2018 | 2019 ACADEMIC YEAR
BULLETIN
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MESSAGE FROM THE PRESIDENT

Welcome to Stockton University!

At Stockton, our guiding principle is “students first,” and we take this commitment quite seriously. So as you take the next step in your academic career, know that you are not alone in your walk; but are surrounded by an amazing group of scholars and a community dedicated to your successful growth and development.

Since our founding in 1969, Stockton has remained faithful to its mission of excellence in teaching, commitment to scholarship, and dedication to service. We believe your educational experience should be filled with opportunities to discover uncharted dreams, to reach farther than you’ve ever imagined, to stretch beyond your comfort zone, and to become whatever you’ve envisioned yourself could be.

To help prepare you for your educational journey, we are pleased to present the Stockton University 2018-2019 Bulletin to all new and returning students. This Bulletin serves as a road map, providing valuable information about our courses, policies and procedures, activities, and services. I encourage you to explore the Bulletin and bookmark the link as a handy reference. Use this Bulletin as a guide to help chart out your scholastic pathway and navigate through University services.

At Stockton, the entire University community is dedicated to your success. We hope you take full advantage of the various University offerings to reap the maximum benefits of a Stockton education.

I look forward to an exciting and productive year with you as you delve into the University experience and wish you all the best in your academic and professional endeavors.

Best Regards,

Harvey Kesselman, Ed.D.
President
NOTICE OF NONDISCRIMINATION

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 (including 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, including perceived disability, physical, mental and/or intellectual disabilities.

The following person has been designated to handle inquiries regarding Stockton University’s non-discrimination policies:

Chief Officer for Institutional Diversity and Equity  
Title VI and IX Coordinator, Section 504 and ADA Coordinator  
Stockton University  
101 Vera King Farris Drive  
Galloway NJ 08205-9441  
Office: L-214  
Phone: 609-652-4693| Fax: 609-626-3535

For further information on notice of non-discrimination, visit the Office of Institutional Diversity and Equity
Stockton University recognizes a 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.
UNIVERSITY OVERVIEW

The University
Stockton University is a selective public university offering distinctive undergraduate and graduate programs with an emphasis on the liberal arts tradition. Named for Richard Stockton, one of the New Jersey signers of the Declaration of Independence, the University accepted its charter class in 1971.

More than 9,200 students are enrolled at the University, which provides distinctive traditional and alternative approaches to education. Stockton seeks to develop the analytic and creative capabilities of its students by encouraging them to undertake individually planned courses of study that promote self-reliance and an acceptance of and responsiveness to change.

Mission Statement
Adopted by the Board of Trustees in 2017. The Mission the Vision statements and Stockton’s Values are located on the University website.

History
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. Named for Richard Stockton, one of the New Jersey signers of the Declaration of Independence, the University first offered instruction in September of 1971.

Government and Control
Subject to the general policies, guidelines and procedures set by the State of New Jersey; Stockton’s Board of Trustees has general supervision over and is vested with the conduct of the University. The Trustees have and exercise the powers, rights and privileges that are incident to the proper government, conduct and management of the University. The Board of Trustees consists of nine persons appointed by the governor and two elected student trustees, one voting and one non-voting. The University president also serves as an ex-officio member of the Board of Trustees. Students, faculty and staff share the initiative and responsibility for the University’s social, recreational, athletic and cultural programs and activities and participate on a variety of boards and task forces.

Calendar 2018-2019
The fall 2018 term begins on September 5, 2018, and ends on December 18, 2018. The spring 2019 term begins on January 14, 2019, and ends on May 4, 2019. Fall and spring terms are divided into two sub-terms for some classes. Three sessions of varying length are scheduled during the summer. The complete Academic Calendar appears online.

Stockton Study Plan
Stockton emphasizes both breadth and depth of study by including general studies and major studies within every degree program. Within this framework, Stockton students, under the guidance of a faculty or staff preceptor, develop and pursue their own talents, interests and life goals. The intellectual value of each class is maintained at a high level by critical faculty selection and evaluation, combined with substantial student-faculty contact.
Students at Stockton have special opportunities—and responsibilities—to influence what and how they learn by participating in the major decisions that shape their academic lives. The major avenue of this participation is the preceptorial system, which enables students to work on a personal basis with an assigned faculty or staff preceptor in the planning and evaluation of individualized courses of study and in the exploration of various courses of instruction. It is up to the student, with the assistance of a preceptor, to chart a program of studies that is coherent, educationally sound and defensible.

Degree Requirements
Stockton undergraduate degrees require a minimum of 128 earned or transferred credits. All bachelor’s degree programs include a combination of general studies and program studies courses. Specific requirements are listed within each program description. Information on graduate programs is provided within the respective school sections of this Bulletin, housing their programs, and within the Graduate Studies section of this Bulletin.

Bulletin Provision Disclaimer
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. All changes will be published by the University. These changes will govern current and formerly enrolled students.

Special Academic Programs
The University offers a self-designed major (the Liberal Studies program), cooperative education, internships, service learning, overseas programs, student-initiated seminars and independent study projects. To date, more than 80 percent of Stockton students have taken at least one student-initiated learning experience, such as an independent study project.

Teaching Staff
Stockton has 351 full-time faculty, 94% of whom hold terminal degrees.

Tuition/Fees
Current information on tuition and fees for fall, spring and summer terms may be found on the Bursar’s Office website.

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, see the Bursar’s Office pages for complete description of current University fees.

Meal Plans and Housing
Current meal plans and rates for fall and spring are available on the Bursar’s Office website, as well as current Housing rates for fall, spring, and summer.
Student Financial Aid
In fall 2015, 94 percent of the entering freshmen applied for aid. Of that number, 78 percent had demonstrated financial needs, 69 percent had need and received grants or scholarships, and 74 percent received loans. Students holding Federal Work Study jobs averaged 20 hours weekly, earning $400 to $2,000 per student, annually.

Student Life
The University’s 2,000-acre campus provides an excellent natural setting for a wide range of outdoor recreational activities, including sailing, canoeing and fishing. Hiking, jogging and bicycling are available on miles of multi-purpose recreational trails and back roads. Students, faculty and staff take part in an extensive intramural and club sports program that includes basketball, dodge ball, flag football, golf, ice hockey, men’s crew, men’s volleyball, soccer, softball, street hockey, table tennis and ultimate frisbee. At the intercollegiate level, Stockton competes in NCAA Division III men’s baseball, basketball and soccer; women’s basketball, crew, soccer, field hockey, softball, tennis and volleyball; and men’s and women’s cross country, lacrosse and track and field. The University has weight rooms, racquetball courts and outdoor recreational facilities, including a street hockey rink.

There are more than 175 student organizations and 27 active fraternities and sororities on Stockton’s campus. These student organizations offer a range of leadership opportunities for their members and plan a variety of social and educational events open to all Stockton students. Participation in co-curricular activities can be documented through the University’s OspreyAdvantage, a co-curricular transcript program.

Stockton and the New Jersey State System of Higher Education
As part of the New Jersey System of Higher Education, Stockton University operates under the provisions of state law, including the administrative policies of the Secretary of Higher Education and the Stockton Board of Trustees.

New Jersey statutes assign the authority and responsibility for governance of public colleges. Familiarity with the major statutory provisions will help faculty, students and staff to understand the organization and delegation of authority at each level of public higher education in New Jersey. For additional information, individuals may consult Title 18A, Education, of the New Jersey Statutes.

Stockton University Board of Trustees
Stockton University has a Board of Trustees that is appointed to six-year terms by the Governor, with the advice and consent of the Senate. The President of the University is an ex-officio, non-voting member of the Board of Trustees. Two students, one voting and one non-voting, are members of the Board of Trustees. The student trustees must be at least 18 years of age and be full-time, regularly enrolled students in good academic standing and serve for two consecutive one-year terms. The government, control, conduct, management and administration of the University are vested by statute in the Board of Trustees of the University. Among the responsibilities of general supervision, the Board determines the educational programs of the University; determines policies for organization, administration and development of the
University; approves an annual budget request for submission to the State; appoints, promotes and transfers University personnel; and makes and promulgates such rules and regulations as are necessary and proper for the administration and operation of the University and its purposes.

The Board of Trustees’ business is conducted in public sessions set at the Board’s discretion. The Board usually schedules five open/public meetings each academic year. An agenda and the open/public board book are available in advance of the meetings and posted on the Board of Trustees website. Board approved open/public minutes are also accessible on the website. All materials concerning the Board of Trustees, its meetings and actions are also available in the University’s Richard E. Bjork Library. Inquiries about the Board should be addressed to the Office of the President.

ADMINISTRATIVE ORGANIZATION

INTRODUCTION
A brief description of the primary areas of responsibility for the administrative divisions of the University is provided here. The Faculty and Staff Directory can be accessed online.

OFFICES AND DIVISIONS
Office of the President
Appointed by the Board of Trustees, the president is the chief executive officer of the University. Areas reporting to the president include the Office of Development and Alumni Affairs, Enrollment Management, University Relations and Marketing, Human Resources, Athletics and Recreation, Office of General Counsel, Information Technology Services, and Internal Auditing, Office of Institutional Diversity and Equity, and Planning and Institutional Research.

Office of Development and Alumni Affairs
This office leads the development and alumni affairs programs of the University. This includes all aspects of fundraising—principle gifts, annual giving and planned giving—as well as activity designed to engage alumni in the mission of the University—Homecoming, various events, Professional Achievement Awards, communication, etc. The office also provides leadership and administrative support to the University Foundation, which is charged with raising, stewarding and distributing philanthropic funds to strengthen the University.

University Relations and Marketing
This office advances the University's mission by increasing awareness, goodwill and transparency; supporting financial, philanthropic and marketing efforts; and building a sense of community among the University’s many constituents. The Executive Director of University Relations and Marketing serves a consultancy role to the University president and guides institutional communications strategies.

Office of Planning and Institutional Research
This office, which reports to the Chief Planning Officer, serves both internal and external University stakeholders by collecting, maintaining and reporting on consistently reliable institutional information useful for:

- planning and decision making
• state and federal compliance
• continuous improvement in institutional effectiveness
• promoting the public profile of the University

The Institutional Research website is used as a repository to share and report various institutional data ranging from enrollment reports, degrees conferred and graduation rates, to other special analyses/reports on various institutional surveys (i.e., NSSE, CIRP, etc.)

Human Resources
Human Resources is committed to attracting, encouraging and retaining a qualified workforce to support the mission of the University. Its major goal is to assist management in the most effective use of their most important resource, the employees of the University. We support the University’s commitment to cultural diversity and foster a sense of community and a welcoming campus environment.

Athletics & Recreation
The Athletics & Recreation office strives to enhance students’ physical well-being, foster interpersonal relationships and develop organizational skills and teamwork. The University is a Division III member of the National Collegiate Athletic Association and competes in the New Jersey Athletic Conference. Additionally, Stockton offers competitive club sports and intramurals to meet the needs of students.

Office of General Counsel
This office serves the University as a whole and is located in the President’s Office. General Counsel is responsible for all contracting and other business related legal work arising from the activities of the University, the implementation of the University’s Master Plan and development of strategic initiatives and associated activities. Working closely with the administration, faculty and staff, the office supports the University’s programmatic goals, through the negotiation of affiliation agreements and development of new business models aligned with the University’s mission.

The office performs a wide variety of legal services. These include advising University officials on regulatory compliance in matters of land use; preparing and negotiating vendor and professional service contracts and partnership and affiliation agreements between the University and other entities; representing the University in commercial transactions and on construction projects.

Office of Institutional Diversity and Equity
The Office of Institutional Diversity and Equity has a leadership role in advancing and supporting institutional diversity, equity and inclusion efforts across Stockton. The office monitors the University’s progress toward the implementation of non-discrimination policies, which are based within federal and state non-discrimination laws. The office handles concerns and complaints, particularly those related to harassment and other forms of prohibited discrimination, and coordinates Stockton’s compliance with Title VI, Title VII, Title IX, Americans with Disabilities Act (ADA) and Sections 503 and 504 of the Rehabilitation Act. The Chief Officer for Institutional Diversity and Equity is Stockton’s Title VI Coordinator, Title IX...
Coordinator and ADA/504 Coordinator.

The office also is responsible for assuring Stockton’s compliance with New Jersey State Ethics Commission rules.

Any inquiries about Stockton’s non-discrimination policies and procedures, affirmative action, Title VI, Title IX, ADA, Sections 503 and 504, Code of Ethics, or about diversity, equity and inclusion at Stockton should be made to:
Stockton University Office of Institutional Diversity and Equity
101 Vera King Farris Drive
Room L214
Galloway, NJ 08205-9441
Phone 609-652-4693
Fax 609-626-3535
Email ide@stockton.edu

Office of Information Technology Services
This office provides services in the following major functional areas: Academic Computing, Administrative Computing, End-User Training and Support, Communications and Networking and Systems Administration and Operation.

Office of Internal Audit
The purpose of the Office of Internal Audit is to provide quality-auditing services to ensure the adequacy and effectiveness of the University’s system of internal controls and the quality of performance by various operations.

In short, the Office of Internal Audit strives to support the University’s mission by upholding the highest professional standards and ethical values in performing quality auditing and consulting services in a manner that best safeguards and enhances the University’s operational, financial and reputable status. The Internal Auditor reports to the Board of Trustees and the President.

William J. Hughes Center for Public Policy
The Hughes Center serves as a catalyst for research on public policy and economic issues facing southern New Jersey. The Center provides a forum for public discussion of policy issues to engage citizens and policy makers, frame policy issues in a manner that encourages broader civic engagement, and strengthen the voice of southern New Jersey in public debate. The Center also sponsors research projects designed to educate New Jersey residents and policy makers about our environmental resources, community development and citizen engagement.

These projects incorporate the expertise of faculty leaders at Stockton University in collaboration with members of the Hughes Center to inspire broader citizen engagement and more effective participation in public policy matters.

This Center reports to the Provost in the Division of Academic Affairs.
The Vice Presidents of the following Divisions also report to the President of Stockton University.

Division of Academic Affairs/Office of the Provost
This office is responsible for the instructional and academic programs of the University. The Office of the Provost administers all degree programs, courses, modes of instruction, student learning outcomes assessment, the library and media center, academic advising, grants administration and faculty development. It also evaluates the entire academic program and supporting personnel, and is responsible for handling academic issues and hearing academic appeals, such as those concerning academic honesty.

Division of Administration and Finance
This office manages fiscal and administrative functions to support the academic mission of the University and provides related student services. Such functions include budget, business services, Stockton Affiliated Services, Inc. (e.g., food service, bookstore, transportation and parking), Stockton Seaview Hotel & Golf Club, controller, purchasing, disbursement services, bursar, payroll, plant management, facilities planning and construction, risk management and campus police.

Division of Student Affairs
This office provides the support services necessary for the operation of the University’s educational programs including admissions, Educational Opportunity Fund Program and financial aid. This office also administers campus life programs and services for students, including athletics and recreation, career services, campus activities, counseling services, health services, alcohol and drug counseling, residence life, the Student Senate, the Campus Center and other important student services.
1968
In November 1968, the New Jersey legislature approved a $202.5 million capital construction bond issue, including $15 million earmarked to build a state college in southern New Jersey. The bond issue was the culmination of years of intense political wrangling over proposed sites for the new institution of higher education. Elizabeth Barstow Alton, a member of the original Board of Trustees, and powerful State Senator Frank S. Farley were among the most influential supporters for bringing a four-year college to the southern part of the state.

1969
Ultimately, legislation establishing the school was passed in 1969. A 1,600-acre tract in the heart of the Pinelands in the Pomona section of Galloway Township, Atlantic County, was selected for the site. In June, Dr. Richard E. Bjork was named as the first President of the College. The Trustees originally voted to name the school South Jersey State College. At the urging of the Board of Higher Education, which opted not to act on the proposed name, the Trustees reconsidered and named the institution Richard Stockton State College, after one of New Jersey’s signers of the Declaration of Independence. It had been thought the original name would confuse the school with Rutgers’ College of South Jersey.

1970
Ground was officially broken on the new College campus on December 9, 1970, near the site of what is now A-Wing. When it became clear the new buildings would not be ready for the September 1971 admission of students, the Trustees selected the Mayflower Hotel in Atlantic City as the temporary campus.

1971
Classes began on schedule with the commencement of the first academic year in September. The College officially took shape as 1,000 students, (50 of whom were Educational Opportunity Fund students), 97 staff and 60 full-time faculty took over the former resort hotel. By December, occupancy of the first phase of the new campus construction took place, with the transfer of classes and offices to Pomona during the winter holiday period.

The Council of Black Faculty and Staff was formed.

1972
September marked the first full academic year at the new campus, as well as the initial occupancy of A-Court in the campus student housing apartments by 128 students.

1973
Phase II campus buildings (F-H Wings) were opened.

Stockton’s first graduating class of 290 students received their diplomas in commencement ceremonies.

1975
The 475 students in the first four-year class received their degrees. Stockton alumni now number 1,106.

Phase III (through L Wing) construction completed.
Accreditation of Stockton State College by the Middle States Association of Colleges and Schools was granted.

1976
The 550-seat Performing Arts Center opened, bringing cultural opportunities and entertainment previously unavailable in the region.

1979
Dr. Peter M. Mitchell, the second President of the College, was appointed in June 1979.

1980s

1981
Housing II opened in November.

1983
N-Wing College Center in February.

Dr. Vera King Farris was named third President of the College on May 25, 1983.

1986
Housing III opened, which made Stockton the most residential of the state colleges.

1987
The Residential Life Center (later named for Ann F. Townsend) opened in April.

1988
Lakeside Center opened.

1990s

1990
The College opened the Holocaust Resource Center, one of the first hosted by a public college. The Resource Center, including a library and archive of video and audiotaped histories of Holocaust survivors and artifacts from the Holocaust, became the hub for the school’s pioneering role in Holocaust and Genocide education. This role would grow to include offering the nation’s first Master of Arts program in Holocaust and Genocide Studies (1999) and conducting teacher training in Holocaust Education for thousands of teachers.

The Residential Life Center is named after Naming of the Ann F. Townsend.

Graduation of 689 students increases alumni to 13,869. Governor James J. Florio delivers the commencement address and receives honorary Doctor of Laws and Letters degree.

1991
Stockton College was reaccredited unconditionally for another ten years by the Middle States Association Commission on Higher Education, with a special commendation for achieving social and intellectual diversity.

1993
The College name was changed to The Richard Stockton College of New Jersey.

By December 1993, all the buildings comprising the academic complex went online with a new
environmentally friendly, state-of-the-art, geothermal heating and cooling system, which saved more than $300,000 each year in fuel costs.

1994
Stockton’s first graduate program, the Master of Physical Therapy, receives State approval. Stockton was selected as the training site for the World Cup soccer team from the Kingdom of Saudi Arabia, which advanced to the second round of the tournament for the first time in the nation’s history. An international soccer match was staged here with Trinidad and Tobago.

1995
The newly expanded and renovated Library was dedicated.

Stockton’s women’s soccer team advanced to the NCAA Division III Final Four, and the College was selected to host the tournament.

1996
Opening of the new $9.6-million Arts and Sciences Building, designed by renowned architect Michael Graves.

1997
Students enroll in the first graduate courses at Stockton.

A $450,000 grant was awarded to Stockton by Atlantic County to start an Education Technology Training Center, providing teachers in kindergarten through 12th-grade school districts with professional development opportunities to infuse technology into the classroom.

Researchers from Stockton and Rutgers University joined forces in 1997 to establish the Jacques Cousteau National Estuarine Research Reserve on the Mullica River.

The State Commission on Higher Education approved changes in the programmatic mission, authorizing additional graduate programs on an incremental basis.

1998
President Vera King Farris is recognized as one of 21 people named to “Who’s Who of Higher Education Leadership” as a result of Change, The Magazine of Higher Education, survey 11,000 members of the higher education community. Construction is completed on the first phase (athletic fields, track and lighting) of the multi-purpose recreation center.

Stockton initiates the first Master of Holocaust and Genocide Studies program in the United States.

1999
Stockton awarded its first graduate degrees in the Masters of Business Studies program. January. The West Quad” academic building is dedicated; it houses health science programs and new facilities for student health services and the counseling center.

The Templeton Foundation recognized Stockton in 1999 for outstanding leadership in the field of character development. The foundation lauded Stockton for the CHEER (Civility, Harmony, Education, Environment, and Respect) Conference to reduce prejudice, violence and bigotry in schools while championing cultural diversity and for the College’s leadership role in Holocaust education.
President Vera King Farris spoke at the Stockholm International Forum on the Holocaust, hosted by the Prime Minister of Sweden and attended by 44 national heads of state.

**2000s**

**2000**
Stockton graduates record 850 students including the first two degree recipients in the nation’s first Master of Arts in Holocaust and Genocide Studies.

The $17-million Sports Center opens. The first event is “Senior Salute” in honor of spring 2000 graduates.

**2001**
Stephen E. Dunn, Distinguished Professor of Creative Writing, received the 2001 Pulitzer Prize for Poetry for “Different Hours,” a collection of poems.

**2002**
Men's soccer team wins the national championship with a 25-1-1 record. It is the most wins in school history and a record number of soccer wins in the NCAA in any division. Jeff Haines was named NCAA Coach of the Year for Division III.

The Middle States Commission on Higher Education reaffirmed the accreditation of The Richard Stockton College.

Stockton entered into a partnership with the Casino Reinvestment Development Authority (CRDA) to transform the historic Carnegie Library building in Atlantic City into a satellite campus.

**2003**
The Interdisciplinary Center for Hellenic Studies is founded.
Wendel A. White, Professor of Art, is awarded a Guggenheim Fellowship in recognition for his photography of black communities in small towns.

Dr. Herman J. Saatkamp, Jr., was named fourth President of the College.

The Small Business Development Center of Atlantic City merges with Stockton.

**2004**
The Southern Regional Institute (SRI) and Educational Technology Training Center (ETTC) moves to its own building in Mays Landing.

The former A-Wing Lecture Hall was rededicated as the Elizabeth Alton Auditorium. An extensive renovation of the Alton auditorium was completed in 2009.

Stockton opens its campus in Atlantic City at the historic Carnegie Library Center, the multi-use facility that serves the College and the residents of Atlantic City and region as an educational and instructional facility and conference center.

**2005**
The College holds its first Annual Martin Luther King, Jr. Day of Service.

The Stockton Text Center and Drama Discovery Series are established.
The New Jersey Center for Hospitality and Tourism Research is created.

Social and Behavioral Sciences offers its first graduate program, the Master of Arts in Criminal Justice.

**2006**

The Doctor of Physical Therapy, Stockton’s first doctoral program, is approved by the State of New Jersey.

Stockton develops an Aviation Research and Technology Park with the Federal Aviation Administration William J. Hughes Technical Center to perform research and engineering in the areas of systems engineering, air traffic management, human factors, safety, security, and information technology.

Stockton begins a three-year program to convert traditional classrooms into high-technology electronic classrooms.

The Master of Arts in Criminal Justice program announces its new Homeland Security track, the first homeland security program in the country that is linked to a graduate-level Criminal Justice curriculum.

**2007**

The College establishes the William J. Hughes Center for Public Policy to foster inquiry into the vital questions of ethics and civility and an ongoing dialogue among state leaders and citizens.

Stockton is awarded the largest single gift to date in its history, a $500,000 gift from the Leo B. Schoffer family to name Stockton’s Holocaust Resource Center in honor of Schoffer’s parents, Sara and Sam Schoffer.

Two additional gifts are granted to the Holocaust Resource Center, one of $250,000 by The Azeez Foundation of Egg Harbor Township, and the other of $100,000 by Mr. Jack Koopman of Amsterdam, the Netherlands.

Stockton offers its first Stockton CSI, a residential summer camp for high school students who want hands-on experience with a criminal investigation and trial.

The College establishes the Stockton Center on Successful Aging (SCOSA); its mission is to develop programs that promote healthy, successful and civically engaged aging among New Jersey’s rapidly growing older population.

Stockton launches a Homeland Security track in the Master of Arts in Criminal justice program and becomes a member of the Naval Postgraduate School Center for Homeland Defense and Security, the nation’s premier homeland security executive program.

Stockton honors G. Larry James, Dean of Athletics & Recreational Programs and Services and a 1968 Olympic gold and silver medalist, by renaming its track and soccer facility the “G. Larry James Stadium.”

College Board of Trustees approved a resolution to change the former Divisions of the College to Schools. Former academic “Divisions” are changed to “Schools” so they can grow their degree programs and operate independently.

The School of Education and School of Business are created.
**2008**
The School of Health Sciences is established. May. Stockton’s first $1-million endowment is announced at the dedication of the William J. Hughes Center for Public Policy.

Stockton’s first class of Doctor of Physical Therapy graduates.

Stockton Affiliated Services, Inc. (SASI), a non-profit auxiliary organization for The Richard Stockton College of New Jersey is incorporated.

Constitution was adopted establishing the Faculty Senate of The Richard Stockton College of New Jersey.

**2009**
The Office of Veteran Affairs, which provides comprehensive support for veterans and active service members, opens.  
The South Jersey Center for Digital Humanities is founded.

The Stockton Center for Community Schools is established.

Stockton launches its new Master of Social Work (MSW) Program.

New Jersey Coalition for Financial Education (NJCFE), Southern Regional Office, is founded.

**2010s**

**2010**
Stockton develops a partnership with the Noyes Museum.

The South Jersey Regional Internship Center is created.

The Lloyd D. Levenson Institute for Gaming, Hospitality and Tourism has been established in Stockton’s School of Business.

The College purchases the historic Seaview Resort.

Stockton College is among 115 “Community Engaged Institutions” selected nationwide for the prestigious Community Engagement Classification as compiled by the Carnegie Foundation for the Advancement of Teaching.

Stockton announces a plan for a 14,000 square foot satellite campus in downtown Hammonton, NJ.

**2011**
Stockton launches Master of Arts in Educational Leadership.

The 154,000 square foot Campus Center officially opened its doors on Commencement Day, May 7.

The College breaks ground on the Unified Science Center, set to open in 2013.

The College receives the largest single gift in its history, a $1 million anonymous endowed gift to be used for the direct support of students facing exceptional financial hardships.
Stockton College enters a cooperative agreement with the Cornell University School of Hotel Administration (SHA) which enhances opportunities for students in the Stockton Hospitality and Tourism Management Studies (HTMS) program and SHA students in the Management Internship Program (MIP). As part of the agreement, qualified Stockton will have clear pathways for admission into Cornell’s appropriate graduate programs.

The inaugural William J. Hughes Center Civility in Government and Politics Award is presented to W. Cary Edwards, former member of the NJ General Assembly, Chief Counsel to Governor Thomas H. Kean, Attorney General for New Jersey and Chairman of the State Commission of Investigation.

The Sam Azeez Museum of Woodbine Heritage is donated to the College as part of a partnership and the largest-ever gift to the College.

Stockton launches Master of Science in Communication Disorders. Academic Affairs launches Essential Learning Outcomes Project.

Stockton’s first-ever comprehensive giving campaign, “You Make the Difference, the Campaign for Stockton College,” is announced.

Stockton’s Hughes Center announces a new Legislator-in-Residence Program.

2012
The Stockton College Center for Public Safety and Security opens in the Office of Continuing Studies.

The FRST Program, designed to offer a sustained, yearlong academic experience for first-year students, is approved by the Faculty Senate.

The Art Gallery holds its inaugural exhibition with works from the Visual Arts faculty. February.
Dean Pappas, Richard Stockton Trustee, and wife, Zoe, announce $1,150,000 gift to Stockton.

The Library is named after the College’s first President, Dr. Richard E. Bjork.

Stockton announces gifts and pledges totaling $20.4 million have been received and campaign goal has been exceeded. With two years remaining in the campaign, a new target of an additional $2 million for student scholarships is announced.

The Middle States Commission on Higher Education affirms Stockton’s reaccreditation with two commendations after a successful decennial evaluation.

The inaugural meeting of the Higher Education Strategic Information and Governance (HESIG) Policy Steering Council supported by a grant from the President’s Strategic Initiative Fund is held.

Stockton launches a Master of Arts in American Studies.

Stockton opens its first instructional site in Ocean County, New Jersey, the Manahawkin Instructional Site.

2013
Kramer Hall, the College’s Hammonton Instructional Site, opened. The building is named after Lynn and Charles Kramer for their many years of service and philanthropic support. June.
Cape May County’s first instructional site of The Richard Stockton College of New Jersey was formally opened at a ribbon-cutting ceremony at the Anne Azeez Hall in Woodbine, NJ. Stockton College dedicated its $39.5 million Unified Science Center in a ribbon-cutting ceremony. The 66,350-square-foot, three-story facility expands Stockton’s School of Natural Sciences and Mathematics.

Both undergraduate and graduate student enrollment reached their highest levels in the College’s history. Total enrollment at the College was 8,458.

Stockton signs a memorandum of agreement with the Atlantic City Aquarium.

Stockton opens the Noyes Arts Garage of Stockton College in Atlantic City.

Stockton graduates its first Master of Science in Communication Disorders class.

The first Graduate Student Research Symposium was conducted at the College.

2014
Justice Sandra Day O’Connor (ret.), the first woman to be named to the United States Supreme Court, spoke before a gathering of nearly 3,000 in the Sports Center. The presentation was the first in the Pappas Visiting Scholar Series, which was made possible by a gift from Stockton Trustee Dean Pappas and his wife, Zoe.

“You Make the Difference - The Campaign for Stockton College” generated donations and gifts of $25,363,687 - far exceeding the original goal of $20 million set in 2011.

The Interdisciplinary Center for Hellenic Studies was dedicated the Constantelos Hellenic Collection and Reading Room, after Dr. Demetrios J. Constantelos.

Stockton entered into an agreement with Rowan University that enables students to earn a Bachelor of Science degree in Chemistry, Mathematics, or Physics from Stockton and a Bachelor of Science Engineering degree from Rowan in five years.

Stockton Seaview dedicated a time capsule on its 100th Anniversary, November. 13, 2014, preserving the present for future discovery. The time capsule location will be marked with a stone plaque for future resort employees to unearth on the 200th Anniversary in the year 2114.

Stockton and Rowan University School of Osteopathic Medicine announced a dual degree program to provide students with the opportunity to earn a bachelor’s degree from Stockton and a Doctor of Osteopathic Medicine degree from RowanSOM at an accelerated pace.

2015
William J. Hughes Center for Public Policy honored five outstanding New Jerseyans, including Gov. Thomas Kean who accepts Distinguished Lifetime Achievement Award.

Stockton University establishes Women’s, Gender & Sexuality Center that will provide advocacy and outreach to students.

President Herman Saatkamp resigns and goes on medical leave. Executive Vice President and Provost Harvey Kesselman was named Acting President by the Board of Trustees.

NJ Supreme Court Chief Justice Stuart Rabner Speaks on Elder Abuse.
Stockton Oratorio Society performs at Carnegie Hall in International Choir Festival. June. Stockton Acting President Harvey Kesselman and his wife Lynne establish new scholarship.

Dr. Harvey Kesselman named President of Stockton University.

2016

Stockton University head basketball coach Gerry Matthews collected his 600th career victory making him the winningest coach in New Jersey men's college basketball history. February. School of Business earns accreditation from Association to Advance Collegiate Schools of Business.

The Noyes Museum of Art becomes part of Stockton University.

Stockton celebrates its past, present and future at Inauguration of President Harvey Kesselman.

Stockton unveils portraits of first four University Presidents at Fifth President Harvey Kesselman’s Inauguration Reception.

Artist Manfred Bockelmann donates portraits of area Holocaust Survivors’ siblings to Stockton.

2017
Gov. Christie Breaks Ground for Atlantic City Gateway Project with Stockton’s $178M. Campus.

Stockton Hosts State's First Gubernatorial Primary Debates for Republicans and Democrats in 2017.

Stockton celebrates the largest commencement ever in Atlantic City Boardwalk Hall.

Survivors share stories at Yad Vashem Holocaust Summer Workshop.

Freshman enrollment increases record 32 percent.

Stockton and Atlantic Cape Community College announce new transfer partnership. September. Former Vice President Joe Biden presents the Distinguished Lifetime Achievement Award to William J. Hughes at Hughes Center Honors.

Stockton to offer its second EOF Program in Atlantic City.

Ten burses pinned in first Accelerated BSN Program Ceremony.

Noyes Foundation donates assets to Stockton Foundation.
2018
Stockton at Manahawkin expands, including an array of Nursing offerings.

U.S. Supreme Court Associate Justice promotes service, civility at a special event arranged by the William J. Hughes Center for Public Policy.

First Stockton career fair in Atlantic City, New Jersey attracts thousands.

Updates can be found on the Stockton University website.
ADMISSIONS AND FINANCES

THE UNDERGRADUATE ADMISSIONS PROCESS – AN OVERVIEW
Stockton draws its student body from a large variety of prospective applicants, including graduating high school seniors and university-level transfer students. The admissions process is one of selecting qualified applicants from a pool of candidates using varied criteria such as standardized test scores, previous academic accomplishment, and special talents.

It is suggested that applicants visit the University and talk with staff, faculty and students in order to become personally involved in assessing the value of a Stockton education for themselves. The University hosts campus tours, Open House events and other outreach programs throughout the academic year. Further, the University’s website offers continually updated information to the public.

A student may apply for matriculation through the Office of Admissions for the fall or spring term. The appropriate academic department determines eligibility for certain majors. Prospective students should contact the coordinator of the following programs for specific requirements: Nursing, dual-degree Engineering, dual-degree Pharmaceutical Engineering, dual-degree Physician Assistant, Accelerated Pre-Med, Performing Arts and Visual Arts.

For information about Graduate Admissions, see the chapters under Graduate Studies in this Bulletin.

Requests for applications for matriculation for the Fall or Spring term should be directed to:
Dean of Enrollment Management
Stockton University
101 Vera King Farris Drive
Galloway, NJ 08205-9441
609-652-4261 or toll-free at 1-866-772-2885
E-mail: admissions@stockton.edu
www.stockton.edu

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

FRESHMAN ADMISSION PROCEDURES
Stockton operates on a rolling admissions policy. A student may apply for admission to the fall or spring term and will be notified of a decision concerning acceptance as soon as the application file is completed and has been reviewed. Applicants must submit ACT or SAT test scores. Minimum scores may vary according to class rank. Stockton also offers an early admission program for high school students in their junior year.

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 offered at all times 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, students may not earn an entire degree through online course work.

DEFINITIONS OF STUDENT STATUS
Matriculated
A matriculated student is one who has formally applied and been accepted for admission by the Office of Admissions, and who has satisfied the acceptance deposit requirement. Matriculated students are considered to be working toward a degree, even if they are undecided about a major upon entrance. All matriculated freshman 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 complete a registration form to select classes, they 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 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, the non-matriculant must apply and be admitted as a matriculated student. Appeals of the eight-credit limit may be made to the Office of the Provost at academic.appeals@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, nine credits in total.

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 matriculate, s/he must formally apply online through the Office of Admissions.

Evaluation of the student includes course work taken as a non-matriculant. Additional information concerning educational background may be required. Faculty recommendations, transcripts from all other colleges attended, test scores 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 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; 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 fill out 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, and may be required to submit a Re-Matriculation form from the Office of the Registrar.

Students holding a current leave of absence do not need to apply for readmission if they return upon 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 in effect at the time of readmission.

APPLICANT STATUS AND THE ADMISSIONS PROCESS
An applicant should file a completed application as early as possible. Since spaces in the incoming class are filled as applicants apply, the applicant who delays may find that all spaces are gone. Complete instructions may be found online with the application. Deadline dates for the fall and spring terms are announced by the Office of Admissions.

All applicants will be notified promptly of the admissions decision as Stockton renders decisions on a rolling admissions basis, not on one particular date. The applicant who does not initially meet the admissions criteria may be placed on a Waiting List and be considered at a later date. During this time, the applicant is responsible for updating the application with additional test scores, high school/college transcripts, and any other material requested by the Office of Admissions or deemed important by the applicant in support of this re-evaluation. Waiting List status applies to the term of application only.
FRESHMAN STATUS
A freshman applicant is one who has no previous college experience. Students who have completed college credits as part of their high school program of study, but who have not yet graduated from high school, are still considered freshmen. All freshman applicants must submit scores from the College Board’s Scholastic Aptitude Test (SAT) or the American College Testing Program (ACT). In addition, the following high school course work is required: the courses completed or in process must total 16 units, all of which must be college preparatory subjects, including 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. The five additional units of academic electives will be selected from courses in college preparatory subjects and foreign languages. Applicants who have not completed 16 units of college preparatory subjects, or who possess high school equivalency diplomas, will be considered on an individual basis but are nevertheless required to submit SAT or ACT scores.

TRANSFER STATUS
A transfer applicant is defined as someone who has graduated from high school (or earned a certificate of high school equivalency) and who 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 30 credits are considered freshmen in terms of their academic requirements and must submit an official high school transcript and SAT/ACT scores, 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 programs, but before the stated deadlines.

The transfer applicant will be screened carefully for evidence of scholastic achievement and potential. Admission will be based on college and high school academic records and on ACT or SAT examination results, where specified in application materials. More details on policies and procedures are available upon request through the Office of Admissions.

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

APPLICATION STEPS
Application for admission as a matriculated student should be filed with the University at the earliest opportunity. Complete instructions may be found online with the application. A $50 application fee must accompany the application. The Office of Admissions announces the application deadline dates.

The applicant is responsible for notifying the appropriate individuals or organizations to forward test scores and transcripts from all institutions attended to the Office of Admissions as specified on the application for admission. Admission decisions will not be made until all information has been received. Stockton reserves the right to waive required materials based upon individual circumstances.
A personal interview is not required for admission. The individual who wishes to schedule a personal interview is encouraged to call the Office of Admissions. The applicant will be notified of an admissions decision by letter at the earliest possible opportunity. Should an applicant receive an offer of admission, the acceptance letter will also contain residential living information and instructions for applying for on-campus housing online.

Stockton endeavors to provide class spaces to all newly admitted students who submit, as required, non-refundable acceptance deposits confirming their intentions to enroll. This $250 deposit is applied toward the amount due for the term for which the student is accepted. After the deposit is received, students are sent additional information related to testing, orientation and registration. The applicant who is admitted but who fails to pay this deposit will not be guaranteed a space.

INTERNATIONAL STUDENT ADMISSION
Stockton encourages international applicants to apply for admission. An international applicant is defined as one who requires a visa for the purpose of study in the United States.

Complete credentials should be filed before March 15 to receive consideration for the fall term. There is limited availability for spring semester students applying from outside the country. Students should apply as early as possible, but not later than November 15 for full consideration. Applicants applying through ELS Educational Services, Inc., work with their company counselor on the appropriate submission date and application materials.

In general, international applicants must have completed their secondary education and submit the following:

Freshman Applicants
A completed Freshman Application for Admission with a $50 non-refundable fee.
A completed Affidavit of Support.
An official true copy of secondary school records with certified translations.
A completed International Student Financial Statement including a certified financial statement proving ability to pay tuition and living expenses.
English proficiency test results and scores through TOEFL, IELTS or ELS EAP Level 112.

Freshman applicants will be subject to the same basic skills testing requirements as other freshman.

Transfer Applicants
A completed Transfer Application for Admission with a $50 non-refundable fee.
A completed Affidavit of Support.
Official copies of all college/university transcripts.
Evaluation of Credentials by World Education Services (WES) or Educational Credentials Evaluators (ECE).
A completed International Student Financial Statement including a certified financial statement proving ability to pay tuition and living expenses. English proficiency test results and scores through TOEFL, IELTS or ELS EAP Level 112.

Conditional Admissions
Stockton will issue Conditional Letters of Admission (CLA) only to international candidates, applying through ELS Educational Services, Inc. for undergraduate study, who meet all the requirements for admission except the English proficiency. The CLA will stipulate that the conditional admission will be converted to regular admission upon submission of an ELS English for Academic Purposes (EAP) Level 112 Completion Certificate obtained on the campus of Stockton University.

EARLY ADMISSION
The exceptional high school student is invited to apply for admission during the junior year and will be evaluated separately from the regular group of applicants. If the evaluation warrants special preference, such students may be offered opportunities to attend Stockton on a part-time basis prior to completion of the 12th grade and/or may be guaranteed admission upon completion of the 12th grade. Students interested in early admission should arrange for an interview with the Dean of Enrollment Management.

THE HONORS PROGRAM
Stockton Honors is an academic program that combines challenging courses with service learning to foster a warm, supportive, intellectual community. Honors students can choose any course of study from Stockton's major, minor and certificate programs.

Students may apply to the Honors Program as freshmen or as transfer students. Admission to the Honors Program is competitive. Applicants must submit a separate application and letter of recommendation directly to the Honors Program office. Preference is given to those students who demonstrate clear 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 continue to make academic progress, fulfill their service learning requirement and maintain 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 accommodations 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 accommodations. 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. The Learning Access Program is located in J-204 and may be reached by telephone at 609-652-4988.
Information on housing for students with disabilities can be found in the section on Housing in this *Bulletin*.

**ACADEMIC AMNESTY**

Academic Amnesty is a special opportunity that allows former students of Stockton, 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 whether or not a student may be eligible for amnesty:

- The student was formerly matriculated at Stockton;
- The student must have completed a minimum of 120 credits toward a degree at Stockton;
- The student was in good academic standing when s/he left Stockton, i.e., had at least a 2.0 GPA, and was not subject to disciplinary action when s/he left the University;
- The student required no more than two courses (8 credits) to complete the degree at the time s/he left Stockton.

Former students who fulfill the above criteria may apply for amnesty by writing a letter to the Office of the Provost at academic.appeals@stockton.edu.

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 program requirements:

- Have been fulfilled according to current requirements;
- Will have been fulfilled upon completion of the remaining courses; or
- 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 academic.appeals@stockton.edu.

**FINANCIAL ASSISTANCE**

Financial Aid (including Student Loans, Parent Loans, State and Federal grants, and scholarships) will be used to offset any/all University expenses. Financial aid will be reflected on the student accounts for those who have completed all document requirements for awarding. Financial aid students should pay only the net amount due as shown on their bills. Student loan recipients must remember to deduct the net loan amount (i.e., loan amount less origination fees). All promissory notes must be signed in order for loans to be applied against University expenses.
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 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 Financial Aid Office 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 site.

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 paid in full.

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 the goStockton portal.
- Click on the Payments & Financial Aid tab, click on the appropriate term in the My Account/Student Bill channel.
- Click on “Make Payment/Apply for Payment Plan.”

**OTHER PAYMENT CREDITS/WAIVERS**
Disabled American Veterans and 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 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 609-652-4201 for information. Waiver recipients are responsible for the payment of any charges not waived through this program.

Work Force Development and Unemployment Waivers: Students seeking assistance through these programs must receive eligibility through the Financial Aid Office. Appropriate authorization/approval forms, contracts, and/or vouchers are required from students’ regional
counselors prior to incurring any expense. Students receiving unemployment tuition waivers are responsible for charges not waived through this program.

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.

OTHER INFORMATION:
Drop/Add/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. 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.

Financial aid monies will be disbursed in accordance with applicable State and Federal guidelines and regulations. 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.

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. 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. Funds may be added to the card online or in the Bursar’s Office, and the application may be completed online or in the Bursar’s Office. Students should be sure a credit exists on their account to cover the additional funds requested.

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.

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 “resident” 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 for a continuous period of one year.

If a student is in the State of New Jersey solely for the purpose of attending school, s/he will not be considered a permanent resident of the state, according to the New Jersey Administrative Code.

FINANCIAL AID
The cost of education at Stockton University remains highly affordable. Yet, it is understandable that many students need financial assistance while working toward their degree.

Stockton’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. Each year several million dollars are allotted from federal, state and University sources to fill this need.
Information about the application and awarding processes for financial assistance plus descriptions of state and federal aid programs are available at Stockton’s Financial Aid website. 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 from Stockton should file a Free Application for Federal Student Aid (FAFSA) online (www.fafsa.gov). This step should be completed by the priority date of March 1 of each year, or August 15 if applying for spring term admission. The FAFSA is used in evaluating all applicants for federal, state and private sources of funding. Students should include Stockton’s Federal School Code number—009345.

To be eligible for financial assistance through all of the federal aid programs, a student must be matriculated and an American citizen or eligible non-citizen of the United States.

Federal Pell Grant
The 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, to evaluate the information students report when applying for a Pell Grant. The formula produces an Expected Family Contribution (EFC) number. This number is sent to the student via a Student Aid Report (SAR) and indicates whether the student is eligible for a Pell Grant. The amount a student actually receives will depend on the EFC, full- or part-time status and the cost of education. These grants are available only to students pursuing their first bachelor’s degree.

Federal Supplemental Educational Opportunity Grants (FSEOG)
The FSEOG program provides grants to students with exceptional financial need. Only those students with the lowest EFC are considered for FSEOG. The award is based on need and the amount of funds the University has received from the government. These grants are available to students pursuing their first bachelor’s degree.

Federal Work-Study (FWS)
The Federal Work-Study Program at Stockton 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 from 15 to 20 hours weekly. The financial aid administrator determines the amount of each award depending on a student’s need.

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
The freshman level is awarded $3,500; sophomore level $4,500; and $5,500 for each of the remaining years. For dependent undergraduate students, an additional $2,000 in an unsubsidized Direct Loan is awarded. These amounts are the maximum a student can borrow; however, one cannot borrow more than the cost of education at Stockton minus any other financial aid received.

Direct Loans are classified into two categories, subsidized and unsubsidized. When a loan is “subsidized”, the federal government pays the interest on these loans while the student is in school. 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. The student has the option of deferring the interest or paying as it accrues. A student does not need to demonstrate financial need to be eligible for an unsubsidized loan.

Interest rates on Direct Loans generally vary each year. Additional information regarding the Federal Direct Loan Program is available online.

New Jersey State Aid Programs
The State of New Jersey supports several grant, scholarship and loan programs in which Stockton participates. To qualify for State scholarship and grant programs, a student 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. State loan programs are available to undergraduate and graduate students enrolled at least half time.

Tuition Aid Grant (TAG)
The amount of the TAG grant depends on the family and/or student’s financial need and University tuition charges. The TAG grant changes each academic year. To be eligible, students must have filed the FAFSA by April 15 of each year.

NJ Stars II
A state scholarship/waiver program, NJ STARS II is a continuation of NJ STARS for transfer students that enable 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.

NJ Governor’s Urban Scholarship Awards
The Governor’s Urban Scholarship is a merit award available to students who rank in the top 5.0 percent of their high school class and attain a grade point average of at least 3.0 at the end of the junior year in high school, file a FAFSA and have a New Jersey Eligibility Index below 10500.
New Jersey’s Supplemental Loan Program for College Students (NJCLASS)
The NJCLASS loan is designed to assist middle-income families in financing higher education. Either students or parents may borrow under this program. To be eligible for a NJCLASS loan, each applicant must meet the following criteria:

- Complete a FAFSA online.
- Students must borrow the subsidized portion of the Stafford Loan, if eligible.
- Be making satisfactory academic progress toward a degree.
- Not be in default on any student loan.
- Pass a credit test based on his or her own financial situation.

Repayment of this loan may be deferred, and the interest rate may be fixed or variable. For further information on this loan program and application, students should visit the Higher Education Student Assistance Authority website.

STOCKTON AID PROGRAMS
Stockton Foundation Scholarships
Information and details regarding application procedures for Stockton Foundation are available online.

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 an average of 20 hours a week when classes are in session. The salary paid is at least equal to the current minimum wage.

OTHER SOURCES OF AID
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, the National Merit Scholarship Program and Stockton’s Financial Aid website.

VETERANS EDUCATIONAL BENEFITS
The Office of Financial Aid serves as a certifying/transmittal agency with regard to educational 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 1606 (for guard/reservists who have not been activated under Title 10), Chapter 31 DAV (for veterans with a service-connected disability), dependents and/or spouses of veterans who have 100% disability or have passed due to military service are eligible for Chapter 35, and members of the National Guard may also be eligible for the New Jersey Tuition Waiver Program.
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 1-800-827-1000. The following address also may be helpful:
The Department of Veterans Affairs
20 Washington Place
Newark, NJ 07102

Veterans Affairs Regional Office PO Box 4616
Buffalo, NY 14240-4616

For information about the educational benefits, programs, required documents and procedures to apply, please contact the veterans’ representative in the Financial Aid Office.

STANDARDS OF ACADEMIC PROGRESS
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. An official review of a student’s academic record will be made at the end of each spring semester and at that time the student’s eligibility for continued financial aid funding will be determined. In order to continue financial aid eligibility, the student needs to meet the following minimum standards:

Full-time students must earn 67% of their cumulative attempted credits and a minimum 2.0 GPA at the end of each spring semester.

EOF students must earn 67% of their cumulative attempted credits and a minimum 2.0 GPA at the end of each spring semester.

Part-time students must earn 67% of their cumulative attempted credits and a minimum 2.0 grade point average at the end of each spring semester.

Graduate students must earn at least 67% of their cumulative attempted credits and a GPA of 3.0 at the end of each spring semester.

All students eligible for aid should obtain an Institutional Academic Progress Policy for federal and state financial aid. To obtain a copy, students should contact the Office of Financial Aid, Campus Center Suite 201 or visit the Financial Aid web page on the University’s website.

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. The Tutoring Center provides a variety of tutorial services at no direct cost to students.
Withdrawals
If a student’s enrollment status changes (e.g., withdrawal, suspension, expulsion, medical leave), the value of his/her award may change as well. Students are responsible for obtaining a copy of the Refund Policy from the Office of Financial Aid, Campus Center Suite 201, to determine if their awards will be affected.

EDUCATIONAL OPPORTUNITY FUND (EOF) PROGRAM
The 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 on standardized tests or have lapses 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 six years.

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.

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.
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 evidence of a background of “historical poverty” in place of specific information concerning parents or guardians’ income.

Admission to the EOF Program
Freshmen
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 Freshman Application AND complete and submit the EOF application and questionnaire.

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 freshman application deadline. Applicants who file either the FAFSA or the application for admission late may find class space unavailable.

Although standardized tests will not be the determinant for an admissions decision, the EOF applicant must submit scores from the Scholastic Achievement Test (SAT) or the American College Test (ACT) and must show evidence that s/he has completed or will complete, prior to starting college, 16 units of secondary school work. The freshman applicant wishing to receive admissions consideration under provisions of the EOF Program must:

Submit to the Office of Admissions:

• Completed application and application fee waiver card (no fee required).
• Completed EOF application/questionnaire.
• Secondary school transcript.
• SAT or ACT scores.
• Submit a completed FAFSA by March 1.
• Submit a Student Aid Report (SAR) in addition to all requested supportive data to 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:

Submit 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.

Submit to the Office of Financial Aid:
• Student Aid Report (SAR).
• Financial Aid Transcript (FAT) from all institutions attended previously.
• Up-to-date transcripts from all colleges attended.

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 freshman 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. As a group, students rise in the morning and exercise body and soul. 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.

THE CARE PROGRAM
The Coordinated Actions to Retain and Educate Program (CARE) at Stockton University 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. The CARE program helps students receive coordinated support services with the guidance of a faculty, staff, or student mentor and through the efforts of the CARE Team. CARE’s 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 the Dean of Students, the CARE Team is comprised of faculty, staff and students (peer mentors) who play an important role in retention initiatives at Stockton University. The CARE 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 CARE 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 CARE Program
Applications can be obtained at the CARE Program office or online. The CARE Team may also
identify prospective student participants through various means:
- Referrals from faculty or staff
- Students (freshmen, sophomores, 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

For students to enter the CARE 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 CARE Team to help determine their needs and how they can be met.

The CARE 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 CARE process.

REGISTRATION AND RECORDS

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—Freshman Seminar
  1-5 regular class
  6—seminar
Thus, for example, a course numbered 2100 is a lower-level, regular class (lecture-discussion) course; one numbered 3600 is an upper-level seminar; and one numbered 2700 is a lower-level tutorial.

PREREQUISITES
Many courses have prerequisites. Prerequisites are other courses, experiences, or requirements that students must have completed 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.

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 are available through the school offices or the Office of the Registrar. Forms must be completed and signed by the student, instructor, and school dean. Additionally, the signature of the Dean of General Studies is required for all “G” acronym courses and for approval of writing, quantitative reasoning, and other attribute designations as well. The forms must be submitted to the Office of the Registrar prior to the end of the Drop/Add period for processing.

CLASS LEVEL
Many courses have class-level prerequisites: freshman, 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.

ACADEMIC COURSE LOAD
A student’s course load is defined by the number of credits for which she/he 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*) only if they:

- have completed at least two terms as a full-time student at Stockton; and
• have achieved a cumulative GPA of at least 3.0 in all course work attempted at Stockton; and
• 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 her/his designee.

*The summer term means the entire summer and includes summer sessions I through IV.

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.

DROP/ADD PERIOD
Specific deadline dates for the Drop/Add period are outlined in the Academic Calendar. Students may adjust their schedule by adding or dropping courses online through the GoStockton portal during the period.

If permission is required to register for the course or the 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 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) and receive a W grade. Part-time students, those enrolled in fewer than 12 credits per semester, may be eligible for a partial
refund during this period. Deadline dates to withdraw from a course and refund percentages for part-time students are posted on the Academic Calendar. Ceasing to attend a class is not sufficient to complete a course withdrawal, even if the student informs the instructor. Failure to complete the withdrawal successfully online will result in a grade of F.

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.

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).

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.

<table>
<thead>
<tr>
<th># of Transfer Credits</th>
<th># of W Credits Allowed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 16</td>
<td>32</td>
</tr>
<tr>
<td>17 – 32</td>
<td>28</td>
</tr>
<tr>
<td>33 – 48</td>
<td>24</td>
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<td>49 – 64</td>
<td>20</td>
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<td>65 – 80</td>
<td>16</td>
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<tr>
<td>81 – 96</td>
<td>12</td>
</tr>
<tr>
<td>96</td>
<td>8</td>
</tr>
</tbody>
</table>

LATE OR MEDICAL WITHDRAWAL FROM A COURSE
For undergraduate and graduate students: Because the University provides a permissive time frame allowing students to withdraw from classes with no academic penalty, withdrawals from courses after the published deadline are not permitted except in extraordinary circumstances beyond a student’s control, such as military service or a serious illness requiring home or hospital care. 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.

1. A student’s forgetting or missing the deadline
2. A student’s not knowing the deadline or that s/he needs to withdraw
3. A student’s failure to process a withdrawal successfully and correctly online
4. A student’s decision to stay in a course past the published deadline to try to improve a grade
5. A student’s decision to stay in a course past the published deadline to determine whether or not to withdraw from the course
6. A student’s having a hold on his/her account (unless the hold was placed in error)
7. A student’s ceasing to attend the class, even if the instructor is informed
8. An instructor’s simply “approving” the withdrawal
In the rare event that a student has experienced circumstances beyond his or her control that might permit an exception to the University policy on course withdrawals, the student may submit an appeal to the Office of the Provost at academic.appeals@stockton.edu. Any documentation supporting the appeal should be included. Not necessarily required—but potentially recommended—is a statement from the course instructor describing the student’s course attendance, amount of graded work completed and any information deemed relevant by the instructor. The statement should be sent by the instructor to academic.appeals@stockton.edu.

Appeals for medical withdrawal must include appropriate documentation regarding such medical circumstances. The Office of the Provost may confer with the Wellness Center for a review of the appeal and documentation. The Wellness Center will notify affected instructors. The University reserves the right to require the positive recommendation of the Office of Health Services prior to the student’s subsequently re-enrolling at the College. 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.

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. The late or medical withdrawal appeal period expires at the 20th calendar day following the end of the term (i.e. fall, spring, summer).

Part-time students, those who are enrolled in fewer than 12 credits in a term and are seeking a refund, may submit an appeal to the Office of the Provost using the same guidelines outlined above. Full-time students paying flat-rate tuition are not eligible to seek a refund unless the withdrawal causes them to drop below full-time status.

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.

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 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).
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.

DEPLOYMENT DURING THE SEMESTER FOR STUDENTS SERVING IN U.S. ARMED FORCES
A student who is unable to complete a course because s/he 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, students may contact the Registrar.

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 his/her 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 Office of the Registrar 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.

A student who did not apply for an official Leave of Absence and missed more than one semester forfeits his/her 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 (11th) 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, he or she 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.

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. In compliance with federal regulations, attendance is monitored and recorded each semester.

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 Wellness Center, 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 Wellness Center. The student is responsible for obtaining all missed assignments and contacting his/her instructors regarding course work.

TRANSFER CREDIT POLICIES
Acceptance of credits in transfer does not guarantee that those credits will be applicable to the 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, official score reports and official evaluations of foreign credits shall be used for this review. Transfer students must meet the same overall academic standards and requirements as students who enter Stockton as freshmen.
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 on a 4.00 point scale), 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.

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 his/her 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. Thus, a graduate of an approved transfer program of a New Jersey county/community college or of the associate’s 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’s 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 s/he 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 his/her international credits performed by World Educational Services, Educational Credential Evaluators (ECE) or an equivalent. The acceptability of credits is governed by the same principles stated above.

Credit for Non-Traditional Learning
The Provost or his/her 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 Provost at academic.appeals@stockton.edu. Such an appeal must be submitted by the student within 30 days of receiving the decision in question. The Office
of the Provost 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 freshman/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 creditor 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:

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. Courses are set to either the standard letter or Pass/No Credit grading mode at the discretion of the instructor or program.

Letter Grades
The following standard letter grades will be recorded on the student’s official transcript.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
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<tbody>
<tr>
<td>A</td>
<td>4.0</td>
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<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

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 grades in the “D” range symbolize poor work, and an “F” symbolizes failure.

Pass/No Credit Grades
A student may elect to take a course in the Pass/No Credit grading mode. If this 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.

Courses graded in the Pass/No Credit grading mode will be recorded as P or NC on the student’s official transcript and will not be factored into the calculation of the student’s GPA. A grade of P symbolizes passing (performance in the A-D letter range). A grade of NC symbolizes no credit (failing). 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 pass/no credit grading option is governed by the following.
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.

Non-Grade Transcript Notations
The following notations may appear on transcripts: AU, W, WI, I, IP, or X. X grades are assigned and used only by the Office of the Registrar. The notations are defined below.

<table>
<thead>
<tr>
<th>Notation</th>
<th>Definition</th>
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<tbody>
<tr>
<td>AU</td>
<td>Audit – If a student audited a course.</td>
</tr>
<tr>
<td>W</td>
<td>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 (11th) week of a full term, or the fifth week of a sub-term. See the Withdrawal from a Course section of this Bulletin (earlier in this chapter) for information regarding the number of Ws permissible.</td>
</tr>
<tr>
<td>WI</td>
<td>Withdrawal due to Illness – A WI will be recorded on the transcript by the Office of the Registrar for a course or courses that have been approved by the Office of the Provost for a withdrawal due to illness. The student must submit a written appeal to the Office of the Provost at <a href="mailto:academic.appeals@stockton.edu">academic.appeals@stockton.edu</a> requesting a medical withdrawal from one or more classes due to severe medical circumstances beyond the student’s control. The appeal must include appropriate documentation regarding such medical circumstances.</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete – An I will be recorded on the transcript by the Office of the Registrar to indicate that course work is due for a course or courses that have been approved by the instructor and submission of the Agreement for Completion of Course Work form.</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress – An IP will be recorded on the transcript by the Office of the Registrar for courses that continue after the grading deadline.</td>
</tr>
<tr>
<td>X</td>
<td>Completed Non-Credit Courses – 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.</td>
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</tbody>
</table>

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 those situations of a successful grade appeal. Grade changes, except those awarded under the appeal system, may be submitted online by the instructor from the Faculty tab in the GoStockton portal. For an explanation of the procedure, go to the Faculty tab, the Faculty Resources channel, the “How To” header, and click on “Submit a Grade Change.”

Change of “I” Grade
Students who have an I grade for an approved Agreement for Completion of Course Work must complete remaining course work by the date specified in the Agreement. Once the course work is completed, the instructor may submit a grade change online from the Faculty tab in the GoStockton portal. If a grade is not submitted by the grading deadline for the term as noted on the Academic Calendar, the grade will automatically be changed to an F or NC, as appropriate.

To Repeat a Course
In order to repeat a course, the student must re-register, pay all appropriate tuition and fees, and complete the course satisfactorily (whereupon a separate grade will be assigned). The original grade will remain on the student’s permanent transcript and will be calculated in the grade point average. Except where specified in the Catalog of Courses, 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 three (3) times. No individual may enroll in a course again after enrolling in it for the third 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 satisfactory resolution cannot be reached with the
instructor, the student should submit the issue in writing to the program director, and, if necessary, formally appeal the decision to the Dean of the School where the program resides.

If the dean is unable to resolve the matter, the student may submit an appeal to the Office of the Provost at academic.appeals@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 academic.appeals@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.

Disabled American Veterans and Vocational Rehabilitation Students may view their grades and academic progress online through the GoStockon portal.

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.
Freshmen 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 academic.appeals@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.

DEAN’S LIST
The Dean’s List is generated each fall and spring term. 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 I grades 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**

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 freshmen 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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
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<tr>
<td>B-</td>
<td>2.7</td>
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<tr>
<td>C+</td>
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<td>C</td>
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<tr>
<td>C-</td>
<td>1.7</td>
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<td>D+</td>
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<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

I, W and WI notations and 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.

Course Repeat Policy

Some courses, indicated in the Catalog of Courses, may be repeated for credit. For any other course, if a student enrolls in a course more than once, the credits shall be counted as earned credits only once. Both grades will appear on the student’s transcript, and both will be included in the calculation of the student’s GPA.
Satisfactory Academic Progress
Each student’s record will be reviewed for satisfactory academic progress (at least a 2.00 term and cumulative GPA) each term, including Summer terms.

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 academic.appeals@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 academic.appeals@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, she/he must maintain at least a 2.0 term GPA to remain on academic probation.

Basic Skills Competency Requirement
All freshmen and transfer students with fewer than 16 acceptable university credits are subject to a basic skills competency 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.

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 his/her 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 writing to the Office of the Provost at academic.appeals@stockton.edu, as well as completing the Re-Matriculation Form.

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.
The educational record contains the following information:

Demographic Data
- Name
- Identification number
- Mailing address and phone number
- Military veteran status

Academic Data
- Declared major
- Preceptor name and identification number
- Date of matriculation
- Grade changes
- Course enrollments
- Transcript of previous academic work

Transcript Data
- Name
- Mailing address
- Identification number
- Major
- Admittance status
- Degree(s) with date(s) granted
- All courses attempted, credits earned, grades received
- Transfer credits accepted from other institutions
- Record of leave of absence, withdrawal and academic actions
Admissions Correspondence
- All such correspondence placed in the file after January 1, 1975, is not confidential.
- Violations of the Campus Conduct Code and/or other University regulations.

The record includes the following
- The University regulation(s) violated
- The sanction(s) applied
- Academic materials that the student wishes to have placed in the file.

Exclusions
- A student’s record does not include, without written consent of the student, any indication of the following:
  - Religion
  - Race
  - Political views and affiliations
  - Membership in any organization other than professional and honorary organizations
  - Marital status
  - Date of birth

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 his or her 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.

Community Access
Properly identified officials from federal, state, or local government agencies are supplied the following information upon request:
- Major and class level
- Degree(s) earned, graduation date(s), and honors received
- Other directory information as described below.
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, campus telephone number, program of study, dates of attendance, class level, enrollment status, degree(s) awarded, awards, honors, certifications, participation in officially recognized activities and sports, weight and height of members of athletic teams.

Stockton University may disclose any of those items without prior written consent. To prevent the release of directory information, the student must complete and submit the appropriate form to the Office of the Registrar before the end of the drop/add period noted on the Academic Calendar.

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 for a student or a student’s parents or guardian. Persons requesting such information are required to make the request through the Stockton 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 entire academic record is released to an individual, institution or organization as specified by the student. Students may request to release official Stockton transcripts online through the GoStockton portal. No other portion of a student’s record is released separately. Transcripts from other institutions are not released.

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.
Permanent Files
A student’s record will be archived within five years after the student graduates, withdraws, or otherwise leaves the University. Included in the permanent file are:

- The final official transcript.
- Official transcripts from other institutions received by Stockton University regardless of whether the credits were applied to the academic history at Stockton.
- Appropriate official correspondence; all rules for access and release still apply.

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 of New Jersey 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—Chief of Campus Police
- 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, he/she 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.

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 by the University.

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 and this Bulletin.

ACADEMIC HONESTY APPEALS BOARD

Academic dishonesty is a serious violation of academic policy and the Campus Conduct Code, and is punishable by 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 policy.

ADVISORY BOARD ON GRADES AND STANDING

Grades are not 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 DIVERSITY AND INCLUSIVE EXCELLENCE COMMITTEE

The Committee on Campus Diversity and Inclusive Excellence ("Committee") advises the President and Chief Officer for Institutional Diversity and Equity 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 Institutional Diversity and Equity, L214, 609-652-4693.

**FACULTY SENATE**
Faculties at the University participate in shared governance through the Faculty Senate. All full-time and part-time faculty whose primary appointment is teaching or serving as faculty-librarians are eligible to vote and run in Senate elections. Established in 2009 to provide a faculty voice in the formulation of University policy, the Senate is made up of ten percent of the faculty (currently, 30 senators), who serve for two-year terms.

The Faculty Senate is headed by an executive committee, consisting of a president, vice president and secretary elected by the faculty at large; three senators elected by the Faculty Senate; and an *ex officio* representative from the faculty/staff employee organization. The executive committee organizes the work of the Senate, conducts its routine business, and responds to urgent matters when the Senate is not in session. Any member of the University community may propose to the executive committee that an item be placed on the agenda of the Faculty Senate.

Three times a year, the full faculty gathers as the Faculty Assembly to hear reports by the Faculty Senate leaders and senior administrators on the ongoing work of the Senate and administration, respectively, and to discuss issues of concern to the faculty. The faculty constitution allows either the Faculty Senate or the full faculty to call additional meetings of the Faculty Assembly, or to refer a matter to an electronic vote by the Faculty Assembly.

**ENVIRONMENTAL, HEALTH AND SAFETY COMMITTEE**
Consisting of specially qualified members of the administration and faculty, this committee is responsible for advising the University on all matters affecting environmental, health and safety issues and making recommendations for improvements.

**FACULTY REVIEW COMMITTEE**
The Faculty Review Committee (FRC) provides peer review for the reappointment, promotion and tenure of faculty. Elected university-wide, it is composed of faculty holding senior rank, representing each of the academic schools of the University. It makes recommendations directly to the Provost.

**INTRAMURAL RECREATIONAL COUNCIL**
The Intramural Recreational Council (IRC), which is funded by the recreation fee, governs the intramural and recreational programs and recreational events scheduled by the Office of Athletics and Recreation. Questions about the IRC should be directed to the Office of Athletics and Recreation, L-003 on the Main Campus, or by calling the Coordinator of Intramurals and Recreation at 609-652-4873.

**STOCKTON UNIVERSITY FOUNDATION**
Stockton University Foundation was established in 1972 by friends of the University and is a strong partner in Stockton University’s advancement. Governed by an all-volunteer Board of Directors, the Foundation enables alumni, friends and the community to financially support Stockton programs, student scholarships and initiatives for growth.
STOCKTON UNIVERSITY ALUMNI ASSOCIATION
The Stockton University Alumni Association is comprised of volunteers who are elected by their fellow alumni. The Alumni Association promotes the educational programs and objectives of Stockton University, serves the University and its alumni, and encourages alumni to maintain ongoing contact with the University and other alumni. For more information, to share ideas, or learn how to become a member, interested individuals may contact Alumni Affairs online or by phone at 609-652-4469.

TASK FORCES
As the need arises, task forces may be appointed by the President or Provost to deal with specific issues that do not require a standing committee. Nominations for members of task forces are submitted by the Vice Presidents and Dean of Students.

STUDENT SENATE
The 27-member Student Senate develops and recommends policies for the effective allocation and management of funds derived from the University Activity Fee, reviews requests for the allocation of such funds, recommends such allocations to the Dean of Students, evaluates the use of allocated funds, and recommends to the Dean of Students disciplinary actions against those failing to meet the conditions under which funds are allocated. The Dean of Students evaluates the recommendations of the Senate to assure that they conform to University and State regulations and statutory requirements, and assures that the recommendations effectively serve the purposes for which the fee is collected.

The Office of Student Development conducts special sessions to assist persons interested in developing programs and organizations that could qualify for funding from the University Activity Fee. Early contact with this office is essential to ensure that all proposals are properly stated and submitted in accordance with the schedule for review.

Students may nominate themselves to the Student Senate by submitting a petition signed by 75 registered Stockton students. Nominated students will be placed on a ballot for general election by the student body in the spring. The 25 students with the highest number of votes will sit on the Senate. At the first meeting following the election, the 25 newly elected senators will elect their President and Vice President. In a fall general election, two additional students are elected; each must be a member of one of the following groups of first-semester students: freshman, transfer, non-matriculated or graduate. All senators serve two consecutive semesters, must maintain a 2.5 GPA and must abide by the Student Organizations Manual.

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 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.
ACADEMIC POLICY VIOLATIONS
The Office of the Provost handles violations of Academic Policy. 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 in the University Bulletin.

OFF-CAMPUS ACTIONS AND BEHAVIORS
The University reserves the right to take necessary and appropriate disciplinary action to protect the safety and well-being of the campus community when representatives of the University become aware of alleged misconduct occurring off-campus. While the University may not routinely invoke the disciplinary process for individual misconduct occurring off University premises, it may be necessary to take such action in order to protect the campus community when there are reasonable grounds to believe that an individual’s behavior off University premises indicates that he/she poses a serious and substantial danger to others. Often, such “substantial danger” will be manifested by a pending criminal charge, usually relating to a crime of violence, burglary, substantial theft or fraud, the distribution of illegal drugs and/or alcohol, the possession of substantial quantities of illegal drugs, or illegally possessing or using any weapon (e.g. illegal possession or use of fire arms) or illegally using an object as a weapon (e.g. baseball bat).

Moreover, in meeting its educational mission, the University recognizes the importance of establishing and enforcing acceptable community standards of behavior. Individuals who are members of this University community have a responsibility to represent themselves in a lawful and responsible manner at all times, both on and off the campus. In doing so, members of the University community should know that they will be held accountable for their off-campus actions and/or behaviors as they relate to established laws and regulations of federal, state and local agencies, as well as policies of the University even if a violation does not rise to the level of creating substantial danger to others or themselves. In addition, if the University becomes aware that a University community member has been arrested, the University may take the opportunity to educate them. This provision creates no duty in the University to investigate all actions of its members.

Please refer to Student Handbook which describes the Campus Hearing Board Procedures that adjudicate Campus Code of Conduct violations. Procedural statements on Involuntary Leave, Interim Suspension and Removal are also published in the Student Handbook.

ALCOHOL POLICY
As an institution of higher education whose primary purpose is the pursuit of academic excellence, Stockton University emphasizes development of the whole student, personally, socially and educationally. In doing so, the University has established a policy regarding the consumption, distribution and/or possession of alcoholic beverages on University property. It follows that, with the academic mission at the forefront, co-curricular activities must enhance and not detract from academic pursuits of the community. This policy is based on the philosophy that community life at Stockton must demonstrate a respect for others as well as uphold the laws of
the State of New Jersey. Consequently, the following policy guidelines are established and are in effect at Stockton:

Legal Drinking Age
All individuals of the Stockton community are expected to uphold all New Jersey State statutes relating to the sale, possession, and consumption of alcoholic beverages. Senate Bill No. 885, introduced January 19, 1982, stipulates the legal drinking age for the State of New Jersey: “The Legislature finds and declares and by this act intends, pending the revision and amendment of the many statutory provisions involved, to . . . extend to persons 21 years of age and older the right to purchase and consume alcoholic beverages on January 1, 1983, provided that anyone attaining the age to purchase and consume alcoholic beverages legally prior to January 1, 1983, shall retain that right.”

Permission to Serve Alcoholic Beverages
No programming event will be approved where consumption of alcohol is the primary or sole purpose of gathering.

Drinking in Public Areas
Drinking is NOT permitted in any public area of the campus except when special permits are obtained through the University’s Food Service Vendor. Drinking is NOT permitted in Housing 2 and 3 residential facilities, regardless of age. The disciplinary action for minor alcohol violations that occur in the residence life areas will be administered by the Director of Residential Life or her/his designee. The sanctions outlined in the Guide to Residential Life will apply in these cases. If the situation warrants, any violation can be referred to Campus Police or the Campus Hearing Board.

Responsibility for Conduct
Intoxication and/or disorderly conduct resulting from the use and consumption of alcohol, whether in private or public areas of the campus, will be dealt with according to University policies/regulations and other municipal and/or state laws. Groups or organizations of the campus community sponsoring a function where alcohol is served, will be held responsible to University, local and state authorities for ensuring adequate security and maintenance of the event at all times.

Violations of This Policy
Violations of this policy include violations of federal, state and local laws and are subject to University disciplinary procedures and prosecution by local and/or state law enforcement officials.

License to Dispense Alcohol
The University Food Service Vendor is the only authorized body permitted to sell alcohol on the campus. Beer, wine and any other beverage containing alcohol are lawfully considered alcoholic beverages. Any individual or organization must obtain permission from the University’s Food Service Vendor to dispense alcoholic beverages on campus. The Food Service Vendor will obtain a license or special permit from the New Jersey State Division of Alcoholic Beverage Control in order to dispense alcoholic beverages at events or activities where alcoholic beverages are sold;
tickets, donations, or other special assessments are purchased for admission; or at events where the price of alcoholic beverage is included in the price charged for food, refreshments and/or entertainment.

University Priorities
The University reserves the right to prohibit the serving and consumption of alcoholic beverages on campus whenever such activity is considered detrimental to the conduct of educational functions. Alcohol is not permitted at any student club/organization-sponsored event, unless the club/organization has obtained permission from the University’s Food Service Vendor (see F. above). Student clubs/organizations are responsible for assuring that no alcohol is present at their events unless the club/organization has obtained permission from the University’s Food Service Vendor.

Housing and Residential Areas
Students who are of legal drinking age (i.e., 21 years of age and older) may consume alcoholic beverages only within the confines of Housing 1, 4 and 5 apartments and Stockton’s Seaview or any other housing facility with the exception of Housing 2 and 3 pursuant to University regulations established in the Guide to Residential Life. The Campus Police and members of Residential Life staff reserve the right to prevent loitering of individuals carrying or consuming alcohol in or around housing residence halls or apartments. Violations of the alcohol policy occurring in residential areas are subject to administrative disciplinary sanctions as outlined in the Guide to Residential Life and the lease agreement.

Underage Drinking and Driving
In New Jersey, underage drinking is illegal and can have severe consequences for young people who drink and for adults who provide alcoholic beverages to those under 21. If you are under 21 and buy or drink alcohol, you may be fined $500 and lose your driver’s license for 6 months. If you do not have your driver’s license, the suspension starts when you are first eligible to receive a license. Also, you may be required to participate in an alcohol education or treatment program. If you are under 21, drive with any detectable amount of alcohol in your system (.01 BAC or above), and are convicted of violating New Jersey’s zero tolerance law, the penalties are:

• Loss or postponement of driving privileges for 30 to 90 days,
• 15 to 30 days of community service,
• Participation in an alcohol and traffic safety education program.

Parental Notification
Due to a 1998 amendment to the Family Education Rights and Privacy Act of 1974, institutions of higher education are authorized to inform a parent or legal guardian of any student, under the age of 21, who has been found in violation of any law or university policy governing the use or possession of alcohol or controlled substances. Therefore, the University reserves the right to notify parents (or guardians) of any violation related to alcohol or drug policies for students under the age of 21. The Dean of Students or designee at his/her discretion may notify parents of alcohol/drug related disciplinary/judicial matters.

The student will normally receive notice before any notification of parent (guardian) occurs unless emergency circumstances warrant otherwise.
DRUG POLICY
All state, federal and local laws and ordinances regarding the possession, use and distribution of drugs, both legal and illegal, as well as laws pertaining to the use and sale of alcohol, apply to activities at Stockton University. Stockton has incorporated, by reference, state law prohibiting the use, possession or distribution of narcotics, dangerous drugs or controlled dangerous substances into its Campus Code of Conduct. Accordingly, members of the University community, their guests and visitors who violate the laws are in violation of the Campus Code of Conduct. Members of the University community and their guests who are charged with possession, possession with intent to distribute and/or intent to sell drugs will be held accountable through the appropriate administrative offices of the University (e.g., Campus Police or Office of Residential Life) and through the Campus Hearing Board, as appropriate.

Resident students who are arrested and charged criminally with possession of drugs with intent to distribute or with selling drugs may have their housing privileges suspended temporarily pending the results of the campus judicial process, which may result in a loss of housing privileges for a specified time, suspension and/or expulsion from the University.

Students arrested and criminally charged with possessing or using drugs or possessing drug paraphernalia or who are present in any residential, recreational or academic area on campus where a drug violation is taking place, even if not actually in possession of or consuming the substance, are subject to disciplinary action through the campus judicial process. If found responsible, minimal sanctions include probationary status, loss of housing for a specified time, campus service and participation in an approved drug education program. Certification demonstrating completion of this program shall be necessary for continued residency on campus.

The University provides alcohol and drug education programs, including individual counseling and referral through the Wellness Center’s Counseling Center and Office of Alcohol and Drug Education. Students who seek peer support can contact the Peer Educators in the Office of the Health Educator, West Quad 108, 609-626-6088.

SMOKING POLICY
Smoking poses a significant risk to the health of both the smoker and the non-smoker. The New Jersey Legislature finds tobacco to be the leading cause of preventable disease and death and that tobacco smoke constitutes a substantial health hazard to the non-smoking majority. The “New Jersey Smoke-Free Air Act,” prohibits smoking of tobacco products and the use of electronic smoking devices in all enclosed indoor places of public access and workplaces, with few exceptions. N.J.S.A. 26:3D-56, Therefore, smoking is prohibited on all campus property except within the gazebo structures specifically erected for such purpose.

All buildings in the residential hall complexes are designated as smoke-free; therefore, all residents and guests are prohibited from smoking in any residence hall or apartment-style building. No smoking is permitted in these facilities at any time. In addition, no candles, ignitable lanterns, incense, flammable accelerants or similar products are permitted in any buildings.
All Stockton employees, students and visitors are required to comply with this policy. Normal administrative disciplinary procedures or the appropriate negotiated agreement grievance procedure will prevail for employee violators. Student violators will be called before the Campus Hearing Board. Violators may be subject to civil penalties of $250.00 for the first offense, $500.00 for the second offense and $1,000.00 for each subsequent offense (N.J.S.A. 26:3D-62) and/or criminal penalties of a fine up to $200.00 (N.J.S.A. 2C:33-13).

EMERGENCY NOTIFICATION
In the event of severe weather or other types of emergencies, check the university’s website for information on class cancellations. Area radio stations may also announce the status of the university. The school identification number is 913, or 2913 for evening classes.

Students can also subscribe to Stockton’s Emergency Text-Messaging Notification System. All students can now “opt in” to the University’s new 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.

To subscribe, log into goStockton, go to the Student Services tab, then to the Personal Information channel, click on Update Emergency Text Messaging Contacts, and provide contact information.

PUBLIC SAFETY/CAMPUS POLICE EMERGENCIES: POLICE, FIRE, MEDICAL DIAL 911.
The Stockton University Campus Police Department is a fully sworn police agency operating within the State of New Jersey, and is responsible for maintaining law and order for the University community. The men and women who make up the Police Department are fully sworn and trained police professionals, certified and approved by the New Jersey Police Training Commission. The Police Department is concerned with the protection of life and property, working closely with the many local, state and federal law enforcement agencies. Uniformed police officers patrol the campus and surrounding roadways in marked and unmarked police vehicles, on bicycles and on foot, ready to respond to any emergency or call for police services. Continual in-service training at all levels of law enforcement following successful completion of the Police Academy provides for the professional delivery of those vital services. All of these efforts are geared toward maintaining a safe and pleasant environment in which to live, work and learn. Professionally trained Communications Operators are on duty around the clock to receive all calls for emergencies and police services for the community.

Fire Safety
The Campus Police Department works closely with all the various departments on campus, the local Fire Department, and the State Fire Marshal regarding all fire safety matters. Communications Operators staff a fire command alarm system, which constantly monitors all fire alarms around the campus on a full-time basis, around the clock.

Personal Vehicles
Effective 2016 all students, faculty, and staff must register their motor vehicles. Vehicle registration can be completed at www.stockton.edu/parking. Please have your vehicle
information including; Make, Model, Year, Color and License Plate as well as your Stockton University ID number and email address available at the time of registration for your convenience.

Traffic and Parking Regulation
Only motor vehicles, motorcycles and mopeds bearing valid registration plates and inspection stickers and having vehicle insurance may be operated on the campus, in accordance with all State and local statutes. All roadway signs must be observed as on any other public thoroughfare. Traffic regulations will be enforced by police.

Bicycles may be operated and maintained on campus and are to be stored in the bicycle racks provided by the University. Riding and storing bicycles inside university buildings is prohibited.

Driving motorized vehicles, including motorcycles and mopeds on walkways, lawns, footpaths or driveways on campus is prohibited except in areas designated for vehicle transportation.

All-terrain vehicles or ATVs are not allowed in any area of the campus. The use of skates or skateboards is prohibited in the University buildings, roadways, parking lots and other designated areas.

Parking Regulations for Residents and Guests
Residential Parking Regulations
Residential students must keep their vehicles parked within their respective residential parking areas between 8 a.m. and 5 p.m., Monday through Friday, while on campus. Handicapped residential students must register their vehicle on HousingNET and are exempt from this parking regulation with the proper display and use of a valid handicapped parking tag. Approved parking lot locations for the various residential facilities can be found on the Campus Police website.

Guests of Residential Students
Guests must register if they are in a residential area after 10 p.m. and must have the guest pass in their possession at all times. They must have their vehicle registered as a guest vehicle (residential students may complete this process online at the HousingNET through the GoStockton portal), and must display a vehicle guest pass while parked in any of the residential lots. Guests of residents living in Housing 1, 4 and 5 must park in the North Lot or parking lot 8 only.

Except for residents, long-term parking within main parking lots is prohibited. Disabled vehicles left in any lot or along any roadway must be removed within 24 hours. The owner/operator must notify police of such a vehicle as soon as possible. Disabled vehicles left over 24 hours are subject to removal at the owners’ expense.

Parking Areas
All students, faculty, staff and visitors must park their vehicles (autos, motor-cycles, mopeds) in the designated parking areas on campus and within proper stalls only. All non-residential students, faculty, staff and visitors are eligible to park in areas designated for that purpose. Parking spaces/areas are not reserved except for physically handicapped persons and authorized service
vehicles. Permits are required to park within these areas. All persons utilizing campus parking are subject to proper identification requests by campus police and/or other law enforcement agencies.

Stockton University assumes no responsibility for the care and/or protection of any vehicle or its contents at any time it is operated or parked on the campus. For protection, all vehicles should be locked when left unattended. Cars left overnight must be parked in parking lots provided. To facilitate snow removal during inclement weather conditions, vehicles must be parked within parking lots provided. Vehicles parked along roadways during these times are subject to removal at the owner’s expense.

Motor Vehicle Violations/Issuance of Motor Vehicle Summonses
Stockton Campus Police, Galloway Township Police, Atlantic County Sheriff’s Department and New Jersey State Police have the authority to issue summonses on campus to violators of state laws, specifically Title 39 of the New Jersey Revised Statutes. Such a summons may require an appearance in the municipal court of Galloway Township. In addition to the issuing of summonses, vehicles may be subject to removal at the owners’ expense.

Other Summonses Campus Police also enforce all other state statutes and municipal laws/ordinances. Violation of any of these may also result in the issuance of a summons to appear in Galloway Township Municipal Court.

University Citations
Campus Police also issue University citations for various parking violations on campus. As stated on these citations, payment may be made at the Bursar’s Office. Failure to pay the violation will result in a hold on the student’s account.

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 e-mail 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 colleges and universities to report incidents that fall under the following categories: murder, manslaughter, robbery, sex offenses, aggravated assault, burglary, motor vehicle theft, arson, other designated Hate Crimes, domestic violence, dating violence and stalking. Statistics concerning the number of arrests and referrals for disciplinary action for liquor law violations, drug abuse violations and weapons law violations are also reported.

The University’s Annual Security and Fire Safety Report is available on the Stockton Police Department’s website.

The Police Department submits the Uniform Crime Reports (UCR) monthly to the New Jersey State Police Uniform Crime Reporting Unit.
Fishing
Persons fishing in the lakes on the University campus are required to have a New Jersey Fishing License. Boats used on the lakes must conform to all applicable boating regulations and statutes. Boats may be powered only by electric motors; no gasoline motors are permitted. Also, swimming and ice skating are prohibited at any of the campus lakes. Hunting and trapping are prohibited in all areas of the University’s property. Officials of the Division of Fish, Game and Wildlife assist Campus Police in enforcing these regulations.

Adjudications
Violations of NJRS Title 39, local ordinances and non-indictable offenses are adjudicated through the Galloway Township Municipal Court. Indictable offenses are referred to Atlantic County Superior Court for adjudication. Certain cases also may be referred to the Campus Hearing Board if a Campus Conduct Code violation is involved. University citations are adjudicated by the Campus Hearing Board after the proper submission of an appeal of a citation.

Storm water Pollution Prevention
The University is mandated to comply with the New Jersey Storm water Pollution Prevention Program, under N.J.A.C. 7:8, and New Jersey has enacted laws that require a public complex to adopt policies and procedures designed to protect against pollution resulting from storm water runoff. (See N.J.S.A. 40:55D-95 et seq.

CAMPUS SEXUAL ASSAULT (in collaboration with Campus Police Department and the Office of Institutional Diversity and Equity)
Victim’s Bill of Rights:
The following Rights shall be accorded to victims of sexual assault that occur:
- On the campus of any public or independent institution of higher education in the state of New Jersey, and
- Where the victim or alleged perpetrator is a student at that institution, and/or
- When the victim is a student involved in an off-campus sexual assault.

Human Dignity Rights:
- To be free from any suggestion that victims must report the crimes to be assured of any other right guaranteed under this policy
- To have any allegations of sexual assault treated seriously; the right to be treated with dignity
- To be free from any suggestion that victims are responsible for the commission of crimes against them
- To be free from any pressure from campus personnel to:
  - Report crimes if the victim does not wish to do so
  - Report crimes as lesser offenses than the victim perceives the crime to be
  - Refrain from reporting crimes
  - Refrain from reporting crimes to avoid unwanted personal publicity.

Rights to Resources On and Off Campus:
- To be notified of existing campus- and community-based medical, counseling, mental health and student services for victims of sexual assault whether or not the crime is formally reported to campus or civil authorities
• To have access to campus counseling under the same terms and conditions as apply to other students in their institution seeking such counseling
• To be informed of and assisted in exercising:
  • Any rights to confidential or anonymous testing for sexually transmitted diseases, human immunodeficiency virus, and/or pregnancy
  • Any rights that may be provided by law to compel and disclose the results of testing of sexual assault suspects for communicable diseases.
• Campus Judicial Rights:
  • To be afforded the same access to legal assistance as the accused
  • To be afforded the same opportunity to have others present during any campus disciplinary proceeding that is allowed the accused
  • To be notified of the outcome of the sexual assault disciplinary proceeding against the accused.

Legal Rights:
• To have any allegation of sexual assault investigated and adjudicated by the appropriate criminal and civil authorities of the jurisdiction in which the sexual assault is reported
• To receive full and prompt cooperation and assistance of campus personnel in notifying the proper authorities
• To receive full, prompt, and victim-sensitive cooperation of campus personnel with regard to obtaining, securing and maintaining evidence, including a medical examination when it is necessary to preserve evidence of the assault.

Campus Intervention Rights:
• To require campus personnel to take reasonable and necessary actions to prevent further unwanted contact of victims by their alleged assailants
• To be notified of the options for and provided assistance in changing academic and living situations if such changes are reasonably available.

Statutory Mandates:
Each campus must guarantee that this Bill of Rights is implemented. It is the obligation of the individual campus governing board to examine resources dedicated to services required and to make appropriate requests to increase or reallocate resources where necessary to ensure implementation.

Each campus shall make every reasonable effort to ensure that every student at the institution receives a copy of this document.

Nothing in this act or in any “Campus Assault Victim’s Bill of Rights” developed in accordance with the provisions of this act shall be construed to preclude or in any way restrict any public or independent institution of higher education in the state from reporting any suspected crime or offense to the appropriate law enforcement authorities.

STUDENT GRIEVANCE PROCEDURES
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 (including 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, including perceived disability, physical, mental and/or intellectual disabilities.

Students who have questions or complaints regarding the University’s nondiscrimination policy or procedure should contact the Office of Institutional Diversity and Equity, L-214, 609-652-4695.

ADA/Section 504 — 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 ADA/Section 504 Coordinator in the Office of Institutional Diversity and Equity, L-214, 609-652-4693.

Title IX – Sex/Gender Discrimination and Sexual Misconduct
Valerie O. Hayes is the Chief Officer/Title IX Coordinator, L-214, 609-652-4693, Valerie.Hayes@stockton.edu. Contact the Chief Officer Title IX Coordinator if you:

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

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 in the Student Handbook.

THE UNIVERSITY, ITS FACILITIES AND SERVICES

THE UNIVERSITY
Located on 2,000-acres in the Pinelands National Reserve, Stockton University’s main campus in Galloway, N.J. is just 12 miles northwest of Atlantic City, 50 miles east of Philadelphia, and less than a two-and-a-half hour drive south of New York City. It is reached easily from Exit 44 South of the Garden State Parkway or Exit 12 of the Atlantic City Expressway. In addition to our main campus in Galloway, Stockton offers a residential campus in Atlantic City and instructional sites in Atlantic City, Manahawkin, Hammonton and Woodbine.

Stockton’s main campus has been planned as a living-learning center. Academic, recreational, and living spaces have been mixed to promote interaction and integration among all programs and people. The award-winning architecture of Stockton has been developed to emphasize these goals.
Concern for the impact of the University’s construction upon the environment has led Stockton to set aside approximately 400 acres for use as an outdoor research laboratory. This environmental concern is expressed both in the University’s Facilities Management & Plant Operations and in several of its academic programs. See the Campus Map for more information.

Stockton’s Bjork Library
Stockton’s Bjork Library includes extensive collections, as well as public computers, and study and meeting rooms. A computer/editing lab for Communication Studies majors is located in the lower level of the library. The University’s athletic and recreation activities and programs are supported by a 70,000-square-foot Sports Center with a 40,000-square-foot multipurpose indoor gymnasium, a student exercise facility, locker rooms, an athletic training room, an adjacent, lighted six-lane track and soccer field with a grandstand, a lighted multipurpose field and two multipurpose playing fields. Additionally, the University has a second gymnasium, tennis courts, intramural fields, and intercollegiate baseball and softball fields.

Housing
The University has on-campus housing available for students. Housing 1, consisting of garden apartments for more than 1,000 students, is located on the north side of Lake Fred, the University’s main lake. The Lodge at Lakeside, a residential life facility, is located within Housing 1 along the lake. Housing 2 and 3, suite-style residential units housing more than 500 students and more than 300 students respectively, are located in close proximity to the University’s main academic complex, the University’s Sports Center, and the Townsend Residential Life Center. Housing 4 provides garden apartments with housing for up to 242 students. The Commons is located adjacent to Housing 4. The Housing 5 Apartment Complex consists of six newer residential complexes, each with a gross area of approximately 26,000 square feet. The buildings are three-story, wood-frame structures with flat roofs, and can house 64 students per building for a total of 3,848 beds. The historic Stockton Seaview Hotel & Golf Club was built in 1914 and houses approximately 200 students in singles and two-person suites where each student shares a room with one other student.

With room for over 500 students, Stockton’s residential location in Atlantic City offers apartment-style living and access to a fitness center, locker rooms, mailroom, lactation room, and two outdoor courtyards, with retail space available along the world famous boardwalk and on Atlantic Avenue.

Campus Center
Students will find most of their business, academic, and co-curricular services within the Campus Center on the main campus. Offices conveniently located in the Campus Center include Admissions, the Career Center, Financial Aid, Bursar, Student Records, Dean of Students, Academic Advising, Student Development and Event Services/Campus Center Operations.

The Campus Center is a destination for both dining and retail including an expanded bookstore featuring Stockton merchandise and more, a coffee house, a game room featuring Dunkin Donuts, and a 400-seat food court featuring Chick-fil-A, Primo’s Pizza and other dining options. Lockers are available for commuter students to reserve through the Office of Student Development. The Campus Center has more than 20 offices for student clubs and organizations
and a student conference room on the upper level. A student media suite is also located on the upper level containing the radio station WLFR, the Stockton Student Television (SSTV) station and *The Argo* student newspaper.

The Campus Center offers several venues for hosting events, including an 8,800-square-foot event room, four smaller meeting rooms, one mid-sized meeting room, and a 254-seat performance theater.

The Campus Center has more than two dozen security cameras and more than a dozen public viewing, flat-panel TVs for broadcasting advertisements, public service announcements, sports, and news. Other amenities include a bank, an ATM machine, a convenience store, and computer workstations and electronic charging stations.

The Campus Center Information Desk provides services such as general information, visitor parking passes, student event ticketing, and a lost and found depository.

The 154,000-square-foot Campus Center was awarded a Gold LEED (Leadership in Energy and Environment) Certification for its green building design, construction, and operation.

