and critically evaluate primary scholarly resources. They will apply the properties of the scientific method or other disciplinary scholarship methods to answer an original child-centered question. They will also receive systematic training which will enable them to conduct these projects independently. Please contact the Childhood Studies Research Chair (Dr. Helana Girgis helana.girgis@stockton.edu) if you have questions regarding the research focus.

A “C” average grade for the minor courses is expected. The program will accept transfer courses and will confer the minor with a minimum of 18 credits if all other minor requirements have been met.

ADMISSION TO THE PROGRAM

The Childhood Studies Minor is open to students of all majors. Interested students should inform their preceptor of their interest and be sure to complete the Declaration of Major/Minor Form, available through Academic Advising to officially declare the minor. The declaration form must be signed by the minor coordinator. Childhood Studies courses could be incorporated into the student’s overall graduation requirements, depending on the student’s major. Due to the diverse nature of the coursework, many of the courses can be applied toward program, cognate or at- some-distance requirements. For example, CHST courses are generally a cognate to PSYC, SOWK, SOCY/ANTH, CRIM, POLS, ECON and some programs in the School of Health Sciences. For majors in the Arts and Humanities or Natural Sciences, most CHST courses would be considered at-some-distance. Students should consult with their preceptor and the CHST Coordinator to find out exactly how courses in the minor can be applied. The decision about where CHST courses fit into a student’s academic plan is usually made by the student’s preceptor in their major. Planning early, particularly in programs with highly structured requirements, can help students complete the minor without taking additional courses beyond the basic 128 credit hours needed for graduation.

CAREER OPPORTUNITIES

Completing a minor in Childhood Studies should increase success in applying to graduate programs in developmental psychology, clinical psychology, forensic psychology, social work, communication disorders, education, criminal justice, law, nursing, and health sciences.

Specialized training in childhood and adolescence would be an asset for students entering into the following professions to help children and youth directly, or to administer to the needs of children and adolescents indirectly through creative programming and policies: guidance counseling, school psychology, family therapy, social work, speech-language pathology or audiology, teaching at all

levels, school administration, public health, pediatrics, allied health professions (e.g., OT, PT), and nonprofit organization management.

Full details about the minor curriculum can be accessed on the [Childhood Studies website](#).

GERONTOLOGY MINOR

INTRODUCTION

The Gerontology Minor (GERO) program is affiliated with the Stockton Center on Successful Aging (SCOSA), involves students and faculty from across the University and offers a variety of 4-credit undergraduate courses on aging. The minor was designated as a Program of Merit by the Association of Gerontology in Higher Education (AGHE) in 2012. Matriculated students who complete the 20-credit sequence of required and elective courses can earn a Gerontology Minor in conjunction with any major at the University. Non-matriculated students who do not wish to earn a degree from Stockton can receive a Certificate of Completion in Gerontology with the same 20-credit sequence. Such non-matriculated students most often enroll in the program to enhance their job performance and/or credentials in this growing field. Additional continuing education workshops and seminars on aging are periodically offered by the Stockton Center on Successful Aging and the Division of Continuing Studies. Stockton does not currently offer an undergraduate major in Gerontology because faculty believe it is generally in the student's best interest to combine the minor/certificate with credentials in a traditional discipline. It is, however, possible for matriculated students to design their own Liberal Studies curriculum with a gerontology focus. Students wishing to pursue this option should see the Liberal Studies program description under the School of General Studies and speak to the GERO Coordinator early in their college career.

PROGRAM ORGANIZATION

Requirements and curriculum for the minor (and certificate of completion) are consistent with standards set by the Association for Gerontology in Higher Education and are designed to provide students with a well-rounded understanding of the multidisciplinary study of aging through basic and applied course work. The Gerontology minor is awarded to matriculated students who have satisfactorily completed 20 credits (five courses). The Gerontology Certificate of Completion is conferred by the Division of Continuing Studies in the School of Graduate and Continuing Studies to non-matriculated students who have successfully completed the same set of requirements.

Students must earn a grade of B or higher in the Gerontology Internship or approved substitute. Students with previous extensive experience working with older adults in clinical care or administrative positions may request from the GERO Coordinator the substitution of another Gerontology elective course in place of the Internship. Additionally, practicum experiences offered by other fields (e.g. SOWK, PSYC, HSCI, NURS, BIOL, etc.) that primarily involve work with the aged may be substituted for the GERO internship, contingent upon receiving prior approval from the minor coordinator. Specific guidelines for such a substitution are available by contacting the Gerontology Coordinator.

Advanced students may take advantage of independent studies or tutorials and become involved in various faculty-sponsored research and community service projects. The Stockton Center on Successful Aging (SCOSA) also offers a variety of research, education and service activities for students, making Stockton an ideal location to advance one's knowledge and skills related to aging. All students must take an introductory course in gerontology, a course on biology and aging, and an internship (or approved substitute). An additional two courses must be selected from an approved group of electives. Students should note that many electives may have a cross-listed section which will count for both the major and the minor. Students are also encouraged to bring to the attention of the minor coordinator

any newly created courses in their majors which may have a sufficient focus on gerontology and may make them eligible for inclusion as an elective.

ADMISSION TO THE PROGRAM

The program is open to all students as well as to non-matriculated students. Matriculated students should inform their preceptor and officially declare the Gerontology Minor on the Declaration of Major and Minor Form provided by the University's Center for Academic Advising. Gerontology courses may fit into students' overall graduation requirements in several ways, depending on the student's major. For example, GERO is generally a cognate to SOCY/ANTH, SOWK, PSYC, POLS, CRIM, ECON and some programs in the School of Health Sciences and the School of Business. For majors in the Arts and Humanities or Natural Sciences, most GERO courses would be considered at-some-distance from the student's area of concentration.

The GSS courses would be counted toward a student's General Studies requirements. The decision about where GERO courses fit into a student's academic plan is usually made by the student's preceptor in their major. Planning early, particularly in programs with highly structured requirements, can help students complete the minor without taking additional courses beyond the basic 128 credit hours needed for graduation.

Non-matriculated students wishing to enroll in the program must first contact the Division of Continuing Studies in the School of Graduate and Continuing Studies. This office and the Stockton Center on Successful Aging will assist in planning and enrollment; however, non-matriculated students must be aware that Stockton's policy gives matriculated students priority in registration, and openings in desired courses may not be available at the time of non-matriculated student registration.

CAREER OPPORTUNITIES

Gerontologists usually work in one of two general areas: direct services to older adults or administration of service, research and education. Undergraduate course work in Gerontology coupled with the appropriate major prepares students for various entry-level positions in these areas. U.S. Labor Department statistics consistently indicate that jobs in fields related to aging will be particularly abundant for the near future as 72 million baby boomers pass the age of 65 during the next three decades. This will be true especially in New Jersey because of the state's older-than-average population and even more so in southern New Jersey because of its growing popularity as a retirement destination.

Thus, the study of gerontology can enhance one's performance and marketability as a professional in many disciplines. Social work, physical and occupational therapy, psychology, nursing, financial management, and health care administration are just a few of the possible professions which require knowledge of aging.

Full details about the minor curriculum can be accessed on the [Gerontology website](#)

VICTIMOLOGY AND VICTIM SERVICES MINOR

INTRODUCTION

Victimology is a multidisciplinary branch of criminology, based on research in criminal justice, psychology, public health, anthropology, history, and economics. It examines the nature of the victimization process; the relationships between victims and offenders; the emotional, physical, and economic impact of crimes on victims; and the interactions between victims and other social groups and institutions, including the family and school. The field of victimology includes victim profiling and forensic victimology, the scientific study of victims that focuses on the victims' lifestyles, circumstances, the events leading up to the crime, and the nature of the victimization.

In general, the field of victimology offers evidence-based practices for understanding victim-offender dynamics, victim services, and the prevention of victimization. The minor provides students with a coherent set of interdisciplinary courses, giving them broad competency in victimology and victim services, while at the same time it introduces them to specialized areas, enhancing their ability to work with a variety of victims, such as women, men, children, the elderly, and the LGBTQ population. The minor also provides students with opportunities to conduct research, learn from guest speakers and engage with the community.

Once students have completed the minor, they will have:

- Acquired an informed and balanced knowledge about victims, victimization, and victim services;
- Demonstrated proficiency in a range of theoretical perspectives in victimology;
- Understood the impact of victimization on various populations of victims;
- Developed an understanding of victims' rights and the criminal justice response to victims and victimization.

PROGRAM ORGANIZATION

The Victimology and Victim Services minor is awarded to matriculated students who have satisfactorily completed 20 credits (five courses). Students will take a mandatory introductory course which will examine the history of victimology, basic concepts, and consequences of victimization, offender-victim relationships, and the victim's role in the criminal justice system. Students will then select three electives, one course from each of two categories.

- Category One: Types of Victimization and Victims
- Category Two: Contemporary Victim-Related Issues
- A third course from either of the above categories

Students will complete the minor with a capstone course, a senior-level interdisciplinary course which will focus on victim assistance programs, victim-witness services, victim-offender programs, victim rights, victim advocacy, and national organizations for victims. Note that an alternative course or experience may take the place of the required capstone course with permission of the minor coordinator.

At least 8 credits required for the minor must be at the 3000 level or above.

ADMISSION TO THE PROGRAM

The Victimology and Victim Services Minor is open to students of all majors. Interested students should inform their preceptor of their interest and complete the Declaration of Major/Minor Form, available through Academic Advising to declare the minor officially. The declaration form must be signed by the minor Coordinator. Due to the interdisciplinary nature of the curriculum, many of the courses may be applied toward program, cognate, or at-some-distance requirements. Planning early, particularly in programs with highly structured requirements, can help students complete the minor without taking additional courses beyond the basic 128 credit hours needed for graduation.

CAREER OPPORTUNITIES

The Victimology and Victim Services Minor will prepare students for entry into a wide variety of positions in fields such as criminal justice, social work, counseling, gerontology, and nursing. It can be especially useful for those who interact directly with victims, their families, and their communities, such as police officers and other first responders, probation officers, counselors, social workers, and medical emergency personnel.

WASHINGTON INTERNSHIP PROGRAM

IN THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

INTRODUCTION

Stockton's [Washington Internship program](#) offers students across all majors the opportunity to significantly advance their educational and professional objectives while earning academic credit in the nation's capital. Through its collaboration with the Washington Center, the country's largest internship organization, Stockton University offers an internship experience with significant educational and paraprofessional value. Interns enhance their preparation for a career in their chosen field by combining their academic training with substantive and meaningful (hands-on) experience in a variety of professional environments in Washington, D.C. The Washington Internship program places a high premium on the mentoring, advice, and professional guidance interns receive from their program advisors, faculty, and internship supervisors. Intern alums often utilize the vast network of contacts they develop during their internship experiences to advance their career objectives.

Stockton considers an academic internship to be of great educational and professional value. It involves students in a dynamic undertaking that combines theories from the classroom with experience in the field. Internships encourage students to explore different modes of learning as they keep pace with the changing world. Although the Washington internship does not guarantee students a job after graduation, it does offer Stockton graduates the opportunity to experience high quality professional positions and to include them on their résumés. This usually gives a student an advantage over graduates from other colleges that do not offer this experience.

PROGRAM ORGANIZATION

As the center of governance for the nation, Washington, D.C. is also one of the world's premier centers for historical and cultural tourism, global commerce and trade, and international diplomacy. The Washington metropolitan region is a major center of research and development in medicine, cyber-technology, and science. During the internship experience, students work approximately 36 hours each week at their placements. Internship opportunities are available for all majors in the legislative, executive, and judicial branches of government, the private sector, non-profit social service and advocacy organizations, and in art and cultural institutions. Students earn 16 academic credits during the internship semester: WASH 3940 Washington Internship (8 credits), WASH 3620 Washington Seminar (4 credits), and WASH 3300 LEAD Colloquium (4 credits). Approximately 10 Washington Seminars are offered each semester in various disciplines; classes meet once a week in the evening and are taught by Washington area practitioners and professors. The LEAD (Leadership, Engagement, Achievement, and Development) Colloquium includes career/professional development workshops, a speaker series, informational interviews, an e-portfolio, and museum exhibitions.

RESIDENTIAL LIFE

Stockton interns live in the Washington Center's residential and academic facility (the RAF), along with over 300+ interns from the United States and several countries. Interns also participate in a range of co-curricular activities. Stockton interns are strongly encouraged to take full advantage of the broad array of social, cultural, and educational activities and events that are frequently sponsored throughout Washington, DC, many of which are free.

PROGRAM COSTS, FINANCIAL AID

The cost of Stockton's Washington Internship program is generally comparable to a full semester at Stockton (including tuition, fees, books, and room and board). Students can utilize their Stockton

financial assistance to help defray the program's costs. The Washington Center also awards (competitive) scholarships and Stockton University interns receive an \$800 stipend and a \$2,550 housing discount.

Full details about the Washington Internship opportunity can be accessed on the [Washington Internship website](#).

MASTER OF ARTS IN COUNSELING

IN THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES THE FACULTY

PROGRAM MISSION STATEMENT

The Master of Arts in Counseling program is designed to educate students about best practices in clinical mental health counseling and train students in the skills necessary to work with clients in a variety of settings, such as hospitals, social service agencies, residential treatment centers, community mental health centers, and other organizations. According to the CIP code for Clinical Mental Health Counseling, it is a program that prepares individuals to provide evaluations, referrals, and counseling services to help people prevent or remediate personal problems, conflicts, and emotional crises. Includes instruction in human development, psychopathology, individual and group counseling, personality theory, career assessment, patient screening and referral, observation and testing techniques, interviewing skills, professional standards and ethics, and applicable laws and regulations.

Students will gain the knowledge and skills necessary to create and maintain helping relationships, facilitate change on an individual or systemic level, and function professionally in human service organizations. Graduates will be prepared to enter the workforce in entry-level positions in clinical mental health counseling. Cooperative arrangements will be established with external agencies to provide practicum and internship placements for students to gain practical experience while enrolled in the program.

The MA in Counseling program is under review from the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the nationally recognized body for establishing standards for counselor education programs. CACREP has established clear standards, and the program is designed according to the CACREP (2016) standards. The CACREP self-study for the program was submitted at the end of the Fall 2020 semester.

PROGRAM OBJECTIVES

Academic Objectives

The program aims to educate students regarding best practices in the entry-level specialty area of clinical mental health counseling. Curriculum will focus on the eight core areas delineated by CACREP standards: professional counseling orientation and ethical practice, social and cultural diversity, human growth and development, career development, counseling and helping relationships, group counseling and group work, assessment and testing, research and program evaluation.

The objectives for the program are specifically:

1. To provide meaningful educational experiences to prepare graduates with foundational skills, critical thinking ability, and dedication to the counseling profession,
2. To prepare graduates for employment, licensure, and certification by meeting the standards set by the appropriate accrediting and licensing agencies,
3. To inspire graduates to become advocates for their clients and leaders in their profession,
4. To encourage patience, sensitivity, and understanding in the delivery of counseling services to diverse communities,

5. To prepare graduates for a commitment to ethical professional practice, and
6. To prepare students to use research as a guide for identifying effective counseling techniques. (Chwalisz, 2003)

Professional Objectives

National certification. Graduates of the program will be qualified to take the National Counselor Exam (NCE), which is administered by the National Board of Certified Counselors (NBCC). Passing the NCE exam qualifies graduates as a Nationally Certified Counselor (NCC). See the section on *Accreditation* below to verify the proposed program's eligibility for CACREP accreditation.

State licensure. Graduates who have passed the NCE will also be qualified to apply for licensure in the State of New Jersey as a Licensed Professional Counselor (LPC) after an additional 4,500 hours of supervised experience. This license allows them to work as counselors in non-profit organizations, for profit organizations, or in private practice in New Jersey.

ADMISSION REQUIREMENTS

Prerequisite Requirements

Baccalaureate from a regionally accredited institution of higher education

Minimum undergraduate GPA of 3.0

Incoming students must have prerequisite skills and knowledge in statistics and experimental psychology as well as at least one course in either child development or personality psychology. These prerequisite requirements can be met by courses taken at the undergraduate or graduate level with earned grades of B or better.

Admissions Requirements

Visit the [MA in Counseling website](#) for specific admissions requirements regarding the application process.

The program may offer a direct admission option in the coming years.