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 Stockton Police Department is located near the north entrance to the University, off Vera King Farris Drive.

Student Life on Campus
A Stockton education includes both the traditional curricular aspects (described in the chapter on Academic Policies) and a co-curricular aspect.

Stockton’s student life includes a broad range of activities including cultural programs and lectures, extensive wellness and recreation programs, intramural and intercollegiate athletics, and a number of student-initiated activities and events, all of which combine to create a vibrant atmosphere at the University.

Stockton University offers a variety of student-led organizations that program around a diverse range of topics and offer leadership opportunities to students. Specific organizations have been established by graduate students to augment academic work in their graduate program.

This approach to student life helps students develop a capacity for self-direction, self-confidence, and continuous learning. The University provides assistance to help students realize their goals and potential.

Identification Card
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.

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.

Meal Plans
Stockton’s food service program is managed by Chartwell’s Dining Service. The Chartwell’s staff, food service committee (made up of students), and the University administration have worked closely in developing a variety of nutritious and flexible meal programs. The dining service office is located in the Campus Center. This office oversees food service operations throughout the campus. At the time of publication of this Bulletin, these operations are:

N-Wing Student Restaurant
Traditional board operation with a full-course menu, deli, pizza, grill selection, salad bar, fresh fruits, pasta, and more.

Lakeside Pizzeria – Convenience Store & Deli
Located within the Lakeside Center, offers, Sono, Mondo Subs, 2Mato, grilled items and beverages. The convenience store offers a deli as well as all the daily pick-up items traditionally needed. Pizza delivery service is available.

Campus Center Food Court
Located on the lower level of the Campus Center, offers full assortment of menu options from the following food outlets: Mondos Cafe, Create, Dina’s Deli, Student Choice, Chick-fil-A, Osprey Smoothie, and Primo Pizza.

360 Marketplace
Located on the lower level of the Campus Center, offers make your own deli sandwiches, grab and go sandwiches and salads, soup, and other convenience items.

Dunkin Donuts Coffee House
Located on the main level of the Campus Center, offers a full service Dunkin Donuts with coffee, pastries, and sandwiches.

Au Bon Pain
Located in C-Wing Gallery, offers soup, sandwiches, wraps, pastries, and assortment of beverages.

The Bean’s List
Located in E-Wing outside the Library entrance, offers Starbucks specialty coffees and teas, as well as pastries, soup, salads, wraps, and sandwiches.

Meal Plans
In designing Stockton’s dining services, customer flexibility regarding meal plans has been the focus. For students who reside in residence halls, 180-block plan, a 150-block plan, a 19/week meal plan and a 14/week meal plan have been developed, and one or the other of these is required. Students residing in Housing 5 are required to have one of the previous four meal plans or the block meal plan. Students residing in Housing 1, 4 or Atlantic City, and non-residents may choose from the previous five plans or the 5/week meal plan, but are not under obligation to purchase a meal plan. Students residing at the Stockton Seaview Resort have the option to purchase a minimum meal plan developed specifically for Seaview and Chris Gaupp students, the Seaview 50 Block Meal Plan, or they may purchase one of the previously described meal plans.

Costs for the different meal plans may be viewed on the Bursar’s Office website.
SPECIAL ACADEMIC FACILITIES AND CENTERS
Stockton University in Atlantic City – New Residential Location
Stockton’s new location in Atlantic City is composed of a 216,000 square-foot residential complex with apartments for 533 students and an academic building in the 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.

In the residential complex, students will be able to cook their own meals in the full kitchen available in all apartments. Residential options include living in four- and six-person units where each student has a private bedroom or shares a bedroom with one other student; all units have private bathrooms. There are also a small number of studio apartments. This housing is the first offered at the University where students can sign up for 12-month leases.

Among the amenities located in the residential complex are a fitness center, classrooms and a computer lab, retail space along the boardwalk and Atlantic Avenue, two outdoor courtyards, student lounge/multipurpose room, and a police substation.

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 building includes 14 classrooms and computer labs, a food hall, outdoor patio, event room, meeting rooms, student lounge, and faculty and administrative offices.

The Atlantic City location is part of the $220 million Atlantic City-Gateway project, which includes the new corporate headquarters for South Jersey Gas, a parking garage with over 860 spaces, and additional retail space. Stockton University’s Atlantic City campus opens in fall 2018.

Stockton University’s Atlantic City location offers students the chance to live and study 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.

Stockton’s shuttle system will provide convenient access between the main campus in Galloway and Stockton University’s Atlantic City locations.

Stockton University in Atlantic City – Rothenberg Building
Stockton University acquired the Rothenberg Building in 2016. The 3,400 square-foot building houses the main operations offices for Stockton University at Atlantic City as well as the offices for the Lloyd D. Levenson Institute of Gaming, Hospitality & Tourism (LIGHT) and the Atlantic City offices of the Stockton Center for Community Engagement (SCCE). The fully renovated building also boasts two executive conference rooms and is located at 3430 Atlantic Avenue in Atlantic City, two blocks east of Stockton University’s new residential campus.
The Carnegie Center is Stockton’s additional location in Atlantic City, N.J. This historic treasure, originally built in 1904 and serving as the Atlantic City Free Public Library for more than 80 years, was a gift to the city by steel magnate and philanthropist Andrew Carnegie. Reopened in May 2004 after a collaboration between the Casino Reinvestment Development Authority (CRDA), the City of Atlantic City, and Stockton University, the center offers the University modern facilities in the heart of this urban community. The three-story building features turn-of-the-century architecture, including a granite, marble, and terra cotta exterior, terrazzo floors, Scagliola-finished columns, and marble and iron staircases. However, its modernity lies in the continuance of Carnegie’s vision of learning and commitment to the community.

Located one block from the world famous Atlantic City Boardwalk, the more than 9,000-square-foot building is used as an educational and instructional facility, meeting place and conference center, and venue for community outreach. In addition, Carnegie is home to the Small Business Development Center (SBDC) of Atlantic, Cape May and Cumberland counties, and the Physician Assistant (PA) Studies Program in collaboration with Jefferson University of Philadelphia. The SBDC is part of a networked national partnership between federal and state government, private industry, and higher education. The program is designed to provide the highest quality business assistance services to establish new enterprises and promising start-ups, with the objective of increased economic activity. LIGHT provides a forum for public policy discussions regarding the gaming, hospitality, and tourism industries in New Jersey. In addition, the institute engages our faculty, students, and others in research, conferences, and reports to support sound decision making among policy makers and leaders in the region’s three largest industries. The PA program is a comprehensive academic experience stressing the practical application of current medical theory. Students completing the program earn a M.S. in Physician Assistant Studies.

Carnegie has a 75-seat lecture hall, a 40-seat multipurpose room, 26-seat computer lab, and two 25-seat seminar rooms. The Carnegie Center has WiFi throughout the venue and either a wall-mounted display or drop-down screen for presentations, high-speed Internet access, document camera, and a DVD player.

Adjacent to the facility is the Civil Rights Garden, a powerful tribute to the architects of the Civil Rights Movement. The garden is a serene oasis of plants, trees, and flowers honoring the long journey of African-Americans, and indeed all Americans, toward a full measure of rights under the United States Constitution.

Stockton University in Atlantic City – Dante Hall Theater
Dante Hall Theater is located in the “Ducktown” neighborhood of Atlantic City. It sits between the Noyes Arts Garage and the World Famous Boardwalk Hall, in the center of Atlantic City’s burgeoning arts district.

Originally built in 1926 by St. Michael’s Church, the venue served the predominately Italian-American community as a church hall, school gymnasium, and community theater. With the closing of St. Michael’s Elementary School in the late 1980s, Dante Hall remained dormant for
over a decade until the Casino Reinvestment Development Authority (CRDA) completed a $3.5 million dollar renovation. Renamed “Dante Hall Theater of the Arts,” the venue was restored to an intimate performance space serving the Atlantic City community.

In 2011, Stockton University took over its operations and runs quality programming for the local community as well as Stockton students and faculty.

Stockton University in Atlantic City – Noyes Arts Garage
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.

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 equipped with a color printer and generous meeting spaces.

The first floor of Kramer Hall serves as the current site of the Noyes Museum of Art and includes administrative offices and 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 our users. In addition, professional security personnel are on-site during operating hours. Kramer Hall serves as a satellite site for Stockton’s New Jersey Child Welfare Training Program and the main office site for the South Jersey Cultural Alliance, The South Jersey Culture and History Center, and the Murphy Writing Center. For more information, please visit stockton.edu/hammonton.

Stockton University in Manahawkin
Stockton University at Manahawkin is located in Ocean County, New Jersey. Minutes from the Garden State Parkway and Long Beach Island, the Manahawkin 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 March 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 and the hybrid RN-BSN program. Our mission includes serving Stockton students, the Stockton Center on Successful Aging, and the surrounding community by offering educational, cultural, and co-curricular programming.

Health Sciences Center (HSC)
Stockton’s new 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 will offer both high/medium fidelity and standardized patient experiences that will 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 a brand new Exercise Science laboratory, equipped with discipline-specific assessment equipment currently used by Exercise Science professionals. This will enable 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.

The Biology, Biochemistry and Molecular Biology, Chemistry and Marine Science programs are located in the Unified Science Center (USC-1 and newly opened USC-2 on the Quad) and F-Wing Science Laboratories where introductory and advanced laboratory courses in these disciplines are offered. Unique learning opportunities are supported by an active vivarium and the maintenance of regulatory permits for the scientific collecting, holding, and release of native fauna and the possession of endangered species. In close proximity of instructional laboratories are specialized instrumentation and research laboratories to enrich the educational experience. Faculty have received external research funding from the National Science Foundation, the National Institutes of Health, the National Resources Conservation Service/USDA and the US Fish and Wildlife Service among others. The biology research and teaching facilities include, three walk-in environmentally controlled chambers, and two plant-growth chambers as well as a new state of the art greenhouse. Biology, Biochemistry and Chemistry instrumentation includes a Beckman automated capillary DNA sequencer, a quantitative real time PCR, liquid scintillation counters, micro-array printing and analysis facilities, RNA and DNA protein electrophoresis systems, RNA and DNA lab on chip analysis, along with numerous centrifuges including multiple high-speed units, Bruker 400 MHz NMR with sample changer, Cary 60 and Cary 100 UV/VIS Spectrophotometers with Peltier thermostatic multicellular holders, two Cary Eclipse Fluorescence Spectrophotometers, two SpectraMax UV/Vis/Fluorescence Microplate Readers, two Nicolet iS5 FTIR with ATR attachments, Nicolet iS50 FTIR with ATR and multi-range beam splitter, 5 Gas Chromatographs (GC) with auto samplers and a variety of detectors:
ECD, TCD, FID, MSD, Varian Gas Chromatography/Mass Spectrometer (GC/MS), 2 HPLC with auto sampler (diode array and fluorescence detectors), HPLC with diode array detector, 2 Ion Chromatographs (IC) with auto sampler, Ion Mobility Spectrometer (IMS), Flame Atomic Absorption Spectrometer, Graphite Furnace Atomic Absorption Spectrometer, Anaerobic Chambers, Differential Scanning Calorimeter (DSC), 2 Thermal Gravimetric Analyzer (TGA), Mark I and II Magnetic Susceptibility Balances, QuantStudio, multiple PCR systems, Confocal Microscope, Fluorescent Microscope, Imaging Systems, Multipurpose Scintillation Counter, ABI 3500 Automated DNA Sequencer, Ion PGM Next-Generation Sequencer, MiniFlex 600 X-ray Diffractometer (powder) with 6-sample changer, XtaLAB mini X-ray Diffractometer (single-crystal), 2 Automated Electrophoresis stations. Fourier transform infra-red spectrometer with library search matching, both flame and graphite-furnace atomic absorption spectrometers, multiple ultraviolet-visible spectrometers including basic, high-throughput and research-grade instruments, and total organic carbon and mercury analyzers. Lecture rooms that are designed as Chemistry lecture/demonstration facilities provide a common room for offering lectures in the science course sequences. The electronic capabilities of these rooms encourage faculty to experiment with innovative teaching techniques. Support spaces also include biology and chemistry preparation laboratories, a mechanic shop, and a stock room.

The F-Wing facility is also home to a prized Lord & Burnham Greenhouse that holds award-winning collections of tropical and temperate specimens used in teaching and research. Two different temperate zones are used to create artificial microenvironments for orchids, cacti, ferns, and other plant species. Students enrolled in biology and related general studies courses, and faculty conducting research help contribute to the magnificent plant collection. Awards include the Pennsylvania Horticulture Society Award of Merit, The American Orchid Society Trophy for Outstanding Exhibit, The American Orchid Society Gold Medal for the Stockton-Waldor Orchid exhibit at the 1993 Philadelphia Flower Show, the Ocean City Flower Show Best Orchid Awards in 1994 and 2002. At the 2011 Philadelphia Flower Show, Stockton contributed to the Waldor Orchid Exhibit, which received the prestigious Education Award from the Garden Club Federation of Pennsylvania.

The Sustainability program is located in a new workshops and teaching classroom in the newly opened Health Science Center. It is one of only a handful of Sustainability degree programs in the nation, and is in keeping with Stockton’s long-standing commitment to environmental education. The Sustainability degree offers unique hands-on opportunities to Stockton students, and complements the University’s nationally recognized programs in Environmental Science and Marine Science. Since Stockton has long been an environmental innovator, with the nation’s largest geothermal system, a pioneering Aquifer Thermal Energy System, and an extensive solar energy production on power, these resources make the campus an ideal learning environment for such studies. The rigorous curriculum is filled with opportunities for hands-on experience, from training on how to conduct a building energy audit, to testing rivers for contamination, to holding press conferences. Stockton students are exposed to and have an opportunity to work on a variety of equipment, not only in the classroom, but also in a workshop. With the growing demand by employers for graduates with specialized training in sustainability, Stockton Sustainability students are given the opportunity to learn about and to conduct research on a vertical axis turbine test unit, anaerobic digester, biodiesel processor, evacuated tube solar thermal, large photovoltaic array with microinverters, hot box (insulation test unit), geothermal unit, solar
thermal test units, pole-mounted photovoltaic unit, battery test unit and inverter, vegetable oil filter unit, HAWT test fan, Solar battery/inverter, blower door, Savonius unit, concentrated solar collector, bio-diesel generator, and passive solar test unit. Students also have the opportunity to work at the Stockton Farm on campus where they learn how to farm organically and how to manage a farm.

The Physics program is located in the newly opened expansion to the Unified Science Center where computer-equipped introductory laboratories, advanced laboratories, and research laboratories for acoustics, electronics and other areas are located along with computing facilities. In addition, the Physics program supports the Master of Data Science & Strategic Analytics. Some of the newer laboratory equipment includes an Atomic Force Microscope, complete Zeeman Effect apparatus, Excelsior 532nm, 50mW, diode pumped solid-state laser with a TMC high performance, self-leveling vibration-isolation optical bench, working models of the human body, and a Gretch-Ken sound booth for acoustical experiments. Nearby, the University has an astronomical observatory with a 0.4 m Meade LX200 Schmidt-Cassegrain computer-controlled telescope.

The Arts and Sciences Building provides substantial space for the teaching of Environmental Science and Geology, Marine Geology and related courses in the Professional Science Masters in Environmental Science. A state-of-the-art computer lab with 25 powerful workstations allows easy access to such advanced technologies as Geographic Information Systems (GIS) and Global Positioning Systems. The Earth Resources laboratory lets students study soil and rock structure, map terrain and investigate interactions between the physical and biological environments. Similarly, water resources facilities provide opportunities for laboratory work in such areas as groundwater flow and water pollution.

The Biological Resources laboratory is complemented by the A&S greenhouse that provides teaching and research space, an insectary for raising specimens, and a collection room to prepare and study the specimens. A grant from the National Science Foundation funded the installation of remote weather stations on the campus for the long-term collection of such data as temperature, humidity and sunlight. A second grant from the National Science Foundation supported curricular revisions incorporating use of appropriate technologies into the curriculum with the goal of using the computer facilities and technology for field data collection in all labs. Another grant supported the expansion of the computer facilities for teaching smaller sections of courses that utilize GIS.

The laboratory facilities, student and faculty research areas, and offices are complemented by a lecture hall that accommodates about 80 students and offers the latest in electronic accessories. It is designed to allow faculty to project information from a variety of sources and to use computers for demonstrations. A smaller lecture room similarly serves the needs of smaller classes in a warm, welcoming atmosphere, and a large teaching room with tables provides space that can be adapted to laboratories or demonstrations. Approximately 400 acres of the 2,000-acre campus have been set aside for an arboretum, a forestry nursery, ecologic succession plots and a study preserve. The nearby fields, woodlands marshes and inland and coastal waters offer additional learning opportunities. Faculty members take advantage of the University’s geographical location to offer a variety of field experiences, both in core courses and in advanced instruction.
The Marine Field Station
Located only 15 minutes from the main campus in Galloway on an eight-acre waterfront site in
the Jacques Cousteau National Estuarine Research Reserve, the Marine Field Station (MFS)
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 is also home to the University’s Coastal Research Center, a grant and contract-
funded research facility focusing on New Jersey’s coastal zone issues (see below). The location
of the field station within the Mullica River-Great Bay estuary is central to its offerings; only
seven miles from the Atlantic Ocean and mere minutes from appropriate estuarine sites. The
field station offers several teaching and research laboratories and offices, research vessels,
various marine sampling equipment, general-use laboratory equipment, state-of-the-art water
sampling equipment (YSI sondes) and a fleet marine technology instrumentation including a
remotely operated vehicle, side scan sonar, multibeam sonar, acoustic Doppler current profilers,
and a magnetometer. The inshore research fleet consists of several shallow-draft vessels ranging
from 16’-28’. These vessels are used regularly throughout both teaching and research activities.
The flagship vessel of the program is a 2015 offshore research vessel, the R/V Petrel. This 36’ x
14’ down east-style vessel has an open transom and A-frame system for the deployment of
mooring systems, towed arrays and other oceanographic activities requiring lifting capabilities.
The R/V Petrel is used throughout numerous teaching and research programs, ranging from the
oceanography series of courses to marine survey methods.

The field station plays an integral role in students’ education at Stockton. 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 studies projects and to become part of
the numerous faculty and staff-led research teams, many of which take place during the summer
months. Funding for faculty research has come from NJ Sea Grant, the Barnegat Bay
Partnership, the National Oceanic and Atmospheric Administration and the state of NJ among
others. There are many opportunities to carry out Marine Science research at the undergraduate
level at Stockton and at State and Federal agencies and Institutions nearby. The field station is
also home to the Coastal Research Center, a contract and grant-funded organization focused on
research and monitoring of New Jersey’s coastal zone issues ranging from beach access and
conditions to pre and post-storm surveys of coastal environments.

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, Rutgers University Marine Field Station, Jacques
Cousteau National Estuarine Research Reserve, NJ Division of Fish and Wildlife agencies,
USFWS agencies, 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.
Stockton University Coastal Research Center
The Coastal Research Center (CRC) is located with the Stockton University’s Marine Field Station (MFS) just off US Route 9 in Port Republic. The CRC originated in 1981 to assist the Borough of Avalon, N.J., with coastal environmental problems caused by recurring storm damage and shoreline retreat. The CRC functions in large part to perform contract and grant services for various Federal and NJ State agencies, local municipalities, and private corporations or citizen groups. The tasks are quite varied, but always involve some aspect of coastal processes and the impact of human interactions with the coastal environment. The students with an interest in coastal issues frequently work as science assistants in work crews involved in mapping, surveying, or sampling the NJ coastal environment. Stockton graduates have used this experience as a stepping-stone to various state, federal, and municipal government agencies and private coastal consulting firms.

In 1986, following oceanfront damage caused by a northeast storm in 1984 and Hurricane Gloria and 1985, the New Jersey Department of Environmental Protection commissioned the CRC to develop and run a long-term shoreline monitoring and assessment program. In response, the CRC created the New Jersey Beach Profile Network and established 107 survey sites along the coast. Bi-annual profiles of dune, beach and nearshore topography are measured at these locations to monitor seasonal shore zone changes. This array of data extends over 30 years and represents a consistent assessment of the entire NJ coastline that is by far the best basis for interpretation of coastal changes in the nation.

Today, the CRC is the state’s designated resource for geotechnical data and studies, is a preferred collaborator on numerous U.S. Army Corps of Engineers projects, and is a critical resource for New Jersey’s 43 coastal communities. The CRC operates with an annual budget approaching a million dollars from projects with the NJ Department of Environmental Protection, U.S. Army Corps of Engineers, Federal Emergency Management Agency, U.S. Fish and Wildlife Service, NJ Sea Grant/NOAA and coastal municipalities.

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.

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.
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.

Southern Regional Institute and ETTC
In 1996, the New Jersey Department of Education (NJDOE) awarded a total of $10 million in three-year grants to local school districts in each of the state’s 21 counties to create an Educational Technology Training Center (ETTC) as a county-based resource center that offered educators professional development opportunities in technology. With the support of the 24 school districts in Atlantic County, the Atlantic County ETTC was established at Stockton University.

In July 2002, because of its broad success in meeting program goals as well as the needs of local school districts, the NJDOE designated the Atlantic County ETTC as the Southern Regional ETTC, thus permitting it to expand to additional counties. The New Jersey Department of Education then went on to charge Stockton University with the creation of an institute devoted to the study and delivery of a full range of K-12 professional development. By December 2002, the Stockton University Board of Trustees unanimously approved the establishment of the Southern Regional Institute (SRI), significantly expanding the programming available to the region. The SRI & ETTC combined in February 2003 under one organizational umbrella.

Currently, years after the creation of the Atlantic County ETTC, the SRI & ETTC is thriving, and has become the primary provider of non-credit professional development for educators in southern New Jersey. The success of the SRI & ETTC can be attributed to its consortium members and partnerships, to the quality and diversity of programming that is provided each year, and to a talented and dedicated staff. Currently, the SRI & ETTC includes school districts and other regional organizations in Atlantic, Camden, Cumberland, Cape May, Ocean, and Burlington counties. The SRI & ETTC represents approximately 90,000 Pre K-12 students and more than 24,000 educators in southern New Jersey.

Stockton Center for Community Engagement
The mission of the Stockton Center for Community Engagement is to promote the ideals of public service and social responsibility by fostering community-based experiential learning and civic engagement for students, faculty, and staff. The center also facilitates training, research, and educational enrichment through collaborative efforts with campus groups, as well as local, state, and regional community organizations and government agencies, and cultivates connections between scholarship and the public interest. The vision of the Stockton Center for Community Engagement is to promote university and community efforts to serve the public good.

Stockton University Office of Service-Learning
The Office of Service Learning provides students with opportunities to engage with the community in stimulating and fulfilling ways that will enhance their academic experience. The
competencies students gain enable them to take advantage of the many personal and professional
growth possibilities by enlightening them to their full potential as members of the Stockton
community and the global community. Volunteer opportunities abound through New Student
Day of Service at the start of the fall semester, Martin Luther King Jr. Day of Service in January,
and a variety of short or long-term community volunteer opportunities.

Stockton Center on Successful Aging (SCOSA)
In September 2007, after a year of study and extensive consultation with on and off campus
constituencies, Stockton announced the formal establishment of the Stockton Center on
Successful Aging (SCOSA). The center’s mission is to develop and expand programs of research,
education and service that promote healthy, successful, and civically engaged individuals among
New Jersey’s rapidly growing older population, and which build upon Stockton’s long-time
leadership in gerontological education in New Jersey, educating future leaders in this rapidly
growing field. The center’s motto is “Research, Education and Service to Nurture Body, Mind,
and Spirit of Aging Residents.”

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 solidify and guide working relationships. A community advisory board further strengthens
SCOSA’s community focus.

Since its inception, SCOSA has partnered with organizations such as the Atlantic County
Division of Intergenerational Services, which has supported its Older Adult Educational Program
with Older Americans Act funding since its inception; the New Jersey Department of Health and
Senior Affairs, with whom SCOSA has worked on a three-year, eight-state national planning
grant; the Atlantic County Department of Health, which provided federal Community Health
Improvement funds for a one-year intergenerational project; Horizon Blue-Cross Blue Shield
Foundation of NJ, which sponsored a depression education and screening program;
WeWorkforHealth.com/PhARMA, which has supported SCOSA research fellows and a Festival
on Successful Aging; the Life Care Planning Law Firms Association, which has contracted with
SCOSA for the provision of 15-week online educational programs for staff of member firms; and
the Health Center at Galloway in support of a “First Wednesday” professional lecture series.

Other collaborations with the Institute on Successful Aging at the University of Medicine and
Dentistry of New Jersey, the Galloway Township Department of Community and Senior
Services, Gilda’s Club of South Jersey, the Alzheimer’s Association – Delaware Valley Chapter,
the Arthritis Foundation – NJ & Eastern PA Chapter, the Society on Aging of New Jersey, the
South Jersey Senior Networking Group, Genesis Health Care, Right-at-Home, and others have
produced projects with significant positive impact on elders in our region.

SCOSA involves students and faculty in all of its activities and provides continuing professional
education opportunities for providers from diverse disciplines.
The Richard E. Bjork Library

Stockton's Richard E. Bjork Library is integral to a student’s work and development at the University. Its collection consists of more than 800,000 volumes, including books, reference materials, periodicals, newspapers, microforms, media, computer software, archival materials, and government documents. The library provides access to these collections and a wide range of electronic resources through its website. Students may borrow books, media, and other circulating materials by presenting their valid Stockton ID at the circulation desk. Stockton alumni and residents of New Jersey are also welcome to use the collections and to borrow from the library.

The library offers a variety of rooms and environments that support individual and group work throughout its three floors. On the main floor, the Library Learning Commons is a unique space designed to support all phases of the research process featuring group study spaces, computers, printers, and scanners, along with research and technology support. The Tutoring Center offers evening tutoring in the Library Learning Commons, with both writing and math tutors available. There are five group study rooms available on the upper floor and an Electronic Classroom Lab (E-221) with podium, projection screen, 30 student computers, and a printer. Also on the upper floor of the library is the Constantelos Hellenic Collection and Reading Room, named in honor of Demetrios J. Constantelos, a researcher in Byzantology and a professor emeritus of history and religious studies at Stockton. Anyone using the library has access to a wireless computer network. Laptop computers and wireless network cards are available for circulation. There are more than 125 computers available in the building.

The Archives and Special Collections on the lower level of the library collects, organizes, preserves, and provides access to collections related to all aspects of Stockton and the general history and culture of southern New Jersey such as the Cape May Jazz Festival and Buzby’s General Store. The books in Special Collections cover many topics, including New Jersey history and local genealogy. There are also rare books, publications by Stockton and New Jersey authors, and other works focusing on regional politics, geography, and environment. The Digital Collections repository provides open access to Stockton's publications and historical documents, unique and specialized collections and the intellectual and artistic work of the Stockton community.

Library instruction is provided to support faculty efforts to help their students achieve information literacy. 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. Reference services are provided at the information desk and now virtually through the Ask a Librarian via chat, email, phone, or text on the upper right-hand side of the library’s home page.

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 1,150 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.

The 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 e-mail. For more information, visit the Information Technology Services website.

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 supports 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. Stockton Production Services is staffed Monday through Thursday 8 a.m. until 10 p.m., Friday 8 am until 5 p.m., and closed on weekends. Access to Stockton Production Services is through the main library entrance and down one level.

The Office of E-Learning
The Office of E-Learning provides institution-wide leadership in the development and delivery of technology-enhanced programs. E-Learning includes the use of technology to expand student learning.

The Office of E-Learning supports Blackboard, the campus learning management system (LMS), Blackboard Collaborate, the online synchronous meeting system, and Turnitin, an online service to check student papers for originality. Support services include technical and pedagogical training for faculty, course design assistance, testing of new LMS features, and working with the software company to resolve any system problems.
The Office of E-Learning works collaboratively with all student support offices to develop resources that will assure that online students have access to the same services as on-campus students. These services include admissions, orientation, registration, financial aid, academic advising, library resources, help desk support, career counseling, personal counseling, tutoring, learning access, and veteran services. The office also coordinates the online student rating of teaching surveys for both on-campus and online courses.

The Office E-Learning website serves as a resource for online and hybrid course offerings. Students wishing to enroll in online or hybrid courses can find up-to-the-minute course listings on the Office of E-Learning website.

Stockton defines an online course as one in which more than two-thirds of the course instructional time takes place online. Stockton defines a hybrid course as one in which less than two-thirds of course instructional time takes place online. There are two classifications of online courses. A course labeled ONL is completely online. A course labeled DEONL is an online course that has some face-to-face meetings.

With both types of courses, content delivery and/or communication between student and instructor and between students is facilitated via the Blackboard learning management system. Communication may take place asynchronously (e.g., online discussion, blogs) or synchronously (e.g., Blackboard Collaborate). Some courses may be assessed an additional technology instruction fee for licensed external content.

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.
Studio Facilities and Performing Arts Center
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. The Stockton Art Gallery is located in L-Wing. Performing Arts facilities include two dance studios, dressing rooms, electronic piano lab and practice rooms. Stockton’s Performing Arts Center in M-Wing 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.

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 Masters 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.

SPECIALIZED SUPPORT FACILITIES
Campus Information
The Information Desk located in the Grand Hall of the Campus Center provides general information to the campus community and its visitors. Managed through the Office of Event Services and Campus Center Operations, the Information Desk is open during the academic year from 8 a.m. until midnight, Monday through Saturday, and from 10 a.m. through midnight on Sunday. The Information Desk can be reached directly by calling 609-652-4706.

Free To Be Child Care Center
Free To Be offers top-quality care for children ages two-and-a-half to five years in the Stockton community: students, faculty, staff, and alumni. Flexible scheduling allows students to take classes on campus and pay only for the care they need. The program is licensed by the Department of Human Services and is staffed by early childhood certified teachers. The curriculum is designed to enhance intellectual development, creativity, encourage problem
solving and to promote a rich sense of inquiry. Parental involvement is a special characteristic of Free To Be and helps parents develop a sense of ownership in the center, resulting in longer lasting educational gains for the children.

University Bookstore
The University Bookstore provides a complete line of textbooks, supplementary reading materials and supplies. In addition, Stockton-imprinted clothing, gift merchandise, computer software and sundries are available. The store is a privately operated concession and maintains prices that are competitive with local area bookstores.

Game Room
Located adjacent to the Coffee House in the Campus Center, the Game Room contains board games, foosball, billiards, shuffleboard and table tennis. The Game Room is free to all current Stockton students, faculty and staff with a Stockton ID card.

CAMPUS HOUSING
Campus housing, in a Stockton-owned, operated or facilitated site, is guaranteed for four years. The housing complexes consist of garden-style apartments with private, exterior entrances, as well as traditional-style residence halls.

Resident students have a major responsibility for their own lifestyles. Therefore, it is up to students living in each apartment or room to agree on practices that will provide satisfactory living and study arrangements for them as roommates. Resident Assistants are available for consultation regarding roommate agreements if concerns arise.

The Residential Life staff and Residence Hall Association (RHA) are available to mentor and assist students with transitional issues and arrange social and educational programs. Campus Housing is about two miles from a shopping center/grocery store; also, convenience stores are located in the housing areas. Free laundry facilities are available 24 hours a day in each of the housing complexes.

The Residential Life website provides floor plans and descriptions of typical living units. Each apartment accommodates four or five students, one, two or three people in each bedroom. The residence halls consist of singles, doubles and triples each with a mini fridge and microwave, a common living room and a communal bathroom. The units are heated and air-conditioned and all utilities are provided, including a telephone and data system connection. All campus residence units are outfitted with basic furniture. Questions can be addressed to Residential Life at 609-652-4332.

The University provides general maintenance of the housing complex grounds, and is also responsible for preventive maintenance of the housing units and general painting and refurbishing annually. Day-to-day cleanliness of apartment/room interiors and residence hall rooms and common areas is the responsibility of the occupants. (Details are included in the Residence Contract and Dining Services Agreement.)
All students are eligible to live on campus. Housing applications received prior to May 1 with a deposit for fall housing are guaranteed housing for four years provided that all University procedures and requirements are fulfilled. Housing applications for transfer students received with a deposit prior to June 1 for fall housing are guaranteed housing for four years provided that all University procedures and requirements are fulfilled.

Once students have been accepted by the University and paid their acceptance deposit, they will receive information regarding how to apply for housing through the GoStockton portal. The University will attempt within general policy guidelines to meet roommate requests. There can be no assurance, however, that all roommate requests will be honored. In the absence of roommate requests and/or in order to fill vacant spaces in an apartment/room, roommates will be assigned by the Office of Residential Life. The precise procedures for assignment are available in the Office of Residential Life. All students wishing to reside on campus must meet all immunization requirements in accordance with state law. All students residing in on-campus housing must submit proof of a meningitis vaccine prior to moving into housing facilities.

Students wishing to contact the Office of Residential Life for information about their room assignment may do so by logging into the Go Stockton portal’s Student Life tab, the Residential Life Channel.

Housing Priorities
Stockton has established priorities for the assignment of students to campus housing to ensure an equitable distribution of housing spaces consistent with academic and institutional goals. These spaces are assigned on a first-come, first-served basis from the receipt of the student’s housing application and housing acceptance fee. First-year students primarily live in Housing 1, 2 and 3. Junior, senior, and graduate students seeking housing must complete an application and payment by the Friday prior to May 22. Sophomore, junior, senior, and graduate students are assigned to select their room and roommates in Housing 1, 4, 5; Chris Gaupp Property; and the Atlantic City Residential Complex. Off-site housing facilities are secured if the need arises.

Contract Terminations
Residential hall and apartment contracts are in effect for the entire academic year and may only be cancelled under certain specific conditions. Please refer to the housing contract for specific details. The Office of Residential Life retains the right to terminate a contract by written notice if the resident fails to comply with University policies or if other sufficient justification exists.

Property Insurance
The University does not insure the personal belongings of students in the apartments and residence halls. It is highly recommended that students 1) check to see if their belongings are covered by a family member’s homeowner insurance policy; or 2) purchase a renter’s policy themselves.

Interim Housing Suspension and Administrative Hearing
In cases where the Director of Residential Life makes a judgment that the presence of an alleged student violator of the Campus Conduct Code or Residential Life Policies and Procedures presents an imminent danger to the individual and/or others on the campus, or to the orderly
conduct of the University, the accused student may be temporarily suspended from housing pending a hearing. In all cases of interim housing suspension, an administrative hearing shall be held within seven business days of the date the housing suspension is imposed.

Policies and Procedures
The Office of Residential Life reserves the right to alter the policies and procedures set forth in the Residence Contract, the Guide to Residential Life, the Bulletin and the Student Handbook without prior notice.

Housing for Students Needing Accommodation
Within campus housing, spaces are designed especially for students needing accommodation. These apartments/rooms are all ground-floor units and are easily accessible to the parking lot. Units for those with disabilities are modified. The modifications include handlebars on the bathroom and shower-stall walls, wider doors to accommodate wheelchairs and light switches that are easily accessible. Interested students should contact the Learning Access Program’s Coordinator of Services for Students with Disabilities at 609-652-4988 for assistance.

Students with disabilities who elect to live in on-campus housing and who require the assistance of a personal attendant must make arrangements to employ and pay an attendant.

Hospital
The 300-bed Mainland Campus of AtlantiCare Regional Medical Center, located on the Stockton campus, provides emergency medical and surgical care not found in most college infirmaries or health care facilities. Students and other members of the Stockton community can receive immediate medical attention at the emergency room in the rear of the hospital—a five minute drive from housing and the main campus. Services provided by AtlantiCare Regional Medical Center will be charged to students at regular hospital rates.

Mail Service
Stockton University provides mail service. Student mailboxes, with combination locks, are available at the campus mail center. The correct format for receiving mail is as follows:
Joan S. Doe
University Mailbox xxxx
Stockton University
101 Vera King Farris Drive
Galloway, New Jersey 08205-9441

Only full-time, registered students living on campus are permitted mailboxes.

Ann B. Townsend Residential Life Center (TRLC)
Within the residence hall complex is the Ann B. Townsend Residential Life Center, designed primarily for expanded programming opportunities for resident students and the commuter community. The Townsend Center contains a large multipurpose room with a kitchen, one meeting room, a computer lab, and a Residential Life office. It is staffed by Office of Residential Life personnel during evenings and weekends.
The Lodge at Lakeside
The Lodge at Lakeside is a student-life building located behind Cedar Court between the Housing 1 apartments and Lake Fred. The Lodge houses a large multipurpose room with a built-in stage with sound and lighting; a computer lab, offices, a convenience store, and a pizza parlor/deli; it also features an area for outdoor concerts. Considered to be one of the most uniquely designed buildings on campus, the Lodge serves as a focal point for student programming and co-curricular activities. The Lodge at Lakeside is available for student programming and external groups. The Lodge is staffed by Office of Residential Life personnel during evenings and weekends.

Housing 4 Commons
The Commons Building is located near the Housing 4 Apartment Complex. It contains a computer lab and a state-of-the-art academic classroom.

The Atlantic City Residence Hall
This building has a computer lab and multiple conference rooms available for student use. The building also has three retail spaces for student dining. This building is staffed by Residential Life and has security 24 hours a day, seven days a week.

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 director of Residential Life or designee. Contact: recoveryhousing@stockton.edu.

Telephones
There are several campus-use-only telephones strategically located throughout the University buildings and grounds. These phones are connected to the University switchboard and may be used without cost to place calls to other extensions on campus.

Each residential room is equipped with a telephone and a telephone/data jack (two phones and jacks per student apartment). Telephones for deaf or hearing-impaired students are available from the University’s Central Telecommunications Office 609-652-4935, the library circulation area 609- 652-4457, and the Campus Police Office 609-652-4390.

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.
DIVISION OF STUDENT AFFAIRS

INTRODUCTION
The Division of Student Affairs is organized to provide comprehensive programs and services to approximately 9,000 students, including approximately 3,500 residential students. These programs and services are intended to enhance campus life and enrich the academic programs of the University. Reporting to the Vice President for Student Affairs are deans, associate and assistant deans, and directors. They administer offices that encompass a broad spectrum of student life issues ranging from housing, healthcare needs, and co-curricular programming. Anyone with concerns, suggestions or questions about these areas should contact the appropriate director or dean.

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. Detailed information about the EOF Program is located elsewhere in this Bulletin.

Office of Event Services and Campus Center Operations
The Office of Event Services and Campus Center Operations strives to fulfill the mission of the University by efficiently and effectively coordinating the seamless execution of campus-wide events, offering programs and services that promote the Campus Center as an inviting and inclusive environment, and providing support to new students and their families regarding the university experience.

Located on the second floor of the Campus Center (Suite 241), the Office of Event Services and Campus Center Operations serves as a centralized location for the scheduling, planning and management of campus-wide events for both internal and external group sponsors. In addition to scheduling facilities on the Galloway Campus, the Office coordinates support services for events including room setup, audio-visual equipment, and Campus Police services. The Office also manages announcements posted on the campus television system airing on Channel 119.1 as well as the electronic signs located on Vera King Farris Drive.

The Office of Event Services and Campus Center Operations sponsors a variety of programs and services that promote the Campus Center as an inviting and inclusive environment. The Office manages building operations for the Campus Center including the Information Desk, a lost and found depository, student event ticketing services, the Game Room, and oversees the publication of the University’s yearbook, The Path. The Office also assists with major campus events including Commencement, New Student Programs, Welcome Week, and the Parent and Family Association.
To view calendars for daily and upcoming events, visit the “What’s Happening” channel on the “Home” tab of the GoStockton portal; or click “calendars” in the upper tool bar on the University Web page.

Office of Military and Veteran Services
The Office of Military and Veteran Services was created under the auspices of the Office of the Dean of Students. A 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 Office of Military and Veteran Services is located in the main campus building in F-109.

Office of Student Development
The mission of the Office of Student Development is to provide opportunities that are purposeful and holistic. It is through involvement in leadership programs, community service initiatives, organizations, and major campus events that student learning and development are enhanced.

The Office of Student Development provides a variety of opportunities for students to get involved at Stockton University. The office oversees nearly 150 student organizations and more than 25 fraternities and sororities. The office also directly advises Student Senate, Graduate Student Council, Campus Religious Council, Stockton Entertainment Team, and the Greek Council. These student organizations offer a range of leadership opportunities for their members and plan a variety of social and educational events open to all Stockton students. Visit www.stockton.edu/ospreyhub for the most updated list of student organizations.

The Office of Student Development also supports major university initiatives and events. These include Day of Service; Get Involved Fair; University Weekend; Student, Faculty, and Staff Dinner; Day of Leadership; and other cultural and theme-based celebrations. The office is always looking for new ways to broaden the educational experience of the students through leadership training, conferences, service-learning initiatives, and more.

Commuter Connection
The Office of Student Development is responsible for addressing the concerns and needs of the off-campus and commuter population at Stockton. The Office is here to provide a comprehensive range of programs and support, and serve as a source of information for students. It is the office’s goal to help integrate off-campus and commuter students into student life and student activities, as well as encourage academic achievement and leadership development.

Commuters on the Go is a student organization designated to build community and meet the needs of Stockton commuters. Commuter students will appreciate the convenience of lockers available for rent in the Campus Center. Please contact the Office of Student Development at 609-652-4205 or visit Campus Center 240 for more information on commuter student locker rentals. Specialized Commuter Connection events are scheduled during Welcome Week to provide an opportunity for new students who commute to interact with one another and get connected to campus.
OspreyAdvantage
OspreyAdvantage is a student’s co-curricular record managed by the Office of Student Development. It is accessible to all students at www.stockton.edu/ospreyhub. This co-curricular record is designed to capture students’ out-of-the-classroom experiences and involvement during their time at Stockton University. This includes all experiences that complement a student’s academic experience, including membership in a student organization, fraternity, or sorority, University-wide leadership positions, and attendance at educational, leadership, or service-related programs. It gives students an opportunity to reflect on leadership roles, accomplishments, and personal growth and development. Students are encouraged to use OspreyAdvantage as a resource when applying for professional positions and admission into graduate school.

Student Senate
The Student Senate is the governing entity of student organizations affiliated with Stockton University; it is a representation of the student population. In addition, the Student Senate is responsible for reviewing requests for allocations of funds from the university’s General Fee and for recommending to the Dean of Students such allocations. The Student Senate will provide the means whereby the members of the student body may express themselves effectively in the programs that directly affect their intellectual, social and economic welfare. It will promote active citizenship by developing and promoting student responsibility by providing practice in democratic living, and promote school spirit at Stockton University.

The 27-member Senate is elected by the student body. More information on how you can become involved is available at www.stockton.edu/senate.

Campus Religious Council
The goals of the Campus Religious Council are to assist interested students in spiritual development, provide a forum for dialogue, and provide interested members of the campus community with reasonable opportunity to express their faith(s). Current organizations which make up the Campus Religious Council include Stockton Christian Fellowship, Jewish Student Union/Hillel, Muslim Student Association, Buddhist Club, Ratio Christi, and Newman Club. These student organizations work to connect students with local places of worship and their leaders. The Campus Religious Council maintains and manages the Meditation Room, located in N-Wing, which is open and accessible to all students.

Fraternity and Sorority Life
With more than 850 members, you will find that the Stockton fraternity and sorority community has a home for everyone. Fraternity and Sorority Life at Stockton University serves to develop college students in the areas of civic responsibility, leadership development, and personal growth. The community strives to foster an environment that expects, encourages, and rewards academic excellence; to empower students to make a positive difference in the Stockton, local, and worldwide community through promoting volunteerism, service, and philanthropic efforts; to foster positive relationships with administrators, faculty, staff, students, alumni(ae), headquarters, and other partners in order to encourage a unified campus community and network; and to strive to challenge thinking, promote diversity, and cultivate personal development.
The Office of Student Development supports the mission of Fraternity and Sorority Life by offering training and development in the areas of new member processes, values congruence, risk management, and leadership. The office also supports their activities on and off campus, particularly in the areas of philanthropy and service. All groups are held accountable for compliance with national and campus policies.

All prospective members of fraternities and sororities at Stockton must meet all of the following minimum standards for membership in a chapter:

- Minimum of 12 credits earned at Stockton or 16 credits transferred
- Minimum grade point average of 2.5 on a 4.0 scale
- Currently enrolled as a full-time student at Stockton University and in good standing

Visit [www.stockton.edu/greeks](http://www.stockton.edu/greeks) for the most up-to-date list of recognized fraternities and sororities and additional information regarding Fraternity and Sorority Life at Stockton. Stockton University strongly discourages student participation in any group that is not recognized, as the University (or national organization) does not provide any form of support or oversight for their members.

Graduate Student Council
The Graduate Student Council (GSC) is an organization of graduate students who are diverse individuals with unique skills, experiences, and talents. The GSC values this diversity as it enriches the students’ lives and educational experiences. The GSC is committed to the education, the professions, and the advancement of graduate students at the University. They also value the opportunity to meet and interact with fellow graduate students, faculty, administration, and alumni.

Stockton Entertainment Team
The Stockton Entertainment Team (SET) is the primary programming board on campus and is responsible for implementing a diverse calendar of programs based on student feedback and interest. This student-run organization plans a variety of social, cultural, and educational events in order to broaden the horizons of students here at Stockton University. SET plans a wide variety of programming so there is always something for everyone no matter what your interests might be.

SET meetings take place every Thursday at 5pm. Interested students should contact the Office of Student Development for meeting location and details. New members and ideas for programs are always welcome! Attending meetings is a great, easy way to get involved on campus.

Policies Governing Student Life
Students are expected to know and abide by the Stockton Code of Conduct and regulations governing recognized student groups, outlined in the Policies and Procedures at [www.stockton.edu/studentdevelopment](http://www.stockton.edu/studentdevelopment). Standards and regulations for Fraternities and Sororities can be found at [www.stockton.edu/greeks](http://www.stockton.edu/greeks). Failure to abide by these regulations may result in judicial action for individuals and/or groups.
CULTURAL ACTIVITIES AND EXHIBITS

Throughout each academic year and during the summer as well, Stockton hosts a broadly integrated program of cultural activities and exhibits.

The Performing Arts Center (PAC)
Since the opening in Fall 1976, Stockton University Performing Arts Center has provided audiences with a wide variety of cultural programming by professional touring companies of national and international stature. By emphasizing those companies and artists whose established or emerging reputation in music, dance and theater reflects the highest artistic standards, the Stockton Performing Arts Center has been designated one of the state’s cultural treasures by the New Jersey State Council on the Arts.

The Performing Arts Center’s strikingly continental design provides an intimate setting for audiences to experience some of the country’s and, indeed, the world’s, most acclaimed ballet, modern and contemporary dance troupes; classical, popular, and jazz orchestras and ensembles; and opera, musical theater, and dramatic companies.

As an example, a list of the well-known performers who have appeared at the Center includes: Harry Connick Jr., Judy Collins, Marvin Hamlisch, the Vienna Boys Choir, the Shaolin Warriors, the Russian National Ballet, Preservation Hall Jazz Band, Chick Corea, John Sebastian, Alvin Ailey Dance, Leon Redbone, George Winston, Michael Feinstein and the Chieftans.

Stockton University Performing Arts Center is a state-of-the-art, multidisciplinary cultural complex. At the hub of the University-owned facilities are a 550-seat Main Stage Theater and a 75 to 125-seat black box Experimental Theater.

The Main Stage Theater is a traditional proscenium hall. With its wide stage opening and deep playing area, the Center can accommodate all but the most atypical touring production. More than 200 lighting instruments are controlled through a computerized console, and the superb sound system provides high fidelity reinforcement and reproduction.

Four stage-level dressing rooms can comfortably hold 50 performers and are located adjacent to laundry, wardrobe, shower, lavatory, green room, costume, and scenery shop facilities.

The Performing Arts Center, like other facilities in the University’s physical plant, has been thoroughly evaluated and specially modified, where needed, to assure easy access by those who are physically challenged. The Center includes, or is adjacent to, handicapped-accessible elevators, wheelchair ramps, wheelchair seating locations, washroom facilities, drinking fountains, and telephones.

Art Gallery
The University Art Gallery, located in L-Wing, is sponsored by the School of Arts and Humanities, under the direction of the Visual Arts faculty who oversee the calendar of events each academic year. These activities encourage serious inquiry and diverse audience
participation through a variety of contemporary and historical art exhibitions and related programming. 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 included renowned Japanese papermaker Kyoko Ibe and Manfred Bockelmann’s homage to children in the Holocaust in “Drawing against Oblivion.” In support of the Studies in the Arts: Visual Arts program, faculty and alumni exhibit their work triennially and graduating BFA seniors are required to display their work 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 of the art gallery events are free and open to the public. More information can be found at www.stockton.edu/artgallery.

The Noyes Museum of Art
The Noyes Museum of Art at Stockton University has gallery locations at the Noyes Arts Garage and the Claridge in Atlantic City and in Hammonton, New Jersey. Exhibits are also on display at the Stockton 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 noyesmuseum.org.

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.

Intercollegiate sports give students the opportunity to participate in a highly selective and skilled program of competition with other college teams. Stockton University is a Division III member of the National Collegiate Athletic Association (NCAA), Eastern College Athletic Conference (ECAC), and the New Jersey Athletic Conference.

Stockton participates in 18 intercollegiate sports and its teams are nicknamed the Ospreys. The Stockton athletic program has produced one NCAA team national championship, men’s soccer in 2001, and 11 individual NCAA champions in track & field. Osprey teams have won a total of 30 New Jersey Athletic Conference titles in six different sports and 22 Eastern College Athletic Conference regional championships in seven sports. In its march to the NCAA championship, the 2001 Stockton men’s soccer team set a national record with 25 victories. Kim Marino became Stockton’s first female national champion by winning NCAA indoor and outdoor pole vault titles in 2003. Stockton teams have made a total of five NCAA Final Four appearances: Men’s Soccer in 1999 and 2001, Men’s Basketball in 1987 and 2009, and Women’s Soccer in 1995. The Stockton men’s basketball team finished as the NCAA runner-up in 2009. The Stockton track & field programs have produced 73 individual All-Americans.

Sports with competitive club status compete against other colleges but are not recognized or declared as NCAA sports. These sports are governed by the University’s academic and athletic
standards. Currently, these sports include men’s crew, golf, ice hockey, men’s volleyball, ultimate Frisbee, and table tennis.

In addition to intercollegiate athletics, intramural sports competition is a vital feature of the Stockton community with widespread support. Reinforcing the concept of University-wide interaction, membership on intramural teams is open to students, faculty, and staff; many teams are co-educational.

Intramurals are a mainstay of the athletic program at Stockton. The program presently consists of teams in flag football, volleyball, soccer, basketball, dodgeball, street hockey and softball. Intramurals provide a diverse, moderately to highly competitive, campus-based program. Supplementing Stockton’s intramural team sports are numerous campus tournaments and competitions. Extramural teams participate in regional and national tournaments.

Members of the Stockton community who want to field their own sports club may request University recreation fee funds through the Office of Athletics and Recreation. Clubs manage their activities with the assistance of the Office of Athletics and Recreation staff. Club sports range from noncompetitive to highly competitive.

Athletics Website
The Athletics website is an excellent source of information for parents and 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.

Athletic Training Services
The Office of Athletic Training Services provides support for the entire athletic program in the areas of education, prevention, and care/management and rehabilitation of athletic injuries. The staff is made up of two full-time certified athletic trainers, eight part-time athletic trainers, and 16 student assistants. The Athletic Training Room is open 9:30 a.m. to 3 p.m. weekdays and 7 p.m. to 10 p.m. Monday through Thursday, and provides students with the opportunity for optimum care and information in all areas of athletic injuries. The state-of-the-art facility is located in Sports Center, Room 309. The phone number is 609-652-4544, the website is found at http://www.stocktonathletics.com.

Recreational activities
The range of recreational programs at Stockton includes traditional indoor leisure-time activities and more physical activities. Stockton’s 2,000-acre campus provides an excellent natural setting for a wide range of outdoor recreational programs. A 60-acre lake, central to the campus, is favorable for fishing. A license must be obtained for fishing on the University’s lake or any other inland body of water, and the State game warden may levy fines for violations. Camping is prohibited on the University campus.

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.

STUDENT MEDIA AND OTHER SERVICES

Argo Campus Newspaper
Published 12 times each semester, the Argo seeks to inform the Stockton community about news, sports, entertainment, and events on and around campus. The Argo is an independent, non-profit student-run newspaper and is not an official publication of Stockton. All members of the University community are welcome to submit articles and present story ideas. The newspaper sells advertising space; requests should be sent to argoadmanager@gmail.com or 609-652-4296. The Argo office is located on the upper level of the Campus Center and can be reached at 609-652-4560 or by email at stocktonargo@gmail.com.

WLFR-FM
WLFR is Stockton’s University radio station. It is dedicated to providing a wide variety of alternative entertainment, sports, broadcasting, and music to its southern New Jersey listeners. The station offers multiple opportunities for academic credit to Stockton students via the Communication Studies internship program, where students may serve in capacities ranging from deejay to station manager. Membership in the station provides a valuable learning experience, and any Stockton student, regardless of class standing or major, is encouraged to volunteer. The station is located in the upper level of the Campus Center and is found at 91.7 on the FM dial. Its web address is www.wlfr.fm.

SSTV
SSTV is Stockton University’s student-run television station. The station offers original content, produced by students, that informs, entertains and enriches viewers. Students from any major are welcome to join SSTV, and receive hands-on training in various aspects of television production.

Yearbook
The Path is the yearbook of Stockton University. Partially supported by funds from the University’s graduation fee, The Path is published annually for spring delivery to all graduating students. Production of the yearbook is coordinated through the Office of Event Services and Campus Center Operations. Additional information about The Path can be obtained by calling 609-652-4525.

STUDENT SERVICES—CAMPUS LIFE
Offering a variety of services for students and graduates, the Office of the Dean of Students is a point of contact for problem solving, referrals, and personal needs, as well as a resource center for the Stockton community. The services include:

Career Center
Stockton recognizes that a major component of a student’s learning experience involves the exploration of various career alternatives. The University supports this process through its Career Center. The Career Center assists students in developing, implementing, and evaluating their career and life plans. The programs and services offered are designed to teach students how to identify their interests, values, and skills, and to provide them with the tools necessary for ongoing self-assessment. Career advising is available to assist students in identifying and choosing a program of study and relevant career options, as well as preparing for graduate or professional study.

All of this advising is done through career communities. A career community consists of a group of students who have career interests that fall into a specific occupational category. This model provides a more targeted approach to guiding students through the career development process. There are eight communities to choose from:

- Arts, Entertainment, & Communications
- Business and Hospitality & Tourism
- Education
- Public & Social Services
- Health Sciences & Medicine
- Law & Politics
- Science, Technology, Engineering, and Mathematics
- Undecided

You can join a career community by registering for a StocktonWorks account. If you already have a StocktonWorks account, simply log in and update your profile.

Finally, the Career Center hosts a series of programs and services that facilitate the employment process, including on-campus interviewing, career fairs, and special networking events and online access to Internet sites that link students to numerous career opportunities available through private sector, governmental and non-profit employers. Students are strongly encouraged to begin using the services of this office early. The Career Center is located in the Campus Center, Suite 104.

Leadership Education Awareness Development Certification
Student involvement in academic and co-curricular activities is an essential part of today’s total educational experience. In collaboration with the Division of Academic Affairs and faculty who advise student clubs and organizations, the Division of Student Affairs offers the Leadership Education Awareness Certificate Program, available to students who complete a variety of academic courses and programs and participate in assorted co-curricular experiences at Stockton University. This initiative is set up as a complement to the Undergraduate Learning, Training and Awareness (ULTRA) program. Students can contact the Office of the Dean of Students for details and requirements.
STUDENT WELLNESS

STUDENT IMMUNIZATIONS
All new or continuing undergraduate and graduate students, 30 years old and younger, enrolled in a program of study leading to an academic degree at any 4-year public or independent institution of higher education in New Jersey are required to provide evidence of immunization as a prerequisite to enrollment as follows:

Mumps: One dose of live mumps virus vaccine, or any vaccine combination containing live mumps virus vaccine on or after the student’s first birthday, or documented laboratory evidence of mumps immunity.

Rubella: One dose live rubella virus vaccine, or any vaccine combination containing live rubella virus vaccine on or after the student’s first birthday, or documented laboratory evidence of rubella immunity.

Hepatitis B: Three-dose adult series of Hepatitis B vaccine, or two-dose adolescent vaccination given between the ages of 11 and 15, or documented evidence of Hepatitis B immunity.

Meningitis: One dose of meningococcal vaccine is required for all students residing in campus residence halls, regardless of age, as a condition of attendance. Meningococcal disease is a potentially fatal bacterial infection commonly referred to as meningitis. Cases of meningitis among teens and young adults 15 to 24 years of age have more than doubled since 1991. The disease strikes about 3,000 Americans each year and claims about 300 lives. Between 100 and 125 meningitis cases occur on college campuses and as many as 15 students will die from the disease.

A vaccine is available that protects against four types of the bacteria that cause meningitis in the United States—types A, C, Y and W-135. These types account for nearly two thirds of the meningitis cases among college students.

Documented proof of immunity must be submitted to Health Services in person (West Quad Room 108) or by fax, 609-626-5586. Forms for this purpose are available from Health Services and on the Health Services website. The University must enforce student compliance within 60 days of enrollment. Failure to submit the required documentation will result in a hold being placed on the student’s record; the hold will block registration for classes.

Students may refer to the Wellness Center’s website for specific details about the vaccinations, documentation, and consequences of noncompliance.

WELLNESS SERVICES
Alcohol/Drug Education Services
The Office of Alcohol/Drug Education maintains confidentiality for students who request counseling, assessment, and referral services. Services are available for students who compulsively and chronically use alcohol and/or drugs. Educational resources are available for classroom assignments on drug and alcohol issues. Information is also available on obtaining
New Jersey State Alcohol Counselor certification. Interested faculty can contact the office for alcohol/drug workshops for their academic classes.

Students who desire to be Peer Educators for this program must complete the academic course GEN 2715 Peer Education: Drugs and Alcohol.

The OPTIONS program consists of a 4-credit elective course, GSS 2159 The Psychology of Well-Being. On a case-by-case basis, students who are found in violation of campus alcohol/drug policies may be offered the “option” of enrolling in the wellness course as a step toward receiving an adjustment in sanctions. This course is also open to students who have personal substance abuse and alcohol issues.

In the Training for Intervention Procedures (TIPS) program, students receive training in the communication and interpersonal skills of influencing their peers’ drinking behavior in a non-threatening way.

For more information, students may contact the Office of Alcohol/Drug Education at 609-626-6855, located in Counseling Services, J-204.

Health Services
The campus **Office of Health Services** is an out-patient facility providing free, confidential health care to all Stockton students. Health Services is equipped to provide health education and nutritional services, emergency first aid, examinations, treatments for minor injuries and illnesses, and referrals for more extensive treatment. More complete medical care is available through the AtlantiCare Regional Medical Center, located on the Stockton campus. Services provided by AtlantiCare Regional Medical Center will be charged to students through the hospital at its regular rates.

Health Services is open Monday, Wednesday, Thursday and Friday 9 am to 5 pm, and Tuesday 9 am to 7 pm. Persons requiring emergency first-aid treatment after Health Services is closed are advised to call 911. An emergency first-aid vehicle will be dispatched through the Campus Police. For operating hours, health education information or appointments with the medical staff or nutritionist, students may call 609-652-4701.

**His and Her Healthy Options Clinic**
His and Her Healthy Options Clinic is a preventive health service that provides entry into the health care system for women and men of reproductive age. Available services include confidential consultations, complete medical exams including pelvic, pregnancy testing, HIV testing, counseling on all methods of contraception including natural family planning, contraceptive supplies available for purchase, cancer screening (pap smears, breast exams), testing and treatment of sexually transmitted diseases, and community outreach. For information and appointments, students may call 856-365-3519, ext. 4.
Psychological Counseling
The purpose of Counseling Services is to facilitate the personal, social, and academic growth of students through developmental, remedial, and preventative programming, and short-term counseling.

Students seek counseling for a variety of reasons. Some experience problems that make their academic and personal lives at the University more difficult than they need be. Through the counseling process, students are encouraged to explore their situations, deal with feelings, and consider alternatives in a supportive atmosphere with a person who will listen, serve as a sounding board, and provide feedback and referral services.

Counseling Services is staffed by a team of highly qualified mental health professionals. At the initial appointment, the student and the counselor decide which resources currently available at the Center, other campus offices, and/or in the community are best suited to helping with particular concerns.

In addition to counseling services, counseling staff serve as consultants to members of the University community regarding student development and mental health issues. Counseling Services actively promotes community education and awareness through psycho-educational workshops and primary prevention programs.

Services are available to all students enrolled at Stockton University. Counseling Services adheres to the ethical codes of the American Psychological Association and the National Association of Social Workers. Consistent with these ethical guidelines, counseling services are strictly confidential.

Counseling Services hours are Monday, Thursday, and Friday, 9 am until 5 pm, and Tuesday and Wednesday, 9 am until 7 pm. For more information, students may stop by or access the web page or call Counseling Services at 609-652-4722.

Women’s Gender and Sexuality Center (WGSC)
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. By promoting equality and justice, ensuring access to opportunities, and providing services through education and advocacy, the WGSC strives to create a safe haven of support and inclusion for all.

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.

Osprey Advocates, peer educators and staff in J-204 are knowledgeable about resources both on-campus and off-campus, and can direct you to these resources if you need information or
support. If you are a victim involved in a Title IX case, an advocate will be with you through the process, help you obtain accommodations related to the case, and keep you informed in a safe and confidential manner.

The WGSC designs a range of annual programming that addresses women, gender and sexuality issues at Stockton University and in South Jersey. Most groups and events are free to the Stockton community and many are open to the public.

- **Green Dot’s Bystander Intervention Strategy**: Green Dot is a bystander intervention program. We have several training courses throughout the semester teaching students how to intervene safely to end violence and sexual assaults.
- **Safe Zone Initiative**: The Safe Zone initiative is geared towards LGBTQIA+ acceptance. The WGSC's goal is to create 'Safe Zones' on our campus where everyone who identifies as LGBTQIA+ can be themselves and questions surrounding acceptance and community will always be answered with respect and dignity. When you see this symbol on a professor's door, or in an office suite, then you know you are in a safe place where acceptance is the norm.
- **AAUW Start Smart**: Developed by the American Association of University Women, the Start Smart salary negotiation workshop educates about the gender gap in pay while equipping college students to face the job market with the confidence, knowledge, and skills they need to negotiate better salaries and benefits. Workshops are two hours in length and run by trained facilitators.
- **Osprey Advocacy Training**: Osprey Advocates are trained students, staff and faculty who assist victims of domestic violence, dating violence, sexual assault, and stalking. Begin your journey towards becoming a certified sexual assault/domestic violence advocate! In partnership with the (Atlantic County) Women's Center, we host advocate training annually.

### SPECIAL PROGRAMS

**Students with Disabilities**

Since its founding, Stockton University has continuously set standards to accommodate all students with disabilities. The University makes all of its 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. Services are provided on an individual basis. Examples of services are counseling, arranging academic accommodations, faculty contacts, testing alternatives, and note-takers. The services of a learning disabilities specialist and other professional staff are available as needed. All students requesting special accommodations must register with the LAP and provide appropriate documentation to the program director. LAP is located in J-204 and can be reached at 609-652-4988. Further information is available on the [LAP web page](#).

**Personal Attendants**

It is the responsibility of any student requiring the services of a personal attendant to employ and to pay the attendant. The Office of the Dean of Students can prove helpful in individual situations but cannot assume the responsibility for finding, training, or employing attendants. In health
professions such as physical therapy, certain motor skills are required to participate in lecture, laboratory, and clinical courses. Students should consult the individual program about required technical standards and essential functions.

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. The Office of Event Services and Campus Center Operations handles logistical details of the graduation ceremony; this office cannot determine eligibility for graduation or answer academic questions. Caps, gowns, hoods, tassels, commencement tickets, graduation portraits, and yearbooks are all arranged through this office. Many celebratory events for students, including Grad Finale, Graduation Toast and sendoff programs, are offered at the end of each semester and planned by Event Services.

Current information regarding the ceremony and other graduation events are posted on the Commencement website.

International Students
The Office of Global Engagement (OGE) provides non-academic advising for international students. This includes information pertaining to their maintenance of status, visa renewal, travels outside the United States, transferring, graduation, and employment matters. The Director is a SEVIS Compliance Officer for the University.

International students are responsible for special obligations concerning class 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 609-626-3596 or email the office at oge@stockton.edu.

The OGE, in conjunction with the Multicultural Student Club, schedules activities, and makes every effort to assist students in adjusting to life in the United States.

To assist incoming students who identify themselves on their applications as having a language other than English as their best language, Stockton offers help through the Tutoring Center and special preceptorial assistance.

Orientation
The University’s orientation program for new students is coordinated jointly by members of the Division of Student Affairs and Academic Affairs. Orientation includes a series of workshops and activities concerning academic programs, advising, career opportunities, course selection and registration, personal development, and special interests. Students, faculty, and staff contribute time and energy to this program, which is designed to help students transition to university life.
The Office of Admissions will notify students of their Orientation date. Orientation occurs in June/July for the fall term and January for the spring term and is noted on the Academic Calendar.

Military and Veteran Services
The Office of Military and Veteran Services was created under the auspices of the Office of the Dean of Students. A 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.

In order to provide the best possible experience for Stockton’s veterans and active military students, the Office of Military and Veteran Services works closely with Admissions, Financial Aid, Academic Advising, the Office of E-Learning, Student Development, the Career Center, and the Dean of Students. The University has a full-time Certifying Official/Veterans Education who is knowledgeable in all veterans’ financial education benefits. Our unique VISTAS program (Veterans In-state Tuition at Stockton) permits veterans who do not reside in New Jersey to pay in-state tuition at Stockton. The staff of Military and Veteran Services works with other campus offices to help students transfer the maximum number of military credits. Stockton has reduced on-site academic requirements and developed courses with content related to veterans and active military. The Office of Military and Veteran Services collaborates with Stockton’s Student Veterans Organization to host many programs throughout the academic year. The University has dedicated a lounge accessible only to veteran and active military students.

The Office of Military and Veteran Services and the veterans lounge are located in lower F-Wing. For more information, call the Military and Veteran Services Office at 609-652-4315.

ACADEMIC POLICIES AND 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 his/her 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, transfer credit equivalencies,
maintenance of the CAPP degree audit system, individual advising, and intervention for students on academic probation.

DISTINCTIVE ACADEMIC FEATURES
Articulation Agreements: Engineering
In partnership with New Jersey Institute of Technology (NJIT), Rowan University, and Rutgers, the State University of New Jersey, Stockton has established a dual-degree program in various engineering fields. The program begins with three years at Stockton and concludes with two years at NJIT or Rutgers.

Students in the program will obtain a baccalaureate degree from Stockton in Applied Physics, Mathematics, or Chemistry after the fourth year, and a Bachelor of Science in Engineering degree from NJIT, Rowan, or Rutgers at the end of the program. Eligible students in the program will be transferred automatically after their third year of study at Stockton to NJIT, Rowan, or Rutgers.

Stockton has a number of dual-degree programs, with early, conditional admission to graduate school. Qualified candidates receive solid undergraduate preparation, move swiftly into graduate study, and, ultimately, begin their professional careers earlier than they might have following traditional paths. In these programs, students embark on an extensive academic experience for five years, providing an opportunity to complete both a baccalaureate degree and a graduate degree at an accelerated pace, resulting in significant tuition savings.

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.

Continuing Studies at Stockton
The Office of Continuing Studies supports the essential mission of the University. The Division was established to fulfill Stockton’s responsibility to provide programs for professional advancement and career training and development to the region. Our goal is to offer quality, cost-effective professional education to adults throughout the region. The 21st Century is the age of the “knowledge worker” and advanced professional education is central to career building and advancement. The future depends on developing highly-trained professionals who have the knowledge and skills required to solve the complex challenges facing our communities.

We also have several workforce development programs, which focus on developing the skill-sets and motivating community residents who are on the initial steps of their career pathway and need
support in recognizing and taking advantage of opportunities for higher education and career
development.

By advancing courses that address the needs of jobseekers looking to start careers and
professionals seeking advancement, the Office of Continuing Studies seeks to provide
opportunities to enhance professional credentials, skills, knowledge, and career potential.

Stockton University offers academic courses at our main campus in Galloway as well as at our
four additional sites, including The Carnegie Center in Atlantic City, Kramer Hall in
Hammonton, The Anne Azeez Hall in Woodbine, and at our Manahawkin Instructional Sites.

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 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.

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, the student uses new knowledge and skills to help solve pressing social issues faced by
the local community while using the volunteer experience to enhance his/her grasp of the course
material. A student interested in service-learning opportunities should contact the Office of
Service Learning

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.

First-Year Studies
The First-Year Studies (FRST) faculty offers 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 General Studies chapter of this Bulletin.
Freshman Seminars
Another basic concern of Stockton is that students experience an appropriate introduction to academic life. Therefore, Stockton requires a Freshman Seminar of all first-semester freshmen to provide students with an early authentic seminar in which they will encounter the essential processes of academic discourse.

The Seminars are regular courses in the Stockton General Studies curriculum and fulfill a graduation requirement. The 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 freshman-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 a Special Project Request Form and signed by the appropriate instructor, student, and the respective dean. GIS courses can only be taken as independent studies under exceptional circumstances.

International Study Opportunities
Stockton offers a variety of opportunities to study abroad. For individuals, these take a variety of forms, including study at foreign institutions with which the University has exchange agreements; independent study or study through another American college/university program in a foreign country or at a foreign institution selected by the student and approved by the University in advance; internships abroad; and study tours that are offered under the aegis of University faculty and staff with the approval of the Provost.

International study opportunities are developed by the Office of Global Engagement, and students are urged to consult with the study abroad advisor early in their planning for foreign study. The Office of the Registrar will place students on a special student status to maintain their matriculation at Stockton with waiver of tuition. Students remain eligible for financial aid.

Credits earned through this program will be recorded as transfer credits on the student’s Stockton University transcript.
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 publication.

Online and Hybrid Learning
Online and hybrid courses have the same standards and expectations as the University’s on-campus courses and typically carry four credits. 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. Definitions of the different types of courses appear on the University’s E-Learning website and in this Bulletin in the chapter on The Campus and its Facilities.

Preparation for the Health Professions
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. Many professional schools appreciate seeing a liberal arts background. Some students benefit from pursuing a B.A. rather than a B.S. degree as it allows them to simultaneously earn a minor. Since competition is intense, 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 used as a valuable guideline and career planner.

Several factors should be carefully considered when planning a pre-professional degree program of study. This requires careful planning, and new students should consult with a preceptor or the Health Professions Advisor before registration.

Pre-Medical Articulation Agreements
Articulation agreements for early admission decisions exist between Stockton and the University of Medicine and Dentistry of New Jersey (UMDNJ) Medical School, the Robert Wood Johnson Medical School, UMDNJ School of Osteopathic Medicine, UMDNJ School of Dentistry, Temple University College of Podiatric Medicine, New York College of Podiatric Medicine, the State University of New York College of Optometry, the Ernest Mario School of Pharmacy at Rutgers, The State University of New Jersey. The terms of each agreement vary, and students should check online or contact Stockton’s Health Professions Advisor for information. Students will need to pursue a biology or biochemistry/molecular biology degree at Stockton to meet the terms of the articulation agreements.

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
Stockton Honors is an academic program that combines challenging courses with service learning to foster a warm, supportive intellectual community. Honors students have the opportunity to participate in all Stockton activities, while sharing classes, travel, and research opportunities with other high-achieving students.

Required Honors Courses for Freshmen
GEN 1033 Honors Freshman Seminar: The Life of the Mind
GAH 2309 Honors: Inventing the Past
OR
GAH 2274 Honors: Literature and Society
GNM 2242 Honors: Ways of Knowing
OR
GNM 2251 Honors: Designing Graphs, Seeing Numbers
GSS 2368 Honors: The Global Community
GIS 4635 Honors: Ethics and Contemporary Life

Required Honors Courses for Transfer Students
Transfer students who enter Stockton as sophomores are required to take three Honors courses, one of which must be at the 3000 level. Transfer students who enter Stockton as juniors are required to take two Honors courses, one of which must be at the 3000 level. Transfer students will ordinarily be required to take the Honors Transfer Seminar GSS 3604, Honors: Economic Well Being, during their first semester at Stockton.

Service Learning Requirement
Honors students have made a commitment to making the world a better place, and the Service Learning Requirement allows them to fulfill that commitment in a variety of ways. Students entering the Honors program are required to complete GEN 2840, Honors Service Learning, and every semester that they remain in the program. Working in consultation with the Honors Director and the Service Learning Coordinator, they develop a Service Learning Portfolio tailored to their personal interests, academic and career ambitions, and individual goals. They will ordinarily complete two service projects per semester in order to develop their skills and expertise in civic engagement.

First-Year Excellence
Towards the end of their first year in the Honors program, students may apply for the First Year Excellence award. To be eligible, they must:

- Earn a 3.5 GPA at the end of their first semester
- Have taken, or be registered for, two of the required Honors classes (not counting GEN 2840)
• Attend the Day of Scholarship
• Attend the Stockton Celebration of Service
• Complete the Freshman 15 Blogging Project

Certificate of Distinction in Honors
Prior to graduation, Honors students may apply for Certificate of Distinction in Honors, which will appear on their college transcript. To be eligible, they must:
• Earn a 3.5 GPA in Honors courses
• Complete all of the required Honors courses
• Complete the service learning requirement
• Complete a creative, research, or internship project in their major, and present it to the Honors community

ACADEMIC ORGANIZATION
Stockton’s academic community is organized around faculties of schools who report to the Academic Deans and the Provost, and who offer program studies leading to bachelor’s degrees and graduate degrees, with additional programs being developed.

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.

Academic units at Stockton are organized into seven Schools. The Schools are:
• THE SCHOOL OF ARTS AND HUMANITIES
• THE SCHOOL OF BUSINESS
• THE SCHOOL OF EDUCATION
• THE SCHOOL OF GENERAL STUDIES
• THE SCHOOL OF HEALTH SCIENCES
• THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS
• THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

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 studies and appropriate cognate courses and 64 credits in General Studies and non-cognate program studies “At-Some-Distance” from the student’s major 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,
of Science in Nursing
The University offers three different Bachelor of Science in Nursing (BSN) programs, an upper-division program that is designed solely for registered nurses, a four-year, entry-level BSN program, and a transfer-friendly 15-month accelerated program.

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 non-cognate program studies “At-Some-Distance” from the student’s major 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.

For more information about Arts and Humanities-based LIBAs, Education LIBAs, and Social and Behavioral Science-based LIBAs, see the LIBA chapters under each of those schools.

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.
DEGREE REQUIREMENTS
All academic courses at Stockton are expressed in semester hours or credits. To obtain a Stockton bachelor’s degree a student must:

- Earn 128 credits
- Earn at least 32 of the final 48 credits in Stockton courses
- Meet all program and general studies requirements
- Fulfill applicable skills competence and proficiency requirements
- Earn at least a 2.0 cumulative GPA for all courses taken at Stockton

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 or re-admitted and enrolls is the student’s official term of matriculation, and thereby establishes the degree requirements the student must meet.

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 course work offered by the program with 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 that requires a senior thesis or project must receive a grade of C or higher in the course in order to graduate. Detailed regulations for the senior thesis or projects are stated in the chapters on each program.

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 next chapter of the Bulletin.

Skills Competency Requirement
All freshmen and transfer students with fewer than 16 acceptable college credits are subject to a basic skills competency 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 FRST Year Studies section in this Bulletin.

Freshman Seminar Requirement
All freshmen and students with fewer than 16 acceptable college credits are required to enroll in a freshman seminar during their first term of study. If the seminar is not completed during the first term, another seminar must be completed in the second term. The seminars cover a variety of subjects and apply to other graduation requirements.

Distribution Requirement and Outcomes Requirement
The General Studies distribution requirement applies to all candidates for bachelor’s degrees. The requirement is described in detail in the General Studies chapter of this Bulletin. In addition, there is a requirement that course work be undertaken in certain areas. This requirement is also described 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 course work in designated General Studies (G-acronym) courses.

Each student must satisfactorily complete at least the final 32 credits at Stockton to receive a degree. 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.

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 as a freshman 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 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 term 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; 3000 level indicates 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 be 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 assume 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 their writing for their W1 or W2 courses are urged to use the free tutoring service available in the Tutoring Center. Peer tutors are generally available Monday through Thursday, 9 a.m. to 6 p.m. and Friday, 9 a.m. to 4 p.m.

Freshman 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). Though the FRST placement will appear on the student’s freshman advising letter, the student will select his/her section during registration. Other freshman students (0–32 credits) will be required to take and pass a W1 course during their freshman year.

The Quantitative Reasoning Requirement
Stockton’s quantitative reasoning program is designed to equip students with important quantitative skills that are useful in the 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 matriculated 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 transfer in any Q2 courses. All Q2 courses must be completed at Stockton.

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. This requirement specifies the minimum number of quantitative-reasoning-designated courses needed for graduation. To facilitate their quantitative development, students are encouraged to take as many of these courses as possible throughout their undergraduate curriculum.

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; GNM 1125 Algebraic Problem Solving; and CSIS 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 Black and White Photography; and CHEM 2110 Chemistry I.

The General Education Goals Requirement: Subscripts
In addition to the distribution requirement, students must take and pass one course in each of four areas: Arts (A), Historical Consciousness (H), Values/Ethics (V) and International/ Multicultural (I). More information appears in the chapter on General Studies in this Bulletin.

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 course once a more advanced course has been completed.

Mathematics Skills Advising

<table>
<thead>
<tr>
<th>Course</th>
<th>Prerequisites</th>
<th>Course Appropriate For</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRST 1100 Developmental Mathematics</td>
<td>Enrollment into the FRST program is based on SAT/ACT Scores.</td>
<td>First-year students who need basic quantitative skills development.</td>
</tr>
<tr>
<td>FRST 1103 Quantitative Reasoning</td>
<td>Enrollment into the FRST program is based on SAT/ACT Scores or satisfactory completion of FRST 1100, co-requisite is FRST 1703.</td>
<td>First-year students who need basic quantitative skills development.</td>
</tr>
<tr>
<td>GNM 1124 Survey of Mathematics</td>
<td>Credits will not be granted for students who have completed GEN 1126, GEN 1135, GNM 1125,</td>
<td>Transfer students who need basic quantitative skills development and students who have tested out of FRST</td>
</tr>
<tr>
<td>GENS 1125 ** Algebraic Problem Solving</td>
<td>C or better in FRST 1103 or GNM 1124, or mastery of high school algebra (1 yr.) Credit will not be granted for students who have completed FRST 2310, GNM 2310, GEN 1126, GEN 1135, GNM 1126, or a MATH acronym course.</td>
<td>Students who are interested in applications and intend to take other courses requiring mastery of algebra.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Prerequisites</td>
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</tr>
<tr>
<td>GNM 1126**</td>
<td>Intermediate Algebra</td>
<td>C or better in FRST 1103 or GNM 1124, or mastery of high school algebra (1 year). Credits will not be granted for students who have completed GNM 1125, GEN 1135, or any other MATH acronym course prior to taking this course.</td>
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<td></td>
<td>C or better in GNM 1125 or mastery of high school algebra (2 yrs.) and geometry (1 yr.). Credits will not be granted for students who have completed MATH 1100 or any other MATH acronym course prior to taking this class.</td>
</tr>
<tr>
<td>CSIS 1206</td>
<td>Statistics</td>
<td>Satisfaction of FRST competency requirement.</td>
</tr>
<tr>
<td>MATH 1100*</td>
<td>Pre-Calculus Math</td>
<td>GNM 1126 with a grade of C or better OR GNM 2310 OR FRST 2310 with a grade of C or better OR Accuplacer score of 55 or better OR SAT MATH score of 550 or better OR ACT score of 24 OR attribute 403.</td>
</tr>
<tr>
<td>MATH 2215</td>
<td>Calculus I</td>
<td>C or better in MATH 1100 or mastery of high school algebra (2 yrs.) and geometry (1 yr.) as well as exponential, logarithmic, and trigonometric functions.</td>
</tr>
<tr>
<td>MATH 2225</td>
<td>Discrete Math</td>
<td>Same as Calculus I</td>
</tr>
<tr>
<td>BSNS 2120</td>
<td>Quantitative Business Methods</td>
<td>Required for CSIS majors. C or better in CSIS 1206.</td>
</tr>
</tbody>
</table>
**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.

**Process**
A student declares a degree program by obtaining the signature of a program preceptor on a Program Declaration/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 and change of major forms as soon as possible. A student who wishes to change preceptors must obtain the signature of the new preceptor on a Program Declaration/Change of Preceptor Form and file that form with the Center for Academic Advising.

**SECOND BACCALAUREATE DEGREE FROM STOCKTON**
A 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 his/her 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, s/he 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, s/he will need to formally declare a second degree with 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 subject to the requirements of readmission.

SECOND BACCALAUREATE DEGREE FOR STUDENTS WITH NON-STOCKTON DEGREES

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 his or her enrollment to continue for a second degree, must be admitted 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.

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. In addition, interdisciplinary minors have been established in:

• Africana Studies
• Behavioral Neuroscience
• Childhood Studies
• Digital Literacy & Multimedia Design
• Gerontology
• Global Studies
• Holistic Health
These programs are also described in their respective chapters of 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 may 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 term in which they will graduate, for continued enrollment to complete a post-baccalaureate minor, will have one term after graduation in which to complete their final course work for the minor. Summer session may be used but it is not required to be used as the aforementioned term. All such course work 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 counts 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 this selection in 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 course work required for a minor must take at least one additional upper-level course at Stockton to complete a Stockton minor.

CERTIFICATES
Energy Certificate Program
Energy Studies is an interdisciplinary program. It is designed to educate students in the multifaceted problems associated with energy use in our society and to pose methods for possible solutions to problems. This certificate is appropriate for students in any major who wish to
develop an expertise in energy production, management and planning. Further information on the Energy Certificate appears in the chapter on Sustainability program in this Bulletin.

Forensic Science Certificate
This certificate is designed to provide a focus for those students who are interested in pursuing a career in forensics. 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. The field of forensic science is interdisciplinary, requiring good basic training in the physical and natural sciences as well as an understanding of the criminal justice system. Further information on the Forensic Science Certificate appears in the chapter on Criminal Justice in this Bulletin.

Geographic Information Systems 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 a 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. Additional information on this certification is available in the Environmental Studies program in the School of Natural Sciences and Mathematics.

Gerontology Program Certificate
The Gerontology (GERO) program involves students and faculty from across the University and offers a variety of undergraduate courses on aging. The program provides two credentials for students who complete the 20-credit sequence of required and elective courses noted below. Matriculated students may earn a Gerontology Minor in conjunction with any major at the University. Non-matriculated students who may not wish to earn a degree from Stockton can receive a Certificate of Completion in Gerontology. More detailed information is available in the chapter on Gerontology in this Bulletin.

GRADUATION
Graduation is an institutional activity developed to honor the graduates in a public ceremony. Participation in graduation 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 his/her 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 evaluation (CAPP) 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 senior year to assure that the CAPP degree evaluation is running smoothly. Any section with a red "no" attached 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 Commencement Ceremony
The graduation ceremony is designed to recognize the completion of an undergraduate or graduate degree. Students who have applied for graduation by the established date and, pending successful completion of the final semester’s course work, will have completed their respective degree requirements and will be eligible to participate in the graduation ceremony.

In cases in which the undergraduate student will have earned 128 credits by the date of the ceremony, but has not fulfilled all requirements for the degree, the student will be eligible to participate in the graduation ceremony. However, in these cases, special permission to participate must be granted by the Office of the Provost (academic.appeals@stockton.edu). This request to participate must be received by the Office of the Provost by the appropriate graduation application deadline.

Students who do not apply for graduation by the deadline for late graduation application 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.

The University recognizes that certain programs require their students to complete their degree requirements in the summer following their “normal” commencement ceremony; that is, the nature of the program must truly require going beyond the normal commencement date, and the delay in completion must be a requirement of the program for all students rather than a result of individual decisions or personal circumstances.

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 in order 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.

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 superior 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
Graduate programs may convey recognition of superior performance in the program based on criteria that are printed in the *Program Manual*. Students receiving such awards will be announced at the time of commencement as receiving Program Distinction. Students will also receive a Certificate of Program Distinction signed by the dean of the school where the program resides.

**STUDENT ACADEMIC HONESTY PROCEDURE**

Introduction
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 course work 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 his/her 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 typically the most common type of plagiarism. The following example from Purdue OWL (https://owl.english.purdue.edu/owl/resource/619/1/) 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).

A 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).

An Acceptable Version:

Students often use too many direct quotations when they take notes, resulting into 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: http://library.stockton.edu/researchtools/styleguides.

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 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, he/she 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 his/her 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 Determining 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 in writing at academic.appeals@stockton.edu. 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), 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 his/her 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 he/she has 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 so 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, he/she will be encouraged to discuss the charge and/or the sanction with the Provost’s designee. If there is no resolution, the student can write a letter of appeal to the Office of the Provost at academic.appeals@stockton.edu. The student must provide a clear explanation as to the reason(s) for the appeal, and, if appropriate, include supporting documentation.

The student’s letter 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 other 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 his/her 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, 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, he/she may not address the Board or respond in any way to anyone but his/her client. The attorney/counsel’s presence at a hearing is strictly to advise his/her 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 course work 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 director 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 Director, 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 Director 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 Director’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 Director, 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, he/she will direct the faculty member involved to effect a change consistent with his/her 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 his/her 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.
ESSENTIAL LEARNING OUTCOMES (ELOs)

Stockton University offers students’ 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](http://www.stockton.edu/elos).

The ten ELOs are:

<table>
<thead>
<tr>
<th>Essential Learning Outcomes</th>
<th>Description of Abilities</th>
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<tr>
<td>Adapting to Change</td>
<td>The ability to successfully engage and navigate new or unfamiliar circumstances or create opportunities.</td>
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<tr>
<td>Communication Skills</td>
<td>The ability to create and share ideas and knowledge effectively with diverse audiences and in various formats.</td>
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<tr>
<td>Creativity and Innovation</td>
<td>The ability to generate ideas, take risks, and recognize opportunities in problem-solving, relationships, or self-expression.</td>
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<tr>
<td>Critical Thinking</td>
<td>The ability to formulate an effective, balanced perspective on an issue or topic.</td>
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<tr>
<td>Ethical Reasoning</td>
<td>The ability to consider alternative viewpoints and their potential consequences.</td>
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<tr>
<td>Global Awareness</td>
<td>The ability to appreciate diversity and cultural interconnectness.</td>
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<tr>
<td>Information Literacy and Research Skills</td>
<td>The ability to locate, evaluate, analyze, and use information to solve problems or to produce an argument.</td>
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<tr>
<td>Program Competence</td>
<td>The ability to use and to integrate concepts, theories, and principles in one’s major field of study in a masterful way.</td>
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<tr>
<td>Quantitative Reasoning</td>
<td>The ability to understand and to work confidently with numbers and mathematical concepts.</td>
</tr>
<tr>
<td>Teamwork and Collaboration</td>
<td>The ability to join with others to achieve a common goal.</td>
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Stockton University’s 10 Essential Learning Outcomes (ELOs) combine Stockton’s flexible and distinctive liberal arts education with real-world, practical skills. They guide all Stockton University students from the first year through graduation to the intellectual and marketable talents needed to prepare for personal and professional success in the 21st century. As a set of values shared by everyone in the campus community, students encounter opportunities to develop ELOs in all Stockton majors, career preparation, professional experiences both on and off-campus, and academic as well as social activities.
GENERAL STUDIES

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

The program was designed on the basis of 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, in particular, 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 degree 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 plan an important role by helping the student develop this ability in the major and in General Studies’ courses.

In order 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 so as 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 understand 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.

GAH
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.

GEN
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.

GIS
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 course work is an attempt to help them bring together their earlier General Studies experiences into some kind of integrated framework.

GNM
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.

GSS
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, unrestricted 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.

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
- 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 subscript requirement
- The basic skills competency requirement
- The quantitative reasoning requirement
- The Writing requirement
- The Freshman 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.

First-year students and transfer students with less than 64 credits:
If you have transfer credits, some of these may be allocated as General Studies’ courses:
- 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

For students with 64 transfer credits:
The General Studies requirement is lowered to 16 credits. The At-Some-Distance credit then grows to 48 credits for the B.A. degree, and 32 credits for the B.S. degree. This is very helpful to the 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.

The Distribution Requirement
For first-year students and transfer students with less than 64 credits, for B.A. and B.S. option:
- 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, and one-eighth of the Bachelor of Science degree.

For students with 64 transfer credits, the At-Some-Distance electives increase by 16 credits and the General Studies category shrinks by 16 credits. This makes the Stockton curriculum very receptive for transfer credits.

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: Subscripts
In addition to the distribution requirement, there is one additional requirement to ensure that these 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 add any credits to the minimum of 128 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 already have been taken in transfer. Any unfulfilled categories must be completed at Stockton.

The Quantitative Reasoning Requirement and the Writing Requirement
These requirements are explained in detail elsewhere in this Bulletin.

First-Year Studies (FRST) Courses
First-Year Studies (FRST) courses may be applied to the General Studies requirements as part of the non-cognate program courses “At-Some-Distance” from the student’s major program.

Freshman 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 freshman seminars in their first semester. Freshman 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 important learning skills. In addition, freshman seminars are the corner-stone of the first-year experience for first-year students. Coordination of common co-curricular activities, an annual theme, and a common annual reader is led by a faculty member serving as Freshman Seminar Coordinator. 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. They may not be repeated for credit.

For those students who are placed into a FRST 1002 Readings, that course will serve as their freshman seminar. All other students will be able to choose from a list of courses on a range of topics in the various General Studies course categories.

A student who does not complete a freshman seminar in the first semester must complete one in the second semester.

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 the 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 kinds 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 besides 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 inter-action 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; contrasting science as a
way of knowing with nonscientific or pseudoscientific views of the universe; successive
approximations of the truth; model making; 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 synthesism.
- 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.

GRADUATE STUDIES

AT A GLANCE
• Admission of matriculated students in the fall and spring terms occurs through the Office of Graduate Studies and graduate degree program. Selected programs also allow matriculation in the summer.
• A mandatory Graduate Student Orientation program for newly admitted graduate students occurs twice per year.
• 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 the Registrar.
• Full-time status is defined as 9 credits per semester.
• Financial aid is available, including Graduate Assistantships (matriculated, degree seeking students only).
• Academic advisors (preceptors) are assigned upon enrollment (matriculated students only).
• Grading system is based on an A-F range (plus/minus included); grades of I (incomplete) convert to a grade at 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.
Check the Graduate Studies website for program and policy updates.

PROGRAMS
Stockton University has been authorized to offer programs at the graduate level by the New Jersey Commission on Higher Education. The University offers the following graduate degree programs:

- Doctor of Nursing Practice (DNP)
- Doctor of Organizational Leadership (LEAD)
- Doctor of Physical Therapy (DPT)
- 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 Science in Data Science and Strategic Analytics (DSSA)
- Master of Science in Nursing (MSN)
- Master of Science in Occupational Therapy (MSOT)
- Master of Social Work (MSW)
- Professional Science Master’s in Environmental Science (PSM)

The University also offers several post-baccalaureate and post-master’s certificate programs that are covered in this Bulletin.

APPLICABILITY OF GENERAL POLICIES
All policies and procedures of the University that refer 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.

ACADEMIC ADVISING
Upon matriculation and enrollment in a graduate program, each student is assigned a preceptor. Students meet with their preceptor to plan courses and discuss their academic progress.

STUDENT STATUS
A graduate student may be matriculated or non-matriculated, part-time or full-time. Every graduate student must hold a baccalaureate degree from a regionally accredited institution of higher education.

A full-time student is enrolled in 9-15 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 in order to work toward and complete a graduate degree (unless so required by their particular program), but the normal time limit for degree completion is five years. Note the following:

- Audited courses and withdrawals do not count toward full time status
• ESL (English as a Second Language) courses do count toward 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
• Part-time students are those registered for fewer than 9 credits during a semester
• Part-time students may be given this 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.

A matriculated student is one who has been admitted to the University as a graduate student in a particular program for a specific term. Newly matriculated student who cannot enroll during the term, specified in their acceptance letter, must request a deferral of admission. Please consult program handbooks for information regarding admission deferrals. 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. The University sets an upper limit of 9 credits attempted in non-matriculated status, though some programs have a limit of 6 credits. Matriculated students are assessed graduate tuition for all courses attempted.

Graduate programs may permit qualified undergraduate students to enroll in graduate courses if space is available and if an undergraduate student meets the minimum University requirements. Stockton undergraduate must meet the following minimum 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.
• Student 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.
• As long as 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 Stockton Master’s Degree Program at a later date.

MAINTENANCE OF MATRICULATION REQUIREMENT FOR GRADUATE STUDENTS
Once admitted to a degree program, graduate students must either be registered continuously for credit each semester (excluding summer terms) 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 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. 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 term. Students should consult the Program Handbooks as in some degree programs, five years may not be possible. Students should complete and submit a Leave of Absence Form from the Office of the Registrar prior to the end of the Drop/Add period noted on the Academic Calendar for each term the Leave is effective.

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, letter grading or Pass/No credit (P/NC). P/NC grading must be approved prior to the time of registration, and will not be granted at any time during or after the term.

Letter Grading
The following letter grades will be 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
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 grade symbolizes failure.