DEGREE REQUIREMENTS

The program requires 60 credits for completion. Students will typically take a total of 20 three- credit courses to achieve that goal. 48 of the 60 credits will be taken in a required core that introduces the student to mental health counseling. The remaining credits will be earned in elective courses selected from a variety of offerings. The program requires students to take and pass a comprehensive exam prior to graduation.

Students must complete all aspects of the program within six years of matriculation, not including time spent on school-approved leave of absence, or they will be dismissed from the program. Students who are preparing for the comprehensive exam but not taking any classes must remain on Maintenance of Matriculation Status.

PROGRAM COMPLETION TIMELINE

Students must complete all aspects of the program within six years of matriculation, not including time spent on school-approved leave of absence. Please see the *University Bulletin* for details on the leave of absence policy. Students who do not complete all of their graduate work over the six years of matriculation will be dismissed from the program. Students who are preparing for the comprehensive exam but not taking any classes must remain on Maintenance of Matriculation Status.

ACADEMIC HONESTY

Academic honesty is a very serious issue. Unless specifically designated otherwise, all work is expected to be the student's own, independent effort. When in doubt about how to complete an assignment properly, students need to consult with the appropriate faculty member. For more information regarding charges of academic dishonesty, students should refer to the relevant section in the *University Bulletin*.

RESEARCH AND ETHICS

If faculty and/or student research or scholarship involves contact with human or animal subjects, the research project requires pre-approval from the University's Institutional Review Board (IRB) before conducting the research.

CURRICULUM

YEAR 1 (30 CREDITS)			
FALL	CREDI T	SPRING	CREDI T
COUN 5110 Pre-Practicum	3	COUN 5135 Assessment and Testing	3
COUN 5115 Theories of Counseling	3	COUN 5140 Statistics and Research	3
COUN 5120 Psychopathology	3	COUN 5210 Multicultural Counseling	3
COUN 5125 Ethical and Legal Issues	3	COUN 5215 Group Counseling	3
COUN 5205 Foundations of Mental Health Counseling	3	COUN 5900 Practicum	3

YEAR 2 (30 CREDITS)			
FALL	CREDIT	SPRING	CREDIT
COUN 5130 Lifespan Development	3	COUN 5225 Career Counseling	3
COUN 5220 Couples and Family Therapy	3	COUN 5230 Substance Abuse Counseling	3
COUN 55xx Elective	3	COUN 55xx Elective	3
COUN 55xx Elective	3	COUN 55xx Elective	3
COUN 5901 Internship I	3	COUN 5902 Internship II	3

Elective Courses-Counseling

COUN 5520 Counseling Children and Adolescents
 COUN 5521 Play Therapy
 COUN 5522 Counseling in the Criminal Justice System
 COUN 5523 Aging in Counseling
 COUN 5524 Counseling Women
 COUN 5525 Counseling in School Settings
 COUN 5530 Health Psychology
 COUN 5540 Crisis Intervention
 COUN 5542 Trauma Informed Yoga
 COUN 5545 Developing a Growth Mindset
 COUN 5548 Victimology
 COUN 5550 Prevention Strategies in Schools and Communities
 COUN 5560 Foundations of Clinical Supervision
 COUN 5562 Gender, Sexuality and Mental Health
 COUN 5565 Modern Day Clinical Approaches and Interventions

ACCREDITATION

The program is designed in accordance with the Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2016 Standards. The program completed the application process for accreditation in December 2023 with the site visit. Notification of accreditation will take place in 2024. The program will be assessed using the following methods:

1. Graduates will demonstrate competence in the core areas related to the program objectives. Students will take the NCE exam during the spring of their final year, so the program will have access to data regarding students' success on the exam.
2. The program faculty will evaluate the program objectives using (1) aggregate student assessment data that address student knowledge, skills, and professional dispositions; (2) demographic and other characteristics of applicants, students, and graduates; and (3) data from

systematic follow-up studies of graduates, site supervisors, and employers of program graduates, including the percentage of graduates who take the NCE and the percentage who pass.

3. The program faculty will provide evidence of the use of program evaluation data to inform program modifications via its annual Program Director Report and Five-Year Program Review.
4. The program faculty will disseminate an annual report that includes (1) a summary of the program evaluation results, (2) subsequent program modifications, and (3) any other substantial program changes. The report will be published on the program website and students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) will be notified that the report is available.
5. The faculty will annually post the number of graduates for the past academic year, pass rates on credentialing examinations, completion rates, and job placement rates (based on alumni surveys) on the program's website.
6. The faculty will have written procedures for administering student evaluations of faculty (IDEAs).
7. Students will have opportunities to evaluate program faculty through anonymous student evaluations of teaching (IDEA) at the end of each semester.
8. Students will have regular, systematic opportunities to formally evaluate practicum and internship supervisors.
9. Students will be asked upon graduation to evaluate the knowledge, skills, and values they gained during the program and provide feedback for program improvement.
10. Supervisors of student practicums and internships will be asked to evaluate how well the program prepares students to function in their agency or organization.

Interested individuals may access the [CACREP website](#) for more information on CACREP and the accreditation process.

MASTER OF ARTS IN CRIMINAL JUSTICE

IN THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

PROGRAM MISSION STATEMENT

The Master of Arts in Criminal Justice (MACJ) program at Stockton University provides a quality graduate program that promotes advanced inquiry and application of new knowledge and fosters advanced-level career opportunities. The program aims to serve the criminal justice educational, and research needs in the southern New Jersey area. Program faculty participate in research and service activities that benefit criminal justice and social service agencies locally, statewide, and nationally. The faculty's involvement in research and community affairs enhances the classroom experience, as faculty members are able to engage students in discussions of current dilemmas and controversies in the field. The program provides students with the education needed to advance in the practitioner realm of criminal justice; it also prepares those who want to continue with their education by giving them the research and analytical skills needed to pursue those goals.

PROGRAM OBJECTIVES

The faculty of the MACJ program emphasizes dialogue, critical thinking, policy evaluation, and clear and effective written and oral communication of ideas. Specifically, students in the program will:

1. Gain knowledge, insight, and sensitivity to occupy professional positions in public and private criminal justice agencies or prepare for continuation of graduate work in Criminal Justice or related field.
2. Apply criminal justice theories, concepts, or principles to criminological problems.
3. Use relevant data, information sources, and applied principles of data analysis to enhance understanding of the criminal justice system.
4. Gain greater understanding of all branches of the criminal justice system and issues related to the administration and management of these branches.
5. Appreciate political and ethical dilemmas confronting the process of designing or evaluating effective criminal justice policy.
6. Learn how the scholarly community contributes to understanding of current issues facing the criminal justice system.

ADMISSION REQUIREMENTS

The Criminal Justice program offers a *direct entry* option for applicants who are (1) current Stockton students who are majoring in Criminal Justice or Psychology with at least a 3.3 cumulative GPA or (2) Stockton Criminal Justice or Psychology alum with a 3.3 cumulative GPA who graduated within one year of application to the MACJ program. Other majors/graduates may be eligible with the permission of the Graduate Program Chair.

The following are admission requirements for *direct entry* into the MACJ program:

- A cumulative GPA of 3.3 or higher.
- Completion of the following prerequisites with minimum grade requirements met:
 - CRIM 1100 with a C or better on the first attempt
 - CRIM 2141, PSYC 3242 or equivalent research class with a B or better on the first attempt of the class.
 - CRIM 2114 or a social science theories class with a B or better on the first attempt of the class.

- CRIM 2145, PSYC 2241, or equivalent statistics class with a B or better on the first attempt of the class.
- CRIM 36xx capstone course or PSYC 36xx senior seminar with a B or better on the first attempt of the class
- Forensic Psychology Track students must also have completed PSYC 1100 with a C or better on the first attempt of the class.
- Homeland Security Track students must have also completed CRIM 2216 with a C or better on their first attempt of the class.

Students who have withdrawn from the Criminal Justice dual degree program are not eligible for direct entry if they withdrew from a graduate course or earned a grade of B- or below in a graduate course.

The following are the admissions requirements for *traditional entry* into the MACJ program for (1) candidates with BA/BS degrees from other colleges, (2) candidates who graduated from Stockton over a year prior to their application to the graduate program, and (3) candidates who graduated from Stockton, but do not qualify for direct entry:

- A cumulative GPA of 3.0 or higher.
- Completion of the following prerequisites with minimum grade requirements met:
 - CRIM 1100 with a C or better.
 - CRIM 2114 or a social science theories class with a C or better.
 - CRIM 2141 or equivalent research class with a C or better.
 - CRIM 2145 or equivalent statistics class with a C or better.
- Forensic Psychology Track students must also have completed PSYC 1100 with a C or better.
- Homeland Security Track students must have also completed CRIM 2216 with a C or better on their first attempt of the class.

TRANSFER CREDIT

Provided that the courses sufficiently match corresponding Stockton courses, the University will accept up to six credits of appropriate, relevant graduate credit from other regionally accredited colleges and universities that have been earned within the last six years. The credits may only be transferred in as elective credits and must be approved for use toward the MACJ degree by the Program Chair.

NON-DEGREE OPTION

Students who desire graduate education, but do not necessarily intend to earn a graduate degree may attempt three courses (9 credits) as non-degree (non-matriculated) students. An application for non-matriculated status is required, and registration for classes is on a space-available basis. Non-matriculated students must complete the undergraduate course prerequisites before taking graduate program classes.

GRADUATION REQUIREMENTS

The program requires 36 credits for completion. Students will typically take a total of 12 three-credit courses. Eight of the courses, or 24 credits, will be taken in a required core curriculum that introduces the student to general issues across the criminal justice system. The remaining twelve credits will be earned in four elective courses, which are determined by the track of study. Credits applied to the MACJ degree or certificate must be earned within the last six years from a regionally accredited college or university. Students must have a minimum cumulative GPA of 3.0 to graduate. Students with an

overall GPA of at least 3.8 will be eligible for graduation with distinction; those with a 4.0 GPA will receive the Dean's Award.

ACADEMIC PROGRESS

University policy states that a graduate student must maintain a cumulative GPA of 3.00 to be considered making minimum academic progress. If the GPA for a given semester is below 3.00, but the cumulative GPA is at or above 3.00, the student will be placed on Academic Warning. A graduate student whose cumulative GPA falls below 3.00 is placed on Academic Probation. A graduate student on probation, who does not make minimum academic progress as outlined by the program, may be dismissed from the program.

In the MACJ program, grades of B or higher are considered passing. Students have two attempts to successfully complete any given course with a B or above. Students may withdraw from no more than three courses while in the program. Students may withdraw from any given course only once. Students who receive a B- or lower in any class will be required to repeat that class if it is a core course or a required course for one's track. The faculty member who taught the class will fill out a remedial form, to be approved by the MACJ Program Chair, to identify areas that the student should focus on for improvement in the next attempt.

In the event that a B or above is not earned on the second attempt after earning a B- or below or withdrawing on the first attempt of the course, a student with a GPA of 3.30 who has not successfully completed the course at the second attempt, will be dismissed from the graduate program. Students who receive two C's or below while in the program will be dismissed from the program.

For additional information on remedial plans and dismissal policies, students may refer to the *MACJ Program Handbook*.

PROGRAM COMPLETION TIMELINE

Matriculated students may take up to a maximum of four courses per semester. Students must complete all aspects of the program within six years of matriculation, not including time spent on school-approved leave of absence, or they will be dismissed from the program. Credits applied to the MACJ degree or certificate must be earned within the last six years from a regionally accredited college and university. Students who are not registered for any classes, yet also not finished with other degree requirements, must either take a Leave of Absence or declare Maintenance of Matriculation Status through the Office of Graduate Studies.

ACADEMIC HONESTY

Academic honesty is a very serious issue. Unless specifically designated otherwise, all work is expected to be the student's own, independent effort. When in doubt about how to complete an assignment properly, students need to consult with the appropriate faculty member. For more information regarding charges of academic dishonesty, students should refer to the relevant section in the *University Bulletin* and the *MACJ Program Handbook*.

RESEARCH AND ETHICS

If faculty and/or student research or scholarship involves contact with human or animal subjects, the research project requires pre-approval from the University's Institutional Review Board (IRB) before

conducting the research. In addition to the IRB guidelines, Stockton's criminal justice faculty and students must adhere to the Academy of Criminal Justice Sciences' code of ethics regarding research. For more information, students may refer to the *MACJ Program Handbook*.

CURRICULUM

To earn a MACJ degree, students must successfully complete a minimum of 36 hours of graduate credit through a combination of core courses, electives, and a capstone course (CRIM 5410, which is one of the core courses). There are three academic tracks available to students: Forensic Psychology, Homeland Security, and Justice Studies. All students, regardless of track, will complete the same set of eight mandatory core courses; the remaining four courses will vary depending upon the track chosen.

Forensic Psychology Track

Forensic psychology explores the application of the science and profession of psychology to questions and issues relating to crime, the law, and legal systems. In addition to the mandatory core courses, there are two required courses, a track elective, plus one MACJ elective from any track.

Homeland Security Track

The field of homeland security endeavors to protect the United States, its people, and resources from attack by terrorists or criminal enterprises and from a wide range of natural disasters. In addition to the mandatory core courses, there are two required courses, a track elective, plus one MACJ elective from any track.

Justice Studies Track

Justice studies allows students to study the field of criminal justice from a broad perspective. In addition to the mandatory core courses, students in the justice studies track will complete four additional MACJ courses of their choosing and may mix and match electives from any of the MACJ tracks. They may also choose an elective course offered by other Stockton graduate programs with the Chair's permission.

Additional MACJ Electives

In addition to the electives in each track above, the MACJ program offers the following elective opportunities: Independent Study (CRIM 5800), Advanced Independent Research and Publication (CRIM 5890) and Graduate Internship (CRIM 5990).

Capstone Experience

One of the program's core courses, CRIM 5410 Criminal Justice Policy and Planning, will serve as a capstone experience for students. For students completing the program in two years, this class should be taken in the second year, if not their last semester. We strongly recommend that students complete CRIM 5315 Crime, Data, and Analysis; CRIM 5316 Research and Evaluation; and CRIM 5206 Criminological Theory prior to taking the capstone. At minimum, students should complete two of the three aforementioned classes and take the third the same semester as the capstone.

For more information on the capstone, students should refer to the *MACJ Program Handbook*.

Graduate Internship (CRIM 5990)

The goal of the internship program is for students to gain valuable, on-site work experience at a criminal justice agency for academic credit. Students are given the opportunity to apply theoretical concepts in a practical, applied fashion by observing and contributing to the daily activities of operating

agencies and organizations. Internship locations may include, but are not limited to, government agencies, police departments, prisons and jails, probation or parole offices, private security firms, judicial clerkships, legal offices and agencies involving administrative, victim advocacy agencies, research, teaching, and related activities, and offices of emergency management and other first responder agencies. Eligible students must have a 3.0 GPA or better and have completed at least half of his/her course work (which may not include an independent study) by the start of the internship. The deadlines to apply for an internship are November 1 for spring, April 1 for summer, and May 1 for fall.

For more information on the internship process, students should refer to the *MACJ Program Handbook*.

DUAL DEGREE PROGRAM

The dual degree program is a combined 4+1 BA/MA degree program in Criminal Justice and is designed to offer students a broad, multidisciplinary and multidimensional perspective of the criminal justice system. Students will embark on an intensive academic experience for five years. This program includes all the liberal arts courses that all Criminal Justice students at Stockton are expected to take, plus all the undergraduate and graduate core Criminal Justice classes. This is an intense program and not recommended for students who work many hours outside of school.

Enrollment of Eligible Students

There are three paths through which students can enroll in the dual degree program:

1. High school seniors who apply to Stockton expressing an interest in majoring in Criminal Justice, who are in the top 20% of their high school class, have a minimum 3.3 GPA, or who have good SAT scores and/or ACT scores (minimum 1170 SAT preferred; minimum 24 ACT preferred) will be considered for early, conditional admission into the dual degree program. Qualifying students will be issued letters of acceptance to Stockton University as undergraduate students that indicate conditional admission to the dual degree program in Criminal Justice.
2. Eligible first year Stockton students who were not enrolled into the dual degree program at admission to the University, but who are interested in the dual degree program, can only apply for the program in May at the end of their first year. These students may apply for admission if their first two semesters and cumulative GPA is at least 3.3.
3. Transfer students may apply for early, conditional admission if they have a GPA of at least 3.3 every semester at their sending institution. The program will accept a maximum of 64 undergraduate transfer credits, but students with this amount of transfer credits will likely have to take summer classes or extra classes during the regular semester to graduate on time. This is because students entering Stockton with an Associate Degree will have 64 credits by the end of their sophomore year, but dual degree candidates will have completed or need to complete at least 68 credits by that time. Transfer students who are eligible for the dual degree program will have any excess transferred Criminal Justice electives count toward At-Some-Distance requirements. If At-Some-Distance credit requirements are fulfilled, excess transferred Criminal Justice credits may then be applied to the Cognate area.