Non-Grade Transcript Notations
The following notations may be recorded on transcripts by the Office of the Registrar: W, WI, WT, I, or IP. The notations are defined below.

<table>
<thead>
<tr>
<th>P/NC Grading (Pass/No Credit)</th>
<th>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. In graduate school programs, P symbolizes passing work (i.e., performance in the A to C range), and NC symbolizes failing work. However, where individual graduate programs have more stringent requirements for passing work, those requirements shall apply.</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>Withdrawal—If the student completes a withdrawal from the University or individual courses 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, a “W” will be recorded on the transcript.</td>
</tr>
<tr>
<td>WI</td>
<td>Withdrawal due to illness—Students may withdraw from one or more classes when there are severe medical circumstances beyond the student’s control. Such medical circumstances must be documented appropriately and submitted in a letter of appeal to <a href="mailto:academic.appeals@stockton.edu">academic.appeals@stockton.edu</a>. The Academic Appeals Board confers with the Office of Health Services. Upon evaluation of the documentation provided, the Academic Appeals Board will notify the Office of the Registrar whether or not to enter the symbol “WI” for the relevant course(s) and will also notify affected faculty members. The University reserves the right to require the positive recommendation of the Office of Health Services prior to the student’s subsequently re-enrolling at the University. 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.</td>
</tr>
<tr>
<td>Grade</td>
<td>Description</td>
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<tr>
<td>-------</td>
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</tr>
<tr>
<td>WT</td>
<td>Withdrawal from thesis—Students may withdraw from their thesis project when both the student and advisor agree the project can no longer be completed. The student will write a letter to the professor 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 School of Social and Behavioral Sciences with a copy to the Office of Graduate Studies.</td>
</tr>
<tr>
<td>I</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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). 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). 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.</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress—Assigned only for multi-term incomplete final projects, theses, or dissertations and is replaced by a final grade upon completion. Students must 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).</td>
</tr>
</tbody>
</table>

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. Letter grades should be submitted for courses with Pass/No Credit grading mode, and will be converted onto the student’s transcript as P for passing
or NC for non-passing. AU, I, IP, W, and WI grades will be entered by the Office of the Registrar.

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 by the instructor online from the Grade Change Request link in the GoStockton portal on the Faculty tab in the Instructional Resources channel for the procedure for submitting a grade change.

Change of “I” Notation
Those students receiving an I notation must complete all remaining course work as specified in the Agreement for Completion of Course Work. Otherwise, the notation reverts to an F or NC, as appropriate. Once course work is completed, the instructor should change the I grade online from the Grade Change Request link in the GoStockton portal on the Faculty tab within seven calendar days or by the due date for the current term’s grades, whichever is sooner.

REPEATING A COURSE FOR CREDIT
In order 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). The original grade will remain on the student’s permanent transcript and will be calculated in the grade point average. Except where specified in the University Bulletin, a course passed more than once may only be counted once toward graduation.

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 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.

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 satisfactory resolution cannot be reached with the
instructor, the student should submit the issue *in writing* to the program Director, and, if necessary, formally appeal the decision to the Dean of the School where the program resides.

If the dean is unable to resolve the matter, the student may submit an appeal to the Academic Appeals Board at academic.appeals@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 academic.appeals@stockton.edu. This appeal process must be initiated no later than one month after the date of grade posting for the term in which the grade was originally assigned. Appeals will be reviewed by the Academic Appeals Board 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.

**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 combine, 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. Student must be enrolled in both undergraduate and graduate courses during the same term to be eligible for this opportunity.

**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. 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 the University 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. Students receiving such awards will be announced at the time of commencement as receiving Program Distinction. Program Distinction will also be noted on the student’s transcript.

CHANGE OF NAME/ADDRESS
Those students who have a change of address or change of name, either by court order or marriage, must notify the Office of the Registrar.

GRADUATE ADMISSIONS
The Graduate 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 persons customarily considered to be outside the regular student pool (e.g., fully employed adults, homemakers, veterans, senior adults, and professionals). Stockton will consider baccalaureate degrees obtained within the last twenty (20) years; however, individual graduate programs will evaluate the transcript for currency and may require the student to complete some courses as prerequisites to graduate study.

Applications for admission to graduate study are submitted to the Office of Graduate Studies for the fall or spring term. Applicants are limited to one graduate application per admissions cycle/term. Each graduate program also has a committee that evaluates completed files. Students should contact the Office of Graduate Studies for deadlines. Any student, non-matriculated or matriculated, may register for summer classes on a space-available basis. Information regarding summer classes is available online through the GoStockton portal.

Part-Time Study Opportunities
Depending on the degree program, opportunities for part-time study are available. Graduate courses are primarily offered in the evening; however, there are occasional courses during the day. 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 Non-Matriculated Graduate Student Registration
Form. At the time that the non-matriculated student wishes to change his or her student status to matriculated, he or she 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.

Other Admissions Requirements
Admission to a specific graduate program may be based on both the grade point average (GPA) and scores on the Graduate Records Examination (GRE), the Graduate Management Admission Test (GMAT) or the Miller Analogies Test (MAT). For the minimum score in either the GRE or GMAT or MAT on which consideration of admission to a program is based, students 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.

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, IELTS or complete ELS Level 112 in time to have their scores reported to Stockton before registering for classes.

DEFINITIONS OF STUDENT STATUS
Matriculated
A matriculated student is one who has formally applied and been accepted for admission by the Office of Admissions or the Office of Graduate Studies, and who has satisfied the acceptance deposit requirement. Matriculated students are considered to be working toward a degree.

Non-Matriculated
A non-matriculated student is one who is interested in taking 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, Doctorate of Education in Organizational Leadership), 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, normally 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 Studies. All courses in which a student receives a grade or notation (such as a W for withdrawal or I for incomplete) is counted towards this six graduate credit limit.

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 Admissions or the Office of Graduate Studies.

Evaluation of the student includes course work taken as a non-matriculated student. Additional information concerning educational background may be required. Faculty recommendations, transcripts from all other colleges attended, test scores, and other application materials will be reviewed as part of the admissions process.

Exceptions to Non-Matriculated Status
Stockton University supports global engagement in part by hosting international students for short term study. When international students are admitted through the Office of Global Engagement, having met federal and institutional requirements for admittance and retention, they will maintain non-matriculated status, but will be afforded access to campus facilities and services as if a matriculated student.

An undergraduate non-matriculated international student may enroll in a maximum of 32 credits. The 32 credits may transfer into a Stockton degree program when the student applies for admission through the Office of Admission. Maximum non-matriculated credits for graduate international students are determined by academic programs.

TERM OF MATRICULATION
Students are admitted to the University only 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. 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.
TRANSFER CREDITS
The University may accept up to 9 transfer credits that sufficiently match corresponding Stockton courses, provided that the grade earned is a B or better. Transfer credit requests should be submitted at the time of application. 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 credits 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.

APPLICATION STEPS
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 $50 application fee is required for each application.

Program admission deadlines vary, please consult the graduate program’s website for specific information. To ensure full consideration, applications and all required supplementary materials must be received prior to the established deadline. Applications received after the deadline may not receive full consideration. The Doctor of Physical Therapy (http://www.ptcas.org/home.aspx), Master of Science in Communication Disorders (https://portal.csdcas.org/), and Master of Occupational Therapy (https://portal.otcas.org/) programs are using a centralized application service in addition to Stockton’s online application. All applicants wishing to apply to these programs must complete both applications by the appropriate deadline.

The applicant is responsible for notifying the appropriate individuals or organizations to forward test scores and transcripts from all institutions attended to the Office of Graduate Studies as specified on graduate program's admissions criteria for admission. Admission decisions will not be made until all application information has been received. A personal interview may be required for admission to the Doctor of Organizational Leadership, Master of Science in Occupational Therapy, Master of Science in Nursing, Master of Arts in Holocaust and Genocide Studies, and Master of Social Work program. The applicant will be notified of acceptance by the University at the earliest possible opportunity. Stockton endeavors to provide class spaces to all newly admitted students who submit, as required, non-refundable acceptance deposits confirming their intentions to enroll. This non-refundable deposit is applied toward the amount due for the term for which the student is accepted. The applicant who is admitted but who fails to pay this deposit will not be guaranteed a space. Additional information related to testing, orientation and registration will be sent to the newly admitted student at a later date. All requests for applications and information for matriculation on either a full-time or part-time basis for the fall, spring, or summer term should be directed to:

Stockton University
Office of Graduate Studies
101 Vera King Farris Drive
Galloway, NJ 08205-9441
609-626-3640
INTERNATIONAL GRADUATE STUDENT ADMISSION

Stockton encourages international applicants to apply for admission. An international applicant is defined as one who requires a visa for the purposes of study in the United States.

International applicants, as a rule, will be admitted for the fall term only. To receive consideration for the fall term, complete credentials should be filed before June 15 depending upon the graduate program. However, graduate program admission deadlines vary, please consult the graduate program’s website for specific information. There is limited availability for spring semester students applying from outside the country. Students should apply as early as possible, but no later than November 15 for full consideration. Applicants applying through ELS Educational Services, Inc. work with their company counselor on the appropriate submission date and application materials.

International applicants must file complete applications to receive consideration for admission. They must have completed their secondary education and the bachelor’s degree and be eligible to enter a graduate program in their native country. International applicants interested in applying to a program without ever entering the country will apply via the graduate electronic application. All other international applicants requesting a visa to study in the U.S. will need to submit the following:

1. International applicants must complete the Discover Stockton Online Graduate Application including essay, 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 via the respective centralized application systems in addition to Stockton’s Online Supplemental Application-CAS.
2. Submit graduate-level standardized test scores (GRE, GMAT or MAT) as required by the specific program to which the application is made (school code: 2889).
3. Submit three letters of recommendation sent electronically via the Discover Stockton Online Graduate Application. Please visit the graduate program’s website to view additional requirements.
4. Submit evidence of a degree equivalent to a 4-year U.S. bachelor’s degree from a college or university recognized as an institution of higher education in the respective country and have official copies of college/university transcripts evaluated by World Education Services (WES) or Educational Credential Evaluators (ECE) and submitted to the Office of Graduate Studies.
5. English proficiency test results and scores through TOEFL, IELTS or ELS EAP Level 112. A TOEFL score of at least an 80 on the Internet-based test, a 213 on the computer-based test or a 550 on the paper-based test is recommended. An overall band score of 6.5 or higher for the IELTS is recommended or successful completion of ELS Level 112. A Global Test of English Language Communication (GTEC) score of 1250 or higher is also acceptable. Those who have passed a course in English Composition (not English as a Second Language nor English for Foreign Students) at a U.S. or Canadian college/university with at least a "B" are not required to submit scores.
6. Submit the required paperwork to be issued a Certificate of Eligibility for Nonimmigrant F-1 Student Status including the Application for I-20, Affidavit of Support, and Affidavit
for Free Room and Board. Please visit the International Graduate Student Admissions website for the required forms.

Conditional Admissions
International graduate students who apply through ELS may apply to both ELS/Atlantic City (www.els.edu) and to selected Stockton University graduate programs (www.stockton.edu/grad). If accepted to Stockton, a conditional letter of acceptance is issued. These Conditional Letters of Admission (CLA) are offered for selected graduate programs and only to international candidates applying through ELS Educational Services, Inc. The CLA is offered for graduate study, to those who meet all the requirements for admission except English proficiency. The CLA will stipulate that the conditional admission will be converted to regular admission upon submission of an ELS English for Academic Purposes (EAP) Level 112 Completion Certificate obtained on the campus of Stockton University. Candidates should consult with the Office of Graduate Studies regarding GRE and GMAT testing.

The Office of Graduate Studies should be contacted for further information regarding international student admission procedures and/or individual exceptions to the above requirements.

REVIEW OF APPLICATIONS
All completed applications will be reviewed by the Office of Graduate Studies and the graduate program’s admission committee to which the applicant applied. Applicants may receive correspondence from each of these offices 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 Studies. Applicants admitted to the graduate school will receive a written offer of admission from the . To accept or decline the offer, applicants must notify the Office of Graduate Studies by the date listed in their acceptance letter or the offer becomes null and void. In some programs applicants are allowed a one-time only deferral of the 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 Studies.

Waiting List
The Office of Graduate Studies often receive more applications than there are spots available for admissions. Waitlists are created for cohort programs (DPT, DSSA, Ed.D., MSOT, MSCD, MSN, and MSW) to ensure that if an applicant decides not to attend Stockton, another qualified applicant could be offered admission 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 Studies or the program or is deemed important by the applicant in support of this re-evaluation.
SPECIAL CONSIDERATION AND OPPORTUNITIES

Early Admission
Early admission is a possibility in some dual-degree programs such as Master of Arts in Criminal Justice, Professional Science Master’s in Environmental Science and Master of Business Administration.

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 Director. Stockton students who meet the eligibility requirements as established by the graduate program will not need to complete a traditional graduate application for admission to a graduate degree program and the Office of Graduate Studies will also 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.

- Adult-Gerontology Primary Care Nurse Practitioner (Post-Master’s)
- 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 Science in Data Science and Strategic Analytics (DSSA)
- Professional Science Master’s in Environmental Science (PSM)

Health Insurance
The New Jersey law requiring students to present proof of medical insurance was modified and took effect in July 2013. The law provides New Jersey college students freedom to choose their health insurance plan rather than having an institution mandate a specific policy and premium if they have no other coverage. Effective fall 2014, Stockton University no longer provides a student health insurance plan through the University; however, be aware that the Patient Protection and Affordable Care Act, a federal law effective January 1, 2014, requires individuals to have health care insurance coverage or be subject to a penalty. Students may contact the Health Services Office at (609) 652-4701 or online for more detailed information.

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 Director of each graduate program and
are then forwarded to the for final approval. Students who are approved for an assistantship will receive an offer-of-appointment letter from the Office of Graduate Studies.

Eligibility
Students must be matriculated in a graduate program at Stockton University. Students must have and maintain a minimum cumulative GPA of 3.0 or better. 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 in order to receive their award. Visit the Academic Calendar for preregistration dates.

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 Director (applications are submitted to the Office of Graduate Studies 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 at the time of application to Stockton through the Office of Graduate Studies. Application forms can be obtained from the program Director or from the Graduate School website.
Please refer to any individual program guidelines (in the Program Handbook) 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:
- 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
- Design or update a website
- Perform other tasks as determined by the student’s graduate program
- Assist the graduate school on a project related to 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 expected to conduct themselves in a professional and ethical
manner at all times. 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 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.

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.

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 their handicap/disability, should direct their initial complaint to the Director of the graduate program. If the complaint involves the Director of the graduate program or remains unresolved at this level, the student should direct his/her appeal within 20 days to the School Dean.

OFFICE OF CONTINUING STUDIES

The Office of Continuing Studies supports the essential mission of the University. The Office was established to fulfill Stockton’s responsibility to provide programs for professional advancement, career training and workforce development to the region. By meeting the professional community’s evolving needs, the unit has grown to encompass distinctive areas:
Human Services training and consulting services, Management Development and Professional Services, Workforce Development, event and Conference Management, and the Center for Public Safety and Security.

Continuing Studies also hosts the Retail, Hospitality, and Tourism Talent Network (RHTTN) of the New Jersey Department of Labor and Workforce Development (NJLWD). The Talent Network focuses on workforce development and opportunities within the retail and hospitality industries. It works with employers to understand their needs and identify skills gaps, and it is able to connect and share with jobseekers and educators to help with employment and improve the overall workforce. RHTTN promotes the various programs, resources, and grants available through NJLWD, while serving as a means of information, and provides insight to the NJLWD on the current and upcoming trends and needs of the industries. RHTTN also plays a key role in establishing information on career pathways for the state to help improve and promote the workforce in the retail, hospitality, and tourism industries.

Offerings in Continuing Studies include professional certificate programs such as Certified Financial Planner, Agile Certified Practitioner, Certified Elder Care Practitioner, and Project Management Professional. In addition, customized training and consulting can be provided to develop skills in a large variety of areas such as computer technology, leadership and management, gaming management, and organizational development.

While the Office of Continuing Studies provides a wide range of programs and courses in workforce and professional development, it also supports the University’s commitment to lifelong learning. To that end, the Office of Continuing Studies offers personal enrichment courses, supporting environmental sustainability, retirement planning, and stress reduction. Program offerings are available at the University’s campus in Galloway and at the Stockton University Carnegie Library Center in Atlantic City, as well as the University’s newer locations in Manahawkin and Hammonton. Programs can also be conducted at any site to suit the client’s needs.
ACADEMIC SCHOOLS AND PROGRAMS

INTRODUCTION
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, the School of Business, the School of Education, the School of General Studies, the School of Health Sciences, the School of Natural Sciences and Mathematics, and the School of Social and Behavioral Sciences.

The websites for undergraduate or graduate programs provide additional information and contacts. The Dean of each academic School as well as the Coordinator or Director of the program can answer specific questions or schedule an appointment to discuss curriculum.

For information about undergraduate admissions, contact the Dean of Enrollment Management. For information about graduate admissions, contact the Director of Graduate Studies.

ACCREDITATION

- Stockton University is accredited by the Middle States Commission on Higher Education.
- The School of Business is accredited by the Association to Advance Collegiate Schools of Business.
- The undergraduate Social Work program and the Master of Social Work program are accredited by the Council on Social Work Education.
- The Teacher Education program and Master of Arts in Education program are accredited by the Teacher Education Accreditation Council (TEAC) that now formally falls under 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. All 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.
- The baccalaureate degree program in Nursing/master's degree program in Nursing and post-graduate APRN certificate programs at Stockton University are accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org).
- The Physical Therapy program is accredited by the Commission on Accreditation in Physical Therapy Education.
- The Occupational Therapy program is accredited by the Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association.
- The Communication Disorders program is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.
- The Biochemistry and Molecular Biology program is accredited by the American Society for Biochemistry and Molecular Biology.
- The Chemistry program offers a B.S. track accredited by the American Chemical Society.
Program Recognition

- The Master of Arts in Criminal Justice program is certified by the Academy of Criminal Justice Sciences by meeting fifty standards as evidence of excellence in graduate criminal justice education.
- The Gerontology Minor program is registered with the Association for Gerontology in Higher Education as a “Program of Merit.”
DEGREES, CERTIFICATES, AND ENDORSEMENTS OFFERED

BACHELOR OF ARTS
Biology
Business Studies
Chemistry
Communication Studies
Computer Science and Information Systems
Criminal Justice
Economics
Education
Environmental Studies
Geology
Historical Studies
Hospitality and Tourism
Management Studies
Languages and Culture Studies
Liberal Studies
Literature
Marine Science
Mathematics
Philosophy and Religion
Physics, Applied
Political Science
Psychology
Sociology and Anthropology Studies
Studies in the Arts
Sustainability

BACHELOR OF FINE ARTS
Visual Arts/Studio

BACHELOR OF SCIENCE
Biochemistry/Molecular Biology
Biology
Business Studies
Chemistry
Computer Science and Information Systems
Environmental Science
Exercise Science
Geology
Health Sciences
Hospitality and Tourism Management Studies
Marine Science
Mathematics
Nursing
Physics, Applied Psychology, Public Health, Social Work, Sustainability

**GRADUATE DEGREES**
- Doctor of Education in Organizational Leadership
- Doctor of Nursing Practice
- Doctor of Physical Therapy
- Master of Arts in American Studies
- Master of Arts in Criminal Justice
- Master of Arts in Holocaust and Genocide Studies
- Master of Arts in Education
- Master of Arts in Instructional Technology
- Master of Business Administration
- Master of Science in Communication Disorders
- Master of Science in Data Science and Strategic Analytics
- Master of Science in Nursing
- Master of Science in Occupational Therapy
- Master of Social Work
- Professional Science Master’s in Environmental Science

**POST-BACCALAUREATE CERTIFICATES/EDUCATIONAL ENDORSEMENTS**
- American Studies
- Bilingual/Bicultural Education Endorsement
- Criminal Justice Administration and Leadership
- Data Science and Alternate Route Teacher- Certificate of Eligibility
- English as a Second Language Endorsement
- Genocide Prevention Certificate
- Learning Disabilities Teacher Consultant – LDTC Endorsement
- Middle School Language Arts/Literacy Endorsement
- Middle School Math Endorsement
- Middle School Science Endorsement
- Middle School Social Studies Endorsement
- Post-Master’s Adult-Gerontology Primary Care Nurse Practitioner
- Post-Master’s Family Nurse Practitioner
- Post-Master’s Forensic Psychology Certificate
- Post-Master’s Homeland Security Certificate
- Preschool- Grade 3 Endorsement
- Reading Specialist Endorsement
- Special Education Endorsement
- New Jersey Supervisor Endorsement
- Principal Education Endorsement
POST-MASTER’S CERTIFICATES AND PROGRAMS
Forensic Psychology Certificate
Homeland Security Certificate
Family Nurse Practitioner Certificate
Adult Gerontology Primary Care Nurse Practitioner Certificate
COMMUNICATION STUDIES

IN THE SCHOOL OF ARTS AND HUMANITIES

THE FACULTY

Donnetrice Allison (2004), Professor of Communication Studies and Africana Studies; Ph.D., M.A., Howard University; B.A., The University of New Haven: media and culture, film theory and criticism, research methods, African American rhetoric and hip hop culture.

Christine Farina (2000), Professor of Communication Studies; MFA, University of North Carolina, Greensboro; B.A., Drew University: mass communication, video/TV production, film theory, history and criticism, media acting and performance.

Joe’l Ludovich (2007), Associate Professor of Communication Studies; MFA, Savannah College of Art and Design; B.A., Rowan University: audio/TV production, steadicam, dance on film, film theory and criticism.

Christina M. Morus (2009), Associate Professor of Comparative Genocide and Communication Studies; Ph.D., University of Georgia; M.A., Eastern Michigan University; B.S., Eastern Michigan University: rhetoric of mass violence and genocide, gender and war, discourses of memory, the rhetoric of peace and human rights activist organizations, critical media studies, discourses of gender, race, class and ethnicity.

Jeremy Newman (2008), Associate Professor of Communication Studies; MFA, The Ohio State University; B.A., Baldwin-Wallace College: mass communication, documentary, experimental video, TV production, film theory, history and criticism.

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.

Xu Song (2015), Assistant Professor of Communication Studies; Ph.D., M.S., Colorado State University; B.A., Dalian University of Foreign Languages: public relations, professional and technical communication, communication technology adoption, quantitative research methods.

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, international communications.
**INTRODUCTION**

Communication Studies focuses upon the ways in which a 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. The program’s primary focus is media.

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 particular media; the influence of culture upon communication technologies; and the effects of technological change upon society as a whole. Additionally, students are expected to manage the tools of their discipline: computers, video, radio, print, and spoken discourse.

**PROGRAM ORGANIZATION**

The Communication Studies Program is divided into three tracks—Public Relations and Advertising, Media Production, and General Media Studies. In Public Relations and Advertising, students learn the important aspects of the field and how media impacts the dissemination of messages. The Media Production concentration focuses upon behind-the-scenes skills and offers students a more hands-on approach to learning the media production field. The General Media Studies courses provide a theoretical understanding of the field and allow students to critically analyze media. The program also offers core courses in communication theory and writing and requires students to enroll in a seminar and participate in an internship. In the seminars and internships, students will synthesize the knowledge and methodologies they have learned in all three program areas.

**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 a 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.

**GRADUATION REQUIREMENTS AND PROGRAM OVERVIEW**

Communication Studies is composed of three major sections—Core Courses (20 credits), Major Concentration (20 credits) and Cognate Courses (24 credits). 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: 20 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.

**CORE REQUIRED COURSES for all Communication majors – 20 credits:**
COMM 1201 Introduction to Mass Communication 4  
COMM 2103 Writing for the Media 4  
COMM 3200 Theories of Mass Communication 4  
COMM 4601 Communication Senior Seminar 4

Communication Internship (4 credits) – Choose from:
COMM 3916 Telling Stockton’s Story  
COMM 3918 Editing Internship  
COMM 3926 Oral History Internship  
COMM 4901 Communication Internship  
COMM 4902 WLFR Internship  
COMM 4906 Community TV Partnership  

**Areas of Concentration – 20 credits:**

**General Media Studies Track**
Students who choose the General Media Studies track may choose all five of their track courses from the General Media Studies list or may opt to take up to two of their selected track courses from the Media Production or Public Relations tracks. (GMS students must take at least three of their five track classes from the GMS list.)

COMM 2204 Media, Culture, and Society 4  
COMM 2207 Special Topics in Media Studies 4  
COMM 2304 Principles of Journalism 4  
COMM 2210 Digital Storytelling 4  
COMM 2305 Media Law and Ethics 4  
COMM 2400 Computer-Mediated Communication 4  
COMM 2408 News Media & Politics 4  
COMM 2409 Television & Popular Culture 4  
COMM 2412 Media Aesthetics 4  
COMM 2413 Metaphysics of Film 4  
COMM 2414 African Americans on Television 4  
COMM 3203 Communication Research Methods 4  
COMM 3301 Communication Technologies 4  
COMM 3303 International Communication 4  
COMM 3306 Women, Minorities and the Media 4
COMM 3309 Media, Civil Rights & Social Change 4
COMM 3400 Film Theory and Criticism 4
COMM 3312 Media in Times of War 4

Public Relations and Advertising Track
Students who choose the PR and Advertising track must take COMM 2301 Introduction to Public Relations, plus four track courses from the following list:

COMM 2208 Special Topics in PR & Advertising 4
COMM 2307 Quantitative Methods in PR Research 4
COMM 2405 Introduction to Advertising 4
COMM 2406 Business and Professional Presentation 4
COMM 3302 Advanced Public Relations 4
COMM 3304 PR and Advertising Design 4
COMM 3305 Public Relations Ethics 4
COMM 3310 Global Public Relations 4
COMM 3311 PR and Advertising Copywriting 4

Media Production Track
Students who choose the Media Production track must take COMM 2412 Media Aesthetics, plus four track courses from the following list:

COMM 2209 Special Topics in Media Production 4
COMM 2210 Digital Storytelling 4
COMM 2401 Audio Production 4
COMM 2402 Video Production 4
COMM 2403 Television Production 4
COMM 2407 Introduction to Editing 4
COMM 3350 Documentary Production 4
COMM 3351 Experimental Video Production 4
COMM 4200 Steadicam: Art of the Moving Camera 4
COMM 4300 Practicum 4

Cognates – 24 Credits
Students are required to have six cognate courses (24 credits). These courses should be carefully selected with a preceptor. At least one cognate course must be taken at the 3000 or 4000 level. Cognates can come from the following areas:
ACCT, ARTV, DANC, MUSC, THTR, COMM, BSNS, ECON, FINA, HIST, HOSP/HTMS, INTL, LANG, LIIT, MGMT, MKTG, PHIL, GAH 1124, GAH 2233, GAH 2372, GAH 3306, GSS 3795.

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 also lead to opportunities in private organizations 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 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 Community TV Partnership Internship and the University 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.

HISTORICAL STUDIES

IN THE SCHOOL OF ARTS AND HUMANITIES

THE FACULTY

Robert Gregg (1996), Dean of the School of General Studies; Professor of History; Ph.D., University of Pennsylvania; M.A., Edinburgh University: American history 1865-present, African-American history, comparative history.

Michael R. Hayse (1996), 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.
William C. Lubenow (1971), Distinguished Professor 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.

Michelle McDonald (2006), Associate Vice President for Academic Affairs; 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.

Kameika Murphy (2017), Assistant Professor of Atlantic History; Ph.D., Clark University; M.Sc., B.A., University of the West Indies: Afro-Latin American and Afro-Caribbean perspectives of the Atlantic World, transoceanic migrant communities, gender and asylum in the Afro-diasporic experience, power sharing in port cities, the Atlantic revolutions, and African American military experiences.

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.

Robert Nichols (2000), Professor of History; Ph.D., M.A., University of Pennsylvania; B.A., University of Illinois: Indian Ocean history, South Asian history, social movements, historiography.

Tom Papademetriou (2001), Professor of History, Executive 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: Southeastern Europe, Middle Eastern history, modern Hellenism.

Lisa Rosner (1987), Distinguished Professor of History; Director, Honors Program; Ph.D., Johns Hopkins University; B.A., Princeton University: early modern Europe, history of science and medicine.

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
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.

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 to seminars and finally to the Thesis Seminar in which each student writes a senior thesis. The History Seminar serves as a forum for students to discuss their individual research interests and experiences with their colleagues. Students interested in pairing a degree in History with teaching certification for K-12 or Secondary are encouraged to explore the K-12 or Secondary Education History Certification Concentration. Core history course requirements remain the same, while cognates and At-Some-Distance courses are tailored to facilitate students’ progression through this specialized program in a timely fashion.

ADMISSION TO THE PROGRAM
Admission to the program is by approval of the program faculty. Students seeking admission should contact the Program Coordinator no earlier than the final term of the freshman year and no later than the first term of the junior year. Failure to do so may make it impossible to complete the major within the standard 128-credit graduation requirement and could, therefore, require additional terms of study. Historical study requires considerable proficiency in reading and writing skills. If students are below the university reading and writing level, the program will require them to remedy their deficiencies.

GRADUATION REQUIREMENTS
In addition to the University’s 64-credit General Studies requirement to qualify for the B.A. degree in Historical Studies, students must satisfactorily complete 64 credits in program and cognate courses as follows:

I. Program Courses – A Minimum of 40 Credits
(10 four-hour courses) in History program courses as follows.

A. HIST 2129 Introduction to the Study of History (Required Course)
This course is a gateway class that is designed for Historical Studies majors and minors 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 2129 is a mandatory requirement before enrollment in Historical Methods, HIST 4690.

B. At least one course at the 1000-3000 level in each of the following four categories. One and only one course at the 3000 level may satisfy a category B requirement while simultaneously satisfying a category C requirement (see C below).
   • Mediterranean/Ancient
   • Atlantic/American
   • Indian Ocean/Asian
   • European

C. Students are required to complete four upper-division courses. Two of these must be from among the following Advanced Seminars in History.
   • 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

The remaining two upper-level courses may be 3000- (in any subfield, including internships) or 4000-level (additional ASH courses or independent studies).

D. The following two-course sequence culminating in the Senior History Thesis.
   • HIST 4690 Historical Methods
   • HIST 4691 Thesis Seminar

Transfer students may need to take additional courses in HIST to meet the minimum total number of credits (40) required.

II. Cognate Courses
A minimum of 24 credits as cognate courses taken in disciplines related to Historical Studies, such as literature, philosophy, religion, political science, or art history.

III. Foreign Language Requirement
Proficiency in a foreign language through the Intermediate II level is required. In most cases this will mean taking 16 credit hours of a foreign language (two Beginning courses and two Intermediate courses). Students who enter Stockton with foreign language competency should consult with their preceptor or the Program Coordinator regarding this requirement. Successful participation in an approved study abroad program in a non-English-speaking country for at least one semester or at least six weeks during the summer may be substituted for all or part of the foreign language requirement.

A minimum grade of C is required in all courses counted toward the 64 program and cognate credits required for graduation.

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 and Teacher Education program requirements. (See section on Teacher Education for complete requirements for teacher licensure.) All students in this concentration should consult a HIST and an EDUC preceptor for guidance.

In addition to the common 10-course core for the Historical Studies B.A. (outlined above), students must complete the following:

HIST/EDUC Cognates (42-50 credits)
EDUC Cognates (16 credits, three courses)
EDUC 4605 Methods of Teaching Social Studies (4 credits)
EDUC 4990 Full-Time Final Clinical Practice in Education (12 credits)
EDUC 4120 Reading in Content Area (2 credits)
LANG Cognates (8-16* credits, 2-4 courses)
LANG Intermediate I (4 credits)
LANG Intermediate II (4 credits)

Language Studies
- Option 1: The student completes the study of one language through the Intermediate II level with a grade of C or better (this normally calls for four semesters of study in one language): 8-16 credits
- Option 2: The student completes an approved language study abroad (minimum of six weeks): credit transfer varies
- Option 3: 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: [www.actfl.org/i4a/pages/index.cfm?pageid=3642](http://www.actfl.org/i4a/pages/index.cfm?pageid=3642) and [www.languagetesting.com](http://www.languagetesting.com). The student would still be required to take two cognate courses of any kind (see description for HIST cognate courses above) to meet the University’s 128-credit requirement.

General Studies (32 credits, 8 courses)
GEN (4 credits)
GAH (8 credits)
GNM (8 credits)
GSS (8 credits)
GIS (4 credits)

Required ASD/EDUC* (31 credits)
EDUC 2231 Development of the Learner** (4 credits)
INTC 2610 Instructional Technology for K-12 Teachers (4 credits)
EDUC 1515 Diversity in Families, Schools, and Communities (4 credits)
EDUC 2000 Gateway to NJ Teaching Profession (1 credit)
EDUC 2241 Inclusive Learning in Education (4 credits)
EDUC 3100 Part-Time Clinical Experience (2 credits)
EDUC 3101 Part-Time Clinical Practice I in Education (2 credits)
EDUC 3200 Practices and Techniques of Teaching (4 credits)
EDUC 4600 Part-Time Clinical Practice II in Education (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.
**B.A./M.A. AND B.A./MAT DEGREE**

Qualified Historical Studies majors are eligible for automatic 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 Coordinator for more information.

**HISTORICAL STUDIES MINOR**

The program offers a minor for students who are majoring in another field, but who have an interest in history or wish to fulfill the History course requirements for Social Studies teaching certification. For the minor, students are required to complete five HIST courses with a grade of C or better. To ensure breadth, students must include at least one course in each of the following three areas: US/Atlantic: European; and either Indian Ocean/Asian or Ancient/Mediterranean. HIST 2129 Introduction to the Study of History may be used in lieu of one of these three areas. To ensure depth, no more than three courses should be at the 1000 or 2000 level, with at least two courses at the 3000 or 4000 level. One 3000-level 4-credit independent study may be substituted for one 3000-level 4-credit course. Students should consult with a HIST faculty member to ensure that these requirements are met.

**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. Students desiring to graduate with distinction must submit a one-page application listing 1) their GPA (overall and in HIST courses), 2) the title, abstract and grade of their Senior Thesis, and 3) their participation in extracurricular activities relating to history.

**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. Qualified, advanced undergraduates may take courses in Stockton's M.A. and Certificate program in American Studies and/or in its M.A. in Holocaust and Genocide Studies program. 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 who wish to be certified to teach social studies K-12 may do so by satisfying the requirements for a degree in Historical Studies and the additional requirements necessary for teacher certification. Students interested in history are encouraged to participate in the activities of 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.

**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
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. Majors who wish to pursue graduate study in history should inform their program preceptors of their plans as early as possible and should be aware that a reading proficiency of at least one foreign language is required by most graduate schools. Preparation in basic computer methods is necessary for study on the graduate level in social, economic, or modern political history.

LANGUAGES AND CULTURE STUDIES
IN THE SCHOOL OF ARTS AND HUMANITIES

THE FACULTY

Arnaldo Cordero-Román (1999), Associate Professor 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.

David S. King (2004), Associate Professor of French; Ph.D., MBA, M.A., B.A., Washington University: French language and medieval literature, French civilization, French commerce.

Gorica Majstorovic (2002), Professor of Spanish; Ph.D., New York University; M.A., University of Southern California; B.A., University of Belgrade: Iberian, Latin American and U.S. Latino literature, film, visual arts and theater, postcolonial studies.

Kory Olson (2006), Associate 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), Assistant 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.

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.

Francisco Javier Sánchez (2007), Associate 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.
PROFESSORS EMERITI

Norma B. Grasso (1973), Professor Emerita of Spanish; Ph.D., Indiana University; M.A., Oberlin College; B.A., Instituto de Estudios Superiores, Buenos Aires: 20th-century Latin American novel and short story, 19th-century Spanish literature, the Spanish Golden Age, English and comparative literature with special emphasis on the novel, women’s studies.

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.


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.
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).

Common Core Credits and Required Courses (64 credits)

LANG 2141 Spanish: Reading Knowledge II 4
Or the equivalent
LANG 2143 Mapping Hispanic Cultures II OR
LANG 2145 Spanish for Health and Human Services II 4
LANG 3240 Advanced Oral and Written Expression in Spanish 4
LANG 3241 Advanced Spanish Language Composition and Syntax 4
LANG 3251 Spanish Culture and Civilization 4
LANG 3252 Latin American Culture and Civilization 4
LANG 3253 Children’s Literature in Spanish 4
LANG 3257 Proficiency Methodology in Spanish 4
LANG 3258 Applied Linguistics in Spanish 4

Common Core credit total 32

Additional Required Courses for Teacher Preparation

Additional elective credits in Spanish 12
(3000 level or above with a minimum of 4 credits at the 4000 level)
Additional credits in cognate courses 20
Total credits required 64

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 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).

Program Courses (48 credits)
LANG 2143 Mapping Hispanic Cultures II or
LANG 2141 Spanish: Reading Knowledge II or
LANG 2145 Spanish for Health and Human Services

LANG 3240 Advanced Oral and Written Expression in Spanish
LANG 3241 Advanced Spanish Language Composition and Syntax
LANG 3251 Spanish Culture and Civilization
LANG 3252 Latin American Culture and Civilization
LANG 3253 Children’s Literature in Spanish
LANG 3257 Proficiency Methodology in Spanish
LANG 3258 Applied Linguistics in Spanish
LANG 3xxx Topical elective*
LANG 3xxx Topical elective*
LANG 3xxx/4xxx Topical elective* or 4000-level LANG seminar*
LANG 4xxx 4000-level LANG seminar

Topical Electives
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

EDUC Cognates (20 credits)
EDUC 1515 Diversity in Families, Schools and Communities (4 credits)*
EDUC 4607 Methods of Teaching World Language (4 credits)
EDUC 4990 Full-Time Final Clinical Practice in Education (12 credits)

General Studies Courses (32 credits)
GEN (1), GAH (2), GNM (2), GSS (2), GIS (1)
Students should work directly with Education preceptors to choose courses to meet certification and specialization State requirements.

At-Some-Distance Courses (29-37 credits)
EDUC 2241 Inclusive Learning in Education (4 credits)*
INTC 2610 Instructional Technology for K-12 Teachers (4 credits)*
EDUC 2231 Development of the Learner (4 credits)*
EDUC 2000 Gateway to the NJ Teaching Profession (1 credit)
EDUC 3100 Part-Time Clinical Experience in Education—50 hours in K-12 setting (2 credits)
EDUC 3101 Part-Time Clinical Practice in Education I—80 hours in K-12 setting (2 credits)
EDUC 3200 Practices and Techniques of Teaching—W2 (4 credits)
EDUC 4120 Reading in the Content Area (2 credits)
EDUC 4600 Part-Time Clinical Practice in Education II —100 hours in K-12 setting (2 credits)
EDUC 4991 Final Clinical Practice Seminar (2 credits)
EDUC 4992 EdTPA Capstone (2 credits)
*or equivalent – See the Teacher Education section of the Bulletin for more information.

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.
Required Language Courses
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. Choose a minimum of 32 credits from among the following
LANG 2230 Intermediate French I 4
LANG 2231 Intermediate French II 4
LANG 3230 Advanced French 4
LANG 3231 French Composition: A Cultural Approach 4
LANG 3608 Readings in French Literature 4
LANG 3614 French Literature I 4
LANG 3615 French Literature II 4
LANG 3232 Francophone Short Stories 4
LANG 3607 French Civilization I 4
LANG 3609 French Civilization II 4
LANG 3616 Business French 4
LANG 3620 Contemporary France 4
LANG 3236 Cinema for French 4

Students must also take between 20 and 32 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 courses from the list below.
LANG 2100 European Literature I 4
HIST 2120 Europe: 1400-1815 4
GAH 2346 Modern Europe 4
GAH 2284 History of Paris 4
HIST 2121 Europe: 1815 to the Present 4
GAH 3230 French New Wave Cinema 4
HIST 3614 Revolution and Enlightenment 4
ARTV 2176 Art History II 4
ARTV 3610 Nineteenth-Century Art 4

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 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 Courses (32 credits)
Choose from among the following.
LANG 2230 Intermediate French I
LANG 2231 Intermediate French II
LANG 3230 Advanced French
LANG 3231 French Composition: A Cultural Approach
LANG 3232 Topic: Francophone Short Stories
LANG 3236 Cinema for French: Conversation/Composition
LANG 3607 French Civilization I
LANG 3608 Readings in French Literature
LANG 3609 French Civilization II: 19th & 20th Century
LANG 3614 French Literature I
LANG 3615 French Literature II
LANG 3616 Business French
LANG 3620 Contemporary France

Program Cognates (12 credits)
Choose from approved program list.
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)

EDUC Cognates (20 credits)
EDUC 1515 Diversity in Families, Schools and Communities (4 credits)*
EDUC 4607 Methods of Teaching World Language (4 credits)
EDUC 4990 Full-Time Final Clinical Practice in Education (12 credits)

General Studies Courses (32 credits)
GEN (1), GAH (2), GNM (2), GSS (2), GIS (1)
Students should work directly with Education preceptors to choose courses to meet certification and specialization state requirements.

At-Some-Distance Courses (29-37 credits)
EDUC 2241 Inclusive Learning in Education (4 credits)*
INTC 2610 Instructional Technology for K-12 Teachers (4 credits)*
EDUC 2231 Development of the Learner (4 credits)*
EDUC 2000 Gateway to the NJ Teaching Profession (1 credit)
EDUC 3100 Part-Time Clinical Experience in Education—50 hours in K-12 setting (2 credits)
EDUC 3101 Part-Time Clinical Practice in Education I—80 hours in K-12 setting (2 credits)
EDUC 3200 Practices and Techniques of Teaching—W2 (4 credits)
EDUC 4120 Reading in the Content Area (2 credits)
EDUC 4600 Part-Time Clinical Practice in Education II—100 hours in K-12 setting (2 credits)
EDUC 4991 Final Critical Practice Seminar (2 credits)
EDUC 4992 EdTPA Capstone (2 credits)
*or equivalent – see Teacher Education section of the Bulletin for more information.

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 the 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
Note: Hebrew is an acceptable substitute for Latin.

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
Note: Hebrew is an acceptable substitute for Greek.
Required Supplementary (Non-language) Courses (20 credits)
LITT/LANG 2100 European Literature I (or equivalent)
LANG 4901 Senior Project

For the concentrations (12 credits)
For those whose principal language is Greek
In History or Art History, at least one of the following.
Any Greek history course
Any ARTV course that includes ancient art

In Literature or Philosophy, at least one of the following (or equivalent).
LITT/LANG 3103 The Greek Tragedians
LITT/LANG 3109 Homer
PHIL 2109 Ancient Greek Philosophy

For those whose principal language is Latin
In History or Art History, at least one of the following.
HIST 2112 Fall of Rome/Rise of Byzantium or any other Roman history course
Any ARTV course that includes ancient art

In Literature or Philosophy, at least one of the following (or equivalent).
LITT/LANG 3103 The Greek Tragedians
LITT/LANG 3109 Homer
LITT/LANG 3732 Roman Literature: The Golden Age
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.

Required Language Courses (up to 40 credits)
LANG 1220/1221 Beginning Latin I and II
LANG 2710/2711 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 1XXX Beginning French or Spanish I and II
LANG 2XXX Intermediate French or Spanish I and II

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. 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.

Required Language Courses (up to 24 credits)
For those whose principal language of study is Ancient 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)

Required Culture Courses (16 credits)
In History or Art History, two of the following.
Any Greek history course
Any ARTV course that includes ancient art

In Literature or Philosophy, two of the following (or equivalent).
LITT/LANG 3103 The Greek Tragedians
LITT/LANG 3109 Homer
PHIL 2109 Ancient Greek Philosophy

Senior Seminar/Project (4 credits)
The remaining courses to fill up to 64 credits may be more of the same in Greek language or
culture or from any other approved subject, such as anthropology or political science.

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.

Required Language Courses (up to 24 credits)
LANG 1220/1221Beginning 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)

Culture Courses (20 credits)
In History or Art History, at least two of the following.
Fall of Rome/Rise of Byzantium or any other Roman history course.
Any medieval or later European course
Any ARTV course that includes ancient or medieval art

In Literature or Philosophy, at least two of the following.
LANG 3732 Roman Literature: The Golden Age or
any other Roman or medieval literature course
PHIL 2109 Ancient Greek Philosophy

Senior Seminar/Project (4 credits)
The remaining courses up to 64 credits may be more of the same in Latin language or
Roman/European culture (including ancient Greek) or from any other approved subject, such as
anthropology or political science.

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.

Core Credit Requirements for World Language Majors
LANG 1XXX Beginning Lang. I (First Language)
LANG 1XXX Beginning Lang. II (First Language)
LANG 2XXX Intermediate Lang. I (First Language)
LANG 2XXX Intermediate Lang. II (First Language)
LANG 1XXX Beginning Lang. I (Second Language)
LANG 1XXX Beginning Lang. II (Second Language)
LANG 1XXX Beginning Lang. I (Third Language)
LANG 1XXX Beginning Lang. II (Third Language)
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.

- LANG 1XXX Beginning French II, Latin II, Greek II 4 credits
- LANG 2XXX Intermediate French I, Latin I, Greek I 4 credits
- LANG 2XXX Intermediate French II, Latin II, Greek II 12 credits
- LANG 3XXX Advanced French or French Composition, Latin, Greek 4 credits
- LANG 3XXX or above Elective course in French, Latin, Greek 4 credits

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.

- LANG 2XXX Intermediate Spanish I course 4 credits
- LANG 2XXX Intermediate Spanish II course 4 credits
- LANG 3240 or above 4 credits
- LANG 3241 or above 4 credits
- Elective course in Spanish (LANG 3255, or other LANG 3000-level) 4 credits

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 are able to 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.

LITERATURE

IN THE SCHOOL OF ARTS AND HUMANITIES

THE FACULTY

**Emily August (2015),** Assistant 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.

**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.

**Adalaine B. Holton (2007),** Associate Professor of Literature; Ph.D., Director, M.A. Program in American Studies; University of California, Santa Cruz; B.A., University of Maryland: 19th- and 20th-century American literature, African American literature.

**Lisa Honaker (1995),** Dean of the School of Arts and Humanities; Professor 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 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.

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 Arrieu-King (2008), Associate 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.

Thomas E. Kinsella (1989), Professor of Literature; Director, South Jersey Culture & History Center; Ph.D., University of Pennsylvania; B.A., Bucknell University: Shakespeare, Milton, Restoration and 18th-century British literature, editing and book production, medieval Irish literature, grammar and punctuation.

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, queer theory, literature of gender and sexuality.

Adam Miyashiro (2009), Assistant 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.

Sara Nović (2017), Assistant Professor of Creative Writing; MFA, Columbia University; BFA, Emerson College: creative writing, fiction, creative nonfiction, contemporary literature, disability/Deaf studies, human rights and genocide studies, literary translation.

PROFESSORS EMERITI

Stephen Dunn (1974), Professor Emeritus of Creative Writing; M.A., Syracuse University; B.A., Hofstra University: poetry and fiction, contemporary world poetry, 20th-century American literature.

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.
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 scholarship. 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 four concentrations: Literary Studies, Creative Writing, Theatre/English, and K-12 or Secondary Education Certification. Three core courses are common to all concentrations and must be taken at Stockton: Literary Interpretation (LITT 2114), Introduction to Research in Literature (LITT 2123), and Senior Seminar (LITT 4610). Students may take LITT 2114 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. Literary Interpretation (LITT 2114) and Introduction to Research in Literature (LITT 2123) are prerequisites for most LITT 3000- and 4000-level courses. Transfer students who wish to be Literature majors, especially those with associate’s degrees, will typically enroll during their first semester in LITT 2114 and take LITT 2123 the following term. 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 K-12 or Secondary English Certification concentration should consult with the EDUC program for complete application and licensure requirements.

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, whether in elementary/middle school instruction or in secondary English teaching, must meet the requirements of the Literature program and the Education program, along with other State-mandated requirements. This will 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 who intend to apply to Stockton’s Teacher Education program are encouraged to select a second preceptor from the EDUC program.

**THE MINOR**

The Literature program offers a minor for students who are interested in literature but are majoring in another field. To minor in Literature, students are required to complete five LITT courses with a grade of C or better: one course at the 1000 or 2000 level, LITT 2114; LITT 2123, and two courses at the 3000 level or above. Students must consult with a faculty member of the program to review and help plan a coherent selection of courses.

**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 four concentrations: Literary Studies, Creative Writing, Theatre/English, and K-12 or Secondary English Certification. 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 graduate work in English studies or related fields (cultural studies, rhetoric and composition, library and information studies, law, etc.) and for other 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. The concentration is based on the assumption 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 (Literary Interpretation, Introduction to Research in Literature and Senior Seminar, which all must be taken at Stockton), students must complete the following:

All students in this concentration must take at least one course in each of the following three periods: Pre-1700, 1700-1900, 1900-present.

Students must also take at least one Gender and Sexuality Studies literature course, one Ethnic/Postcolonial literature course, and one Applications or Approaches literature course. All of 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.

Any Level (12 credits, three courses)*
LITT xxxx
LITT xxxx
LITT xxxx

Upper Level (16 credits, four courses)*
LITT 3xxx or 4xxx
LITT 3xxx or 4xxx
LITT 3xxx or 4xxx
LITT 3xxx or 4xxx

*Note: LITT 2412: English Language and Grammar and LITT 3205: Shakespeare, and coursework in American, British and World literatures are recommended for students planning to enter the Education program.
Electives/Cognates (24 credits, six courses)

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 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. LITT courses used to satisfy the minor may not be used for the major except as electives/cognates. (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: http://www.actfl.org/assessment-professional-development/assessments-the-actfl-testing-office?pageid=3642

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 (Literary Interpretation, Introduction to Research in Literature and Senior Seminar, which all must be taken at Stockton), students must complete a sequence of courses in creative writing (8 credits, two courses).

LITT 2237 Introduction to Creative Writing*
LITT 3270 Craft and Theory Workshop**
*All students must take LITT 2237: Introduction to Creative Writing at Stockton. (Students who have completed an introductory creative writing course at another institution may transfer that course as a creative writing elective.)
**may not be repeated for credit

Students will then choose at least two additional advanced LITT creative writing workshops (8 credits, two courses), including but not limited to the following.

LITT 3601 Memoir Workshop
LITT 3635 Advanced Poetry Writing Workshop***
LITT 3636 Advanced Fiction Writing Workshop***
LITT 3637 Flash Fiction Workshop***
LITT 3639  Novel Writing Workshop
***may be repeated once for credit

Creative Writing Electives (8 credits, two courses):
In addition to the required courses above, students will select two W1 electives in creative
writing, including but not limited to the following.
LITT 2155  Spoken Word Poetry
LITT 2160  Playwriting
LITT 2173  Writing Speculative Fiction
LITT 3155  Advanced Spoken Word Poetry
LITT 3271  Experimental Writing Workshop
LITT 3272  Avant-Garde Poetry Workshop
LITT 3601  Memoir Workshop
LITT 3637  Flash Fiction Workshop
LITT 3638  Advanced Playwriting

*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

Other LITT requirements (16 credits, four courses)
Students must complete four additional literature courses:
LITT 3xxx or 4xxx*
LITT 3xxx or 4xxx*
LITT 3xxx or 4xxx
LITT 3xxx or 4xxx

*At least one of these 3000- or 4000-level courses must focus on literature written before 1700,
and another must focus on 1900-present literature.

Creative writing workshops may not be used to meet these 3000-level requirements. It is strongly
recommended, but not mandatory, that creative writing students take Shakespeare (LITT 3205).

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. LITT courses used to satisfy the minor may not be used for the major except as electives/cognates. (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: http://www.actfl.org/assessment-professional-development/assessments-the-actfl-testing-office?pageid=3642

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 study of literature and the 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 Literature Segment (32 credits, eight courses)

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>LITT 2114</td>
<td>Literary Interpretation (must be taken at Stockton)</td>
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<tr>
<td>LITT 2123</td>
<td>Introduction to Research in Literature (must be taken at Stockton)</td>
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<tr>
<td>LITT 2xxx</td>
<td>(or LITT 2412)</td>
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<td>LITT 3xxx or 4xxx*</td>
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<td>LITT 3xxx or 4xxx</td>
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<tr>
<td>LITT 4610</td>
<td>Senior Seminar (or LITT 4900 Senior Project) (must be taken at Stockton)</td>
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</tbody>
</table>

*LITT 3205 Shakespeare is strongly recommended.
The Theatre Segment (32 credits)

THTR 1150  Introduction to Theatre
THTR 2183  Theatre Crafts
THTR 2681  Acting I
THTR 3320  Development of Theatre I
THTR 3321  Development of Theatre II
THTR 3180  Directing

Choose one from the following four courses
THTR 2282  Graphic Methods for Theatre
THTR 2285  Lighting Design
THTR 2287  Costume Design
THTR 2683  Scenic Design

Choose 4 credit hours from the following
THTR 2191  Theatre Voice
THTR 2288  Stage Management
THTR 2682  Acting II
MUSC  Elective in Singing/Voice (MUSC 1143, 1641, 1760, 3250, 3251, or 3646)
DANC  Elective in Dance/Movement (Any DANC course EXCEPT 2287, 2910, 3300, 3610, 3915, 4200, 4201, 4910, 4915)
THTR 2980  Theatre Production Practicum*

*may be repeated three times for credit

The K-12 or 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 (Literary Interpretation, Introduction to Research in Literature and Senior Seminar, which all must be taken at Stockton), 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.
Students must also fulfill the Languages & Culture Studies requirement described below.

Any Level (12 credits, three courses)
LITT 2412 English Language and Grammar (or other grammar, language, linguistics course approved by preceptor)
LITT xxxx
LITT xxxx

Upper Level (16 credits, four courses)*
LITT 3xxx or 4xxx
LITT 3xxx or 4xxx
LITT 3xxx or 4xxx
LITT 3xxx or 4xxx
* LITT 3205 Shakespeare is strongly recommended.

Electives/Cognates (24-39 credits)
Required Cognates from EDUC (18 credits, three courses)
EDUC 4601 Methods of Teaching English (4 credits)
EDUC 4990 Full-Time Final Clinical Practice in Education (12 credits)
EDUC 4120 Reading in the Content Area (2 credits)

LITT Cognates (6-21 credits)
- Includes 0-21 Languages & Culture Studies credit hours listed below
- Students fulfilling the Languages & Culture Studies requirement in General Studies or by fewer than 6 credits may take LITT and/or EDUC cognate courses
- Languages & Culture Studies Requirement (0-21 credits)

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 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. LITT courses used to satisfy the minor may not be used for the major except as electives/cognates. (Minor requirements: 20-21 credits)

Option 3: The student completes one semester of study abroad. Credit transfer varies.


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.

General Studies (32 credits, eight courses)*
GEN (4 credits)
GAH (8 credits)
GNM (8 credits)
GSS (8 credits)
GIS (4 credits)

Required ASD/EDUC (31-39 credits, 11-13 courses)*
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)
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.

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

PHILOSOPHY AND RELIGION

IN THE SCHOOL OF ARTS AND HUMANITIES

THE FACULTY

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.

Anne F. Pomeroy (1999), Professor of Philosophy; Ph.D., Fordham University; M.A., Columbia University; B.A., Connecticut College: social and political philosophy, Marxism, critical theory, existentialism.

Lucio A. Privitello (2005), Associate 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.

Edward Siecienski (2008), Associate 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.

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.

PROFESSORS EMERITI

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.

Joseph L. Walsh (1972), Professor Emeritus of Philosophy and Religion; Ph.D., Brandeis University; M.A., B.A., St. Paul’s College; M.A., Wayne State University; S.T.L., Catholic University: history of ideas, social and political philosophy, existentialism, ethics, Marx, philosophy and psychoanalysis.
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, and a concentration for majors interested in and dedicated to pursuing their graduate work in philosophy.

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 represents key disciplines where the search for values, rituals, logic, and interpretation emerge, and where their application to lives have found a focus on the questions of the human quest for meaning and structure.

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 1310 History of Early Christianity
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, literature, and Hellenic Studies. The program also offers concentrations for majors interested in pursuing their graduate work in philosophy or legal studies.

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 Coordinator upon declaration of their Philosophy and Religion major. The Program Coordinator 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 Coordinator before enrolling in courses.

THE 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 Coordinator.

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.

Core Requirements: 32 credits
Required courses: 16 credits
PHIL 1101 Introduction to Philosophy 4
PHIL 3607 History of Modern Philosophy I or 4
PHIL 3619 History of Modern Philosophy II 4
PHIL 3615 Philosophical Methods 4
PHIL 4600 Senior Seminar 4
A course in logic: 4 credits
PHIL 1203 Critical Thinking 4
PHIL 1204 Symbolic Logic 4

A course in ethics: 4 credits
PHIL 2112 Ethics: Theory and Practice 4
PHIL 3100 Moral Theory 4
PHIL 2211 Social and Political Philosophy 4

A course in Asian philosophy: 4 credits
PHIL 1200 Introduction to Buddhism 4
PHIL 2100 Buddhist Philosophy 4
PHIL 1201 Introduction to Asian Philosophy 4
PHIL 2121 Chinese Philosophy 4
PHIL 2126 Tibetan Buddhism 4
PHIL 2127 Zen Buddhism 4
PHIL 2123 Philosophy of Yoga 4
PHIL 3112 Philosophy East and West 4

A course in religion: 4 credits
PHIL 1310 History of Early Christianity 4
PHIL 2224 The Search for a God Language 4
PHIL 2402 Judaism, Christianity, Islam 4
PHIL 2403 History of Christian Thought I 4
PHIL 2404 History of Christian Thought II 4
PHIL 2405 Eastern Christianity 4
PHIL 2406 Modern Issues in Religious Studies 4
PHIL 2407 Philosophy of Religion 4

The remaining 16–32 credits must be taken in cognate courses in disciplines related to philosophy and religion.

For the B.A. in Philosophy with the Legal Studies Concentration
Core Requirements: 48 credits
PHIL 1101 Intro to Philosophy 4
PHIL 1401 Problem Solving and the Law 4
PHIL 1203 Critical Thinking 4
PHIL 1204 Symbolic Logic 4
PHIL 3615 Philosophical Methods 4
PHIL 3607 History of Modern Philosophy I or
PHIL 3619 History of Modern Philosophy II 4
PHIL 4600 Senior Seminar 4

12 credits from the following courses
PHIL 2109 Ancient Greek Philosophy 4
PHIL 2211 Social and Political Philosophy 4
PHIL 3100 Moral Theory 4
PHIL 3617 Critical Social Theory 4

8 credits from the following courses
PHIL 1200 Introduction to Buddhism 4
PHIL 2121 Chinese Philosophy 4
PHIL 2100 Buddhist Philosophy 4
PHIL 2112 Ethics: Theory and Practice 4
PHIL 2124 Medieval Philosophy 4
PHIL 2126 Tibetan Buddhism 4
PHIL 2127 Zen Buddhism 4

Cognates: 16 credits
16 credits from the following Cognates
PLAW 2120 Business Law I 4
CRIM 1100 Intro to the Criminal Justice System OR 4
PLAW 3620 Education Law OR
POLS 3228 Public Education & the Law OR
CRIM 3104 Criminal Law
POLS 2211 Law & the Legislative Process OR 4
CRIM 2101 Criminal Procedure: Investigations
POLS 3123 Judicial Process OR 4
POLS 2221 Law and Legal Process OR
CRIM 3747 Evidence
POLS 3221 Constitutional Law OR 4
POLS 3222 Women and the Law OR
POLS 3621 Advanced Constitutional Litigation
POLS 3225 Civil Liberties 4
PLAW 4100 Computer Ethics and Law 4
GAH 2159 Law, Philosophy and Film 4

For the B.A. in Philosophy with the Concentration for Graduate Study in Philosophy
Core Requirements: 40 credits
8 credits from the following
PHIL 1101 Intro to Philosophy 4
PHIL 1203 Critical Thinking 4
PHIL 1204 Symbolic Logic 4

12 credits from the following
PHIL 3607 History of Modern Philosophy I or
PHIL 3619 History of Modern Philosophy II 4
PHIL 3615 Philosophical Methods 4
PHIL 4600 Senior Seminar 4

4 credits from the following
PHIL 1402 Mysticism and Philosophy 4
PHIL 2118 Pragmatism 4
PHIL 2222 Renaissance Philosophy in Italy 4
PHIL 2224 The Search for a God Language 4
PHIL 3116 Philosophies of Art 4
PHIL 3613 Feminist Philosophies 4
PHIL 3617 Critical Social Theory 4

4 credits from the following
PHIL 2211 Social and Political Philosophy 4
PHIL 3100 Moral Theory 4

4 credits from the following
PHIL 2100 Buddhist Philosophy 4
PHIL 2127 Zen Buddhism 4
PHIL 3112 Philosophy East and West OR 4
Any Asian Philosophy course

8 credits from the following
PHIL Independent Study (in figure or theme of interest) 4

Cognates: 24 credits
Language Study Component: proficiency in one the following languages—Greek, Latin, French, Spanish, or German—through the Intermediate II level. In most cases this will require 16 credit hours of a foreign language (two Beginning courses and two Intermediate courses). Students who enter Stockton with foreign language competency should consult with their preceptor or the Program Coordinator regarding this requirement.

Additional Cognates
The remaining 8 credits must be taken in cognate courses in disciplines related to Philosophy and Religion.

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 a preparation 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 bi-weekly 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
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.

**STUDIES IN THE ARTS**

**IN THE SCHOOL OF ARTS AND HUMANITIES**

**THE FACULTY**

*Chung-Fan Chang (2015)*, Assistant 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.

*Jacob Feige (2012)*, Associate Professor of Art; MFA, Cranbrook Academy of Art; BHA, Carnegie Mellon University: painting, drawing.

*Beau Hancock (2017)*, Assistant Professor of Dance; MFA, Temple University; B.A., University of Kansas: modern dance technique, improvisation, choreography, dance history, jazz dance, pedagogy, repertory performance.

*Mark E. Mallett (2000)*, Professor of Theatre; Ph.D., University of Illinois; M.A., University of Maryland; B.A., University of Akron: theatre history, theatre literature, stage management, lighting design, scenic design, general studies.

*Michael J. McGarvey (1985)*, Professor of Art; MFA, BFA, Temple University, Tyler School of Art: graphic design, illustration, computer graphics, multimedia animation, drawing.

*Jedediah Morfit (2006)*, Associate Professor of Art; MFA, Rhode Island School of Design; B.A., Connecticut College: sculpture, illustration.

*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.

*Amy Papalexandrou (2014)*, Associate Professor of Art History; Ph.D., M.A., Princeton University; M.A., B.S., University of Illinois, Urbana-Champaign: late Antique and Byzantine art, architecture, and archaeology.
Caitlin Quinn Pittenger (2015), Assistant 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.

David Reiser (2016), Assistant 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.

Rain Ross (2009), Associate 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.

Mariana Smith (2015), Assistant 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, folk art, miniature painting.

C. Hannah Ueno (1994), Professor of Art; MFA, Washington State University; BFA, Nihon University: graphic design, 3D computer graphics, multimedia, 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.

Wendel A. White (1986), Distinguished Professor of Art; MFA, University of Texas at Austin; BFA, School of Visual Arts: photography, digital imaging, multimedia.

PROFESSORS EMERITI

David Ahlsted (1976), Professor Emeritus of Art; MFA, Indiana University; BFA, Minneapolis College of Art: drawing, painting, design.

Alfonso Corpus (1980), Professor Emeritus of Art; MFA, BFA, Indiana University: printmaking, lithography, intaglio, relief printing, drawing.

Stephen Dunn (1974), Professor Emeritus of Creative Writing; M.A., Syracuse University; B.A., Hofstra University: poetry and fiction, contemporary world poetry, 20th-century American literature.

Pamela Hendrick (1995), Professor Emeritus of Theatre; MFA, Northwestern University; B.A., University of Michigan: directing, acting, voice, literature, performance theory, theatre history.

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.

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.

INTRODUCTION
The Studies in the Arts program offers a comprehensive curriculum in a variety of arts disciplines encompassing the Performing Arts (Dance, Music, and Theatre) and the Visual Arts (Interdisciplinary Visual Arts, Art History, and K-12 Certification). The Bachelor of Fine Arts (BFA) degree is offered with concentrations in Painting, Photography, Printmaking, Sculpture, Illustration, and Visual Communications. 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 an arts program 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 Studies in the Arts program, a student must select one of several concentrations.
- Performing Arts: Dance/Performance, Dance/Theatre Dance, Dance/Studio Operations, Dance/Arts Administration, Dance/Pre-Movement Sciences, Dance/Pre-Physical Therapy, Theatre Performance, Theatre Design, Arts Management, Instrumental Music Studies, and Vocal Music Studies.
- BFA: Painting, Photography, Printmaking, Sculpture, Illustration, Visual Communications.

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 the 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. Visual Arts 1000- and 2000-level courses are open to all students; however, students who intend to graduate in the Visual Arts with a concentration in one of the studio arts (BFA or B.A. degrees, including Teacher Certification) must submit a portfolio for review to be admitted to the program. Students without a portfolio, with an interest in either a Visual Arts Studio or Theatre Design and Production concentration, should contact the appropriate Program Coordinator.
ARTS STUDIO
Students are admitted to a Visual Arts studio concentration by successfully completing a portfolio review. See detailed information on the portfolio review below. A portfolio review is not required for Art History or Visual Arts. 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.

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 Studio Art. 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 ppi/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 should 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
Include 12 separate pieces of work in your portfolio from the categories below. Two or more drawings from life are required. It is not necessary to include work from all other categories, but you may. Selections should show both breadth and focus in one or two specific areas.
• Drawing: 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.

• 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.

• Cartoons and comics. Include these only if the work is original in style and content: no existing characters or styles (such as manga).

For Transfer Students
Transfer students should 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.

PERFORMING ARTS
Prospective first-year and transfer students in Dance should plan to attend a dance audition to pursue either the concentration or the minor in Dance. 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. Further information is available from any member of the Theatre faculty. 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. Students may contact the Dance, Music, or Theatre faculty at ARHU@stockton.edu for further information.

The program is open to any Stockton student who is interested and skilled in the Performing Arts. Matriculated students declare a major in the Performing Arts and select an area of concentration after a successful audition, interview or portfolio review. Audition/portfolio review occurs each semester in the Dance areas, annually in the Theatre areas, and by individual appointment in the Music areas. Interested students should contact the office of Arts and Humanities (ARHU@stockton.edu) for information and details about auditions, interviews and portfolio reviews.

Matriculated students who have not auditioned for the concentration and students without a portfolio are considered non-candidates for degree.

All Performing Arts students must participate in an audition, an interview, or a portfolio review before completing 24 credits of program courses. Dance/Performance, Dance/Theatre Dance, Dance/Studio Operations, and Theatre Performance require an audition, while Theatre Design/Production requires a portfolio review; an interview is required for Dance/Arts Administration, Dance/Pre-Movement Sciences, Dance/Pre-Physical Therapy, and Theatre Management. Music/Instrumental Music Studies and Music/Vocal Music Studies require an audition for placement purposes only.

All transfer students must audition or participate in an interview or portfolio 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., 200/2000 sophomore or 300/3000 junior) to be considered for fulfillment of program requirements. Transfer students may need more than 128 credits to complete program requirements.

Graduation Requirements
To qualify for a Bachelor of Arts (B.A.) degree in Studies in the 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 choose either concentration in Studies in the Arts are encouraged to take a wide variety of courses for their liberal arts education. Visual Arts (ARTV) and Performing Arts (DANC, MUSC, THTR) courses are considered At-Some-Distance from each other except for those courses that specifically meet program requirements for the other concentration.

In Dance 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 Arts are expected to contribute to every theatre production, regardless of whether they are receiving credit via practicum or not.
Students who pursue the Bachelor of Fine Arts (BFA) 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.

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, students are placed in levels based upon current skill level and learning needs. 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.

In the requirements listed below, 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 Coordinator for further information.

Dance/Performance Requirements:

| Core Credits | 41 |
| Concentration | 23 |
| Total Program Required Credits | 64 |

Dance Core: 41 credits
Students need to complete at least 1 semester at level IV in Modern (DANC 4101) and Ballet (DANC 4401) and at least 2 semesters in level III in Modern (DANC 3101) and Ballet (DANC 3501).

Beginning through Ballet IV (7 semesters of class) 7
Beginning through Modern IV (7 semesters of class) 14
DANC 2203 Dance Improvisation I 2
Jazz Dance I or II or Tap Dance I or II 2
DANC 2310 Kinesiology* OR 4
GEN 2158 The Body in Motion* 4
DANC 3300 Dance History OR 4
GAH 3107 Dance History 2
DANC 2900 Dance Repertory (2 terms at 1 credit per term) 2
DANC 2910 Dance Production 2
Dance Core: 39 credits
Students need to complete at least 1 semester at level III in Modern (DANC 4101), at least 1 semester of level IV in Ballet (DANC 4401), at least 2 semesters in level III in Ballet (DANC 3501), and at least 1 semester at level II in Tap (DANC 2209) and Jazz (DANC 2211).

Beginning through Ballet IV  7
(7 semesters of class)
Jazz Dance I and/or II  6
(3 semesters of class)
Tap Dance I and/or II  6
(3 terms at 2 credits per term)
Beginning through Modern IV  6
(3 terms at 2 credits per term)
DANC 2900 Dance Repertory  2
(2 terms at 1 credit per term)
DANC 2910 Dance Production  2

*Doffed in alternating spring semesters.
(2 terms at 1 credit per term)
DANC 2001 Dance Composition I 2
DANC 3201 Dance Composition II 2
DANC 3300 Dance History OR 4
GAH 3107 Dance History 4
DANC 2203 Dance Improvisation I 2
DANC Audition/Portfolio Review 0

Theater Dance Concentration: 25 credits
THTR 2183 Theatre Crafts 4
THTR 2681 Acting I 4
DANC 3610 Dance Pedagogy and Wellness 4
DANC 4201 Advanced Dance Composition 2
DANC 4810 Advanced Musical Theatre Workshop 2

9 credits from the following electives
Modern I-IV 2
Ballet I-IV 1
DANC 3203 Improvisation II 2
Jazz Dance I or II 2
Tap Dance I or II 2
THTR 2191 Theatre Voice 4
THTR 2287 Costume Design 4
THTR 2285 Lighting Design 4
THTR 2682 Acting II OR 4
THTR 3180 Directing 4
THTR 2683 Scene Design 4
DANC 2310 Kinesiology* OR 4
GEN 2158 The Body in Motion 4
THTR 2321 Stage Movement 2
DANC 2910 Dance Production Practicum 1
Dance Internship I or II 2
Six semesters of MUSC 1920 Private Applied Music: Vocal (1 credit) are strongly recommended.

Dance/Studio Operations
Requirements
Core Credits 41
Concentration 23
Total Program Required Credits 64

Dance Core: 41 credits
Students need to complete at least 2 semesters at level III for both Ballet (DANC 3501) and Modern (DANC 3101).
Beginning through Ballet IV (7 semesters of class) 14
Beginning through Modern IV
DANCE 2203 Dance Improvisation I 2
Jazz Dance I or II or Tap Dance I or II 2
DANCE 2310 Kinesiology* OR 4
GEN 2158 The Body in Motion* 2
DANCE 2900 Dance Repertory 4 (2 terms at 1 credit per term)
DANCE 2910 Dance Production 2 (2 terms at 1 credit per term)
DANCE 2001 Dance Composition I 2
DANCE 3201 Dance Composition II 2
DANCE 3300 Dance History OR 4
GAH 3107 Dance History 4
DANCE Audition/Portfolio Review 0

Studio Operations Concentration: 23 credits
PLAW 2120 Business Law I 4
ACCT 2110 Financial Accounting 4
DANCE 3610 Dance Pedagogy and Wellness 4
DANCE 4201 Advanced Dance Composition 2
MUSIC 2242 Music History II 4

5 credits from the following electives 2
Ballet I-IV 1
THTR 2183 Theatre Crafts 4
THTR 2287 Costume Design 4
DANCE 3203 Improvisation II 2
Jazz Dance I or II 2
Tap Dance I or II 2
DANCE 2910 Dance Production 1
Dance Internship I or II 2
ARTV 2117 Arts Management* 4

*Dance/Pre-Movement Sciences
Requirements
Core Credits 34
Concentration 30
Total Program Required Credits 64

Dance Core: 34 credits
Students need to complete at least level II in Ballet (DANCE 2415) and Modern (DANCE 2501) for 2 semesters.
Beginning through Ballet IV (6 semesters of class)
Beginning through Modern IV 14
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>DANC 2203</td>
<td>Dance Improvisation I</td>
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<tr>
<td>DANC 2310</td>
<td>Kinesiology* OR</td>
<td>4</td>
</tr>
<tr>
<td>GEN 2158</td>
<td>The Body in Motion*</td>
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<td>DANC 2900</td>
<td>Dance Repertory</td>
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<td>DANC 2910</td>
<td>Dance Production</td>
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<td>DANC 2001</td>
<td>Dance Composition I</td>
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<td>DANC 3300</td>
<td>Dance History OR</td>
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<td>GAH 3107</td>
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<tr>
<td>DANC Audition/Portfolio Review</td>
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</table>

Pre-Movement Sciences Concentration: 30 credits

- MUSC 2242 Music History II 4 credits
- DANC 3610 Dance Pedagogy and Wellness 4 credits
- PSYC 2211 Abnormal Psychology** 4 credits
- PSYC 3322 Lifespan Development** OR 4 credits
- PSYC 3323 Developmental Psychology** 4 credits
- PSYC 3392 Theories of Counseling 4 credits

10 credits from the following electives

- Modern I-IV 2 credits
- Ballet I-IV 1 credit
- THTR 2183 Theatre Crafts 4 credits
- THTR 2287 Costume Design 4 credits
- DANC 3203 Improvisation II*** 2 credits
- Jazz Dance I or II 2 credits
- Tap Dance I or II 2 credits
- DANC 2910 Dance Production 1 credit
- GAH 1245 Introduction to Music 4 credits
- DANC 3201 Dance Composition II 2 credits
- Dance Internship I or II 2 credits

*Offered in alternating spring semesters.

**PSYC 1100 Introduction to Psychology is a prerequisite for these 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.

Dance/Pre-Physical Therapy Requirements

<table>
<thead>
<tr>
<th>Core Credits</th>
<th>34</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration</td>
<td>30</td>
</tr>
<tr>
<td>Total Program Required Courses</td>
<td>64</td>
</tr>
</tbody>
</table>
Dance Core: 34 credits
Students need to complete at least level II in Ballet (DANC 2415) and Modern (DANC 2501) for 2 semesters.

Beginning through Ballet IV  6
(6 semesters of class)
Beginning through Modern IV  14
(7 semesters of class)
DANC 3300 Dance History OR  4
GAH  3107 Dance History
DANC 2310 Kinesiology* OR  4
GEN 2158 The Body in Motion*
DANC 2900 Dance Repertory  1
DANC 2910 Dance Production  1
DANC 2203 Dance Improvisation I  2
DANC 2001 Dance Composition I  2
DANC Audition/Portfolio Review  0

Pre-Physical Therapy Concentration
DANC 3610 Dance Pedagogy and Wellness 5
BIOL 1200/1205 Cells and Molecules & Lab 5
BIOL 1400/1405 Biodiversity and Evolution & Lab 5
BIOL 2150/2151 Principles of Physiology & Lab 4
BIOL 2180/2185 Human Anatomy & Lab 4
PSYC 1100 Introduction to Psychology 4
PSYC 2201 or 2211 4

The following courses are strongly recommended and should be taken At-Some-Distance.
CHEM 2110/2115
Chemistry I: General Principles & Lab 5
CHEM 2120/2125
Chemistry II: Organic Structure & Lab 5
PHYS 2110/2115
Physics for Life Sciences I & Lab 5
PHYS 2120/2125
Physics for Life Sciences II & Lab 5
CSIS 1206 Statistics 4

* Offered in alternating spring semesters.
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.

Dance/Arts Administration
Requirements

| Core Credits | 33 |
| Concentration | 31 |
| Total Program Required Credits | 64 |

Dance Core: 33 credits
Students need to complete at least level II in Ballet (DANC 2415) and Modern (DANC 2501) for two semesters.

| Beginning through Ballet IV | 6 |
| (6 semesters of class) |
| Beginning through Modern IV | 12 |
| (6 semesters of class) |
| DANC 2203 Dance Improvisation I | 2 |
| DANC 2310 Kinesiology* OR | 4 |
| GEN 2158 The Body in Motion* | |
| DANC 2900 Dance Repertory | 1 |
| DANC 2910 Dance Production | 2 |
| (2 terms at 1 credit per term) |
| DANC 2001 Dance Composition I | 2 |
| DANC 3300 Dance History OR | 4 |
| GAH 3107 Dance History | |
| DANC Audition/Portfolio Review | 0 |

Arts Administration Concentration: 31 credits
ARTV 2117 Arts Management | 4 |
MUSC 2242 Music History II | 4 |
THTR 3321 Development of Theatre II | 4 |
ACCT 2110 Financial Accounting | 4 |
MKTG 2110 Marketing Principles | 4 |
DANC 3610 Dance Pedagogy and Wellness | 4 |
DANC 4910 Dance Internship—PAC | 2 |

5 credits from the following electives
Modern I-IV
Ballet I-IV | 7 |
GAH 1242 Fundamentals of Music OR | 4 |
GAH 1245 Introduction to Music | |
THTR 2287 Costume Design | 4 |
DANC 2910 Dance Production | 1 |
Music (64 Credits)
Music encompasses two concentrations: Instrumental Music Studies and Vocal Music Studies. The primary goals of the program are to provide depth of cultural and theoretical knowledge, technical development, 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 performance skills.

Students who concentrate in Music must be proficient at reading music. Otherwise, either GAH 1242 Fundamentals of Music OR GEN 1651 Beginning Piano is required to enter the program. Credits earned by completing GAH 1242 and/or GEN 1651 help fulfill the General Studies requirement and do not count toward the 64-credit Performing Arts major. A grade of C or higher is required in all program courses.

Music Core: 30 credits
MUSC 2115 Music Theory I 4
MUSC 2116 Music Theory II 4
MUSC 2241 Music History I 4
MUSC 2242 Music History II 4
MUSC 2941 Music Production Practicum 2 (2 terms at 1 credit per term)
MUSC 2113 Fundamentals of Conducting 2
MUSC 4801 Senior Project in Music I 1
MUSC 4802 Senior Project in Music II 1
MUSC 1920 Private Applied Music* 8
*Private Applied Music is a 1-credit course that must be taken during 8 consecutive semesters.

Instrumental Music Studies Concentration: 20 credits
MUSC 3645 Form and Analysis of Music 4

Choose 16 credits in any combination from the following courses. Note that MUSC 1147 and 1146 may be repeated five times for a total of 12 credits. MUSC 1144 may be repeated three times for a total of 8 credits.
MUSC 1146 Stockton Small Classical Ensemble 2
MUSC 1147 Stockton Large Classical Ensemble 2
MUSC 1144 Stockton Jazz Orchestra 2

Vocal Music Studies Concentration: 20 credits
MUSC 3646 Vocal Scenes Workshop 4
Choose 16 credits in any combination from the following courses. Note that MUSC 1143 may be repeated three times for a total of 8 credits:

- MUSC 3251 Stockton Chorale** 2
- MUSC 1760 Stockton Oratorio Society*** 1
- MUSC 1143 Vocal Jazz Ensemble 2

**Repeatable twice for a total of 6 credits.
***Repeatable three times for a total of 4 credits.

Music Electives
Choose 14 credits in any combination from the following courses. Any course from another Music concentration may be taken as an elective in addition to those courses listed below:

- MUSC 2650 Special Topics in Music**** 4
- MUSC 3250 History of Singing 2
- THTR 2183 Theatre Crafts 4
- THTR 2321 Stage Movement 2
- THTR 2681 Acting I 4
- DANC 1101 Beginning Modern Dance 2
- DANC 2203 Dance Improvisation 2
- ARTV 2117 Arts Management 4
- MUSC 3800/4800 Independent Study in Music 1-4
- GAH 2265 Music as Property 4

****Repeatable once for a total of 8 credits when topics vary.

Internships
Students interested in pursuing internship opportunities should contact their preceptor for further details.

Theatre Performance and Theatre Design/Production
Credit Requirements
Core Credits 36
Program and Cognate Credits 28
Total Program Required Credits 64

Core Requirements: 36 credits
- THTR 1150 Introduction to Theatre
- THTR 2183 Theatre Crafts 4
- THTR 2681 Acting I 4
- THTR 3320 Development of Theatre I 4
- THTR 3321 Development of Theatre II 4
- THTR 3180 Directing for the Stage 4
- THTR 2980 Theatre Production Practicum 4
- THTR 2684 Research for Productions 4
  (4 terms at 1 credit per term)
- Choose 1 of the following THTR Design courses 4
  - THTR 2285 Lighting Design
THTR 2287 Costume Design for Theatre and Dance
THTR 2683 Scenic Design

Theatre Performance Concentration: 28 credits
THTR 2191 Theatre Voice
THTR 2682 Acting II 4
THTR 3683 Acting III 4
MUSC 1641 Beginning Voice 2
DANC 1101 Beginning Dance 2
DANC Elective 2
THTR 2321 Stage Movement 2
Selected THTR Electives 8

Theatre Design and Production Concentration: 28 credits
Two remaining THTR Design Courses 8
THTR 2285 Lighting Design
THTR 2287 Costume Design for Theatre and Dance
THTR 2683 Scenic Design
THTR 2888 Stage Management 4
THTR 2282 Graphic Methods for Theatre 4
ARTV 2175 Art History I OR 4
ARTV 2176 Art History II 4
2D or 3D Design 4
THTR Elective 4

Theatre Administration
Credit Requirements
Core Credits 32
Program and Cognate Credits 32
Total Program Required Credits 64

Core Requirements: 32 credits
THTR 1150 Introduction to Theatre
THTR 2183 Theatre Crafts 4

Choose one of the following THTR Design courses (4 credits)
THTR 2285 Lighting Design
THTR 2287 Costume Design for Theatre and Dance
THTR 2683 Scenic Design

THTR 2684 Research for Productions 4
THTR 2681 Acting I 4
THTR 3320 Development of Theatre I 4
THTR 3321 Development of Theatre II 4
THTR 3180 Directing for the Stage 4
Theatre Administration Concentration: 32 credits
THTR 2888 Stage Management   4
ARTV 2117 Arts Management   4
MGMT 2110 Introduction to Management   4
MKTG 2110 Marketing Principles   4
ACCT 2110 Financial Accounting   4
THTR 4920 Theatre Internship   4
ARTV/PHIL 3116 Philosophies of Art   4
Elective*   4

*Elective may be any other Business or Performing Arts course chosen in consultation with the student’s preceptor.

In the requirements listed above, 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 Coordinator for further information.

Performing Arts Minors
Minor in Music Studies: 22 Credits
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 are as follows:

Students who declare a Music minor must be proficient at reading music. Otherwise, GAH 1242 Fundamentals of Music OR GEN 1651 Beginning Piano is required to enter the program. MUSC 2241 Music History I OR MUSC 2242 Music History II
MUSC 2115 Music Theory I   4
MUSC 1920 Private Applied Music*   4
(4 terms at 1 credit per term)
Ensemble   4
Electives approved by the Music Faculty   6
Total:   22 credits

*GEN 1651 Beginning Piano does not qualify.

Choose 4 credits in any combination from the following ensembles. (Note that MUSC 1143 and MUSC 1144 may be repeated 3 times for a total of 8 credits. MUSC 1146 and MUSC 1147 may be repeated 5 times for a total of 12 credits.).

MUSC 1143 Vocal Jazz Ensemble   2
MUSC 1144 Stockton Jazz Orchestra   2
** Repeatable twice for a total of 6 credits.
*** Repeatable three times for a total of 4 credits.

Choose 6 credits in any combination from the following electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MUSC 2113</td>
<td>Fundamentals of Conducting</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 3250</td>
<td>History of Singing</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 3646</td>
<td>Vocal Scenes Workshop</td>
<td>4</td>
</tr>
<tr>
<td>MUSC 3800</td>
<td>Independent Study, Public Performance</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 4800</td>
<td>Independent Study, Public Performance</td>
<td>2</td>
</tr>
<tr>
<td>DANC 1101</td>
<td>Beginning Modern Dance</td>
<td>2</td>
</tr>
<tr>
<td>DANC 2203</td>
<td>Dance Improvisation</td>
<td>2</td>
</tr>
<tr>
<td>THTR 2681</td>
<td>Acting I</td>
<td>4</td>
</tr>
<tr>
<td>GAH 2265</td>
<td>Music as Property</td>
<td>4</td>
</tr>
</tbody>
</table>

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. The requirements for the 22-credit minor in Dance Studies are as follows:

8 credits from the following
Core requirements
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>DANC 3300</td>
<td>Dance History</td>
<td>4</td>
</tr>
<tr>
<td>DANC 2310</td>
<td>Kinesiology OR</td>
<td>4</td>
</tr>
<tr>
<td>DANC 3610</td>
<td>Dance Pedagogy and Wellness</td>
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</table>

14 credits from the following courses
Theory and Frameworks
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ARTV 2117</td>
<td>Arts Management</td>
<td>4</td>
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<tr>
<td>DANC 2001</td>
<td>Dance Composition I</td>
<td>2</td>
</tr>
<tr>
<td>THTR 2287</td>
<td>Costume Design/Theatre/Dance</td>
<td>4</td>
</tr>
<tr>
<td>DANC 2301</td>
<td>Topics in Dance</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC 3915</td>
<td>Dance Internship I</td>
<td>2</td>
</tr>
<tr>
<td>DANC 4910</td>
<td>Dance Internship/PAC</td>
<td>2</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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<tr>
<td>DANC 4915</td>
<td>Dance Internship II</td>
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<td>Technique and Applied Performance</td>
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<td>DANC 1101</td>
<td>Beginning Modern</td>
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<tr>
<td>DANC 1401</td>
<td>Beginning Ballet</td>
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<tr>
<td>DANC 2101</td>
<td>Modern I</td>
<td>2</td>
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<tr>
<td>DANC 2401</td>
<td>Ballet I</td>
<td>1</td>
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<tr>
<td>DANC 2501</td>
<td>Modern II</td>
<td>2</td>
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<tr>
<td>DANC 2415</td>
<td>Ballet II</td>
<td>1</td>
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<tr>
<td>DANC 2900</td>
<td>Dance Repertory</td>
<td>1</td>
</tr>
<tr>
<td>DANC 2910</td>
<td>Dance Production Practicum</td>
<td>1</td>
</tr>
<tr>
<td>DANC 3101</td>
<td>Modern III</td>
<td>2</td>
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<tr>
<td>DANC 3501</td>
<td>Ballet III</td>
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<tr>
<td>DANC 2203</td>
<td>Dance Improvisation I</td>
<td>2</td>
</tr>
<tr>
<td>DANC 3203</td>
<td>Dance Improvisation II</td>
<td>2</td>
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<tr>
<td>DANC 4401</td>
<td>Ballet IV</td>
<td>1</td>
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<tr>
<td>DANC 4101</td>
<td>Modern IV</td>
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<td>DANC 2205</td>
<td>Tap Dance I</td>
<td>2</td>
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<tr>
<td>DANC 2207</td>
<td>Jazz Dance I</td>
<td>2</td>
</tr>
<tr>
<td>DANC 2211</td>
<td>Jazz Dance II</td>
<td>2</td>
</tr>
<tr>
<td>DANC 2209</td>
<td>Tap Dance II</td>
<td>2</td>
</tr>
</tbody>
</table>

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 21-credit minor in Theatre Studies are as follows:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THTR 1150</td>
<td>Intro to Theatre</td>
<td>4</td>
</tr>
<tr>
<td>THTR 2183</td>
<td>Theatre Crafts OR</td>
<td></td>
</tr>
<tr>
<td>THTR 2681</td>
<td>Acting I</td>
<td>4</td>
</tr>
<tr>
<td>THTR 2980</td>
<td>Production Practicum</td>
<td>1</td>
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</table>

3 of the following, 1 of which must be above the 3000 level

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>THTR 2191</td>
<td>Theatre Voice</td>
<td>4</td>
</tr>
<tr>
<td>THTR 2285</td>
<td>Lighting Design</td>
<td>4</td>
</tr>
<tr>
<td>THTR 2287</td>
<td>Costume Design</td>
<td>4</td>
</tr>
<tr>
<td>THTR 2288</td>
<td>Stage Management</td>
<td>4</td>
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<tr>
<td>THTR 2683</td>
<td>Scenic Design</td>
<td>4</td>
</tr>
<tr>
<td>THTR 2682</td>
<td>Acting II</td>
<td>4</td>
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<tr>
<td>THTR 3683</td>
<td>Acting III</td>
<td>4</td>
</tr>
<tr>
<td>THTR 3180</td>
<td>Directing</td>
<td>4</td>
</tr>
<tr>
<td>THTR 3320</td>
<td>Development of Theatre I</td>
<td>4</td>
</tr>
</tbody>
</table>
VISUAL ARTS
The Visual Arts 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.

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. This exhibition, accompanied by an essay or artist statement, is open only to Visual Arts majors in the following concentrations: Painting, Photography, Printmaking, Sculpture, Illustration and Visual Communications. The exhibition must occur during Senior Project II. The 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.

The Senior Project in the Visual Arts is open to all BFA students that have passed the portfolio review and successfully completed all prerequisite courses. Students concentrating in Illustration are required to successfully complete the Senior Project in Visual Communications. Students in the studio concentration for the B.A. (Interdisciplinary Studies [VIBA] or Teacher Certification [EDVA]) are required to complete the Senior Portfolio course.

Visual Arts Program Graduation Requirements
In order to graduate with a B.A. degree in Studies in the Arts/Visual Art or a BFA 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 of 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.

Studio, VIBA, and EDVA majors are required to complete the specific sections of the foundations curriculum designated for ARTV majors. These courses are offered as 3-credit courses for majors. The result is that studio majors will complete four foundation studio courses.

Recommended Foundation Courses

<table>
<thead>
<tr>
<th>ARTV Studio, including Illustration, Painting, Photography, Printmaking, Sculpture, Visual Communications, Interdisciplinary (VIBA), and Teacher Certification (EDVA)</th>
<th>ARTV 1166, (ARTV 1165 or ARTV 1167), ARTV 1168, ARTV 1173, ARTV 2175, and ARTV 2176</th>
</tr>
</thead>
</table>

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ARTV Art History

(ARTV 1161 or ARTV 1164), ARTV 1162, ARTV 1169, ARTV 2175, and ARTV 2176

ARTV Studio Minors (foundation, choose two). See worksheet for other requirements.

(ARTV 1161 or ARTV 1164), ARTV 1162, ARTV 1169

ARTV Art History Minor (foundation). See worksheet for other requirements.

(ARTV 1161 or ARTV 1164), ARTV 2175, and ARTV 2176

Digital Media Requirement
Because of the increasing importance of computer skills in the art world, all studio art 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 courses count toward the digital media requirement.

- 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 3625 Photoshop
- ARTV 3674 3D Modeling
- ARTV 3676 3D Animation
- ARTV 3621 Web Design
- ARTV 3677 Designing for WordPress

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.

B.A. in Interdisciplinary Visual Arts (VIBA)
The Interdisciplinary B.A. may be preferred by students whose creative interests in the visual arts are interdisciplinary in nature. The B.A. in Interdisciplinary Visual Arts requires 64 credit hours in art courses and cognates.

B.A. in Interdisciplinary Visual Arts credit requirements

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation Credits</td>
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<tr>
<td>Studio Distribution Credits</td>
<td>20</td>
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<tr>
<td>Concentration</td>
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</tr>
<tr>
<td>Total Program Required Credits</td>
<td>64</td>
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</tbody>
</table>

Interdisciplinary Visual Arts Foundation: 20 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTV 1165 Introduction to 2D Design* OR</td>
<td>3</td>
</tr>
<tr>
<td>ARTV 1167 Introduction to 2D Digital Design*</td>
<td></td>
</tr>
<tr>
<td>ARTV 1166 Introduction to Drawing**</td>
<td>3</td>
</tr>
<tr>
<td>ARTV 1168 Introduction to 3D Design***</td>
<td>3</td>
</tr>
<tr>
<td>ARTV 1173 Form, Color &amp; Content</td>
<td>3</td>
</tr>
</tbody>
</table>
ARTV 2175  Art History I  4
ARTV 2176  Art History II  4

*ARTV 1165 or ARTV 1167 is the prerequisite for Graphic Design I and Image and Typography.
**ARTV 1166 is the prerequisite for Painting I and Printmaking I.
*ARTV 1165 or ARTV 1167 or **ARTV 1166 is the prerequisite for Photography: Film & Darkroom I.
***ARTV 1168 is the prerequisite for Sculpture I.

Interdisciplinary Visual Arts Studio Distribution Required Courses: 20 credits
Choose 5 of the following courses
ARTV 2121 Photography: Film & Darkroom I  4
ARTV 2155 Intermediate Drawing OR
ARTV 2166 Drawing II: Figure Drawing  4
ARTV 2161 Painting I  4

ARTV 2168 Printmaking I OR  4
ARTV 2169 Printmaking and Mixed Media
ARTV 2269 Sculpture I  4
ARTV 2270 Graphic Design I  4

Interdisciplinary Visual Arts: 24 credits
2 ARTV Electives and/or approved Cognate courses at 2000 level or higher  8
3 ARTV Electives at the 3000 level, at least 2 in studio art*  12
Portfolio Capstone course  4
*Prerequisites for capstone course.

Recommended Curriculum for B.A. in Interdisciplinary Visual Arts
Freshman Year
Introduction to 2D Design OR  3
Introduction to 2D Digital Design
Introduction to Drawing  3
Introduction to 3D Design  3
Form, Color & Content  3
Art History I  4
G-Acronym credits  8
At-Some-Distance credits  8

Sophomore Year
Studio Foundation
Art History II  4
ARTV/Cognate requirements  4
G-Acronym credits  8
At-Some-Distance credits  8

Junior Year
Studio Foundation
The Interdisciplinary Visual Arts Certification Concentration is designed for those students seeking to earn a B.A. in Visual Arts with 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: The New Jersey Department of Education has adopted updates to requirements for teacher preparation curriculum, clinical experience, and clinical practice leading to teacher certification effective as of September 2017. Candidates seeking 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 studies.

Note: 1) If a student wishes to opt out of the Visual Arts K-12 Certification Concentration, additional courses may be required to complete a B.A. in ARTV. 2) Students should avoid taking 4000-level ARTV courses in the same semester as EDUC 4608 Methods of Teaching Art (4 credits) and EDUC 4990 Full-Time Final Clinical Practice (12 credits).

B.A. in Visual Arts K-12 Certification Concentration credit requirements

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<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
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<tr>
<td>Core Foundation Credits</td>
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<tr>
<td>Interdisciplinary Studio Foundation Credits</td>
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<tr>
<td>Concentration Credits</td>
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<tr>
<td>Education Cognate Credits</td>
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<td>Total Program Required Credits</td>
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Foundation: 28 credits

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<tr>
<th>Course</th>
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<tr>
<td>ARTV 1165 Introduction to 2D Design* OR ARTV 1167 Introduction to 2D Digital Design*</td>
<td>3</td>
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<tr>
<td>ARTV 1166 Introduction to Drawing**</td>
<td>3</td>
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<tr>
<td>ARTV 1168 Introduction to 3D Design***</td>
<td>3</td>
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<tr>
<td>ARTV 1173 Form, Color &amp; Content</td>
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<tr>
<td>ARTV 2175 Art History I</td>
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</tbody>
</table>
ARTV 2176 Art History II 4
ARTV 2161 Painting I 4
ARTV 2269 Sculpture I 4

*ARTV 1165, ARTV 1167, or **ARTV 1166 is the prerequisite for Graphic Design I and Image and Typography.

**ARTV 1166 is the prerequisite for Painting I and Printmaking I.

*ARTV 1165 or **ARTV 1166 is the prerequisite for Photography: Film & Darkroom I.

***ARTV 1168 is the prerequisite for Sculpture I.

Interdisciplinary Studio Distribution: 12 credits
Choose 3 of the following courses or approved 2000-level electives
ARTV 2121 Photography: Film & Darkroom I 4
ARTV 2155 Intermediate Drawing OR
ARTV 2166 Drawing II: Figure Drawing 4
ARTV 2168 Printmaking I OR
ARTV 2169 Printmaking and Mixed Media 4
ARTV 2265 Image and Typography OR
ARTV 2270 Graphic Design I 4

Concentration: 16 credits
2 ARTV Electives at 3000 level in studio art 8
1 Art History Elective 4
ARTV 4832 Senior Portfolio in VIBA 4

Education Cognates*: 18 credits
EDUC 4600 Part-Time Clinical Practice II (100 hours in K-12 setting) 2
EDUC 4608 Methods of Teaching Art 4
EDUC 4990 Full-Time Final Clinical Practice 12

* Minimum grade of B- required.

General Studies Courses: 32 credits
GEN (1), GAH (2), GNM (2), GSS (2), GIS (1)
Students should work directly with Education preceptors to choose courses to meet certification and specialization State requirements.

At-Some-Distance Courses (EDUC requirements): 31-35 credits
EDUC 1515 Diversity in Families, Schools and Communities* 4
EDUC 2241 Inclusive Learning in Education* 4
INTC 2610 Instructional Technology for K-12 Teachers* 4
EDUC 2231 Development of the Learner* 4
EDUC 2000 Gateway to the NJ Teaching Profession** 1
EDUC 3100 Part-Time Clinical Experience in EDUC (50 hours in K-12 setting) 2
EDUC 3101 Part-Time Clinical Practice in EDUC I (80 hours in K-12 setting) 2
EDUC 3200 Practices and Techniques of Teaching (W2)** 4
EDUC 4120 Reading in the Content Area** 2
EDUC 4991 Final Clinical Practice Seminar 2
EDUC 4992  EdTPA Capstone

*Or equivalent. See the Teacher Education section of the Bulletin for more information.
** Minimum grade of B- required.

B.A. in 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 particular 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.

Visual Arts/Art History Credit Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tr>
<td>Concentration</td>
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<td>Total Program Required Credits</td>
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</table>

Core requirements: 28 credits

ARTV 1161 Introduction to 2D Design OR 4
ARTV 1164 Introduction to 2D Digital Design 4
ARTV 1162 Introduction to Drawing 4
ARTV 1169 Introduction to 3D Design 4
ARTV 2175 Art History I 4
ARTV 2176 Art History II 4

2 courses from the following

ARTV 2121 Photo: Film & Darkroom I 4
ARTV 2161 Painting I 4
ARTV 2168 Printmaking OR 4
ARTV 2169 Printmaking and Mixed Media 4
ARTV 2269 Sculpture I 4
ARTV 2270 Graphic Design I 4

Visual Arts/Art History Requirements: 36 credits

ARTV 4950 Senior Project in Art History I* 4
ARTV 4951 Senior Project in Art History II** 4

2 courses from the following

ARTV 2177 Introduction to the History of Architecture 4
ARTV 2271 World Art 4
ARTV 3335 Art of New Jersey 4
ARTV 3337 Ancient Greek Art & Architecture 4
ARTV 3338 Archaeology of the Mediterranean World 4
ARTV 3339 Art in the Shadow of Rome 4
ARTV 3341 Contemporary Art OR 4
GAH 2286 Critical Theory and Contemporary Art 4
ARTV 3340 Medieval Art & Architecture 4
ARTV 3442 Renaissance & Baroque Art & Architecture 4
ARTV 3610 Nineteenth-Century Art 4
ARTV 3611 Early Modern Art 4
ARTV 3612 American Art 4
ARTV 3613 Modern Art since 1950 4
GAH 2227 History of Photography 4
ARTV/PHIL Philosophies of Art 4
       ARTV Elective (art history or studio art) 4

Choose ONE of the following two options
Academic Cognates: Foreign language 8 credits (French is recommended), Historical Studies (HIST) 4 credits
Arts Management Cognates: ARTV 2117 Arts Management (4), MGMT 2110 Introduction to Management (4), MKTG 2110 Marketing Principles (4)
* Senior Project I includes a series of short papers and an internship in the University Art Gallery or another gallery or museum.
**Senior Project II includes a thesis paper. A second internship is recommended.

BFA in Visual Arts/Studio
The BFA in Visual Arts requires a concentration in one of the studio art disciplines (Painting, Photography, Printmaking, Illustration, Sculpture, or Visual Communications/Graphic Design). It 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.
Foundation 24
Studio Distribution 16
2000- and 3000-level track requirements 40
Total Program Required Credits 80

Foundation Courses Required of All BFA Visual Arts/Studio Majors: 24 credits
ARTV 1165 Introduction to 2D Design* OR 3
       ARTV 1167 Introduction to 2D Digital Design*

       ARTV 1166 Introduction to Drawing** 3
       ARTV 1168 Introduction to 3D Design*** 3

       ARTV 1173 Form, Color & Content 3
       ARTV 2175 Art History I 4
       ARTV 2176 Art History II 4
       ARTV XXXX Art History Elective 4
*ARTV 1165 or ARTV 1167 is the prerequisite for Graphic Design I and Image and Typography.
**ARTV 1166 is the prerequisite for Painting I and Printmaking I.
*ARTV 1165, *ARTV 1167 or **ARTV 1166 are prerequisites for Photography: Film & Darkroom I.
***ARTV 1168 is the prerequisite for Sculpture I.
Studio Distribution Courses Required of All BFA Visual Arts/Studio Majors: 16 credits
(Select 4 of the following courses, including one from your intended track.)

ARTV 2161 Painting I 4
ARTV 2168 Printmaking I OR 4
ARTV 2169 Printmaking and Mixed Media 4
ARTV 2121 Photography: Film & Darkroom I 4
ARTV 2270 Graphic Design I* OR 4
ARTV 2265 Image and Typography*
ARTV 2269 Sculpture I 4

*Graphic Design I and Image and Typography are required for the BFA Visual Communications and Illustration tracks.

BFA in Visual Arts/Studio Concentration Requirements
Painting: 40 credits
ARTV 2155 Intermediate Drawing 4
ARTV 2166 Drawing II: Figure Drawing 4
ARTV 3234 Contemporary Approaches 4
Choose 1 of the following courses 4
ARTV 3235 Painting: Special Topics OR
ARTV 3233 Painting from Observation
Art Theory OR approved Cognate 4
ARTV 4960 Senior Project I in Painting 4
ARTV 4961 Senior Project II in Painting 4
3 ARTV Electives, including at least one studio art class at the 3000 level 12

Printmaking: 40 credits
ARTV 2155 Intermediate Drawing 4
ARTV 2166 Drawing II: Figure Drawing 4
ARTV 3265 Printmaking: Special Topics 4
ARTV 3666 Printmaking: Contemporary Approaches 4
Art Theory OR approved Cognate 4
ARTV 4940 Senior Project I in Printmaking 4
ARTV 4941 Senior Project II in Printmaking 4
3 ARTV Electives, including at least one studio art class at the 3000 level 12

Photography: 40 credits
ARTV 2321 Photography: Digital Image & Print 4
ARTV 3240 Photography: Film and Darkroom II OR 4
ARTV 3241 Alternative Photo Processes
Art Theory OR approved Cognate 4
ARTV 3625 Photoshop I 4
ARTV 4900/4800 Internship or Independent Study 4
ARTV 4920 Senior Project I in Photography 4
ARTV 4921 Senior Project II in Photography 4
3 ARTV Electives, including at least one studio art class at the 3000 level 12

Sculpture: 40 credits
ARTV 2155 Intermediate Drawing 4
ARTV 2166 Drawing II: Figure Drawing 4

Choose 2 of the following upper-level courses 8
ARTV 3468 Sculpture in the Digital Age OR
ARTV 3768 Sculpture II OR
ARTV 3770 Sculpture III OR
ARTV 3680 Designed Object
Art Theory OR approved Cognate 4
ARTV 4830 Senior Project I in Sculpture 4
ARTV 4831 Senior Project II in Sculpture 4
3 ARTV Electives, including at least one studio art class at the 3000 level 12

Visual Communications: 40 credits
ARTV 2265 Image and Typography* 4
ARTV 3621 Web Design* OR
ARTV 3677 Designing for WordPress 4
ARTV 3220 Interactive Media Design* 4
ARTV 3271 Graphic Design II* 4
ARTV 4900/4800 Internship OR Independent Study 4
ARTV 4580/4780 Senior Project I in Visual Communications 4
ARTV 4581/4781 Senior Project II in Visual Communications 4

Choose one ARTV course from the following 4
ARTV 2230 Illustration I
ARTV 3625 Photoshop I
ARTV 3674 3D Modeling
ARTV 3676 3D Animation
ARTV 3221 Package Design

*Image and Typography, Graphic Design II, and Interactive Media Design or Web Design are prerequisites for Senior Project I in Visual Communications.

Illustration: 40 credits
ARTV 2155 Intermediate Drawing OR
ARTV 2166 Drawing II: Figure Drawing* 4
ARTV 2265 Image and Typography* 4
ARTV 2230 Illustration 4

Choose 2 from the following list* 8
ARTV 3241 Alternative Photo Processes
ARTV 3625 Photoshop
ARTV 3235 Painting: Special Topics
ARTV 3233 Painting from Observation
ARTV 3220 Interactive Media Design
ARTV 3271 Graphic Design II
ARTV 3674 3D Modeling
ARTV 3767 3D Animation
ARTV 3265 Printmaking: Special Topics
ARTV 3666 Printmaking: Contemporary Approaches
ARTV 3768 Sculpture II
ARTV 3770 Sculpture III
ARTV 3678 Illustration Seminar 4
ARTV 4580/4780 Senior Project I in Visual Communications 4
ARTV 4581/4781 Senior Project II in Visual Communications 4
2 ARTV Electives 8
*These courses are prerequisites for Senior Project I in Visual Communications.

Recommended Curriculum for BFA in Visual Arts/Studio Concentrations (other than Visual Communications)

Freshman Year
Introduction to 2D Design OR 3
Introduction to 2D Digital Design
Introduction to Drawing 3
Introduction to 3D Design 3
Form, Color & Content 3
Art History I 4
Art History II 4
G-Acronym credits 8
At-Some-Distance credits 4

Sophomore Year
ARTV Studio Distribution
Art Theory OR approved Cognate 4
Concentration Track 4
G-Acronym credits 8
At-Some-Distance credits 4

Junior Year
Art History
Concentration Track 16
G-Acronym credits 8
At-Some-Distance credits 4

Senior Year
2 consecutive semesters of Senior Project 8
Concentration Track 12
G-Acronym credits 8
At-Some-Distance credits 4
Recommended Curriculum for BFA in Visual Arts/Visual Communications Concentration
Freshman Year
Visual Communications Course Sequence for Transfer Students with 64 credits (Associate’s Degree)
First Semester
Graphic Design I 4
Image and Typography 4
ARTV credits 12

Second Semester
Graphic Design II OR other 3000-level Visual Communications 4
Interactive Media Design OR other 3000-level Visual 4
ARTV credits 12

Third Semester
Senior Project in Visual Communications I 4
ARTV credits 8

Fourth Semester
Senior Project in Visual Communications II 4
ARTV credits 8

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. Studio Art majors working toward either the BFA or B.A. degree may also elect to minor in Art History.

The Visual Arts comprise 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 are as follows:

Studio Art Minor
Core requirements: 12 credits
8 credits from the following courses
ARTV 1161 Introduction to 2D Design OR 4
ARTV 1164 Introduction to 2D Digital Design
ARTV 1162  Introduction to Drawing  4
ARTV 1169  Introduction to 3D Design  4

Art History course (4 credits)
One 4-credit Art History course from the following recommended courses
ARTV 2175 Art History I  4
ARTV 2176 Art History II  4
ARTV 2177 Introduction to the History of Architecture  4
ARTV 3337 Ancient Greek Art & Architecture  4
ARTV 3338 Archaeology of the Mediterranean World  4
ARTV 3339 Art in the Shadow of Rome  4
ARTV 3340 Medieval Art & Architecture  4
ARTV 3341 Contemporary Art  4
ARTV 3442 Renaissance & Baroque Art & Architecture  4
ARTV 3610 Nineteenth-Century Art  4
ARTV 3611 Early Modern Art  4
ARTV 3612 American Art  4
ARTV 3613 Modern Art since 1950  4

Intermediate/Advanced Electives: 8 credits
After taking the prerequisite core classes, students take a pair of courses chosen from the following options. This requirement is intended to provide depth in a chosen discipline.
Note: 3000-level courses may require permission of instructor. Electives may be selected from the following.
ARTV 2161 Painting I, followed by a 3000-level course in painting
ARTV 2121 Photo: Film & Darkroom I, followed by a 3000-level course in photography
ARTV 2168 Printmaking I OR
ARTV 2169 Printmaking and Mixed Media, followed by a 3000-level course in printmaking
ARTV 2269 Sculpture I, followed by a 3000-level course in sculpture
ARTV 2270 Graphic Design I OR
ARTV 2265 Image and Typography, followed by one of these courses:
ARTV 3220 Interactive Media Design
ARTV 3271 Graphic Design II
ARTV 3621 Web Design
ARTV 3674 3D Computer Modeling
ARTV 3676 3D Animation
ARTV 3677 Designing for WordPress

ART HISTORY MINOR
Core requirements: 12 credits
ARTV 1161 Introduction to 2D Design OR
ARTV 1164 Introduction to 2D Digital Design
ARTV 2175 Art History I
ARTV 2176 Art History II

Intermediate/Advanced Electives: 8 credits
At least two additional Art History courses in more specialized topic areas, one of which must be at the 3000 level.
Electives may be selected from the following courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ARTV 2177</td>
<td>Introduction to the History of Architecture</td>
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<tr>
<td>ARTV 2271</td>
<td>World Art</td>
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<tr>
<td>ARTV 3337</td>
<td>Ancient Greek Art &amp; Architecture</td>
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<td>ARTV 3338</td>
<td>Archaeology of the Mediterranean World</td>
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<td>ARTV 3339</td>
<td>Art in the Shadow of Rome</td>
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<td>ARTV 3340</td>
<td>Medieval Art &amp; Architecture</td>
<td>4</td>
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<td>ARTV 3341</td>
<td>Contemporary Art</td>
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<tr>
<td>ARTV 3442</td>
<td>Renaissance &amp; Baroque Art &amp; Architecture</td>
<td>4</td>
</tr>
<tr>
<td>ARTV 3610</td>
<td>Nineteenth-Century Art</td>
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<tr>
<td>ARTV 3611</td>
<td>Early Modern Art</td>
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<td>ARTV 3612</td>
<td>American Art</td>
<td>4</td>
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<tr>
<td>ARTV 3613</td>
<td>Modern Art since 1950</td>
<td>4</td>
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<td>GAH 2227</td>
<td>History of Photography</td>
<td>4</td>
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<tr>
<td>GAH 2286</td>
<td>Critical Theory and Contemporary Art</td>
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**GRADUATION WITH DISTINCTION IN THE PERFORMING ARTS**

A Bachelor of Arts degree with distinction in Studies in the Arts, 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; 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.

**GRADUATION WITH DISTINCTION IN THE VISUAL ARTS**

A Bachelor of Fine Arts degree with distinction in Visual Arts or a Bachelor of Arts degree with distinction in Studies in the Arts, 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 grade of A. One quarter of 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.

**SPECIAL FACILITIES**

Students have available an electronic piano lab; practice rooms; two dance studios; an art gallery; studios for printmaking, painting, sculpture, graphic design and computer graphics, and a photographic darkroom. 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 a Campus Center Theatre and Alton Auditorium.

The Visual Arts studios are located in the Arts and Sciences Building. The facility includes studio spaces for painting, printmaking, graphic design, photography, computer graphics, and sculpture. Each studio has been designed to provide optimal conditions for the production of art with an emphasis on safety and the environment. In addition to many technological improvements, the faculty offices are located adjacent to the studios, improving student access to the Arts faculty.
MASTER OF ARTS IN AMERICAN STUDIES

IN THE SCHOOL OF ARTS AND HUMANITIES

THE FACULTY

Jennifer Forestal (2015), Assistant Professor of Political Science; Ph.D., M.A. Northwestern University; B.A., The Ohio State University: political theory, political potential of social media.

Robert Gregg (1996), Dean of the School of General Studies, 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, feminist studies.

Adalaine B. Holton (2007), Associate Professor of Literature; Director, M.A. Program in American Studies; Ph.D., M.A., University of California, Santa Cruz; B.A., University of Maryland: 19th- and 20th-century American literature, African-American literature.

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.

Nazia Kazi (2014), Assistant Professor of Anthropology; Ph.D., The Graduate Center, City University of New York; MSW, Columbia University; B.A., Northwestern University: race, ethnicity, immigration, imperialism, Islamophobia.

Thomas E. Kinsella (1989), Professor of Literature; Director, South Jersey Culture & History 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 Long (2005), Professor of Creative Writing; MFA, Virginia Commonwealth University; M.A., Carnegie Mellon University; B.A., University of Maryland: gender studies, history of the LGBT movement, intersexuality, queer theory.

Joe’l Ludovich (2007), Associate Professor of Communication Studies; MFA, Savannah College of Art and Design; B.A., Rowan University: audio/TV production, steadicam, dance on film, film theory 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.

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.

Michelle McDonald (2006), Associate Vice President for Academic Affairs; 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.

Daniel Moscovici (2009), Associate Professor of Environmental Studies & Sustainability; Ph.D., University of Pennsylvania; M.S., University of Pennsylvania; MBA, Villanova University; B.S., Lehigh University: environmental/regional planning, natural resource management, energy and conflict, environmental/sustainability pedagogy, international sustainability.

Sharon Ann Musher (2007), Associate Professor of History; Ph.D., M.Phil., M.A., Columbia University; M.Phil., Oxford University; B.A., University of Michigan: 20th-century US history, modern social and cultural history, women’s history, Jewish history, and African-American history.

Robert Nichols (2000), Professor of History; Ph.D., M.A., University of Pennsylvania; B.A., University of Illinois: Indian Ocean history, South Asian history, social movements, historiography.

Sara Nović (2017), Assistant Professor of Creative Writing; MFA, Columbia University; BFA, Emerson College: fiction and essay writing, human rights and genocide studies, disability studies, literary translation.

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.

John O’Hara (2013), Associate Professor of Critical Thinking, Reading and Writing; Ph.D., M.A., University of Miami; B.A., Kent State University: 20th-century and contemporary American literature, war literature and arts, gender studies, critical and interpretive theory.

**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).
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 Director. 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 the Master of Arts in 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.

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 Director 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 Director. 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 Director to have credits earned as a non-matriculated student and a qualified undergraduate count toward your degree.

MASTER OF ARTS DEGREE REQUIREMENTS

An M.A. student must complete a total of 30 hours of graduate credit through a combination of core courses and electives (each graduate course is typically worth 3 credits). Students complete two core courses: AMST 5000: Proseminar in American Studies and AMST 5001: Research Methods in American Studies. The remaining eight elective courses must draw from at least two of three categories: Periods Electives, Approaches and Applications Electives, and Topics Electives. (See “Elective Courses” below.)

Graduate students in American Studies wishing to enroll in more than 9 credits (typically three classes) per semester must have the Graduate Director’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 one of two annual Graduate Student Research Symposia.
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 in writing before the Leave expires. Request a Leave of Absence Form from the Office of the Registrar, Campus Center Suite 203, fill out, and submit the form to that office.

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 a 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. Student 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 Director 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**
- 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 need the permission of the MAAS Director, the AMST instructor, and the Dean of Arts and Humanities to take an AMST course for credit. Students will receive a POI, or Permission of Instructor, electronically to register for an AMST course.
- 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.
- An AMST course taken for credit by undergraduate students will count as upper-division
undergraduate credit. Consult your preceptor to determine your allocation of credits.

- 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.

- AMST 5007 Contemporary America
- AMST 5018 The Sixties

Approaches and Applications Electives (A) explore a particular theoretical or methodological approach in American Studies.

- 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

Topics Electives (T) interrogate a particular issue or theme related to the cultures of the United States and/or the Americas.

- 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.

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 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 credit hour a graduate student is awarded translates into 1½ hours of work per week for a faculty member or staff person over the semester. For example, Graduate Assistants awarded 3 credit hours log no fewer than 4.5 hours of work per week. Those awarded 6 credit hours work no fewer than 9 hours per week. Graduate Assistantships awarded through MAAS are generally for 3 credit hours.

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 in order 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 Director 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.
2. 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 in signed and sealed envelopes should be delivered to the MAAS Director’s campus mailbox or emailed to the Director.

Students who have previously or are currently working as GAs should ask their most recent GA sponsor to fill out the same form. The recommender should email or deliver the form in a signed and sealed envelope to the MAAS Director. Students will be notified of the program’s decision by early December for the Spring semester and late April 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 Director of Enrollment Management in the Office of Graduate Studies 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 take into account 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.
BUSINESS STUDIES

IN THE SCHOOL OF BUSINESS

THE FACULTY

Jean Abbott (2007), Associate Professor of Business Studies, 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, auditing.

Jennifer Barr (1994), Professor of Business Studies, Marketing; Ph.D., Drexel University; MBA, Drexel University; B.A., Pennsylvania State University: marketing research, strategic marketing, consumer culture.

John Boyle (2007), Assistant Professor of Business Studies, Accounting; MBA, Philadelphia University; B.S., Villanova University: financial and managerial accounting, government accounting, taxation.

Michael Busler (2008), Professor of Business Studies, Finance; Ph.D., Drexel University; MBA, Drexel University; B.S., Drexel University: financial management, game theory.

Carla Cabarle (2016), Assistant Professor of Business Studies, Accounting; M.S. Business Administration-Taxation, Colorado State University; B.S. Accounting, Georgian Court University; CPA: managerial and cost accounting, taxation of individuals and taxation of business entities.

Jiajin (Sandy) Chen (2015), Assistant Professor of Business Studies, Finance; Ph.D., Baruch College, The City University of New York; MBA, University of Macau; B.S., Nanjing University of Aeronautics and Astronautics: introduction to financial management, financial management for accountants’ investments, game theory.

Keith William Diener (2014), Assistant Professor of Business Studies, Public Law; Ph.D. (D.L.S), Georgetown University; LL.M., George Washington, 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, advanced topics in the legal environment, practical business ethics.
Sitki Gulten (2014), Assistant Professor of Business Studies, Management; Ph.D., Rutgers Business School; M.S., Bilkent University; B.S., Hacettepe University: business analytics, management information systems and quantitative business methods.

Diane M. Holtzman (2005), Associate Professor of Business Studies, Marketing; Ed.D., Nova Southeastern University; C.A.G.S., Virginia Polytechnic University; M.A., Rowan University; B.A., University of Detroit: management and marketing.

Joy A. Jones (2017), Assistant Professor of Business Studies, Management; Ph.D., Regent University; MA, New York Institute of Technology; B.A., Western Kentucky University: management skills development, organizational behavior, human resource management, business communication.

Phillip Kening (2006), Instructor of Business Studies, Marketing; MBA, Southern Illinois University; B.S. Communications, Southern Illinois University: marketing principles, advertising, marketing analytics, digital communications, marketing research, consumer behavior.

Jaemin Kim (2014), Assistant Professor of Business Studies, Management; Ph.D. in Management, University of Mississippi, M.B.A., Oregon State University; M.A., Korea Development Institute, School of Public Policy and Management; B.S., Hankook University of Foreign Studies: strategic management, sustainability, family business management, and Data Science.

Warren Kleinsmith (2010), Associate Professor of Business Studies, Accounting; Ph.D., Capella University; MBA, Rutgers University; B.S., Rowan University; A.S., Camden County College; CPA, CGMA: financial, managerial and cost accounting, intermediate and advanced accounting.

Audrey Wolfson Latourette (1977), Distinguished Professor of Business Studies, 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, women in law, history and literature, ethics in contemporary society, advanced topics in legal environment.

Lewis A. Leitner (1972), Professor of Business Studies; Ph.D., M.A., State University of New York at Buffalo; B.A., Lehigh University: strategic management, entrepreneurship, and total quality management.

Wei Xuan Li (2009), Associate Professor of Business Studies, Finance; Ph.D., University of New Orleans; M.S., Drexel University; B.A., Soochow University: financial management, investments, financial institutions and markets.
Amit Mukherjee (2005), Associate Professor of Business Studies, Marketing; Ph.D., Syracuse University; MBA, University of Minnesota; M.A., University of Delaware; B.A., University of Calcutta: global marketing, techniques of selling, service marketing.

Naz Onel (2015), Assistant Professor of Business Studies, Marketing; Ph.D. Montclair State University; MBA, Montclair University: marketing principles, consumer behavior, sustainability marketing, environment, society, and business.

Barry Palatnik (2015), Assistant Professor of Business Studies, Accounting; Ed.D., North Central University; MBA, Regist University; B.A., Rutgers University; CPA: accounting information systems, MIS for accountants.

Nora C. Palugod (1990), Assistant Professor of Business Studies, Management; Ph.D., University of Pittsburgh; MBA, De La Salle University; B.S., University of the Philippines: manager in the world economy, introduction to management international business management, stock market technical analysis.

John Pearlstein (2008), Associate Professor of Business Studies, Management; Ph.D., Temple University; MBA, New York University: business policies and strategies, entrepreneurship.

Leo Previti (2015), Assistant Professor of Business Studies, Accounting; J.D., Rutgers University; M.B.A., Drexel University concentrations in Accounting and Financial Management; B.A., Rutgers University, concentration in Accounting: taxation and managerial Accounting.

Michael Seda (2015), Assistant Professor of Business Studies, Accounting; DBA, Argosy University; Ph.D., New York University; MBA, St. John’s University; B.S., St. John’s University; CPA, CFE, CFF: managerial accounting, intermediate accounting I: computer applications.

Emmanuel Small (2015), Assistant Professor of Business Studies, Management; Ph.D., Eastern University; M.Ed., M.S., Cheyney University; B.S., Springfield College: management skills development, organizational behavior, introduction to management.

Lei Song (2015), Assistant Professor of Business Studies, Marketing; Ph.D., Drexel University; MBA, Sogang University; B.A., Tianjin Foreign Studies University: marketing principles, marketing research.

Janet Wagner (2007), Professor of Business Studies and the Dean of the School of Business; Ph.D., Massachusetts Institute of Technology; S.M., Massachusetts Institute of Technology; B.A., Williams College: research, quantitative business methods, operations management.

Jinchang Wang (2003), Professor of Business Studies, Management; Ph.D., Georgia Institute of Technology; MBA, Shanghai Institute of Mechanical Engineering; B.S., Xian University of Technology: quantitative business methods, operations management, artificial intelligence.
Charles C. Weeks JR., (2011), Assistant Professor of Business Studies; Finance; J.D., Villanova University; B.S., LaSalle University; CFP: introduction to financial management, retirement planning, estate planning, financial plan development, principles of financial planning.

Kerrin Wolf (2014), Assistant Professor of Business Studies, 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 and law policy.

Arthur N. Worthington (1988), Associate Professor of Business Studies, Management; Ed.D., Fairleigh Dickinson University; M.S., Butler University; B.A. Purdue University: management, business policy & strategies, human resource management.

Shaoping Zhao (1996), Professor of Business Studies, Management; Ph.D., The Pennsylvania State University; B.S., Guangxi University of China: information technology for business, management information systems, management science, operations management.

PROFESSORS EMERITI

Gregory Fink (1977), Professor Emeritus of Business Studies, Accounting; MBA, Rutgers, The State University; M.A., The Wharton School, University of Pennsylvania; B.S., U.S. Merchant Marine Academy; CPA; CMA: accounting, finance, risk and insurance.

Elaine D. Ingulli (1986), Professor Emerita of Business Studies, 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.

Robert D. King (1981), Professor Emeritus of Business Studies, 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.

Evonne J. Kruger (1996), Professor Emerita of Business Studies, Management; Ph.D., Temple University; MBA, Temple University; M.A., University of Minnesota; B.A., The George Washington University: strategic management, management skills, organizational behavior.

Whiton S. Paine (1997), Professor Emeritus of Business Studies, 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.

Karen L. Stewart (1993), Professor Emerita of Business Studies, Marketing; Ph.D., University of Pittsburgh; MBA, Clarion University of Pennsylvania; B.S., Clarion University of Pennsylvania: marketing principles.
Francis C. Thomas (1979), Professor Emeritus of Business Studies, Accounting; MBA, St. John’s University; B.S., Wagner College; CPA, CMA: finance, taxation, financial planning.

Marilyn Vito (1994), Professor Emerita of Business Studies, Accounting; CGM, Stonier School of Banking; MBA, Monmouth University B.S., Stockton University; CPA; CMA: accounting, auditing and internal controls, women in leadership.

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, and computer science and 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:
- 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.

PROGRAM INTRODUCTION
The Business Studies (BSNS) 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 graduates 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 paths available to decision makers. Graduates are prepared for immediate entry into career fields and into graduate programs.

PROGRAM ORGANIZATION
The Business Studies Program offers students an opportunity to earn either a B.A. or B.S. in Business Studies. 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 specialize in the fields of accounting, finance, management, or marketing. 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 an accelerated curriculum that can be completed in as little as five years.
All Business Studies students must take a set of required business core courses (48 credits). In addition, students must fulfill the University’s General Studies graduation requirements (described fully in the General Studies section of the Bulletin).

While the core requirements of the program are the same for both the B.S. and the B.A. degrees, other requirements differ significantly. Students are advised to meet with their preceptors and refer to the BSNS academic advising worksheets, available online at the program website or in the School of Business office (H118), for specific details regarding various B.S. degree program concentration requirements and B.A. degree program requirements.

**GRADUATION REQUIREMENTS**
Both B.A. and B.S. students must complete a set of business core courses (48 credits) as follows.

**Business Studies Core**
- ECON 1200 Macroeconomics 4
- ECON 1400 Microeconomics 4
- CSIS 1206 Statistics 4
- BSNS 2120 Quantitative Business Methods 4
- ACCT 2110 Financial Accounting 4
- ACCT 2120 Managerial Accounting 4
- MGMT 2110 Introduction to Management 4
- MKTG 2110 Marketing Principles 4
- FINA 3110 Introduction to Financial Management* 4
- MGMT 3102 Operations Management 4
- PLAW 2120 Legal, Social, Ethical Environment of Business 4
  or PLAW 3110 Business Law I 4
- BSNS 4112 Business Policy & Strategies 4

*Accounting Concentrators take FINA 3115 Financial Management for Accountants instead of FINA 3110. B.A. students may take FINA 3115 instead of FINA 3110 with preceptor permission.

Total 48

All business students must also complete the General Studies requirements listed in the General Studies chapter in this publication.

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 breadth of course coverage based on the particular interests and needs of the individual student. The B.A. degree in Business Studies requires 64 credits of Business program courses and 64 credits in Liberal Arts/General Studies/At-Some-Distance electives (i.e., courses not in Business Studies, Hospitality and Tourism Management Studies, or Economics) for a total of 128 credits.
The 64 business credits include 48 in the Business Core, plus 16 elective credits in Business Studies, Economics, or Hospitality and Tourism Studies (at the 3000 level or above). Students may focus their electives in one discipline (Accounting, Finance, Management, or Marketing) or they may select a variety of courses within the program. Recommended “Course Clusters” with particular topics of possible interest are given below.

### B.A. Degree Recommended Course Clusters

#### Pre-identified Cluster in Accounting

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 3110 Intermediate Accounting I</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 3120 Intermediate Accounting II</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 3210 Taxation I: Individual OR</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 3220 Taxation II: Business Entities</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 3430 AIS/MIS for Accounting</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Pre-identified Cluster in Small Business

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MGMT 3150 Quality and the Lean Revolution</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 3175 Small Business Entrepreneurship</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 3220 Entrepreneurship and the Lean Startup</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 4950 Internship or</td>
<td>4</td>
</tr>
<tr>
<td>MGMT Elective (any 3000 and above)</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Pre-identified Cluster in Human Resource Development:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MGMT 3111 Human Resource Management</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 3123 Supervisory and Management Skills</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 3124 Organizational Behavior</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 4110 Leadership and Business Transformation</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Pre-identified Cluster in Corporate Finance:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 3220 Taxation II: Business Entities</td>
<td>4</td>
</tr>
<tr>
<td>FINA 3105 Financial Institutions</td>
<td>4</td>
</tr>
<tr>
<td>FINA 3562 Budgeting</td>
<td>4</td>
</tr>
<tr>
<td>FINA 3600 International Business Finance or</td>
<td>4</td>
</tr>
<tr>
<td>PLAW 3160 International Business Law</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Pre-identified Cluster in Personal Finance:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 3210 Taxation I: Individual</td>
<td>4</td>
</tr>
<tr>
<td>FINA 3125 Principles of Insurance and Risk</td>
<td>4</td>
</tr>
<tr>
<td>FINA 3121 Investments</td>
<td>4</td>
</tr>
<tr>
<td>FINA 3131 Principles of Financial Planning</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Pre-identified Cluster in International Finance:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 3220 Taxation II: Business Entities</td>
<td>4</td>
</tr>
<tr>
<td>FINA 3600 International Business Finance</td>
<td>4</td>
</tr>
<tr>
<td>PLAW 3160 International Business Law</td>
<td>4</td>
</tr>
<tr>
<td>FINA 3121 Investments</td>
<td>4</td>
</tr>
</tbody>
</table>
Pre-identified Cluster in Marketing:
MKTG 3116 Consumer Behavior 4
MKTG 3202 Advertising 4
MKTG 3355 Personal Selling and Sales Management 4
MKTG 4460 Global Marketing 4

Pre-identified Cluster in Economics
ECON 3655 International Trade 4
ECON 3610 Introduction to Econometrics 4
FINA 3600 International Business Finance 4
MGMT 4100 Manager in the World Economy 4

BACHELOR OF SCIENCE DEGREE
The B.S. (Bachelor of Science) degree in Business Studies requires 80 credits of Business program courses and 48 credits in Liberal Arts and/or General Studies at-some-distance electives (i.e., courses not in Business Studies, Hospitality and Tourism Management Studies, or Economics) for a total of 128 credits.

The 80 business credits include 48 in the Business Core, plus 32 credits in one of the following concentrations: Accounting, Finance, Financial Planning, Management, or Marketing. Each concentration has a sequence of required and elective courses, detailed below.

Most concentrations involve one or more BSNS Program Electives. These must be taken at the 3000 level or above.

B.S. DEGREE CONCENTRATION REQUIREMENTS
ACCOUNTING CONCENTRATION
The Accounting Concentration is designed to provide an expansive knowledge of accounting fundamentals, and to prepare the graduate for entry level accounting positions in public practice, industry, government, or not-for-profits. The concentration curriculum provides the prerequisites for graduates to prepare for taking the CPA uniform examination.

New Jersey State CPA* licensure requirements specify that a total of 150 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.

The concentration courses for Accounting are as shown below. Also note, Accounting Concentrators take FINA 3115 Financial Management for Accountants instead of FINA 3110 Introduction to Financial Management.
ACCT 3110 Intermediate Accounting I: Computer Applications 4
ACCT 3120 Intermediate Accounting II: Computer Applications 4
ACCT 3122 Cost Accounting 4
ACCT 3210 Taxation I: Individuals 4
ACCT 3220 Taxation II: Business Entities 4
ACCT 3310 Government & Not for Profit 4
ACCT 3430 AIS/MIS for Accounting 4
ACCT 4110 Auditing 4
Total Concentration Credits 32

*Additional Suggested Topics for CPA Exam Candidates
ACCT 4120 Advanced Accounting
ACCT 4950 Accounting Internship
PLAW courses

*Students planning to better prepare for the CPA exam and/or who wish to pursue graduate studies in Accounting may choose to register for additional electives beyond the minimum curriculum requirements.

BUSINESS ANALYTICS CONCENTRATION
The Business Analytics Concentration provides students with the technology and quantitative skills along with the core business curriculum so that students will know how to obtain data, manage data, analyze data, and use data in business decision-making processes.
A student electing the concentration in Business Analytics is required to complete the following:
BUSA 3125 Introduction to Data Visualization 4
BUSA 3130 Introduction to Business Data Management 4
BUSA 3135 Predictive Data Analytics 4
BUSA 4110 Data Mining for Managers 4
3 USA Electives 12
Internship or BSNS Program Elective or CSIS* 4
Total Concentration Credits 32

*As approved by preceptor.

FINANCE CONCENTRATION
The Finance Concentration prepares graduates for career opportunities in corporate finance, banking, institutional investment management and real estate.
A student electing the Finance concentration is required to complete the following:
ACCT 3210 Taxation I: Individuals 4
or
ACCT 3220 Taxation II: Business Entities
ECON 3620 Money and Banking 4
or
FINA 3105 Financial Institutions and Markets
FINA 3120 Financial Management II 4
FINA 3121 Investments 4
3 FINA Electives (may include ACCT or ECON topics) 12
Internship or BSNS Program Elective 4
Total Concentration Credits 32
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.

A student electing the Financial Planning concentration is required to complete the following.
ACCT 3210 Taxation I: Individuals
FINA 3131 General Principles of Financial Planning 4
FINA 3121 Investments 4
FINA 3125 Principles of Insurance and Risk 4
FINA 3132 Retirement Planning 4
FINA 3133 Estate Planning 4
FINA 3134 Financial Plan Development 4
Internship or BSNS Program Elective 4
Total Concentration Credits 32

MANAGEMENT CONCENTRATION
The Management Concentration enables students to build broad skills and knowledge for successfully managing or operating a business.
A student electing the Management concentration is required to complete the following:
MGMT 3190 Business Communications 4

MGMT 3111 Human Resource Management 4
MGMT 3185 Technology and Innovation 4
MGMT 3123 Supervisory and Management Skills 4
MGMT 3124 Organizational Behavior 4
2 MGMT Electives 8
Internship or BSNS Program Elective 4
Total Concentration Credits 32

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 about their practical value. It prepares graduates for entry-level positions in the profession and/or graduate study. The required concentration courses are as follows.
MKTG 3210 Marketing Research 4
MKTG 3355 Personal Selling and Sales Management 4
MKTG 4470 Strategic Marketing 4
3 MKTG Electives 12
1 BSNS Program Elective 8
BUSINESS STUDIES MINOR
The 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 minor consists of 20 to 24 credits (12 to 16 required and 8 elective), completed with a grade of C or better.

Required courses: ACCT 2110, ACCT 2120, MGMT 2110, MKTG 2110. These may be transferred from another institution of higher education and either 3-credit or 4-credit courses will be accepted to satisfy course requirements.

Elective courses: other BSNS, ECON (limit of one) or approved G-acronym courses. These must be 4 credit courses taken at Stockton.

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 an accelerated curriculum that can be completed in as little as five years. Dual-degree students start taking MBA courses in their senior year and follow a modified program.

Entry into the Program
Incoming Freshmen
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 joint degree program. They will be issued letters of acceptance to the Stockton University as undergraduate students and given conditional admission to the dual-degree program. These students must have a minimum cumulative GPA of 3.2 at the end of the first semester of their junior year to maintain eligibility in this program.

Continuing and Transfer Students
Students interested in the dual-degree program shall formally apply for acceptance during the second semester of their junior year (or earlier if they have successfully completed all business core requirements except Business Law and Business Policy & Strategies). These students must have an overall minimum cumulative GPA of 3.5 at time of application. The Graduate Management Aptitude Test (GMAT) will be waived for students in this program. All requirements including distribution of courses, grades and overall GPAs will remain as stated under current rules for the B.A. or B.S. and the MBA.

Dual-degree students must maintain a minimum GPA of 3.5 to remain eligible for the program.

Accelerated Dual-Degree Program Requirements
The full requirements for the accelerated dual-degree program can be found in the section covering the MBA 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 so should not be taken as part of the student’s undergraduate requirements):

- Law requirement: 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 5305.*
- 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 curriculum worksheets.

In addition:

- Electives: 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.
- An internship (usually 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 may include undergraduate and graduate credits.

Students in this dual-degree program must meet with the Associate Director of the dual-degree program (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 of the Associate Director of the dual-degree 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 in business courses. The majority of business program courses are not offered to students until the sophomore or junior year, and the business major must carefully plan courses to develop the proper foundation of General Studies and the lower level Business Core.

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 Business Studies, Liberal Studies, or General Studies courses required for graduation will be offered every semester during evenings. While many required business courses are offered during the evening and business faculty attempt to schedule required courses at night at least once every two years, it is highly likely that at some point students who only take courses during evening hours will have to revise their schedules to allow them to take 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 certain that their academic records are in proper order at the time they make application for the Bachelor’s Degree.

GRADUATION WITH DISTINCTION
A Bachelor of Arts or Bachelor of Science degree with “Distinction in Business Studies” will be awarded to students who have completed at least 32 program credits at Stockton, have a GPA in the Business Studies major of 3.85 and above, and rank in the top 10% of Business Studies graduating seniors (again, based on their Business Studies GPA).

CAREER OPPORTUNITIES
A nationwide trend in American industry is the demand for managers who are technically savvy, 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, who are prepared for graduate-level study, and who will also enter society as well-educated citizens prepared to adapt to the ever-changing external climate.

SPECIAL OPPORTUNITIES
The BSNS 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.

In addition, the School of Business offers the option to earn academic credit locally 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 for majors in BSNS in have included: Regional Tax Assessors Offices, Shore Medical Center, Barrette Industries, Sheraton Hotels, Harrah’s Casino-Atlantic City, Resorts Casino Hotel, Jersey Shore Federal Credit Union, Merrill Lynch, Enterprise Rent-A-Car, Target, Comcast Spectacor, Scottrade, FAA, Capaldi, Reynolds, and Pelosi CPAs, Dolan, Bell, and Marsella CPAs, and AtlantiCare.
COMPUTER SCIENCE AND INFORMATION SYSTEMS

IN THE SCHOOL OF BUSINESS

THE FACULTY


Vincent Cicirello (2005), Professor of Computer Science and Information Systems; Ph.D., Carnegie Mellon University; M.S., B.S., Drexel University: artificial intelligence, multi-agent systems, machine learning, evolutionary computation, computer-aided engineering, and swarm intelligence.

Steve Kubricki (1980), Associate Professor of Computer Science and Information Systems; Ph.D., Ed.D., M.S., The Pennsylvania State University; B.S., Wilkes College: simulation, operations research, statistics.

Mohamad Neilforoshan (2000), Professor of Computer Science and Information Systems; 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.

Michael Olan (1999), Professor 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.

Aakash Taneja (2006), Professor of Computer Science and Information Systems; Ph.D., M.S., University of Texas at Arlington; MBA, Delhi University, India; B. Architecture, Regional Engineering College, India: digital enterprises, ethical issues in computing, evolution of disciplines, information security & assurance, project management, and research methodologies.

Duo (Helen) Wei (2011), Associate Professor of Computer Science and Information Systems; 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.

Chenyan Xu (2013), Associate Professor of Computer Science and 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, and application development.
ASSOCIATED FACULTY

Audrey Wolfson Latourette (1977), Distinguished Professor of Business Law; J.D., Temple University School of Law; M.A., Rowan University; B.A., Rutgers, The State University: business law, legal environment, women and the law, law and literature, computer law and ethics.

Judith Vogel (2001), Associate Professor of Mathematics; Ph.D., M.A., Temple University; B.A., Stockton University: numerical analysis, numerical linear algebra, and iterative methods.

Chia-Lin Wu (1996), Professor of Mathematics; Ph.D., University of California, Irvine; M.A., California State University at Long Branch; B.S., National Kao-Shiung Normal University: probability and statistics, queuing networks, ATM networks, performance and evaluation, and optimization.

PROFESSORS EMERITI

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.

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.

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

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, and computer science and 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.

MISSION STATEMENT FOR THE CSIS PROGRAM
The mission of the CSIS 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 enables 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.

PROGRAM INTRODUCTION
The software and systems designed and created by Computer Science and Computer Information Systems (CSIS) 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.

PROGRAM ORGANIZATION
The CSIS program at Stockton University offers three degrees: B.S. in Computer Science, B.S. in Computer Information Systems, and B.A. in Computing.

B.S. IN COMPUTER SCIENCE
Computer Science (CS) professionals design and develop innovative solutions to computing problems in a broad range of disciplines, such as science, engineering, aerospace, medicine, and entertainment. 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, software engineering, computer networking, mathematics and science. This major is ideal for creative analytical thinkers who like to solve problems.

In addition to the educational objectives of the CSIS program outlined in the mission statement, graduates of the B.S. in Computer Science will have:
  • The ability to be productive in professional software development settings;
  • The 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.

B.S. IN COMPUTER INFORMATION SYSTEMS
Computer Information Systems (CIS) professionals design, develop, deploy and manage technology, data and services in a variety of settings. The B.S. in Computer Information Systems includes the theory and knowledge of organizational processes, technical skills, and interpersonal behavior. This major is ideal for creative analytical thinkers and problem solvers who want to play a key role in integrating business processes and technology solutions. Our CIS curriculum has a strong technology focus, while emphasizing application environments within which information systems are used to support and enable organizational goals. CIS majors learn data analytics & business intelligence, computer networking, database, programming & problem solving, scripting languages, system analysis & design, project management, and security.

In addition to the educational objectives of the CSIS program outlined in the mission statement, graduates of the B.S. in Computer Information Systems will have:
• The capability to apply technology skills and organizational principles to design, implement and manage technological solutions in various domains such as business, health, hospitality, aviation, or entertainment;
• The ability to perform effectively in software application development;
• Skills such as analytical thinking, logic processing, 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 aptitude to explore innovative technologies to attain competitive advantage for organizations.

B.A. IN COMPUTING
The B.A. in Computing provides a broad foundation in computing. It does not prescribe a particular area for in-depth study. The B.A. student generally has more flexibility in pursuing his/her interest if that interest does not correspond with the more structured curriculum of either of the B.S. degrees.

ADMISSION TO THE PROGRAM
The CSIS program is open to any student with an active interest in computer science or information systems. No prior computer experience is required. Students with little or no computer background education should either take CSIS 1100, Computer Science: An Overview, CSIS 1180 Computing Concepts & Applications, or CSIS 1200: Information Systems and Digital Innovations as a cognate. It should be completed prior to taking any CSIS course at the 2000 level or higher.

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 before coming to Stockton should expect to spend more than two years at Stockton to fulfill the requirements for a B.S. in Computer Science.
**GRADUATION REQUIREMENTS**

Course Requirements for B.A. Degree in Computing

<table>
<thead>
<tr>
<th>Computing Core</th>
<th>29</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSIS or Cognate courses</td>
<td>35</td>
</tr>
<tr>
<td>Designated General Studies</td>
<td>32</td>
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<tr>
<td>At-Some-Distance Courses</td>
<td>32</td>
</tr>
<tr>
<td>Total required credits</td>
<td>128</td>
</tr>
</tbody>
</table>

Required Computing Core (29 credits): The CSIS courses in the Computing Core must be passed with a grade of C or better.

- CSIS 1206  Statistics (4 credits)
- CSIS 2101  Programming and Problem Solving I (4 credits)
- CSIS 2102  Programming and Problem Solving II (4 credits)
- CSIS 2210  Systems Analysis and Design (4 credits)
- CSIS 3230  Computer Networking Principles (4 credits)
- MATH 2215  Calculus I (5 credits)
- MATH 2225  Discrete Mathematics (4 credits)

CSIS or Cognate Courses

A minimum of 35 credits are required in courses chosen from CSIS or other areas, as approved by the student’s program preceptor. At least 20 of these credits must be CSIS courses at the 3000 level or above and be taken at Stockton.

Course Requirements for B.S. Degree in Computer Science

<table>
<thead>
<tr>
<th>Computer Science Core</th>
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<tbody>
<tr>
<td>Computer Science Electives</td>
<td>16</td>
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<tr>
<td>Mathematics and Science*</td>
<td>31-34</td>
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<tr>
<td>Cognates**</td>
<td>0-3</td>
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<tr>
<td>Designated General Studies</td>
<td>32</td>
</tr>
<tr>
<td>At-Some-Distance Courses</td>
<td>16</td>
</tr>
<tr>
<td>Total required credits</td>
<td>128</td>
</tr>
</tbody>
</table>

* Number of credits will vary depending on science chosen

**Number of credits will vary depending on student options in math/science section and must be sufficient to bring total credits in program area to at least 80. Cognate courses must be approved by the student’s program preceptor.

Required Computer Science Core (30 credits): The CSIS courses in the Computer Science Core must be passed with a grade of C or better.

- CSIS 2101  Programming & Problem Solving I (4 credits)
- CSIS 2102  Programming & Problem Solving II (4 credits)
- CSIS 3103  Data Structures & Algorithms I (4 credits)
- CSIS 3230  Computer Networking Principles (4 credits)
- CSIS 3250  Computer Organization (4 credits)
- CSIS 4104  Data Structures & Algorithms II (4 credits)
CSIS 4485  Software & Security Engineering (4 credits)
CSIS 4600  Senior Seminar (2 credits)

Computer Science Electives (16 credits): Choose 4 of the following:
   CSIS 3222  Database Systems (4 credits)
   CSIS 3381  Information Assurance and Security (4 credits)
   CSIS 4105  Knowledge Discovery and Data Mining (4 credits)
   CSIS 4135  Web Application Engineering (4 credits)
   CSIS 4251  Operating Systems (4 credits)
   CSIS 4463  Artificial Intelligence (4 credits)
   CSIS 4469  Computer Architecture (4 credits)
   CSIS 4481  Cryptography and Data Security (4 credits)
   CSIS 4510  Topics in Computer Science (4 credits)
   CSIS 4800  Independent Study (0-4 credits)

Mathematics and Science: Number of credits will vary from 31 to 34 depending on elective selections

Required Mathematics Courses (22 credits): Must be passed with a C or better
   MATH 2215  Calculus I (5 credits)
   MATH 2216  Calculus II (5 credits)
   MATH 2225  Discrete Mathematics (4 credits)
   CSIS 2226  Foundations of Computer Science (4 credits)
   CSIS 3327  Probability & Applied Statistics (4 credits)

Required Science Courses (5-6 credits): Choose one of the following three courses (with lab)
   BIOL 1200/1205  Cells and Molecules (4 credits)/ with Lab (1 credit)
   CHEM 2110/2115  Chemistry I (4 credits)/with Lab (1 credit)
   PHYS 2220/2225  Physics I (5 credits)/with Lab (1 credit)

Math/Science Electives* (4-6 credits): Choose one of the following:
   MATH 2217  Calculus III (5 credits)
   MATH 3323  Linear Algebra (4 credits)
   BIOL 1400/1405  Biodiversity and Evolution (4 credits)/with Lab (1 credit)
   CHEM 2120/2125  Chemistry II (4 credits)/with Lab (1 credit)
   PHYS 2230/2235  Physics II (5 credits)/with Lab (1 credit)

*Students may also choose to take as an elective an additional first science course (e.g., if they took BIOL 1200/1205 to meet the science requirement, they also have the option to take either CHEM 2110/2115 or PHYS 2220/2225 here).

Cognates Courses (0-3 credits, depending on science selection above):
   CSIS 4800  Independent Study (0-4 credits)
   CSIS 4900  Internship, with approval of the CSIS program (0-4 credits).
   Other cognates*  Other courses approved by CSIS preceptor (0-4 credits)

*Any Stockton CSIS course may be used as a cognate. (CSIS 1100, CSIS 1180, or CSIS 1200 may not be taken by any CSIS major who has credit for a CSIS course at the 2000 level or higher). Any other course must be approved by the student’s program preceptor. For students in
the B.S. in Computer Science, the courses CSIS 1206 Statistics and MATH 1100 Pre-Calculus count only as “At-Some-Distance” courses, if taken.

Course Requirements for B.S. Degree in Computer Information Systems:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Information Systems Core</td>
<td>36</td>
</tr>
<tr>
<td>Computer Information Systems Electives</td>
<td>16</td>
</tr>
<tr>
<td>IS Environment</td>
<td>16</td>
</tr>
<tr>
<td>Quantitative Analysis</td>
<td>8</td>
</tr>
<tr>
<td>Cognates**</td>
<td>4</td>
</tr>
<tr>
<td>Designated General Studies</td>
<td>32</td>
</tr>
<tr>
<td>At-Some-Distance Courses</td>
<td>16</td>
</tr>
<tr>
<td>Total required credits</td>
<td>128</td>
</tr>
</tbody>
</table>

*Cognate courses must be approved by the student’s program preceptor.

Required Computer Information Systems Core (32 credits): The CSIS courses in the Computer Information Systems Core must be passed with a grade of C or better.

- CSIS 2010 Computer Information Systems: An Overview (4 credits)
- CSIS 2101 Programming & Problem Solving I (4 credits)
- CSIS 2110 Scripting & Logical Thinking (4 credits)
- CSIS 2210 Systems Analysis & Design (4 credits)
- CSIS 2259 Business Analytics (4 credits)
- CSIS 3222 Database Systems (4 credits)
- CSIS 3230 Computer Networking Principles (4 credits)
- CSIS 3475 Project Management (4 credits)
- CSIS 4381 Infrastructure Mgmt & Compliance (2 credits)
- CSIS 4600 Senior Seminar (2 credits)

Computer Information Systems Electives (16 credits): Choose 4 of the following:

- CSIS 3240 Enterprise Resource Planning (4 credits)
- CSIS 3381 Information Assurance & Security (4 credits)
- CSIS 3430 Network & System Administration (4 credits)
- CSIS 3450 Business Intelligence (4 credits)
- CSIS 3470 Application Development (4 credits)
- CSIS 3472 Human-Computer Interaction (4 credits)
- CSIS 4110 Digital Forensics (4 credits)
- CSIS 4211 Advanced System Analysis (4 credits)
- CSIS 4223 Advanced Database (4 credits)
- CSIS 4520 Topics in Computer Information Systems (4 credits)
- CSIS 4800 Independent Study (4 credits)

Required IS Environment Courses (16 credits): Must be passed with a C or better

- ECON 1200 Macroeconomics (4 credits)
- MGMT 2110 Intro to Management (4 credits)
- MKTG 2110 Marketing Principles (4 credits)
- ACCT 2110 Financial Accounting (4 credits)
Students who transfer the equivalent of the required IS Environment courses with less than 16 credits must choose additional business courses to meet the 16-credit requirement. These can include MGMT 3124 Organization Behavior, ACCT 2120 Managerial Accounting, or other business courses approved by the student’s program preceptor.

Required Quantitative Analysis Courses (8 credits) The CSIS courses must be passed with a C or better.

- CSIS 1206 Statistics (4 credits)
- MATH 2225 Discrete Mathematics (4 credits)

Cognates Courses (8 credits):

- CSIS 4800 Independent Study (0-4 credits)
- CSIS 4900 Internship, with approval of the CSIS program (0-4 credits)
- Other cognates* Other courses approved by CSIS preceptor (0-4 credits)

*Any Stockton CSIS course may be used as a cognate. (CSIS 1100, CSIS 1180, or CSIS 1200 may not be taken by any CSIS major who has credit for a CSIS course at the 2000 level or higher). Any other course must be approved by the student’s program preceptor.

MINOR IN COMPUTER INFORMATION SYSTEMS

The minor in Computer Information Systems requires completion of 5 CSIS courses (20 credits). The required courses provide a fundamental understanding of the process of developing and implementing an information system. Students select additional courses based on their interests. An overall GPA of 2.0 in the minor courses is required.

The minor in Computer Information Systems is appropriate for students of all majors who wish to gain knowledge and skills in designing, using, and managing technologies in their work environment. An understanding and ability to effectively use technology is critical for success in any work environment and will differentiate students with IS minor from other students without it.

Required Courses (12 credits)

- CSIS 1100 Computer Science: An Overview (4 credits) OR
- CSIS 1180 Computing Concepts & Applications (4 credits) OR
- CSIS 2010 Computer Information Systems: An Overview (4 credits)
- CSIS 2101 Programming and Problem Solving (4 credits) OR
- CSIS 2110 Scripting & Logical Thinking (4 credits)
- CSIS 2210 Systems Analysis and Design (4 credits)

At Least Two from the Following (8 credits)

- CSIS 2259 Business Analytics (4 credits)
- CSIS 3222 Database Systems (requires MATH 2225) (4 credits)
- CSIS 3230 Computer Networking Principles (requires MATH 2225) (4 credits)
- CSIS 3240 Enterprise Resource Planning (4 credits)
- CSIS 3381 Information Assurance & Security (4 credits)
- CSIS 3430 Network & System Administration (4 credits)
- CSIS 3450 Business Intelligence (4 credits)
- CSIS 3470 Application Development (4 credits)
CSIS 3472  Human-Computer Interaction (4 credits)
CSIS 3475  Project Management (4 credits)
CSIS 4110  Digital Forensics (4 credits)
CSIS 4211  Advanced System Analysis (4 credits)
CSIS 4223  Advanced Database (4 credits)
CSIS 4520  Topics in Computer Information Systems (4 credits)

* A third elective may be substituted for CSIS 1100 Computer Science: An Overview OR CSIS 1180 Computing Concepts & Applications OR CSIS 1200 Information Systems and Digital Innovations.

MINOR IN COMPUTER SCIENCE

The minor in Computer Science requires completion of 5 CSIS courses (20 credits). Students completing this minor will get a broad overview of the subject (CSIS 1100), the foundation courses to prepare for more advanced level courses (CSIS 2101-2102), and the flexibility to select upper level courses appropriate to individual interests and needs. An overall GPA of 2.0 in the minor courses is required.

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 interested in graphic design could minor in CSIS and take an advanced-level course in computer graphics. This would provide a better understanding of the computer-based tools used by professional graphic designers.

A student interested in the natural sciences could minor in CSIS to obtain the background to work in the area of computational science.

Required Courses (12 credits)

CSIS 1100  Computer Science: An Overview (4 credits) OR
CSIS 2226  Foundations of Computer Science (4 credits)
CSIS 2101  Programming and Problem Solving I (4 credits)
CSIS 2102  Programming and Problem Solving II (4 credits)

At Least Two from the Following (8 credits)

CSIS 3103  Data Structures & Algorithms I (4 credits)
CSIS 3222  Database Systems (4 credits)
CSIS 3230  Computer Networking Principles (4 credits)
CSIS 3250  Computer Organization (4 credits)
CSIS 3381  Information Assurance and Security (4 credits)
CSIS 4104  Data Structures & Algorithms II (4 credits)
CSIS 4105  Knowledge Discovery and Data Mining (4 credits)
CSIS 4135  Web Application Engineering (4 credits)
CSIS 4251  Operating Systems (4 credits)
CSIS 4485  Software & Security Engineering (4 credits)
CSIS 4463  Artificial Intelligence (4 credits)
CSIS 4469  Computer Architecture (4 credits)
CSIS 4481  Cryptography and Data Security (4 credits)
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 CSIS faculty member sponsoring the independent study. 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 independent study.

With a project proposal approved by the CSIS program, to ensure sufficient depth in Computer Science, or Computer Information Systems, a student who meets eligibility guidelines, including completing a minimum of 64 credits, may use up to 4 credits of CSIS independent study toward the 16 required CS or CIS elective credits respectively.

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. CSIS 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 CSIS 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 CSIS 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 CSIS 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 CSIS faculty sponsor a culminating project describing what was learned and accomplished as a result of this employment.

CSIS majors have completed internships with various government and private organizations including the Federal Aviation Administration, Lockheed Martin, Atlantic County Utilities Authority, and Ground Swell IT Services. Stockton CSIS 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 CSIS students. CSIS internships have led to placement upon graduation with organizations including LORAL, IBM, Department of Environmental Protection, Copula, Lucent and CSC.
No more than 4 CSIS internship credits will be accepted toward the degree. CSIS internship credits count only as cognates and cannot be used in place of any specific CSIS course.

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 CSIS 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.

Courses with an Information Assurance and Security focus include
- CSIS 3230  Computer Networking Principles (4 credits)
- CSIS 3381  Information Assurance and Security (4 credits)
- CSIS 3430  Network & System Administration (4 credits)
- CSIS 3450  Business Intelligence (4 credits)
- CSIS 4110  Digital Forensics (4 credits)
- CSIS 4135  Web Application Engineering (4 credits)
- CSIS 4381  Infrastructure Mgmt. & Compliance (2 credits)
- CSIS 4481  Cryptography and Data Security (4 credits)
- CSIS 4485  Software & Security Engineering (4 credits)

COURSE SEQUENCING AND SCHEDULE PLANNING
CSIS majors must carefully plan their course work to meet the prerequisite requirements of CSIS courses, and to complete an appropriate selection of General Study’s topics.

Only a limited selection of CSIS courses is offered at night. In order to complete the requirements for a CSIS 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 by 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 and Information Systems is awarded to students graduating with a GPA of at least 3.75 in Stockton CSIS 3000/4000-level courses.

CAREER OPPORTUNITIES
Professional opportunities in Computer Science and Information Systems 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. This list includes the following computing-related fields.

- Computer Network Architects
- Computer Programmers
- Computer System Analysts
- Database Administrators
- Information Security Analysts
- Network and System Administrators
- Software and Web Developers

The CSIS program provides courses of study to prepare students for each of these occupations. Graduates of the CSIS program have also 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.

HOSPITALITY AND TOURISM MANAGEMENT STUDIES

IN THE SCHOOL OF BUSINESS

THE FACULTY

Donna Albano (2003), Associate Professor of Hospitality and Tourism Management Studies; Ed.D., M.A., Rowan University; B.A., Widener University: introductory hospitality management, hospitality experiential learning sequence, hotel administration and operations, marketing, facilities management, and leadership research.

Jane Bokunewicz (2012), Associate Professor of Hospitality and Tourism Management Studies; Ph.D., Drexel University; MBA, Monmouth College; B.S., Indiana University of Pennsylvania: gaming management, hotel administration and operations, human resources management, business policies and strategies, and social network analysis.

Christina Cavaliere (2014), Assistant Professor of Hospitality and Tourism Management Studies; M. Tour., James Cook University; Post Graduate, American University; B.A., Washington College; contemporary international tourism, economics of tourism, sustainable tourism, destination management, sustainable agriculture, climate change, environmental studies.

Joseph Lema (2011), Professor of Hospitality and Tourism Management Studies; Ph.D., M.S., University of Southern Mississippi; B. Commerce; University of Alberta, Canada:
contemporary international tourism, economics of tourism, and introduction to hospitality, and tourism management.

**William Quain (2010),** Associate Professor of Hospitality and Tourism Management; Ph.D., University of New Orleans; M.S., Florida International University; B.S., Cornell University: food and beverage management, and marketing principles.

**Michael S. Scales (2002),** Professor of Hospitality and Tourism Management Studies; Ed.D., Rowan University; M.S., B.S., Widener University: hospitality management, food and beverage management, internship, and special event management.

**Brian J. Tyrrell (2005),** Professor of Hospitality and Tourism Management Studies; Ph.D., Purdue University; M.A., B.S., West Chester University; A.S., Delaware County Community College: tourism management studies, and hospitality tourism research methods, and marketing.

**PROFESSORS EMERITI**

**Cliff Whithem (2000),** Professor Emeritus of Hospitality and Tourism Management Studies; Ph.D., Temple University; M.Ed., Widener University; B.S., Florida International University: food and beverage management, human resource management, purchasing, information systems, business policies and strategies.

**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, and computer science and 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:

- 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.

**PROGRAM INTRODUCTION**
The Hospitality and Tourism Management Studies program at Stockton University is committed to providing a quality liberal arts undergraduate education that incorporates theory and practice in hospitality and tourism. The mission of the program is to imbue students with the knowledge, skills, values, and strategic perspectives essential to obtaining leadership roles in the service professions throughout the world, and to foster research and scholarship that will engender excellence in hospitality management.
As a major employer in the world today, education in hospitality and tourism can open doors to exciting career paths in every segment of the industry. These segments include:

- Hotel and resort operations
- Restaurant operations
- Food service industry and healthcare
- Travel and tourism
- Destination management
- Marketing and sales
- Human resources
- Tourism for conference and convention centers
- Tourism for state, county and local government
- Skilled property management
- Accounting and finance
- Gaming management
- Country club management

In 2010 Stockton University purchased the Stockton Seaview Resort, which provides HTMS students a unique opportunity of learning, working, and even living at the resort. The Seaview Resort includes 270 hotel rooms, two restaurants, a spa, and two world-class golf courses.

**PROGRAM ORGANIZATION**

The Hospitality and Tourism Management Studies Program (HTMS) offers students an opportunity to earn a B.S. in Hospitality and Tourism. The program allows students generalized study related to the industry in hotel management, restaurant management, marketing, travel and tourism, accounting, finance, and gaming management positions.

All Hospitality and Tourism Management students must take a core of 80 credits in required Business courses, Hospitality, and Tourism Management course work. In addition, students must fulfill the University’s General Studies graduation requirements (described fully in the General Studies section of the Bulletin) and meet the Liberal Arts credit requirements.

**BACHELOR OF SCIENCE DEGREE**

The B.S. (Bachelor of Science) degree in Hospitality and Tourism Management requires 80 credits of HTMS program courses and 48 credits in General Studies.

The General Studies requirement for B.S. students includes fulfilling the University’s General Studies requirements and taking At-Some-Distance electives (i.e., courses not in Business Studies, Hospitality and Tourism Management Studies, or Economics) for a total of 48 credits.

The HTMS program courses include HTMS cognate courses, HTMS core courses, and HTMS electives.

**HTMS Cognate Courses (28 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSIS 1206</td>
<td>Statistics I</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 2110</td>
<td>Financial Accounting</td>
<td>4</td>
</tr>
</tbody>
</table>
HTMS 2120 Managerial Accounting (or ACCT 2120)  4 credits
HTMS 3101 Marketing Principles (or MKTG 3110)  4 credits
FINA 3110 Introduction to Financial Management  4 credits
HTMS 3110 Legal, Social, Ethical Enviro. of Business (or PLAW 4 credits
HTMS 3111 Human Resource Management (or MGMT 3111)  4 credits

HTMS Core Courses (28 credits)
HTMS 2101 Intro. to Hospitality & Tourism Mgmt.  4 Credits
HTMS 2110 Food and Beverage Management  4 Credits
HTMS 2122 Hotel Administration & Operations  4 Credits
HTMS 2143 Contemporary International Tourism  4 Credits
HTMS 3120 Facilities Management  4 Credits
HTMS 3126 Economics of Tourism  4 Credits
HTMS 4110 Hospitality and Tourism Research Methods  4 Credits

HTMS Electives (12 credits)
Students choose 3 courses from the following list: Events Planning and Catering Management, Spa Management, Destination Management, Fundamentals of Wine, Hospitality and Tourism Study Tour, Introduction to Gaming Industry Management, Hospitality Entrepreneurs and Leadership and Advanced Food & Beverage Management. With instructor permission, BSNS or ECON courses may also be used for HTMS electives. In transfer, 2000 level credits may be used for HTMS electives as long as at least one elective is at the 3000 level or above.

Experiential Learning Sequence (12 credits)
All HTMS students must complete the experiential learning sequence, which consists of:
- A professional work experience in a location of their choice (HTMS 3901)
- The course HTMS 3127 Career Development: From Student to Professional
- A semester-long internship (usually paid), supervised by an HTMS faculty member (HTMS 4970)
- The HTMS capstone course HTMS 4112 Business Policy & Strategies (or BSNS 4112)

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. No matter where the work experiences occurs, students will gain self-confidence, network with professionals, and explore possible career options in this dynamic industry.

Course Sequencing and Schedule Planning
It is essential that students develop sound skills and a conceptual foundation before attempting a concentration in business courses. The majority of HTMS program courses are not offered to students until the sophomore year, and the HTMS major must carefully plan courses to develop the proper foundation of General Studies and the lower level Business Core.

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 application for graduation with the bachelor’s degree.

**GRADUATION REQUIREMENTS**
A student must obtain a grade of C or higher in all program and cognate courses required for graduation.

**GRADUATION WITH DISTINCTION**
A Bachelor of Science degree with “Distinction in Hospitality and Tourism Management Studies” will be awarded to students who have completed at least 32 program credits at Stockton, have a GPA in the HTMS major of 3.85 and above, and rank in the top 10% of HTMS graduating seniors (again, based on their HTMS GPA).

**CAREER OPPORTUNITIES**
Increased technical sophistication has become a global trend in hospitality and tourism. The Stockton HTMS program is designed to develop graduates who will fit this new demand, be prepared for graduate-level study and also be able to enter society as well-educated citizens.

**SPECIAL OPPORTUNITIES**
In the required experiential learning sequence, students explore their future employment opportunities in a cohort of fellow HTMS students and while guided by an HTMS faculty member. Stockton’s placements for majors in HTMS range from local to global locations and include a variety of experiences throughout the hospitality and tourism industry. The HTMS program maintains a strong alumni network linking HTMS graduates through targeted alumni programming and communications.

**MASTER OF BUSINESS ADMINISTRATION**

**IN THE SCHOOL OF BUSINESS**

**THE FACULTY**

Jean Abbott (2007), Associate Professor of Business Studies; Ed.D., Wilmington University; MBA, Monmouth College; B.S., Stockton University; CPA, CIRA, CDBV; managerial accounting, financial management.
Jennifer Barr (1994), Professor of Business Studies; Ph.D., Drexel University; MBA, Drexel University; B.A., Pennsylvania State University; marketing research, strategic marketing, consumer culture.

Michael Busler (2008), Professor of Business Studies; Ph.D., MBA, B.S., Drexel University; financial management, game theory, new ventures and managerial economics.

Keith William Diener (2014), Assistant Professor of Business Law; Ph.D. (D.L.S.), Georgetown University; LL.M., George Washington, 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, advanced topics in the legal environment, practical business ethics.

Diane M. Holtzman (2005), Associate Professor of Business Studies; Management; Ed.D., Nova Southeastern University; C.A.G.S., Virginia Polytechnic University; M.A., Rowan University; B.A., University of Detroit; marketing and management skills.

Warren Kleinsmith (2010), Associate Professor of Business Studies; Accounting; Ph.D., Capella University; MBA, Rutgers University, The State University; B.S., Rowan University; A.S., Camden County College; CPA, CGMA; financial, managerial and cost accounting, intermediate and advanced accounting.

Audrey Wolfson Latourette (1977), Distinguished Professor of Business Studies, 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, women in law, history and literature, health law, ethics in contemporary society, advanced topics in legal environment.

Lewis A. Leitner (1972), Professor of Business Studies; Management; Ph.D., M.A., State University of New York at Buffalo; B.A., Lehigh University; strategic management, entrepreneurship, and total quality management.

Wei Xuan Li (2009), Associate Professor or Business Studies; Finance; Ph.D., University of New Orleans; M.S., Drexel University; B.A., Soochow University; financial management, investments, and financial institutions and markets.

Amit Mukherjee (2005), Associate Professor of Business Studies; Associate Director of Dual-Degree Program, Ph.D., Syracuse University; MBA, University of Minnesota; M.A., University of Delaware; B.A., University of Calcutta; services marketing, sales management, and international marketing.

Barry Palatnik (2015), Assistant Professor of Business Studies, Accounting; Ed.D., North Central University; MBA, Regist University; B.A., Rutgers University; CPA: accounting information systems, MIS for accountants.

John Pearlstein (2008), Associate Professor of Business Studies, Management; Ph.D., Temple University; MBA, New York University; business policies and strategies, entrepreneurship.
Michael S. Scales (2002), Professor of Hospitality and Tourism Management Studies; Ed.D., Rowan University; M.S., B.S., Widener University; hospitality management, food and beverage management, hospitality controls and cooperative education and special event management.

Michael Seda (2015), Assistant Professor of Business Studies, Accounting; DBA, Argosy University; Ph.D., New York University; MBA, St. John’s University; B.S., St. John’s University; CPA, CFE, CFF: managerial accounting, intermediate accounting I: computer applications

Janet Wagner (2007), Dean of the School of Business and Professor of Business Studies; Ph.D., S.M., Massachusetts Institute of Technology; B.A., Williams College; operations research, quantitative business methods, and operations management

Jinchang Wang (2003), Professor of Business Studies; Management; Ph.D., Georgia Institute of Technology; MBA, Shanghai Institute of Mechanical Engineering; B.S., Xian University of Technology; management science, decision theory, operations management, and artificial intelligence.

Kerrin Wolf (2014), Assistant Professor of Business Studies, 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 and law policy.

Shaoping Zhao (1996), Professor of Business Studies; Management; Ph.D., The Pennsylvania State University; B.S., Guangxi University of China; decision analysis, operations management, and management information systems.

ASSOCIATED FACULTY
Ron L. Caplan (1994), Associate Professor of Public Health; Ph.D., M.A., B.A., University of Massachusetts: health economics, health policy.

Aakash Taneja (2006), Professor of Computer Science and Information Systems; Ph.D., M.S., University of Texas at Arlington; MBA, Delhi University, India; B. Architecture, Regional Engineering College, India: digital enterprises, ethical issues in computing, evolution of disciplines, information assurance, project management, research methodologies, and systems analysis and design.

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, and computer science and 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:

- 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.

PROGRAM INTRODUCTION

The Master of Business Administration (MBA) program prepares students for professional careers in business. The principle 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.

PROGRAM ORGANIZATION

The program offers students an opportunity to earn a Master’s degree in Business Administration 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 requires 12 courses (36 credits).

ADMISSION TO THE PROGRAM

Students apply for admission to the MBA Program through the Office of Graduate Studies. 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.

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.
The MBA program is designed for incoming students who have completed the following undergraduate pre-requisite courses (information in parenthesis give the Stockton equivalents):

- Macroeconomics (ECON 1200)
- Microeconomics (ECON 1400)
- Financial Accounting (ACCT 2110)
- Managerial Accounting (ACCT 2120)
- Principles of Finance (FINA 3110 or 3115)
- Statistics (CSIS 1206)
- Quantitative Business Methods (BSNS 2120)
- Introduction to Management (MGMT 2110)
- Marketing Principles (MKTG 2110)
- Operations Management (MGMT 3120)

**GRADUATE MATRICULATION DIRECT ENTRY**
Within a year of their undergraduate graduation, Stockton graduates in Business and Hospitality may obtain Direct Entry into the MBA program provided they meet all of the MBA 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 program and the Office of Graduate Studies 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 resume. Students with an undergraduate graduation date that doesn’t fall within one year will apply to the MBA program through the traditional [Graduate School Application Process](#).

**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. 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](#) 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.

**PROGRAM OF STUDY: MBA**
The MBA program involves 12 courses (36 credits).
- Core Requirements (7 courses)
- Electives (4 courses)
- Capstone Requirement (1 course).

Each requirement is described below.

Core Courses
- Required MBA core courses
  - BSNS 5205 Accounting Performance, Control and Analysis*
  - BSNS 5215 Management: Theory Practice & Vision
BSNS 5220  Applied Marketing Management*
BSNS 5225  Applied Financial Analysis*
BSNS 5230  Managerial Decision-Making Tools
BSNS 5245  Business Information Systems & Technologies
PLAW 5250  Employment Law and Ethics
*These courses are not open to students with 12 or more hours for undergraduate course work in the respective subject areas and should be replaced with an additional elective. If a course is deemed “not open” to a student but is taken anyway, it will not count towards graduation.

Students may request to substitute an additional elective in lieu of any of the core courses if they can provide evidence of proficiency in the core area.

Elective Courses
MBA students take a minimum of 4 MBA electives. MBA students take sufficient electives to attain the required 36 graduate credits for the MBA degree.

Examples of electives recently offered or planned include the following.
ACCT 5405  Accounting Information Systems
BSNS 5310  Management Issues in the Hospitality Industry
BSNS 5340  Understanding Corporate Fraud
BSNS 5346  New Ventures
BSNS 5348  Managerial Economics and Business
BSNS 5601  Business Leadership Development
FINA 5340  Portfolio Management
MGMT 5325  Practical Business Ethics
MGMT 5345  Leadership in the Age of Innovation
MGMT 5410  Critical Issues in Human Resource Management
MKTG 5315  Service Marketing
MKTG 5340  Marketing Commercial and Social Media
MKTG 5360  Strategic Brand Management

Several electives are offered each term, and special topics and/or new courses are often developed to cover new and evolving business topics.

In addition, to allow students to pursue their own interests, MBA students with the approval of the MBA Director may take up to two courses from other Stockton graduate programs and/or pursue independent studies. Students also have the option to enroll in an independent study with the approval of the graduate Director.

Capstone Course
The capstone course is:
BSNS 5505  Capstone: Business Strategy and Policy

Students are required to complete the capstone course. They may take the capstone course when all courses in the Core have been successfully completed and have an overall GPA of 3.0
or better. A research project can be substituted for the capstone course with the permission of the preceptor and MBA Director.

**ADDITIONAL DEGREE REQUIREMENTS**

Students must have a minimum GPA of 3.0 in the program of study prescribed below 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**

MBA candidates with a BPA of 3.9 or better may apply for an MBA degree with Program Distinction following these guidelines.

1. The candidate should submit an application essay with an accompanying portfolio of writings. The application essay should be between 200-400 words setting forth the applicant’s justifications for receipt of the MBA degree with Program Distinction. Discussion in the essay should be supported with 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 writings can include, but are not limited to, essay examinations or course term papers. Applicants may also include in the essay a discussion of any relevant activities undertaken pursuant to completion of course work for the MBA.

2. The essay and accompanying portfolio of writings must be submitted to the Director of the MBA program no later than November 1 for the fall graduation or March 1 for the spring graduation.

Successful applicants, as determined by the faculty of the program, will be awarded an MBA with 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 program director.

**B.A. or B.S./MBA ACCELERATED DUAL-DEGREE PROGRAM**

This program is designed to offer an accelerated program where students obtain an undergraduate degree – B.A. or B.S. and an MBA at Stockton. This program provides a mechanism to obtain dual-degrees without compromising general studies or business studies requirements. All students in this program are required to complete an internship in lieu of an MBA elective.

**Entry into the Program**

Incoming freshmen

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 joint degree program. They will be issued letters of
acceptance to the Stockton University as undergraduate students and given conditional admission to the dual-degree program.

Continuing and transfer students
Students interested in the dual-degree program shall formally apply for acceptance during the second semester of their junior year (or earlier if they have successfully completed all business core requirements except Business Law and Business Strategy & Policy). These students must have an overall minimum GPA of 3.5. The Graduate Management Aptitude Test (GMAT) is not required for students in this program. All requirements including distribution of courses, grades and overall GPAs will remain as stated under current rules for the B.A. or B.S. and the MBA.

Dual-degree students must maintain a minimum GPA of 3.5 to remain eligible for the program.

Accelerated Dual-Degree Program Requirements
Students in the dual-degree program fulfill the requirements of both programs, with the following modifications:

1. Law requirement: 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.
2. 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.
3. Concentration courses: dual-degree students take 7 concentration courses instead of 8. The required concentration courses for dual-degree students are listed on the curriculum worksheets.
4. Electives: 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.
5. An internship (at either the undergraduate or graduate level) is required.
6. The MBA Core requirements will be modified depending on the students undergraduate course of study, normally resulting in fewer than all seven MBA core courses but requiring additional MBA electives.

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.

Students in this dual-degree program must meet with the Associate Director of the dual-degree program (or his or 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 of the Associate Director of the dual-degree must be obtained before taking a fifth graduate class while still in undergraduate status.
SCHOOL OF EDUCATION

TEACHER EDUCATION

IN THE SCHOOL OF EDUCATION

THE FACULTY

Amy Ackerman (2007), Associate Professor of Instructional Technology; Ph.D., Florida State University; M.Ed., Temple University; B.A., Trenton State College: Instructional design processes, preservice/in-service teacher education, evaluation of training, project management, human performance improvement, social media, online learning.

Norma Boakes (2002), Associate Professor of Education; Ed.D., Temple University; M.A., Rowan University: mathematics education, mathematics across the curriculum, curriculum development, instructional technology, origami-mathematics.

Ronald A. Caro (2006), Assistant Professor of Education; 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.

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.


Susan Cydis (2011), Associate 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.

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), Dean of the School of Education; 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, Stockton University, 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.

Shelly Meyers (2008), Associate Professor of Education; Ed. D., Nova Southeastern University, M.S., Glassboro State College, B.S., Syracuse University: special education, pedagogy, inclusion, supervision and leadership, education to workplace transition, behavior management.

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.

George F. Sharp (2011), Instructor of Educational Leadership; Ed.D., Nova Southeastern University; M.A., Rowan University; B.S., The College of New Jersey: educational leadership, organizational leadership, organizational culture, change and complexity, curriculum development, implementation, and evaluation; supervision and evaluation, coaching and mentoring, professional development.

Lois Spitzer (2008), Associate Professor 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.

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), Assistant Professor of Education; Ph.D. 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.

Pamela A. Vaughan (2011), Visiting Assistant Professor of MAED-CE; Ed.D., Widener University; M.P.A., B.S., B.A., Fairleigh Dickinson University: K-12 education administration, supervision, organizational leadership, instructional strategies, curriculum and assessment, alternate route instructor.

Meg White (2013), Associate 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.

ASSOCIATED FACULTY
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.

JY Zhou (2013), Internationalization Specialist; Ed.D., Binghamton University, State University of New York; M.A., B.A., Anhui Normal University: international education, internationalizing the curriculum, global learning, applied linguistics.

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 learning environments. Program graduates are expected to do the following.

• Demonstrate 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.
• Recognize the diverse needs of the learner by establishing a 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, and social studies. Subject specific certifications include art, biological science, chemistry, earth science, physical science, physics, mathematics, 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 LIBA in Education, or as a post-baccalaureate second degree (as described later in
Though any liberal arts degree can accompany teacher certification, several degree areas 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
- 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 by the Teacher Education Accreditation Council (TEAC) that now formally falls under 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. 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.

**REQUIRED DOCUMENTATION FOR FIELDWORK PLACEMENT**

**Criminal History Review**
Prior to placement in 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
The first step for all students seeking teacher certification at Stockton is to schedule an initial advising appointment with a member of the School of Education staff to discuss the requirements, policies and procedures of the program. Students should see the School of Education Web page or call the School of Education (609)-652-4688 to schedule a visit or to discuss the program by telephone.

During the initial advising conversation, students receive information, guidance and a curriculum worksheet, which will outline a plan for their particular certification. A file will be started in the School of Education for each student who submits transcripts.

Education preceptors are assigned once a teacher certification path is declared. Preceptors assist students 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 all preceptors assigned to seek guidance in the completion of both their degree and of the 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.

CONTENT REQUIREMENTS
Content course requirements include courses required for a B.A./B.S. degree. Some certification areas have specific content requirements. (See the School of Education website for curriculum worksheets and more information.) Candidates should seek advice from their assigned preceptors in both their academic content major and in education to optimize content course selections. It is ultimately the responsibility of the candidate to ensure all requirements are met for certification.

PROFESSIONAL REQUIREMENTS
These are a required set of courses that are a part of the TEDU program and fulfilled by taking (or transferring in approved versions of each) specific open-enrollment courses. Any course not listed but which a student wishes to have considered for a required category below, must be reviewed and approved by the assigned preceptor or Education advisor. The Professional Requirement courses include the following categories and the recommended course to fulfill each requirement. (See degree CAPP or DegreeWorks for a full list of accepted courses within Stockton curriculum).

- Diversity Course – EDUC 1515 Diversity in Families, Schools and Communities
- Disabilities Course – EDUC 2241 Inclusive Learning in Education or EDUC 2250 Inclusive Education P-3 (Early Childhood certification only)
- Instructional Technology Course – INTC 2610 Instructional Technology for K-12 Teachers
- English Learner Course – see advising documentation for course option
• Psychology Foundations Course – EDUC 2231 Development of the Learner (or equivalent PSYC courses including educational & adolescent psychology)

Students must also pass the New Jersey Health Examination, 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 health requirement also.

PREREQUISITE REQUIREMENT
The requirement for entry into the Professional Education sequence includes the following course:

EDUC 2000 – Gateway to the NJ Teaching Profession, a 1-credit course, must be completed with a B- or better (may be taken concurrently with Clinical Experience if all additional requirements are met). See Teacher Certification-Professional Education Requirements below for additional program entrance requirements.

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 including passing (or making satisfactory progress in) the Gateway to the New Jersey Teaching Profession course with a B- or better in order 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.

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 Core Curriculum Content and the Common Core State Standards. 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, a New Jersey state approved teacher evaluation tool.

Students must meet specific entrance standards to begin the Clinical Experience Semester. Students must meet additional New Jersey certification requirements in order to be recommended for the final clinical practice semester.

IMPORTANT NOTICE – As of November 2015, the New Jersey Department of Education has adopted updates to requirements for teacher preparation curriculum, clinical experience, and clinical practice leading to teacher certification. These updates begin to take effect in September 2017. Slated changes to the program as a result of state mandates include the following.

• Increase in the number of clinical hours spent in K-12 settings prior to student teaching from 160 to 225 hours by 2018
• Additional exit test requirement in the form of a performance-based assessment of teaching
• Candidates are advised to check the School of Education website (www.stockton.edu/educ) and seek early advice to determine how state requirements will impact their certification path.

The TEDU Program is approved by the New Jersey Department of Education and governed by state licensure requirements. As a result of adopted changes to existing state requirements, the TEDU Program will begin to implement changes to the curriculum and requirements currently in place. These changes will begin to take effect for those students entering the professional certification course sequence (Clinical Experience, Clinical Practice 1, Clinical Practice 2, and Final Clinical Practice semesters) in fall 2016.

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 admission test scores on standardized literacy tests, Praxis Core Academic Skills Test, in Reading, Writing and Math. ** Students with SAT scores of 560+ Verbal & 540+ Math between 4/1/95-2/28/16, on or after 3/1/16 with scores of Evidence Based Reading & Writing 610+ or 30 Reading Section & Math 570+ or ACT test scores: English 23+ & Math 23+ are not required to take that section on the Praxis Core Academic Skills standardized test.
• Complete Gateway to the NJ Teaching Profession course (grade of B- or higher).

*A student with a GPA less than 3.0 and more than 2.75 and who has passed the Praxis II in their certification area may submit a waiver request to seek acceptance into the program. Waive request letters are directed to the program Coordinator of the Teacher Education program for consideration and are based on state guidelines on a cohort average requirement. Those students accepted on waive will be required to earn a 3.0 or higher GPA by the Final Clinical Practice semester.

**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.

PROFESSIONAL EDUCATION REQUIREMENTS COURSE BY SEMESTER
Once accepted into the program, students must maintain a GPA of 3.0 or higher in order to continue. Students falling below a 3.0 GPA will be alerted to the potential impact this will have on certification including possible delay of program completion and must seek a waiver to continue to the next semester. A student may only register once to re-attempt a course in the Professional Education Requirements, including Final Clinical Practice. Courses follow a carefully prescribed sequence. Candidates are encouraged to consult the course catalog for prerequisites and co-requisites of courses listed below. In addition, it is the responsibility of the candidate 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.
Clinical Experience Semester**: All Certifications

EDUC 3100  Part-time Clinical Experience in Education (2 credits-50 hrs)
EDUC 3105  Literacy Development (elementary certification only) (3 credits)*

Clinical Practice I Semester: Early Childhood Certification

EDUC 3101  Part-Time Clinical Practice in Education I (2 credits-80 hrs)
EDUC 3252  Curriculum Approaches to P-3 (3 credits)
EDUC 3151  Language and Motor Development (3 credits)

Clinical Practice I Semester: Elementary & Secondary Certification

EDUC 3101  Part-Time Clinical Practice in Education I (2 credits-80 hrs)
EDUC 3200  Practices and Techniques of Teaching (4 credits)

Clinical Practice II Semester: Early Childhood Certification

EDUC 4611  Integrating Math, Science & Tech in Education (3 credits)
EDUC 4621  Integrating Social Studies & Arts (3 credits)
EDUC 4151  Curriculum, Instruction and Assessment in Pk-3 (3 credits)
EDUC 4600  Part-Time Clinical Practice in Education II (2 credits-100 hrs)

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 hrs)
EDUC 4610  Curriculum and Methods in Elementary Education (3 credits)

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 hrs)
EDUC 4601-4608  Methods of Teaching (4 credits)

* EDUC 3105 may be taken during the Clinical Practice I semester if not yet taken.
**Under certain circumstances a student may take Gateway concurrently with the Clinical Experience semester. See the Teacher Education Handbook for details.

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 pass the Praxis II for the middle school specialization area (Language Arts Literacy; Science; Math; Social Studies). Deadlines to file passing Praxis II scores with the School of Education are during the semester prior to when Clinical Practice semesters are taken. 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 required test(s) as early as possible. Per New Jersey Department of Education requirements, all candidates must also participate in training on
harassment, intimidation, and bullying (HIB) 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).

Final Clinical Practice Semester: All Certifications  
EDUC 4990  Full Time Final Clinical Practice (12 credits)  
EDUC 4991  Final Clinical Practice Seminar (2 credits)  
EDUC 4992  EdTPA Capstone (2 credits)

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 edTPA, 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.)

**DELAYED BEGINNING AND/OR EXTENDED ABSENCE FROM PROGRAM**  
Upon acceptance into the Teacher Education 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 for more than a year. When either of these issues occurs, the student may have to meet additional requirements in order 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 coordinator.

**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 Disability Services in the Office of the Dean of Students at Stockton. This office will assist in verifying and coordinating any needed accommodations.

Teacher candidates with disabilities should note that fieldwork and student teaching experiences are field-based and therefore may necessitate consideration of accommodation 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**  
In addition to self-termination, a clinical intern (student teacher) may be terminated by the school district in which s/he is placed, or by the School of Education.

Clinical interns (student teachers) must adhere to the policies and procedures of the University (Campus Conduct Code as found in the University Bulletin and Student Handbook), the School of Education (Handbook of the Teacher Education Program & Student Teacher Handbook), and
the New Jersey Professional Standards for Teachers (N.J.A.C.6A:9). A breach of any of the above may result in final clinical practice termination with reasonable cause.

Students may be considered for termination following verifiable reports of unprofessional or unethical conduct, or multiple reports of a student’s lack of capacity for appropriate teaching dispositions. Reasons for termination include, but are not limited to, inadequacy, incompetence, insubordination, and ethical misconduct. Be advised that a school district holds the right to terminate a clinical intern at any time.

When the School of Education is formally alerted to an alleged breach, it is immediately referred to the Dean of Education. A student whose behavior appears to warrant termination will receive written notice from the Dean of Education specifying concerns. The School of Education will make every effort to gather information from multiple sources (university supervisor, appropriate faculty, school administrator(s) and mentoring teachers) regarding the alleged infraction(s). Once the investigation is complete, the decision for continuance in the Teacher Education Program rests with the Dean of Education. The recommendation to terminate a student will be made by the Dean of Education to the Provost. The Provost will make the final University decision regarding termination from the Teacher Education Program.