To formally enroll in the dual degree program, applicants must sign and return an admission contract acknowledging the requirement that they must maintain a minimum GPA of 3.3 every semester, as well as uphold the academic honesty policy for the University during their undergraduate years to maintain their eligibility in the dual degree program. Once accepted into the program, students may decide to change their major to something other than Criminal Justice or graduate with a B.A. degree only by notifying the Criminal Justice dual degree coordinator and the University in writing.

Maintenance of Academic Eligibility

To maintain eligibility in the dual degree program, the following standards for academic progress and requirements would be published and all dual degree students will sign a letter of commitment in writing acknowledging their acceptance of these requirements. Students without this written acknowledgement will not be admitted into the program.

- Students must maintain a semesterly and cumulative GPA of at least 3.3 while they are at Stockton to remain conditionally admitted to the accelerated dual degree BA/MA program. Students who fail this standard will have their early, conditional admission to the MACJ program withdrawn. They could be eligible to apply for regular admission to the MACJ program following completion of a baccalaureate degree.
- Students should complete all their General Studies and At-Some-Distance courses as well as the accompanying attributes by the end of their junior (third) year and they will have completed all their required courses for the BA and MA degrees by the end of their fifth academic year.
- Students with undergraduate status must uphold the academic honesty policy for the University to maintain their eligibility in the dual degree program.
- Students must work closely with the dual degree coordinator to be sure they are enrolled in the proper classes each semester. For students to start MACJ classes in their fourth year, they must have met the requirements outlined in the dual degree curriculum worksheet for Years 1 through 3 and received approval from the dual degree coordinator. In order to ensure this occurs, students must meet with the dual degree coordinator, at minimum, once per semester, typically during registration.

Curriculum

To earn a bachelor's and master's degree in criminal justice, students must complete a minimum of 128 undergraduate credits and 36 graduate credits. Students in the dual degree program will be enrolled in the dual degree concentration and cannot enroll in any other undergraduate concentration. They can, however, declare an academic track as part of their graduate work.

The undergraduate course work will consist of the following.

- 32 undergraduate criminal justice credits
- 14 undergraduate cognate credits
- 32 undergraduate general studies credits
- 32 undergraduate at-some-distance credits
- 18 graduate credits applied to the baccalaureate degree

All students should complete their General Studies and At-Some-Distance (non-social and behavioral science) electives as well as the accompanying attributes by the end of their junior year. By the time students begin to take graduate courses in their senior year, they should have only eight undergraduate credits remaining.

The graduate curriculum consists of 36 graduate credits, including eight core courses for the master's degree. Eighteen graduate credits will also be counted toward the bachelor's degree, noted above. Once fully enrolled in the MACJ program, dual degree students will complete an additional six graduate courses including the capstone experience.

Full details about the curriculum can be accessed on the [MA in Criminal Justice website](#).

MASTER OF SOCIAL WORK

IN THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

INTRODUCTION

Stockton's Master of Social Work (MSW) program prepares social workers for specialized practice with diverse individuals, families, and communities. Graduates from this program are prepared to assume professional positions in social agencies, institutions, and human service organizations. With the value base, knowledge and skills they obtain through their studies, they are prepared to work with diverse individuals, families, and communities in fields of social work practice such as aging, child welfare, families and children, healthcare, or behavioral healthcare. For those who choose to pursue an elective track in Leadership and Management, Stockton's MSW program prepares graduates for supervisory, entry-level management, and leadership positions. For those who choose to pursue an elective track in Clinical Social Work, Stockton's MSW program prepares graduates for direct clinical practice.

PROGRAM MISSION, GOALS, AND COMPETENCIES

MSW Program Mission

The mission of Stockton's MSW program is to educate social workers who are prepared for specialized practice with diverse individuals, families, and communities. The program aims to produce graduates who understand the human condition and the commonalities that all people everywhere share, while respecting and honoring differences in personal and communal history, social class, race, color, ethnicity, culture, language, immigration status, gender, sex, sexual orientation, marital status, age, political ideology, religion, and disability status. The curriculum focuses on developing practitioners who are able creatively to develop an in-depth understanding of diverse worldviews; empower diverse people to expand their capacities, resources, and opportunities; and advocate for policies and services that address social conditions that limit the quality of life for all people.

The program builds upon a strong foundation of generalist social work practice values, knowledge, and skills. Students are expected to understand and be able to apply an ecosystems perspective, the strengths perspective, and empowerment practice theory. They develop a thorough acquaintance with the negative effects of oppression, discrimination, marginalization, and other social forces that block people's ability to meet their basic human needs. They develop familiarity with multiple theories, perspectives, and approaches that strengthen their ability to work effectively with diverse populations. They are expected to examine these theories, perspectives, and approaches critically as they become acquainted with research literature and as they develop experience in agency practice.

Continuing the central focus of the undergraduate program, the MSW program aims to produce graduates who have a lifetime commitment to upholding human rights, respecting human diversity, and working towards social justice in their professional and personal lives.

MSW Program Goals

GOAL 1. To prepare graduates for specialized practice with diverse populations, particularly those who have been placed at risk by patterns and histories of social injustice.

GOAL 2. To provide comprehensive content about generalist social work practice.

GOAL 3. To provide content about the social contexts of social work practice

GOAL 4. To infuse throughout the curriculum the values and ethics that guide professional social workers in their practice, with particular attention to cultural competence standards.

GOAL 5. To prepare graduates to be conscientious lifelong learners.

GOAL 6. To prepare graduates who demonstrate the ability to think critically, write effectively, use quantitative and qualitative research methods, and be comfortable with the use of computer technology.

GOAL 7. To provide service to the broader university community, to the surrounding southern New Jersey region, and in wider statewide, national, and international arenas. In this way, we deepen the Social Work program's capacity to bring professional values and ethics to the broadest possible population, representing to students what it means to be engaged professional social workers; and we demonstrate our commitment to ensure that Stockton University graduates are prepared to be citizens in a democratic, multicultural society.

MSW Program Competencies

Generalist Practice Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels (knowledge/FPB1). Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas (cognitive and affective processes/FPB1). Social workers recognize personal values and the distinction between personal and professional values (values/FPB2). They also understand how their personal experiences and affective reactions influence their professional judgment and behavior (skills/FPB3). Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective (skills/FPB5). Social workers also understand emerging forms of technology and the ethical use of technology in social work practice (knowledge/FPB4). Social workers:

- C1, FPB1: make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
- C1, FPB2: use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
- C1, FPB3: demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
- C1, FPB4: use technology ethically and appropriately to facilitate practice outcomes; and
- C1, FPB5: use supervision and consultation to guide professional judgment and behavior.

Generalist Practice Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status (knowledge/skill/FPB6). Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim (values/FPB7). Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power (cognitive and affective processes/FPB8). Social workers:

- C2, FPB6: apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- C2, FPB7: present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- C2, FPB8: apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Generalist Practice Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education (values/FPB9). Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights (knowledge/cognitive and affective processes/FPB9). Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected (skills/FPB10). Social workers:

- C3, FPB 9: apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- C3, FPB 10: engage in practices that advance social, economic, and environmental justice.

Generalist Practice Competency 4: Engage in Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing the science of social work and in evaluating their practice (knowledge/FPB12). Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge (values/FPB11). Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing (cognitive and affective

processes/FPB12). They also understand the processes for translating research findings into effective practice (skill/FPB13). Social workers:

- C4, FPB 11: use practice experience and theory to inform scientific inquiry and research;
- C4, FPB 12: apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- C4, FPB 13: use and translate research evidence to inform and improve practice, policy, and service delivery.