Should a student be terminated, or self-terminate at any time once the final clinical practice begins, s/he will be assessed accordingly for University expenses already incurred, i.e., tuition & fees, cooperating teacher’s honorarium, student teaching supervisor fees, administrative costs, etc. Any monetary refunds are subject to student teaching timetables (fall/spring) and University policy. Note: The full-time final clinical practice experience begins approximately three weeks prior to the official start of classes for the spring term.

Grading and withdrawal procedures will be determined on an individual basis according to the policies outlined by the University, and at the discretion of the Dean of Education.

ADDITIONAL PROGRAM REQUIREMENTS

If at any time, faculty indicate that they have concerns about a student’s progress and/or dispositions toward the teaching profession, the administration has the right to require additional and/or alternative evaluation procedures or to prescribe remedial action. In some cases, it may be necessary to terminate a student from the program. Specific procedures are outlined in the Behaviors Expectations detailed in the Handbook of the Teacher Education program.

Students are expected to act in professional ways, using professional ethics as a guide, as stated in the Handbook of the Teacher Education program and the Student Teaching Handbook. This applies to behavior on campus and while completing fieldwork observations as part of the Professional Education courses. When students are in a school, they are further expected to comply with the school’s code of behavior and rules.

TUITION AND FEES

The tuition for the certification semester includes a full-time final clinical practice fee that pays for the cooperating 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 Stockton Education 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 in Trenton. 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. 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 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 an equivalent); the diversity course (EDUC 1515 or equivalent); the foundations of the learner course (EDUC 2231 or equivalent PSYC courses); the English learner course; 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

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 K-8 curriculum and state-mandated assessments including Praxis Core & Praxis II Elementary. While all bachelor 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 to 42 credits- 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 this concentration require 128-131 credit hours minimum. Students in this concentration 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) 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. For this reason, all students in this concentration should consult an Education
preceptor regularly for guidance.

Required Program Courses (40-42 credits; C or better)*
• Science courses (8-10 credits)
• Math courses (8 credits)
• Social studies courses (8 credits)
• Language arts courses (8 credits)
• Any non-G course in any category above (8 credits)

General Studies (32 credits, C or better required) *
GEN (4 credits)
GAH (8 credits)
GNM (8 credits)
GSS (8 credits)
GIS (4 credits)

*Middle school specializations can be earned by taking at least 15 credits in a content area
(language arts, social studies, mathematics or science). 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.

Remaining cognate and At Some Distance (ASD) requirement 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 K-8
curriculum and state-mandated assessments including Praxis Core & Praxis II Elementary. Some
program courses are language arts and social studies specific for students with a specific interest
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 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- grades of C or better
• Cognates (9 courses)- 33 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 (7 courses)- 23 credits- grades of B- or better for certification and C or
  better for professional requirements

Students in this concentration require 128 credit hours minimum. Students in this concentration
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) 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. For this reason, all students in this concentration should consult an Education preceptor regularly for guidance.

Required Program Courses (40 credits; C or better)*
- Social studies courses (16 credits)
- Language arts courses (16 credits)
- Any non-G course in any content area (8 credits)

General Studies (32 credits, C or better required) *
- GEN (4 credits)
- GAH (8 credits)
- GNM (8 credits)**
- GSS (8 credits)
- GIS (4 credits)

*Middle school specializations can be earned by taking at least 15 credits in a content area (language arts, social studies, mathematics or science). 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.

**Math and science specific courses in GNM are suggested to assist with Praxis II preparation since this state-required exam assesses knowledge of all content areas (social studies, language arts, mathematics and science).

Remaining cognate and At Some Distance (ASD) requirement 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 STEAM Concentration (LIBA STEAM)
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 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 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- 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 this concentration require 131-134 credit hours minimum. Students in this concentration 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) 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. For this reason, all students in this concentration should consult an Education preceptor regularly for guidance.

Required Program Courses (40-47 credits; C or better)*
- Mathematics courses (9-12 credits)
- Science courses (12-15 credits)
- Arts course (3-4 credits)
- Technology course (4 credits)
- STEAM Education course (4 credits)
- Any non-G course in Language Arts (4 credits)
- Any non-G course in Social Studies (4 credits)

General Studies (32 credits, C or better required) *
GEN (4 credits)
GAH (8 credits)**
GNM (8 credits)**
GSS (8 credits)
GIS (4 credits)

*Middle school specializations can be earned by taking at least 15 credits in a content area (language arts, social studies, mathematics or science). 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.

**Courses specific to content areas taught in K-8 are recommended to assist with Praxis test preparation.
Remaining cognate and At Some Distance (ASD) requirement 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 Early Childhood Education Concentration (LIBA ECE)
This degree is designed for students seeking P-3 certification. Course work includes content knowledge aligned with 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 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- grades of C or better)
- Cognates 8 courses- (30 credits- grades of B- or better)
- General Studies 8 courses- (32 credits- grades of C or better)
- At Some Distance (10 courses)- (27 credits- grades of B- or better)

Students in this concentration require 129 credit hours minimum. Students in this concentration 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) 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. For this reason, all students in this concentration should consult an Education preceptor regularly for guidance.

Required Program Courses (40 credits; C or better required)
2 courses in HLTH
  HLTH 2210 Sign Language
  HLTH 2115 Language Development (P-3)
3 courses in SOCY
  SOCY 1100 Intro to Sociology
  SOCY 2290 Schools and Society
  SOCY 2745 Race, Poverty & Education
1 course in SOWK
  SOWK 3650 Topics in Child Welfare
1 course in Language Arts Literacy
  LITT 2108 Children’s Literature
1 course in Mathematics
  EDUC 1151 Praxis Math, EDUC 2251, 2252 or 2253 elementary school math series
1 course in Science
  ENVL 1100 Intro to Environmental Studies
1 course in any above category

General Studies (32 credits, C or better required)
GEN (4 credits)-GEN 1138 Perspectives on Childhood
GAH (8 credits)
Remaining cognate and At Some Distance (ASD) requirement are the requirements of the TEDU program including professional requirements and professional education requirements. See TEDU program section for more information.

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). Students interested in the alternate route may contact the School of Education Office at Stockton or their county office of the Department of Education for specific requirements, or review requirements online at www.state.nj.us/education.

MASTER OF ARTS IN EDUCATION
IN THE SCHOOL OF EDUCATION

THE FACULTY

Susan Cydis (2011), Associate 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.

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, and interdisciplinary collaborative approach to support reading skills.

Harvey Kesselman (1980), President, Stockton University, 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.

Shelly Meyers (2008), Associate Professor of Education; Ed. D., Nova Southeastern University, M.S., Glassboro State College, B.S., Syracuse University: special education, pedagogy, inclusion, supervision and leadership, education to workplace transition, behavior management.

John Quinn (1990), Associate Professor of Education; Ed.D., Pepperdine University; M.A., Rowan University; B.S., The Richard Stockton College of New Jersey: developmental education, interdisciplinary quantitative reasoning, effects of standards-based instruction.
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 student learners with the competencies, dispositions, and understandings to accomplish the following.

- Build, integrate, and assess content area knowledge;
- Implement effective pedagogy strategies that demonstrate a commitment to support all learners;
- Apply educational theory and evidence-based practices;
- Integrate, as appropriate, technologies to support curricular and program initiatives; 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)
• Graduate Record Examination (GRE) General Exam (School Code 2889) or Miller Analogies Test scores (MAT) (School Code 1391)
• 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 the following requirements:
• A cumulative Grade Point Average (GPA) of at least 3.00.
• Three (3) years of successful teaching experience under Provisional and/or Standard certificate.
• Three (3) current letters of recommendation written specifically for admission to the MAED program from current or former administrators familiar with your work who can comment on your background, experiences, capacity to succeed, etc. Employers, supervisors, superintendents, principals, or other professionals are appropriate choices; friends, family or fellow students are not.
• Completion of the MAED Essay answering the following 2 questions:
  1. In what ways do your academic background and your professional experiences provide evidence of your potential for success in the program you selected and in your eventual career? Please give specific examples of relevant coursework and/or experience.
  2. Describe your vision of educational leadership and explain why others would want to be led by you?

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
• 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 utilizing the Graduate Transfer Equivalency Form. 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 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 5415 Curriculum Development and Analysis or EDUC 6131 Curriculum Theory and Practice
EDUC 5420 Assessment and Implications for Instruction or EDUC 6133 Instruction 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.

Reading Specialist Track
Courses in the Reading Specialist Track must be taken from the following areas: Content, Pedagogy, and Research. The following requirements (36 credits) must be met for a Master of Arts in Education degree with specialization in Reading Specialist:

Content
EDUC 5330 Survey of Mild Learning Disabilities
EDUC 5335 Developmental Reading Instruction
EDUC 5365 Diagnosis of Reading/Language Abilities/Disabilities  
EDUC 5366 Seminar in Reading  
EDUC 5202 Intro to Linguistics

Pedagogy  
EDUC 5336 or EDUC 5415 (one only) Curriculum Adaptations or Curriculum Development and Analysis  
EDUC 5337 or EDUC 5410 (one only) Curriculum Based Assessment or Implications for Assessment  
EDUC 5367 Clinical Practicum

Research  
EDUC 5910 Educational Research  
EDUC 5920 The Capstone

Students may choose 6 credits of electives.

**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 Required Courses:**  
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

**Bilingual/Endorsement Required Courses:**  
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 ESL program must pass the OPI (oral proficiency interview) and WPT (writing proficiency test) in English to qualify for the ESL endorsement. 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 Required Courses**  
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 MAED program also offers a Learning Disabilities Teacher/Consultant (LDT/C) endorsement option. The LDT/C special services endorsement enables the holder to become a member of a child study team in New Jersey. To be eligible for the program, two successful years of teaching must be documented by the applicant. 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. There are three basic routes students may take to complete the LDT/C P-12 endorsement.

Post-Masters’ Learning Disabilities Teacher Consultant Endorsement Program for Teachers with a Master’s Degree in Special Education and a Standard Certificate in Special Education

List of required courses (11 credits)
EDUC 5338 Neurophysiological Basis for Learning Theory
EDUC 5339 Collaborative Practice and Inclusion
EDUC 6340 Assessment and Correction of Learning Disabilities (4 credits)
EDUC 6941 LDT/C Practicum (1 credit)

Post-Master’s Learning Disabilities Teacher Consultant Endorsement Program for Teachers with Master’s Degree in a Specialization other than Special Education

List of 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

For students wishing to pursue a Master of Arts in Education degree with Special Education certification and LDT/C endorsement

List of required courses (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

New Jersey Supervisor Endorsement Program
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. Stockton offers all courses required to meet the criteria for the New Jersey Supervisor Certificate (NJAC 6A:9-12.6). Students who have a master’s degree and complete all program requirements will be eligible for the New Jersey Supervisor endorsement.

Admission to the Program
Students who are already matriculated in a master’s degree program at the Stockton University and want to pursue a supervisory endorsement may begin to take courses from the restricted elective list at any time in the program and may take the required courses upon completion of 24 credits.

Required Courses - 6 credits
EDUC 6132 Curriculum Development and Evaluation
EDUC 6120* Principles of Supervision
*Prerequisite: Master’s degree or 24 credits completed through current enrollment in the MAIT or MAED program.

Select 2 curriculum courses or 1 curriculum course and 1 supervision course from the list below.

Curriculum
EDUC 5336 Curriculum Adaptations
EDUC 5337 Curriculum Based Assessment
EDUC 6131 Curriculum Theory and Development
INTC 5330 Integrating Technology into the Curriculum

Supervision
EDUC 5430 School Leadership and Decision Making

Principal/Supervisor Track
The Principal/Supervisor track graduate program for practicing educators leads to administrative certification in both school supervisor and principal endorsements. The program reflects current research that educational leaders must be prepared to lead schools to higher student achievement. The program is designed to develop educators into instructional leaders who:

• Provide a vision for the future
• Create and sustain a culture for learning and growth
• Manage and align resources to provide a safe, efficient and effective organization
• Collaborate with school and community stakeholders
• Serve with integrity, fairness and in an ethical manner
• Advocate for learners at all levels.

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 valid provisional or standard certificate and a Master’s degree.

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 and Evaluation
EDUC 6133 Instruction 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)

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. Applicants for principal endorsement must pass the School Leaders Licensure Assessment.

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 and Evaluation
EDUC 6133 Instruction 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 5160 Instructional Design and Development
INTC 5330 Integrating Technology in the Curriculum
The following principal endorsement program is for students who have already earned a master’s degree and a supervisory endorsement. A transcript review audit is required prior to admission to the endorsement program. Program completers must file an application for the Principal endorsement. Applicants for the Principal endorsement must pass the School Leaders Licensure Assessment (6011).

EDUC 5430 School Leadership and Decision Making
EDUC 5431 School Law
EDUC 5432 School Finance and Resources
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 5160 Instructional Design and Development
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. A traditional program is referred to as a CEAS. The Alternate Route Program is termed as a CE. 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 (FOCUS on EdTPA)

Elective: Select 1 course
EDUC 5205 Methods of ESL
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 5105 Beginning Teacher Support 1
EDUC 5107 Beginning Teacher Support 2
EDUC 5109 Beginning Teacher Support 3 (FOCUS on EdTPA)

Elective: Select 1 course
EDUC 5205 Methods of ESL
EDUC 5330 Survey of Mild Disabilities

Student can choose one additional elective.

COMPLETION REQUIREMENTS
- Completion of all required courses with a cumulative GPA of 3.0.
- A minimum of three years of teaching experience with a New Jersey certificate.
- All curriculum requirements must be completed within six years of the date of matriculation.

GRADUATION WITH PROGRAM DISTINCTION
A panel of faculty will evaluate a student’s eligibility for graduation with Program Distinction. Decisions are made during the final semester of study, and will be based on the following criteria:
- A cumulative GPA of 4.0
- A meritorious capstone project
- Faculty selection (based on faculty review Research Symposium).

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 Director 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.

MASTER OF ARTS IN INSTRUCTIONAL TECHNOLOGY

IN THE SCHOOL OF EDUCATION

THE FACULTY

Amy Ackerman (2007), Associate Professor of Instructional Technology; Ph.D., Florida State University; M.Ed., Temple University; B.A., Trenton State College: instructional design processes, presentation skills, evaluation of training, human performance improvement, social media and blended learning.

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 and distance education.

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.

Phil Tietjen (2017), Visiting Assistant Professor of Instructional Technology; Ph.D., Pennsylvania State University; M.A., New Mexico State University; B.A., Evergreen College: Learning Management Systems, learning, design and technology, adult learning theory.

INTRODUCTION
The field of instructional technology deals with the improvement of human learning and performance with the aid of 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 and 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 are tailored to their needs. Some program courses may satisfy course requirements for a Supervisor’s Endorsement in the State of New Jersey.

ADMISSION REQUIREMENTS
Applications are screened by the program Director 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 in order 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 recommendations, or an application fee.

TRANSFER CREDIT
The University accepts up to 9 credits of appropriate graduate study from other colleges and universities, subject to approval by the MAIT 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 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 be admitted to the program as non-degree students provided they meet the program’s admissions requirements. They are required to stipulate whether they plan to matriculate following the completion of six credits in the program and should see the program 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.

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 Technology and Learning
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 in order 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.

DOCTORATE OF EDUCATION IN ORGANIZATIONAL LEADERSHIP

IN THE SCHOOL OF EDUCATION

THE FACULTY

Harvey Kesselman (1980), President, Stockton University, 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.

George F. Sharp (2011), Assistant Professor of Educational Leadership; Ed.D., Nova Southeastern University; M.A., Rowan University; B.S., The College of New Jersey: educational leadership, organizational leadership, organizational culture, change and complexity, curriculum
development, implementation, and evaluation, supervision and evaluation, coaching and mentoring, professional development.

ASSOCIATED FACULTY
Deborah M. Figart (1995), Distinguished Professor 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, economic and financial literacy, labor unions, labor management relations, public policy, casinos and gaming.

Lewis A. Leitner (1972), Professor of Business Studies; Ph.D., M.A., State University of New York at Buffalo; B.A., Lehigh University: strategic management, leadership, business transformation, innovation and total quality management.

Michael S. Rodriguez (2006), Associate 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, American government, public policy, religion and politics.

PROGRAM INFORMATION
The Ed. D. in Organizational Leadership program is designed to be relevant, practical, flexible, and process-driven. 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;
- Business;
- Non-profit organizations;
- Government agencies;
- Health care networks and agencies; and
- Faith-based organizations.

DEGREE REQUIREMENTS
The Ed. D. in Organizational Leadership (Ed. D. in OL) is a 54-credit program, beyond the Master’s degree. Courses included in the Ed. D. program will be offered in one of two delivery formats: face-to-face and/or hybrid (defined as a combination of face-to-face meetings and online experiences). The program is divided into two phases: Phase I encompasses an interdisciplinary core of eight courses. The courses include:

- LEAD 6010: Leading Your Organization (3 credits)
- LEAD 6020: Engaging Communities and Stakeholders (3 credits)
- LEAD 6030: Adapting to Change and Complexity (3 credits)
- LEAD 6040: Transforming an Organizational Culture (3 credits)
- LEAD 6050: Thinking Creatively, Innovatively, and Entrepreneurially (3 credits)
- LEAD 6060: Leaders Serving with Ethics (3 credits)
- LEAD 6070: Evaluating, Assessing, and Planning (3 credits)
• LEAD 6080: Cultivating Organizational Talent and Innovation (3 credits).

Completion of the interdisciplinary core in Phase I, with a cumulative GPA of 3.0, is required for entrance into Phase II. Phase II is the research and dissertation-in-practice component of the program and includes the following courses:

- LEAD 6100: Quantitative and Qualitative Research (3 credits)
- LEAD 6800: Independent Study (3 credits)
- LEAD 6500: Research Seminar I (3 credits)
- LEAD 6501: Research Seminar II (3 credits)
- LEAD 7100-01-02: Dissertation-in-Practice/Action Research (18 credits Total; 6 credits each term).

DISSERTATION-IN-PRACTICE/ACTION RESEARCH

The doctoral action research/dissertation-in-practice is the capstone experience of the Stockton University Ed. D. in Organizational Leadership program. Like the doctoral program itself, the action research/dissertation-in-practice is innovative and different from traditional dissertations. In this action research/dissertation-in-practice process, there is less concern for universality of findings as more value is placed on the relevance of the findings to the researcher and his/her local collaborators as well as the benefits to the organization. The action research doctoral dissertation in practice is distinctive because of its interrelated purposes.

The purpose of a doctoral participant’s action research implementation is to make a positive difference in an organizational setting in which the candidate currently is serving. The purpose of a participant’s action research implementation is to investigate the action systematically and methodically through a form of disciplined reflective inquiry. As such, it involves deep inquiry into one's professional practice and the benefit of that practice to the organization. Critical reflection is at the heart of action research, and when this reflection is based on careful examination of evidence from multiple perspectives, it can provide an effective strategy for improving the organization's ways of working and the whole organizational climate. It can be the process through which an organization learns.
SCHOOL OF GENERAL STUDIES

AFRICANA STUDIES MINOR

IN THE SCHOOL OF GENERAL STUDIES

THE FACULTY

Donnetrice Allison (2004), Professor of Communication Studies and Africana Studies; Ph.D., M.A., Howard University; B.A., The University of New Haven: media portrayals of African Americans, film theory and criticism, research methods, hip hop culture.

Robert James Barney (2010), Associate Professor of Social Work; Ph.D., University of Louisville; MSW, University of Kentucky; B.A., Asbury College: HIV/AIDS in Africa, culturally competent interventions and organizational management, cultural diversity issues.

Darrell Cleveland (2007), Associate Professor of Education; Ph.D., University of North Carolina at Chapel Hill; M.S.Ed., Saint Joseph’s University; B.A., Temple University: foundations of education, diversity and social justice, sociology of education, history of education, minority issues in higher education.

Shawn Riva Donaldson (1980), Associate Professor of Sociology; Ph.D., Rutgers, The State University; M.A., B.A., University of Pennsylvania: Southern Africa, race relations, sociology of law, womanist issues.

Robert S. Gregg (1996), Dean of the School of General Studies and Professor of History; Ph.D., University of Pennsylvania; M.A., Edinburgh University: U.S. and African-American history, 1865-present, comparative history.

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.

Christina Jackson (2014), Assistant Professor of Sociology; Ph.D., University of California Santa Barbara; B.A., Temple University: urban sociology, Black communities, ethnography, race, class and gender.

Janice O. Joseph (1989), Distinguished Professor of Criminal Justice; Ph.D., M.A., York University; B.A., University of West Indies: juvenile justice, criminology and deviance, blacks and crime corrections.
Nazia Kazi (2014), Assistant Professor of Anthropology; Ph.D., The Graduate Center City University of New York; B.A., Northwestern University: race, ethnicity and immigration, Islamophilia and Islamophobia.


Michelle Craig McDonald (2006), Associate Professor of History; Ph.D., University of Michigan; M.A., St. John’s College; M.A., George Washington University: early American history, Atlantic history, comparative slavery and emancipation, public history.

Kameika Murphy (2017), Assistant Professor of Atlantic History; PhD., 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.

Anne F. Pomeroy (1999), Professor of Philosophy; Ph.D., Fordham University; M.A., Columbia University; B.A., Connecticut College: African-American philosophy, critical race theory.


G. Tyson Reeves (2016), Assistant Professor of Chemistry; Ph.D., Drexel University; MBA, Fairleigh Dickinson University; B.S., Lincoln University.

Allison N. Sinanan (2008), Associate 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.


PROFESSORS EMERITI
Rogers G. Barlatt (1980), Professor Emeritus of Chemistry; Ph.D., University of Connecticut; Dip.Ed., University of Sierra Leone; B.S., University of Durham; West Africa, Black contributions in science, science education.

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: African-American writers, slave narratives, African-American rhetoric.
William C. Jaynes IV (1977), Professor Emeritus of Social Work and Africana Studies; MSW, BSW, Temple University: social policy, urban affairs, Africana studies, gerontology, social work practice, ethnic and minority relations.

Melaku Lakew (1982), Professor Emeritus of Economics; Ph.D., M.A., University of California at Riverside; B.A., University of California at Berkeley: African, global economics, monetary theory and economic development.

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.

INTRODUCTION
The Africana Studies program is an interdisciplinary minor that forms an important segment of the liberal arts education for any student. It 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 this concentration 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 multiculturalism in this society as they study with professors who have conducted notable research in African, Caribbean, Africana, and African-American Studies within their traditional disciplines. Although students may not yet major in Africana Studies, they may minor in this area by completing the required core and cognate courses, meeting the grade-point-average criterion and submitting a portfolio with samples of their written course work. 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 General Studies and program courses relevant to Africana Studies are available. Courses are divided into core and cognate categories. Core courses are further divided into three groups: arts-related, history/culture related, and science-related courses. Both core and cognate courses are offered each academic year. Independent study projects with interested faculty members also are available. In addition, opportunities for study in selected African countries are possible. Group study tours are offered regularly. Students interested in studies in Africa, the Caribbean, South America, or Europe should contact the coordinators of Africana Studies and Study Abroad for further details. The Africana Studies program is open to everyone regardless of race, creed, color, religion, or ethnic background.
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 GSS 2201 Africana Studies: An Introductory Perspective and GIS 4601 African-Americans: A Seminar The capstone course, GSS 2201, is the required prerequisite for GIS 4601. Two additional core courses must be selected from a different group (arts-related, history/culture-related, science-related). The final course may be selected from the core and/or cognate group. Students selecting an independent study as a substitute should discuss this with the program coordinator 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 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 coordinator each term for updates.

CORE COURSES
Required Introduction
GSS 2201 Africana Studies: An Introductory Perspective

Arts-Related
GAH 1215 African-American Dance
GAH 1216 African-American Theater Workshop
GAH 1248 Music of Black Americans
GAH 2341 South African Literature and Culture
GIS 4634 Rhetoric of the African Diaspora
GSS 2451 South Africa Now
LITT 2148 Introduction to African-American Literature
LITT 3121 African-American Women Writers
LITT 3122 The Contemporary African-American Novel
LITT 3309 Literature of the Harlem Renaissance

History/Culture-Related
COMM 2414 African Americans on Television
GAH 1360 Topics in African-American History and Culture
GAH 2184 Hip Hop Culture
GAH 2360 The Civil Rights Movement
GAH 3121 African American Women Writers
GAH 3207 Blaxploitation: Cinema During the 1970s
GIS 3635 Discover Africa
GIS 3672 The Slave Narrative Revisited
GIS 3190 Black Power
GIS 4656 President Jefferson’s Scandal
GSS 1652 African Civilizations
GSS 3295 African-American Movies
HIST 2119 Ancient Egypt
HIST 2171 The Black Atlantic
HIST 2330 African-American Civilization to 1865  
HIST 2331 African-American History since 1865  
HIST 3605 Comparative Slavery and Emancipation  
PHIL 2201 African-American Philosophy

Science-Related (Social/Natural)  
GAH 2350 Black Men in America  
GNM 2236 Black Scientists and Inventors  
GSS 2188 African-Americans and the Law  
GSS 2195 Blacks and Jews: Future Hope  
GSS 2610 African-American Economic Experience  
GSS 3162 Africana Male/Female Relations

Required Capstone  
GIS 4601 African-Americans: A Seminar (pre-requisite: GSS 2201)

Cognate Courses  
ANTH2245 – Race, Ethnicity, and Immigration  
CRIM 3715 Race, Class and Gender in Criminal Justice  
GAH 3109 Women, Minorities and the Media  
GAH 3206 Race and U.S. Culture  
GSS 2278 Dealing with Diversity  
GSS 2480 The Sixties  
HIST 2128 Atlantic History, 1492-1888  
MUSC 1143 Vocal Jazz Ensemble  
SOCY 2213 Minority-Majority Relations  
SOCY 2355: Black Lives: Social and Economic Realities  
SOWK 2504 Ethnic and Minority Relations.

CANNABIS STUDIES MINOR

IN THE SCHOOL OF GENERAL STUDIES

THE FACULTY

**John Boyle (2007),** Assistant Professor of Business Studies, Accounting; MBA, Philadelphia University; B.S., Villanova University: financial and managerial accounting, government accounting, taxation.

**David C. Burdick (1984),** Professor of Psychology and Director, Stockton Center on Successful Aging; 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.
Tait Chirenje (2003), Associate 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, water chemistry, brownfields characterization, international sustainable development.

Christine A. Gayda-Chelder (2010), Assistant Professor of Psychology; Ph.D., Drexel University: health psychology, clinical neuropsychology, traumatic brain injury, early detection of dementia, caregiver burden.

Tara Crowell (2000), Associate Professor of Public Health; Ph.D., University of Oklahoma; M.A., B.A., West Virginia University; health communication, social marketing, quantitative research methods.

Mary Lou Galantino (1991), Distinguished Professor of Physical Therapy; Ph.D., Temple University; M.S.C.E., University of Pennsylvania; M.S., Texas Women’s University; B.S., University of Pittsburgh; neuromuscular physical therapy, chronic pain, HIV, cancer research, systemic diseases, wellness coaching, complementary medicine, yoga and hypertension, osteoarthritis and acupuncture, meditation for healthcare professionals.

John Guers (2017), Assistant Professor; Ph. D., University of Delaware; M.S. and B.S., East Stroudsburg University: Exercise Physiology, Skeletal Muscle and Vascular Physiology, Brown Adipose Tissue and Metabolic Function.

Ron S. Hutchison (2005), Associate Professor of Biology; Ph.D., University of Illinois; B.A., Kenyon College: cell and molecular biology, photosynthesis, plant biology, algal responses to cold environments, polar biology, climate change.

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: comparative research, policy, gender, victimization, media, policing, statistics.

Ekaterina G. Sedia (2001), Associate 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.

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.

INTRODUCTION
The interdisciplinary minor in Cannabis Studies offers students a foundation for understanding the burgeoning cannabis industry. New Jersey is among the 29 states and the District of Columbia that currently have legal medical marijuana. In addition, 9 states also have legal
recreational marijuana. As a result of the swift growth in medical and recreational marijuana and the impending debates regarding legalization of recreational marijuana in New Jersey, Stockton students may find the marijuana industry an attractive one to enter after graduation. The minor will expose students to some of the types of employment they might pursue.

As is the case with other interdisciplinary minors, this minor consists of 5 courses. All students take Introduction to Medical Marijuana in New Jersey, Cannabis Law, an internship preparation courses, and a credit-bearing internship. 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.

Students can begin taking courses in this minor in the fall semester 2018.

CIVIC LEADERSHIP AND COMMUNITY ENGAGEMENT

IN THE SCHOOL OF GENERAL STUDIES

ASSOCIATED FACULTY

**Anthony Dissen (2016)**, Instructor of Health Sciences; MPH, University of Massachusetts-Amherst; MA, Georgian Court University; RDN, BS, Rutgers University: Plant-based nutrition, integrative and holistic health, inter-professional education and collaboration, culinary medicine.

**Arleen Gonzalez (1986)**, Associate Professor of Criminal Justice; J.D., Rutgers, The State University; B.A., Stockton University: Puerto Rican history and culture.

**Christina Jackson (2014)**, Assistant Professor of Sociology; Ph.D., M.A., University of California Santa Barbara; B.A., Temple University: urban sociology, race, class, gender, social movements, inequality.

**Dan Ehrenfeld (2017)**, Assistant Professor of Writing and First-Year Studies; Ph.D., University of Massachusetts Amherst; M.A., Loyola Marymount University; B.A., Wesleyan University: digital rhetoric, developmental reading and writing pedagogy, writing in the public sphere, rhetorical circulation, professional writing and design, writing assessment.

**Daniel Fidalgo Tomé (2011)**, Director of Service-Learning and Adjunct Faculty member; M.Ed., University of Massachusetts, Amherst; B.S., Cook College, Rutgers, The State University of New Jersey: civic engagement, service-learning, community engagement, leadership development.
Elizabeth A. Elmore (1972), Professor of Economics; Ph.D., M.A., University of Notre Dame; B.A., Saint Mary’s College: labor economics, statistics and econometrics, financial gerontology, political economy of gender, diversity issues in gerontology and social security.

Emmanuel Small (2015), Assistant Professor of Business Management; Ph.D., Eastern University; M.Ed., Cheyney University; M.S., Cheyney University; B.S., Springfield College.

Emily Van Duyne (2014), Assistant Professor of Writing and First Year Studies; MFA, Pine Manor College; BFA, Emerson College: composition, first-year studies, critical race and feminist theory, poetry and poetics, rhetoric of social media.

George F. Sharp (2011), Assistant Professor of Education; Ed.D., Nova Southeastern University; M.A., Rowan University; B.S., The College of New Jersey: educational leadership, organizational leadership, organizational culture, change and complexity, curriculum development, implementation, and evaluation; supervision and evaluation, coaching and mentoring, professional development.

Jennifer Forestal (2015), Assistant Professor of Political Science; Ph.D., M.A., Northwestern University; B.A., The Ohio State University: political theory, politics of space, theories of the public, civic education, American political thought, new (digital) media.

Jessie K. Finch (2015), Assistant Professor of Sociology; Ph.D., M.A., University of Arizona; B.A., University of Tulsa: immigration, race and ethnicity, social psychology, identity, emotions, deviance, law, medical sociology, culture, media, teaching and learning.

Jiangyuan (JY) Zhou (2013), Internationalization Specialist; Ed. D., Binghamton University – SUNY; M.A., Anhui Normal University; B.A., Anhui University.

John O’Hara (2013), Associate Professor of Critical Thinking, Reading and Writing; Ph.D., M.A., University of Miami; B.A., Kent State University: 20th-century and contemporary American literature, war literature and arts, gender studies, critical and interpretive theory.

Joseph Rubenstein (1972), Professor of Anthropology; Ph.D., M.A., New School for Social Research; B.A., Hunter College.

Kaite Yang (2015), Assistant Professor of Psychology; Ph.D., M.A., Princeton University; B.A., Dartmouth College: social psychology, personality and individual differences, the emergence of gender differences, meta-analysis, thought speed and creativity.

Maritza Jauregui (2006), Associate Professor of Public Health; Ph.D., University of California, Irvine; B.A., Columbia College, Columbia University: Latinos and public health.

Meg White (2013), Assistant 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.
Michael S. Scales (2002), Professor of Hospitality and Tourism Management Studies; Ed.D., Rowan University; M.S., B.S., Widener University: hospitality management, food and beverage management, cooperative education, and special event management.

Nazia Kazi (2014), Assistant Professor of Anthropology; Ph.D., The Graduate Center City University of New York; B.A., Northwestern University; race, ethnicity and immigration, Islamophilia and Islamophobia.

Noel Criscione-Naylor (2015), Assistant Professor of Hospitality and Tourism Management Studies; E.d.D., Rowan University; M.P.A., B.A., Rutgers University: gaming, business policy and strategy, human resource management, leadership and decision-making, business teaching pedagogy.

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.

INTRODUCTION
The Community Leadership and Civic Engagement (CLCE) concentration is an interdisciplinary concentration within Stockton’s existing 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 university that allows students to operationalize their learning in community-engaged ways. Through incorporation of internships 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.

Students can begin taking courses in this concentration in the fall semester 2018.

REQUIREMENTS
The CLCE concentration under LIBA requires student to take three courses required of ALL LIBA students.

GEN 2250 Introduction to Liberal Studies
GEN 2248 Perspectives on Civic Engagement OR GEN 3851 Service Learning
GEN 2240 Introduction to Research

In addition, students in the LIBA CLCE concentration will work closely with their preceptors and faculty mentors, as the current LIBA structure requires, to devise a personal program of study that includes a selection of 4 additional core courses from the list below, classes that emphasize the knowledge, skills and values of engagement, leadership and service.

COURSES
Select up to two courses from the 2000-level, and at least two courses from the 3000-level electives below, for a total of 4 courses. No two courses may be in the same thematic category.
Freshman Seminar
GEN 1043  Tools for Social Change  (Tome)
GSS 1080  Race, Place and Public History  (Fox)

2000-level elective
GAH 2405  Dissent in America  (O’Hara)
GSS 2480  The Sixties  (O’Hara)
GSS 2XXX  Masses, Classes, Ideas  (O’Hara)
POLS 3648  Topics: Democracy, Dissent and Disobedience  (Forestal)

2000-level elective
GSS 2XXX  South Jersey Ethnographies  (A. Gonzalez)*
GEN 2119  Jersey Shore Public History  (Fox)
GAH 2275  Introduction to American Studies  (MAAS Faculty)
GEN 2510  Atlantic City: Research Methods  (Scales)
GNM 2XXX  South Jersey Shipwrecks  (Nagiewicz)

2000-level elective
GSS 2XXX  Urban Spaces  (C. Jackson)*
POLS 2104  Intro to Political Theory  (Forestal)
GEN 2XXX  Farm to Table: The Backyard Homestead  (Criscione-Naylor)
GSS 2XXX  Nonprofits and Your Community  (Dissen)

3000-level elective
GIS 3XXX  Leadership Theory and Practice  (Sharp/LEAD)*
GEN 3XXX  Nonprofit Leadership and Engagement  (Small)*
PSYC 3285  Industrial and Organization Psych  (Yang)
GIS 3673  Understanding Global Learning  (Zhou)

3000-level elective
GIS 3XXX  Global Learning in Action  (Zhou)*
SUST 3XXX  Sustainability, Community Health and Environmental Justice  (Juaregui)*

3000-level elective
GEN 3350  Digital Writing and Social Change  (Ehrenfeld)
GEN 3XXX  Public Writing  (Ehrenfeld)*
GEN 3XXX  TITLE TBD  (Van Duyne)*

4000-level elective
GIS 4626  The Medical Humanities  (Dissen)
GIS 4652  Atlantic City: Past as Prologue  (Olah)
GIS 4653  Identity, Culture and Imagination  (Hagen)
GIS 4XXX  Women in Protest  (J. Jones)
DIGITAL LITERACY AND MULTIMEDIA DESIGN MINOR

IN THE SCHOOL OF GENERAL STUDIES

FACULTY

Amy Ackerman (2007), Associate Professor of Instructional Technology; Ph.D., Florida State University; M.Ed., Temple University; B.A., Trenton State College: instructional design processes, pre-service/in-service teacher education, evaluation of training, project management, human performance improvement, and online learning.

Ronald A. Caro (2006), Assistant Professor of Education; 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.

Vincent Cicirello (2005), Professor of Computer Science; Ph.D., Carnegie Mellon University; M.S., B.S., Drexel University: artificial intelligence, computational intelligence, evolutionary computation, machine learning, multi-agent systems, operations research, software engineering.

Jill Gerhardt (1993), Associate Professor 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.

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 and distance education.

Ellen Kraft (2007), Associate Professor of Business Studies, Management; Ph.D., Auburn University; MSE, West Virginia University; BSIE, Lehigh University: operations management, quantitative methods, principles of insurance and risk, human resource management, and cybercitizenship.

Lewis A. Leitner (1972), Professor of Management; Ph.D., M.A., State University of New York at Buffalo; B.A., Lehigh University: strategic management, entrepreneurship, and total quality management.

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 design, and visual literacy.
John Russell Manson (2007), Professor of Computational Science; Ph.D., University of Glasgow; B. Eng., University of Strathclyde: computer models, data science, stream metabolism, hydraulics, hydrology, engineering, earth science, rivers, estuaries, coasts.

Michael J. McGarvey (1985), Professor of Art; MFA, BFA, Temple University, Tyler School of Art: graphic design, illustration, computer graphics, multimedia animation, drawing.

Mohamad Neifforoshan (2000), Professor of Computer Science and Information Systems; 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.

Michael Olan (1999), Professor 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.

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.

Aakash Taneja (2006), Professor of Computer Science and Information Systems; Ph.D., M.S., University of Texas at Arlington; MBA, Delhi University, India; B. Architecture, Regional Engineering College, India: digital enterprises, ethical issues in computing, evolution of disciplines, information assurance, project management, research methodologies, and systems analysis and design.

C. Hannah Ueno (1994), Associate Professor of Art; MFA, Washington State University; BFA, Nihon University: graphic design, 3d computer graphics, multimedia, digital imaging.

Ramya Vijaya (2004), Professor of Economics; Ph.D., The American University; B.A., Bombay University, India: feminist political economy, labor and international trade, econometrics.

Duo (Helen) Wei (2011), Associate Professor of Computer Science and Information Systems; Ph.D., New Jersey Institute of Technology; B.S., Changchun Normal University, China: programming and problem solving, foundations of computer science, and medical informatics.

Wendel A. White (1986), Distinguished Professor of Art; MFA, University of Texas at Austin; BFA, School of Visual Arts: photography, digital imaging, multimedia.

Ai Zhang (2009), Associate Professor of Communication Studies; Ph.D., University of Maryland; M.A., Syracuse University; B.A., University of Colorado at Denver: public relations, advertising.
INTRODUCTION
The Digital Literacy and Multimedia Design program is an interdisciplinary minor for students in any major interested in the use of modern digital technology. This minor is to provide students with a balance of practical knowledge and advanced technology skills, as well as theoretical foundations to thrive in the digital world. Through the selected courses, students design, develop, and evaluate digital content using multimedia technology and relevant learning theories. A diverse selection of General Studies and program courses relevant to Digital Literacy and Multimedia Design are available each term.

REQUIREMENTS FOR COMPLETION OF THE MINOR
The minor requires a total of 20 undergraduate credits at Stockton University. There is one required capstone course, and elective courses divided into two categories: technical and theoretical/applied. Students must complete two courses from each category (four elective courses) and a capstone course. If students have the prerequisites for each course, they may take technical and theoretical or applied courses in any sequence, before taking a capstone course. Students can also visit the Digital Literacy and Multimedia Minor Web site for updated course offerings.

Elective Courses (two from Technical Courses and two from Theoretical or Applied Courses)
Technical Courses (Two courses must be completed)
- ARTV 1125 The Computer as an Art Tool
- ARTV 2137 Video Art: In the YouTube Age
- ARTV 2265 Image and Typography
- ARTV 2270 Graphic Design I
- ARTV 3220 Interactive Media Design
- ARTV 3621 Web Design
- ARTV 3625 Photoshop
- ARTV 3674 3D Computer Modeling
- ARTV 3676 3D Animation
- ARTV 3677 Designing for WordPress
- CSIS 2101 Programming and Problem Solving I
- CSIS 4135 Web Application Engineering
- CSIS 4466 Computer Graphics
- GAH 1259 2-Dimensional Design on the Computer
- GEN 1053 Introduction to Digital Literacy
- GEN 2108 Web Tools
- GEN 2176 Mobile Application Use and Programming
- GEN 2180 Engineering Graphics and CAD
- GEN 2243 Exploring Digital Portfolio
- GEN 2260 Multimedia and Virtual World
- GIS 4663 Data Visualizations and Narratives
- GNM 2139 Interactive Game Development
- GNM 2233 Cartography
- GNM 2335 Networks
- GNM 2338 Big Data
Theoretical or Applied Courses (Two courses must be completed)
COMM 2400 Mediated Communication: Computers
COMM 4905 Digital Communication in Strategic Public Relations
CSIS 3472 Human-Computer Interface
GAH 2107 Intro to Digital Humanities
GAH 2180 Intro to Digital Writing
GAH 2339 The Rhetoric of Social Media
GAH 2342 Living in the Digital World
GAH 2403 Minds and Computers
GAH 2343 Visual Literacy
GAH 4303 Multimedia Writing
GEN 3164 Exploring the Future
GEN 3643 Cyber-Security
GIS 3238 Cybercitizenship
GIS 3668 Media and Audience Analysis
GIS 4618 Documentary Making Art of Fact
GIS 4623 Digital Culture
GIS 4625 Grassroots Journalism
GIS 4642 Computer/Ethics in Cyber Age
GIS 4662 Digital Storytelling
GNM 1031 Gender Issues in Computing
GNM 2248 Artificial Intelligence in Society
GSS 1226 Internet Culture and You
GSS 2430 Informational Intelligence
GSS 3102 Effects of Media on Children
GSS 3146 Internet and Society
GSS 3148 Digital Media, Technology, and Society
GSS 3645 Tech & an Aging Society
INTC 2610 Instructional Technology for K-12 Teachers
INTC 4650 Advanced Technology for Educators
LITT/HIST 3922 Digital Humanities Internship I

Required Capstone Course: 1 Course (4 Credits)
Prerequisite: Complete at least three elective courses before taking a capstone course
ARTV 4926 Design for Community Partners
COMM 4901 Communication Internship
COMM 4902 WLFR Internship
COMM 4903 SSTV Internship
CSIS 4900 Internship
INTC 4940 Digital Design Studio
LITT/HIST 3923 Digital Humanities Internship II.
DISABILITY STUDIES MINOR

IN THE SCHOOL OF GENERAL STUDIES

THE FACULTY

Priti Haria (2012), Associate Professor of Special Education; Ph. D., University of Delaware; M.S. in Special Education, Lehigh University; M.S. in Elementary Education, University of Scranton, Research interests include: developing vocabulary and reading comprehension instruction for struggling readers and enhancing text-based discourse within the context of reading-writing instruction for students with language difficulties.

Ronald L. Caplan (1994), Associate Professor of Public Health; Ph.D., M.A., B.A., University of Massachusetts: health economics, health policy.

Diane S. Falk (1996), Professor 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.

Lydia Fecteau (1996), Adjunct Professor of Disability and General Studies, M.A. Rutgers University; B.A. Stockton University: Disability Studies in Literature, Science Fiction, The History of Comics, Disability Rights & History, Disability Theory, Disability Culture and Advocacy, and Eugenics.

Christine V. Ferri (2005), Associate Professor of Psychology; Ph.D., M.A., Duke University; B.A., Rutgers, The State University: geropsychology, abnormal psychology, psychotherapy, positive psychology, statistical methods.

Laurie Greene (1989), Associate Professor of Anthropology; Ph.D., M.A., Tulane University; B.A., University of Pennsylvania: anthropology of women and men, language and gender.

Adalaine Holton (2007), Associate Professor of Literature; Ph.D., M.A., University of California, Santa Cruz; B.A., University of Maryland: comparative American literature, U.S. ethnic studies, theories of race, gender, class, and sexuality.

Zornitsa Kalibatseva (2015), Assistant 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.

Shelly Meyers (2008), Associate Professor of Education; Ed. D., Nova Southeastern University, M.S., Glassboro State College, B.S., Syracuse University: special education, pedagogy, inclusion, supervision and leadership, education to workplace transition, behavior management.
**Sara Nović (2017),** Assistant Professor of Creative Writing; MFA, Fiction & Literary Translation, Columbia University; Creative writing, fiction, creative nonfiction, contemporary literature, disability & Deaf studies, human rights and genocide studies, literary translation.

**Anne F. Pomeroy (1999),** Professor of Philosophy; Ph.D., Fordham University; M.A., Columbia University; B.A., Connecticut College: African-American philosophy, critical race theory.

**Erin E. Podlesny (2013),** Assistant Professor of Chemistry; Ph.D., University of Pennsylvania; B.S., Gettysburg College: synthetic organic chemistry, continuous flow chemistry, asymmetric synthesis, catalysis.

**Kerri Sowers (2014),** Assistant Professor of Health Science; DPT, B.A., The Richard Stockton College of New Jersey: neurological physical therapy, acute care physical therapy, para/disabled sports, health and wellness, writing for healthcare professions.

**Chelsea Tracy-Bronson (2014),** Instructor; 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.

**INTRODUCTION**

Disability Studies (DS) 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, DS focuses on how disability is defined and represented in society.

Through the interdisciplinary lens the field of Disability Studies (DS) shifts the conversation and helps to understand the nuances of disability that are often not considered within the applied professions (Ferguson & Nusbaum, 2012). 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. DS 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., individual with disability is broken and need to be fixed). Faculty from all schools within the University take a holistic and interdisciplinary approach to the study of disability in DS 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.
PROGRAM ORGANIZATION
All Disability Studies courses are open to any student at Stockton University. A minor in Disability Studies is awarded to students who complete 20 credits in Disability Studies coursework, e-portfolio and exit survey, including the following.

1. Disability History and Theory, a four-credit course is offered every fall and spring semester, either as GSS 2356, GAH 2281, GSS 1062 that serves as an introduction to the study of Disability Studies.

2. Twelve credits of study (three courses), which must come from courses that are approved by the Disability Studies faculty and based on disability theory and perspective of disability as a social and cultural construct. A selected list of approved courses is available on the Curriculum Worksheet located on the Academic Advising website under “Degree Programs.” A range of elective courses is offered each semester.

3. Capstone in Disability Studies (GIS 3686; GIS4605), a 4-credit course focusing on primary source readings in Disability theory, policies, and advocacy skills. Course covers how humans create, interpret, analyze, and evaluate Disability Studies research and knowledge claims about disability around the world. The capstone courses are offered in fall and spring semester.

4. Students must receive C or better in all the Disability Studies related courses.

5. Disability Studies Portfolio is a culmination of students’ signature assignments from the coursework in Disability Studies. The students will select key assignments that exemplify either deeper understanding of disability from social or cultural perspectives or assignments that develop skills in providing support, services or advocacy skills for individuals with disabilities.

Students who are interested in pursuing a minor in Disability Studies must declare the minor by completing the Minor Declaration form and submit it to the Center for Academic Advising (CC 242) and meet with the Disability Studies Minor Coordinator and/or their preceptor to discuss course selection and progress.

DISABILITIES STUDIES COURSES
A partial listing of Disabilities Studies courses is given below; an updated list is available on the website. The Disability Studies minor consists of five courses (20 credits). The students will complete the following.

One course at introductory level (1000 or 2000 level).
- GSS 2356 Disability Rights and History
- GAH 2281 Introduction to Disability Studies and Theory
- GSS 1062 Disabilities and Dignity

Three courses as electives (2000 or 3000 level).
ANTH 2410 Stigma
ANTH 3325 Imagining the Body
EDUC 2241: Inclusive Learning in Education
GAH 1037 Philosophy of the Other
GIS 4670 Pestilence and Plague
GAH 2336 Eugenics
GAH 3616 Memoirs of Mental Illness  
GNM 2201 Health and Healing  
GAH 2162 Medicine, Ethics and the Arts  
HLTH 2210 Sign Language I (formerly CMDS 2210)  
PUBH 3225 Health Insurance  
ECON 2104 Health Care Economics  
GSS 2256 Exploring the Dying Process  
GSS 1065 Disability and Sports  
GSS 3612 Culture and Mental Health  
GNM 2312 Scientists & Disability

One capstone course (at 3000 or 4000 level).

- GIS 4605 Disability Advocacy and Policy (Fall Semester)
- GIS 3686 Disability Rights Around the World (Spring Semester)

Course descriptions for the offerings listed above appear with other courses of the same acronym online. Not all Disability Studies courses are included in the list above. Students wishing to transfer an elective should contact the coordinator or their preceptor. Students should work with their preceptor to select from the Disability Studies offerings each semester. These can be viewed on the list of courses for Interdisciplinary Minors offered each term, which is posted online prior to pre-registration. In addition to the above courses, faculty may offer a variety of independent studies.

CAREER OPPORTUNITIES
Career preparation for jobs in management, marketing, counseling, teaching, journalism, social work, criminal justice, hospitality, banking, nursing, health services 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 disabilities studies prepares for employment opportunities, educational, legal and political projects; work with disability rights organizations, social services, and it will prepare students to work with individuals with disabilities and with advocacy work.

FIRST-YEAR STUDIES

IN THE SCHOOL OF GENERAL STUDIES

THE FACULTY AND STAFF

Robert J. Blaskiewicz (2015), Assistant Professor of Critical Thinking and First-Year Studies; Ph.D., Saint Louis University; 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.

Young Doo (Peter) Cho (2013), Associate Professor 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.

Judith Copeland (2005), Associate Professor 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.

Pamela G. Kennedy Cross (1986), Writing Center Coordinator/Developmental Education Specialist; M.A., Georgetown University; B.A., Stockton University: tutor training, teaching first-year students, working with at-risk students, developing students’ information literacy skills, writing for the workplace, understanding learning differences.

Emari DiGiorgio (2006), Professor of Writing and First-Year Studies; MFA, New York University; B.A., Stockton University: creative writing (poetry and fiction), contemporary world poetry, why poetry matters, composition, women’s studies, social activism.

Dan Ehrenfeld (2017), Assistant Professor of Writing and First-Year Studies; Ph.D., University of Massachusetts Amherst; M.A., Loyola Marymount University; B.A., Wesleyan University: digital rhetoric, developmental reading and writing pedagogy, writing in the public sphere, rhetorical circulation, professional writing and design, writing assessment.

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.

Wondimagegnehu Geremew (2005), Associate Professor of Mathematics and First-Year Studies; Ph.D., Wayne State University; M.S., University of Kaiserslautern; B.S., M.S., Addis Ababa University: variational analysis, optimization and applications.

Geoffrey W. Gust (2014), Assistant 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.

Carra Leah Hood (2005), Associate Provost for Strategic Planning, Academic Programming, and Assessment and Associate Professor 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), Tutoring Center Specialist: Coordinator for Graduate and First-Year Student Support and Atlantic City Projects; M.A., Stockton University; B.A., Stockton University: teaching first-year students; training writing tutors; tutoring graduate and at-risk students; coordinating evening tutoring and tutoring at satellite locations.

Marcy R. Isabella (2015), Assistant 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.

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, rhetoric of science.

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.

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), Associate Professor of Critical Thinking and First-Year Studies; Ph.D., University of Miami; 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), Assistant Professor of Writing and First-Year Studies; Ph.D., University of Wisconsin-Madison; MFA, University of Wisconsin-Madison; M.Ed., University of Houston; BA, University of Pittsburgh: writing pedagogy, extracurricular literacies and writing groups, archival research, creative writing (poetry and nonfiction).

Thierry Saintine (2017), Assistant Professor of Mathematics and First-Year Studies; Ph.D., Temple University; MA, City College, The City University of New York; MFA, City College, The City University of New York; BA, City College, The City University of New York: mathematics education, mathematics identity construction, ethnography, urban education, sociocultural foundations of education.

Emily Van Duyne (2014), Assistant Professor of Writing and First-Year Studies; MFA, Pine Manor College; BFA, Emerson College: composition, first-year studies, critical race and feminist theory, poetry and poetics, rhetoric of social media.
ASSOCIATED FACULTY
Anne F. Pomeroy (1999), Professor of Philosophy; Ph.D., Fordham University; M.A., Columbia University; B.A., Connecticut College: social and political philosophy, Marxism, existentialism, process philosophy.

John M. Quinn (1990), Associate Professor of Education, Ed.D., Pepperdine University; M.A., Rowan University; B.S., Stockton University: mathematics, curriculum development, mathematics education, technology in education.

PROFESSORS EMERITI
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.

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.

Stephen Dunn (1974), Professor Emeritus of Creative Writing; M.A., Syracuse University; B.A., Hofstra University: creative writing (poetry and fiction), contemporary world poetry, 20th century American literature.

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.

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.

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 credits are required to fulfill the University’s competency requirement.
For critical thinking/reading skills, students whose SAT/ACT scores fall below certain cutoff scores are placed into FRST 1002 Critical Thinking and Readings as their freshman seminar course. Students must complete FRST 1002 with a C or better within two attempts.

For writing skills, students whose SAT/ACT scores fall below certain cutoff scores are placed into FRST 1101 College Writing as their first-year writing course. Students must complete FRST 1101 with a C or better within two attempts.

For math skills, students whose SAT/ACT scores fall below certain cutoff scores for math must take Accuplacer placement tests to complete placement into or out of FRST 1100 Developmental Mathematics and FRST 1103 Quantitative Reasoning. Students who enroll in FRST 1100 must complete that course with a C or better in two attempts, and then enroll in FRST 1103. Students enrolled in FRST 1103 must enroll concurrently in FRST 1703 Math Workshop, a non-credit tutorial. Students must complete FRST 1103/1703 with a C or better in two attempts or face dismissal from the university.

Enrollment in any of the four 1000-level FRST courses (FRST 1002 Critical Thinking and Reading, FRST 1101 College Writing, FRST 1100 Developmental Mathematics, or FRST 1103 Quantitative Reasoning/1107 Math Workshop) into which a student places is mandatory, and students must enroll in their required FRST courses during their first semester.

If a student is unable to enroll in a FRST 1000-level course into he/she was placed in her/his first term, that student 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 two terms of matriculation, although students who cannot take all their required FRST courses during the first term may be granted an extension, and then must register for and complete any deferred mandatory courses in the next term (fall or spring). The competency requirement may be met by demonstrating competency on the SAT or ACT, in the case of some classes by demonstrating competency on a relevant Accuplacer test, or by passing the appropriate FRST course(s) with a minimum grade of C.

Students who fail to meet the competency requirement through course grade in the first semester must retake the course in the next semester in order to satisfy the requirement. Those who do not meet the competency requirement after a second attempt at the course are subject to dismissal from the University.

Note that a grade of W counts as an attempt at any 1000-level FRST course. Also, students must complete a simple form, signed by their course instructor, in order to withdraw from a FRST 1000-level class.

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Number</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL</td>
<td>1200</td>
<td>Cells and Molecules</td>
</tr>
<tr>
<td>BIOL</td>
<td>1400</td>
<td>Biodiversity and Evolution</td>
</tr>
<tr>
<td>COMM</td>
<td>1201</td>
<td>Introduction to Mass Communication</td>
</tr>
</tbody>
</table>
Credits for FRST 1100 may not be applied to the degree, but credits for the other three 1000 level FRST courses may be 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 freshman 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, W2, and GNM 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. These include special sections of the following courses taught by faculty members who have participated in a special, First-Year Studies institute.

FRESHMAN SEMINAR PROGRAM

IN THE SCHOOL OF GENERAL STUDIES

Stockton’s Freshman Seminar program ensures that students experience an appropriate introduction to academic life. Stockton requires a seminar of all first-semester students to provide them with an early authentic learning experience from which they will encounter the essential processes of academic discourse.

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

While most students take their seminar in the fall semester, the University is developing a full first-year program that will bring students together as an intellectual and social community through interlocking events and programs integrating the academic, co-curricular, and informational aspects of Stockton students’ first-year experience.

GLOBAL STUDIES MINOR

IN THE SCHOOL OF GENERAL STUDIES

THE FACULTY

Robert Barney (2010), Associate Professor of Social Work; Ph.D., University of Louisville; M.S.W., University of Kentucky; B.A., Asbury College.

Michael Busler (2008), Professor in Business Studies and Finance; Ph.D., M.B.A., Drexel University.

Guia Calicdan-Apostle (2012), Associate Professor of Social Work; DSW, University of Pennsylvania; MSSW, Asian Social Institute (Manila, Philippines); BSSW, Philippine Women’s University: clinical social work practice, cultural competence, spirituality in mental health, public health intervention and advocacy (tobacco control).
Ronald Caro (2006), Assistant Professor of Education; Ed.D., Pepperdine University; M.S., National University; B.A., Queens College.

Tait Chirenje (2003), Associate Professor Environment Studies; Ph.D., University of Florida; M.S., University of Guelph; B.S., University of Zimbabwe.

Arnaldo Cordero-Roman (1999), Associate Professor of Spanish; Ph.D., University of Maryland; M.A., B.A., Universidad de Puerto Rico.

Reza Ghorashi (1981), Professor of Economics; Ph.D., Fordham University; M.A., University of Oklahoma; B.Sc., University of Shiraz.

Arleen Gonzalez (1986), Associate Professor of Criminal Justice; J.D., Rutgers, The State University; B.A., The Richard Stockton College of New Jersey: Puerto Rican history and culture.

Laurie Greene (1989), Associate Professor of Anthropology; Ph.D., M.A., Tulane University; B.A., University of Pennsylvania: language and culture, anthropology of men and women, Latin America and Caribbean cultures, cultures in education, social activism.

Michael R. Hayse (1996), Associate Professor of Historical Studies, Wally and Lutz Hammerschlag Associate Professor of Holocaust Studies; Ph.D., University of North Carolina, Chapel Hill; M.A., University of Maryland; B.A., Dartmouth College: Modern European history, German history, Eastern European history, history of the Holocaust.

Patrick Hossay (1999), Associate Professor of Sustainability; Ph.D., The New School for Social Research; M.A., San Francisco State University; B.S., San Jose State University: comparative politics, international relations, political science methodology, racism and nationalism.

Janice Joseph (1989), Distinguished Professor of Criminal Justice; Ph.D., M.A., York University, Canada; B.A., University of West Indies: crime in the Caribbean, international delinquency and gangs, violence against women (- international perspective).

Zornitsa Kalibatseva (2015), Assistant Professor of Psychology, Ph.D., Michigan State University: clinical psychology, cross-cultural psychology, assessment, depression, cultural competency, race, ethnicity, and acculturation.

Gorica Majstorovic (2002), Associate Professor of Spanish; Ph.D., New York University; M.A., University of Southern California; B.A., University of Belgrade.

John Russell Manson (2007), Associate Professor of Computational Science; Ph.D., University of Glasgow; B. Eng., University of Strathclyde: mathematical models, hydraulics, hydrology, engineering, earth science, rivers, estuaries, coasts.

Daniel Moscovici (2009), Associate Professor of Environmental Studies; Ph.D., M.S., University of Pennsylvania; M.B.A., Villanova University; B.S., Lehigh University.
Adam Miyashiro (2009), Assistant Professor of Literature; Ph.D., M.A., The Pennsylvania State University; B.A., California State University: comparative medieval literature, Old and Middle English, Old French and Anglo-Norman literature, Mediterranean Studies, historiography, travel narratives, Arthurian literature, postcolonial theory.

Kory Olson (2006), Associate Professor of French; Ph.D., The Pennsylvania State University; M.A. Auburn University; B.A., South Dakota State University.

Nora Palugod (1990), Assistant Professor of Business; Ph.D., M.P.I.A., University of Pittsburgh; M.B.A., De La Salle University; B.S.B.A., University of the Philippines.

Michael Rodriguez (2006), Associate Professor of Political Science; Ph.D., Temple University; M.A., University of Texas, Austin; B.A., Princeton University.

Joseph Rubenstein (1972), Professor of Anthropology; Ph.D., M.A., New School for Social Research; B.A., Hunter College.

Javier Sanchez (2007), Associate Professor of Spanish; Ph.D., University of North Carolina, Chapel Hill; M.A., North Carolina Central University; B.A., Universidad de Salamanca, Spain.

Rupendra Simlot (1998), Associate Professor of Criminal Justice; Ph.D., University of Rajasthan; M.B.A., University of Rhode Island; M.S., B.S., University of Indore.

Lois Spitzer (2008), Associate Professor of Teacher Education; Ed.D., Boston University: English as a second language, bilingual/bicultural education.

Ramya Vijaya (2004), Professor of Economics; Ph.D., The American University; B.A., Bombay University, India: Feminist political economy, labor and international trade, econometrics.

Suya Yin (2004), Associate Professor of Communications; Ph.D., M.A., University of Wisconsin, Madison; M.A., University of International Business and Economics, China; B.A., Harbin Teachers’ University, China.

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: international relations, global governance, international law, international financial institutions, economic development and international trade and finance.

Ai Zhang (2009), Assistant Professor of Communication Studies; Ph.D., University of Maryland; M.A., Syracuse University; B.A., University of Colorado at Denver; public relations, advertising.

Shaoping Zhao (1996), Professor of Business Studies; Ph.D., The Pennsylvania State University; B.S., Guangxi University of China: management science, management information systems, and operations management.
Jiangyuan (JY) Zhou (2013), Internationalization Specialist; Ed. D., Binghamton University – SUNY; M.A., Anhui Normal University; B.A., Anhui University.

Elisa von Joeden-Forgey (2013), Associate Professor of Holocaust and Genocide Studies and Dr. Marsha Raticoff Grossman Professor of Holocaust Studies, and Director of the Master of Arts in Holocaust and Genocide Studies Program; Ph.D., M.A., University of Pennsylvania; B.A., Columbia University: comparative genocide studies, intellectual and world history, modern Germany and Africa, colonialism/imperialism, gender, sexual violence, and genocide prevention.

PROFESSORS EMERITI
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.

Nancy Taggart Davis (1973), Professor Emerita of Pathology; Ph.D., University of Pennsylvania; B.S., Rollins College: Mexican culture, pathology, pathophysiology, epidemiology.

Melaku Lakew (1982), Professor Emeritus of Economics; Ph.D., M.A., University of California at Riverside; B.A., University of California at Berkeley.

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: cultural constructions in life narrative discourse; hegemonic discourses, contemporary African American literature, African-American vernacular English, language and gender studies in language and power.

INTRODUCTION
The world that we live in is becoming closer with advancement of technology and increased knowledge and understanding of various nations, cultures and ethnicities. A “Global Vision” is one of the four pillars that Stockton considers in its 2020 Strategic Plan. The goal of “internationalizing” Stockton is to create a systematic approach to ensure that 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/global content into the curriculum. One such attempt is to offer a minor on international studies.

REQUIREMENTS
The Global Studies Minor (GSM) was approved during 2010-2011 academic year. It consists of 20 credits. All students must take the entry level course GSS 1229 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. Out of 20 credits required, at least 2 courses must be at the 3000 level. Students must demonstrate proficiency in another language or an in-depth knowledge of another culture.
**CURRICULUM**
In addition to the entry level and capstone courses mentioned above, students must take one from each of the following three categories of courses.

Global Issues/Areas Studies Courses
The global issues/areas studies concentration allows students to focus their attention on issues from a global or a particular geopolitical perspective.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>GAH 1370</td>
<td>Chinese Culture</td>
</tr>
<tr>
<td>GAH 2346</td>
<td>Modern Europe</td>
</tr>
<tr>
<td>GAH 3124</td>
<td>Vietnam’s Culture &amp; Economy</td>
</tr>
<tr>
<td>GAH 3217</td>
<td>Literature and Globalization</td>
</tr>
<tr>
<td>GEN 1302</td>
<td>Introduction to Latin America and the Caribbean</td>
</tr>
<tr>
<td>GIS 3303</td>
<td>Experience Global Development</td>
</tr>
<tr>
<td>GIS 3416</td>
<td>Our World Today</td>
</tr>
<tr>
<td>GIS 3625</td>
<td>Global Geography</td>
</tr>
<tr>
<td>GIS 3635</td>
<td>Discover Africa</td>
</tr>
<tr>
<td>GIS 3680</td>
<td>Scotland: The Land and People</td>
</tr>
<tr>
<td>GIS 4480</td>
<td>International Tourism and Development</td>
</tr>
<tr>
<td>GIS 4612</td>
<td>East Asia</td>
</tr>
<tr>
<td>GIS 4645</td>
<td>Reforms and Globalization in China</td>
</tr>
<tr>
<td>GNM 2116</td>
<td>Cities of the World</td>
</tr>
<tr>
<td>GNM 2475</td>
<td>Global Environmental Issues</td>
</tr>
<tr>
<td>GSS 1236</td>
<td>Go Global!</td>
</tr>
<tr>
<td>GSS 2134</td>
<td>Global Issues</td>
</tr>
<tr>
<td>GSS 2142</td>
<td>US-China in 21st Century</td>
</tr>
<tr>
<td>GSS 2368</td>
<td>Global Community</td>
</tr>
<tr>
<td>GSS 2635</td>
<td>UN Experience- International Study Tour (Model UN)</td>
</tr>
<tr>
<td>GSS 3234</td>
<td>Human Rights in a Global Perspective</td>
</tr>
<tr>
<td>POLS 2160</td>
<td>Introduction to Comparative Politics</td>
</tr>
</tbody>
</table>

History and Culture
This concentration explores the history and culture in various countries or regions from an interdisciplinary perspective.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>ANTH 1100</td>
<td>Introduction to Anthropology</td>
</tr>
<tr>
<td>ANTH 2152</td>
<td>Language and Culture</td>
</tr>
<tr>
<td>ANTH 2238</td>
<td>Anthropology Fieldwork in South Africa</td>
</tr>
<tr>
<td>COMM 3303</td>
<td>International Communication</td>
</tr>
<tr>
<td>GAH 1090</td>
<td>The History of Paris</td>
</tr>
<tr>
<td>GAH 1257</td>
<td>The Art of Italy</td>
</tr>
<tr>
<td>GAH 1630</td>
<td>World Civilizations to 1500: Food, Environment, and Humans</td>
</tr>
<tr>
<td>GAH 2211</td>
<td>African and Asian Literature</td>
</tr>
<tr>
<td>GAH 2284</td>
<td>The History of Paris</td>
</tr>
<tr>
<td>GAH 2330</td>
<td>Theory and Practice of Language</td>
</tr>
<tr>
<td>GAH 2363</td>
<td>Puerto Rico, Society, and Culture</td>
</tr>
<tr>
<td>GAH 2364</td>
<td>Understanding Iraq</td>
</tr>
</tbody>
</table>
Political Economy and Contemporary Issues
This concentration focuses on the economy, money, the environment, business, and current issues using a multidisciplinary and international approach.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>GAH 2406</td>
<td>Philippine Culture and History</td>
</tr>
<tr>
<td>GAH 3127</td>
<td>Modern Scandinavia in Literature and Film</td>
</tr>
<tr>
<td>GAH 3230</td>
<td>The French New Wave</td>
</tr>
<tr>
<td>GAH 3224</td>
<td>Latin America and World Literature</td>
</tr>
<tr>
<td>GAH 3330</td>
<td>Theory and Practice of Language</td>
</tr>
<tr>
<td>GIS 3342</td>
<td>Mexico Study Tour</td>
</tr>
<tr>
<td>GIS 3640</td>
<td>Culture of Islam</td>
</tr>
<tr>
<td>GIS 4606</td>
<td>Costa Rica Cultural Study Tour</td>
</tr>
<tr>
<td>GSS 2246</td>
<td>Introduction to the Middle East</td>
</tr>
<tr>
<td>GSS 2451</td>
<td>South Africa Now</td>
</tr>
<tr>
<td>GSS 2626</td>
<td>International Culture</td>
</tr>
<tr>
<td>GSS 3104</td>
<td>Language and Power</td>
</tr>
<tr>
<td>GSS 3612</td>
<td>Culture and Mental Health</td>
</tr>
<tr>
<td>HIST 2140</td>
<td>History of India</td>
</tr>
<tr>
<td>HIST 2146</td>
<td>Indian Ocean History</td>
</tr>
<tr>
<td>HIST 2149</td>
<td>Conflict and Change in India</td>
</tr>
<tr>
<td>HTMS 3132</td>
<td>Hospitality and Tourism</td>
</tr>
<tr>
<td>LITT 2306</td>
<td>Cultures of Colonialism</td>
</tr>
<tr>
<td>ANTH 2136</td>
<td>World Perspectives on Health</td>
</tr>
<tr>
<td>ECON 3655</td>
<td>International Trade</td>
</tr>
<tr>
<td>ECON 3670</td>
<td>International Economic Development</td>
</tr>
<tr>
<td>ENVL 2300</td>
<td>Environmental Issues</td>
</tr>
<tr>
<td>GAH 2207</td>
<td>Environmental Histories</td>
</tr>
<tr>
<td>GIS 3639</td>
<td>Immigration and Immigrants</td>
</tr>
<tr>
<td>GSS 1052</td>
<td>Global Change and Business</td>
</tr>
<tr>
<td>GSS 3234</td>
<td>Human Rights in a Global Perspective</td>
</tr>
<tr>
<td>MGMT 3112</td>
<td>International Business Management</td>
</tr>
<tr>
<td>MGMT 4100</td>
<td>Manager in the World Economy</td>
</tr>
<tr>
<td>POLS 2160</td>
<td>Comparative Politics</td>
</tr>
<tr>
<td>POLS 2170</td>
<td>Introduction to International Politics</td>
</tr>
<tr>
<td>POLS 3313</td>
<td>International Order</td>
</tr>
<tr>
<td>POLS 3662</td>
<td>International Political Economy</td>
</tr>
</tbody>
</table>
HOLOCAUST AND GENOCIDE STUDIES MINOR

IN THE SCHOOL OF GENERAL STUDIES

THE FACULTY

Michael R. Hayse (1996), Associate Professor of History; Ph.D., University of North Carolina, Chapel Hill; M.A., University of Maryland; B.A., Dartmouth College: Modern European history, German history, Eastern European history, history of the Holocaust.

Marion Hussong (2002), Professor of Literature and 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.


Raz Segal (2016), Assistant Professor of Holocaust and Genocide Studies and the Sara and Sam Schoffer Professor of Holocaust Studies; 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.

ASSOCIATED FACULTY

Christina M. Morus (2009), Associate Professor of Comparative Genocide and Communication Studies; Ph.D., University of Georgia; M.A., Eastern Michigan University; B.S., Eastern Michigan University: rhetoric of mass violence and genocide, gender & war, discourses of memory, the rhetoric of peace and human rights activist organizations, critical media studies, discourses of gender, race, class & ethnicity.

Gail H. Rosenthal (1991), Director of the Sara and Sam Schoffer Holocaust Resource Center M.A., Stockton University; B.S., Temple University: education, Holocaust Resource Center internships, Holocaust and genocide education-implementation of the NJ Holocaust and Genocide education mandate.

Yitzhak Y. Sharon (1972), Distinguished Professor of Physics and Weinstein Professor of Jewish Studies; Ph.D., M.A., Princeton University; A.B., Columbia University: Jewish life in Europe.

Judith Vogel (2000), Associate Professor of Mathematics, Coordinator of Holocaust and Genocide Studies; Ph.D., M.A., Temple University; B.A., Stockton University: Children during the Holocaust.
PROFESSORS EMERITI

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.

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.

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**

Completion of the minor requires a minimum of 20 credits in courses related to the minor. 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 special 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 and to take a pre-assessment. The assessment is for program use only and does not affect admission to the program or graduation. There are no special 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. These should be selected from the list of courses provided below.

**Required Courses**

- GAH 2114 Perspectives on Genocide
- GSS 2240 The Holocaust

**Elective Courses**

(A minimum of three additional courses selected from the list below).

- ANTH 2220 Ethnicity
- GAH 2112 Art, Politics and the Nazi Era
- GAH 2113 Non-Jewish Victims of the Nazis
- GAH 2119 History and Memory of Nazi Era
- GAH 2156 History of Antisemitism
- GAH 2319 Music and the Holocaust
- GAH 2326 Art and the Holocaust
- GAH 2362 The Armenian Genocide
- GAH 3215 Literature of Genocide and Upheaval
- GAH 3234 Holocaust Literature
- GAH 3248 Media, Public Perception & Genocide
GEN 2238 The Holocaust and Children’s Literature
GEN 2308 Children of the Holocaust
GIS 3418 Witness to Genocide
GIS 3601 Seminar on the Holocaust
GIS 3658 Women and Genocide
GIS 3659 Genocide, War Crimes and Law
GIS 3660 The Impact of the Holocaust
GIS 3662 Will Genocide Ever End?
GIS 3666 The Holocaust in Film and Literature
GIS 3667 Families in Genocide: History and Memory
GIS 3671 The Holocaust and the Christian World
GIS 4482 Climate Change, Conflict and Genocide
GIS 4641 Approaches to Auschwitz
GSS 1057 War, Nationalism and Genocide
GSS 2190 Ordinary Evil
GSS 2196 Race and Nation in History
GSS 2216 Holocaust and Genocide Denial
GSS 2248 Business and Nazi Germany
GSS 2328 Native America and Genocide
GSS 2353 America and the Holocaust
GSS 2432 A World Made New
GSS 3172 Ethnic Violence and Nationalism
GSS 3211 Refugees in the Modern World
GSS 3212 The Rwandan Genocide
GSS 3240 Holocaust and Genocide Education
GSS 3278 Study Tour: Holocaust
GSS 3946 Holocaust Resource Center Internship
HIST 2117 Modern Germany
HIST 3615 Hitler, Mussolini and Stalin
HIST 3616 History of the Third Reich
LITT 3206 Literature after the Holocaust
LITT 3318 Literature and Genocide

Additional courses are developed on a regular basis in response to the needs of the undergraduate minor. Courses not on this list may be acceptable towards the minor in Holocaust and Genocide Studies. However, such approval must be given by the Coordinator of Holocaust and Genocide Studies, before the student takes the course.

SPECIAL OPPORTUNITIES AND RESOURCES
Undergraduates studying for the minor in Holocaust and Genocide Studies 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 located on the second floor of Stockton’s Library 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 serve 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 the area of 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.

THE HONORS PROGRAM

IN THE SCHOOL OF GENERAL STUDIES

Stockton Honors is an academic opportunity that combines challenging courses with experiential learning to foster a warm, supportive, intellectual community. Honors students can choose any course of study from Stockton’s major, minor, and certificate programs.

Students may apply for admission into the Honors program as entering first-year or transfer students. Admission to the Honors program is competitive. Applicants must apply online through the Honors website, submitting a separate application and letter of recommendation directly to the Honors program. Preference is given to those students who demonstrate clear 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 continue to make academic progress, fulfill their experiential learning requirements, and maintain a 3.3 GPA.
JEWISH STUDIES MINOR

IN THE SCHOOL OF GENERAL STUDIES

THE FACULTY

**Ronald L. Caplan (1994)**, Associate Professor of Public Health; Ph.D., M.A., B.A., University of Massachusetts, Amherst: comparative health systems, international health care reforms.

**Marcia Fiedler (2000)**, Assistant Professor of Jewish Studies; Ed.D., University of Phoenix, M.A., 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 and Prejudice.

**Michael Hayse (1996)**, Associate Professor of History; Ph.D., University of North Carolina; M.A., University of Maryland; B.A., Dartmouth College: modern European history, German history, Eastern European history, history of the Holocaust.

**Murray Kohn (1987-2015)**, Professor of Holocaust Studies; Fellow of the Hebrew University, Jerusalem; D.D., The Jewish Theological Seminary; D.J.L., People’s University, Herzlia Jewish Teachers Institute; B.R.E., Jewish Theological Seminary of America; B.A., Brooklyn College: Holocaust studies, Jewish literature, Jewish life and culture.

**Richard Miller (2008)**, Assistant Professor of Jewish Studies; Ed.D., Ed.S., Seton Hall University; M.A., B.S., Hebrew Union College.

**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.

**Kate Nearpass Ogden (1991)**, Professor of Art History; Ph.D., M. Phil., Columbia University; B.A., Gettysburg College: Jewish art.

**Tom Papademetriou (2001)**, Associate Professor of History, Executive Director, Dean C. and Zoe 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: Southeastern Europe, Middle Eastern history, modern Hellenism.

**Gail H. Rosenthal (1991)**, Director of the Sara and Sam Schoffer Holocaust Resource Center; M.A., Stockton University; B.S., Temple University.

**Joseph Rubenstein (1972)**, Professor of Anthropology; Ph.D., M.A., New School for Social Research; B.A., Hunter College: Jewish culture, Jewish ethnicity.
Yitzhak Y. Sharon (1972), Professor of Physics and Weinstein Professor of Jewish Studies; Ph.D., M.A., Princeton University; A.B., Columbia University: the State of Israel, internships, independent study projects in Israel, the Hebrew language.

Rachel Kirzner (2015), Assistant Professor of Social Work; MSW, B.A., University of Pennsylvania; LCSW: violence exposure, urban poverty, public benefits, behavioral health, data analysis.

PROFESSORS EMERITI
Evonne J. Kruger (1996), Professor Emerita of Business Studies; Ph.D., MBA, Temple University; M.A., University of Minnesota; B.A., The George Washington University: Jewish spirituality, Jewish mysticism, organization of the Jewish community in the U.S.

Fred C. Mench, Jr. (1971), Professor Emeritus of Classics; Ph.D., M.A., Yale University; B.A., Kenyon College; Executive Director of The Interdisciplinary Center for Hellenic Studies; AFGLC Endowed Professor of Greek Culture: Jews in the ancient world.

Marcia 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: women in Judaism.

INTRODUCTION
The minor in Jewish Studies is concerned with the investigation and understanding of a major cultural tradition, Judaism. This tradition has made seminal contributions to the cultural and religious heritage of Europe, America and the Middle East. It has had a major impact on the literature, art, music, philosophy, science and social science of Western civilization.

The minor, through its sequence of formal courses and independent studies, provides a breadth of inquiry that is interdisciplinary in its overall thrust. It involves faculty from all the schools of the University. While it is not possible to major in Jewish studies, students can concentrate in Jewish studies through their major programs and/or the General Studies program. Another possibility is to design a Liberal Studies degree with emphasis on Jewish Studies. The Jewish Studies minor is available to all graduating students who complete the program’s requirements.

PROGRAM ORGANIZATION
A wide range of Jewish Studies courses and independent studies is offered under both General Studies and program acronyms. These courses provide both a wide scope for study and an opportunity for thorough investigation of specific issues. Courses that are relevant to the program are open to any student at Stockton. Every formal Jewish Studies course carries 4 credits. Examples of Jewish Studies courses are listed below. Ideas for areas of independent study and internships can be discussed with the coordinator of the program or a member of the Jewish Studies faculty.

REQUIREMENTS FOR THE MINOR
1. Students interested in completing the Jewish Studies minor will be required to take four courses in Jewish Studies. Two of the four courses may be related to Holocaust
and Genocide Studies. No more than two Hebrew courses can count towards the required four courses.

2. In addition, all students wishing to complete the Jewish Studies minor must enroll in either an independent study or internship project as a capstone to their program. Project topics must be approved by the Jewish Studies coordinator and supervised by a member of the Jewish Studies faculty (or by another Stockton faculty member upon the request of the Jewish studies coordinator).

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 both 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. 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.

Interested students should contact the coordinator of International Education. Scholarships are often available to help defray the cost of study in Israel.

Students who are studying for the Jewish Studies minor are eligible to apply to the Stockton Foundation for several special scholarships and book awards. These scholarships and awards are designated for students who are completing the 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 and Stockton’s active Jewish Student Union/Hillel. The Stockton Library has a strong collection in Jewish Studies.

A regional Holocaust Resource Center housed in the Library was opened at Stockton in 1990. The Center serves as a focal point for the Study of the Holocaust and its meaning. It helps to train teachers and also houses artifacts and oral histories of the Holocaust. Students are able to serve internships for academic credit at the Holocaust Center.

The Jewish Studies faculty works closely with the Jewish Federation of Atlantic and Cape May Counties. Students interested in careers in Jewish communal work can serve in internships with the Federation or its agencies. Internships in Washington D.C., of relevance to Jewish Studies, may also be available.

RELEVANT COURSES
Each course in the sample course listing below has been approved for the minor. (Additional Holocaust and Genocide Studies courses may be used towards the Jewish Studies Minor requirements upon approval of the Jewish Studies Coordinator.)
ANTH 2230 Ethnicity
ANTH 2237 Jewish Culture
GAH 1044 Women in the Bible
GAH 1052 Jewish Stories and Storytellers
GAH 1320 The Bible, Art and Literature
GAH 1355 The American Jewish Experience
GAH 1362 Jewish Culture and Western Civilization
GAH 1365 Jewish Civilization: Israel Yesterday, Today and Tomorrow
GAH 1367 Current Issues in Judaism
GAH 1368 Heritage: Civilization and the Jews
GAH 2144 Women in the Bible
GAH 2149 Biblical Ethics, Modern Times
GAH 2157 Jews in American Film
GAH 2171 World’s Major Religions
GAH 2156 History of Anti-Semitism
GAH 2176 Jewish Spirituality
GAH 2239 Old Testament and Film
GAH 2248 Seriously Dangerous Religions
GAH 2302 American Jewish Literature
GAH 2304 Jewish Stories and Storytellers
GAH 2305 Basic Judaism
GAH 2327 How Judaism Approaches Life
GAH 2361 Migration and Immigration
GAH 3634 Ethnicity Through Film
GIS 3230 Jewish Women
GIS 3630 Finding Joseph
GSS 2193 Jewish Organizations
GSS 2195 Blacks and Jews: Future Hope
GSS 2246 Introduction to Middle East
GSS 2436 The Arab-Israeli Conflict
GSS 3946 Holocaust Center Internship
HIST/PHIL 1310 Early Christianity
HIST 2127 Ottoman History
HIST 2131 Islam and Eastern Christianity
HIST 2169 American Jewish Women
HIST 2200 Ancient Israel
HIST 2405 Eastern Christianity
LANG 1255 Beginning Hebrew I
LANG 1256 Beginning Hebrew II
LANG 1257 Intermediate Hebrew I
LANG 1258 Intermediate Hebrew II
LANG 1757 Hebrew III
PHIL 2102 Issues: Religion and Society and Ethics
PHIL 2402 Abrahamic Faiths
Additional courses are being developed on a regular basis in response to the needs of the program. Courses not on this list may be acceptable toward the minor upon approval by the coordinator of Jewish Studies.

LATIN AMERICAN AND CARIBBEAN STUDIES MINOR
IN THE SCHOOL OF GENERAL STUDIES

THE FACULTY

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.

Arnaldo Cordero-Román (1999), Associate Professor 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.

Lisa E. Cox (1999), Associate Professor of Social Work; Ph.D., MSW, LCSW, Virginia Commonwealth University; B.A., Bridgewater University: clinical social work practice, human behavior, HIV/AIDS, clinical trials research, medication compliance and social support, spirituality, program development in community and health settings, cultural diversity, and existentialism.

Diane Falk (1996), Professor of Social Work; Ph.D., LCSW, Rutgers, The State University; MSW, University of Pennsylvania; M.A., B.A., University of Chicago: social work practice, program development and administration, mental health practice and policy, human rights, international social work.

Arleen Caballero González (1986), Associate Professor of Criminal Justice; J.D., Rutgers, The State University; B.A., The Richard Stockton College of New Jersey: Puerto Rican history and culture.

Jessie K. Finch (2015), Assistant Professor of Sociology; Ph.D., M.A., University of Arizona; B.A., University of Tulsa: immigration, race and ethnicity, social psychology, identity, emotions, deviance, law, medical sociology, culture, media, teaching and learning.

Laurie Greene (1989), Associate Professor of Anthropology; Ph.D., M.A., Tulane University; B.A., University of Pennsylvania: early civilizations, ethnicity, circum-Caribbean cultures, Latin America and the Caribbean, Creole languages.

Maritza Jauregui (2006), Associate Professor of Sustainability; Ph.D., University of California, Irvine; B.A., Columbia College, Columbia University: Latinos and public health.
Janice O. Joseph (1989), Distinguished Professor of Criminal Justice; Ph.D., M.A., York University, Canada; B.A., University of West Indies: crime in the Caribbean, religion in the Caribbean, Caribbean race relations, the Caribbean family.

Nazia Kazi (2015), Assistant Professor of Anthropology; Ph.D. The Graduate Center at CUNY*: race, ethnicity and immigration;

Gorica Majstorovic (2002), Professor of Spanish; Ph.D., New York University, New York; M.A., University of Southern California; B.A., University of Belgrade: Iberian, Latin American, and U.S.-Latino literature, visual arts and theatre, postcolonial studies.

Michelle McDonald (2006), Assistant Provost and Associate Professor of Atlantic History; Ph.D., University of Michigan; M.A., George Washington University; M.A., St. John’s College: Atlantic history, comparative Caribbean history, business and economic history, public history.

Daniel Moscovici (2010), Associate Professor of Environmental Science and Geology; Ph.D., M.S. University of Pennsylvania, M.B.A. Villanova University, B.S. Lehigh University: energy and indigenous rights in Latin America.

Kameika Murphy (2017), Assistant Professor of History; Ph.D., Clark University; MSc., University of the West Indies; BA, University of the West Indies: Black Atlantic; Afro-Latin American and Afro-Caribbean perspectives of the Atlantic World; comparative slavery and the trans-Atlantic slave trade.

Kate Nearpass Ogden (1991), Professor of Art History; Ph.D., M.Phil., Columbia University, New York; B.A., Gettysburg College: Latin American and Caribbean art and artists.

Patricia Reid-Merritt (1976), Distinguished Professor of Social Work and Africana Studies; DSW, University of Pennsylvania; MSW, Temple University; B.A., Cabrini College: African-American/Afro-Caribbean dance; race, ethnicity, diversity and minority group relationships.

Francisco Javier Sanchez (2007), Associate 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.

PROFESSORS EMERITI
Rudolf G. Arndt (1974), Professor Emeritus of Marine Science; Ph.D., M.S., B.S., Cornell University: vertebrate zoology, ecology, tropical rainforest.

Sonia Gonsalves (1990), Professor Emerita of Psychology; Ph.D., M.Ed., Temple University; B.S., Diploma in Education, University of the West Indies: issues in the Caribbean, Latin America and the Caribbean.

Melaku Lakew (1982), Professor Emeritus of Economics; Ph.D., M.A., University of California at Riverside; B.A., University of California at Berkeley: immigration and immigrants.
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. A partial list of the courses available in the program is given below.

Required Courses
GIS 3730 LACS Capstone Seminar AND one introductory course:
GEN 1030 (Freshman Seminar) Introduction to Latin America/Caribbean OR
GEN 1302 Introduction to Latin America and the Caribbean OR
LANG 3252 Latin American Culture and Civilization

The Historical Process
ANTH2245 Race, Ethnicity, and Immigration
ANTH 2134 Early Civilizations
GAH 3119 Multicultural Latin America
GAH 2216 Puerto Rican History and Culture
GAH Banana Republic
GAH 2217 Mexico Since the Revolution
GAH 3216 Literature and Power in the Americas
GAH 3224 Latin American and World Literature
GNM 2280 Latinos and Health
HIST 1160 Latin American History I: Political Development
HIST 1161 Latin American History II: Social and Economic Development
HIST 2128 Atlantic History, 1492-1888
HIST 3605 Slavery and Emancipation
HIST 2171 The Black Atlantic
LANG 3607 French Civilization
LANG 4245 19th and 20th Century Spanish Literature
LANG 4246 20th Century Latin American Poetry
LANG 4649 20th Century Latin American Novel
LANG Hispanic Essays

Language and the Arts
GIS 4764 Globalization and Art
ARTV 2271 World Art
GEN 2230 Black American Experience Through Dance
LANG 2140 Spanish: Reading Knowledge I
LANG 2141 Spanish: Reading Knowledge II
LANG 2200 Spanish for Human Services
LANG 2230 Intermediate French I
LANG 2231 Intermediate French II
LANG 2240 Intermediate Spanish I
LANG 3215 Latin American Short Story
LANG 3230 Advanced French I
LANG 3240 Advanced Oral and Written Expression
LANG 3241 Advanced Spanish Composition and Syntax
LANG 3259 Latin American Theatre
LANG 3260 Colombia: Society and Culture
LANG 3255 Spanish-English Grammar
LANG 3607 French Civilization
LANG 4245 19th and 20th Century Spanish Literature
LANG 4246 20th Century Latin American Poetry
LANG 4649 20th Century Latin American Novel
LANG Hispanic Essays
SOWK 2200 Spanish for the Human Service Field

Modern Cultural Experience
GIS Globalization and Art
ANTH 2245 Race, Ethnicity, and Immigration
ANTH 2230 Ethnicity
ANTH 3233 Circum-Caribbean Cultures
LANG 3260 Colombia: Society and Culture
LANG 3251 Spanish Civilization and Culture
GAH 2363 Puerto Rico: Society and Culture
GAH 3216 Literature and Power in the Americas
GAH 3119 Multicultural Latin America
GIS 3342 Mexican Culture
GIS 3639 Immigration and Immigrants
GIS 4612 Costa Rica Cultural Study Tour
GNM 2434 Prep for Tropical Field Biology
GSS 2191 Puerto Ricans on the Mainland
LANG 2142 Mapping Hispanic Cultures I
LANG 2143 Mapping Hispanic Cultures II
SOCY 2213 Minority-Majority Relations
SOWK 2504 Race, Ethnicity, Diversity

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.

LIBERAL STUDIES
IN THE SCHOOL OF GENERAL STUDIES

INTRODUCTION
The Bachelor of Arts in Liberal Studies (LIBA) is an option for students whose educational or career goals or academic interests are not met by any of Stockton’s other degree programs. The LIBA permits students to design a complete 128-credit interdisciplinary program suited to their individual needs and plans. This program thus provides extraordinary opportunities for creativity in educational planning and allows students to take advantage of a wide range of Stockton’s faculty and other resources. To become a LIBA major, a student must prepare a carefully conceived proposal for multidisciplinary study and must have that proposal approved by a committee composed of the Associate Dean of General Studies and two faculty members.

Like any Stockton degree program, a Liberal Studies B.A. program proposal should show coherence, breadth of education and depth of study in a particular area. Like any Stockton
Bachelor of Arts program, it should also reflect the University’s commitment to the liberal arts in the general education of students. Liberal Studies majors are not exempt from the General Studies requirements. Although proposals resembling an existing degree program may be approved, the LIBA major is not a means by which established programs can be diluted. Students pursuing a specific career or graduate study are advised to solicit and consider the advice of faculty in similar or related disciplines and programs. The Liberal B.A. program is not intended to be a default option for students in other majors.

Planning a Liberal Studies B.A. takes time and commitment; considerable thought and discussion are required, since the student proposing a Liberal Studies B.A. is, in effect, proposing that the University support an individually-tailored degree program. Planning a Liberal Studies B.A. also requires that the student assume a large portion of the responsibility for his or her educational choices.

PROGRAM ORGANIZATION
The organization of a Liberal Studies B.A. may take several forms depending on the particular interests and needs of the student. The course of study, and the proposal describing it, must reflect a central unifying purpose or theme.

In recent years, students have pursued the following interests through the LIBA program:
- Thematic/topical — interdisciplinary exploration of a particular theme or topic (e.g., “Freedom and Constraint” and “The World, Its People, and Their Art”);
- Expanded study in a topical program, such as gerontology, Women’s Studies, African-American studies or humanities; and
- Pre-professional interdisciplinary study intended to prepare the student either to enter a particular career field (e.g., wildlife illustration or fine arts management), or to attend graduate or professional school in a variety of areas.

COURSE REQUIREMENTS
The basic requirements for a student undertaking a Liberal Studies B.A. are planning and thinking. Not all proposals are accepted and most require revision. The student should develop a coherent set of classroom courses, independent study projects and (if appropriate) off-campus experiences, all of which are intended to meet the particular objectives of his/her program. The student should also plan a senior project that will provide a capstone for the program and an opportunity to demonstrate what s/he has learned. LIBA students are expected to complete 12 or more credits at the 3000-level or above.

In addition to the above requirements, the following courses or their equivalents are required:
- GEN 2250 (Introduction to Liberal Studies)
- GEN 2248 (Perspectives on Civic Engagement) OR GEN 3851 (Service Learning)
- GEN 2240 (Introduction to Research)

Planning for a LIBA should normally be started before a student reaches junior status. GEN 2250, “Introduction to Liberal Studies,” is especially appropriate for this purpose. Therefore, transfer students with junior standing must act particularly quickly if they wish to pursue the LIBA option.
In general, students are expected to have their LIBA proposal approved prior to their 96th credit.

**PROCEDURES**

Students interested in pursuing the Liberal Studies B.A. should discuss their ideas with staff in the Center for Academic Advising as early as possible and consult regularly while developing their plans. They should also obtain advice from two or more faculty members who will serve as sponsors for their programs. As LIBA programs are usually interdisciplinary, these faculty members should represent different disciplines.

The most important requirement for entering the Liberal Studies B.A. program is the preparation of a written proposal. Detailed instructions for preparing a proposal are available from the Center for Academic Advising. The key elements are these:

- **Rationale**
  - An explanation of why the LIBA program is appropriate for meeting the student’s educational goals. This rationale should explain the overall concept and purpose of the student’s program, and the principal areas of knowledge or skills that will be included in order to achieve this purpose. In addition, the student is expected to comment on how he/she sees the proposed curriculum as fulfilling some or all of the University’s Essential Learning Outcomes.

- **Description**
  - A complete description of the curriculum of the proposed program. This should include a listing of all courses that already have been taken or are proposed for future terms, categorized by their function in the program, i.e., which of the areas of knowledge or skills they support.

- **Evaluation**
  - Criteria and procedures by which it can be determined at graduation whether the student has met his/her educational goals. This evaluation should include the description of a proposed senior project that is suitable for demonstrating the breadth and depth of the student’s learning. It should indicate any public presentation of the student's work that may seem appropriate.

- **Resources**
  - Description of the University resources (faculty, courses, facilities) that are needed to complete the Liberal Studies B.A., as well as any off-campus persons or facilities that will be involved. The purpose of this section is to demonstrate that the University is able to support a program in the student’s area of interest.

The proposal will also indicate the student’s Stockton ID number, the title of the proposed program and contain the names and signatures of the two faculty sponsors who are supporting the program. Sample copies of completed proposals are available in the Center for Academic Advising.

When the proposal is in its final form, it must be submitted to the Associate Dean of the School of General Studies. The student will then arrange to meet with the advisory committee, whose
members include the dean and the two faculty sponsors. The dean may also appoint an additional member. If the committee approves the proposal, the student may then declare LIBA as his or her major.

The committee may set conditions for its approval and may agree to meet subsequently to monitor the student’s progress. As previously noted, this part of the process is normally expected to be accomplished prior to achievement of senior status (i.e., prior to completion of 96 credits).

**SUGGESTED LIBA POSSIBILITIES**

Students interested in pursuing a Liberal Studies B.A. degree may find that it lends itself especially well to three types of purposes: 1) to construct a more in-depth approach to a topic or theme that is currently available only as an interdisciplinary minor; 2) to construct a broad approach to disciplines housed within one school at Stockton; and 3) to pursue elementary education certification. All of the examples below require a minimum of 12 credits at the 3000-level or above, and a capstone course.

**Expansion of an Interdisciplinary Minor**

_Africana Studies_

This would include core courses, i.e., GSS 2201 Africana Studies: An Introductory Perspective; HIST 2330 African-American Civilization to 1865; HIST 2331 African-American History since 1865; PHIL 2201 African-American Philosophy; GIS 4601 African-Americans: A Seminar; AFRA 4000 Senior Project; Arts and Culture (4 credits); Language and Culture (4 credits); Social Organization and Culture (4 credits). In addition to such a core, this concentration might offer clusters in the arts, history, language and culture, and social organization.

**Professional Writing**

Students who choose to pursue a LIBA with a concentration in professional writing can focus their study by taking courses in preparation for work in business or a technical field (i.e., the pharmaceutical industry, the automotive industry, the publishing industry, etc.) or for further study or work in journalism, grant writing, public relations, nonprofit publications, or for writing within a variety of health care fields. A student can also choose to take a variety of courses, preparing for a wide range of writing tasks in as wide a range of workplaces.

Students should select Cognate courses that suit their academic, career, and personal educational goals. Among the suggested cognate fields for this degree might be Communications, Business, or any social science, health science, or science major with an administrative or business focus. Students might select Cognate courses in other fields, too, if courses in those fields are relevant to their goals. A student might take Cognate courses in Literary Studies, for instance, especially if that student is interested in pursuing publishing or professional editing after graduation.

**School-Based LIBA Programs**

_Arts and Humanities_

In this LIBA, students might be expected to develop an understanding of the arts, including perspectives and practical approaches derived from the visual arts (painting, sculpture,
photography, and digital media) and performing arts (music, theatre, and dance). The student and his/her advisors will determine the proportions of study in each of the areas. At least three courses should be taken at the 3000-4000 level. Students will be expected to complete a methods course in one of the arts’ perspectives. Finally, students will complete a final project drawing together the course of study.

Humanities
In this LIBA, students might be expected to develop an understanding of the humanities, including the basic perspectives of literature, history, communications, philosophy, and languages & culture studies. The student and his/her advisors will determine the proportions of study in each of the areas. At least three courses should be taken at the 3000-4000 level. Students will be expected to complete a methods course in one of the humanities’ perspectives. Finally, students will complete a final project drawing together the course of study.

Social and Behavioral Sciences
In this LIBA, students will be expected to develop an understanding of the basic social Sciences, including the basic perspectives of Psychology, Sociology, Anthropology, Political Science, and Economics. The student and the advisor will determine the proportions of study in each of the areas. At least three courses should be taken at the 3000-4000 level. Students will be expected to complete a methods course in a social science field. Finally, students will complete a final project drawing together the course of study.

Applied Social Science
In this LIBA, students will put together a balanced curriculum in the applied social sciences, including social work, criminal justice and gerontology. The student will be expected to take some basic work in the fundamental social sciences with the selections depending on the student’s focus. At least three courses should be taken at the 3000-4000 level. Students will be expected to complete a methods course in an applied social science field. Finally, students will complete a final project drawing together the course of study.

Social Research Methods
In this LIBA, students will develop competency in the various types of research methods – experimental, field, survey and the use of unobtrusive methods (content analysis, use of available statistics and historical/comparative methods). In addition, students should develop competency in statistics, probably through two courses. As a final project, the student could complete a research project that demonstrates methodological competence. Obviously, some proportion of basic work should be done in several of the social sciences to give substantive grounding to the student’s methodological sophistication. A theory course in one of the social sciences should also be completed.

Policy Analysis
In this LIBA, students’ study would focus on political science, economics and sociology as well selected applied areas, such as social work, gerontology, criminal justice or other appropriate areas from within and beyond the social sciences. For example, a student may integrate a focus in social science with health care policy, if such a combination appeals to that student’s professional interest.
LIBA for Elementary Education Certification
There are four pre-established concentrations for this purpose. Students interested in one of these approaches should consult with the School of Education.

Elementary Education
In this LIBA, students seeking a path to elementary education follow a curriculum that has been pre-approved by faculty and Deans from the Schools of Education, Natural Sciences & Mathematics, Arts & Humanities and General Studies and endorsed by the Faculty Senate. The paths include a broadly-based distribution of courses in the four areas of study required for all elementary teachers: Language Arts, Mathematics, Science and Social Studies. Variations that emphasize two or more of these areas may also lead to Middle School specializations (endorsements) in accordance with New Jersey Department of Education code (see chapter on Teacher Education).

Language Arts and Social Studies
Slightly more specialized than the above, this curriculum focuses more on language, literature, history, and other social studies courses. Interested students should contact the School of Education.

Science, Technology, Engineering, Arts, and Mathematics (STEAM)
Similarly, more specialized, this curriculum focuses more on the courses that lead to Middle School specialization in Math and Science, with an emphasis on integrating STEAM concepts into teaching.

Early Childhood Education
Designed for students seeking P-3 certification, course work in this LIBA includes content knowledge aligned with P-3 curriculum and state-mandated assessments including Praxis Core and Praxis II. Students who follow this LIBA path will earn the Minor in Childhood Studies, whose faculty members have approved these courses for this program.

PROGRAM DISTINCTION
Program distinction in Liberal Studies will be awarded to students who receive 70% A grades in their courses, including transfer courses; who maintain at least a 3.5 grade point average; who receive two recommendations from faculty other than the LIBA sponsors for the purposes of this distinction and who, in the judgment of their LIBA sponsors, complete an outstanding senior project.
MIGRATION STUDIES MINOR

IN THE SCHOOL OF GENERAL STUDIES

THE FACULTY

Lauren Balasco (2017), Assistant Professor of Political Science; Ph.D., University of Delaware; M.A., University of Delaware; B.A., Randolph-Macon Woman’s College; comparative politics, human security, transitional justice, democratization, human rights.

Jess Bonnan-White (2012), Associate Professor of Criminal Justice; Ph.D., University of Iowa; M.A., Northern Illinois University; B.A., Washington University in St. Louis; homeland security, emergency management, conflict resolution, disaster response, humanitarian assistance, and human security.

Arleen Caballero González (1986), Associate Professor of Criminal Justice; J.D., Rutgers, The State University; B.A., The Richard Stockton College of New Jersey: Puerto Rican history and culture.

Jessie K. Finch (2015), Assistant Professor of Sociology; Ph.D., M.A., University of Arizona; B.A., University of Tulsa; immigration, race and ethnicity, social psychology, deviance, law, medical sociology, culture, education, teaching and learning.

Elma Kaiser (2014), Assistant Professor of Social Work; Ph.D., Howard University; MSW, Monash University, Australia; MSS, BSS, University of Dhaka, Bangladesh; International social work, diversity, violence against street children, gender based violence, displaced and underprivileged children, child labor, mental health of women and adolescents, macro social work.

Nazia Kazi (2014), Assistant Professor of Anthropology; Ph.D. The Graduate Center CUNY; MSW, Columbia University; B.A. Northwestern University; Race, migration, Islamophobia, inequality

Margaret E. Lewis (1996), Professor of Biology; Ph.D., State University of New York at Stony Brook; M.A., State University of New York at Stony Brook; B.A., Rice University; vertebrate anatomy, anthropology, paleoecology, evolutionary biology, paleontology, dispersal, human adaptation and variation

Michael S. Rodriguez (2006), Associate Professor of Political Science; Ph.D. Temple University; MA University of Texas at Austin; AB Princeton University; Campus Liaison Washington Internship Program; teaches senior seminar, public policy, race & politics, politics of immigration, honors freshman seminar.

Mariana Smith (2015), Assistant Professor of Visual Art; MFA., Cornell University; BFA, Columbus College of Art and Design, BFA Moscow College of Applied and Industrial Arts, multimedia art, printmaking, graphic design, globalization and art.
ASSOCIATED FACULTY

*Tait Chirenje (2003),* Associate Professor of Environmental Science & Sustainability; Ph.D., University of Florida; M.S., University of Guelph; B.S., University of Zimbabwe; urban trace metal geochemistry, environmental remediation, water chemistry, brownfields characterization.

*Christina Jackson (2014),* Assistant Professor of Sociology; Ph.D. M.A , University of California Santa Barbara; B.A., Temple University; intersectionality, urban space, inequality, social movements, environments.

*Emma Kluesner (2005),* Assistant Director, The Center for Academic Advising; MA, Holocaust and Genocide Studies, Stockton University; BA, Historical Studies, Stockton University; Immigration Studies, Holocaust Studies.

*Goriga Majstorovic (2002),* Associate Professor of Spanish; Ph.D., New York University; M.A., University of Southern California; B.A., University of Belgrade: Iberian, Latin American and U.S. Latino literature, film, visual arts and theater, postcolonial studies.

*Daniel A. Moscovici (2009),* Associate Professor of Environmental Science; Ph.D., M.S., University of Pennsylvania; MBA, Villanova University, B.S., Lehigh University: environmental planning, energy and conflict, natural resource management, land use, study abroad pedagogy, international sustainability.

*Anat Plocker (2017),* Adjunct Assistant Professor; Ph.D., Stanford University; M.A., Tel Aviv University; B.A., Tel Aviv University; Modern history, Holocaust, race and racism, memory studies, Eastern Europe, Jewish studies and qualitative methods.

*Anne F. Pomeroy (1999),* Professor of Philosophy; Ph.D., Fordham University; M.A., Columbia University; B.A., Connecticut College. Specializes in Social and Political Philosophy, Marx, Process Philosophies and Dialectics, also teaches in critical race theory and feminism.

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 experience. 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.
Please visit the website for the most up-to-date information about the curriculum and the contact information for the program Coordinator. The Migration Studies minor is open to any student at Stockton University.

Students can begin taking courses in this minor in the fall semester 2018.

**QUANTITATIVE REASONING REQUIREMENT**

**IN THE SCHOOL OF GENERAL STUDIES**

**INTRODUCTION**

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

Before graduating, all matriculated 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 transfer in any Q2 courses. All Q2 courses must be completed at Stockton.

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. This requirement specifies the minimum number of quantitative-reasoning-designated courses needed for graduation. To facilitate their quantitative development, students are encouraged to take as many of these courses as possible throughout their undergraduate curriculum.

**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 major 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; GNM 2310 Algebraic Problem Solving; and CSIS 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 Black and White Photography; and CHEM 2110 Chemistry I.

The General Education Goals Requirement: Subscripts
In addition to the distribution requirement, students must take and pass one course in each of four areas: Arts (A), Historical Consciousness (H), Values/Ethics (V) and International/ Multicultural (I). More information appears in the chapter on General Studies in this Bulletin.

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 course once a more advanced course has been completed.

Mathematics Skills Advising

<table>
<thead>
<tr>
<th>Course</th>
<th>Prerequisites</th>
<th>Course Appropriate For</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRST 1100 Developmental Mathematics</td>
<td>Enrollment into FRST courses is based on SAT/ACT Scores.  FRST 1100 does not count toward the 128 credits required for graduation.</td>
<td>First-year students who need basic quantitative skills development.</td>
</tr>
</tbody>
</table>

379
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisite and Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRST 1103</td>
<td>Quantitative Reasoning</td>
<td>Enrollment into FRST courses is based on SAT/ACT Scores or satisfactory completion of FRST 1100, co-requisite is FRST 1703. First-year students who need basic quantitative skills development.</td>
</tr>
<tr>
<td>GNM 1124</td>
<td>Survey of Mathematics</td>
<td>Credits will not be granted for students who have completed GEN 1126, GEN 1135, 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.</td>
</tr>
<tr>
<td>GNM 2310**</td>
<td>FRST 2310 Algebraic Problem Solving</td>
<td>C or better in FRST 1103 or GNM 1124, or mastery of high school algebra (1 yr.) Credit will not be granted for students who have completed FRST 2310, GNM 2310, GEN 1126, GEN 1135, 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.</td>
</tr>
<tr>
<td>GNM 1126**</td>
<td>Intermediate Algebra</td>
<td>C or better in FRST 1103 or GNM 1124, or mastery of high school algebra (1 year). Credits will not be granted for students who have completed GNM 1125, GEN 1135, 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.</td>
</tr>
<tr>
<td>CSIS 1206 Statistics</td>
<td></td>
<td>Satisfaction of FRST competency requirement. Students who desire a good working knowledge of statistical concepts. Required for BSNS &amp; CSIS majors.</td>
</tr>
<tr>
<td>MATH 1100*</td>
<td>Pre-Calculus Math</td>
<td>GNM 1126 with a grade of C or better OR GNM 2310 OR FRST 2310 with a grade of C or better OR Accuplacer score of 55 or better OR SAT MATH score of 550 or better OR ACT score of 24 OR attribute 403. Students who intend to take calculus in the following semester.</td>
</tr>
<tr>
<td>MATH 2215</td>
<td>Calculus I</td>
<td>C or better in MATH 1100 or 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.</td>
</tr>
</tbody>
</table>
MATH 2225  
Discrete Math  
Same as Calculus I  
MATH majors who have not completed MATH 3325; PHYS and engineering students; anyone who intends to take CSIS 2101.

BSNS 2120  
Quantitative Business Methods  
Required for CSIS majors. C or better in CSIS 1206.  
Required for all BSNS majors, or others who wish to extend their math skills in an applied setting.

*No more than 4 credits for GEN 1135 and MATH 1100 may be applied toward graduation. Students who have any possibility of taking Calculus in the future should enroll in MATH 1100.

**No more than 4 credits for GNM 2310 or FRST 2310 and GNM 1126 may be applied toward graduation.

WOMEN’S, GENDER, AND SEXUALITY STUDIES MINOR

IN THE SCHOOL OF GENERAL STUDIES

THE FACULTY

Jess Bonnan-White (2012), Associate Professor of Criminal Justice; Ph.D., University of Iowa; M.A., Northern Illinois University; B.A., Washington University in St. Louis: homeland security, emergency management, conflict resolution and peace-building, disaster response, humanitarian assistance, Middle East conflict, anthropology, and research methods.

Deeanna M. Button (2012), Associate Professor of Criminal Justice; Ph.D., University of Delaware; M.A., Old Dominion University, B.S., Old Dominion University: gender and sexuality, victimization and social support experiences of LGBTQ youth, sexual assault, violence against women.

Elizabeth Calamidas (1986), Associate Professor of Public Health; Ph.D., Temple University; M.S., B.S., The Pennsylvania State University: human sexuality, women’s health.

Judith Copeland (2005), Associate Professor of Writing; J.D., University of Oregon; MFA, University of Iowa; B.A., Duke University: women’s memoir and travel writing, women and the law, history of feminist activism in the U.S. and other cultures.

Emari DiGiorgio (2006), Associate Professor of Writing; 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, freshman seminars, women’s studies, social activism.

Shawn Riva Donaldson (1980), Associate Professor of Sociology; Ph.D., Rutgers, The State University; M.A., B.A., University of Pennsylvania: African-American women, African-American authors, male-female relationships.
Joshua Duntley (2006), Associate Professor of Criminal Justice; Ph.D., University of Texas; M.A., B.A., State University of New York at Plattsburgh: forensic psychology, evolutionary psychology, homicide, stalking, sexual victimization, victim defenses, statistics.

Elizabeth B. Erbaugh (2013), Assistant 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.

Diane S. Falk (1996), Professor 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.

Marcia Fiedler (2000), Assistant Professor of Jewish Studies; Ed.D., University of Phoenix; M.A., New York University; B.A., University of Pittsburgh: Women & the Bible, Jewish women.

Deborah M. Figart (1995), Distinguished Professor of Economics; Ph.D., The American University; B.A., Wheaton College: economics of work and pay, well-being and living standards, economics of gender and race/ethnicity, discrimination, economic and financial literacy, political economy and public policy, casino employment.

Jennifer Forestal (2015), Assistant Professor of Political Science; Ph.D., M.A., Northwestern University; B.A., The Ohio State University: political theory, politics of space, theories of the public, civic education, American political thought, new (digital) media.

Luis I. García (2010), Assistant Professor of Health Science; Ph.D., The George Washington University; M.S., B.A., University of Wisconsin-Milwaukee: acculturation, sexual identity development, HIV prevention among men who have sex with men (MSM).

Arleen C. Gonzalez (1986), Associate Professor of Criminal Justice; J.D., Rutgers University School of Law, Camden; B.A., The Richard Stockton College of New Jersey: sex discrimination law, Puerto Rican women.

Laurie Greene (1989), Associate Professor of Anthropology; Ph.D., M.A., Tulane University; B.A., University of Pennsylvania: anthropology of women and men, language and gender.

Deborah Gussman (1999), Professor of Literature; Ph.D., Rutgers, The State University; B.A., Temple University: colonial and 19th century American literature and culture, American Indian literature, women’s literature, and feminist studies.

Pamela Hendrick (1995), Professor of Theatre; MFA, Northwestern University; B.A., University of Michigan: performance and gender; women playwrights.
Adalaine Holton (2007), Associate Professor of Literature; Ph.D., M.A., University of California, Santa Cruz; B.A., University of Maryland: comparative American literature, U.S. ethnic studies, theories of race, gender, class, and sexuality.

Lisa Honaker (1995), Dean of the School of Arts and Humanities, Professor of Literature; Ph.D., Rutgers, The State University; B.A., University of Illinois, Chicago: 19th century women writers, gender and literature.

Christina Jackson (2014), Assistant Professor of Sociology; Ph.D., M.A., University of California Santa Barbara; B.A., Temple University: urban sociology, race, class, gender, social movements, inequality.

Kristin J. Jacobson (2005), Professor of Literature; Ph.D., The 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.

Janice Joseph (1989), Distinguished Professor of Criminal Justice; Ph.D., M.A., York University, Canada; B.A., University of West Indies: violence against women; women and criminal justice.

Audrey Wolfson Latourette (1977), Distinguished Professor of Business Law; J.D., Temple University School of Law; M.A., Rowan University; B.A., Rutgers, The State University, Camden: women and the law, women in law, history and literature.

Margaret E. Lewis (1996), Professor of Biology; Ph.D., M.A., State University of New York at Stony Brook; B.A., Rice University: human anatomy, biological anthropology, evolutionary biology, women's reproductive issues & health, intersection of biology and culture.

Maya A. Lewis (2010), Associate Professor of Social Work; Ph.D. University of Maryland, Baltimore; MSW, Washington University in St. Louis; B.A. Spelman College: HIV/STD prevention for women, maternal and child health issues, minority health disparities, African American adolescents and young adult females, female adolescent risk behavior.

Nathan Long (2005), Associate Professor of Creative Writing; MFA, Virginia Commonwealth University; M.A., Carnegie Mellon University; B.A., University of Maryland, College Park: creative writing, contemporary literature, gender studies, history of the LGBT movement, intersexuality, queer theory.

Manish Madan (2013), Assistant Professor of Criminal Justice; Ph.D., Michigan State University; M.S., Memorial University, Newfoundland Canada; M.S., University of Delhi, Delhi India; B.S. Mathematics University of Delhi, Delhi, India: comparative research, policy, gender, victimization, policing, and statistics.
Sara Martino (2005), Associate Professor of Psychology; Ph.D., Temple University; M.A., Boston College; B.A., West Chester University: psychology of women, aggressive behavior, violence against women.

Heather McGovern (2002), Associate Professor of Writing; Ph.D., Texas Tech University; M.A., Clemson University; B.A., College of Idaho: women’s nature writing, ecofeminism, gender and environmental rhetoric, gender and education.

Christina M. Morus (2009), Associate Professor of Comparative Genocide and Communication Studies; Ph.D., University of Georgia; M.A., Eastern Michigan University; B.S., Eastern Michigan University: rhetoric of mass violence and genocide, gender & war, discourses of memory, the rhetoric of peace and human rights activist organizations, critical media studies, discourses of gender, race, class & ethnicity.

Sharon Musher (2007), Associate Professor of American History; Ph.D., Columbia University; M.Phil., Oxford University: American Jewish women, history of motherhood, women and the welfare state, gender and history, U.S. women’s history, gender and the body.

Ellen Mutari (1999), Professor of Economics; Ph.D., The American University; B.A., Swarthmore College: women’s employment, wages, and public policies, political economy of gender, race, ethnicity and class, U.S. women’s movements.

Kate Nearpass Ogden (1991), Professor of Art History; Ph.D., M.Phil., Columbia University; B.A., Gettysburg College: women artists, feminist themes in the visual arts.

John O’Hara (2013), Assistant Professor of Critical Thinking, Reading and Writing; Ph.D., English, University of Miami; M.A., English, University of Miami; B.A., English, Kent State University: American studies, gender studies, visual culture, critical and interpretive theory.

Linda J. Wharton (2001), Professor of Political Science; J.D., Rutgers University School of Law, Camden; B.A., Bryn Mawr College: women and the Constitution, sex discrimination law, feminist legal theory, reproductive rights.

Kaite Yang (2015), Assistant Professor of Psychology; Ph.D., Princeton University: social sensitivity, ambiguous social feedback, gender and personality, thought speed, emotion, creativity, and meta-analysis.

PROFESSORS EMERITI

Joanne D. Birdwhistell (1979), Professor Emerita of Philosophy and Asian Civilization; Ph.D., M.A., Stanford University; B.A., University of Pennsylvania: feminist philosophies, women in philosophy.

Cheryle J. Eisele (1980), Professor Emerita of Nursing; Ed.D., Temple University; MSN, University of Pennsylvania; BSN, The Richard Stockton College of New Jersey: women’s health, women and nursing, sexuality.
**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: cultural constructions in life narrative discourse; hegemonic discourse, contemporary African-American literature, African-American Vernacular English, language and gender studies, language and power.

**Marcia 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: women and homelessness, Jewish women.

**Marilyn E. Vito (1994),** Professor Emerita of Business Studies; CGM, Stonier Graduate School of Management; MBA, Monmouth College; B.S., The Richard Stockton College of New Jersey; CPA, CMA: women in leadership.

**INTRODUCTION**

Women’s, Gender, and Sexuality Studies expands the traditional base of a liberal arts and sciences education by focusing on women’s contributions, roles and perspectives that are otherwise omitted from traditional curriculum offerings. WGSS engages feminist 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. Women’s, Gender, and Sexuality Studies courses are open to any student at Stockton University.

**PROGRAM ORGANIZATION**

All Women’s, Gender, and Sexuality Studies courses are open to any student at Stockton University. A minor in Women’s, Gender, and Sexuality Studies is awarded to those students who complete a 1-credit final portfolio and 20 credits in WGSS coursework, including:

- Women, Gender, and Sexuality, a four-credit course offered every fall and spring semester, either as GAH 2358 or GSS 2358, that serves as an introduction to the study of women’s, gender, and sexuality studies and to feminist scholarship and activism;
- 12 credits of study (three courses), which must come from courses that are approved by the Women’s, Gender, and Sexuality Studies faculty and based in feminist theory. A selected list of approved courses is available on the Curriculum Worksheet located on the Academic Advising website under “Degree Programs.” A range of elective courses is offered each semester.
- Seminar in Feminist Theory (GIS 3614), a 4-credit course focusing on primary source readings in feminist theory. Course covers how humans create, interpret and evaluate knowledge claims about the world. This course is only offered in the Spring term.
• WGSS Portfolio, WGSS 4800 is a 1-credit independent study course; students select a WGSS Portfolio Advisor in the semester before the student wishes to complete his/her electronic portfolio. Minors enroll (with the assistance of their Portfolio Advisor) in WGSS 4800 during the semester they wish to complete their portfolio.

Students who are interested in pursuing a minor in Women’s, Gender, and Sexuality Studies are asked to contact the WGSS coordinator for further information, and to inform their preceptors. A “Declaration or Change of Minor” form must be signed by the WGSS coordinator.

WOMEN’S, GENDER, AND SEXUALITY STUDIES COURSES
A partial listing of Women’s, Gender, and Sexuality Studies courses is given below; an updated list is available on the website.
Core Courses
GAH 2358
or
GSS 2358 Women, Gender, and Sexuality (4 credits)
or
GAH 1039 Women, Gender, and Sexuality (Freshman Seminar)
GIS 3614 Seminar in Feminist Theory (4 credits)
WGSS 4800 Ethnic, Minority, Gender Studies (1 credit)

Elective Courses
ANTH 3355 Anthropology of Men and Women
CRIM 3757 Women and Criminal Justice
GAH 1044 Women and the Bible
GAH 1051 The Body Across Disciplines
GAH 2122 Women’s Lives
GAH 2280 Witches
GAH 3109 Women, Minorities and the Mass Media
GAH 3121 African-American Women Writers
GAH 3202 Gay and Lesbian Literature
GAH 3205 Queer Autobiographies
GAH 3206 Race & US Culture
GAH 3617 Meanings of Motherhood
GAH 3635 U.S. Women’s Movements
GEN 2235 Gender Equity in Sports
GEN 2306 Women and Health
GIS 3648 Gender and Violence in Film and Society
GIS 3658 Women and Genocide
GIS 3672 Slave Narrative Revisited
GIS 3725 Women in Law, History and Literature
GIS 4602 Sex, Power, Conflict
GIS 4622 The Geography of Women
GIS 4648 Women in Leadership
GIS 4656 Documenting Hemings and Jefferson
GNM 1031 Gender Issues in Computing
Course descriptions for the offerings listed above appear with other courses of the same acronym online. Students wishing to transfer an elective should contact the coordinator or their preceptor. 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 for Interdisciplinary Minors offered each term, which is posted online prior to pre-registration. In addition to the above courses, faculty may offer a variety of independent studies.

**CAREER OPPORTUNITIES**

Career preparation for jobs in management, marketing, counseling, teaching, journalism, social work, banking, nursing, health services and government will be enhanced by a background in women’s, gender, and sexuality studies because knowledge of special concerns of women will produce more effective performance in these careers. Experience in women’s, gender, and sexuality studies also provides preparation for employment opportunities such as women’s educational, legal and political projects; work with women’s health collectives, social services and hotlines; women’s career and credit counseling and work with small businesses owned by women.
THE WRITING PROGRAM

IN THE SCHOOL OF GENERAL STUDIES

THE FACULTY

Robert J. Blaskiewicz (2015), Assistant Professor of Critical Thinking and First-Year Studies; Ph.D., Saint Louis University; 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.

Judith Copeland (2005), Associate Professor 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.

Pamela G. Kennedy Cross (1986), Writing Center Coordinator/Developmental Education Specialist; M.A., Georgetown University; B.A., Stockton University: tutor training, teaching first-year students, working with at-risk students, developing students’ information literacy skills, writing for the workplace, understanding learning differences.

Emari DiGiorgio (2006), Professor of Writing and First-Year Studies; MFA, New York University; B.A., Stockton University: creative writing (poetry and fiction), contemporary world poetry, why poetry matters, composition, women’s studies, social activism.

Dan Ehrenfeld (2017), Assistant Professor of Writing and First-Year Studies; Ph.D., University of Massachusetts Amherst; M.A., Loyola Marymount University; B.A., Wesleyan University: digital rhetoric, developmental reading and writing pedagogy, writing in the public sphere, rhetorical circulation, professional writing and design, writing assessment.

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), Assistant 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.

Carra Leah Hood (2005), Associate Provost for Strategic Planning, Academic Programming, and Assessment and Associate Professor 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)**, Tutoring Center Specialist: Coordinator for Graduate and First-Year Student Support and Atlantic City Projects; M.A., Stockton University; B.A., Stockton University: teaching first-year students; training writing tutors; tutoring graduate and at-risk students; coordinating evening tutoring and tutoring at satellite locations.

**Marcy R. Isabella (2015)**, Assistant 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.

**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, rhetoric of science.

**John O’Hara (2013)**, Associate Professor of Critical Thinking and First-Year Studies; Ph.D., University of Miami; M.A., University of Miami; B.A., Kent State University: American literature, American studies, gender studies, writing, critical and interpretive theory.

**Nancy Reddy (2015)**, Assistant Professor of Writing and First-Year Studies; Ph.D., University of Wisconsin-Madison; MFA, University of Wisconsin-Madison; M.Ed., University of Houston; BA, University of Pittsburgh: writing pedagogy, extracurricular literacies and writing groups, archival research, creative writing (poetry and nonfiction).

**Emily Van Duyne (2014)**, Assistant Professor of Writing and First-Year Studies; MFA, Pine Manor College; BFA, Emerson College: composition, first-year studies, critical race and feminist theory, poetry and poetics, rhetoric of social media.

**PROFESSORS EMERITI**

**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.

**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.

**Stephen Dunn (1974)**, Professor Emeritus of Creative Writing; M.A., Syracuse University; B.A., Hofstra University: creative writing (poetry and fiction), contemporary world poetry, 20th century American literature.

**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.
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.

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 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.

MINOR IN WRITING
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 three focuses: Professional Writing, Creative Writing, or Academic Writing. 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 three 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 the Spring semester of either the junior or the 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.

WRITING MINOR COURSES
Writing Minor courses are divided into five categories: the required Capstone Seminar, First-Year Writing, Professional Writing, Creative Writing, and Academic Writing.
Required Capstone
GIS 4619 Writing Senior Seminar

First-Year Writing
FRST 1101 College Writing
FRST 2120 Rhetoric and Composition
FRST 2121 Argument and Persuasion across the Disciplines
FRST 2131 Argument and Persuasion in the Arts and Humanities
FRST 2141 Argument and Persuasion in the Natural Sciences and Mathematics
FRST 2151 Argument and Persuasion in the Social Sciences
FRST 2240 Introduction to Research
GAH 1627 Writing from Experience
GAH 2116 Argument and Persuasion in the Arts and Humanities
GEN 2121 Argument and Persuasion across the Disciplines
GEN 2240 Introduction to Research
GNM 2121 Argument and Persuasion in the Natural Sciences and Mathematics
GSS 2121 Argument and Persuasion in the Social Sciences

Professional Writing
COMM 2103 Writing for the Media
COMM 2304 Principles of Journalism
COMM 3311 Advanced PR and Advertising Copywriting
GAH 2180 Introduction to Digital Writing
GAH 3213 Journalism: Feature Writing
GAH 4303 Multimedia Writing
GEN 2124 Writing Reviews
GEN 2153 Professional Writing and Design
GEN 2343 Professional Communication and Workplace Writing
GEN 3146 Editing and Design
GIS 4662 Digital Storytelling
GSS 2150 Writing for the Workplace
GSS 3144 Advanced Persuasive Writing
HLTH 3411 Writing and Editing for the Health Sciences
PUBH 3415 Writing for Health Professionals

Creative Writing
GAH 2257 Introduction to Screenwriting
GAH 2260 Humor Writing
GAH 2272 Lyric Writing for Stage and Song
GAH 3214 Approaching the Poem
GAH 3611 Creative Nonfiction Workshop
GAH 3654 The Writing Life
GAH 4611 Advanced Creative Nonfiction Workshop
GIS 3307 Why Poetry Matters
GIS 4654 The Spiritual Quest
GSS 3282 Writing the Travel Story
LITT 2155  Spoken Word Poetry
LITT 2160  Playwriting
LITT 2173  Writing Speculative Fiction
LITT 2237  Introduction to Creative Writing
LITT 3155  Advanced Spoken Word Poetry
LITT 3270  Craft and Theory Workshop
LITT 3271  Experimental Writing Workshop
LITT 3272  Forms and the Avant-Garde
LITT 3601  Memoir Workshop
LITT 3635  Advanced Poetry Writing Workshop
LITT 3636  Advanced Fiction Writing Workshop
LITT 3637  Flash Fiction Workshop
LITT 3638  Advanced Playwriting

Academic Writing
GAH 2339  Rhetoric of Social Media
GEN 3952  Writing Tutor Practicum
GSS 3144  Advanced Persuasive Writing
LANG 3241  Advanced Spanish Language Composition and Syntax
LITT 2114  Literary Interpretation
PHIL 1203  Critical Thinking

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 Preceptor from among the core Writing faculty or the core
    Creative Writing Concentration faculty, to help plan a coherent selection of courses;
  • 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 courses selected from any of these categories: First-Year Writing, Professional
    Writing, 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 courses selected from any of these categories: First-Year Writing, Professional
    Writing, 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

- LIHT 2114 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, 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.

MASTER OF ARTS IN HOLOCAUST AND GENOCIDE STUDIES

IN THE SCHOOL OF GENERAL STUDIES

THE FACULTY

Michael Hayse (1996), Associate Professor of History and Wally and Lutz Hammerschlag Associate Professor of Holocaust Studies; Ph.D., University of North Carolina; M.A., University of Maryland; B.A., Dartmouth College: twentieth-century German history, Russian and East European history, Holocaust studies, history and memory, memorials.


Raz Segal (2016), Assistant Professor of Holocaust and Genocide Studies and the Sara and Sam Schoffer Professor of Holocaust Studies; 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.

ASSOCIATED FACULTY

Lauren Balasco (2017), Assistant Professor of Political Science; Ph.D., University of Delaware: transitional justice, democratization, human security, human rights, emphasis on politics of the Global South.

Mary Johnson (2009), Senior Historian, Facing History and Ourselves; Ph.D., M.A. Washington University; B.A. Skidmore College: Women's history, Modern European history, Holocaust and genocide studies, international law, the Civil Rights Movement.
Elma Kaiser (2015), Assistant Professor of Social Work; Ph.D., Howard University, Washington DC: School of Social Work, (research focused on violence against female street children in Bangladesh), MSW, Monash University, Australia: School of Social Work.

Murray Kohn (1987-2015), Professor of Holocaust Studies; Fellow of the Hebrew University, Jerusalem; D.D., The Jewish Theological Seminary; D.J.L., People’s University, Herzlia Jewish Teachers Institute; B.R.E., Jewish theological Seminary of America; B.A., Brooklyn College: Holocaust studies, Jewish literature, Jewish life and culture.

Christina M. Morus (2005), Associate Professor of Communication and Genocide Studies; Ph.D., University of Georgia; M.A., Eastern Michigan University: the rhetoric of mass violence and genocide (with a focus on pre- and post-conflict nationalist discourses in ex-Yugoslavia), Gender and War, Memory Studies.

Gail H. Rosenthal (1991), Director of the Sara and Sam Schoffer Holocaust Resource Center; M.A., Stockton University; B.S., Temple University.

PROFESSORS EMERITI
Maryann McLoughlin (2000-201), Former Assistant Supervisor of the Sara and Sam Schoffer Holocaust Resource Center, Director of the Writing as Witness Project; Ph.D., M.A., Temple University: literature of genocide and upheaval, music and the Holocaust, women and genocide, Holocaust literature, Asian and African literature.

Marcia Sachs Littell (1997-2013), Professor Emerita of Holocaust and Genocide Studies; Ed.D., Temple University; M.S., Temple University; B.S., Temple University: Holocaust history, Holocaust and genocide education, women during the Holocaust, the Holocaust in film and literature, America and the Holocaust, resistance during the Holocaust, Jewish-Christian relations, study seminars to the sites of mass destruction, social studies methods and materials.

Carol Rittner (1994-2015), Professor Emerita of Holocaust and Genocide Studies and Dr. Marsha Raticoff Grossman Emerita Professor of Holocaust Studies; Ida E. King Distinguished Visiting Scholar 1994-95; 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, history of the Holocaust, the Christian churches during the Holocaust and the genocide in Rwanda, Jewish-Christian relations, rape as a weapon of genocide, rescue during genocide.

CONSORTIUM FACULTY (GENOCIDE PREVENTION CERTIFICATE)
Samantha Capicotto (2018), Director of Policy and Planning and Program Director of the Global Raphael Lemkin Seminar for Genocide Prevention at the Auschwitz Institute for Peace and Reconciliation (AIPR). B.A. in Political Science and Philosophy from the University at Buffalo; J.D. from St. John’s University School of Law; Member of the American Bar Association and the New York State Bar Association. Capicotto has spearheaded the publication of AIPR’s annual Booklet on National Mechanisms for the Prevention of Atrocity Crimes, which reports on and monitors the work of intergovernmental bodies dedicated to the prevention of such crimes around the world.
**Tibi Galis (2015)**, Executive Director of the Auschwitz Institute for Peace and Reconciliation (AIPR). B.A. in Law and Political Science from Babes-Bolyai University; M.A., University of Manchester; Ph.D., Strassler Center for Holocaust and Genocide Studies at Clark University. Previously Galis worked as an Associate Researcher for the UK Parliament, helping develop the UK position on the UN Special Adviser on the Prevention of Genocide, and as rapporteur for the Swedish government at the 2004 Stockholm International Forum on the Prevention of Genocide.

**Irene Victoria Massimino (2017)**, Lawyer from Argentina serving as an officer of the High Criminal Court of Buenos Aires Province (Tribunal of Cassation); she holds a Master of Laws from Indiana University and Purdue University at Indianapolis School of Law, USA and a Master of Arts in Understanding and Securing Human Rights from the School of Advanced Study of the University of London, UK. She is currently a Head Professor of Human Rights in Latin America in the Department of International Education at the Universidad Nacional de Tres de Febrero, Argentina.

**James Waller (2015)**, Cohen Professor of Holocaust and Genocide Studies at Keene State College (NH). In the policymaking arena, Waller is also regularly involved, in his role as Director of Academic Programs with the Auschwitz Institute for Peace and Reconciliation (AIPR), as the curriculum developer and lead instructor for the Raphael Lemkin Seminar for Genocide Prevention.

**Kerry Whigham (2015)**, Ph.D., Performance Studies, New York University. He has published articles in the journals *Tourist Studies, Material Culture*, and *Museum and Society*, and has written a chapter on the role of civil society in atrocity prevention for the edited volume *Reconstructing Atrocity Prevention*. He is the managing editor of *emisférica*, a biannual, trilingual, peer-reviewed journal on performance and politics in the Americas, published by the Hemispheric Institute of Performance and Politics.

**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 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. 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 and other genocides are analyzed from multiple perspectives, including those of survivors, perpetrators, bystanders, liberators and rescuers. MAHG faculty bring insights from their training in many disciplines, including history, education, literature, communication, and religious studies.

The MAHG program, in partnership with the Auschwitz Institute for Peace and Reconciliation, 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, international organizations and the military from around the world. Genocide Prevention courses are taught by MAHG faculty and Consortium Scholars drawn from global experts in genocide prevention. 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 one of the most extensive English-language holdings on the Holocaust and other genocides of any comparable institution in the country. In addition, students and faculty have access to extensive 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:

- Alex Alverez (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, Australia)
- 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)
- Henry Huttenbach (City University of New York)
- Nili Keren (Hakibbutzim College of Education, Israel)
- Franklin H. Littell (Temple University)
- Hubert Locke (University of Washington)
- Paul Mojzes (Rosemont College, Pennsylvania)
- Dalia Ofer (The Hebrew University of Jerusalem, Israel)
- Mordechai Paldiel (Yad Vashem, Israel)
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. 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 stating his or her reason(s) for wanting to enroll in the program and three letters of recommendation. A personal interview may be required. A faculty Admissions Committee, including the MAHG Director, recommends admission.

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 Studies. 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 M.A. 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 as determined 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.
MAHG PROGRAM DEGREE REQUIREMENTS
A student must complete a total of 36 hours of graduate credit. This includes 12 courses of which two must be the core courses. (Each graduate course ordinarily is worth 3 credits.) The typical track is 30 to 33 credit hours of graduate course work plus an additional 3 to 6 credits as a Capstone Project. A minimum of two elective courses must be designated as Holocaust courses, and another two courses must be designated as Genocide courses. Students will present the results of their Capstone Experience or defend their thesis to a faculty panel as part of the degree requirements.

Students choosing to complete a Master’s thesis will engage in a research tutorial directed by the 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. Non-thesis capstone projects will be directed by a faculty member on an individual basis.

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, which will be taught in cooperation with the UN Office of the Special Advisor on the Prevention of Genocide. The other three courses can be chosen from the Genocide Prevention 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
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 Master's 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 Master's 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 he or she is on Academic Probation. Such a student must work with his/her preceptor or the program Director to create a plan to bring his/her GPA up to 3.0 by the time he/she 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.

MAHG PROGRAM CURRICULUM
Core Courses
There are two (2) required core courses. It is recommended that both core courses be taken at the beginning of a student’s studies. Both courses are offered online only.

- MAHG 5000 The History of the Holocaust
- MAHG 5001 The History of Genocide

Uniquely qualified undergraduate students with senior status who meet specific requirements may be qualified to enroll in the following elective courses that contain an asterisk (*) after them. There is also the possibility of obtaining “dual credit” that can be applied towards the MAHG degree if the undergraduate student decides to enroll in the MAHG program. Contact the MAHG program Director for more information.

Elective Courses
Students must take up to nine (9) or eight (8) elective courses, depending on whether the Capstone Experience counts for 3 or 6 credits, respectively. A minimum of two elective courses must be designated as Holocaust electives (H) and a minimum of two must be designated as Genocide electives (G).

- MAHG 5002 Rescuers and Bystanders
- MAHG 5003 Holocaust and Genocide Education
- MAHG 5004 The Holocaust and the American Experience (H)
MAHG 5005 Contemporary Genocides (G)
MAHG 5006 Jewish History and Culture before the Holocaust (H)
MAHG 5007 Selected Topics with the Ida E. King Distinguished Scholar
MAHG 5008 Jewish-Christian Relations in the Shadow of Auschwitz (H)
MAHG 5009 Antisemitism
MAHG 5010 Gender, War, and Genocide (G)
MAHG 5011 The Psychology of Genocide (G)
MAHG 5012 Resistance During the Holocaust (H)
MAHG 5013 Art and Propaganda under National Socialism (H)
MAHG 5016 Europe in the Twentieth Century
MAHG 5017 Women During Holocaust (H)
MAHG 5018 Non-Jewish Victims of the Nazis (H)
MAHG 5019 The Holocaust in Literature and Film (H)
MAHG 5020 The Literature of the Holocaust (H)
MAHG 5021 Modern German History and the Holocaust (H)
MAHG 5026 The Holocaust, Terrorism and Genocide
MAHG 5027 Germany and the Holocaust After 1945 (H)
MAHG 5028 Genocide: Special Topics (G)
MAHG 5029 The UN, Human Rights and Genocide (G)
MAHG 5030 The Armenian Genocide (G)
MAHG 5031 Conflict Analysis and Resolution
MAHG 5032 The Literature of Genocide
MAHG 5033 Genocide Prevention Research Seminar ONLINE
MAHG 5035 Contemporary Genocides in Africa (G)
MAHG 5036 Holocaust Memory and Commemoration (H)
MAHG 5037 Perpetrator Behavior and Genocide Prevention (G) ONLINE
MAHG 5038 Early Prevention of Mass Atrocity (G) ONLINE
MAHG 5039 Transitional Justice and Collective Memory (G) ONLINE
MAHG 5040 Religion and Genocide Prevention (G) ONLINE
MAHG 5042 Theories of Genocide
MAHG 5044 Lemkin and the Genocide Convention (G)
MAHG 5045 Colonialism and Genocide (G)
MAHG 5046 Genocide Prevention and the Law (G) ONLINE
MAHG 5048 National Mechanisms for Genocide Prevention (G) ONLINE
MAHG 5353 Literature and Culture: Special Topics
MAHG 5800 Independent Study

Capstone
The Capstone experience should be tailored toward the individual student’s interests and career goals in consultation with a faculty advisor and the program Director. Students are required to have completed 18 credits towards their degree before they can enroll in a Capstone course (including MAHG 5022 Study Seminar to the Sites). The Capstone may consist of a Master’s thesis, an approved study tour to Holocaust and Genocide sites, an internship, or a directed study project. Capstone projects that require considerable work, such as a thesis or a long and intensive internship, will count for six credits (two course equivalents).
All MAHG students are expected to make a capstone presentation to the collective 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 must arrange to present their capstone or equivalent work at the end of the Spring Semester before they graduate.

MAHG 5022 Study Seminar to the Sites (3 credits)
MAHG 5850 Independent Study Capstone Project (3 credits)
MAHG 5880 Thesis (6 credits) Research and write a thesis over two semesters, or one semester and a summer, under the direction of a faculty thesis advisor.
MAHG 5900 Internship (3 or 6 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. Students who have completed the Auschwitz Institute’s Lemkin Seminar for Genocide Prevention will be granted three (3) credits towards the Certificate, which can be applied to the elective course requirements below.

All courses in the Genocide Prevention Certificate are offered online. New elective courses will be developed as needed.

Core Courses (required, choose one)
GPC 5000 History of the Holocaust ONLINE
GPC 5001 History of Genocide ONLINE

Elective Courses
GPC 5037 Perpetrator Behavior and Genocide Prevention ONLINE
GPC 5038 Early Prevention of Mass Atrocity ONLINE
GPC 5039 Transitional Justice and Collective Memory ONLINE
GPC 5040 Religion and Genocide Prevention ONLINE
GPC 5046 Genocide Prevention and the Law ONLINE
GPC 5048 National Mechanisms for Genocide Prevention ONLINE

Research Seminar (required)
GPC 5033 Genocide Prevention Research Seminar ONLINE
EXERCISE SCIENCE

IN THE SCHOOL OF HEALTH SCIENCES

THE FACULTY

Kelly A. Dougherty (2014), Assistant Professor; Ph.D., M.S., The Pennsylvania State University; MTR, The 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.

John Guers (2017), Assistant Professor; Ph. D., University of Delaware; M.S. and B.S., East Stroudsburg University: Exercise Physiology, Skeletal Muscle and Vascular Physiology, Brown Adipose Tissue and Metabolic Function.

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 (see American Kinesiology Association website for career descriptions 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 550 or higher (old SAT Math)/570 (new SAT Math) or ACT Math score of 24 or an Accuplacer score of 55 or higher is required for admission to the program.

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). The Exercise Science curriculum will consist of 48 program credits. 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 fully 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.

Exercise Science Program Courses
EXSC 1101: Principles of Health Behaviors ............................... 4 credits
EXSC 1102: First Aid, CPR and Athletic Training ....................... 4 credits
EXSC 2101: Biomechanics and Motor Learning ......................... 4 credits
EXSC 2102: Principles of Strength Training and Conditioning ....... 4 credits
EXSC 2103: Exercise Nutrition and Weight Management ................ 4 credits
EXSC 3101: Exercise Physiology .............................................. 4 credits
EXSC 3102: Fitness Assessment and Exercise Prescription with Lab .............................................. 4 credits
EXSC 3103: Facilities Management, Administrative and Legal Topics in Exercise Science .............................................. 4 credits
EXSC 4101: Exercise Prescription for Special Populations ............ 4 credits
EXSC 4102: Research in Exercise Science .................................. 4 credits
EXSC 4900: Internship in Exercise Science ............................... 8 credits

Exercise Science Cognate Courses
BIOL 1200/05: Cells and Molecules with Lab ............................ 5 credits
BIOL 1400/05: Biodiversity and Evolution with Lab .................... 5 credits
CHEM 2110/15: Chemistry I: General Principles with Lab ............ 5 credits
CHEM 2120/25: Chemistry II: Organic Structure with Lab ............ 5 credits
BIOL 2180/85: Human Anatomy with Lab ................................. 4 credits
BIOL 2150/51: Principles of Physiology with Lab ....................... 4 credits
PHYS 2110/15: Physics I for Life Science with Lab ..................... 5 credits
EXSC or Cognate if needed

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 in program core and program cognate credits 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.
HEALTH SCIENCE

IN THE SCHOOL OF HEALTH SCIENCES

THE FACULTY

Elizabeth G. Calamidas (1986), Associate 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.

Tara Crowell (2000) Associate Professor of Public Health, Public Health Internship Coordinator; Ph.D., University of Oklahoma; M.A., B.A., West Virginia University: health communication, social marketing, quantitative research methods.

Anthony Dissen (2014), Instructor of Health Science; M.A., Georgian Court University; plant-based nutrition and culinary medicine, motivation to behavior changes in nutrition and eating habits, compassion and self-improvement promoting healthy behaviors and lifestyle habits.

Luis I. Garcia (2012), 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, cross-cultural psychology, interprofessional education, interprofessional collaborative practice.

Mary Gibson (2017), Visiting Instructor of Health Science; M.S., New Jersey City University; B.S. Stockton University: public health, strategic health planning.

Yulong (Helen) Gu (2015), Assistant Professor of Health Science; Ph.D., University of Auckland; M.S., University of Tasmania; B.A., BE, University of Science and Technology of China: electronic referral systems, shared care, personal health records, mobile health, medication adherence.

Sreleekha Prakash (2017), Assistant Professor of Health Science; MBBS, Lady Hardinge Medical College; MD, Maulana Azad Medical College; MPH, Icahn School of Medicine at Mount Sinai: epidemiology, public health research.

Michele Previti (2017), Assistant Professor of Health Science; Juris Doctor St. Louis University School of Law; B.A. La Salle University: health care administration, health care law, health care ethics, social justice, grant management.

Barry Ransom (2017), Visiting Assistant Professor of Health Science; M.S., Northeastern University; B.S. Widener University: respiratory therapy, clinical education.

Carole-Rae Reed (2013), Associate Professor of Health Science; Ph.D., MSN, University of Pennsylvania; BSN, The Richard Stockton College of New Jersey: PTSD, rape, mental health
and mental illness, suicide prevention, evidence-based practice, sleep, ethics, interprofessional education and collaboration, program assessment, depression, psychological trauma.

**Irene Sanders (2014)**, Assistant Professor of Health Science; Ed.D., Rowan University; M.S., University of Massachusetts; B.A., St. John’s University: speech and language development, speech and language disorders throughout the lifespan, language literacy, language learning-based disorders, auditory perception.

**Amee Shah (2014)**, Associate 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)**, Associate Professor of Health Science; Ph.D., MSN, University of Pennsylvania; BSN, Wilkes University: psychiatric mental health, interprofessional education, interprofessional collaborative practice.

**Kerri Sowers (2014)**, Assistant Professor of Health Science; DPT, B.A., The Richard Stockton College of New Jersey: neurological physical therapy, acute care physical therapy, para/disabled sports, health and wellness, writing for healthcare professions.

**INTRODUCTION**

The Bachelor of Science in Health Science (BSHS) offers students who are interested in careers in healthcare the opportunity to begin their career path. The curriculum is based on the Core Competencies for Interprofessional Collaborative Practice. Working closely with a faculty preceptor, students have the ability to design an education 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’s degree and are working in their chosen health-related field, the BSHS degree may allow increased opportunities for advancement.

**ADMISSION TO THE PROGRAM**

An SAT Math score of 570 or an ACT Math score of 24 is required for admission to the Bachelor of Science in Health Science program. Students are advised to declare their majors by the beginning of the sophomore year to provide sufficient time to meet all program requirements for graduation by the end of their senior year. Credit for transfer students and students who possess an associate’s degree will be considered on an individual basis. An interview by appointment with the BSHS program coordinator or the Associate Director of Academic Advising for Health Science is strongly recommended prior to declaration of the major.

**PROGRAM CONCENTRATIONS AND DESIGNATED AREAS OF INTEREST**

The concentrations within the Bachelor of Science in Health Science are the following.

Concentrations
- General
- Pre-Communication Disorders (CD) Concentration
- Pre-Occupational Therapy (OT) Concentration
- Pre-Physical Therapy (PT) Concentration
- Community Health Education
- Health Administration

Areas of Interest
- Pre-Accelerated/2nd degree Bachelor of Science in Nursing
- Pre-Physician Assistant

GRADUATION REQUIREMENTS
Successful completion of all requirements leading to the Bachelor of Science in Health Science degree. All BSHS program and cognate courses must be completed with a minimum grade of “C” or better.

BSHS: General Program
- BSHS Core Courses 32 credits
- Program and Cognate courses 48 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 fully described in the Bulletin; the student is 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’ 4 credits
- HLTH 2501 Teamwork and Collaboration in Health Care 4 credits
- HLTH 1241 Medical Terminology 4 credits
- HLTH 2221 Functional Human Anatomy 4 credits
- OR
- Anatomy and Physiology courses specific to program concentration requirements
- HLTH 2305 Statistics for Health Professionals 4 credits
- HLTH 2411 Informatics for Health Sciences 4 credits
- HLTH 3411 Writing and Editing for the Health Sciences 4 credits
- HLTH 3200 Research for the Health Sciences 4 credits

Health Administration Concentration
Health care organizations functioning within the larger health care system need people who understand the different facets of a health care business environment. This concentration prepares students for entry-level positions as health care administrators by offering them the foundational knowledge needed to manage a wide range of health care facilities, such as hospitals, nursing homes and health maintenance organizations. For example, students will learn the concepts and tools of organizational management and behavior to assess and enhance the performance of human resources in healthcare organizations, both public and private. These skills include leadership, interpersonal relationships, communication, group processes, decision-
making, and conflict resolution. Students will also examine and evaluate financial principles and measures in health care organizational settings, appraise key legal and ethical principles related to health care, evaluate applicable laws in health care settings, and assess methods to improve and measure quality in health settings. The future of American health care and health administration will also be discussed.

Health Administration Courses
(Taken in addition to BSHS Core Courses)

- ACCT 2110 Financial Accounting 4 credits
- ACCT 2120 Managerial Accounting 4 credits
- ECON 2104 Health Care Economics 4 credits
- MGMT 2110 Intro to Management 4 credits
- MKTG 2110 Marketing Principles 4 credits
- MGMT 3111 Human Resource Management 4 credits
- PUBH 1200 Introduction to Public Health 4 credits
- PUBH 2402 Health Policies and Issues 4 credits
- PUBH 3225 Health Insurance 4 credits
- PUBH 4401 Health Management 4 credits
- PUBH 4950 Public Health Internship 4 credits

Community Health Education (CHE) Concentration
The CHE Concentration in BSHS is designed to prepare students with the skills and knowledge necessary to attain employment as health education specialists within the public and/or private sector. Students in the CHE Concentration will take courses in public health, as well as the natural and behavioral sciences. CHE students are also required to complete an approved internship to obtain field experience in Community Health. The CHE Concentration is also designed to prepare students for graduate study in programs in Public Health. Upon graduation, students who successfully complete the Community Health Education Concentration may be eligible to take the exam offered by the National Commission for Health Education Credentialing (NCHEC) to become Certified Health Education Specialists (CHES). Final eligibility is determined by NCHEC. Students should work closely with their preceptor to discuss requirements for certification and specific graduate programs of study. Completion of the recommended course sequence does not guarantee certification or acceptance into a graduate program.

Community Health Education Courses
(Taken in addition to BSHS Core Courses)

- BIOL 1200/1205 Cells & Molecules/Lab, 4-5 credits
- OR CHEM 2010 Chem for Life Sciences 1 4 credits
- PUBH 1200 Intro to Public Health 4 credits
- PUBH 2432 Contemporary Health Issues 4 credits
- PUBH 2450 Public Health and Marketing 4 credits
- PUBH 2530 Basic Environmental Health 4 credits
- PUBH 3102 Comm Health Ed Theory & Practice 4 credits
- PUBH 3420 Epidemiology 4 credits
• PUBH 3510 School Health Education 4 credits
• PUBH 4113 Patient Education 4 credits
• PUBH 4950 Public Health Internship 4 credits

Pre-Communication Disorders (CD) Concentration
The Pre-CD Concentration is designed for students interested in the study of normal and disordered human communication. The concentration provides prerequisite course work for graduate study in communication disorders and sciences including study in speech-language pathology or audiology. Additional course work should be completed in the following areas: biology, 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 Disorders program at Stockton University. Stockton University operates the Speech and Hearing Clinic. In addition to providing services to the local community, it serves as a laboratory for students. Students in the BSHS Pre-CD Concentration may have the opportunity to engage in supervised observation of speech-language pathology and audiology sessions in the Speech and Hearing Clinic, located at 10 West Jimmie Leeds Road in Galloway, N.J.

Communication Disorders Courses for Pre-Communication Disorders Concentration
(Taken in addition to BSHS Core Courses)
• HLTH 1103 Anatomy and Physiology of the Speech and Hearing Mechanism 4 credits
• HLTH 2104 Phonetics 4 credits
• HLTH 2106 Speech and Hearing Science 4 credits
• HLTH 2119 Introduction to Communication Disorders 4 credits
• HLTH 3121 Aural Rehabilitation 4 credits
• HLTH 3122 Introduction to Audiology 4 credits
• HLTH 3115 Speech and Language Development 4 credits
• HLTH 4101 Clinical Methods in Speech, Language, and Hearing Therapy 4 credits

Additional Program Cognates Required for Pre-CD Concentration
• HLTH 2301 Cultural Diversity in Healthcare 4 credits
• BIOL 1260 Anatomy and Physiology I for Health Sciences with Lab 4 credits
• BIOL 2260 Anatomy and Physiology II for Health Sciences with Lab 4 credits
• PSYC 3323 Developmental Psychology: Childhood and Adolescence 4 credits
OR
• PSYC 3322 Lifespan Development 4 credits

Pre-Occupational Therapy (OT) Concentration
The Pre-OT Concentration is designed for students interested in completing the pre-requisite courses necessary for admission to graduate programs in occupational 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 Occupational Therapy program at Stockton University.
Pre-Physical Therapy (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.

Combined B.S. in Health Science/M.S. Physician Assistant Studies
Qualified high school seniors may apply to this combined program. Applicants to this program should have no, or few college credits (no more than 16 credit hours of dual high school or AP credits can be awarded towards the BSHS/MSPA program). It is designed as a full-time, accelerated, five-year course of study. Successful students in this program are awarded a B.S. in Health Science (BSHS) degree from Stockton University at the conclusion of their seventh semester and upon completion of the full five-year program. Graduates will receive a Master of Science (M.S.) in Physician Assistant Studies from Thomas Jefferson University and be eligible to sit for the Physician Assistant National Certifying Examination (PANCE). This program admits full-time students for fall enrollment only.

Transfer students will not be considered for this combined program but are welcome to apply to the BSHS program.

The BSHS/MSPA program is rigorous and admission is highly competitive. Successful applicants are typically strong students academically, especially in the sciences. Minimally, to be considered for admission, the applicant should be a high school senior in the top 10% of his or her class with an SAT score (Critical Reading and Math) of 1220 or higher with a Math score of 570, or a Combined ACT score of 24 or higher. Healthcare experience is not required but is of benefit. An understanding of the role of the Physician Assistant is expected. To be admitted to this program, candidates must be able to meet the Physician Assistant Technical and Professional Standards.

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 the semester prior to their final semester in the program. 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.
HOLISTIC HEALTH MINOR

IN THE SCHOOL OF HEALTH SCIENCES

THE FACULTY

James Mac Avery, Ph.D. University of Kentucky, Associate Professor of Political Science: American public opinion, political behavior, representation, race and ethnicity.

Ronald Caplan (1994), Associate Professor of Public Health; Ph.D., M.A., B.A., University of Massachusetts; health economics, health policy.

Lisa E. Cox (1997), Associate Professor of Social Work and Gerontology, Research Chair, The Stockton Center on Successful Aging; Ph.D., M.S.W. Virginia Commonwealth University; B.A. Bridgewater College; clinical/health social work practice, HIV/AIDS clinical trial research, gerontology and spirituality.

Tara Crowell (2000), Associate Professor of Public Health; Ph.D., University of Oklahoma; M.A., B.A., West Virginia University; health communication, social marketing, quantitative research methods.

Emari DiGiorgio (2005), Associate Professor of Writing, GENS Faculty Advisor of the Writing Living Learning Community, FRST Writing Coordinator; MFA, New York University; B.A., The Richard Stockton College of New Jersey; yoga and mindfulness practices.

Anthony Dissen (2014), Instructor of Nutrition; M.A., Georgian Court University; plant based nutrition and culinary medicine, motivation to behavior changes in nutrition and eating habits, compassion and self-improvement promoting healthy behaviors and lifestyle habits.

Deborah M. Figart (1995), Professor of Education and Economics, Ph.D., The American University; economic and financial literacy, budgeting, labor-management relations, economics of gender and race/ethnicity, political economy and public policy, living standards.

Jessie K. Finch (2015), Assistant Professor of Sociology; Ph.D., M.A., University of Arizona; B.A., University of Tulsa: immigration, race and ethnicity, social psychology, identity, emotions, deviance, law, medical sociology, culture, media, teaching and learning.

Mary Lou Galantino (1991), Distinguished Professor of Physical Therapy; Ph.D., Temple University; M.S.C.E., University of Pennsylvania; M.S., Texas Women’s University; B.S., University of Pittsburgh; neuromuscular physical therapy, chronic pain, HIV, cancer research, systemic diseases, wellness coaching, complementary medicine, yoga and hypertension, osteoarthritis and acupuncture, meditation for healthcare professionals.
Laurie Greene (1989), Associate Professor of Anthropology; Ph.D., M.A., Tulane University; B.A., University of Pennsylvania; language and culture, anthropology of men and women, Latin America and Caribbean cultures, cultures in education, social activism yoga training and research.

Patrick Hossay (1999), Associate Professor of Sustainability; Ph.D., The New School for Social Research; M.A., San Francisco State University; B.S., San Jose State University; comparative politics, international relations, political science methodology, racism and nationalism.

Maritza Jauregui (2006), Associate Professor of Public Health; Ph.D., University of California, Irvine; B.A., Columbia College, Columbia University; environmental health, environmental justice, occupational health.

Dee McNeely-Greene (2004), former Associate Vice President for Student Affairs; Ph.D., M.A., M.S., M.C., B.S., RN, University of Delaware; Applied human development, health and aging, geriatrics, nursing, counseling.

Thomas Nolan (1988), Assistant Professor of Physical Therapy; DPT, Temple University; M.S., Temple University; B.S., New York University; B.A., Glassboro State College; orthopedic and sports physical therapy, spinal kinesiology, electrotherapy.

Mary Padden-Denmead (2011), Assistant Professor of Nursing, BSN Coordinator; Ph.D., Widener University; APN-C, FN-CSA, M.S., University of Delaware; BSN, The Richard Stockton College of New Jersey: pediatrics, maternal and child health, research.

Joan Perks (2009), Associate Professor of Nursing; MSN, Widener University; BSN, Thomas Jefferson University; Nutrition, Adult Health Emergency Nursing, Critical Care, Infusion Therapy, Leadership, Service Learning and Cultural Competency.

Lisa Rosner (1987), Distinguished Professor of History; Ph.D., Johns Hopkins University; AB, Princeton University; history of medicine and public health.

Marcello Spinella (1999), Associate Professor of Psychology; Ph.D., City University of New York; M.A., Queens College, City University of New York; B.A., Fairleigh Dickinson University; neuropsychology, psychopharmacology, herbal medicines, executive functions, addiction, positive psychology.

Peter F. Straub (1994), Professor of Biology; Ph.D., M.S., University of Delaware; B.S., The Richard Stockton College of New Jersey; plant physiology, plant gene regulation, gene regulation, beach and salt marsh plants.

Richard Miller (2008), Professor of Jewish Studies; Ed.S., Seton Hall University; M.A., B.S., Hebrew Union College.

Ann B. Walker (2008), Assistant Professor of Nursing; MSN, LaSalle University; B.S., Gwynedd-Mercy College; Community Health, Leadership, Nutrition and parent education.
**Jongbok Yi (2013)**, Assistant Professor of Asian Philosophy; Ph.D., University of Virginia; Buddhist philosophy, Indian religions, and Chinese philosophies- Confucianism, Daoism, and Shamanism.

**ASSOCIATED FACULTY**

**Luanne Anton (2001)**, Health Educator; adjunct instructor (Peer Education); A.A.S., Camden County College; B.S., Thomas Edison University; M.S., Walden University; health education; peer education; meditation instructor; Reiki Master; certified clinical aroma therapist.

**Patricia Donahue (2006)**, Coordinator of Career Services/Student Affairs; adjunct instructor, (Meditation: Theory & Practice); leader, weekly campus meditation sessions.

**Robert Ross (2006)**, Assistant Director of Counseling & Health Sciences, Coordinator of Services for Students with Disabilities; MSW, LSW, Rutgers, The State University of New Jersey; adjunct instructor (The Psychology of Well-Being).

**PROFESSORS EMERITI**

**Elaine Bukowski (1987)**, Professor of Physical Therapy; D.P.T., Drexel University; M.S., University of Nebraska; B.S., St. Louis University; geriatric physical therapy, orthopedic physical therapy, extremity kinesiology, gross anatomy, complementary medicine.

**Rosalind L. Herlands (1974)**, Professor Emerita of Biology; Ph.D., M.S., University of California at Irvine; B.A., Stanford University; developmental biology, cell biology, embryology, immunology, histology, turtle biology, bioethics, women’s studies.

**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.

**INTRODUCTION**

The Holistic Health program is an interdisciplinary minor housed in the School of General Studies. Its goal through interprofessional education (IPE) is to advance the understanding of complementary and alternative health care through education, critical thinking and research with an array of healthcare professionals.

It 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 the knowledge and background necessary to understand relevant issues in holistic health.

The two main goals of the program are the following.

**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 on the basis of 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 Holistic 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 Holistic Health can simultaneously fulfill other graduation requirements. With early planning, the requirements for the Holistic Health minor can be fulfilled within the framework of completing any undergraduate degree at the University.

GRADUATION REQUIREMENTS
Completing a minor in Holistic Health involves completion of a total of 20 undergraduate credits. An e-portfolio is required, which compiles the learning from all 5 courses and fosters an overarching personal holistic health philosophy at the completion of requirements. The newly established Holistic Health Club invites your participation on campus to improve overall well-being in your journey to the completion of your degree.

General Holistic Health Minor Required Core Courses
Students are required to complete a total of 5 courses (20 total credits) to receive the Holistic Health Minor. One course (4 credits) must be in Research Methodology, and the other 4 courses (16 credits) include approved courses with the Holistic Health attribute. These courses provide students with a broad introduction to holistic 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 holistic health-related topics. Other course options can include Study Abroad opportunities or Independent Study with an instructor within the Holistic Health Minor, as approved by the Holistic Health Minor Coordinator.

Research Methodology Courses
- GEN 3411 Interdisciplinary Research Methods
- HLTH 3200 Research Methods
- NURS 3335 Nursing Research Methods
- POLS 3150 Political Methodology
- PSYC 2241 Statistical Methods
- PSYC 3242 Experimental Psychology
- PUBH 2330 Research Method & Statistics
- PUBH 4610 Public Health Research Methods
- SOWK 3102 Research Methods in Social Work (SOWK majors only)
- SOCY 3642 Social Research Methods
Holistic Health Courses: Choose Four of the Following
The following courses have been organized under general subject matter categories. You may choose whichever four courses you prefer, depending on what kind of introduction to the fields of holistic and integrative health you wish to have. This organization is purely done to aid you in understanding the various categories of courses offered. As other courses are added in the future, they also may be considered to serve as electives provided that their content is appropriate for the minor. If you feel there is a course that may fit as an elective in this minor that is not listed below, please check with the minor coordinator for approval. In addition, students may elect to complete an independent study that would serve as an elective. An independent study allows the student to pursue a particular area of holistic health in greater depth when the topic is not already covered comprehensively by an existing course.

Modern Topics in Holistic Health

- ANTH 2136 World Perspectives on Health
- GAH 2162 Medicine, Ethics and the Arts
- GAH 2163 Wellness in America
- GEN 2158 The Body in Motion
- GIS 3207 Contemporary Issues in Bioethics
- GNM 1026 Alternative Health Care
- GNM 2117 Microbes and Man
- GNM 2144 Alternative Health Care
- GNM 2201 Health and Healing
- GNM 2267 Folk & Traditional Medicine
- GNM 2236 Modern Health Issues
- GSS 3604 Honors Economic Well-Being
- HTMS 3128 Spa Management in Hospitality Operations
- PUBH 2432 Contemporary Health Issues

Eastern Approaches to Health & Wellness

- FRST 1002 Yoga On and Off the Mat
- GAH 2206 Introduction to South Indian Classical Dance
- GIS 4636 Yoga: East Meets West
- HLTH 3412 Eastern Approach to Nutrition & Movement

Herbs, Plant-Medicine, and Supplements

- GNM 2206 Herbal Medicine
- GSS 2351 Herbal Psychopharmacology
- HLTH 2100 Aromatherapy
- GAH 2347 History of Tea

Religion, Spirituality, and Philosophy

- GAH 2305 Basic Judaism
- GAH 2327 How Judaism Approaches Life
- GIS 4644 Mindfulness, Self and Reality
- PHIL 2100 Buddhist Philosophy
- PHIL 2111 Daoism
- PHIL 3112 Philosophy East and West
• SOWK 3220 Aging and Spirituality
Nutrition & Wellness
• GNM 2325 Nutrition and Health
• HLTH 3412 Eastern Approach to Nutrition & Movement
• HLTH 3413 Basic & Therapeutic Nutrition
Psychology & Wellness
• GEN 1016 Mind Body Conditioning
• GEN 2319 Meditation: Theory & Practice
• GEN 2516 Mind Body Conditioning
• GEN 3617 Physical and Mental Wellness
• GIS 3633 States of Consciousness
• GIS 4660 Grief & Loss
• GIS 4676 Perspectives on Happiness
• GSS 2159 Psychology of Well Being
• GSS 3160 Stress and Anxiety
• GSS 3624 Pursuit of Happiness
• PSYC 2212 Health Psychology
• PSYC 3635 Positive Psychology

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 $20 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 holistic health, including biobotanicals, although many healthcare workers feel inadequately informed about alternative therapies and the benefits of biobotanical treatments.
The General Holistic Health minor provides useful background for those interested in pursuing careers in government, journalism, insurance, and any of the various forms of healthcare (e.g., medicine, nursing, social work, physical occupational and speech therapy).
BACHELOR OF SCIENCE IN NURSING

IN THE SCHOOL OF HEALTH SCIENCES

THE FACULTY

Mark Adelung (2015), Assistant Professor of Nursing; MSN, Kean University; BS Public Health, Stockton University; Emergency, Nutrition, Research.

Larider Ruffin (2017), Assistant Professor of Nursing; DNP; Wilmington University; MSN, University of Medical Dentistry of New Jersey; BSN, Rutgers University: APN, RN, ANP-BC, CRNP, GNP, CTTS: gerontology.

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.

Joan Perks (2009), Associate Professor of Nursing; PhD, MSN, APN-C, Widener University; BSN, Thomas Jefferson University: burn, emergency, trauma, critical care, assessment, holistic health.

Lori Prol (2014), Assistant Professor of Nursing; PhD, Capella University; Post-Masters FNP-C, College of New Rochelle; MSN, Rutgers, The State University; BSN, Pace University: Health assessment, Adult health, Women’s health.

Rose Scaffidi (2011), Associate Professor of Nursing, DrNP, Drexel University; MSN, CNM, University of Pennsylvania; BSN, Stockton University: women’s health, research, assessment.

Ann Walker (2008), Assistant Professor of Nursing; MSN, LaSalle University; B.S., Gwynedd Mercy College: community health, leadership, ethics.

Edward Walton (2010), Associate Professor of Nursing; DHSc, Nova Southeastern University; MSc, St. Joseph's University; NP-C, University of Tampa; BSN, Thomas Jefferson University: pharmacology, pathophysiology, family health.

PROFESSORS EMERITI

Linda Aaronson (1982), Professor Emerita of Nursing; Ed.D., Rutgers, The State University; MSN, Seton Hall University; BSN, The Richard Stockton College of New Jersey: adult health and gerontics.

Nancy Taggart Davis (1973), Professor Emerita of Pathology; Ph.D., University of Pennsylvania; B.S., Rollins College: Mexican culture, pathology, pathophysiology, epidemiology.
INTRODUCTION
Students who are interested in obtaining a Bachelor’s degree in nursing can choose from three degree programs. Undergraduate pre-license BSN, RN-BSN, and accelerated nursing (TRANSCEL).

BSN: PRE-LICENSENSURE 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 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.

GOALS OF THE PROGRAM
- Prepare professional nurse generalists.
- Provide varied experience in general education through general studies and liberal arts and sciences.
- Provide a foundation for graduate study.
- Encourage continuing personal and professional growth.

STUDENT LEARNING OUTCOMES
Stockton University’s nursing program student learning outcomes are in accordance with those of the Commission on Collegiate Nursing Education (CCNE) and the New Jersey Board of Nursing. The program is designed to produce a nurse generalist who is able to do the following.

1. Utilize the Roy Adaptation Model when making decisions about professional nursing practice.
2. Synthesize theoretical and empirical knowledge from the physical and behavioral sciences and humanities with nursing theory and practice.
3. Utilize the nursing process and critical thinking to assess health status and health potential; plan, implement and evaluate nursing care for individuals, families, and communities.
4. Perform and monitor therapeutic nursing interventions that are evidence-based.
5. Accept responsibility and accountability within an ethical framework for nursing interventions and outcomes.
6. Evaluate research for its applicability in defining and extending nursing practice.
7. Utilize leadership skills through interaction with consumers and providers in meeting health needs and nursing goals.
8. Collaborate on the interdisciplinary health team to identify and affect needed change that will improve care delivery within specific health care systems.
9. Implement the major roles of the professional nurse: caregiver, educator, advocate and activist.
10. Incorporate concepts of human diversity when implementing and evaluating therapeutic nursing interventions.

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 Nursing and Science Courses
Freshman Year
Chemistry I for Life Science 4 credits
Chemistry II for Life Science 4 credits
Anatomy and Physiology I 4 credits
Ethics and Professionalism 4 credits

Sophomore Year
Foundations of Professional Nursing 5 credits
Anatomy and Physiology II 4 credits
Health Assessment 5 credits
Pathophysiology 4 credits
Pharmacology for Life Science 4 credits
Microbiology for Life Science 4 credits

Junior Year
Care of the Adult I 6 credits
Psychosocial Nursing 6 credits
Nursing Research Methods 4 credits
Care of the Childbearing/Childrearing Family 6 credits

Senior Year
Population Health 6 credits
Care of the Adult II 6 credits
Professional Issues in Nursing 4 credits
Care of the Adult III 8 credits
ADMISSION TO THE 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 or ACT is required. Minimum SAT scores of 1220, ACT scores of 25, and overall GPA 3.5 or higher, are desired. 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, honors or advanced placement courses). Admission to the program is highly competitive. Internal transfer students should have an overall GPA of 3.5 (on a scale of 4.0).

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 pass clinical courses with a minimum grade of C+. 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.

SPECIAL OPPORTUNITIES
The Mainland Division of AtlantiCare Regional Medical Center and the Bacharach Institute of Rehabilitation are located on the Stockton campus. Many other health agencies in Atlantic and surrounding counties, both inpatient and outpatient, including simulation provide opportunities for clinical experience. Theta Sigma Chapter of Sigma Theta Tau, the international nursing honor society, inducts qualified graduating seniors and graduate students each year.

ACCREDITATION
The baccalaureate degree in Nursing at Stockton University is accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org).

BSN: RN-BSN PROGRAM
The RN-BSN Nursing (NURS) program is designed for registered nurses who want to continue their education by earning the degree of Bachelor of Science in nursing. The program focuses on the acquisition of knowledge and skills that enable the nurse to assist individuals, families, and communities to achieve and maintain optimum health. Emphasis is on the expansion of function to include the entire wellness-to-illness continuum throughout the life cycle within various community settings.

The program encourages self-directed learning, critical thinking, and independent action. It promotes professional identity, awareness, and accountability and provides a base for graduate work in education and clinical specialization. Issues in human diversity are integrated throughout the curriculum.
GOALS OF THE PROGRAM
Prepare professional nurse generalists.
Provide varied experiences in general education through general studies and liberal arts and sciences.
Encourage continuing professional and personal growth.
Provide a foundation for graduate study.

STUDENT LEARNING OUTCOMES
Stockton University Nursing program student learning outcomes are in accordance with those of the Commission on Collegiate Nursing Education (CCNE) and the New Jersey Board of Nursing. It is designed to produce a nurse generalist who is able to do the following.

• Utilize the Roy Adaptation Model when making decisions about professional nursing practice.
• Synthesize theoretical and empirical knowledge from the physical and behavioral sciences and humanities with nursing theory and practice.
• Utilize the nursing process and critical thinking to assess health status and health potential; plan, implement and evaluate nursing care for individuals, families and communities.
• Perform and monitor therapeutic nursing interventions that are evidence-based.
• Accept responsibility and accountability within an ethical framework for nursing interventions and outcomes.
• Evaluate research for its applicability in defining and extending nursing practice.
• Utilize leadership skills through interaction with consumers and providers in meeting health needs and nursing goals.
• Collaborate on the interdisciplinary health team to identify and effect needed change that will improve care delivery within specific health care systems.
• Implement the major roles of the professional nurse: caregiver, educator, advocate and activist.
• Incorporate concepts of human diversity when implementing and evaluating therapeutic nursing interventions.

PROGRAM ORGANIZATION
The curriculum implements the philosophy, purposes and objectives of the program and utilizes the Roy Adaptation Model as a framework for practice. Nursing courses build upon nursing theory and skills acquired at the lower-division level; they are not repetitive of lower-division work. The typical student transfers in 66 credits and completes an additional 62 credits for a total of 128 credits.

Curriculum for students admitted in the fall of 2017 and offered in hybrid format at the Manahawkin Instructional Site only.
Junior Year
NURS 3331 Theoretical Foundations of Nursing 4 Credits
NURS 3336 Scientific Foundations of Health 4 Credits
NURS 3333 Health Assessment 4 Credits
NURS 3334 Research Methods 4 Credits
NURS 4421 Pathophysiology 4 Credits

Senior Year
NURS 4424 Pharmacology 4 Credits
NURS 4436 Professional Nursing 4 Credits
NURS 4335 Professional Nursing in the Community 4 Credits
NURS 4935 Professional Nursing in the Community Clinical 2 Credits
NURS 4423 Issues and Leadership in Nursing 4 Credits
Total Program Credits 38 credits
Total General Studies electives 24 credits
Total 62 credits

Students who meet acceptance criteria and are interested in pursuing an advanced degree in nursing must option to enroll in NURS 5421 Advance Pathophysiology (3 Credits) in place of NURS 4421 Pathophysiology and NURS 5336 Health Care Systems (3 Credits) in place of NURS 4442 Issues and Leadership in Nursing.

ADMISSION TO THE RN-BSN PROGRAM
Admission to the program is open to individuals who are licensed to practice as registered nurses in New Jersey. Applicants must have established junior standing by having earned the equivalent of 66 credits in the following areas of study.

<table>
<thead>
<tr>
<th>Lower Division Nursing</th>
<th>26 credits Program Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy and Physiology</td>
<td>8 credits</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4 credits</td>
</tr>
<tr>
<td>Microbiology</td>
<td>4 credits</td>
</tr>
<tr>
<td>General Studies</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>6 credits</td>
</tr>
<tr>
<td>Psychology</td>
<td>3 credits</td>
</tr>
<tr>
<td>Statistics</td>
<td>3 credits</td>
</tr>
<tr>
<td>Electives</td>
<td>12 credits</td>
</tr>
<tr>
<td>Total</td>
<td>66 credits</td>
</tr>
</tbody>
</table>

Stockton will accept transfer credit for the courses required for admission to the program provided they were taken at regionally accredited institutions and passed with a C grade or better. CLEP, TECEP and Excelsior College Exams may be taken for credit in all non-nursing courses according to the University policy.

GRADUATION REQUIREMENTS
After admission to the upper-division BSN program as juniors, students will complete an additional 38 credits in upper-division nursing. A student must pass clinical courses with a minimum grade of C+. Clinical courses may be repeated only once.

In addition, consistent with Stockton’s Transfer Policy students must complete 24 credits in general education or students must take at least 25 percent of their Stockton course work in designated General Studies (G-acronym) courses.
GRADUATION WITH DISTINCTION
A Bachelor of Science in nursing with distinction will be awarded to students whose work in Issues and Leadership in Nursing is of outstanding quality. The award will be conferred by vote of the nursing faculty to those whose projects show initiative, creativity and ability to apply theory to nursing practice.

SPECIAL OPPORTUNITIES
Clinical experiences in various community agencies in Atlantic and surrounding counties are arranged individually with students.

All nursing courses are taught through a hybrid format. Theta Sigma Chapter of Sigma Theta Tau, the international nursing honor society, inducts qualified graduating seniors and graduate students each year.

ACCREDITATION
The baccalaureate degree in Nursing at Stockton University is accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org).

BSN: ACCELERATED NURSING PROGRAM (TRANSCEL)
This accelerated, generic baccalaureate Nursing program (BSN), also known as TRANSCEL, 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.

GOALS OF THE PROGRAM
- Prepare professional nurse generalists.
- Provide a foundation for graduate study.
- Encourage continuing personal and professional growth.
STUDENT LEARNING OUTCOMES
Stockton University’s Nursing program student learning outcomes are in accordance with those of the Commission on Collegiate Nursing Education (CCNE) and the New Jersey Board of Nursing. The program is designed to produce a nurse generalist who is able to do the following.

1. Utilize the Roy Adaptation Model when making decisions about professional nursing practice.
2. Synthesize theoretical and empirical knowledge from the physical and behavioral sciences and humanities with nursing theory and practice.
3. Utilize the nursing process and critical thinking to assess health status and health potential; plan, implement and evaluate nursing care for individuals, families, and communities.
4. Perform and monitor therapeutic nursing interventions that are evidence-based.
5. Accept responsibility and accountability within an ethical framework for nursing interventions and outcomes.
6. Evaluate research for its applicability in defining and extending nursing practice.
7. Utilize leadership skills through interaction with consumers and providers in meeting health needs and nursing goals.
8. Collaborate on the interdisciplinary health team to identify and affect needed change that will improve care delivery within specific health care systems.
9. Implement the major roles of the professional nurse: caregiver, educator, advocate and activist.
10. Incorporate concepts of human diversity when implementing and evaluating therapeutic nursing interventions.

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.

<table>
<thead>
<tr>
<th>Required Nursing and Science Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>First Semester - Fall</td>
<td></td>
</tr>
<tr>
<td>Foundations of Professional Nursing</td>
<td>5 credits</td>
</tr>
<tr>
<td>Health Assessment</td>
<td>5 credits</td>
</tr>
<tr>
<td>Pathophysiology</td>
<td>4 credits</td>
</tr>
<tr>
<td>Pharmacology for Life Science</td>
<td>4 credits</td>
</tr>
<tr>
<td>Second Semester - Spring</td>
<td></td>
</tr>
<tr>
<td>Care of the Adult I</td>
<td>6 credits</td>
</tr>
<tr>
<td>Psychosocial Nursing</td>
<td>6 credits</td>
</tr>
<tr>
<td>Nursing Research Methods (hybrid)</td>
<td>4 credits</td>
</tr>
<tr>
<td>Third Semester - Summer</td>
<td></td>
</tr>
<tr>
<td>Care of the Childbearing/Childrearing Family</td>
<td>6 credits</td>
</tr>
<tr>
<td>Care of the Adult II</td>
<td>6 credits</td>
</tr>
</tbody>
</table>
Fourth Semester - Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population Health</td>
<td>6</td>
</tr>
<tr>
<td>Professional Issues in Nursing</td>
<td>4</td>
</tr>
<tr>
<td>Care of the Adult III</td>
<td>8</td>
</tr>
</tbody>
</table>

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, Pathophysiology, and Ethics. The pathophysiology course is a prerequisite course for students applying to enter the program in the fall of 2018. 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. Stockton students who do not have the minimum required baccalaureate degree may be considered for admission as an internal transfer applicant after all admission requirements are met and all other Stockton University undergraduate requirements have been completed as in General Studies, At Some Distance, Writing and Quantitative courses. Transcripts will be evaluated on an individual basis.

GRADUATION REQUIREMENTS

A student must pass clinical courses with a minimum grade of C+. Students who enter the program with earned baccalaureate degrees or higher must complete a total of 64 credits in Nursing. Stockton students who transfer into the program without a baccalaureate degree complete a total of 64 credits in Nursing, 20 credits in applied science, 12 credits in At-Some-Distance, and 32 credits in General Studies and complete a minimum of 128 credits to meet graduation 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.

SPECIAL OPPORTUNITIES

The Mainland Division of AtlantiCare Regional Medical Center and the Bacharach Institute of Rehabilitation are located on the Stockton campus. Many other health agencies in Atlantic and surrounding counties, both inpatient and outpatient, including simulation provide opportunities for clinical experience. Theta Sigma Chapter of Sigma Theta Tau International, a Nursing honor society, inducts qualified students in the last semester of the senior year.

ACCREDITATION

The baccalaureate degree in Nursing at Stockton University is accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org).
PUBLIC HEALTH MINOR

IN THE SCHOOL OF HEALTH SCIENCES

THE FACULTY

Elizabeth G. Calamidas (1986), Associate 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.

Tara Crowell (2000), Associate Professor of Public Health, Public Health Internship Coordinator; Ph.D., University of Oklahoma; M.A., B.A., West Virginia University: health communication, social marketing, quantitative research methods.

PROFESSORS EMERITI

Bruce DeLussa (1986), Professor Emeritus of Public Health; MPH, University of Michigan; B.S., Colorado State University.

MINOR IN PUBLIC HEALTH

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.

PUBH Minor Courses
PUBH 1200 Introduction to Public Health 4 credits
PUBH 3420 Epidemiology 4 credits
PUBH 2330 Research and Statistics or equivalent statistics 4 credits
(BIOL 3105, CSIS 1206, ENVL 2400, HLTH 2305MATH 4441, PSYC 2241)

Choose one of the following
PUBH 2530 Basic Environmental Health 4 credits
PUBH 2605 Environmental Justice 4 credits

Choose one of the following
PUBH 2300 Focus on Women’s Health 4 credits
PUBH 2315 Health Communication 4 credits
PUBH 2402 Health Policies and Issues 4 credits
PUBH 2432 Contemporary Health Issues 4 credits
PUBH 245 Public Health and Marketing 4 credits
PUBH 3111 Food Safety 4 credits
PUBH 3225 Health Insurance 4 credits
PUBH 4110 Health Administration and Law 4 credits
PUBH 4113  Patient Education  4 credits
PUBH 2901  Practicum OR PUBH 4950 Internship
(Prerequisites: completion of 4 PUBH courses with a “C-” or better, permission of instructor, and availability).

PUBLIC HEALTH

IN THE SCHOOL OF HEALTH SCIENCES

THE FACULTY

Elizabeth G. Calamidas (1986), Associate 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.

Tara Crowell (2000), Associate Professor of Public Health, Public Health Internship Coordinator; Ph.D., University of Oklahoma; M.A., B.A., West Virginia University: health communication, social marketing, quantitative research methods.

PROFESSORS EMERITI

Bruce DeLussa (1986), Professor Emeritus of Public Health; MPH, University of Michigan; B.S., Colorado State University.

INTRODUCTION

Effective Fall 2017 students will no longer be admitted to the Public Health program. Beginning the fall 2017 admissions cycle, the Public Health program will be consolidated into two separate concentrations within the Bachelor of Science in Health Sciences (BSHS) program, Health Administration and Community Health Education (CHE). Both concentrations are designed to make available to students the skills and knowledge necessary for graduate study or to attain employment in health-related fields within the public and private sector upon graduation. Students who successfully complete the Community Health Education Concentration in BSHS will be eligible to take the exam offered by the National Commission for Health Education Credentialing to become Certified Health Education Specialists (CHES).

All students currently enrolled in the Public Health program will be able to complete their Bachelor of Science degree in Public Health upon successful completion of the requirements outlined below. 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 the 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 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 in the Community Health Education and Health Administration concentrations 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 currently enrolled in the program are advised to declare their concentration by the beginning of the sophomore year to provide sufficient 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. An interview by appointment with the coordinator is strongly recommended prior to declaration of 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. Students interested in Community Health Education (CHE) and Public Health Administration tracks should refer to the Bachelor of Science in Health Science section of the Bulletin.

PROGRAM ORGANIZATION
The 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 the 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.
MINOR IN PUBLIC HEALTH
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.

PUBH Minor Courses
PUBH 1200 Introduction to Public Health 4 credits
PUBH 3420 Epidemiology 4 credits
PUBH 2330 Research and Statistics or equivalent statistics 4 credits
(BIOL 3105, CSIS 1206, ENVL 2400, HLTH 2305 MATH 4441, PSYC 2241)

Choose one of the following
PUBH 2530 Basic Environmental Health 4 credits
PUBH 2605 Environmental Justice

Choose one of the following:
PUBH 2300 Focus on Women’s Health
PUBH 2315 Health Communication
PUBH 2402 Health Policies and Issues
PUBH 2432 Contemporary Health Issues
PUBH 2450 Public Health and Marketing
PUBH 3111 Food Safety
PUBH 3225 Health Insurance
PUBH 4110 Health Administration and Law
PUBH 4113 Patient Education
PUBH 2901 Practicum OR PUBH 4950 Internship (prerequisites: completion of 4 PUBH courses with a “C-” or better, permission of instructor, & upon availability)

BACHELOR OF SCIENCE IN PUBLIC HEALTH
Public Health Core – 28 credits
PUBH 1200 Introduction to Public Health 4 credits
PUBH 2330 Research Methods and Statistics 4 credits
PUBH 2450 Public Health and Marketing 4 credits
PUBH 2530 Basic Environmental Health 4 credits
PUBH 3415 Writing for Health Professionals 4 credits
PUBH 3420 Epidemiology 4 credits
PUBH 4950 Public Health Internship and Fieldwork 4-6 credits

Public Health Concentrations (52 credits)
Community Health Education Concentration (CHED)
BIOL 1200 Cells and Molecules 4 credits
BIOL 1205 Cells and Molecules Lab 1 credits
CHEM 2110 Chemistry I – General Principles 4 credits
CHEM 2115 Chemistry I Lab 1 credits
OR
CHEM 2010 Chemistry for Life Science I 4 credits
HLTH 2221 Functional Human Anatomy 4 credits
PSYC 1100 Introduction to Psychology 4 credits
PSYC 2212 Health Psychology 4 credits
PUBH 2432 Contemporary Health Issues 4 credits
PUBH 3102 Community Health Education Theory and Practice 4 credits
PUBH 3510 School Health Education 4 credits
PUBH 4113 Patient Education 4 credits
PUBH 2000-Level or higher 4 credits

Concentration Electives* 10 or 11 credits
Total Concentration Credits 52 credits

*Suggested CHED electives; others with prior approval of preceptor
ANTH 2136 World Perspectives on Health
GERO 1100 Introduction to Gerontology**
GERO 2107 Aging and Health
PUBH 2300 Focus on Women’s Health
GNM 2146 Survey of Human Nutrition
OR
PUBH 2201 Nutrition for Public Health
GNM 3105 Psychopharmacology
GSS 2161 Perspectives on Sexuality
GSS 3160 Stress and Anxiety
PUBH 2315 Health Communication
PUBH 2415 Health Information Technology
PUBH 2421 Computers for Health Professionals
PUBH 2435 Fires, Flood, and Famine: Communities in Crisis
PUBH 2605 Environmental Justice
PUBH 4110 Public Health Administration and Law
PUBH 4810 Topics in Public Health–Community Health Education
SOWK 1103 Human Behavior in the Social Environment

Graduates of the Community 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.