Generalist Practice Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels (values/FPB14). Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings (knowledge/FPB15). Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation (cognitive and affective processes/skills/FPB16). Social workers:

- C5, FPB 14: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
- C5, FPB 15: assess how social welfare and economic policies impact the delivery of and access to social services.
- C5, FPB 16: apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Generalist Practice Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities (knowledge/FPB17). Social workers value the importance of human relationships (values/FPB18). Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities (cognitive and affective processes/FPB17). Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness (skills/FPB18). Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies (values/FPB18). Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate (values/FPB18). Social workers:

- C6, FPB 17: apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and

- C6, FPB 18: use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Generalist Practice Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities (knowledge/FPB19). Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities (cognitive and affective processes/FPB20). Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness (skills/FPB21/FPB22). Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process (skills/FPB21/FPB22). Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making (values/FPB21). Social workers:

- C7, FPB 19: collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
- C7, FPB 20: apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
- C7, FPB 21: develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- C7, FPB 22: select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Generalist Practice Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities (skills/FPB23/FPB27). Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities (knowledge). Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies (cognitive and affective processes/FPB24). Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals (knowledge/skills/FPB23). Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration (values/FPB25/FPB26). Social workers:

- C8, FPB 23: critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
- C8, FPB 24: apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients

and constituencies.

- C8, FPB 25: use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
- C8, FPB 26: negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- C8, FPB 27: facilitate effective transitions and endings that advance mutually agreed-on goals.

Generalist Practice Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities (knowledge/FPB28). Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness (skills/values/FPB30). Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes (cognitive and affective processes/FPB29). Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness (knowledge/FPB31). Social workers:

- C9, FPB 28: select and use appropriate methods for evaluation of outcomes.
- C9, FPB 29: apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
- C9, FPB 30: critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- C9, FPB 31: apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Specialized Practice Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, that may impact practice with diverse populations at the micro, mezzo, and macro levels (knowledge/values/APB2). Social workers understand guidelines of ethical decision-making and how to use critical thinking to address complex ethical dilemmas involving diverse clients (cognitive and affective processes/APB2). Social workers recognize the importance of professional relationships, both with other professionals and in the form of inter-professional teams, and the role these individuals play in providing supervision and consultation for work with diverse clients (skills/APB1). Social workers understand emerging forms of technology and the ethical use of technology in social work research, policy, and practice involving diverse clients (knowledge/values/APB3). Social workers:

- C1, APB 1: Use supervision and consultation appropriate to autonomous practice with diverse individuals, families, and communities.
- C1, APB 2: Apply ethical guidelines to complex ethical dilemmas involving diverse individuals, families, and communities to arrive at ethically informed decisions.
- C1, APB 3: Use technology to promote ethical practice among diverse populations (research/policy/practice).

Specialized Practice Competency 2: Engage Diversity and Difference in Practice

Social workers recognize that diversity (which includes but is not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status) results in different customs and worldviews (knowledge/APB4). These different customs and worldviews require social workers to engage in critical thinking to ensure appropriate cross-cultural communication with diverse clients (cognitive and affective processes/APB6). Social workers recognize how their own specific personal biases, as well as how the norms of the broader culture can create privilege for some diverse client groups and disadvantage for others (values/APB5). Social workers not only understand how diversity and difference shape the human experience but utilize this understanding to help shape their approaches to practice with diverse clients (knowledge/skills/APB6). Social workers:

- C2, APB 4: Demonstrate personal reflection, self-awareness, and self-correction about customs and worldviews in social work practice.
- C2, APB 5: Identify specific personal biases and/or cultural structures and values that may oppress, marginalize, alienate or create or enhance privilege and power.
- C2, APB 6: Integrate an understanding of how difference shapes the life experiences and behaviors of individuals, families, and communities into practice approaches with diverse individuals, families, and communities.

Specialized Practice Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that although every person has fundamental human rights, based upon privilege and status many diverse client groups experience violations of these human rights (values/APB7). Social workers understand the specific social, economic and environmental injustices the diverse clients face (knowledge/APB7). Social workers engage in critical thinking and dialogue with diverse constituencies to identify strategies to address human rights violations and injustices against diverse client groups (cognitive and affective processes/APB8). Social workers work at the policy level, organizational level, and in service delivery systems to address injustices against diverse clients (skills/APB8). Social workers:

- C3, APB 7: Articulate the social, economic and environmental issues that affect diverse individuals, families, and communities.
- C3, APB 8: Advocate for and work towards change in social policies, organizations, and service delivery systems when they fail adequately to protect human rights and advance social, economic and environmental justice for diverse individuals, families, and communities.

Specialized Practice Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social workers understand the roles that quantitative and qualitative research can play in evaluating practice specifically with diverse client groups (knowledge/ABP9). Social workers understand that multiple knowledge sources can and should be used to help build research to inform practice with diverse clients. Social workers use critical thinking to ensure that these multiple knowledge sources are applied to the process of conducting research about diverse client groups (cognitive and affective processes/ABP9). Social workers recognize the importance of using evidence based and evidence

informed practices among diverse clients, and how in some cases a lack of evidence exists justifying the use of practices among diverse populations (values/APB10). Social workers use research skills to identify and evaluate practices utilized among diverse client groups (skills/APB10). Social workers:

- C4, APB 9: Use practice experiences to formulate research questions relevant to diverse marginalized populations and apply research skills to these questions.
- C4, APB 10: Identify and evaluate current advances in evidence-based practice with diverse populations.

Specialized Practice Competency 5: Engage in Policy Practice

Social workers understand the impact that local, state and federal policy has on the well-being, human rights, and available services for diverse clients (knowledge/APB11). Social workers utilize policy analysis frameworks and principles of evidence-based policy to evaluate the impact that social policies have on diverse clients and agencies (cognitive and affective processes/APB11). Social workers understand the impact that policy has on social practice, and that the shortcomings of social welfare policies can create barriers to ethical practice with diverse clients (values/APB13). Social workers also understand that social welfare policies need to be designed in ways that are culturally competent, respecting the values, norms and behaviors of diverse client groups (values/APB12). Social workers use policy practice skills to advocate for policies that benefit diverse clients (skills/APB12). Social workers:

- C5, APB 11: Critically analyze and evaluate the impact of social policies on diverse marginalized communities, client systems, workers, and agencies.
- C5, APB 12: Advocate for social policies that advance social well-being, while respecting the cultural values, norms, and behaviors of diverse individuals, families, and communities.
- C5, APB 13: Address policies that create barriers to ethical practice especially in relation to issues impacting diverse marginalized populations.

Specialized Practice Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers recognize the value of language and communication across diverse client groups (values/APB14). Social workers also recognize the relevance of theories of social behavior and the social environment to diverse clients (knowledge/APB14). Social workers critically evaluate and apply language, communication, and theories of human behavior and the social environment to facilitate engagement with diverse clients, including individuals, families, groups, organizations, and communities (cognitive and affective processes/APB14). Social workers recognize how their own values may inhibit their ability to engage client systems, so they work to adopt a stance of not knowing to discover approaches to engagement that are appropriate to diverse client systems (skills/APB15). Social workers:

- C6, APB 14: Apply understanding of human behavior in the social environment, language, communication, and other needs of diverse individuals, families, and communities in engaging client systems.
- C6, APB 15: Adopt a stance of “not knowing” with client systems in order to collaboratively

discover culturally appropriate approaches to engagement of diverse individuals, families, and communities.

Specialized Practice Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand how culture shapes clients' experiences, strengths and challenges (knowledge/APB16). Social workers value the role that cultural priorities play in shaping the development of goals and outcomes for diverse clients (values/APB17). Social workers understand the complex ways in which culture should be accounted for during the assessment process (knowledge/APB17). Social workers recognize that critical thinking is vital to ensure that theory as well as the client's cultural interpretations and priorities are incorporated and applied to a comprehensive assessment model when working with diverse clients (cognitive and affective processes/skills/APB18). Social workers:

- C7, APB 16: Use knowledge of assessment models to develop and implement comprehensive assessments for use with diverse populations.
- C7, APB 17: Engage client systems in a collaborative process of developing culturally acceptable goals and outcomes.
- C7, APB 18: Apply specialized theoretical perspectives creatively and with minimal direction in assessing diverse individuals, families, and communities.