Health Administration Concentration (HADM)
ACCT 2110 Financial Accounting 4 credits
ACCT 2120 Managerial Accounting 4 credits
ECON 2104 Health Care Economics 4 credits
HLTH 2221 Functional Human Anatomy 4 credits
MGMT 2110 Introduction to Management 4 credits
MGMT 3111 Human Resource Management 4 credits
MKTG 3110 Marketing Principles 4 credits
PUBH 2402 Health Policies and Issues 4 credits
PUBH 3225 Health Insurance 4 credits
PUBH 4401  Health Management  4 credits
Concentration Electives*  12 credits
Total Concentration Credits  52 credits
*Suggested HADM electives; others with prior approval of preceptor: ANTH 2136 World

Perspectives on Health
ECON 1200  Introduction to Macroeconomics
GERO 1100  Introduction to Gerontology
GERO 2107  Aging and Health
GNM 1026  Alternative Health Care
OR
GNM 2144  Alternative Health Care
GSS 1044  Diversity Issues
OR
GSS 2128  Diversity Issues
MGMT 3124  Organizational Behavior
PLAW 2120  Business Law I
PLAW 3110  Legal and Social and Ethical Environment of Business
PLAW 3140  Business Law II
PLAW 3630  Health Law and Policy
POLS 2180  Introduction to Public Administration
POLS 2209  State and Local Government
PUBH 2315  Health Communications
PUBH 2415  Health Information Technology
PUBH 2421  Computers for Health Professionals
PUBH 2605  Environmental Justice
PUBH 3102  Community Health Education Theory and Practice
PUBH 3620  Occupational Health
PUBH 4110  Public Health Administration and Law
PUBH 4115  Health Planning.
MASTER OF SCIENCE IN NURSING
ADULT-GERONTOLOGY PRIMARY CARE NURSE PRACTITIONER

POST-MASTER’S CERTIFICATES
ADULT-GERONTOLOGY PRIMARY CARE NURSE PRACTITIONER
FAMILY NURSE PRACTITIONER

IN THE SCHOOL OF HEALTH SCIENCES

THE FACULTY

Tara Crowell (2000), Associate Professor of Public Health, Public Health Internship Coordinator; Ph.D., University of Oklahoma; M.A., B.A., West Virginia University: health communication, social marketing, quantitative research methods.

Mary Padden-Denmead (2011), Associate Professor of Nursing; RNC, Ph.D., Widener University; APN-C, FN-CSA, M.S., University of Delaware; BSN, The Richard Stockton College of New Jersey: Pediatrics, nursing theory, research.

Joan Perks (2009), Associate Professor of Nursing; PhD, MSN, Widener University; BSN, Thomas Jefferson University: burn, emergency, trauma.

Lori Prol (2014), Assistant Professor of Nursing; PhD, Capella University; Post-Masters FNP-C, College of New Rochelle; MSN, Rutgers, The State University; BSN, Pace University: Health assessment, family health

Larider Ruffin (2017), Assistant Professor of Nursing; DNP, Wilmington University; MSN, UMDNJ; BSN, Rutgers University: Adult health, health assessment.

William Santamore (2014), PhD, Temple University, MS, Drexel University, BS, Manhattan College: Pathophysiology.

Rose Scaffidi (2011), Associate Professor of Nursing; DNP, Drexel University; MSN, CNM, University of Pennsylvania; BSN, The Richard Stockton College of New Jersey: Women’s health, research, health assessment.

Edward Walton (2010), Associate Professor of Nursing; DHSc., Nova Southeastern University; NP-C, University of Tampa; MSc, St. Joseph’s University; BSN, Thomas Jefferson University: Pharmacology, pathophysiology, family health.

Kerrin Wolf (2014), Assistant Professor of Business Studies, 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 and law policy.
PROFESSORS EMERITI

Linda Aaronson (1982), Associate Professor Emerita of Nursing; Ed.D., Rutgers, The State University; MSN, Seton Hall University; BSN, The Richard Stockton College of New Jersey: Adult health, Geriatric nursing.

Nancy Taggart Davis (1973), Professor Emerita of Pathology; Ph.D., University of Pennsylvania; B.S., Rollins College.

Cheryle Fisher Eisele (1980), Professor Emerita of Nursing; Ed.D., Temple University; MSN, University of Pennsylvania; BSN, The Richard Stockton College of New Jersey; Women’s health, Pediatrics.

INTRODUCTION

The Master of Science in Nursing 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). In addition, a post-master’s certificate as a Family Nurse Practitioner (FNP) or an Adult Gerontology Primary Care Nurse Practitioner (AGPCNP) is available.

The program focuses on the acquisition of knowledge and skills that enable the nurse practitioner to assess, diagnose, and manage health problems of the client. Health promotion and disease prevention are emphasized as students assess and develop the wellness potential of individuals, families and communities.

This hybrid program encourages self-directed learning and critical thinking. It ensures the graduate student will develop the expertise necessary to manage the professional role expectations of an advanced-practice nurse in complex health care systems.

GOALS OF THE PROGRAM

1. Encourage continued personal and professional growth.
2. Advance the educational level of nurses to affect improvement in the health care of clients.
3. Prepare advanced-practice nurses who are eligible for national certification.
4. Provide a foundation for continued graduate study.

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 nurse practitioner who can:

1. Utilize Roy's Adaptation Model of Nursing when making decisions about professional nursing practice.
2. Synthesize theoretical and empirical knowledge from the physical and behavioral sciences and humanities with nursing theory and advanced nursing practice.
3. Assess health status and health potential of the client.
4. Identify specific common deviations from wellness and use evidence-based data to manage illness.
5. Accept individual responsibility and accountability in defining advanced practice nursing.
6. Apply nursing research and evidence-based data to advanced practice nursing.
7. Utilize leadership skills through interaction with consumers and providers in meeting health needs and advanced nursing goals.
8. Collaborate on the interdisciplinary health team to identify and effect needed change which will improve delivery within specific health care systems.

MSN PROGRAM ORGANIZATION
The curriculum builds on the undergraduate program and utilizes the philosophy, purposes and learning outcomes of the program. The Roy Adaptation Model serves as the conceptual framework of the program.

The Adult Gerontology Primary Care Nurse Practitioner (AGPCNP) program consists of 42 credits (48 credits for student matriculated in or after the fall semester 2018). The program may be completed as full-time (9 credits per semester) or part-time study. A minimum of 500 supervised clinical hours must be completed in addition to the didactic portion of the curriculum.

FOR STUDENTS MATRICULATED IN OR BEFORE SPRING SEMESTER 2018
Course Schedule (2-Year Program)
Fall-1 Semester
NURS 5331 Nursing Theory 3 credits
NURS 5333 Advanced Health Assessment 3 credits
NURS 5421 Advanced Pathophysiology 3 credits

Spring-1 Semester
NURS 5422 Adult Nursing I 3 credits
NURS 5922 Practicum I (168 hours clinical) 4 credits
NURS 5332 Pharmacology 3 credits
NURS 5336 Health Care Systems 3 credits

Fall-2 Semester
NURS 5423 Adult Nursing II 3 credits
NURS 5923 Practicum II (168 hours clinical) 4 credits
NURS 5334 Nursing Research Methods 3 credits

Spring-2 Semester
NURS 5424 Adult Nursing III 3 credits
NURS 5924 Practicum III (168 hours clinical) 4 credits
NURS 5335 Professional Role Development 3 credits

Course Schedule (3-Year Program)
Fall-1 Semester
NURS 5331 Nursing Theory 3 credits
NURS 5421 Advanced Pathophysiology 3 credits
Spring-1 Semester
NURS 5332 Pharmacology 3 credits
NURS 5336 Health Care Systems 3 credits

Fall-2 Semester
NURS 5334 Research Methods 3 credits
NURS 5333 Advanced Health Assessment 3 credits

Spring-2 Semester
NURS 5422 Adult Nursing I 3 credits
NURS 5922 Practicum I (168 hours clinical) 4 credits
NURS 5335 Professional Role Development 3 credits

Fall-3 Semester
NURS 5423 Adult Nursing II 3 credits
NURS 5923 Practicum II (168 hours) 4 credits

Spring-3 Semester
NURS 5424 Adult Nursing III 3 credits
NURS 5924 Practicum III (168 hours clinical) 4 credits

Course Schedule (4-Year Program)
Fall-1 Semester
NURS 5331 Nursing Theory 3 credits

Spring-1 Semester
NURS 5336 Health Care Systems 3 credits

Fall-2 Semester
NURS 5421 Advanced Pathophysiology 3 credits
NURS 5334 Nursing Research Methods 3 credits

Spring-2 Semester
NURS 5332 Pharmacology 3 credits
NURS 5335 Professional Role Development 3 credits

Summer-2 Semester
NURS 5333 Advanced Health Assessment 3 credits

Fall-3 Semester
NURS 5422 Adult Nursing I 3 credits
NURS 5922 Practicum I (168 hours clinical) 4 credits

Spring-3 Semester
NURS 5423 Adult Nursing II 3 credits
NURS 5923 Practicum II (168 hours clinical) 4 credits
Fall-4 Semester
NURS 5424 Adult Nursing III 3 credits
NURS 5924 Practicum III (168 hours clinical) 4 credits

FOR STUDENTS MATRICULATED IN OR AFTER FALL SEMESTER 2018

Course Schedule (3 & 1/2 Year Program)

Fall-1 Semester
NURS 5331 Nursing Theory 3 credits
NURS 5432 Statistical Methods 3 credits

Spring-1 Semester
NURS 5336 Health Care Systems 3 credits

Summer-1 Semester
NURS 6102 Leadership and Health Policy 3 credits

Fall-2 Semester
NURS 5421 Advanced Pathophysiology 3 credits
NURS 5334 Nursing Research Methods 3 credits

Spring-2 Semester
NURS 5332 Pharmacology 3 credits
NURS 5335 Professional Role Development 3 credits

Summer-2 Semester
NURS5333 Advanced Health Assessment 3 credits

Fall-3 Semester
NURS 5422 Adult Nursing I 3 credits
NURS 5922 Practicum I 4 credits

Spring-3 Semester
NURS 5423 Adult Nursing II 3 credits
NURS 5923 Practicum II (168 clinical hours) 4 credits

Fall-4 Semester
NURS 5424 Adult Nursing III 3 credits
NURS 5924 Practicum III (168 hours clinical) 4 credits

Course Schedule (2 & 1/2 Year Program)

Fall-1 Semester
NURS 5331 Nursing Theory 3 credits
NURS 5432 Statistical Methods 3 credits
NURS 5421 Advanced Pathophysiology 3 credits
Spring-1 Semester
NURS 5332 Pharmacology 3 credits
NURS 5336 Health Care Systems 3 credits

Summer-1 Semester
NURS 5333 Advanced Health Assessment 3 credits

Fall-2 Semester
NURS 5334 Nursing Research Methods 3 credits
NURS 5422 Adult Nursing I 3 credits
NURS 5922 Practicum I (168 clinical hours) 4 credits

Spring-2 Semester
NURS 5423 Adult Nursing II 3 credits
NURS 5923 Practicum II (168 clinical hours) 4 credits
NURS 5335 Professional Role Development 3 credits

Summer-2 Semester
NURS 6102 Leadership and Health Policy 3 credits

Fall-3 Semester
NURS 5424 Adult Nursing III 3 credits
NURS 5924 Practicum III (168 clinical hours) 4 credits

POST-MASTER’S CERTIFICATE PROGRAMS
There are three options a student can seek admission the post-master’s certificate programs of study.

Option 1
Provides practicing nurses with a master's degree an option to complete coursework to become eligible to take the Adult Gerontology Primary Care Nurse Practitioner (AGPCNP) or Family Nurse Practitioner (FNP) national certification examination.

Option 2
Provides nationally certified and practicing Adult Nurse Practitioners (ANP) or Adult Gerontology Primary Care Nurse Practitioners (AGPCNP) an option to complete additional didactic and clinical coursework to become eligible to take the Family Nurse Practitioner (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 if needed.

The Family Nurse Practitioner (FNP) post-master’s track consists of an additional 7 credits including a minimum of 200 clinical hours. Eligibility for this option is contingent on an analysis of previous NP course work.
Option 3
Recent graduates of Stockton's MSN program may qualify for "Direct Entry" into the Family Nurse Practitioner (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 (FNP) post-master’s track consists of an additional 7 credits including a minimum of 200 clinical hours.

FOR STUDENTS MATRICULATED IN OR AFTER FALL SEMESTER 2018
Course Schedule Post Master’s Certificate AGPCNP
Fall-1 Semester
NURS 5421 Advanced Pathophysiology 3 credits

Spring-1 Semester
NURS 5335 Professional Role Development 3 credits
NURS 5332 Pharmacology 3 credits

Summer-1 Semester
NURS 5333 Advanced Health Assessment 3 credits

Fall-1 Semester
NURS 5422 Adult Nursing I 3 credits
NURS 5922 Practicum 1 (168 clinical hours) 4 credits

Spring-1 Semester
NURS 5423 Adult Nursing II 3 credits
Practicum II (168 clinical hours) 4 credits

Fall-2 Semester
NURS 5424 Adult Nursing III 3 credits
NURS 5924 Practicum III (168 clinical hours) 4 credits

Course Schedule Post-Master’s Certificate FNP Summer Semester
(will move to the spring semester in 2021)
NURS 5541 Assessment and Care of the Family with Young Children 3 credits
NURS 5941 Pediatric Practicum (200 clinical hours) 4 credits

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-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:
   - Health Assessment
   - Nursing or another Health Discipline Research course
   - Statistics

4. Students must meet the "Technical Standards and Essential Functions" requirements as specified by the Nursing Program (Policy #M-1).

5. Applicants to the post-master's program must have a master's degree in nursing.

In addition, the applicant must provide:

1. Proof of licensure to practice as a registered professional nurse in New Jersey.
2. Three letters of recommendation; one academic and two professional.
3. Completion of an admission essay
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.

- NURS5336 Health Care Systems (spring semester)
- NURS5421 Advanced Pathophysiology (fall semester)
- NURS5432 Statistical Methods (fall semester)

TRANSFER 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.

CLINICAL PREREQUISITES
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 (Policy # M-1). Health screenings, CPR certification, RN licensure, 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 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 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 Graduate Director, 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 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 Graduate Nursing 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 B (minimum) for ALL clinical coursework and/or any course with a clinical co-requisite.

ACCREDITATION
The master’s degree in nursing and Post-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.

MASTER OF SCIENCE IN COMMUNICATION DISORDERS
IN THE SCHOOL OF HEALTH SCIENCES

THE FACULTY

Stacy Gallese Cassel (2013), Assistant Professor of Communication Disorders, Director of Master of Science in Communication Disorders Program, CCC-SLP; Ph.D., Columbia University; M.S., Gallaudet University; B.S., Rutgers, The State University: adult neurogenic communication disorders, dysphagia.

Amanda Copes (2011), Director, Speech and Hearing Clinic, CCC-SLP; M.A., West Chester University; B.S., The Richard Stockton College of New Jersey: clinical supervision.

Amy J. Hadley (2006), Associate Professor 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), Assistant Professor of Communication Disorders, CCC-SLP; Ed.D., Arcadia University; M.S., LaSalle University; M.Ed., Widener University; B.S., The Richard Stockton College of New Jersey: bilingual speech-language pathology (English/Spanish), school-based communication disorders, bilingualism, cultural competence.

Monika Pawlowska (2014), Assistant Professor of Communication Disorders; Ph.D., M.A., Adam Mickiewicz University: linguistics, language development, language disorders in children.

Mary Ann Schiattarella (2017), Academic Fieldwork Coordinator; M.A., Kean University; B.S., East Stroudsburg University: clinical supervision.

PROFESSORS EMERITI
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.

INTRODUCTION
The Master of Science in Communication Disorders program (MSCD) 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 in the New Jersey public schools. Graduates are also encouraged to consider an advanced degree such as the Ph.D. in Communication Sciences and Disorders.

The program’s requirements are guided by standards set by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA), which issues the Certificate of Clinical Competence (CCC-SLP); the New Jersey Department of Education, which issues certification for the Speech-Language Specialist; and the New Jersey Division of Consumer Affairs, which issues the license to practice speech-language pathology.

The program requires completion of 60 graduate credits. All Master’s degree candidates must complete 400 clinical hours of supervised clinical experience. Of these 400 hours, 25 must be in supervised 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.

ACCREDITATION
The Master of Science in Communication Disorders (MSCD) program at Stockton University is a fully accredited program according to the Council on Academic Accreditation in Audiology and Speech Language Pathology (CAA) of the American Speech-Language-Hearing Association. The MSCD program’s professional area of focus is in speech-language pathology. The program has been awarded accreditation for the period of July 1, 2016 through June 30, 2021.
Any updated information on the program’s accreditation status is posted on the program’s webpage on the Stockton University website.

Students who successfully complete the MSCD 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.

**CONTACTING THE COUNCIL ON ACADEMIC ACCREDITATION (CAA)**
You can directly contact the CAA with any complaints or concerns related to Stockton University's Communication Disorders program's compliance with accreditation standards. To contact the CAA, you can do the following.

- Write to them at Accreditation Office at ASHA, 2200 Research Boulevard, #310, Rockville, Maryland 20850
- Call ASHA's Action Center at 800-498-2071
- Send an e-mail to accreditation@asha.org.

**ADMISSION REQUIREMENTS**
Prospective students should request admission to the program through the Office of Graduate Studies. Each year the MSCD 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. A GPA of 3.5 or higher is considered competitive.
- Completion of all prerequisite courses.
- Official score report from the Graduate Record Exam.
- 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.

Additional paperwork will be required of international students. Forms can be obtained from the Office of Graduate Studies. Preference may be given to Stockton graduates and applicants from the state of New Jersey. Prerequisite course work includes the following areas (Grade of “C” or better in coursework). Students may apply to the program while in the final semester 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
- Introduction to Audiology.

In addition, ASHA certification requirements include a course in each of the following (grade of C or higher):
  - Biological Science
  - Physical Science (ideally, a course dealing primarily with the principles of physics or chemistry)
  - Social Science (such as Psychology or Sociology)
  - Statistics.

Additional requirements on the current ASHA requirements for certification in speech-language pathology are found at: [http://www.asha.org/certification/](http://www.asha.org/certification/).

**PROGRAM MISSION**
The mission of the Master of Science in Communication 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 course work and clinical practicum. Completion of the program requires a minimum of 60 graduate level credits. The MSCD curriculum can be viewed on our website.

The MSCD program utilizes a cohort model; with few exceptions, required courses are offered once a year and must be taken in sequence.

**GRADUATION REQUIREMENTS**
Students must meet with their preceptors each semester to discuss registration and to review their progress on the Plan of Study form. Degree approval will be reported to the Registrar’s Office as part of the degree certification process.

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 enters his/her final semester of study. The student needs to register for the exam directly with the Educational Testing Service ([www.ets.org](http://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 II exam is not required for graduation.

Students must satisfactorily complete all course work and participation in clinical practicum placements. Students must submit an Application for Graduation online to the Office of the Registrar for review and certification.
MASTER OF SCIENCE IN OCCUPATIONAL THERAPY

IN THE SCHOOL OF HEALTH SCIENCES

THE FACULTY

Janette Boney (2016), Clinical Education Support Specialist; M.S., B.S., Stockton University.

Jennifer Calabrese (2016), Academic Fieldwork Coordinator; MOT, B.S. Duquesne University.

Megan Foti (2012), Associate Professor of Occupational Therapy; DOT, Temple University; M.S., B.S., Elizabethtown College: support for caregivers, telehealth/emedicine, adult learning and development, evidence-based practice.

Kimberly Furphy (2000), Associate Professor of Occupational Therapy; DHSc, 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 Kientz (2009), 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.

Kathleen Klein (2014), Associate Professor of Occupational Therapy; OTD, University of Kansas; M.S., B.S., Thomas Jefferson University: continuous professional development, interprofessional practice and education, scholarship of teaching and learning (adult learners), science of occupation, clinical neuroscience and motor control, pediatrics, entrepreneurship.

Victoria Schindler (2000), Professor of Occupational Therapy; Ph.D., M.A., New York University; B.S., Kean University: mental health, learning disabilities and autism spectrum disorders in young adults and adults, supported education.

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
1. A person must graduate from an occupational therapy program accredited by the Accreditation Council for Occupational Therapy Education (ACOTE).
2. 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://secure.nbcot.org/data/schoolstats.aspx).
3. In states that have licensure, therapists must obtain state licensure in order to practice (http://www.aota.org/Advocacy-Policy/State-Policy/Licensure/StateRegs.aspx).

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 short 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.

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 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. The telephone number for ACOTE, c/o AOTA, is 301-652-2682 (AOTA). The ACOTE website can be found at www.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.
ADMISSION REQUIREMENTS
Prospective students should request admission to the program through the Office of Graduate Studies. Each year the MSOT program admits a limited number of qualified students. Students must complete all program prerequisites 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 Studies 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) from professionals (college/university professor familiar with your academic performance, work or OT volunteer supervisor, or current employer) who have first-hand knowledge of your academic potential. The MSOT program does not accept personal references from family members or individuals not meeting the criteria listed above.
- Current certificate/card verifying completion of an in-person CPR course
- Additional paperwork will be required of international students. Forms can be obtained from the Office of Graduate Studies.
- 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
1. Human Anatomy and Physiology (two semesters) – at least one semester MUST include a lab (can be a virtual lab)
2. Introduction to Psychology/General Psychology
3. Abnormal Psychology
4. Human Development or Lifespan Development
5. Introduction to Anthropology or Introduction to Sociology
6. Introduction to Statistics or Applied Biostatistics
7. Completion of a CPR course

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, Educational Background Form, Volunteer Hours Verification Form, CPR card) are submitted to the Office of Graduate Studies. Other application materials are submitted via the Occupational Therapy Central Applications System (OTCAS). For further information about the application process please contact the Office of Graduate Studies. 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 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 Studies 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. However, a matriculated student may need to take courses on a part-time basis due 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, 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 (2007).

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 while supporting participation in a variety of contexts or 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 individuals to be productive, satisfied, and contributing members of society and is based in 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. 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 individuals to engage in occupation to support participation in context(s) (AOTA, 2011).

References


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.

Concepts are best integrated and retained when learning builds upon existing knowledge. It is synthesized further through active engagement in meaningful, case-based, client-centered
problem solving and activities that promote competence in professional knowledge and skills. Therefore, students bring prior learning and life experiences to the Occupational Therapy program. They then develop competency to apply and utilize occupation as a primary method of evaluation, intervention, and health promotion through clinical reasoning, evidence-based practice, advanced problem solving, critical thinking skills, integration of knowledge, and entry-level application of learning to practice.

Threads in the Curriculum
1. Foundational Knowledge
2. Practice Skills
3. Research
4. OT Evaluation Across the Lifespan
5. OT Intervention Across the Lifespan
6. 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, and research.
4. Advanced problem-solving and critical thinking skills
5. Integration of knowledge and entry-level application to practice
6. Application of knowledge and skills to provide client-centered, occupation-based, holistic occupational therapy services.

Occupational Therapy Curriculum (80 credits total)
For students who entered the program fall 2017:

Year 1-Fall (18 Credits)
OCTH 5100     Science of Occupation       4 credits
OCTH 5110     Foundations of Motor Performance    4 credits
OCTH 5120     Clinical Conditions: Physical      4 credits
OCTH 5121     Clinical Conditions: Psychosocial      4 credits
OCTH 5130     OT Practice Skills I        2 credits

Year 1-Spring (18 Credits; *Includes Fieldwork Level I)
OCTH 5130     OT Practice Skills II       2 credits
OCTH 5140     Evaluation of Occupational Performance in Pediatrics*  4 credits
OCTH 5141     Pediatric OT Intervention      4 credits
OCTH 5150     OT in Mental Health       4 credits
OCTH 5160     Research Methodologies       4 credits

Year 1-Summer (2 credits)
OCTH 5170     Advanced Adaptations and Assistive Technology   2 credits

Year 2-Fall (18 credits; *Includes Fieldwork Level I)
OCTH 6100     Evaluation of Occupational Performance in Adults*        4 credits
OCTH 6110     Adult OT Intervention          4 credits
OCTH 6120  Clinical Neuroscience       4 credits
OCTH 6130  OT Practice Skills III    2 credits
OCTH 6160  Research Seminar*        4 credits

Year 2-Spring (18 credits; *Includes Fieldwork Level I)
OCTH 6131  OT Practice Skills IV     2 credits
OCTH 6140  Evaluation of Occupational Performance in Older Adults*     4 credits
OCTH 6141  Older Adults OT Intervention                                   4 credits
OCTH 6161  Research Synthesis Project*                                 4 credits
OCTH 6170  Professional Issues                                          4 credits

Year 2-Summer (3 credits)
OCTH 6910-001  Fieldwork Level II                                    3 credits

Year 3-Fall (3 credits)
OCTH 6910-002  Fieldwork Level II                                   3 credits

For students entering the program fall 2018:
Year 1-Fall (18 Credits)
OCTH 5100  Science of Occupation                                     4 credits
OCTH 5110  Foundations of Motor Performance                           4 credits
OCTH 5120  Clinical Conditions: Physical                              4 credits
OCTH 5121  Clinical Conditions: Psychosocial                          4 credits
OCTH 5130  Group Process and Leadership                                2 credits

Year 1-Spring (20 Credits; *Includes Fieldwork Level I)
OCTH 5130  Functional Neuroscience                                    4 credits
OCTH 5140  Evaluation of Occupational Performance in Pediatrics*     4 credits
OCTH 5141  Pediatric OT Intervention                                  4 credits
OCTH 5150  OT in Mental Health                                        4 credits
OCTH 5160  Evidence Based Practice                                    4 credits

Year 1-Summer (2 credits)
OCTH 5170  Occupation Based Activity Analysis                         2 credits

Year 2-Fall (16 credits; *Includes Fieldwork Level I)
OCTH 6100  Evaluation of Occupational Performance in Adults*         4 credits
OCTH 6110  Adult OT Intervention                                       4 credits
OCTH 6120  Advanced Adaptations and Assistive Technology              2 credits
OCTH 6130  Foundations of General Practice                             2 credits
OCTH 6160  Clinical Research I*                                       4 credits

Year 2-Spring (18 credits; *Includes Fieldwork Level I)
OCTH 6131  Orthotics and Physical Agent Modalities                    2 credits
OCTH 6140  Evaluation of Occupational Performance in Older Adults*    4 credits
OCTH 6141  Older Adults OT Intervention                                4 credits
OCTH 6161     Clinical Research II*       4 credits
OCTH 6170     Professional Issues       4 credits

Year 2-Summer (3 credits)
OCTH 6910-001 Fieldwork Level II      3 credits

Year 3-Fall (3 credits)
OCTH 6910-002 Fieldwork Level II      3 credits

Student Learning Outcomes
Students graduating from Stockton University’s Master of Science in Occupational Therapy program will possess professional behaviors expected 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 2 classes per course may be counseled by a panel of faculty and may need to repeat the course.

Individual faculty has the discretion of their own attendance policy.

CONTINUATION IN THE PROGRAM

To remain in the program, students are expected to complete every course and maintain a GPA of 3.0 or above. At midterm, if the student is at risk for receiving a grade lower than a B-, the student will be required to meet with his/her preceptor and/or the entire faculty to establish a plan for improving their performance for the remainder of the semester. A final grade below a B- for one course will require the student to meet with his/her preceptor and/or the entire faculty to establish a plan for improving their performance for the remainder of their courses. A grade below a B- for a 2nd course will require the student to successfully complete a remedial plan or be dismissed from the program. A grade below a B- for a third course will warrant a dismissal from the program. 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 1 probationary semester will dictate this). Repeating a class will alter the sequence and duration of the program.

If a student’s cumulative GPA falls below 3.0, the registrar will notify the student of academic probationary status. The student will be granted no more than one probationary semester throughout the graduate program. Students on probation may need to 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 3.0 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 in the same practice setting/population, 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.

Individual faculty 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 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.

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 grades are factored into the course in which the FWI experience resides. 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 will be placed in Fieldwork Level II. Successful completion of all fieldwork experiences is a requirement for graduation.
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, but the MSOT program REQUIRES students to receive permission from the AFWC before they can withdraw from Level II Fieldwork.

If a student withdraws from a placement 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. 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. In order 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: http://intraweb.stockton.edu/eyos/page.cfm?siteID=209&pageID=39).

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 inform the AFWC and then must also follow the procedures set out by the Office of Academic Affairs.

A medical withdrawal may be obtained through an appeals process through the Office of the Registrar and the Academic Appeals Board. The student must submit a written appeal to the Academic Appeals Board at academic.appeals@stockton.edu. 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 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 to the Office of the Provost at academic.appeals@stockton.edu.

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 to be placed in an alternative placement.

Students should refer to the University webpage for Academic Affairs for information about policies on Late or Medical Withdrawals: http://intraweb.stockton.edu/eyos/page.cfm?siteID=209&pageID=124

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 failing 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, including one in the practice setting/population in which the failure was obtained. If the student repeats a first fieldwork in the same practice setting/population 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 second 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 the same practice setting/population, 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 satisfactorily 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.

**GRADUATION FROM THE PROGRAM**
Students must maintain a GPA of 3.0 or better, pass Fieldwork Level I and II 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 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 ASD representative at the annual AOTA conference. This allows students to stay up to date on national issues surrounding the profession of occupational therapy.
DOCTOR OF NURSING PRACTICE
POST-MASTER OF SCIENCE IN NURSING TO DNP
POST-BACHELOR OF SCIENCE IN NURSING TO DNP
ADULT-GERONTOLOGY PRIMARY CARE NURSE PRACTITIONER
FAMILY NURSE PRACTITIONER

IN THE SCHOOL OF HEALTH SCIENCES

THE FACULTY

Tara Crowell (2000), Associate Professor of Public Health, Public Health Internship Coordinator; Ph.D., University of Oklahoma; M.A., B.A., West Virginia University: Health communication, social marketing, quantitative research methods.

Mary Padden-Denmead (2011), Associate Professor of Nursing; RNC, Ph.D., Widener University; APN-C, FN-CSA, M.S., University of Delaware; BSN, The Richard Stockton College of New Jersey: Pediatrics, nursing theory, research.

Joan Perks (2009), Associate Professor of Nursing; PhD, MSN, Widener University; BSN, Thomas Jefferson University: Burn, emergency, trauma, health economics.

Lori Prol (2014), Assistant Professor of Nursing; PhD, Capella University; Post-Masters FNP-C, College of New Rochelle; MSN, Rutgers, The State University; BSN, Pace University: Health assessment, family health.

Larider Ruffin (2017), Assistant Professor of Nursing; DNP, Wilmington University; MSN, UMDNJ; BSN, Rutgers University: Adult health, health assessment.

William Santamore (2014), PhD, Temple University, MS, Drexel University, BS, Manhattan College: Pathophysiology.

Rose Scaffidi (2011), Associate Professor of Nursing; DNP, Drexel University; MSN, CNM, University of Pennsylvania; BSN, The Richard Stockton College of New Jersey: Women’s health, research, health assessment.

Edward Walton (2010), Associate Professor of Nursing; DHSc., Nova Southeastern University; NP-C, University of Tampa; MSc, St. Joseph’s University; BSN, Thomas Jefferson University: pharmacology, pathophysiology, family health.

Kerrin Wolf (2014), Assistant Professor of Business Studies, 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 and law policy.
PROFESSORS EMERITI

Linda Aaronson (1982), Associate Professor Emerita of Nursing; Ed.D., Rutgers, The State University; MSN, Seton Hall University; BSN, The Richard Stockton College of New Jersey: Adult health, Geriatric nursing.

Nancy Taggart Davis (1973), Professor Emerita of Pathology; Ph.D., University of Pennsylvania; B.S., Rollins College.

Cheryle Fisher Eisele (1980), Professor Emerita of Nursing; Ed.D., Temple University; MSN, University of Pennsylvania; BSN, The Richard Stockton College of New Jersey; Women’s health, Pediatrics.

INTRODUCTION

The Doctor of Nursing Practice (DNP) is the degree designated for nurses seeking a terminal degree in nursing practice. The Stockton University DNP program focuses on disease prevention and is designed to create advanced practice nurses with the ability to balance proficiencies in practice, theory, and scientific inquiry in the APN role. This hybrid program encourages self-directed learning and critical thinking. It ensures the graduate student will develop the expertise necessary to manage the professional role expectations of an advanced-practice nurse in complex health care systems. The curriculum includes courses in population health, leadership and research that are not currently offered by the MSN program. The curriculum also includes courses pertaining to the required practice immersion and the DNP project. The DNP project and clinical immersion are the synthesis of the clinical doctorate prepared advanced practice nurse role.

Stockton’s Doctor of Nursing Practice degree program has two tracks, the Post-Master of Science in Nursing (MSN) to DNP and the Post-Bachelor of Science in Nursing to DNP. The Post-MSN DNP track enrolls advanced practice registered nurses or 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 non-APRN prospective students. 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 will begin the Post-MSN DNP courses with completion of the post-master’s certificate.

The second track is a post-bachelor of science in Nursing (BSN) DNP program with two concentrations, Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) and Family Nurse Practitioner (FNP).

Students can begin taking courses in this program in the fall semester 2018.

GOALS OF THE PROGRAM

1. Develop advanced practice 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 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 Commission on Collegiate Nursing Education (CCNE). The Doctor of Nursing Practice program is designed to produce an advanced nurse practitioner with the ability to do the following.

1. Synthesize theoretical and empirical knowledge from the physical and behavioral sciences and humanities with nursing theory including the Roy Adaptation Model and advanced nursing practice.
2. Demonstrate professional practice emanating from a personal examination of the complex interaction among personal values, professional standards, and cultural context.
3. Construct a professional practice environment aimed at maximizing quality of life and preventing disease of individuals, families and communities through primary, secondary, and tertiary health measures.
4. Formulate interventions for which empirical findings demonstrate efficacy in optimizing health outcomes.
5. Develop professional practice strategies that maximize collaboration among and between health care providers, clients, families, and community members to maximize health and improve health outcomes.
6. Appreciate the determinants of health that affect the health of societies at the local, state, national, and international level in the advanced nursing practice role.
7. Contribute to the evidence-based literature that derived from practice initiatives.
8. Exercise leadership skills through interaction with consumers and providers in meeting health needs and advance the nursing profession.

NONMATRICULATED GRADUATE NURSING COURSES
At Stockton, there are three 5000 level nursing courses available for non-matriculated students.

- NURS5336 Health Care Systems (spring semester)
- NURS5421 Advanced Pathophysiology (fall semester)
- NURS5432 Statistical Methods (fall semester)

TRANSFER 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.

CLINICAL PREREQUISITES
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 American Heart Association Basic Life Support (CPR) 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 by the Nursing Program (Policy # M-1). Health screenings, CPR certification, RN licensure, 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 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 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 Graduate Director, you must then 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 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 Graduate Nursing 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 Policies and Procedure Manual. NOTE: Students must achieve the letter grade of B (minimum) for ALL clinical coursework and/or any course with a clinical co-requisite.

ACCREDITATION
The Doctor of Nursing Practice program at Stockton University is pursuing initial accreditation by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791. Applying for accreditation does not guarantee that accreditation will be granted.

DOCTOR OF PHYSICAL THERAPY
IN THE SCHOOL OF HEALTH SCIENCES

THE FACULTY

Lorene Cobb (2017), Director of Clinical Education; DPT, Stockton University; M.S., Seton Hall University; B.S., Russell Sage College; ABPTS Board Certified in Pediatrics: leadership development, pediatrics, pediatric oncology, neuromuscular physical therapy, clinical reasoning.
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.

Carla Enriquez (2015), Assistant Professor of Physical Therapy; DPT, University of Medicine and Dentistry of New Jersey; B.S., Silliman University; ABPTS Board Certified in Orthopedics: orthopedics, pain management.

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.

Lee Ann Guenther (1989), Associate Professor of Physical Therapy; DPT, Temple University; M.S., St. Joseph’s University; Post-Baccalaureate Certification, University of Pennsylvania; B.S., The Pennsylvania State University: neuromuscular physical therapy, general orthopedics, professional development, ethics, health care management.

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.

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.

Thomas P. Nolan, Jr. (1988), Associate 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.

ASSOCIATED FACULTY

Tim 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, sound and vibrational localization.
**Melissa Zwick (2006),** Assistant Professor of Biology; Ph.D., University of Kentucky; B.S., Plattsburgh State University of New York: neurobiology, human anatomy, vertebrate physiology, toxicology, science education.

**PROFESSORS EMERITI**

**Elaine Bukowski (1987),** Professor Emerita of Physical Therapy; (D) ABDA Emeritus, DPT, Drexel University; M.S., University of Nebraska; B.S., St. Louis University: orthopedic physical therapy, extremity kinesiology, human gross anatomy, complementary medicine and holistic health, diagnostic imaging in physical therapy.

**Bess P. Kathrins (1984),** Professor Emerita of Physical Therapy; Ph.D., Touro University International; M.S., B.S., Boston University: exercise physiology, cardiopulmonary physical therapy, curriculum development.

**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 disorders.

**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, 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 transfer students must hold a baccalaureate degree at the start of DPT year one and Stockton students must hold a baccalaureate degree by the end of the spring semester of DPT year one.

Students attend lecture and laboratory classes on the main campus. The Bacharach Institute for Rehabilitation, located on Stockton’s campus, provides additional facilities for learning opportunities in a health care setting. Part-time integrated clinical experiences provide exposure and practice in varied clinical settings. 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 Physical Therapy 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.
BIOCHEMISTRY/ MOLECULAR BIOLOGY

IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

THE FACULTY

**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.

**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.

**Kelly Keenan (1993),** Associate Professor of Chemistry; Ph.D., University of California, Los Angeles; B.A., Colby College: biochemistry, proteomics, metabolomics.

**Michael J. Law (2017),** Assistant Professor of Biology; Ph.D., University of Southern California; B.S., Stockton University: molecular biology, biochemistry, genetics, differentiation, transcription, epigenetics.

**Elizabeth C. Pollock (2006),** Associate Professor of Chemistry; Ph.D., Yale University; B.A., Oberlin College: biochemistry, nuclear magnetic resonance, environmental science, food science.

**William A. Rosche (2007),** Assistant Professor of Biology; Ph.D., Texas A&M University; B.A., DePauw University: microbiology, molecular genetics, bioremediation, microbial ecology.

**Brian Rogerson (1998),** Associate Professor of Chemistry; Ph.D., University of Pittsburgh; B.S., Florida International University: biochemistry, molecular immunology, B-lymphocyte immune responses, somatic mutation of antibody genes.

**Peter Straub (1994),** Dean of the School of Natural Sciences and Mathematics and Professor of Biology; 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.

**Karen York (1995),** Associate Professor of Biology; Ph.D., University of Pennsylvania; B.S., Western Kentucky University: genetics, molecular genetics and microbiology.
ASSOCIATED FACULTY

Adam A. Aguiar (2011), Assistant Professor of Biology; Ph.D., M.S., University of Delaware; B.S., Fairleigh Dickinson University: molecular biology, cell biology, marine biology, cancer biology.

David W. Furgione (2014), Instructor; M.S.T., Rutgers, The State University; B.A., Glassboro State College: biology, K-12 Education.

Shanthi Rajaraman (2003), Associate Professor of Chemistry; Ph.D., Rutgers, The State University; M.S., Indian Institute of Technology; B.S., University of Madras, India: organic chemistry, organic reaction mechanisms, synthetic organic chemistry, heterocyclic chemistry, natural products, medicinal chemistry, chemical education.

PROFESSORS EMERITI

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.

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.

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 the chemical components. Knowledge of this field was always necessary for those interested in various professions in the medical field and it has become increasingly important for those interested in the pharmaceutical and forensics fields. 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. In addition, an articulation agreement with the Ernest Mario School of Pharmacy at Rutgers allows students the opportunity to earn an advanced degree in pharmacy combined with a baccalaureate degree from Stockton. American Society for Biochemistry and Molecular Biology has accredited BCMB and graduating seniors have the opportunity to earn certification by this organization.

ADMISSION TO THE PROGRAM

There are no formal prerequisites for admission to the Biochemistry/Molecular Biology major, and all interested students are welcome. 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 early. There is a selective admissions process with specified requirements for those students accepted into the articulation program with the Ernest
Mario School of Pharmacy at Rutgers, The State University. Certain requirements must be met in order to be accepted and students can only apply in their senior year of high school.

**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. 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, this 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, as well as submit a written report, of the senior project or internship at the Biochemistry/Molecular Senior Symposium which is held every semester.

In addition to the above, students must meet these requirements:

1. An overall grade point average of C or better is required for all core, cognate and elective courses;
2. A grade of C or better is required for all core courses that are listed.

The core courses are the following.

- **BIOL 1200** Cells and Molecules and 1205 Laboratory
- **BIOL 1400** Biodiversity and Evolution and 1405 Laboratory
- **CHEM 2110** Chemistry I and 2115 Laboratory
- **CHEM 2120** Chemistry II and 2125 Laboratory
- **CHEM 2130** Chemistry III w/ Laboratory
- **CHEM 2140** Chemistry IV w/ Laboratory
- **CHEM 3250** Biochemistry
- **CHEM 3550** Biochemical Laboratory Methods
- **BCMB 4800** Senior project or BCMB 4900 Senior internship

*Senior Project or Senior Internship may also have BIOL or CHEM program designation with approval of preceptor.*

The curriculum is listed below and is divided into introductory and advanced courses.

**Introductory Level**

- **BIOL1200** Cells and Molecules and 1205 Laboratory
- **BIOL1400** Biodiversity and Evolution and 1405 Laboratory
- **BIOL 2110** Genetics and 2115 Laboratory
- **CHEM 2110** Chemistry I: General Principles and 2115 Laboratory
- **CHEM 2120** Chemistry II: Organic Structure and 2125 Laboratory
- **CHEM 2130** Chemistry III: Organic Reactions with lab
- **CHEM 2140** Chemistry IV: General Principles with lab
- **MATH 2215** Calculus I
Either
PHYS 2110  Physics for Life Sciences I and 2115 Laboratory
PHYS 2120  Physics for Life Sciences II and 2125 Laboratory Or
PHYS 2220  Physics I and 2225 Laboratory and
PHYS 2230  Physics II and 2235 Laboratory

Advanced Level
CHEM 3250  Biochemistry
CHEM 3350  Biochemistry Laboratory Methods

Either
BIOL 4210  Molecular Genetics or
BIOL 4215  Biotechnology or
BIOL 4211  Molecular Evolution
BIOL 4212  Molecular Microbiology
BIOL 4213  Eukaryotic Molecular Biology

Either
BCMB 4800  Biochemistry/Molecular Biology Research Project
BCMB 4900  Biochemistry/Molecular Biology Internship

Two of the following five
CHEM 3035  Survey of Instrumentation
CHEM 3310  Laboratory Methods
CHEM 3550  Advanced Biochemistry
CHEM 3410  Physical Chemistry I
CHEM 3420  Physical Chemistry II
CHEM 3520  Advanced Organic Chemistry

Two of the following or other approved courses
BIOL 3141  Embryology
BIOL 3160  Developmental Biology
BIOL 3170  Microbiology w/lab
BIOL 3180  Plant Physiology
BIOL 3186  Histology
BIOL 3190  Cell Biology and Biophysics
BIOL 3360  Neurobiology
BIOL 4100  Principles of Evolution
BIOL 4110  Bioinformatics
BIOL 4200  Immunology
BIOL 4210  Molecular Genetics
BIOL 4211  Molecular Evolution
BIOL 4215  Biotechnology
BIOL 4110  Bioinformatics
BIOL 4212  Molecular Microbiology
BIOL 4213  Eukaryotic Molecular Biology
BIOL 4236 Systems Biology
BIOL 4321 Cancer Biology

Some students may find that 128 credits are not sufficient to satisfy their needs in college. They are encouraged to regard the 128 credits as a minimum and supplement them with additional courses of interest. Course substitutions must be reviewed and approved by the Biochemistry/Molecular Biology program Faculty. Students are encouraged to plan and select courses in consultation with their Preceptor.

GRADUATION WITH DISTINCTION
A Bachelor of Science degree with distinction in Biochemistry/Molecular Biology will be awarded to students who maintain a grade point average of 3.5 or more or who have a lower grade point average but whose senior project or internships are judged to be of outstanding quality by the faculty.

SPECIAL OPPORTUNITIES
For the senior research project, students have the opportunity to carry out 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. An 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. Students apply and are accepted into this program directly from high school and earn a B.S. degree in BCMB from Stockton and a Doctor of Pharmacy degree from Rutgers.

SAMPLE CURRICULUM
A sample curriculum is shown. It includes only program and cognate courses required for the major; general education requirements are not shown. 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 chemistry program description for more information. The curriculum allows much more flexibility in the junior and senior years.
Freshman year
First semester (fall)
Chemistry I (CHEM 2110)
Chemistry I lab (CHEM 2115)
Cells and Molecules (BIOL 1200)
Cells and Molecules lab (BIOL 1205)
Calculus I (MATH 2215)

Second semester (spring)
Chemistry II (CHEM 2120)
Chemistry II lab (CHEM 2125)
Biodiversity and Evolution (BIOL 1400)
Biodiversity and Evolution Lab (BIOL 1405)

Sophomore year
First semester (fall)
Chemistry III w/lab (CHEM 2130)
Physics for Life Sciences I (PHYS 2110)
Physics for Life Sciences lab (PHYS 2115)
Genetics (BIOL 2110)
Genetics Lab (BIOL 2115)

Second semester (spring)
Chemistry IV w/lab (CHEM 2140)
Physics for Life Sciences II (PHYS 2120)
 Physics for Life Sciences II lab (PHYS 2125)
Plant Physiology or other advanced Biology course

Junior year
First semester (fall)
Biochemistry (CHEM 3250)
Microbiology (BIOL 3170)
Physical Chemistry I (CHEM 3410)

Second semester (spring)
Biochemistry Lab Methods (CHEM 3550)
Biotechnology (BIOL 4215)

Senior Year
First semester (fall)
Advanced Biology course
Senior project/Internship

Second semester (spring)
Advanced Chemistry course
CAREER OPPORTUNITIES
Students who earn degrees in this field have a variety of options for employment or higher education. They can pursue careers in the pharmaceutical, forensics, or biotechnology industries. Other graduates have also gone on to become teachers. Students with a degree in this field could also pursue advanced study in Medicine, Dentistry, Veterinary Medicine or complete graduate degrees in Microbiology, Cellular Biology, Biochemistry or Molecular Biology.

BIOLOGY

IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

THE 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.

Guy F. Barbato (2010), Associate Professor of Biology; Ph.D., M.S., Virginia Tech; B.S., Wilkes College: genetics, physiological genomics, systems biology, bioinformatics.

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).

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.

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.

David W. Furgione (2014), Instructor; M.S.T., Rutgers, The State University; B.A., Glassboro State College: biology, K-12 Education.

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), Associate 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.
Daniel Hernandez (2005), Associate Professor of Biology; Ph.D., M.S., Rutgers, The State University; B.S., Stockton University; A.S., Middlesex County College: conservation biology, ornithology, biology of horseshoe crabs and terrapins, conservation photography.

Ron S. Hutchison (2005), Associate Professor of Biology; Ph.D., University of Illinois; B.A., Kenyon College: cell and molecular biology, photosynthesis, plant biology, algal responses to cold environments, polar biology, climate change.

Michael R. Lague (2006), Associate Professor of Biology; Ph.D., The State University of New York at Stony Brook; B.A., New York University: biological anthropology, human evolution, skeletal biology, morphometrics, size and scaling, vertebrate paleontology.

Michael J. Law (2017), Assistant Professor of Biology; Ph.D., University of Southern California; B.S., Stockton University: molecular biology, biochemistry, genetics, differentiation, transcription, epigenetics.

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.

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.

William A. Rosche (2007), Assistant Professor of Biology; Ph.D., Texas A&M University; B.A., DePauw University: microbiology, molecular genetics, bioremediation, microbial ecology.

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.

Ekaterina G. Sedia (2001), Associate 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.

Steven G. Shaak (2017), Assistant Professor of Environmental Studies; Ph.D., Mississippi State University: entomology, ecology, evolutionary biology.

Peter Straub (1994), Dean of the School of Natural Sciences and Mathematics, Professor of Biology; 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.

Karen York (1995), Associate Professor of Biology; Ph.D., University of Pennsylvania; B.S., Western Kentucky University: genetics, molecular genetics and microbiology.
Melissa Zwick (2006), Assistant Professor of Biology; Ph.D., University of Kentucky; B.S., Plattsburgh State University of New York: science of teaching and learning, student-centered active learning, neurobiology, physiology, scientific literacy.

ASSOCIATED FACULTY
Kelly Keenan (1993), Associate Professor of Chemistry; Ph.D., University of California, Los Angeles; B.A., Colby College: biochemistry, proteomics, metabolomics.

Elizabeth Lacey (2013), Assistant Professor of Marine Science; Ph.D., Florida International University; M.S. Nova Southeastern University; B.S. University of North Carolina-Wilmington: nearshore ecosystem ecology, plan-herbivore dynamics, marine botany, habitat restoration, tropical marine ecology, marine conversation, invertebrate zoology.

Matthew Landau (1987), Professor 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, and biometry.

Mark Sullivan (2006), Associate Professor of Marine Science; Ph.D., University of Miami; M.S., State University of New York at Stony Brook; B.S., Tulane University: marine ecology, ichthyology, early life history of fishes, fisheries oceanography, climate change, fisheries management.

Catherine A. Tredick (2013), Assistant 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.

George Zimmermann (1982), Professor 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.

PROFESSORS EMERITI
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.

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.

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.
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 2,000-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, and modern biological instrumentation including centrifuges, thermocyclers, and instrumentation for automated DNA sequencing.

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 declaration of major (or minor) and 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. Before students are accepted as Biology majors or minors, they must demonstrate math readiness in ONE of the following ways:

a) MATH SAT > 570 or ACT score of >24 OR
b) Accuplacer test score >55 OR
c) Any Stockton MATH acronym course with a grade of C or better, or GNM 1126 with a grade of C or better, or GNM 1125 with a grade of C or better.

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 Math Readiness is available on the Natural Sciences and Mathematics webpage. 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.

Roger C. Wood (1971), Professor Emeritus of Zoology; Ph.D., Harvard University; B.A., Princeton University: conservation biology, vertebrate paleontology, evolution, zoogeography, systematics.
GRADUATION REQUIREMENTS
For a Bachelor of Arts (B.A.) or a Bachelor of Science (B.S.) Degree, 128 total credits.

Requirements for both B.A. and B.S. Degrees
Required Program Courses (BIOL Core)
BIOL 1200 and 1205 (Cells and Molecules, Lab)
BIOL 1400 and 1405 (Biodiversity and Evolution, Lab)
BIOL 2110 and 2115 (Genetics, Lab)
The pass/fail option for grading is not acceptable for the above core courses; a minimum letter grade of C, or better, must be earned in order to continue. A grade of C- is not acceptable.

BIOL 2600 (Scientific Literacy)
BIOL 4600 (Biology Seminar)
Recommended in the sophomore year.

At least one plant or ecology course. The required plant or ecology course could include any of the following.
BIOL 2100 (Ecology)
BIOL 2120 (Botany)
BIOL 3180 (Plant Physiology)
BIOL 3365 (Economic Botany)
BIOL 3370 (Medical Botany)
BIOL/ENVL 3414 (Plant Ecology)
BIOL 3417/ENVL 3416 (Dendrology)
ENVL 2200 (Ecological Principles)
MARS 3335 (Marine Botany)
MARS 3336 (Marine Plant Ecology)
BIOL/MARS 3416 (Tropical Marine Biology) by request.
BIOL 3467 (Tide Marsh Ecology)

Elective Program Courses
Upper Level Electives
At least three 4-credit courses at 3000-4000 level (not including BIOL 4800/4900). The pass/fail option for grading is not acceptable for these upper level elective courses; they must be taken for a letter grade. (Independent studies and Internships do not fulfill the Upper Level Elective requirement).
Additional Biology (and related life science) courses for a total of 32 Biology credits (B.A.), or 48 Biology credits (B.S.). A senior project or internship (BIOL 4800 or 4900) is recommended but is required only for those students wishing to be considered for graduation with Program Distinction.

Required Cognate Courses (Cognate Core)
CHEM 2110 and 2115 (Chemistry I Gen. Principles, Lab) CHEM 2120 and 2125 (Chemistry II Organic Structure, Lab)
The pass/fail option for grading is not acceptable for the above courses; they must be taken for a letter grade.

Required chemistry courses should be taken concurrently with introductory biology sequence.

Additional Cognate Courses
MATH 1100 or 2215 (Pre-Calculus or Calculus I)

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 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 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 Natural Sciences and Mathematics webpage.

Students graduating with a B.S. in biology must take at least three courses from the following list.

- CHEM 2130/2135 Chemistry III—Organic Reactions with Lab
- CHEM 2140/2145 Chemistry IV—Theory and Application with Lab
- CHEM 3250 Biochemistry
- PHYS 2110/2115 Physics for Life Sciences I and Lab or PHYS 2220/2225 Physics I and Lab
- PHYS 2120/2125 Physics for Life Sciences II and Lab or PHYS 2230/2235 Physics II and Lab

Physics, additional Chemistry, additional Mathematics (especially statistics), CSIS 1206, ENVL 2400, PSYC 2241 or BIOL 3105, Geology and other appropriate science courses for a total of 32 cognate credits (B.A.) or 48 cognate credits (B.S.).

For University General Studies (“G-course”) distribution requirement, see General Studies section of this Bulletin for full details (total of 32 credits).

Additional General Studies courses or program courses “at some distance” from biology (foreign language is particularly recommended) should total 32 credits (B.A.) or 16 credits (B.S.). College writing and quantitative reasoning requirements are included in all of the above courses. A grade of C or better is required in each core Biology course. A grade point average of 2.0 or higher is required in Biology and cognate courses. 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.
SAMPLE CURRICULUM
Freshman Year
First Semester (fall)
BIOL 1200 and 1205 (Cells and Molecules, Lab)
CHEM 2110 and 2115 (Chemistry I, Lab)
Freshman Seminar: GAH, GEN, GNM or GSS
MATH 1100 (Pre-calculus Mathematics) or MATH 2215 (Calculus I)

Second Semester (spring)
BIOL 1400 and 1405 (Biodiversity and Evolution, Lab)
CHEM 2120 and 2125 (Chemistry II, Lab)
General Studies elective: GAH, GEN, GNM or GSS
MATH 2215 (Calculus I) or
MATH 2216 (Calculus II) or a Statistics course

Sophomore Year
First Semester (fall)
BIOL 2110 and 2115 (Genetics, Lab)
CHEM 2130 (Chemistry III w/Lab)
General Studies elective or at-some-distance course
PHYS 2110 and 2115 (Physics for Life Sciences I, Lab) or
PHYS 2220 and 2225 (Physics I, Lab)

Second Semester (spring)
Four courses from:
BIOL 2100 (Ecology)
BIOL 2120 (Botany)
BIOL 2130 (Vertebrate Zoology)
BIOL 2150 (Principles of Physiology w/Lab) or any BIOL 3000-level course
BIOL 2600 (Scientific Literacy)
CHEM 2140 (Chemistry IV w/Lab) and General Studies or elective or at-some-distance course
PHYS 2120 and 2125 (Physics for Life Sciences II, Lab) or
PHYS 2230 and 2235 (Physics II, Lab)

Note: BIOL 2600 (Scientific Literacy) should be taken in the sophomore year. This course is not
generally available in the fall term. Students intending an internship or independent study should
plan and prepare well before the start of the senior year, again with guidance from a faculty
member.

Junior and Senior Years
The specific courses taken will depend on the student’s interests in biology and on the degree
desired (B.A. or B.S.). Advice from a Biology program preceptor is strongly encouraged.

CONCENTRATIONS
Concentration structures are informal and intended only for general guidance in selecting a
coherent set of recommended courses that supplement the general requirements above. At the
time a concentration is selected, students may wish to switch preceptors to someone best able to provide guidance. It is recommended that students consult with their preceptor for guidance in selecting courses.

Pre-Professional Concentration
Includes prerequisites for most medical, veterinary, dental, optometry, podiatric, physician assistant, chiropractic, pharmacy, and other schools in the health sciences requiring similar preparation: BIOL and cognate elective recommendations include BIOL 3170 (Microbiology), BIOL 3250 (Biochemistry), BIOL 4800/4900, a full year of General and Organic Chemistry, MATH 2215 (Calculus I), a statistics course, and a year of Physics.

Pre-Physical Therapy Concentration
Students intending to apply to the graduate degree program in Physical Therapy must complete the following courses and their prerequisites by end of spring semester in the year of submitting their application to graduate school: BIOL 2150/2151 (Physiology w/Lab), BIOL 2180 (Human Anatomy w/Lab), PSYC 1100 (Introduction to Psychology), and a year of Physics (either Life Science version or the Calculus version). Completion of this concentration does not guarantee admittance to the DPT graduate program at Stockton. Please see the Physical Therapy FAQ page for prerequisite information and information on the average cumulative G.P.A. and Science G.P.A. of recent DPT admittees.

Graduate Degree in Physical Therapy Concentration
Students accepted into the Physical Therapy Graduate program, who will also obtain a B.S. in Biology must select cognate courses including BIOL 2150 (Principles of Physiology with lab), BIOL 2180 (Human Anatomy with lab), PSYC 1100 (Introduction to Psychology), a year of Physics, and a statistics course prior to beginning the Physical Therapy graduate program. Certain courses that are a required part of the Physical Therapy Graduate program curriculum including BIOL 4150 (Advanced Physiology), BIOL 4230/4231 (Neuroscience, Lab) PHTH 5010 (Human Gross Anatomy, Lab), PHTH 5020 and 5025 (Pathology I and II), MAY be counted as upper-level program courses towards the undergraduate degree if needed but are not required for fulfillment of the B.S. in Biology.

Biotechnology Concentration
Students desiring laboratory careers in the pharmaceutical industry or perhaps graduate study in molecular biology, Biology and cognate electives might include: BIOL 3160 (Developmental Biology), BIOL 3170 (Microbiology), BIOL 3180 (Plant Physiology), BIOL 3190 (Cell Biology and Biophysics), BIOL 3250 (Biochemistry), CHEM 3350 (Biochemical Lab Methods), BIOL 4110 (Bioinformatics), BIOL 4200 (Immunology), BIOL 4210 (Molecular Genetics), BIOL 4211 (Molecular Evolution), and BIOL 4215 (Biotechnology).

General/Integrative Concentration
Students wishing to be “generally” prepared in biology might select courses in Ecology, Evolutionary Biology (e.g. Paleontology), Conservation Biology and various other courses about particular groups of organisms. Students are strongly encouraged to plan and select courses in consultation with their Preceptor.
Medical Technology Concentration
Students entering the dual degree program to earn a B.S. in Biology from Stockton University and a B.S. in Medical Technology from University of Delaware, Biology electives must include BIOL 2150 (Principles of Physiology), BIOL 3170 (Microbiology). In this concentration, 31 credits of MEDT course work (with a grade of C or higher) earned at University of Delaware will be accepted to complete the Biology degree. Students in this concentration need to complete all General Studies and General Education Outcome requirements within their first three years at Stockton.

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 premedical and related studies in the Bulletin. Students seeking primary or secondary school teaching certification in Biology should consult with the School of Education 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.

MINOR IN BIOLOGY
Course Requirements—20-22 credits
Core courses:
- One year of general biology, including laboratory exercises. BIOL 1200/1205, 1400/1405 or equivalent (8-10 credits)
- Genetics, including laboratory BIOL 2110/2115 (4 credits)
- One semester each of inorganic and organic chemistry. CHEM 3110, 2120/2125 or equivalent (credits do not count toward minor)
- Biology Seminar: BIOL 4600 (0 credits)
- Intermediate/advanced electives:
  - Any two BIOL 4-credit courses at 3000 or 4000 level other than BIOL 4800/4900 (8 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. As with all minors within the School of Natural Sciences and Mathematics, all courses taken within the minor must be completed with a C or better. A C- grade is not acceptable. Additionally, at least the Seminar and the two elective courses must be taken at Stockton.
GRADUATION WITH DISTINCTION
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, 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, Biochemistry/Molecular Biology, Mathematics, Language, Performing Arts, Economics, etc., is particularly valuable.
- Certificate programs: Certificates may be earned in Energy, Forensic Science, Gerontology and Holocaust-Genocide Studies. Certificates indicate that students have successfully completed course work in theses interdisciplinary subjects beyond those completed as part of the Biology degree.

ARTICULATION PROGRAMS
Articulation agreements with medical and dental schools provide options for selected students intending careers in medicine or dentistry. For further information, 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, 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, and several 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 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.

CHEMISTRY

IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

THE FACULTY

Barry C. Pemberton (2017), Assistant Professor of Chemistry; Ph.D., North Dakota State University; B.A., Minnesota State University Moorhead; physical-organic, photochemistry, supramolecular.

Pamela Cohn (2013), Assistant Professor of Chemistry; Ph.D., University of Florida; M.S., B.S., Florida Atlantic University: physical organic chemistry and supramolecular materials chemistry.

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.

Sarah E. Gray (2018), Assistant Professor of Chemistry: Ph.D., University of Montana: B.A., St. Mary’s College of Maryland: analytical chemistry, environmental chemistry, instrumental analysis.

Steven E. Kalman (2015), Assistant Professor of Chemistry; PhD., University of Virginia; B.S., Muhlenberg College: inorganic chemistry, organometallic chemistry, catalysis.

Kelly Keenan (1993), Associate Professor of Chemistry; Ph.D., University of California, Los Angeles; B.A., Colby College: biochemistry, proteomics, metabolomics.

Wooseok Ki (2016), Assistant Professor of Chemistry; Ph.D., Rutgers University; M.S., Stevens Institute of Technology, B.S., Ajou University: materials chemistry, solid state chemistry, inorganic chemistry.

Robert J. Olsen (2002), Assistant Professor of Chemistry; Ph.D., M.A., Brandeis University: physical chemistry, chemical physics, nonlinear chemical dynamics, computational chemistry.

Erin E. Podlesny (2015), Assistant Professor of Chemistry; Ph.D., University of Pennsylvania; B.S., Gettysburg College: synthetic organic chemistry, continuous flow chemistry, asymmetric synthesis, catalysis.
Elizabeth C. Pollock (2006), Associate Professor of Chemistry; Ph.D., Yale University; B.A., Oberlin College: biochemistry, nuclear magnetic resonance, environmental science, food science.

Shanthi Rajaraman (2003), Associate Professor of Chemistry; Ph.D., Rutgers, The State University; M.S., Indian Institute of Technology; B.S., University of Madras, India: organic reaction mechanisms, synthetic organic chemistry, heterocyclic and medicinal chemistry, chemical education.

Gordan Tyson Reeves (2016), Assistant Professor of Chemistry; Ph.D., Drexel University; M.B.A., Fairleigh Dickinson; B.A., Lincoln University, Pennsylvania: inorganic/organometallic synthesis (Platium-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), Associate Professor of Chemistry; Ph.D., University of Pittsburgh; B.S., Florida International University: biochemistry, molecular immunology, B-lymphocyte immune responses, somatic mutation of antibody genes.

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.

ASSOCIATED FACULTY
Tait Chirenje (2003), Associate 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, water chemistry, brownfields characterization international sustainable development.

Elizabeth Lacey (2013), Assistant Professor of Marine Science; Ph.D., Florida International University; M.S. Nova Southeastern University; B.S. University of North Carolina-Wilmington: nearshore ecosystem ecology, plan-herbivore dynamics, marine botany, habitat restoration, tropical marine ecology, marine conversation, invertebrate zoology.

PROFESSORS EMERITI
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.

Shelby M. Broughton (1971), Professor Emeritus of Chemistry; isolation and synthesis of natural products: synthetic, chromatographic, spectroscopic methods in organic chemistry.

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.

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.

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 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 course work. 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 Readiness is available on the Natural Sciences and Mathematics 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 CHEM 2140 should be taken AFTER Chemistry I to obtain the equivalent experience of a traditional yearlong general chemistry course.
The sophomore or junior who transfers to Stockton with a year’s course 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 Laboratory, 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.

Courses such as Environmental Chemistry, Biochemistry and advanced courses in Organic 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. A senior thesis or research-based internship is required of all CHEM majors for graduation. 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.

DEGREE OPTION
Studies toward a degree in chemistry are organized into six options or concentrations.

1. B.A. degree, appropriate as a general introduction to the physical sciences and for employment in chemistry.
2. B.S. degree, suitable for employment or graduate study in chemistry and for professional programs in health-related fields.
3. B.S. degree 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 American Chemical Society (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: 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. and B.S. Engineering Dual-Degree in Chemistry and Engineering, for those interested in chemical engineering. Stockton has established five-year dual-degree programs in liberal arts and engineering with the New Jersey Institute of Technology (NJIT), 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 program guide.
6. B.A. degree: 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
There are no formal prerequisites for admission to the Chemistry program. Chemistry is based in large measure on physics and mathematics. These subjects 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 his/her needs. Important information for prospective students regarding Math Readiness is available on the Natural Sciences and Mathematics webpage.

GRADUATION 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. In addition to the University’s general education requirements, as described in the Bulletin, CHEM majors are expected to complete the following courses.

1. The core chemistry courses consisting of General and Organic Chemistry I-IV with labs, Organic Techniques Laboratory, Inorganic Chemistry, Lab Methods I and II, and Physical Chemistry I and II. An overall GPA of 2.00 or better is required in all chemistry courses with no grade lower than a C- in any of these courses. For those students in the ENVL/CHEM concentration, a 2.00 or better GPA is required in all Chemistry courses and Environmental Science courses, with no grade lower than C- in any of these courses.
   - CHEM 2110 Chemistry I—General Principles and Lab (CHEM 2115)
   - CHEM 2120 Chemistry II—Organic Structure and Lab (CHEM 2125)
   - CHEM 2130 Chemistry III—Organic Reactions with Lab
   - CHEM 2140 Chemistry IV—Theory and Applications with Lab
   - CHEM 3025 Organic Techniques Lab
   - CHEM 3110 Inorganic Chemistry with Lab
   - CHEM 3310 Lab Methods I — Analysis
   - CHEM 3320 Lab Methods II — Instrumental
   - CHEM 3410 Physical Chemistry I
   - CHEM 3420 Physical Chemistry II with Lab

2. A year of calculus and a year of physics, with lab.
   - MATH 2215 Calculus I
   - MATH 2216 Calculus II
   - PHYS 2220/2225 Physics I and Lab
   - PHYS 2230/2235 Physics II and Lab

3. At least one semester of CHEM 4600, Chemistry Seminar. Students are encouraged to enroll in the Chemistry Seminar well before their senior year.

4. An independent project or research-based internship that may involve original laboratory work culminating in a written and oral Senior Project Report. (CHEM 4810 Senior Thesis)
5. Students must enroll in at least two elective CHEM 3000-level courses not part of the chemistry core. These courses are offered on a rotating schedule and the availability of these courses can be found on the Chemistry program website. Note: Independent study research projects cannot be used to fulfill this requirement.

6. All transfer students must complete a minimum of 16 credits in Stockton Chemistry courses at the 3000-level or above regardless of how many credits were accepted when students transferred. Of these 16 credits, one course must be a laboratory intensive course (CHEM 3110, 3310, 3320, 3350, 3420, or both 3520 and 3025).

For the B.A. and B.S. options: Additional elective courses to bring the total to a minimum of 64 (for the B.A. degree) or 80 (for the B.S. degree) credits in Chemistry or in Chemistry-related courses from supporting programs such as Biology, Biochemistry/Molecular Biology, Physics, Mathematics, Geology, Marine Science, Environmental Science or Computer Science and Information Systems.

For the American Chemical Society (ACS) certified B.S. concentration: elective courses must include BIOL 1200/1205 Cells and Molecules with Laboratory, CHEM 3250 Biochemistry, and a research intensive Senior Thesis or Internship. A total of 44 credits in CHEM courses are required for the B.S. degree with ACS certification.

For the B.S. Degree, Environmental Chemistry concentration: A Chemistry Core (consisting of General Chemistry I-IV with labs, Lab Methods I and II, Environmental Chemistry, Physical Chemistry I, and Atmospheric Chemistry plus a Senior Project or Internship related to Environmental Chemistry), an Environmental Science Core (consisting of Environmental Issues, Soil Science, Pollution Systems and Solutions, and Hydrology or Groundwater Hydrology), Calculus I and Physics for Life Sciences I and II, plus additional elective courses chosen from an approved list to bring the total to at least 80 credits of science related program courses.

For the B.S. and B.S. Engineering Dual-Degree: Certain additional courses are specified, including Calculus III and Differential Equations, which may be taken instead of Chemistry II and Chemistry III, while Modern Physics may replace Physical Chemistry II. Additional courses in basic engineering are also required. Students may complete Inorganic Chemistry and Laboratory Methods II at either Stockton or at NJIT, Rowan, or Rutgers. Work in the Engineering program at NJIT, Rowan, or Rutgers will fulfill other CHEM requirements including the Senior Project.

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.

**CURRICULUM FOR THE B.S. DEGREE IN CHEMISTRY**

The B.S. degree requires 80 credits in program and cognate (supporting) courses. There are several variations possible in the selection and sequence of courses in the junior and senior years. Since flexibility is based on preparation, it is very important to complete the calculus sequence as
early as possible. In many cases, the student and the program preceptor can construct a curriculum to meet special skills and goals.

Freshman
Fall
Calculus I
Chemistry I + Chem I Lab
Writing course (W1)
Freshman Seminar

Spring
Calculus II
Chemistry II + Chem II Lab
General Studies

Sophomore
Fall
Chemistry III w/ Lab
Physics I
General Studies

Spring
Chemistry IV w/ Lab
Organic Techniques Lab
Physics II
Program/Cognate Electives and/or General Studies

Junior
Fall
Physical Chemistry I
Lab Methods I
Chemistry Seminar
Program/Cognate Electives and/or General Studies

Spring
Physical Chemistry II w/Lab
Lab Methods II
Program/Cognate Electives and/or General Studies

Senior
Fall
Inorganic Chemistry w/Lab
Chemistry Seminar (If not previously taken)
Program/Cognate Electives and/or General Studies
MINOR IN CHEMISTRY
To encourage students to pursue depth in their studies, the program faculty offers certification of a minor in Chemistry to students who complete 26 credits with the following requirements:
The Chemistry Minor is not available to Chemistry or Biochemistry/Molecular Biology majors.

<table>
<thead>
<tr>
<th>Introductory Core</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 2110/2115 Chemistry I and Lab</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 2120/2125 Chemistry II and Lab</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 2130 Chemistry III with Lab</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 2140 Chemistry IV with Lab</td>
<td>4</td>
</tr>
</tbody>
</table>

Laboratory Intensive Course
Choose one of the following laboratory intensive courses

<table>
<thead>
<tr>
<th>Laboratory Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 3035 Survey of Instrumentation</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 3110 Inorganic Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 3310 Laboratory Methods I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 3320 Laboratory Methods II</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 3350 Biochemical Lab Methods</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 3420 Physical Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 3520 Advanced Organic Chemistry with Organic Techniques</td>
<td>4</td>
</tr>
<tr>
<td>Laboratory CHEM 3025 (both CHEM 3520 and CHEM 3025 must be taken to meet the laboratory intensive course requirement)</td>
<td></td>
</tr>
</tbody>
</table>

3. Intermediate/Advanced Elective 4 Credits

One additional 4-credit CHEM course at the 3000 or 4000 level. Appropriate elective courses for the CHEM minor include Inorganic, Physical, Environmental, Advanced Organic Chemistry or Biochemistry, Laboratory Methods II, and Topics in Chemistry or Independent Study offerings. A GPA of 2.00 or better is required in these courses, with no grade lower than a C. The Chemistry Minor is not available to Chemistry or Biochemistry/Molecular Biology majors. Transfer students must complete 16 credits beyond the introductory core at Stockton.

GRADUATION WITH DISTINCTION
A Bachelor of Science degree with distinction in Chemistry will be awarded to students who meet university criteria and whose course work 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, in fact, been successful in all of these areas.

STOCKTON UNIVERSITY COASTAL RESEARCH CENTER
IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

The Coastal Research Center (CRC) is situated on Nacote Creek, a tributary of the Mullica River/Great Bay estuary. The CRC is located with the Stockton University’s Nacote Creek Marine Field Station (MFS) just off US Route 9 in Port Republic. The CRC originated in 1981 to assist the Borough of Avalon, New Jersey, with coastal environmental problems caused by recurring storm damage and shoreline retreat. The CRC functions in large part to perform contract and grant services for various Federal and NJ State agencies, local municipalities, and private corporations or citizen groups. The tasks are quite varied, but always involve some aspect of coastal processes and the impact of human interactions with the coastal environment. The students with an interest in coastal issues frequently work as science assistants in work crews involved in mapping, surveying, or sampling the NJ coastal environment. Stockton graduates have used this experience as a steppingstone to various state, federal, and municipal government agencies and private coastal consulting firms.

In 1986, following oceanfront damage caused by a northeast storm in 1984 and Hurricane Gloria in 1985, the New Jersey Department of Environmental Protection commissioned the CRC to develop and run a long-term shoreline monitoring and assessment program. In response, the CRC created the New Jersey Beach Profile Network and established 107 survey sites along the coast. Bi-annual profiles of dune, beach and nearshore topography are measured at these locations to monitor seasonal shore zone changes. This array of data extends over 30 years and represents a consistent assessment of the entire NJ coastline that is by far the best basis for interpretation of coastal changes in the nation.
Today, the CRC is the state’s designated resource for geotechnical data and studies, is a preferred collaborator on numerous U.S. Army Corps of Engineers projects and is a critical resource for New Jersey’s 43 coastal communities. The CRC carries out about 20 research projects and service contracts a year and operates with an annual budget approaching a million dollars. The staff, under the direction of Dr. Stewart Farrell, includes six former Stockton students with advanced degrees, two staff members from other institutions, three Stockton graduates working full time, and six current Stockton students as part-time field assistants. Work undertaken by the CRC through 2016 includes the following.

Federal Government Projects
- U.S. Army Corps of Engineers • Federal Emergency Management Agency.
- U.S. Fish and Wildlife Service.

State Government Projects
- New Jersey Department of Environmental Protection.
- Twice annually survey at 107 beach cross sections.
- Obtain and analyze sediment samples in areas proposed for dredging by NJDEP.
- Operate and maintain NJBPN website on beach changes in New Jersey: www.stockton.edu/crc.
- Digitize and geo-reference the entire historical series of aerial photographs of the New Jersey coast from 1920 through 1977.
- New Jersey Department of Transportation.
- Dredge material management for the four oceanfront counties.
- Analysis of dredged material along the Delaware River with a goal to recycle the sediments in the deposit.
- Data Management system development to allow both suppliers and users of dredged material to coordinate reuse of the sediments generated by repetitive navigational dredging.
- County and Municipal Government Projects - Provide local assistance on beach, dune, and inlet channel problems facing the bay and oceanfront communities of New Jersey.
- Partnerships with the Littoral Society and the American Littoral Society to restore coastal habitats damaged in Delaware Bay by Hurricane Sandy to improve conditions related to horseshoe crab nesting and the use of the eggs laid by the Red Knot.
- Working with the University to implement resiliency for Atlantic City and the coastal counties for repetitive storm damage and promoting educational outreach programs for local citizens and students to improve understanding of impacts coming from sea level rise and increased storm intensity or frequency.
- Cooperation among the state and federal regulatory agencies to provide better ways to manage the "water dependent" uses of the bays and lagoons with regard to navigation and maintenance dredging to create a means to utilize dredged sediment as a resource not as "spoils".
- The CRC is at the forefront of research groups at Stockton University, and is a leader of coastal geo-science studies in the Mid-Atlantic region. Given its past performance and future potential, the CRC is poised to become Stockton’s first stand-alone research institute.
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 programs leads to two degrees: Bachelor of Science (BS) degree from Stockton in Applied Physics, Chemistry, or Mathematics, and a Bachelor of Science degree in Engineering from NJIT, Rowan or Rutgers. In addition to the BS-BS dual-degree, Stockton jointly with NJIT offers an accelerated five-year Baccalaureate/Master’s degree program in Pharmaceutical Engineering. 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 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 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 BS-BS Dual-Degree
Following is a summary of the articulation agreements for the BS-BS 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 or Chemical Engineering. The Bachelor of Science degree from Rowan will be awarded in Biomedical, Chemical, Civil and Environmental, 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 on-line application to the engineering school together with official Stockton transcript.

The BS-MS Accelerated Dual-Degree in Pharmaceutical Engineering
Following is a summary of the articulation agreement for the BS-MS dual-degree between Stockton and NJIT.

- This is an intensive academic program leading to both a Bachelor of Science degree in Chemistry from Stockton and a Master of Science degree in Pharmaceutical Engineering from NJIT in five years.
- High school seniors who are accepted into this program will take the first three years of their course work in the Chemistry program at Stockton.
- The Stockton portion of the program consists of a selected group of liberal arts and program courses in addition to a set of undergraduate courses required by the graduate engineering program.
- Upon the successful completion of Stockton portion, the student is automatically transferred to NJIT and is expected to start classes there in the summer of the third year.
- The NJIT portion consists of a set of Chemical Engineering courses in addition to the full curriculum of the Master’s program in Pharmaceutical Engineering. Some of these courses will be counted toward the Bachelor’s degree.
- Upon successfully completing the fourth year of the program, student will be awarded the Bachelor of Science degree from Stockton while the Master of Science degree in Pharmaceutical Engineering will be awarded by NJIT at the end of the program.
- A student in the program will have full matriculation into the Master’s in Pharmaceutical Engineering program at NJIT upon receiving the Bachelor’s degree in Chemistry from Stockton at the end of the fourth year of the program.
- If for any reason the pharmaceutical engineering portion of this program is not completed, the student will be able to return to Stockton to complete his/her BS degree requirements.

ELIGIBILITY AND ADMISSION REQUIREMENTS
The BS-BS Dual-Degree
- There are no additional admission requirements to join the BS-BS 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 C+ or higher with at least a B average in science and mathematics in Stockton courses is required for students to be admitted to NJIT, and a cumulative
GPA of B or higher with at least a B average in science and mathematics in Stockton courses is required for students to be admitted to Rowan or Rutgers.

- 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.

The BS-MS Dual-Degree

- To be considered for admission to this program, applicant must be a high school senior in the top 20% of his/her class and must be accepted into Stockton Chemistry program. The applicant’s SAT scores should be at least 1200 in Critical Reading and Mathematics combined with at least 600 in Mathematics. Applicants will be reviewed by NJIT’s Pharmaceutical Engineering Department advisor for a final acceptance decision. Applicants will be notified of their acceptance to the Accelerated Baccalaureate/Master’s degree program in Pharmaceutical Engineering by April 15th of the semester prior to admission to Stockton.
- A student in the program needs to maintain cumulative GPA of 3.25 or higher at Stockton with a minimum grade of “C” in no more than three (3) undergraduate program courses, including any undergraduate courses taken at NJIT toward the Stockton Bachelor’s degree.
- A student in the program is required to complete the GRE general exam and achieve scores in accordance with existing NJIT policy before the end of the fourth year of the program.
- Stockton students who did not join the program as entering freshmen as well as transfer students can be considered for this program if they have a cumulative GPA of 3.25 or higher with a minimum grade of “C” in no more than two (2) undergraduate program courses. However, these students may take longer than five years to complete the program. Applications from transfer or existing Stockton students to join the program will be reviewed by Stockton’s Chemistry program committee and NJIT’s Pharmaceutical Engineering Department advisor for a final acceptance decision.
- A student in the program who fails to meet all program requirements for two subsequent semesters will be removed from the program.

COURSE REQUIREMENTS FOR THE DUAL-DEGREE
Although the course requirements are different depending on which combination of the two degrees and 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.

b) Chemistry: Chemistry I.
d) Physics: Physics I, and Physics II.
Liberal Studies
The Liberal Studies requirements are a course in English composition, an introductory course in microeconomics, an introductory course in management, and five General Studies courses in arts and humanities, social and behavioral sciences, and general integration and synthesis.

Most of these courses will be taken in the first three years at Stockton. 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 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 or Inorganic Chemistry for those pursuing a BS in Chemical Engineering or an MS in Pharmaceutical engineering. Students in the program need to consult with the coordinator of the dual-degree program and Stockton program coordinators for the lists of the required advanced courses in both groups.

Students who have been transferred to the 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.

SAMPLE CURRICULUM
The curriculum varies according to the combination of the two degrees and the selected engineering school. This sample curriculum is just for the purpose of showing the typical class load and schedule during the first three years. Student must consult with his/her preceptor regarding the exact list of required courses.

Engineering/ Physics
First year: Fall
MATH 2215 Calculus I
PHYS 2220/5 Physics I/Lab
FRST 2120 Rhetoric and Composition
*GAH/ GSS course (Freshman Seminar)
Note: The freshman seminar needs to be selected from the GAH or GSS group of courses and not the GNM or GEN group.

Spring
MATH 2216 Calculus II
PHYS 2230/5 Physics II/Lab
PHYS 2300 Statics
#GSS/GAH course
Second year
Fall
MATH 2217 Calculus III
PHYS 3010 Physics III
MGMT 3110 Introduction to Management
GEN 2180 Engineering Graphics and CAD

Spring
MATH 3328 Differential Equations
CSIS 2101 Prog. and Prob. Solv. I (or an equivalent course on C++)
PHYS 2410 Problem Solving Using MATLAB
Physics/Engineering Course
*GSS/GAH course

Third year
Fall
CHEM 2110/5 Chemistry I/Lab
Electronics or Optics
Physics/Engineering course
*GSS/GAH/GIS course (upper level)

Spring
CHEM 2140/5 Chemistry IV/Lab
3000 level Physics’ elective
PHYS 3220 Mechanics
*GIS course
*Students must consult with the Engineering Coordinator before selecting any G course.

Fourth and Fifth years: Courses at NJIT, Rowan or Rutgers.

Engineering/ Mathematics
First year
Same as Engineering/Physics

Second year
Fall
MATH 2217 Calculus III
MATH 3325 Linear Algebra
Foundations of Mathematics
CHEM 2110/5 Chemistry I/Lab
GEN 2180 Engineering Graphics and CAD

Spring
MATH 3328 Differential Equations
CHEM 2140/5Chemistry IV/Lab
PHYS 2410 Problem Solving Using MATLAB
CSIS 2101 Prog. and Prob. Solv. I (or an equivalent course on C++)
GSS/GAH

Third Year
Fall
MATH 3323 Linear Algebra
4000 Math course
GSS/GAH (upper level)
MGMT 3110 Introduction to Management

Spring
PHYS 3200 Mechanics of Materials
PHYS 3220 Mechanics
4000 level Math course
*GIS course
* Students must consult with the Engineering Coordinator before selecting any G course. *GIS Course

Fourth and Fifth years: Courses at NJIT, Rowan, or Rutgers

Engineering/ Chemistry
First year
Fall
CHEM 2110/5 Chemistry I/Lab
MATH 2215 Calculus I
GEN 1120 Rhetoric and Composition
*GAH/GSS course
(Freshman Seminar)
Note: The freshman seminar needs to be selected from the GAH or GSS group of courses and not the GNM or GEN group.

Spring
CHEM 2120/5 Chemistry II/Lab MATH 2216 Calculus II
*GAH/GSS course
*GSS/GAH course

Second year
Fall
MATH 2217 Calculus III
CHEM 2130/5 Chemistry III/Lab PHYS 2220/5 Physics I
GEN 2180 Engineering Graphics and CAD+

Spring
CHEM 2140/5 Chemistry IV/Lab
PHYS 2230/5 Physics II
CSIS 2101 Prog. and Prob. Solv. I or an equivalent course on C++
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 2014 and 2024 of 23% for biomedical engineers, -2% to 3% for chemical, computer, electrical and electronic engineers, 5% for mechanical engineers, 8% for civil engineers and 12% for environmental engineering.

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, and 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.
ENIRONMENTAL SCIENCES AND ENVIRONMENTAL STUDIES

IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATIC

THE FACULTY

Tait Chirenje (2003), Associate 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, water chemistry, brownfields characterization, international sustainable development.

Weihong Fan (1995), Professor 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.

Jessica Favorito (2017), Assistant 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.

Daniel A. Moscovici (2009), Associate Professor of Environmental Science; Ph.D., M.S., University of Pennsylvania; MBA, Villanova University, B.S., Lehigh University: environmental planning, energy and conflict, natural resource management, land use, study abroad pedagogy, international sustainability.

Catherine A. Tredick (2013), Assistant 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.

Aaron Stoler (2017), Assistant Professor of Environmental Science; Ph.D., University of Pittsburgh; B.S., University of Maryland, Baltimore County: aquatic ecology, community ecology, ecosystem ecology, biodiversity and ecosystem function, ecotoxicology, herpetology.

Emma L. Witt (2014), Assistant 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.

George Zimmermann (1982), Professor 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.
ASSOCIATED FACULTY

Kristen Hallock-Waters (2000), Assistant 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.

Patrick Hossay (1999), Associate Professor of Sustainability; Ph.D., The New School for Social Research; M.A., San Francisco State University; B.S., San Jose State University: environmental policy and law, sustainable development, alternative energy and design, sustainable technology.

Ron S. Hutchison (2005), Associate Professor of Biology; Ph.D., University of Illinois; B.A., Kenyon College: cell and molecular biology, photosynthesis, plant biology, algal responses to cold environments, polar biology, climate change.

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, sustainable business practices, environmental risk communication.

Margaret E. Lewis (1996), Associate Professor of Biology; Ph.D.; State University of New York At Stony Brook; B.A., Rice University: paleontology, vertebrate anatomy, anthropology, paleoecology, evolutionary biology, forensics.

Ekaterina G. Sedia (2001), Associate 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.

Jeffrey R. Webber (2016), Assistant Professor of Geology; Ph.D., University of Massachusetts, Amherst; M.S., The University of Vermont; B.S., Montana State University: structural geology, tectonics, metamorphic petrology, rock magnetism.

PROFESSORS EMERITI

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.

William J. Cromartie, Jr. (1974), Professor Emeritus of Environmental Science; Ph.D., Cornell University; B.A., St. John’s College: general ecology, entomology, population biology, aquatic ecology.
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.

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.

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.

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.

INTRODUCTION
The School of Natural Sciences and Mathematics offers degree programs including Environmental Science, Environmental Studies, Geology, and Sustainability. The programs are described within the Bulletin in alphabetical order. The Environmental Science program offers a Bachelor of Science in Environmental Science (B.S.) and a Bachelor of Arts in Environmental Studies (B.A.). The Geology program offers Bachelor of Arts and Bachelor of Science degrees. The Sustainability program also offers Bachelor of Arts and Bachelor of Science degrees. The University offers an advanced degree, the Professional Science Masters (PSM), which is described in the section on graduate education. The PSM offers exceptional undergraduate students the option of completing a Bachelor’s and a Master’s Degree in five years under a 4+1 dual-degree program.

ENVIRONMENTAL SCIENCE/ENVIRONMENTAL STUDIES
The Environmental Science/Studies program (ENVL) 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 ENVL 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 also offers generic BS and BA degrees which can be tailored for specific graduate school fields.

- Education: Dr. Chirenje
- Environmental Quality (Pollution/Remediation): Drs. Chirenje, Favorito
- Biological Resource Management - Forestry: Drs. Tredick, Stoler, and Zimmermann, Moscovici
- Biological Resource Management - Wildlife: Drs. Tredick, Stoler, and Zimmermann
- Biological Resource Management – Ecology: Drs. Tredick, Stoler, and Zimmermann
• Environmental Planning and Geographic Information Systems (GIS): Drs. Fan, Moscovici and Zimmermann
• Soil Science and Hydrology: Drs. Witt and Favorito

Students can also combine work in Environmental Science/Studies with programs in the School of Natural Sciences and Mathematics such as Sustainability, Geology, 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 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 on-line classes only.

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 General Studies and At-Some Distance courses. Students desiring a university career that strongly emphasizes the sciences should consider this degree. It will be excellent preparation for a variety of graduate degrees as well. 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, 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.
- General education courses are those in General Studies and At-Some-Distance courses are courses outside of the sciences and mathematics that are unrelated to the student’s major. Examples of this last category 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 general education. 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. 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 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.

**REQUIREMENTS FOR THE B.S. AND B.A. DEGREES**

Core ENVL courses required for both the B.S. and B.A. degrees

All students are required to complete the NAMS Math requirement and core ENVL courses with a minimum grade of C. To graduate, students must also have a minimum GPA of 2.0 in program and cognate courses.

ENVL Core credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVL 1100</td>
<td>4</td>
</tr>
<tr>
<td>ENV 1100 Intro. To Environmental Studies</td>
<td>4</td>
</tr>
<tr>
<td>(May be waived on a case by case-by-case basis for transfer students who have a background in the sciences). If the course is waived, students will need to take an additional course to earn the 4 credits.)</td>
<td></td>
</tr>
<tr>
<td>ENVL 2100/2105</td>
<td>5</td>
</tr>
<tr>
<td>Physical Geography/Lab</td>
<td>5</td>
</tr>
<tr>
<td>ENVL 2200/2205</td>
<td>5</td>
</tr>
<tr>
<td>Ecological Principles/Lab</td>
<td>5</td>
</tr>
<tr>
<td>ENVL 2400</td>
<td>4</td>
</tr>
<tr>
<td>Statistical Analysis of Ecological Systems</td>
<td>4</td>
</tr>
<tr>
<td>ENVL 2600</td>
<td>1</td>
</tr>
<tr>
<td>ENVL Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>
(Students may take ENVL2600 more than once for credit, but no more than three times).
Students must complete ENVL 2100/2105, 2200/2205, 2400 and 2600 prior to taking any ENVL
courses numbered 3000 or above.

ENVL 4300/4305 Environmental Issues/Lab 4
(This course should be taken in a student’s senior year).

Students complete one of the following
ENVL 4800/Senior Project or
ENVL 4900/ Senior Internship 4
Total ENVL Core Credits 27
(up to 30 if seminar is repeated)

Environmental Science
ENVL Core (see above) 27-30
BIOL 1400/1405 Biodiversity and Evolution/Lab or
BIOL 1200/1205 Cells and Molecules/Lab 5
CHEM 2110/2115 Chemistry I/Lab 5
CHEM 2120/2125 Chemistry II/Lab or
CHEM 2140/2145 Chemistry IV/Lab 5
GEOL 2101/2105 Physical Geology/Lab or
PHYS 2110/2115 Physics for Life Science/Lab 5
MATH 1100 Pre-calculus 4
(If qualified, students may go directly into Calculus I, or its substitute.)
MATH 2215 Calculus I 5
(Calculus for Life Sciences or Introduction to Computational Science may be an appropriate
substitute.) Students considering graduate school should take at least one semester of calculus.

We strongly recommend that students finish the required courses listed above before beginning
upper level ENVL courses and should meet with their preceptor to declare a Concentration
before taking any upper level courses.
Four (4) upper level ENVL courses (i.e., courses 16
numbered 3000 or above) xx
Additional Program Cognate Credits as needed 80
Total Credits Toward Major

General Studies and At-Some-Distance 48
Minimum Required for Graduation 128

Environmental Studies
B.A. Requirements 27
BIOL 1200/1205 Cells and Molecules/Lab or
BIOL 1400/1405 Biodiversity and Evolution/Lab 5
CHEM 2110/2115 Chemistry I/Lab 5
MATH 1100, Pre-calculus (Calc. I, or substitute) 4-5
GEOL 2101/2105, PHYS 2110/2115, or ECON 4-5
1200
We strongly recommend that students finish the required courses listed above before beginning upper level ENVL courses and should meet with their preceptor to declare a Concentration before taking any upper level courses.

Three (3) upper level ENVL courses (courses numbered 3000 or above) 12
Additional Program Cognate Credits as needed xx
Total Credits Toward Major 64
General Studies and At Some Distance courses 64
Minimum Required for Graduation 128

Note: Any program requirements may be substituted if prior, written ENVL program approval is obtained. Students must consult their preceptor and program Coordinator before making any substitution. Students are strongly urged to complete the lower level cognate courses, including the mathematics requirement prior to taking upper-level ENVL courses. It is particularly important to take the mathematics sequence in rapid succession.

MINOR IN ENVIRONMENTAL SCIENCE
A minor consists of 24 credits with at least two courses at the upper level (3000 or above). Each student selects a coherent sequence of courses appropriate to his or her academic interests. The courses will be selected in consultation with an ENVL faculty member and must be approved in advance by the ENVL program. Interested students should see the program coordinator for further information and the minor approval form. To earn a minor in Environmental Science, each student must earn a GPA averaging at least 2.0 in program and cognate courses and must pass ENVL 2100/2105 and 2200/2205 with a minimum grade of C.

GRADUATION WITH DISTINCTION
A student can graduate with distinction with a B.S. or B.A. in ENVL provided she/he meets criteria of the University 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. The student should present the results of his/her senior project or internship in the Environmental Studies Seminar (ENVL 2600) where it will be evaluated for evidence of initiative, ability to integrate ideas, and ability to apply critical intellectual skills to specific problems. Distinction will be awarded based on a majority vote of the senior 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
- Aquatic experimentation field
- Two ‘dedicated’ Geographic Information Systems (GIS) microcomputer laboratories, one containing 25 workstations with dual monitors, a large flatbed printer, and the other
containing an additional 21 computers. 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 course work 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. 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 thinnings.

**CAREER OPPORTUNITIES**

Recent surveys indicate that the majority 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 yet others have risen to prominence in governmental and nongovernmental agencies.

Interested students may contact the program Coordinator of the Environmental Science 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.

**DUAL-DEGREE PROGRAM**

The dual BS/PSM program is an intensive five-year curriculum that offers students the opportunity to earn both a Bachelor’s in Environmental Science and a Professional Science Master’s degree. Students take enough courses to meet all requirements for the undergraduate BS
and then transition into the MS 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 more traditional programs and are advised to enroll in the BS 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.

Stockton students may apply for early, conditional admission to the dual BS/PSM program as high school seniors and at the beginning of the second semester of their “junior” year.

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 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.

Maintenance of Academic Eligibility
To remain academically eligible to continue in the program, BS/PSM students must maintain a cumulative GPA of 3.5 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 subscript 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 remaining credits of graduate work necessary to complete their Master’s Degree.