Specialized Practice Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers value the role that clients play in the selection and implementation of interventions that are culturally appropriate (value/APB19). Social workers also value the role that professionals from other agencies and other professions play in this process of intervening with diverse clients (value/APB19). Social workers understand the importance of evidence informed interventions when working with diverse clients, including individuals, families, groups, organizations, and communities (knowledge/APB22). Social workers understand methods for identifying, analyzing and implementing evidence informed interventions specifically among diverse groups (cognitive and affective processes/APB22). Social workers use their knowledge of human behavior and the social environment to intervene with diverse clients (skills/APB21). Social workers are also able to utilize their understanding of biological, psychological, environmental, and social systems to intervene with diverse clients in a culturally competent manner (skills/APB20/APB21). Social workers:

- C8, APB 19: Work collaboratively with client systems and other professionals to critically select and implement culturally appropriate interventions.
- C8, APB 20: Facilitate transitions and endings that meet the diverse needs of client systems.
- C8, APB 21: Apply knowledge of theory as well as biological, psychological, environmental, and social variables creatively and critically in working with diverse individuals, families, and communities.
- C8c/k, APB22: Critically choose and implement culturally appropriate interventions to enhance capacities of diverse clients and constituencies.

Specialized Practice Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand the complexities involved in evaluating social work practice among diverse individuals, families, groups, organizations, and communities (knowledge/APB23). Social workers recognize that due to the culture specific needs of diverse client groups, and the marginalization that they often face, it is important to evaluate just how effective social work practice is among diverse individuals, families, groups, organizations and communities (values/APB23). Social workers understand the multiple knowledge sources that contribute to the design of research and use critical thinking to help apply this understanding to evaluative studies of social work interventions (cognitive and affective processes/APB23). Social workers recognize the importance not only of evaluating practice among diverse groups, but also in using research findings to help improve practice interventions with diverse client systems (skills/APB24). Social workers:

- C9, APB 23: Using critical thinking, apply research methodologies and human behavior in the social environment to evaluate practice interventions with diverse client systems.
- C9, APB 24: Apply research findings to improve practice effectiveness with diverse client systems.

ADMISSION REQUIREMENTS

To be considered for admission to Stockton's MSW program, applicants must submit the following:

- Completed application. This includes brief essays in response to questions posed in the application.
- Baccalaureate degree from a regionally accredited institution (official transcripts from all colleges attended are required).
- Advanced Standing applicants must hold a baccalaureate degree in social work from a college or university accredited by the Council on Social Work Education.
- Adequate foundation in the liberal arts (at least 24 credits, as demonstrated in the transcript).
- Three letters of recommendation from persons who are familiar with the applicant's work (**academic work, paid employment, or volunteer work in social welfare**) sent electronically via Slate Stockton Application.
- **Advanced Standing applicants** must ensure that at least one of their letters of reference are from a BSW practicum instructor or practicum supervisor who can speak to their **abilities in the practicum** or from a supervisor at a social work agency where they have recently been employed.
- Cumulative GPA of 3.0.
- An interview and/or a writing sample may be required.
- Candidates for whom English is their second language may be required to submit English proficiency test results and scores through TOEFL, IELTS or ELS EAP Level 112.
- Facility in a second language (other than English) will be considered a strength in the applicant's file.

All the above factors will be carefully weighed in the admissions process. Applicants with the strongest overall record in the above areas will be admitted. Once available slots are filled, qualified applicants who were not able to be admitted will be placed on a waiting list for slots that might open.

TRANSFER CREDIT

Provided that the courses sufficiently match corresponding Stockton courses, the University will accept up to 9 credits for graduate work completed at an accredited MSW program at another college or university with a grade of B or better. If a student has earned graduate credits in a related field, the student may be able to receive transfer credit for one or two courses to fulfill elective requirements. Graduate credit will only be granted at the time of acceptance into the MSW program. Once students have matriculated at the University, students will be required to finish the remainder of the coursework at Stockton University. Applicants to the program should consult the program chair about transferring in credits for specific courses.

Students who have completed one full year of courses in another accredited MSW program with a cumulative GPA of 3.0 will be eligible for admission into Stockton's Advanced Standing program.

Students who have completed more than 9 graduate credits at another accredited MSW program but have not completed an entire year will not have to repeat courses in which they have earned a B or better. These students will not be required to complete that course at Stockton, but they will be able to substitute another graduate course covering different material (e.g., an elective) to earn the required credits.

Students who have completed a baccalaureate degree with a major in social work will not have to repeat courses in which they have earned a B or better. Instead, they will be given an opportunity to demonstrate mastery of the course material by taking an examination. Students who pass an examination covering the material in a given course will not be required to complete that course at Stockton, but they will be able to substitute another graduate course covering different material (e.g., an elective) to earn the required credits.

CREDIT FOR LIFE EXPERIENCE

Stockton's MSW program will not grant credit for life experience or previous work experience.

CURRICULUM PLAN AND GRADUATION REQUIREMENTS: TWO-YEAR FULL- TIME TRADITIONAL PROGRAM

This program option is offered to qualified applicants who have completed an undergraduate degree with a major other than social work. It is also open to candidates who have an undergraduate degree in social work but do not qualify for Advanced Standing or those who prefer attending a two-year program. In order to graduate, Two-Year full-time Traditional MSW students must have completed a minimum of 60 credits in the prescribed curriculum and maintained a 3.00 overall grade point average (GPA).

Stockton's two-year full-time Traditional MSW program consists of generalist practice courses and specialized practice courses. In the generalist practice MSW courses, students learn about the value base of the social work profession and about ethical decision-making. Students learn to understand the history of social welfare. They develop an understanding of the social work profession, including its commitment to diversity and to working with oppressed groups. Students develop an understanding of research methodology and of how to apply research findings to their practice. They develop an understanding of social work perspectives and theories, including ecological and systems theories, the

person-in-environment perspective, the strengths perspective, and the empowerment approach. Students learn to integrate classroom learning with practicum experience, applying social work knowledge, values, and skills in an agency setting with client systems.

In the specialized practice MSW courses, students take the advanced courses and electives. At this level, the expectation is that they develop specialized competencies and more specialized knowledge, particularly in the area of the program's area of practice specialization (working with diverse individuals, families, and communities). Advanced competency is also expected in elective areas. Students explore many different approaches to developing cultural competence and learn to appreciate the challenge of understanding "the interlocking and complex nature of culture and personal identity," and ensuring that "social services meet the needs of groups served and are culturally relevant." (Council on Social Work Education, 2001). Through their actual practicum experiences and through case examples introduced in the classroom, students are challenged to develop understanding of diverse individuals, families, and communities and use relevant theories, perspectives and creativity to develop effective, culturally competent interventions.

Finally, they are free to choose three elective courses. Students may choose to combine their electives to complete an elective track in leadership and management or clinical social work. If students desire to take an elective outside the program, they must obtain prior approval from the Advisor/Preceptor. No more than one elective course may be taken outside of the program.

Generalist Practice Courses (Year 1)

SOWK 5101 Human Behavior and the Social Environment I
SOWK 5102 Human Behavior and the Social Environment II
SOWK 5120 Social Organizations and Environments
SOWK 5130 Social Welfare Policy
SOWK 5140 Social Work Research I
SOWK 5150 Race, Ethnicity, and Diversity: Implications for Social Work Practice
SOWK 5601 Generalist Social Work Practice I
SOWK 5602 Generalist Social Work Practice II
SOWK 5901 Practicum I
SOWK 5902 Practicum II

Specialized Practice Courses (Year 2)

SOWK 5230 Social Justice: Policy and Advocacy
SOWK 5240 Social Work Research II
SOWK 5250 Cultural Competence and Cultural Humility
SOWK 5603 Specialized Social Work Practice with Diverse Individuals, Families, and Communities I
SOWK 5604 Specialized Social Work Practice with Diverse Individuals, Families and Communities II
SOWK 5903 Practicum III
SOWK 5904 Practicum IV

Elective Courses – students choose 3 courses

SOWK 5512 Clinical Social Work Practice with Groups*
SOWK 5515 Clinical Social Work Practice in Health Care *
SOWK 5528 Psychopathology Using a Competency Based Assessment Model*

SOWK 5530 Psychopathology, Psychopharmacology, and Cultural Neuroscience*
SOWK 5532 Suicide Assessment and Intervention*
SOWK 5535 Substance Abuse: Treatment and Recovery*
SOWK 5538 Cognitive Behavioral Therapy*
SOWK 5540 Clinical Gerontological Social Work Practice*
SOWK 5550 International Social Work
SOWK 5552 Child Migration and U.S. Immigration Policy: Faculty Led Program
SOWK 5561 Leading and Managing Human Service Organizations**
SOWK 5562 Clinical Supervision and Consultation***
SOWK 5563 Program Planning, Development, and Funding**
SOWK 5570 Trauma Informed Social Work Practice*
SOWK 5571 Trauma Informed Child Welfare Practice
SOWK 5572 Leadership and Supervision in Child Welfare
SOWK 5575 Forensic Interviewing of Children*
SOWK 5590 Empowering Groups and Communities for Social Change

*Choose any three to fulfill the elective track in clinical social work.

**Choose all three to fulfill the elective track in leadership and management.

***Course can count towards the requirements for the elective track in clinical social work OR leadership and management.

CURRICULUM PLAN AND GRADUATION REQUIREMENTS: THREE-YEAR PART- TIME TRADITIONAL PROGRAM

Those students wanting to complete the traditional program on a part time basis will take 60 credit hours over the course of 3 years instead of two. The number of part time seats will be limited. Those not admitted to the part time option may still be offered seats in the traditional two-year program. Because of course sequencing and the limited number of available seats, students who are admitted to the part-time program are expected to complete the program on a part time basis. Students who are admitted to the full-time program are expected to complete the program on a full-time basis. Exceptions can only be made by submitting a written request to the program chair.

CURRICULUM PLAN AND GRADUATION REQUIREMENTS: ONE YEAR FULL-TIME ADVANCED STANDING PROGRAM

Advanced Standing is open to highly qualified individuals who have earned baccalaureate degrees in social work from a social work program accredited by the Council on Social Work Education. In the Advanced Standing Program, students complete the specialized courses of the traditional two-year program, including electives. A three-day Advanced Standing Orientation is also required prior to beginning the program. In order to graduate, Advanced Standing MSW students must have completed a minimum of 30 credits in the prescribed curriculum and maintained a 3.00 overall grade point average (GPA).

CURRICULUM PLAN AND GRADUATION REQUIREMENTS: TWO YEAR PART-TIME ADVANCED STANDING PROGRAM

Advanced Standing is open to highly qualified individuals who have earned baccalaureate degrees in social work from a social work program accredited by the Council on Social Work Education. Beginning in the Fall 2022 semester, the MSW program will be offering a part time advanced standing

option. Advanced Standing students wanting to complete the part time option will take 30 credit hours over the course of two years instead of one. The number of part time seats will be limited. Those not admitted to the part time option may still be offered seats in the advanced standing one-year program. Because of course sequencing and the limited number of available seats, students who are admitted to the part-time program are expected to complete the program on a part time basis. Students who are admitted to the full-time program are expected to complete the program on a full-time basis. Exceptions can only be made by submitting a written request to the program chair.

ADVISING

Upon admission to the MSW program, students are assigned an advisor/preceptor who is a full-time faculty member of the Social Work program and teaches in the MSW program. This advisor/preceptor guides students throughout their graduate program and assists them in designing an educational plan. In the plan, students along with the advisor/preceptor identify: 1) expected objectives in achieving success in the MSW program, 2) if a track in leadership and management or clinical social work is desired, and 3) special interest areas (aging, etc.). Students are encouraged to engage in frank and candid discussions about their experiences in the MSW program, or any other issues they encounter in the program. The advisor/preceptor can also help students to find, if needed, other university or community supportive services. Students are encouraged to get to know their advisor/preceptor and to meet with him or her regularly.

If students have any problems, they should consult their advisor/preceptor. If the advisor/preceptor cannot resolve the problem, he or she will seek additional assistance from the appropriate source on the students' behalf. All advisors/preceptors post office hours and are available to meet with students during these hours and/or by appointment. Students can meet with faculty members individually or in small groups – informally or more formally – to discuss topics related to their studies or explore career options. The program encourages such meetings to enhance students' academic and professional development.

GOOD ACADEMIC STANDING, PROBATION, AND DISMISSAL PROCEDURE

A student with a semester GPA below 3.0 or a cumulative GPA below 3.0 will be placed on academic probation and notified accordingly. A student on Academic Probation is expected to meet with his/her advisor/preceptor to discuss a performance improvement plan upon receiving notification of probation status.

Students on Academic Probation in the MSW program must raise their cumulative GPA to a 3.00 by the time they have taken no more than 15 additional credit hours in order to regain good academic standing. "A student on probation who does not accomplish this is subject to dismissal from the graduate program and from the University." Written notice of such dismissal will be provided to the student.

If a student is subject to dismissal from the program but has the potential to raise their cumulative GPA above a 3.0 after completing a single three credit hour course, the student is permitted to send a letter of appeal to the MSW Program Chair. This appeal must be submitted within one week of the posting of final grades, and before the student is formally dismissed from the program. If the appeal is successful, the course and the conditions under which the course can be completed will be decided at the discretion

of the MSW Program Chair in consultation with the MSW Program Faculty. The “single course to raise the GPA to 3.0” option can only be granted once throughout matriculation in the MSW program.

If there is a procedural error in terminating a student from the Graduate Social Work program for academic reasons, the student may appeal in writing to the Dean of the School of Social and Behavioral Sciences with a copy to the Provost. The appeal must be accompanied by evidence in support of the appeal and must be submitted no later than two weeks following notice of academic termination from the Program.

Definition of a Passing Grade

A letter grade C or above is a passing grade. Students must, however, maintain a grade point average of 3.0 or above. Students must pass the first course in a sequence to move to the subsequent course.

Academic Honesty

Academic honesty is a very serious issue. All students enrolled in graduate courses at Stockton University are required to follow all University policies, including the Academic Policy specified in the *Stockton University Bulletin*.

Other Grounds for Dismissal

In addition to the minimum 3.0 GPA that is required for students to remain enrolled in the program, the MSW program has additional Professional Program Standards (see *MSW Program Handbook*).

CAREER OPPORTUNITIES/EMPLOYMENT DEMAND

There is a high demand for licensed social work professionals throughout the Southern region and the State of New Jersey. The MSW degree is a requirement for both the LSW and the LCSW licenses.

CERTIFICATION AND LICENSURE

All states now have some form of state licensure or certification for social workers. In New Jersey, there are three possibilities: CSW (Certified Social Worker), LSW (Licensed Social Worker), and LCSW (Licensed Clinical Social Worker). Once you have obtained your MSW, you are eligible to apply for the LSW provided that you pass the examination for this license. To obtain your LSW, you need to contact the Board of Social Work Examiners. The LCSW requires 2 years of supervised clinical experience post-MSW, the completion of 12 credits in clinical social work practice courses and successful completion of the LCSW examination. Once you have obtained your license, you will need to earn Continuing Education credits to maintain your License. Licensure in New Jersey is limited to individuals who have obtained an MSW from a CSWE accredited institution and who have passed the relevant examinations and met the experience requirements as stipulated by the New Jersey Board of Social Work Examiners.

SPECIAL OPPORTUNITIES

Leadership and Management Elective Track

Students who complete SOWK 5561, SOWK 5562, and SOWK 5563 will have completed an Elective Track in Leadership and Management in addition to the program’s Practice Specialization in Advanced Social Work Practice with Diverse Individuals, Families, and Communities.

Clinical Social Work Elective Track

Students who complete three electives in clinical social work (choosing between SOWK 5512, SOWK 5515, SOWK 5528, SOWK 5530, SOWK 5532, SOWK 5535, SOWK 5538, SOWK 5540, SOWK 5562, SOWK 5570, and SOWK 5575) will have completed an Elective Track in Clinical Social Work in addition to the program's Practice Specialization in Advanced Social Work Practice with Diverse Individuals, Families, and Communities.

Master's Child Welfare Education Program (MCWEP)

This program is offered exclusively to select casework supervisors and supervisors employed by the New Jersey Division of Child Protection and Permanency. Initial application is made through the New Jersey Department of Children and Families. Full details can be accessed on the [MCWEP website](#).

ACCREDITATION

Stockton University's accreditation was reaffirmed by the Middle States Association of Colleges and Schools in 2012. The MSW program achieved full accreditation by the Council on Social Work Education in 2012 and was re-affirmed in 2016.

Full details about the Master of Social Work curriculum are accessible on the [MSW website](#).

DEGREE MAPS

The University developed degree maps that are not a substitute for academic advisement but provide valuable degree information and are guides to assist students in planning their academic coursework.

Visit <https://stockton.edu/academic-bulletin/documents/degree-maps.pdf> for more information.



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