**GEOGRAPHICAL 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 a 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 field with a median annual salary of $61,880 and 29% of growth rate from 2014 to 2024 (https://www.bls.gov/ooh/architecture-and-engineering/cartographers-and-photogrammetrists.htm) 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
- Public Health Officers
- Business Management and Marketing Personnel
- Emergency Management Officers
- Educators
- Computer Mapping and Graphics Design Professionals
- Anyone interested in the new technologies

Curriculum/Course Descriptions
**Geographic Information Systems (GIS) Certificate**
17* Or 18

**Prerequisites (for non-ENVL majors)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVL 2100/2105</td>
<td>Physical Geography and labs</td>
<td>5</td>
</tr>
<tr>
<td>ENVL 2400 Statistical Analysis of Ecological Systems or equivalent</td>
<td>(4)</td>
<td></td>
</tr>
<tr>
<td>ENVL 3302 Geographic Information Systems</td>
<td>or equivalent</td>
<td>(3* or 4)</td>
</tr>
<tr>
<td>ENVL 3303 Advanced GIS</td>
<td>(spring)</td>
<td>(4)</td>
</tr>
<tr>
<td>ENVL 4622 Global Positioning Systems for GIS</td>
<td>(fall)</td>
<td>(2)</td>
</tr>
</tbody>
</table>

4
Select one or two from the following courses
ENVL 3304, Remote Sensing 2
ENVL 3307, Geodatabase 2
ENVL 3308, Intro to LiDAR 2
ENVL 4201, Spatial Statistics 2
CSIS 3222, Database Systems 4
ENVL 4202, Applications in Terrestrial LiDAR 2
GIS Senior Project or Internship 4
ENVL 49/4800, GIS projects 4
A student with prerequisites starting the program in fall may finish it within a year!
* Applies to a transferred course carrying 3 credits instead of 4.

GEOLOGY

IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATIC

THE FACULTY

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.

Jeffrey R. Webber (2016), Assistant Professor of Geology; Ph.D., University of Massachusetts, Amherst; M.S., The University of Vermont; B.S., Montana State University: structural geology, tectonics, metamorphic petrology, rock magnetism.

ASSOCIATED FACULTY
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: dinosaur paleontology, functional morphology, evolutionary biology, morphometrics, kinematics, tetrapod locomotion, X-ray reconstruction of moving morphology (XROMM).

Jessica E. Favorito (2017), Assistant Professor of Environmental Studies; Ph.D. Virginia Tech; B.S., Stockton University: soil science, soil biogeochemistry.

Margaret E. Lewis (1996), Professor of Biology; Ph.D., State University of New York At Stony Brook; B.A., Rice University: paleontology, vertebrate anatomy, anthropology, functional morphology, paleoecology, evolutionary biology, forensics.

Susanne M. Moskalski (2014), Assistant Professor of Marine Science; Ph.D., M.S., University of Delaware; B.S., Penn State: sediment transport, coastal processes, time series analysis, marshes & estuaries, sedimentology.
Emma L. Witt (2014), Assistant Professor of Environmental Science; Ph.D., University of Kentucky; M.S., University of Minnesota; B.S., University of Kentucky: hydrology, water quality, stream morphology.

PROFESSORS EMERITI
Stewart C. Farrell (1971), Professor Emeritus of Marine Science and Geology; Ph.D., University of Massachusetts at Amherst.

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.

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.

INTRODUCTION
The School of Natural Sciences and Mathematics offers degree programs and courses in Environmental Science, Geology and Sustainability. The programs are described within the Bulletin in alphabetical order. The Environmental Science 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 degree, in Sustainability (SUST) focuses more on policy. The University also offers an advanced degree, the Professional Science Masters (PSM), which is 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, coastal processes, economic geology, hydrology, and water resources. Geology students may also develop a concentration in hydrogeology or marine geology.

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, he or she may explore areas related to marine geology by taking courses in our Marine Science program; he or she may explore areas related to the environment by taking courses in the Environmental Science program. Geology provides the link between Marine Science and Environmental Science, and virtually all courses in any of the programs count as cognate electives in any of the other programs.

The Geology curriculum stresses thorough preparation in the basic sciences, field experience, independent study projects, and internships. These encourage students to develop initiative and
professionalism while they provide practical experience and enhance 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 and 48 credits in General Studies.

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
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 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. This is less likely if prospective transfers have taken college chemistry, physics, and math courses. Students seeking a non-traditional or second bachelor’s degree are encouraged to apply for a Geology degree.

Please note that it is not possible to obtain the regular degree by taking courses only in the evenings.

GRADUATION REQUIREMENTS
Please note that most intermediate and advanced courses are offered in alternate years.
Core Geology courses required for both B.S. and B.A. degrees.
(All students are required to maintain at least a 2.0 average in GEOL courses).

<table>
<thead>
<tr>
<th>Acronym/Number Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 2101/2105 Physical Geology and Lab or</td>
<td></td>
</tr>
<tr>
<td>GEOL 2110/2115 Marine Geology and Lab</td>
<td>5</td>
</tr>
<tr>
<td>GEOL 2102/2106 Historical Geology and Lab</td>
<td>5</td>
</tr>
<tr>
<td>GEOL 3211 Mineralogy</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 3212 Petrology</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 3221 Field Geology</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 3222 Structural Geology</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 3231 Sedimentology and Stratigraphy</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 4800 Senior Project or Internship</td>
<td>2-4</td>
</tr>
</tbody>
</table>

B.S. Requirements
GEOL core (see above)                                      | 32-34   |
CHEM 2110/2115 Chemistry I and Lab)                        | 5       |
CHEM 2120/2125 Chemistry II and Lab or                     | 5       |
CHEM 2140 Chemistry IV and Lab)                            | 4       |
MATH 2215 Calculus I                                       | 5       |
MATH 2216 Calculus II                                      | 5       |
PHYS 2110/2115 and 2120/2125                               |         |
Physics for Life Sciences I and II with Labs or
PHYS 2220/2225 and 2230/2235
Physics I and II with Labs 10-12

Students are strongly urged to take Calculus I and II back to back and to complete the Math requirement earlier rather than later in their academic career.

Intermediate and upper level program and Cognate 14-18
Electives

General Studies and At-Some-Distance 48
Grand Total 128
B.A. Requirements (32-34 credits)
GEOL core (see above)
CHEM 2110/2115 Chemistry I and Lab) 5
CHEM 2120/2125 Chemistry II and Lab or 5
CHEM 2140 Chemistry IV and Lab) 4
MATH 1100 and MATH 2215 Pre-Calculus and Calculus I
OR
MATH 2215 and Math 2216
Calculus I and II or
MATH 2215 and a statistics course or
CPLS 2110 Introduction to Computational sciences and a statistics course

Students are strongly urged to take Calculus the semester after they take pre-calculus and NOT to wait until later semesters to finish their math requirements.

Intermediate and upper level program and
Cognate Electives 10-13
General Studies and At-Some-Distance 64
Grand Total 128

MINOR IN GEOLOGY
To earn a minor in Geology, students are required to complete at least 22 credits from the lists of courses presented below.
Required Courses
All of the following (10 credits)
Acronym/Number Name Credits
GEOL 2101/2105 Physical Geology with lab or 5
GEOL 2110/2115 Marine Geology with lab 5
GEOL 2102/2106 Historical Geology with lab 5

Electives
At least 8 credits from the following.
GEOL 3211 Mineralogy 4
GEOL 3212 Petrology 4
GEOL 3221  Field Geology  4
GEOL 3222  Structural Geology  4
GEOL 3231  Sedimentology and Stratigraphy  4

Up to 6 credits from the following and also including the core classes (Mineralogy, Petrology, Field Geology, Structural Geology, Sedimentology and Stratigraphy).

GEOL 3202  Hydrothermal Fluids and Ore  4
GEOL 3232  Basin Analysis  4
GEOL 3241  Paleobiology or
GEOL 3242  Vertebrate Paleontology  4
GEOL 3250  Geomorphology  4
GEOL 3310  Marine Geochemistry  4
GEOL 3328  Environmental Geology  4
GEOL 4371  Geophysics  4

GEOL 4391  Field Studies: Selected Area  4-6
ENVL 3432  Soil Science  4
ENVL 3434  Watershed Hydrology  4
ENVL 3435  Groundwater Hydrology  4
MARS 3305  Coastal Processes: Beaches  4

Special Features
Physical Geology and its lab (GEOL 2101/2105) or Marine Geology (GEOL 2110/2115) are the only prerequisites for all of the other courses in the minor, except GEOL 3212: Petrology, which requires GEOL 3211: Mineralogy, and GEOL 3231: Sedimentology and Stratigraphy, which requires GEOL 2102: Historical Geology. Almost all upper level courses (GEOL 3XXX) require field trips outside of class time.

GRADUATION WITH DISTINCTION
A degree with distinction in Geology will be awarded to students who meet University criteria and whose course work and senior project or internship are of outstanding quality. The student’s program must reflect breadth of background in fundamentals and advanced course work in at least one area, and he or she must perform well on the Graduate Assessment Exam. The student’s senior project or internship and upper-level course work 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 of 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, and mining, oil, and natural resource management and exploration companies.
PREPARATION FOR GRADUATE EDUCATION
Many 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 your professional options, salary, and opportunities for creative work, and we encourage our students 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 commonly include math and science courses beyond our basic requirements, and 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. More information on the specializations is available from the appropriate academic program.

1. The Hydrogeology Specialization combines work in water resources with that in geology with the aim of preparing students for the description of “hydrogeologist” in state and federal governments. Contact the Environmental Studies and Geology program.
2. 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. Contact an Environmental Studies preceptor or check the Web page for more information.

SAMPLE FOUR-YEAR COURSE SEQUENCE
GEOL elective = any upper level GEOL, ENVL, MARS, or other science course approved by the student’s preceptor; G = General Studies course; ASD = General Studies course or program course at-some distance from the GEOL program.

<table>
<thead>
<tr>
<th>B.S. Degree</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>GEOL 2101/2105 or GEOL 2110/2115</td>
<td>GEOL 2102/2106</td>
</tr>
<tr>
<td></td>
<td>MATH 1100 or MATH 2215</td>
<td>MATH 2215 or MATH 2216</td>
</tr>
<tr>
<td></td>
<td>G/ASD—Freshman Seminar</td>
<td>GEOL elective</td>
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<tr>
<td></td>
<td>G/ASD</td>
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<tr>
<td>Sophomore</td>
<td>GEOL 3211</td>
<td>GEOL 3212</td>
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<tr>
<td></td>
<td>GEOL 3231</td>
<td>G/ASD</td>
</tr>
<tr>
<td></td>
<td>CHEM 2110/2115</td>
<td>CHEM 2120/2125 or 2140/2145</td>
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<td>G/ASD</td>
<td>G/ASD</td>
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<tr>
<td>Junior</td>
<td>GEOL 3221</td>
<td>GEOL 3222</td>
</tr>
<tr>
<td></td>
<td>PHYS 2110/2115 or 2220/2225</td>
<td>PHYS 2120/2125 or 2230/2235</td>
</tr>
</tbody>
</table>
SPECIAL OPPORTUNITIES
The Arts and Sciences Building houses Environmental Sciences and Geology. Its facilities include a soil and hydrology lab; paleomagnetics laboratory; chemical and biological laboratories; greenhouse, rock cutting, polishing and thin sectioning lab; 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 (boat), side scan sonar, and 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 course work as well as special courses that have included summer field trips to the Rocky Mountains, Florida, Iceland, Newfoundland and other parts of the world.
LABORATORIES AND FIELD STATIONS

IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

The School of Natural Sciences and Mathematics (NAMS) requires an extensive on-campus and off-campus infrastructure to accomplish its academic mission in the different scientific disciplines.

During the academic year 2016-2017, the NAMS Lab courses served 1,891 unique students in 2830 lab seats in the fall and 1,691 students in 2,525 seats. These numbers include students who were enrolled in Independent Study courses having a laboratory or field facility component during the same period of time. These numbers show a general increase overall from the 2012-13 academic year.

Teaching spaces are in different locations of the main campus and off campus facilities. On the main campus, NAMS has two distinctive and separate administrative offices; the NAMS Academic Administration Office (in the USC1, Room 240) and the NAMS Science Laboratories Office (in the lower F-wing, F-001). The School operates and supports research and teaching laboratories serving Biology (F-wing, USC1, A&S), Chemistry (F-wing, USC1), Marine Science (F-wing, MFS) Physics (lower C-wing), Mathematics (main campus, F-wing), Sustainability (lower F-wing and Sustainability Farm), as well as Environmental Science and Geology in the Arts and Science (A&S, Arboretum, MFS). Support facilities are: the greenhouses, the vivarium, chemical prep laboratories, and several scientific instrument laboratories. A 20-station Geographic Information Systems (GIS) in the A&S building) as well as several specialized computer laboratories in F-wing and USC1 add to the service provided to accomplish the teaching and research missions of NAMS.

Marine Science and Environmental Field Station
This field station is located off Route 9 in the town of Port Republic, 8 miles from the main campus, on the Nacote Creek. The Nacote Creek is a tributary to the pristine Mullica River-Great Bay estuary which, was designated by Congress as the Jacques Cousteau National Estuarine Research Reserve (JCNERR), one of twenty-two such designated sites in the country. The 7.8-acre field station site is at both sides of Wilson Avenue just off Route 9. Two acres of the property at the south side of the street features a 250 feet waterfront with a 100 by 50-foot bulk-headed lagoon and two buildings; a two-story structure, Building 504, houses a wet laboratory and aquaria on the lower floor and staff offices on the second floor. It is also the location of the University’s Coastal Research Center. On the north side of Wilson Avenue there is a 2000 square feet log cabin, renovated in 1997, with help from a grant from the National Science Foundation, into a teaching laboratory, faculty research areas and a research greenhouse. A full description is given later in this report.

Vivarium
The Vivarium is located in F-wing and supports a variety of research and display animals as well as the rehabilitation and incubation for the terrapin project. This facility also cares for mice under an NIH funded research project. Many different species of rodents, fish, amphibians, and reptiles are also housed in the area. This area is secured to only staff working and trained in
handling the animals and monitored and maintained throughout the day. TES and Student workers assist with cleaning the area, feeding and caring for the animals, as well as recording documentation of the animal’s care. One full-time staff and one part-time staff oversee the operation 7 days a week.

Greenhouses
The Greenhouses are located at three different areas on campus and used for very different types of horticulture. F-wing greenhouse is the main potted plant area used to grow and care for a very large variety of plants used for display and teaching. This area is maintained by two staff members and a variety of student workers. The A&S greenhouse is a small addition to the building with a much warmer climate and used for soil analysis within the GEOL and ENVL classes. One part-time staff member oversees this greenhouse operation. The Sustainability farm on campus has a large mobile greenhouse that allows a variety of plants to be grown inside part of their life and outside for the rest. This is a great experimental area of research and the greenhouse extends the possible time for growing. The sustainability farm and its green house is run by one full-time staff member working closely with faculty, TES, and Student workers. These green houses are used extensively for research and classroom activities. The USC2 will have a large green house on the 3rd floor with a more spacious layout and work area to accommodate more variety of plants and better temperature control between areas. This new greenhouse will replace the space in F-wing and be more accessible for students in classes and outreach events.

Observatory
The Observatory located off Pomona Road, on the west campus, houses a 0.4 m Meade computer-controlled telescope. The Observatory is used for the teaching of General Astronomy courses to an average of 60 students per semester. The course is also offered in one of the summer sessions when in demand.

Arboretum
The Arboretum is a 3-acre area plot located off Vera King Farris Drive on the southern part of the campus. It is surrounded by an electric fence enclosing over 80 specimens of trees and shrubs, and eight raised beds containing many display and medicinal plants. The area has an underground pipe network to support a computer controlled irrigation system. The Arboretum’s plantings are managed by Professor George Zimmerman who has obtained donations from local nurseries and was also awarded a Distinguished Faculty Fellowship to erect five shade structures for his white cedar studies.

Sustainability Farm
The Sustainability Farm was established in 2012 as a student-run project. The farm operated under the leadership of a student farm manager until 2016. The student farm manager was responsible for ordering seeds and materials, crop planning, organizing labor and academic involvement, and managing the farm budget. Farm work was accomplished by volunteers during the academic year and 1-3 interns during the summer months. Varying degrees of success were achieved under this system. Success was measured by student and campus engagement, as well as the general functionality of the Stockton Farm as a farm – growing crops, managing pests and weeds, harvesting produce, and providing opportunities for academic challenge and growth.
The campus Sustainability Coordinator, as well as a faculty member in the SUST program, took over farm management in May 2016. In the year following the change in leadership, farm productivity and campus visibility increased relative to years previous. Infrastructure expanded to include a 30x48’ high tunnel, increased water storage, increased solar power and storage, and a new fence increasing production area from one-third of an acre to 1.5 acres. A new structure for student involvement was introduced; students are now enrolled in a Farm Practicum class each semester, which ensures their commitment and formalizes the academic aspect of farm participation. Enrolled students are given the opportunity to go on a field trip each semester in order to observe other farm and food systems in our region.

The farm also boasts having a large mobile greenhouse structure that can be moved to create different environments throughout the seasons. This allows for earlier/later growing seasons for certain crops, or longer seasons at a more consistent temperature. This structure helps to create a better scientific experience for those learning on the farm.

Unified Science Center 2
The Spring of 2018 will bring the opening of the Unified Science Center 2 (USC2) The state-of-the-art facilities will allow Stockton to accommodate more students and better prepare them for successful careers in science, technology, engineering and mathematics (STEM). The academic quad expansion will include the $33.2 million USC2 and a $15.2 million Health Sciences Center, near the existing Unified Science Center and Campus Center. The new buildings will be supported by funding from the Building Our Future Bond Act, which was overwhelmingly approved by New Jersey voters in 2012. The bond act will provide $21.465 million in funding for the USC2 and the University will pay 25 percent or $7.155 million. The Health Sciences Center will receive $13.5 million in funding from the bond issue and the University will pay 25 percent or $4.5 million.

The main entrance of the academic quad will face Vera King Farris Drive and will provide a central location for students to study and meet between classes, as well as space for the University community to gather for campus events. The 58,210 thousand square foot Unified Science Center 2 will be an expansion to the existing 64,000-square-foot Unified Science Center. The three-story building will house teaching and research labs for various disciplines in the sciences, a vivarium, a large greenhouse, a multi-purpose room and faculty offices. The 37,720-square-foot Health Sciences Center will include space for the Sustainability program, classrooms, faculty offices and collaboration areas with tables and chairs.

MARINE SCIENCE

IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

THE FACULTY

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.
Elizabeth Lacey (2013), Assistant 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 conversation, invertebrate zoology.

Matthew Landau (1987), Professor of Marine Science; Ph.D., Florida Institute of Technology; M.S., Long Island University; B.S., St. John’s University: aquaculture, crustacean biology, science education, and comparative physiology and biochemistry, biostatistics.

Susanne M. Moskalski (2014), Assistant Professor of Marine Science; Ph.D., M.S., University of Delaware; B.S., Penn State: sediment transport, coastal processes, time series analysis, marshes and estuaries, sedimentology.

Anna Pfeiffer-Herbert (2015), Assistant 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.

Mark Sullivan (2006), Associate Professor of Marine Science; Ph.D., University of Miami; M.S., State University of New York at Stony Brook; B.S., Tulane University: marine ecology, ichthyology, early life history of fishes, fisheries oceanography, climate change, fisheries management.

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, bio-physical interactions, plankton ecology, benthic/larval biology, invertebrate zoology, restoration ecology.

ASSOCIATED FACULTY

Tait Chirenje (2003), Associate 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, water chemistry, brownfields characterization, international sustainable development.

Tara Harmer Luke (2004), Associate 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.

Yitzhak Y. Sharon (1972), Distinguished Professor of Physics and Weinstein Professor of Jewish Studies; Ph.D., M.A., Princeton University; A.B., Columbia University: applications of physics to oceanography.

Peter Straub (1994), Dean of the School of Natural Sciences and Mathematics, Professor of Biology; Ph.D., M.S., University of Delaware; B.S., Stockton University: molecular biology, environmental stress, beach and salt marsh plants, scientific diving and marine survey.
George Zimmermann (1982), Professor 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.

PROFESSORS EMERITI
Rudolf G. Arndt (1974), Professor Emeritus of Marine Science; Ph.D., M.S., B.S., Cornell University: ichthyology, estuarine ecology, blue crab biology, vertebrate zoology, ecology, behavior, herpetology, nature photography.

Stewart C. Farrell (1971), Professor Emeritus of Marine Science and Geology; Ph.D., University of Massachusetts at Amherst.

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.

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.

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 Nacote Creek Marine Field Station). With direct access to the Field Station only 10 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/survey. A number of 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, and 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 the Stockton University, School of Natural
Sciences and Mathematics. 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. degree. This is less likely if prospective transfers have taken college
Biology, Chemistry, and Math courses.

GRADUATION REQUIREMENTS
The minimum requirement for the Bachelor of Arts in Marine Science is 64 credits of Marine
Science and cognate courses. The Bachelor of Science degree requires a minimum of 80 credits
in Marine Science and cognate courses. These program credits, in combination with the
University’s General Studies requirement, constitute the minimum of 128 credits necessary for a
Stockton degree. In order to be able to graduate, a student must meet University criteria, which
include a minimum grade point average of 2.0 overall.
In addition, a student must satisfy the Marine Science program course distribution requirements
and have a minimum grade point average of 2.0 in program and cognate courses. The transfer
student who wishes to major in Marine Science should contact the program coordinator 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.

Core Requirements
MARS 1200 Introduction to Marine Biology
MARS 1300 Introduction to Oceanography
CHEM 2110/2115 Chemistry I with Laboratory
CHEM 2120/2125 Chemistry II with Laboratory
MARS 2600 Marine Science Seminar
PHYS 2110/2115 and 2120/2125 (Physics for Life Sciences I and II with Laboratories), for Marine Biology Concentration B.S. students (B.A. students are only required to take PHYS 2110/2115) or PHYS 2220/2225 and 2230/2235 (Physics I and II with Laboratories) for all Oceanography concentration students.

Marine Biology Concentration Requirements
BIOL 1200/1205 Cells and Molecules with Laboratory
BIOL 1400/1405 Biodiversity and Evolution with Laboratory
MARS 2200 Marine Biology II
Choose two courses from
MARS 3309 Coastal Oceanography
MARS 3361 Global Ocean Basins
GEOL 2110/2115 Marine Geology with Laboratory
Any 2000-4000 level statistics class

B.S. students must also take either MATH 2210 (Calculus for Life Sciences) or MATH 2215 (Calculus I)

Students must choose one course from three of four groups.
  General ecology
  BIOL 2100 Ecology
  ENVL 2200/05 Ecological Principles

Marine plants
MARS 3335 Marine Botany

Invertebrate taxonomy
MARS/BIOL 3300 Invertebrate Zoology

Vertebrate taxonomy
MARS/BIOL 3340 Introduction to Ichthyology
MARS 3489 – Marine Mammalogy

Students must choose at least one of the following resource management courses.
MARS 3306 Aquaculture
MARS 3307 Fisheries Science & Management
MARS/SUST 3201 Marine Conservation Ecology

B.S. students must also take at least 4 elective MARS credits at the 3000-4000 level

Students are strongly urged to complete the Math requirements earlier rather than later in their academic career.

Oceanography Concentration Requirements
CHEM 2140 Chemistry IV with Laboratory
MATH 2215 Calculus I
MATH 2216 Calculus II OR a statistics course at the 2000 level or above

Any GEOL elective course
MARS 2300 Oceanographic Methods
MARS 3309 Coastal Oceanography
MARS 3361 Global Ocean Basins
GEOL 2110/2115 Marine Geology with Laboratory

Students must choose at least one of the following geology elective courses
MARS 3305 Coastal Sedimentary Processes
GEOL 3231 Sedimentology and Stratigraphy

Students must choose at least one of the following data methods courses.
ENVL 3302 Geographic Information Systems
MARS 3107 Data Methods in Marine Science

B.S. students must also take at least 4 elective MARS credits at the 3000-4000 level
Students are strongly urged to complete the MATH requirements earlier rather than later in their academic career.

Recommended Elective Courses
The following groups of recommended courses are examples of appropriate concentration electives. These lists are not comprehensive, and students can substitute additional courses in consultation with their preceptor. Note: both concentrations require additional MARS/cognate electives to round out the B.S. (80 total science credits) or B.A. (64 total science credits) degrees.

Marine Biology Concentration Electives
MARS/BIOL 3106 Biostatistics II
MARS/BIOL 3115 Ecological Statistics
MARS 3337 Underwater Robotics
MARS 3416 Tropical Marine Biology
MARS 3489 Marine Mammalogy
MARS 3107 Data Methods in Marine Science
MARS 3510 Marine Field Research
BIOL 2110/2115 Genetics with Laboratory
BIOL 2175 Scientific Diving
BIOL/ENVL 3121 Wildlife Management
BIOL 3130 Ornithology
BIOL/ENVL 3136 Mammalogy
BIOL 3242 Vertebrate Paleontology
BIOL 3333 Deep-Sea Biology
BIOL 3367 Marine Survey Methods
BIOL 3413 Population Biology
BIOL/ENVL 3426 Freshwater Ecology
BIOL 3435 Evolutionary Mammalogy
BIOL 3465 Tide Marsh Ecology
BIOL 3504 Conservation Biology
ENVL 3302 Geographic Information Systems
CHEM 2130 Chemistry III, or additional approved MARS, BIOL, CHEM, CSIS, ENVL, GEOL, MATH, PHYS or SUST courses

Oceanography Concentration Electives
MARS/BIOL 3106 Biostatistics II
MARS 3337 Underwater Robotics
MARS 3381 Marine Chemistry Laboratory
MARS 3382 Analysis of Seawater and Sediments
BIOL 3367 Marine Survey Methods
CHEM 3410 Physical Chemistry I
CHEM 3530 Environmental Chemistry
CSIS 1180 Computing Concepts and Applications
ENVL 3435 Groundwater Hydrology
GEOL 3211 Mineralogy
GEOL 3212 Petrology
GEOL 3222 Structural Geology
GEOL 3231 Sedimentology and Stratigraphy
MATH 2217 Calculus III
MATH 3323 Linear Algebra
MATH 3328 Differential Equations
PHYS 2410 Problem Solving Using MATLAB
PHYS 3220 Mechanics, or additional approved CHEM, MATH, PHYS, CSIS, or GEOL courses
PHYS/MATH 3350 Mathematical Physics, or additional approved MARS, BIOL, CHEM, CSIS, ENVL, GEOL, MATH, PHYS, or SUST courses

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 course work is of outstanding quality and complete an outstanding senior project. Research projects for Program Distinction candidates have special requirements. All Program Distinction projects must include a formal report and presentation with all Marine Science faculty voting on awarding distinction to candidates. Creation of a Program Distinction research project begins no later than 18 months prior to graduation, when the candidate selects a project advisor within the Marine Science program or in another Stockton University program with Marine Science Program Coordinator approval and begins to outline the project. These projects cannot be work 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 after reaching junior status. Detailed Program Distinction requirements are available on the Marine Science website.
MINOR IN MARINE SCIENCE

Students in other programs may earn a minor in Marine Science. The requirements for this minor are:

- MARS 1100 Survey of Ocean Life OR MARS 2201 Introduction to Marine Biology
- MARS 2202 Introduction to Oceanography
- At least 12 more elective MARS course credits, eight of which must be at the 3000+ or 4000+ levels.

Students must complete all prerequisites for any MARS courses selected as electives. Selection of a suite of electives that correspond to the interests of the student should be made with the help of the preceptor and/or a MARS program faculty member.

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 and 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 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 a number of 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.

MATHEMATICS

IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

THE FACULTY

*Bradley Forrest (2009)*, Associate Professor of Mathematics; Ph.D., M.S., Cornell University; B.S., Harvey Mudd College: topology, geometric group theory, community scholarship, recreational mathematics.

*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.

*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.

*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.

*Simon R. Quint (1981)*, Associate Professor of Mathematics; Ph.D., University of California, Berkeley; B.S., Tufts University: representations of Lie groups, mathematical interconnections.
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.

Yujin Shen (1986), Associate Professor of Mathematics; Ph.D., M.S., University of Delaware; B.S., Kiri University: mathematical statistics, probability, actuarial science.

Juan Tolosa (1988), Professor 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.

Judith Vogel (2001), Associate Professor of Mathematics; Ph.D., M.A., Temple University; B.A., Stockton University: numerical analysis, numerical linear algebra, and iterative methods.

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-Shiung Normal University: probability and statistics, queueing theory, data analysis, optimization.

ASSOCIATED FACULTY

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.

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 physics, mathematical physics.

PROFESSORS EMERITI

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.

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.

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.

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 term of the freshman year if at all possible. It is recommended that all students complete 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.

The Mathematics program offers four specialized concentrations: Actuarial Science, Computer Science, Graduate School preparation and Secondary Education concentration. It is not necessary that mathematics majors choose one of these concentrations to graduate; the concentrations are for advisory purposes only.

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 Statistics II.

Students with an interest in the computational aspects of mathematics and the use of computers to solve mathematical problems should elect the Computer Science concentration or pursue a degree in Computational Science.

Students who intend to continue their mathematical training in graduate school should elect the Graduate School Preparation concentration. 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).

Students who wish to be certified to teach mathematics in secondary school should elect the K-12 Education concentration and should also consult the School of Education for an explanation of certification requirements. Students who intend to select BA in Mathematics/EDUC are encouraged to select a second preceptor in 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 or NJIT for the final two years or finishing the math program requirements in their fourth year. 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 or NJIT after the fifth year. See the section on Engineering Dual-Degree program elsewhere in this Bulletin.
ADMISSION TO THE PROGRAM
The Mathematics program is open to any student with an active interest in mathematics. 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 coordinator of the Mathematics program before the beginning of their first term at Stockton.

GRADUATION REQUIREMENTS
Completion of the following mathematics core courses (or their equivalents) with a minimum grade of C is required of all mathematics majors.
MATH 2215 Calculus I
MATH 2216 Calculus II
MATH 2217 Calculus III
MATH 3323 Linear Algebra
MATH 3325 Foundations of Mathematics
MATH 3328 Differential Equations (required for students pursuing a B.S. degree in mathematics)

Completion of the following core courses is also required.
PHYS 2220/25 Physics I
PHYS 2230/35 Physics II
CSIS 2101 Programming and Problem Solving I, or another course where a high-level language is taught.
Note: PHYS 2220/25 is offered fall term only and PHYS 2230/35 is offered spring term only. PHYS 2230/35 and CSIS 2101 are not required for BA in MATH (Education Track).

In addition to these courses, completion of four of the following 10 advanced courses (or their equivalents) with at least one from Group I and at least one from Group II, will be required.

Group I
MATH 4431 Real Analysis**
MATH 4432 Complex Analysis**
MATH 4441 Abstract Algebra**
MATH 4445 Topics in Geometry
MATH 4481 Topics in Mathematics*  **
MATH 4490 Inner Connections of Mathematics**
**Recommended for the Education Concentration (select one or two)

Group II
MATH 4451 Probability and Statistics I**
MATH 4452 Probability and Statistics II
MATH 4461 Numerical Analysis**
MATH 4471 Computer Algorithms**
MATH 4472 Theory of Computation**
MATH 4481 Topics in Mathematics*  **
MATH 4491 Partial Differential Equations

Note: Most of these courses are offered once a year. MATH 4441,4445, 4451 and 4461 are offered fall term only MATH 4431, 4432, and 4452 are offered spring term only MATH 4471. 4472 and MATH 4481 are offered in the spring semester on a need basis.

**Recommended for the Education Concentration (select one or two).

Depending on the course content, MATH 4481 may belong to Group I or II. Please check with the instructor before you enroll in the course regarding the Group designation).

Students must also complete two semesters of MATH 4600, Mathematics Seminar.

In their last semester, graduating seniors are required to take a content-based field test. The test is used for program assessment and is required for graduation; however, graduation is not dependent on a student's score.

In addition to the above, the B.A. and the B.S. degree candidates must satisfy the following requirements.

- B.A. degree: additional courses to be taken in mathematics or in related programs for a total of 64 credits and fulfillment of the applicable University General Studies requirement.
- B.S. degree: additional courses to be taken in mathematics or in related programs for a total of 80 credits and fulfillment of the applicable University General Studies requirement.
- All degree candidates are required to have at least a 2.0 GPA in MATH-acronym courses. For the purposes of this program requirement, if a MATH-acronym course is taken more than once, only the highest grade earned will be used.
- Students should consult with their preceptors before taking statistics courses that do not have MATH acronyms. Non-calculus-based statistics courses will not count as program/cognate courses toward a MATH degree.
- Transfer students should note that transfer credits for non-calculus-based statistics courses, although accepted by the University, will not count as program/cognate credits toward a MATH degree. The specialized concentrations in mathematics follow.
- Students do not have to choose a concentration to graduate; the concentrations are for advisory purposes only.
Actuarial Science Concentration

Primary courses
- GNM 3149  Mathematics of Finance
- MATH 2225  Discrete Mathematics
- MATH 4451  Probability and Statistics I
- MATH 4452  Probability and Statistics II

Recommended courses
- ECON 1200  Introduction to Macroeconomics
- ECON 1400  Introduction to Microeconomics
- FINA 3110  Introduction to Financial Management
- FINA 3120  Financial Management II
- ECON 3610  Introduction to Econometrics

The above five courses have been approved by the Society of Actuaries (SOA) and the Casualty Actuarial Society (CAS) to meet the Validation by Education Experience (VEE) requirement with grade B- or better.

MATH 3328  Differential Equations
MATH 4432  Complex Analysis
MATH 4461  Numerical Analysis
CSIS 2102  Programming and Problem Solving II
CSIS 2226  Foundations of Computer Science
CSIS 3103  Data Structures

Graduate School Preparation Concentration

Primary courses
- MATH 2225  Discrete Mathematics
- MATH 3328  Differential Equations
- MATH 4431  Real Analysis
- MATH 4432  Complex Analysis
- MATH 4441  Abstract Algebra

Additional courses (selected to meet the student’s needs and major interests)
- MATH 4445  Topics in Geometry
- MATH 4451  Probability and Statistics I
- MATH 4452  Probability and Statistics II
- MATH 4461  Numerical Analysis
- MATH 4471  Computer Algorithms
- MATH 4472  Theory of Computation

Recommended courses
- CSIS 2101  Programming and Problem Solving I
- CSIS 2102  Programming and Problem Solving II
- CSIS 3103  Data Structures
Computer Science Concentration
Primary courses
MATH 2225 Discrete Mathematics
MATH 3328 Differential Equations
MATH 4451 Probability and Statistics I
MATH 4461 Numerical Analysis
MATH 4471 Computer Algorithms
MATH 4472 Theory of Computation
CSIS 2101 Programming and Problem Solving I
CSIS 2102 Programming and Problem Solving II
CSIS 3103 Data Structures
CSIS 2226 Foundations of Computer Science
CSIS 3250 Computer Organization and Assembly Language

At least one of the following
CSIS 4244 Programming Language Structures
CSIS 4251 Operating Systems
CSIS 4469 Computer Architecture

Recommended courses
MATH 4441 Abstract Algebra
MATH 4452 Probability and Statistics II
Any course from the Extended Core for the Computer Science Concentration of the CSIS program.

Secondary Education Concentration
Primary courses
MATH 3321 Geometry for Teachers
MATH 4451 Probability and Statistics I

Additional courses (selected to meet the student’s needs and major interests)
MATH 4431 Real Analysis
MATH 4432 Complex Analysis
MATH 4461 Numerical Analysis
MATH 4471 Computer Algorithms
MATH 4472 Theory of Computation

Other Recommended courses
GNM 2113 History of Mathematics
Note: PHYS 2230/35 is not required for the secondary education concentration. Not all science or CSIS courses are considered cognate courses for math majors.
Students should consult with their preceptors or the mathematics program Coordinator if they have any questions.

MINOR IN MATHEMATICS
Students may earn a minor in Mathematics by completing the following courses with a grade of C or better.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 2215</td>
<td>Calculus I</td>
</tr>
<tr>
<td>MATH 2216</td>
<td>Calculus II</td>
</tr>
<tr>
<td>MATH 2217</td>
<td>Calculus III and</td>
</tr>
<tr>
<td>MATH 3323</td>
<td>Linear Algebra and one additional 4-credit 3000 or 4000 level MATH course</td>
</tr>
</tbody>
</table>

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, provided it contributes significantly to the student’s intellectual development. Credit will generally be contingent upon a comprehensive report to be submitted after the experience is completed. Seniors may wish to undertake some special project in mathematics for academic credit. This may consist of a thesis, seminar or some other project agreeable to the mathematics faculty. Specifics will be established on a case-by-case basis.

ARTICULATION PROGRAMS
A five-year dual-degree Engineering option with the New Jersey Institute of Technology (NJIT) and Rutgers, the State 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 or Rutgers. The B.S. degree in Mathematics is awarded from Stockton and the B.S.E. degree from NJIT or Rutgers. The Engineering degree for the Mathematics major could be in one of four areas – Mechanical Engineering, Industrial Engineering, Manufacturing Engineering or Engineering Science. For further information, contact the Dual-Degree 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 course work and senior projects are of outstanding quality. 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. The student 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.
IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

THE FACULTY

Neil Aaronson (2008), Professor of Physics; Ph.D., M.S., Michigan State University; B.S., The College of New Jersey: psychoacoustics, audio quality perception, room acoustics, music perception, underwater acoustics.

Benjamin Agyare (2007), Instructor of Physics; M.S., Miami University at Oxford Ohio; B.S., Kwame Nkrumah University of Science & Technology: condense matter, quantum optics, radiation physics.

Fang Liu (2003), Associate Professor of Physics; Ph.D., University of Pennsylvania; B.S., M.S., Tsinghua University: biomedical and health physics, positron emission tomography (PET), PET surgical probes, biomedical optics imaging, biophysics.

John Russell Manson (2007), Professor of Applied Physics; Ph.D., University of Glasgow; B. Eng., University of Strathclyde: computer models, data science, stream metabolism, hydraulics, hydrology, engineering, earth science, rivers, estuaries, coasts.

Sipra Pal (1986), Associate Professor 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.

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.

Jason Shulman (2012), Associate Professor of Physics; Ph.D., M.S., University of Houston; B.A., Pitzer College: networks, nanoscience, complex systems.

Joseph Jude Trout (2011), Associate Professor of Physics; Ph.D., M.S., Drexel University; B.S., The Richard Stockton College of New Jersey: atmospheric physics, computational physics, applied physics, meteorology, physics education.

Benita P. Villar (2003), Instructor of Physics; M.A., Rowan University, Science Supervisor Certification, Higher Education: Physics; B.A., Spanish; Minor, Rowan University; Georgian Court College, NJ Substance Abuse Counseling Certification; Eugenia Hospital, Crisis Intervention Certificate.
**ASSOCIATED FACULTY**

*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.

**PROFESSORS EMERITI**

*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.

*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.

**INTRODUCTION**

A degree in Applied Physics 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 (PHYS) 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 (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 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.

The introductory course sequence, PHYS 2220 Physics I, PHYS 2230 Physics II, and PHYS 3010 Physics III, is offered yearly (starting only in the fall semester). This is the preferred course sequence for Applied Physics majors. Another parallel course sequence, Physics for Life
Sciences (PHYS 2110 and PHYS 2120), starts only in the fall, and subsequently can be followed by Physics III (PHYS 3010).

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.

The Applied Physics program also sponsors special projects, 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 credit bearing 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**
The program is open to all interested students. 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 courses in the fall term, 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.

**ARTICULATION AGREEMENTS**
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 (and other) 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.E. 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 Engineering, Bioenvironmental Engineering, and Biomedical Engineering or Engineering Science. 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 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 at 609-652-4546 (see the section on the Engineering Dual-Degree program elsewhere in this Bulletin). Articulation agreements with medical, dental and pharmaceutical schools provide options for selected students intending careers in medicine, dentistry or pharmacy. For further information, contact the program coordinator or the Health Professions Advisor.
GRADUATION REQUIREMENTS

A minimum of 128 credits is required for graduation from Stockton. Most students, however, 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. In addition, an overall grade point average of 2.00 or C or better is required for program and cognate courses. 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 the intellectual and cultural horizons of students 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) and program courses in fields not related to Physics and Mathematics. (See General Studies’ requirements in the Bulletin).

Required and Elective Courses for the B.A. and B.S. Degrees

Required Physics Core Courses for All Physics Majors (B.A. or B.S. degrees)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 2220/2225</td>
<td>Physics I /Lab</td>
<td>6</td>
</tr>
<tr>
<td>PHYS 2230/2235</td>
<td>Physics II/Lab</td>
<td>6</td>
</tr>
<tr>
<td>PHYS 3010</td>
<td>Physics III</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 2600</td>
<td>Physics and Engineering Colloquium **</td>
<td>0</td>
</tr>
<tr>
<td>PHYS 3110</td>
<td>Electronics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 3220</td>
<td>Computational Mechanics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 3340</td>
<td>Optics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 3370</td>
<td>Electricity and Magnetism</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 3380</td>
<td>Thermal Physics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 3390</td>
<td>Introduction to Quantum Mechanics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 4620</td>
<td>Research Methods**</td>
<td>0</td>
</tr>
<tr>
<td>PHYS 4800</td>
<td>Senior Project (variable credit)</td>
<td>2-4</td>
</tr>
</tbody>
</table>

** PHYS 2600 and PHYS 4620 are offered each semester. Physics majors must enroll in these courses a total of four semesters each. Engineering students must only enroll in PHYS 2600 for one semester.

Required Cognate Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 2215</td>
<td>Calculus I</td>
<td>5</td>
</tr>
<tr>
<td>MATH 2216</td>
<td>Calculus II</td>
<td>5</td>
</tr>
<tr>
<td>MATH 2217</td>
<td>Calculus III</td>
<td>5</td>
</tr>
<tr>
<td>MATH 3323</td>
<td>Linear Algebra</td>
<td>4</td>
</tr>
<tr>
<td>MATH 3328</td>
<td>Differential Equations</td>
<td>4</td>
</tr>
</tbody>
</table>
Applied Physics majors may qualify for a minor in Mathematics by virtue of the required courses listed above and are strongly encouraged to speak with their preceptors about this possibility.

Four additional elective Physics or cognate courses are required for the B.S. degree. These four elective courses can be chosen in Physics, Mathematics, Computer Science, Data Science, Chemistry, or other cognate areas or as independent study. Note, too, that a wide variety of independent study courses are available and encouraged, representing the interests of the Physics faculty and students. With careful advising these courses may be selected to obtain a concentration in Biomedical Physics, Computational Physics or Physics teaching. B.A. students may take appropriate courses to obtain strength in Law, Management, Business Studies, Economics or other areas.

Sample Curriculum Leading to the B.S. Degree (128+ credits)*

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>Spring Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td></td>
</tr>
<tr>
<td>Physics I and Lab</td>
<td>(6)</td>
</tr>
<tr>
<td>Calculus I</td>
<td>(5)</td>
</tr>
<tr>
<td>General Studies</td>
<td>(4)</td>
</tr>
<tr>
<td>Physics and Eng Colloquium**</td>
<td>(0)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sophomore</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics III</td>
<td>(4)</td>
</tr>
<tr>
<td>Calculus III</td>
<td>(5)</td>
</tr>
<tr>
<td>Electronics or Optics</td>
<td>(4)</td>
</tr>
<tr>
<td>General Studies</td>
<td>(4)</td>
</tr>
<tr>
<td>Physics and Eng Colloquium</td>
<td>(0)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Junior</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Optics or Electronics</td>
<td>(4)</td>
</tr>
<tr>
<td>Electricity and Magnetism or Quantum Mechanics</td>
<td>(4)</td>
</tr>
<tr>
<td>Research Methods</td>
<td>(0)</td>
</tr>
<tr>
<td>Physics and Eng Colloquium</td>
<td>(0)</td>
</tr>
<tr>
<td>General Studies/ASD</td>
<td>(8)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Senior</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Electronics or Optics</td>
<td>(4)</td>
</tr>
<tr>
<td>Quantum or Electricity &amp; Magnetism</td>
<td>(4)</td>
</tr>
<tr>
<td>Research Methods</td>
<td>(0)</td>
</tr>
<tr>
<td>Physics and Eng Colloquium</td>
<td>(0)</td>
</tr>
<tr>
<td>Physics Elective/Independent Studies</td>
<td>(4)</td>
</tr>
<tr>
<td>General Studies/ASD</td>
<td>(8)</td>
</tr>
</tbody>
</table>
General Studies/ASD (4)  
*This typical four-year sample curriculum applies to students who are Applied Physics majors. The Applied Physics program has a curriculum that is aimed at the diverse career goals of its students. (See Career Opportunities section below). For example, B.S. students who will seek immediate postgraduate employment with industry or government will take different elective courses than those students who will carry out graduate study in Physics or related areas.

Consequently, the sample curriculum provides only overall guidance. Each student is expected to discuss his/her individual program and career plans with a Physics program faculty member on a regular basis.

MINOR IN APPLIED PHYSICS  
The minor in Applied Physics meets a need for students who wish to go beyond the introductory level in understanding the physics that applies to their chosen major field.

Core Requirements  
PHYS 2220/2225  Physics I/Lab  (6)  
or  
PHYS 2110/2115  Physics for Life Sciences I/Lab  
PHYS 2230/2235  Physics II/Lab  (6)  
or  
PHYS 2120/2125  Physics for Life Sciences II/Lab)  
PHYS 3010  Physics III  (4)

Additional Requirements  
Any two 3000-level Physics courses (8 credits) from the following.  
PHYS 3030  Biomedical Physics  
PHYS 3110  Electronics  
PHYS 3120  Electrical Circuits  
PHYS 3200  Mechanics of Materials  
PHYS 3220  Computational Mechanics  
PHYS 3230  Survey of Computational Science  
PHYS 3340  Optics  
PHYS 3350  Mathematical Methods  
PHYS 3370  Electricity and Magnetism  
PHYS 3380  Thermal Physics  
PHYS 3390  Introduction to Quantum Mechanics  
PHYS 3443  Energy Planning  
PHYS 3444  Energy Management  
PHYS 4100  Advanced Laboratory

Sample Selections by Major Program  
To satisfy the two-course additional requirement, possible PHYS course choices for students in various majors are listed below. Majors and course choices other than those listed are, of course, also acceptable.  
BIOL  PHYS 3030, 3110, 3340  
CHEM  PHYS 3110, 3380, 3390, 3340
GRADUATION WITH DISTINCTION

The Bachelor of Science or Bachelor of Arts degree with distinction in Applied Physics will be awarded to students who meet University criteria and whose course work and senior projects are of 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 research opportunities in the Geothermal Project on campus or in an internship with an outside organization. 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. Students have also participated in REU summer programs at other universities. 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 research programs. These include energy studies, Stockton’s geothermal heating and cooling system (the longest closed loop system in the United States), nuclear physics, computational physics, acoustics, atmospheric physics, network systems, reliability of semiconductor components, biomedical physics or physics education. In Stockton’s energy program 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 computation in its courses from the very start of the first year. More advanced work, both in 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 work in 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 optoelectronical technological applications; and astronomical scientific applications.

SUSTAINABILITY

IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

THE FACULTY

Michael Busler (2008), Associate Professor of Business Studies; Ph.D., MBA, Drexel University: finance, financial institutions, introduction to financial management, game theory, graduate managerial economics, graduate financial management.

Tait Chirenje (2003), Associate 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.

Oliver D. Cooke (2005), Associate Professor of Economics; Ph.D., University of Massachusetts, Amherst; B.A., Trinity College: urban/regional economics, economic history, political economy.

Patrick Hossay (1999), Associate 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 development.

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, sustainable business practices, and environmental risk communication.

Daniel A. Moscovici (2009), Associate Professor of Environmental Science; Ph.D., M.S., University of Pennsylvania; MBA, Villanova University, B.S., Lehigh University: environmental planning, energy and conflict, natural resource management, land use, study abroad pedagogy, international sustainability.

George Zimmermann (1982), Professor 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, quantitative methods in ecology.

ASSOCIATED FACULTY

David C. Burdick (1984), Professor of Psychology and Director, Stockton Center on Successful Aging; Ph.D., M.A., University of Notre Dame; B.A., Alfred University: Environmental psychology, aging & technology, intergenerational relationships, neuropsychology.
John J. Connor (1984), Professor of Writing; Ph.D., University of Florida; M.A., Seton Hall University; B.A., Franklin and Marshall College: biology of birds, composition, journalism, science journalism, natural history.

Lisa Honaker (1995), Dean of Arts and Humanities, Professor of Literature; Ph.D., Rutgers, The State University: 19th- and 20th-century British literature, detective fiction, rhetoric and composition, media analysis, environmental literature.

Rodger L. Jackson (1997), Associate Professor of Philosophy; Ph.D., M.A., Michigan State University; B.A., Alma College: ethical theory, applied ethics, pragmatism, history of philosophy.

Kristin J. Jacobson (2005), Associate Professor of Literature; Ph.D., The 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.

Elizabeth Lacey (2013), Assistant Professor of Marine Science; Ph.D., Florida International University; M.S., Nova Southeastern University; B.S., University of North Carolina-Wilmington: nearshore ecosystem ecology, plan-herbivore dynamics, marine botany, habitat restoration, tropical marine ecology, marine conversation, invertebrate zoology.

John Russell Manson (2007), Professor of Applied Physics; Ph.D., University of Glasgow; B. Eng., University of Strathclyde: computer models, data science, stream metabolism, hydraulics, hydrology, engineering, earth science, rivers, estuaries, coasts.

Robert Nichols (2000), Professor of History; Ph.D., M.A., University of Pennsylvania; B.A., University of Illinois: Indian Ocean history, South Asian history, social movements, historiography.

Sipra Pal (1986), Associate Professor 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.

Ekaterina G. Sedia (2001), Associate Professor of Biology; Ph.D., Rutgers, The State University; B.S., Moscow State University: community and ecosystem ecology, ecological role of non-vascular plants and lichens, environmental philosophy, honeybee ecology and behavior.

Mark Sullivan (2006), Associate Professor of Marine Science; Ph.D., University of Miami; M.S., State University of New York at Stony Brook; B.S., Tulane University: ecology of early stage fishes in estuarine / continental shelf environments, implications of climate change on fish recruitment, impacts of mobile fishing gear on seafloor habitats, American eel early life history.

George Zimmermann (1982), Professor 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, quantitative methods in ecology.
PROFESSORS EMERITI

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.

Evonne J. Kruger (1996), Professor Emeritus of Business Studies; Ph.D., MBA, Temple University; M.A., University of Minnesota; B.A., The George Washington University: strategic management, management skills, organizational behavior.

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. The Sustainability degree program is partnered with the Environmental Science program that offers a bachelor of science in Environmental Science and a bachelor of arts in Environmental Studies. A related degree, the Professional Science Masters (PSM), is described elsewhere in the Bulletin. 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 4+1 dual-degree program.

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. So, 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, and applied technology.

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 course work in the sciences and mathematics is strongly 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 Sustainability degree. This is less likely if prospective transfers have taken college Biology, Chemistry and advanced Math courses. 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.
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 the same core program courses. However, the B.S. degree requires a more rigorous background in physics and mathematics; and each option offers different opportunities for concentrations of study.

Students in the B.A. degree can choose to concentrate in environmental policy, or they can focus their studies in environmental management. The Policy concentration is ideal for students planning a career in public policy, 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 between two concentrations: Energy, or Conservation and Agroecology. The Energy concentration allows students to gain advanced training in alternative energy technology, energy planning, and energy analysis and management. The Conservation and Agroecology concentration is an excellent science background for those interested in a career in natural resource law, conservation advocacy, law and policy as well as leadership and management in related businesses and industries. It is also an outstanding choice for students interested in alternative food systems and sustainable agriculture.

• 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 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 education requirements through the completion of designated courses in General Studies as well as 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 the History, Philosophy, Art, Literature, or Languages, for example.

REQUIREMENTS FOR THE B.S. AND B.A. DEGREES
Cognate Courses
The cognate requirements differ for the B.A. and B.S. degree.

Students pursuing a BA in Sustainability must complete the following cognate courses:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 2110/2115</td>
<td>Chemistry 1/Lab</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 1200/1205</td>
<td>Cells and Molecules</td>
<td>5 Or</td>
</tr>
<tr>
<td>BIOL 1400/1405</td>
<td>Biodiversity and Evolution + Lab</td>
<td>5</td>
</tr>
<tr>
<td>ENVL 2400</td>
<td>Intro to Statistics &amp; Computers</td>
<td>4 Or</td>
</tr>
<tr>
<td>POLS 2150</td>
<td>Intro to Political Methodology</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 2110/2115</td>
<td>Physics for Life Sciences/Lab</td>
<td>5</td>
</tr>
</tbody>
</table>
Students pursuing a B.S. in Sustainability must complete the following cognate courses.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 2215</td>
<td>Calculus I</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 2110/2115</td>
<td>Chemistry 1/Lab</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 1200 /1205</td>
<td>Cells and Molecules</td>
<td>5 Or</td>
</tr>
<tr>
<td>BIOL 1400/1405</td>
<td>Biodiversity and Evolution + Lab</td>
<td>5</td>
</tr>
<tr>
<td>ENVL 2400</td>
<td>Intro to Statistics &amp; Computers</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 2220/2225</td>
<td>Physics 1/Lab</td>
<td>5</td>
</tr>
</tbody>
</table>

It is strongly recommended that students finish the required courses listed above before beginning upper level SUST courses.

Core Sustainability courses required for both the B.S. and B.A. degrees.

All students are required to complete the core courses with a minimum grade of C. To graduate, students must also have a minimum GPA of 2.0 in core, concentration and cognate courses.

Students must also complete the following courses in their senior year: Senior Synthesis  4
SUST 4600                       4
And one of the following:
SUST 4800                        2
Or
SUST 4900                        2

Concentration Requirements
Students pursuing a B.A. degree must complete the requirements for a concentration in either Policy or Sustainability Management.

Required Policy Concentration Courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVL 3310</td>
<td>Environmental Planning and Policy</td>
<td>4</td>
</tr>
<tr>
<td>ENVL 3311</td>
<td>Regional Planning</td>
<td>4</td>
</tr>
<tr>
<td>SUST 3313</td>
<td>Natural Resource Policy and Law</td>
<td>4</td>
</tr>
<tr>
<td>SUST 3400</td>
<td>Global Sustainability</td>
<td>4</td>
</tr>
</tbody>
</table>

Approved electives or special project(s)  6

Required Sustainability Management Concentration Courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUST 3330</td>
<td>Green Finance and Accounting</td>
<td>4</td>
</tr>
<tr>
<td>SUST 3320</td>
<td>Business and Sustainability</td>
<td>4</td>
</tr>
<tr>
<td>SUST 3100</td>
<td>ENVL Risk Communications and Management</td>
<td>4</td>
</tr>
</tbody>
</table>
Approved electives or special project(s)  6
Students pursuing a B.S. degree must complete the requirements for either a concentration in Energy, or a concentration in Conservation and Agroecology.

### Required Energy Concentration Courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 2230/5</td>
<td>Physics II</td>
<td>5</td>
</tr>
<tr>
<td>MATH 2216</td>
<td>Calculus II</td>
<td>5</td>
</tr>
<tr>
<td>SUST 3311</td>
<td>Energy Practicum</td>
<td>4</td>
</tr>
<tr>
<td>ENVL 3443</td>
<td>Energy Planning</td>
<td>4</td>
</tr>
<tr>
<td>SUST 3312</td>
<td>Energy Management</td>
<td>4</td>
</tr>
<tr>
<td>Electives or special project(s)</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

### Required Conservation and Agroecology Concentration Courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1400/1405</td>
<td>Biodiversity and Evolution + Lab</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 2120/2125</td>
<td>Chemistry II Organic Structure + Lab</td>
<td>5</td>
</tr>
<tr>
<td>SUST 3313</td>
<td>Natural Resource Policy and Law</td>
<td>4</td>
</tr>
<tr>
<td>SUST 3330</td>
<td>Green Finance and Accounting</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2120</td>
<td>Accounting</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 3180</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>BIOL 3365</td>
<td>Botany</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 3413</td>
<td>Plant Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 3414</td>
<td>Economic Botany</td>
<td>4</td>
</tr>
<tr>
<td>ENVL 2100</td>
<td>Population Biology</td>
<td>5</td>
</tr>
<tr>
<td>ENVL 3121</td>
<td>Plant Ecology</td>
<td>4</td>
</tr>
<tr>
<td>ENVL 3419</td>
<td>Physical Geography and lab</td>
<td>4</td>
</tr>
<tr>
<td>ENVL 3421</td>
<td>Wildlife Management</td>
<td>4</td>
</tr>
<tr>
<td>ENVL 3432</td>
<td>Ecological Forest Management</td>
<td>4</td>
</tr>
<tr>
<td>ENVL 3440</td>
<td>Environmental Pollution and Regulation</td>
<td>4</td>
</tr>
<tr>
<td>ENVL 3302</td>
<td>Soil Science</td>
<td>4</td>
</tr>
<tr>
<td>ENVL 3311</td>
<td>Sustainability: Food and Agriculture</td>
<td>4</td>
</tr>
<tr>
<td>MARS 3306</td>
<td>Geographic Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>MARS 3307</td>
<td>Regional Planning</td>
<td>4</td>
</tr>
<tr>
<td>MARS 3340</td>
<td>Aquaculture</td>
<td>4</td>
</tr>
<tr>
<td>SUST 3800</td>
<td>Fisheries Science and Management</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Introduction to Ichthyology</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Special Project</td>
<td>4</td>
</tr>
</tbody>
</table>

Note: Any alteration in program requirements must be approved in writing by the student’s preceptor and the SUST program Coordinator.
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 concentration, a certificate in Energy Studies is offered.

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. 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. It is designed to educate students in the multifaceted problems associated with energy use in our society and to pose methods for possible solutions to problems. This certificate is appropriate for students in any major who wish to develop an expertise in energy production, management and planning.

The future need for energy expertise is clear. Energy prices and supplies have become, 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 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.

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 and 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 College.

**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.

**REQUIREMENTS FOR CERTIFICATION**
The following course requirements must be met for certification.

- PHYS 2220/2225 Physics I/Lab  5
- Or PHYS 2110/2115 Physics for Life Sciences I/Lab  5
- PHYS 2230/5 Physics II/Lab  5
- Or PHYS 2120/2125 Physics for Life Sciences II/Lab  5
- SUST 3301 Sustainable Technologies/Lab  5
- SUST 3311 Energy Practicum  4
- ENVL 3443 Energy Planning  4
- SUST 3350 Energy Management  4
- Or GNM 3321 Energy Management  4
- ECON 2200 Ecological Economics  4

And one of the following
- PHYS Energy Physics (as special project)
- SUST/PHYS Alternative Energy Project (as special project)
- SUST/PHYS/ENVL approved energy-related internship
- Or Energy related special topics course approved by program coordinator

**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.
INTRODUCTION

In 2013 IBM estimated that two and a half million terabytes of data were being created every day. This is the equivalent of over 300 million HD movies! Ninety percent of the world’s data was generated in just the past two years. 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, the faculty are drawn from various schools and programs across the college; 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 proposed program, it is also important to involve professional and/or adjunct (affiliated) 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 the science, business, social science, medicine and/or the humanities. Students will also develop skills in data analysis, presentation, and visualization; skills that will permit them to visualize results and make predictions. The course work 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 as hybrid or blended 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. 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 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.
5. The TOEFL Exam is required of students for whom English is the second 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 as hybrid or blended 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.

**Fall**
- DSSA 5001 Introduction to data science and analytics*
- DSSA 5101 Data exploration*
- DSSA 5102 Data gathering and warehousing*

**Spring**
- DSSA 5103 Data Visualization*
- DSSA 5104 Data Analysis and Operations Research*
- DSSA 5201 Machine Learning

**Summer I**
- DSSA 5202 Case Studies in Analytics
- DSSA 5203 Data Stewardship

**Summer II**
- DSSA 5301 Communicating Data Stories
- DSSA 5302 Data Practicum*

*Students completing these courses may apply for the Certificate in Data Science

**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 course work at Stockton.

GRADUATION WITH DISTINCTION
Program distinction is awarded to students who end with a GPA greater than 3.5 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.

Certificate in Data Science
The objective of this certificate program is to certify a student’s satisfactory completion of a series of courses designed for professional data science and analytics at Stockton University. Students with undergraduate experience in quantitative fields seeking to enhance and expand their analytical and strategic skill base should consider the Certificate in Data Science. Data scientists develop solutions for gathering, cleaning, archiving, analyzing and visualizing data for the purposes of making informed decisions.
Curriculum (18 credits)
DSSA 5001 Introduction to data science and analytics*
DSSA 5101 Data exploration*
DSSA 5102 Data gathering and warehousing*
DSSA 5103 Data Visualization*
DSSA 5104 Data Analysis and Operations Research*
DSSA 5302 Data Practicum.*

PROFESSIONAL SCIENCE MASTER’S IN ENVIRONMENTAL SCIENCE

IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

THE FACULTY

Tait Chirenje (2003), Associate Professor of Environmental Studies; Ph.D., University of Florida; M.S., University of Guelph; B.S., University of Zimbabwe: urban trace metal geochemistry indoor air quality, environmental remediation, water chemistry, brownfields characterization, international sustainable development.
**Weihong Fan (1995),** Associate Professor of Environmental Studies; 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 studies.

**Daniel A. Moscovici (2009),** Associate Professor of Environmental Science; Ph.D., M.S., University of Pennsylvania; MBA, Villanova University; B.S., Lehigh University: environmental planning, energy and conflict, natural resource management, land use, study abroad pedagogy, international sustainability.

**Ekaterina G. Sedia (2001),** Associate Professor of Biology; Ph.D., Rutgers, The State University of New Jersey; B.S. equivalent, Moscow State University: community and ecosystem ecology, ecological role of non-vascular plants and lichens, environmental philosophy, honeybee ecology and behavior.

**Mark Sullivan (2006),** Associate Professor of Marine Science; Ph.D., University of Miami; M.S., State University of New York at Stony Brook; B.S., Tulane University: marine ecology, ichthyology, early life history of fishes, fisheries oceanography, climate change, fisheries management.

**George Zimmermann (1982),** Professor of Environmental Science; Ph.D., Rutgers, The State University of New Jersey; M.S., Utah State University; B.S., Cook College, Rutgers, The State University of New Jersey: forest ecology, ecological forest management, silviculture, wildlife-forest interactions, quantitative methods in ecology.

**ASSOCIATED FACULTY**

**Kristin Hallock-Waters (2000),** Assistant 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.

**Daniel Hernandez (2005),** Associate Professor of Biology; Ph.D., M.A., Rutgers, The State University of New Jersey; B.S., The Richard Stockton College of New Jersey; A.S., Middlesex County College: conservation biology, ornithology, biology of horseshoe crabs, terrapins, wildlife management.

**Patrick Hossay (1999),** Associate Professor of Sustainability; Ph.D., The New School for Social Research; M.A., San Francisco State University; B.S., San Jose State University: sustainable development, green vehicle technology, alternative energy and design, sustainable technology.

**Russell Manson (2007),** Professor of Computational Science; Ph.D., University of Glasgow; B. Eng., University of Strathclyde: mathematical models, hydraulics, hydrology, engineering, earth science, rivers, estuaries, coasts.
Rodger Jackson (1997), Associate Professor of Philosophy; Ph.D., M.A., Michigan State University; B.A., Alma College: ethical theory, applied ethics, pragmatism, history of philosophy.

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, sustainable business practices, and environmental risk communication.

William A. Rosche (2007), Assistant Professor of Biology; Ph.D., Texas A&M University; B.A., DePauw University: microbiology, molecular genetics, bioremediation, microbial ecology.

INTRODUCTION
The Professional Science Master’s in Environmental Science (PSM) 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 Stockton’s Accelerated BS/PSM program;
- Three letters of recommendation from professional colleagues or college/university faculty;
- 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;
- An average GPA of 3.5 or better derived from all science and mathematics courses taken;
• The TOEFL examination is required of students for whom English is a second language;
• Specific minimum requirements may be waived at the discretion of the PSM 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. The curriculum consists of seven core course requirements and five electives. Core course requirements include five science courses, two professional courses and a capstone project. The entire core course sequence will be offered within a single year during the fall, spring and summer terms. The remainder of the curriculum consists of electives, at least five of which are offered over a two-year sequence.

Students must maintain a minimum GPA of 3.5 throughout the program. Each student is assigned an advisor with whom they must meet regularly to plan and evaluate progress in their studies.

### Core Courses (24 required credits)

<table>
<thead>
<tr>
<th>Science Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ecosystem Ecology</td>
<td>3</td>
</tr>
<tr>
<td>Watershed Management</td>
<td>3</td>
</tr>
<tr>
<td>Environmental Quality</td>
<td>3</td>
</tr>
<tr>
<td>Applied GIS</td>
<td>3</td>
</tr>
<tr>
<td>Land Use Planning</td>
<td>3</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Professional Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Management</td>
<td>3</td>
</tr>
<tr>
<td>Professional Writing</td>
<td>3</td>
</tr>
<tr>
<td>Capstone Project</td>
<td>3</td>
</tr>
</tbody>
</table>

### Elective Courses (12 credits)

| Environmental Modeling            | 3       |
| Resource Sustainability           | 3       |
| Restoration Ecology               | 3       |
| Environmental Economics           | 3       |
| Wetlands Ecology                  | 3       |
| Environmental Law/Regulation      | 3       |
| Field Methods                     | 3       |
| Public Health                     | 3       |
| Surface Water Hydrology           | 3       |
| Environmental Policy/Planning     | 3       |
| Groundwater Hydrology             | 3       |
| Environmental Philosophy          | 3       |
Soils, Sediments & Landforms  3 credits
Water Quality 3 credits
Environmental Pollution 3 credits
Coastal Zone Management 3 credits
Alternative Energy 3 credits
*Includes 1 credit online Capstone Tutorial

ACCELERATED DUAL-DEGREE PROGRAM
The dual-degree BS/PSM program is an intensive five-year curriculum that offers students the opportunity to earn both a bachelor’s and master’s degree in Environmental Science. Students take enough courses to meet all requirements for the undergraduate BS (Environmental Science) and then transition into the MS 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.

Stockton students may apply for early, conditional admission to the dual-degree BS/PSM program as high school seniors and at the beginning of the second semester of their junior year. 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.

Maintenance of Academic Eligibility
To remain academically eligible to continue in the program, BS/PSM students must maintain a cumulative GPA of 3.5 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 the junior year, each conditionally admitted dual-degree student must take the Graduate Record Exam (GRE), and have the 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 from the Office of Graduate Studies.

Curriculum for Dual-Degree BS/PSM Students
Sample five-year BS/PSM curriculum:

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>ENVL 2100/05</td>
<td>ENVL 2200/05</td>
</tr>
<tr>
<td></td>
<td>BIOL 1100/05 G/ASD</td>
<td>GEOL 2200/05</td>
</tr>
<tr>
<td></td>
<td>G/ASD</td>
<td>G/ASD</td>
</tr>
<tr>
<td>Sophomore</td>
<td>CHEM 2110/15</td>
<td>CHEM 2120/25</td>
</tr>
<tr>
<td></td>
<td>MATH 2215</td>
<td>ENVL 2400</td>
</tr>
<tr>
<td></td>
<td>G/ASD</td>
<td>G/ASD</td>
</tr>
<tr>
<td></td>
<td>G/ASD</td>
<td>G/ASD</td>
</tr>
<tr>
<td></td>
<td>ENVL 4600</td>
<td></td>
</tr>
<tr>
<td>Junior</td>
<td>ENVL 3000+</td>
<td>ENVL 3000+</td>
</tr>
<tr>
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<td>ENVL 3000+</td>
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<tr>
<td></td>
<td>G/ASD</td>
<td>G/ASD</td>
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<tr>
<td></td>
<td>G/ASD</td>
<td>G/ASD</td>
</tr>
<tr>
<td>4th Year</td>
<td>ENVL 4300/05</td>
<td>ENVL 4800</td>
</tr>
<tr>
<td></td>
<td>5000+</td>
<td>ENVL 5000+</td>
</tr>
<tr>
<td></td>
<td>ENVL 5000+</td>
<td>ENVL 5000+</td>
</tr>
<tr>
<td>5th Year</td>
<td>Grad Capstone Grad</td>
<td>Grad Elective</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>Grad Elective</td>
</tr>
<tr>
<td></td>
<td>Grad Elective</td>
<td>Grad Elective</td>
</tr>
</tbody>
</table>

List of Electives
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.

- Restoration Ecology
- Wetlands Ecology
- Field Methods Surface
- Water Hydrology
- Groundwater Hydrology
- Soil, Sediments & Landforms
- Water Quality
- Environmental Pollution
- Coastal Zone Management
- Land Use Planning
- Energy Planning
- Environmental Law/Regulation
- Environmental Modeling
- Remote Sensing
- Resource Sustainability
- Environmental Health
- Environmental Economics
- Environmental/Business Ethics
- Environmental Philosophy
BEHAVIORAL NEUROSCIENCE

IN THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

THE FACULTY

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.

John Bulevich (2011), Associate Professor of Psychology; Ph.D., M.A., B.S., Washington University: metacognition, eyewitness memory, aging.

Vincent Cicirello (2005), Professor of Computer Science and Information Systems; Ph.D., Carnegie Mellon University; M.S., B.S., Drexel University: artificial intelligence, multi-agent systems, machine learning, software engineering, evolutionary computation.

Joshua D. Duntley (2006), 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 defenses, human mating, statistics.

Jessica Fleck (2006), Associate Professor of Psychology; Ph.D., Temple University; B.S., B.A., Shippensburg University: cognitive neuroscience, research in the behavioral and neural underpinnings of problem-solving and creativity, age-related cognitive decline, neural predictors of cognitive decline and dementia.

Christine A. Gayda-Chelder (2010), Assistant Professor of Psychology; Ph.D., Drexel University: health psychology, clinical neuropsychology, traumatic brain injury, early detection of dementia, caregiver burden.

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.

Nathaniel Hartman (2013), Assistant Professor of Biology; Ph.D., Wesleyan University; B.A., Clark University: neuroscience, stem cells, developmental biology, anatomy, physiology.

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.
Fang Liu (2003), Associate Professor of Physics; Ph.D., University of Pennsylvania; B.S., M.S., Tsinghua University: biomedical and health physics, positron emission tomography (PET), PET surgical probes, biomedical optics imaging, biophysics.

Jennifer A. Lyke (2001), Professor of Psychology; Ph.D., Temple University; B.S., University of Pennsylvania: theories of counseling, group psychotherapy, field placements, advanced statistics, states of consciousness.

Elizabeth Shobe (1998), Professor of Psychology; Ph.D., University of Toledo; B.A., Stockton University: cognition, learning theories, experimental psychology, statistical methods, behavioral neuroscience, evolution and behavior, neuroscience.

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

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).

Melissa Zwick (2006), Assistant Professor of Biology; Ph.D., University of Kentucky; B.S., Plattsburgh State University of New York: science education, neurobiology, physiology, science literacy.

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 are basic principles and advanced topics. The courses covering basic principles are intended to provide students with a foundation in cellular and systems components of the brain. Introductory courses in related fields (i.e., biology and psychology) are required 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.

CURRICULUM OVERVIEW
Foundations
Foundation credits do not count toward the credit total for the minor but must be completed for the minor to be awarded.
   a. PSYC 1100 Introduction to Psychology
   b. BIOL 1200/1205 Cells and Molecules/Cells and Molecules Lab
These courses serve as prerequisites for many of the courses below.

Required Coursework (24 credits)

Basic Principles (8 credits)
Systems Core:
PSYC 3331 Physiological Psychology
OR
GSS 3114 The Dynamic Brain

Cellular Core:
BIOL/PSYC 2525 Foundations of Neuroscience
OR
PSYC 3300 Neurons and Networks
OR
BIOL 3360 Neurobiology

Advanced Topics (8 credits)
Choose two:
BIOL 4240 Developmental Neurobiology
CSIS 3800/4800 Special Project in Computer Science/Information Systems**
PSYC 3355 Clinical Neuropsychology
PSYC 3535 Stem Education: Neuroscience
PSYC 3634 Seminar in Neuroscience
PSYC 3636 Human Memory
PSYC 3648 The Criminal Brain
PSYC 3708 Research in Applied Neuroscience
PSYC 3718 Research in Neuroscience
PSYC 3900 Field Placement in Psychology**
PSYC 4805 Special Project in Cognitive Neuroscience/Neuropsychology
PSYC 4825 Project for Program Distinction**
PSYC 4895 PSYC: SIRE Project**
BIOL 4899 BIOL: SIRE Project**

Electives * (8 credits)
Choose two:
BIOL 2150 Principles of Physiology
BIOL/PHYS 3030 Biomedical Physics
BIOL 3110 Animal Behavior
CSIS 4463 Artificial Intelligence
CSIS 4510 Topics in Computer Science
GIS 3319 Addictions
GIS 3633 States of Consciousness
GIS 4614 Human Behavioral Genetics
GIS 4644 Mindfulness, Self, and Reality
GIS 4664 Perspectives on Memory in Film
GNM 2209 Intelligent Machines/Human Beings
GNM 2216 Medical Technology
GNM 2248 Artificial Intelligence in Society
GNM 3105 Psychopharmacology
GSS 2351 Herbal Psychopharmacology
HLTH 2119 Intro to Comm Disorders
PSYC 2215 Cognitive Psychology
PSYC 2700 Neuroscience Research Practicum
PSYC 3332 Perception
*Additional Advanced Topics courses may be used as electives.
**Must have a neuroscience emphasis and prior approval from the minor coordinator.

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.

CHILDHOOD STUDIES

IN THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

THE FACULTY

Barbara Amendolia (2017), Visiting Associate Professor of Nursing; DrNP, NNP-BC., Drexel University; University of Pennsylvania; Stockton University. Neonatal Nurse Practitioner, pediatrics, research, pharmacology, assessment.

Deeanna 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; MSW, Asian Social Institute (Manila, Philippines); BSW, Philippine Women’s University: clinical social work practice, cultural competence, spirituality in mental health, public health intervention and advocacy (tobacco control), race, ethnicity and diversity issues.
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.

Susan Cydis (2011), Associate 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.

Lauren DelRossi (2013), Assistant Professor of Physical Therapy; DPT, Stockton University: Gross Motor Development in rare genetic disorders, technology and pedagogy, interprofessional education and collaborative practice

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.

Kelly A. Dougherty (2014), Assistant Professor of Health Science; PhD, MS, The Pennsylvania State University; MTR, The University of Pennsylvania; BS, The College of New Jersey: nutrition and physical activity issues affecting both healthy children and those with chronic disease.

Marcia Fiedler (2000), Assistant Professor of Jewish Studies; Ed.D., University of Phoenix, M.A., New York University; B.A., University of Pittsburgh: Biblical studies, Hebrew, Jewish education, Jewish women, women and Jewish law.

Christine A. Gayda-Chelder (2010), Assistant Professor of Psychology; Ph.D., Drexel University: health psychology, clinical neuropsychology, traumatic brain injury, early detection of dementia, caregiver burden.

Thomas J. Grites (1977), Assistant Provost for Academic Support Services; Ph.D., University of Maryland College Park; M.S. in Ed., B.S. in Ed., Illinois State University, Normal: contemporary American education.

Marion Hussong (2002), Professor of Literature and Holocaust and Genocide Studies; Ph.D., M.A., University of Pennsylvania; B.A., Rutgers, The State University: Holocaust Literature, 19th and 20th century German and Austrian literature, comparative literature, children’s literature.

Janice O. Joseph (1989), Distinguished Professor of Criminal Justice; Ph.D., M.A., York University; B.A., University of West Indies: juvenile justice, delinquency, violence against women, minorities and crime, corrections.
Gorica Majstorovic (2002), Associate Professor of Spanish; Ph.D., New York University; M.A., University of Southern California; B.A., University of Belgrade: Iberian, Latin American and U.S. Latino literature, film, visual arts and theater, postcolonial studies.

Joseph J. Marchetti (1985), Professor of Education; Ph.D., University of Pennsylvania; M.S., B.A., Wilkes College: educational research, educational leadership, organizational leadership, curriculum and instruction.

Sara Martino (2005), Associate Professor of Psychology; Ph.D., Temple University; M.A., Boston College; B.A., West Chester University: counseling psychology, illness-related stress disorders, female aggression, self-mutilation, superwoman ideal, gender group identity, psychology of women, marriage and family therapy.

Shelly Meyers (2008), Associate Professor of Education; Ed.D., Nova Southeastern University; M.S., Glassboro State College; B.S., Syracuse University: special education, pedagogy, inclusion, supervision and leadership, education to workplace transition, behavior management.

Mary Padden (2011), Associate Professor of Nursing; RNC, Ph.D., Widener University; APN-C, FN-CSA, M.S., University of Delaware; B.S.N., The Richard Stockton College of New Jersey: pediatrics, maternal and child health, research.


Joseph Rubenstein (1972), Professor of Anthropology; Ph.D., M.A., New School for Social Research; B.A., Hunter College: religion and ritual, anthropological theory, ethnicity, Jewish culture, field methods, food and culture, anthropological photography, community engagement.

Irene Sanders (2014), Assistant Professor of Health Science; Ed.D., Rowan University; M.S., University of Massachusetts; B.A., St. John’s University: speech and language development, speech and language disorders throughout the lifespan, language literacy, language learning-based disorders, auditory perception.

Rose Scaffidi (2011), Associate Professor of Nursing, Dr.N.P., Drexel University; MSN, CNM, University of Pennsylvania; BSN, Stockton University: women’s health, research, assessment.

Allison N. Sinanan (2007), Associate 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.

Margaret M. Slusser (2012), Associate Professor of Health Science, Ph.D., MSN, University of Pennsylvania; BSN, Wilkes University.
Connie M. Tang (2005), Associate Professor of Psychology; Ph.D., M.S., University of Wyoming, Laramie; MSW, Washington University, St. Louis; B.A., Zhongshan University: child and adolescent development, psychology and the law, child maltreatment and juvenile delinquency, research methods.

Judith Vogel (2001), Associate Professor of Mathematics; Ph.D., M.A., Temple University; B.A., Stockton University: numerical linear algebra, Children of the Holocaust, Holocaust education using children’s literature.

Keith B. Williams (1998), Professor of Psychology; Ph.D., M.A., University of Minnesota; B.A., Macalester College: educational psychology, social psychology, educational testing and measurement, psychology of individual differences.

Kerrin C. Wolf (2014), Assistant Professor of Law; Ph.D., University of Delaware (Urban Affairs and Public Policy); J.D., William and Mary Law School; B.A., College of William and Mary: school discipline, children and the law, education law and policy, health law and policy, juvenile justice.

Kaite Yang (2015), Assistant Professor of Psychology; Ph.D., M.A., Princeton University; B.A., Dartmouth College: social psychology, personality and individual differences, the emergence of gender differences, meta-analysis, thought speed and creativity.

PROFESSORS EMERITI
Jean Mercer (1974), Professor Emerita of Psychology; Ph.D., Brandeis University; A.B., Occidental College: developmental psychology, early childhood, infancy, perception, history and systems.

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.

INTRODUCTION
The Childhood Studies (CHST) minor, housed in the School of Social and Behavioral Sciences, 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 basic 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 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 particular 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 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
Foundations Course (4 credits):
GEN 1138/1048 Perspectives on Childhood

Core Courses (12 credits):
One course from each of the following two categories, and a third course from either category

Category One: Historical Perspectives (4 credits)
GEN 2238 The Holocaust in Children’s Literature
GEN 2308 Children of the Holocaust
GEN 3245 Multicultural Children’s Literature
GIS 3667 Families in Genocide: History and Memory
GIS 4638 Adolescent Culture
GSS 2181 The History of Childbirth in America
GSS 2324 The History of Play in America
HLTH 2115 Language Development
HLTH 3115 Speech and Language Development
LANG 3253 Children’s Literature in Spanish
LITT 2108 Children’s Literature
PSYC 2201 Adolescence
PSYC 3323 Developmental Psychology: Childhood and Adolescence
PSYC 3618 Psychology of Child Victims & Witnesses
Alternate courses with approval by Minor Coordinator

Category Two: Contemporary Issues (4 credits)
CRIM 2111 Juvenile Justice
EDUC 1515 Diversity in Families, Schools, and Communities
EDUC 2231 Development of the Learner
EDUC 2241 Inclusive Learning in Education
GIS 3205 Battered Children: Social Construction
GSS 2337 Gender and Aggressive Behavior
GSS 2207 The Amazing Baby
GSS 2642 Contemporary American Education
GSS 3102 Effects of Media on Children
GSS 3176 Youth in The Wire and Beyond
GSS 3244 Children and Crime
GSS 3360 Schools of the Future
PSYC 3391 Educational Psychology
PSYC 3605 Eating Disorders
SOCY 2290 Schools and Society
SOWK 3650 Topics in Child Welfare
SOWK 3670 Child Welfare Services and Practice
Alternate courses with approval by Minor Coordinator

Either Category One or Category Two (4 credits)

Capstone Course (4 credits):
The capstone course must include extensive hands-on experience working with children and/or adolescents. Alternate course selections may be approved by the Minor Coordinator on a case by case basis.

ANTH 3904 Community Partnership: Language and Identity
EDUC 3101 & EDUC 4600 Introductory and Intermediate Fieldwork in Education
GSS 3184 Community Schools: Urban Change Agents
NURS 3903 Care of the Childbearing/Childrearing Family
PSYC 3904 Field Placement in Childhood Studies
SOCY 3745 Urban Education Issues
A “C” average grade for the minor courses are expected.

The program will accept 18 credits from transferred students to confer the minor if they have met all other requirements.

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 students’ 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 is 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, family therapy, social work, speech-language pathology or audiology, teaching at all levels, school administration, public health, allied health professions (e.g., OT, PT), and nonprofit organization management.

CRIMINAL JUSTICE

IN THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

THE FACULTY

Jess Bonnan-White (2012), Associate Professor of Criminal Justice; Ph.D., University of Iowa; M.A., Northern Illinois University; B.A., Washington University in St. Louis: conflict resolution, disaster response, humanitarian assistance, international development, Middle East conflict, anthropology, trauma studies, quantitative and qualitative data, research methods, and peace-building.
Deeanna 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.

Joshua D. Duntley (2006), 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 defenses, human mating, statistics.

Susan Fahey (2010), Associate Professor of Criminal Justice; Ph.D., M.A., University of Maryland, College Park; B.A., American University: terrorism, political instability, governance and legitimacy, criminological theory, quantitative data, research methods, statistics, transitional justice.

Arleen Caballero Gonzalez (1986), Associate Professor of Criminal Justice; J.D., Rutgers University Law School, Camden; B.A., Stockton University: criminal law and procedure, legal studies, women’s studies, Latin Caribbean studies.

Janice O. Joseph (1989), Distinguished Professor of Criminal Justice; Ph.D., M.A., York University; B.A., University of West Indies: juvenile justice, delinquency, violence against women, minorities and crime, corrections.

Marissa P. Levy (2004), 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.

Ruibin Lu (2018), Assistant Professor of Criminal Justice; Ph.D., M.A., Washington State University; B. Law, Nankai University (China): specialty courts, U.S. judicial system, drug and alcohol use, community corrections, comparative criminal justice.

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: comparative research, policy, gender, victimization, media, policing, statistics.

Richard Mulvihill (2011), Tenured Instructor of Criminal Justice; M.Sc., Nova Southeastern University; B.A., Stockton University: police and public safety administration, corrections, criminal justice technology.

Joshua Reynolds (2017), Visiting Assistant Professor of Criminal Justice; Ph.D., University of Wyoming; M.S., University of North Dakota; B.A., Southern Oregon University: evolutionary psychology and law, self-control, exploitative strategies and decision-making, homicide.

Nusret Sahin (2018), Assistant Professor of Criminal Justice; Ph.D., M.A., Rutgers University; M.A., John Jay College of Criminal Justice; M.A., B.A. Turkish National Police Academy: race, trust and police legitimacy, police-citizen encounters, terrorism, police technology.
Kimberley R. Schanz (2017), Assistant Professor of Criminal Justice; Ph.D., CUNY Graduate Center; M.A., John Jay College of Criminal Justice; B.A., Providence College: behavioral crime scene analysis with an emphasis on the behavioral aspects of sexual assaults, and forensic psychology.

Rupendra Simlot (1998), Associate Professor 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.

Amy Yingyi Situ-Liu (1992), Associate Professor of Criminal Justice; Ph.D., M.A., Indiana University of Pennsylvania; B.A., Jilin University: spouse abuse among Asian immigrant couples, environmental crime, comparative criminal justice, quantitative and qualitative research methods, criminology, crime control and prevention.

Christine Tartaro (2000), Professor of Criminal Justice; Ph.D., M.A., Rutgers, The State University; B.A., The College of New Jersey: corrections, research methods and statistics, violence in correctional facilities, suicide in correctional facilities, program evaluation, sentencing.

PROFESSORS EMERITI
Larry E. Nutt (1975), Professor Emeritus of Criminal Justice; Ph.D., M.A., University of Chicago; B.A., Reed College: police behavior, criminology, social theory, sociology of religion.

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.

INTRODUCTION
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 — an examination of an important aspect of American society — rather than training for specific roles in the criminal justice system.

To achieve our mission the program plans to accomplish the following.

1. Have students learn different theories of crime and criminality and their applicability to criminal justice issues.
2. Have students understand principles of criminal justice research.
3. Have students apply basic statistical concepts.
4. Encourage students to think critically and evaluate the quality of sources of information.
5. Provide students with a greater understanding of the police and the issues confronting law enforcement.
6. Provide students with a greater understanding of the courts, legal system, and the Constitution and the critical issues confronting these entities and their place in the criminal justice system and our society.
7. Provide students with a greater understanding of corrections and the issues confronting the corrections systems.
8. Teach students about the complex relationships between diverse groups and the U.S. criminal justice system.
9. Introduce students to comparative and global issues related to the criminal justice system.
10. Introduce students to ethical considerations in criminal justice work.
11. Prepare students to continue their education at the graduate level.
12. Expose students to topics in criminal justice through different modes of experiential learning.

Criminal Justice Program Vision
The Criminal Justice program vision is to provide a broad knowledge of the criminal justice system while providing students with content on the specific trends, challenges, and advances in the field. In order to do that we commit to the following:

- Ensure our curriculum is current and course content is updated.
- Assess content in all of our core courses, make adjustments, and report results back to the program.
- Provide relevant programs and CJ career series sessions to our students.
- Provide students with vital information and career opportunities via email, Facebook, LinkedIn, and Twitter.
- Work together to create by-laws and a governing structure for our program to ensure all faculty have a voice.

The program mission aligns with the University mission.

PROGRAM ORGANIZATION
Students majoring in criminal justice are required to take ten Criminal Justice courses: eight core courses (see below) and two electives.

Core Courses
CRIM 1100 Introduction to Criminal Justice*
CRIM 2108 Courts, Law and Procedure
CRIM 2114 Theories of Criminality
CRIM 2121 Police Behavior and Organization
CRIM 2130 Introduction to Corrections
CRIM 2141 Research & Evaluation in Criminal Justice
CRIM 2145 Statistics for Criminal Justice
CRIM 36XX Any capstone seminar
*At the introductory level, students should first take the core course CRIM 1100 Introduction to the Criminal Justice System, as it is the prerequisite course for all other Criminal Justice courses.

While completing their core course requirements, students may select elective courses in the area(s) of their choosing. Additional courses are offered in each of four major substantive areas: nature of crime; the police; law and judicial process; corrections. Students are required to take a capstone seminar (any course numbered 3600-3699) in their senior year. All CRIM 36XX courses will require a student to have earned a C or higher in the following prerequisite courses before enrolling: CRIM 1100, CRIM 2108, CRIM 2114, CRIM 2121, CRIM 2130, CRIM 2141,
and CRIM 2145. Students may take one of the following concurrently with the capstone: CRIM 2108, CRIM 2121, or CRIM 2130, assuming it is not a pre-requisite for the specific capstone. Individual capstone seminars may have additional prerequisites.

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 CRIM 36XX 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 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 as long as they are part of a complete A.A. or A.S. degree from a New Jersey community college.

A. Nature of Crime
CRIM 2160 Aging, Crime and Criminal Justice
CRIM 2211 Terrorism
CRIM 2212 Criminal Behavior
CRIM 2219 Homeland Security
CRIM 2265 Sexual Assault: Victims & Perpetrators
CRIM 2327 Introduction to Victimology
CRIM 2328 Theoretical Approaches and Perspectives in Victimology
CRIM 2335 International & Comparative Understanding of Domestic Violence
CRIM 2400 Forensic Anthropology
CRIM 2405 Conflict Resolution
CRIM 3110 Gangs in America
CRIM 3120 Forensic Psychology
CRIM 3257 Women and Criminal Justice
CRIM 3604 Discoveries in Criminal Justice
CRIM 3607 Violent Crime
CRIM 3625 Sex and Violence
CRIM 3627 Victimology
CRIM 3628 Philosophy of Law
CRIM 3638 Mentally Ill in the Criminal Justice System
CRIM 3675 Criminal Justice: Politics and Policy
CRIM 3710 Victimless Crime

B. The Police
CRIM 2610 Introduction to Forensic Science
CRIM 2626 Issues in Policing
CRIM 3107 Criminal Investigation
CRIM 3622 Police Supervision
CRIM 3770 Advanced Forensic Science Tutorial
CRIM 4870 Forensic Science Research

C. Law and Judicial Process
CRIM 2100 American Court System
CRIM 2101 Criminal Procedure: Investigation
CRIM 2102 Criminal Procedure: Adjudication
CRIM 2308 Family Law
CRIM 3104 Criminal Law
CRIM 3123 Judicial Process
CRIM 3134 Psychology and the Law
CRIM 3704 Advanced Criminal Procedure
CRIM 3705 Legal Research and Writing

D. Corrections
CRIM 2111 Juvenile Justice
CRIM 2335 Community-Based Corrections
CRIM 2352 Incarceration
CRIM 3131 Treatment of the Offender
CRIM 3234 Penology
CRIM 3235 Violence in Correctional Facilities

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.

GRADUATION REQUIREMENTS
Students in the major must earn 40 credits (10 courses) in Criminal Justice to graduate. In addition, they must complete six courses (24 credits) in cognate subjects related to criminal justice but not part of the Criminal Justice program. A student may take a variety of courses typically drawn from other social science offerings, including but not limited to psychology, social work, economics, political science and sociology. Or, a student may choose to concentrate in one of the concentrations discussed below.

In keeping 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.

Students must earn a grade of C or better in program courses.
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.

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. 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.

CONCENTRATIONS
Criminal Justice students are not required to pursue a concentration but may choose to focus on a particular area of interest. The program offers a concentration in Forensic Investigation that is designed to give students an overview of crime scene investigation and the myriad career opportunities available in this growing field. A Forensic Psychology concentration allows students to explore the relationship between psychological and psychosocial factors in human development and the kinds of thinking that lead to criminal offending. The program also offers a concentration in Homeland Security, which includes topics such as terrorism, global awareness, and U.S. and international policy. These concentrations — or “career clusters” — consist of a group of courses that are intended to augment an education in criminal justice with special knowledge and skills useful in a variety of criminal justice occupations. Students undertake a concentration as a part of meeting the normal requirements for graduation. Students who desire to pursue a concentration should meet with their preceptors as early as possible in order to design a course plan for fulfilling the concentration’s requirements in a timely fashion.

Forensic Investigation Concentration
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. They select a sequence of offerings drawn from Criminal Justice program courses. The concentration is designed to give students an overview of career options in crime scene investigation and related fields, such as fingerprint examination, ballistics, questioned document examination, blood splatter examination, crime scene photography and criminal behavior. Students interested in careers in criminal justice, law enforcement and the legal profession will find this unique concentration challenging and rewarding. Specifically, Criminal Justice majors in this concentration take the following courses.

Foundation Course Requirements
(Note: CRIM 1100 Intro to CRIM and CRIM 2108 Courts, Law and Procedure are prerequisites to these courses).
CRIM 2101 Criminal Procedure: Investigation
CRIM 2610 Introduction to Forensic Science
CRIM 3770 Advanced Forensic Science
CRIM 4870 Forensic Science Research*
*CRIM 3900 Internship in Criminal Justice may be substituted with permission of department.
Electives: Students must take one of the following courses.
HLTH 2221 Functional Human Anatomy
BIOL 2400/CRIM 2400/ANTH 2400 Forensic Anthropology
PSYC 3646 Forensic Behavior Analysis
PSYC 3648 The Criminal Brain
ENVL 3423 Entomology
PSYC 2211 Abnormal Psychology

Upon successful completion of the Forensic Investigation concentration, students may seek opportunities as forensics investigators in law enforcement agencies on the federal, state and local levels, such as the FBI and prosecutors’ offices, as well as in various agencies ranging from insurance companies to medical examiners’ offices.

Students interested in pursuing a concentration in this area should contact their preceptor.

Forensic Psychology Concentration
Forensic psychology is a rapidly growing field within psychology and criminal justice disciplines. Courses that comprise the concentration at Stockton University were selected so students will understand the relationship between psychological principles and criminal offending. The criminal offender is continually influenced by multiple systems within the psychosocial environment. By taking the courses in the Forensic Psychology concentration, students will synthesize selected components in criminal justice and psychology that will allow 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 easily continue studying forensic psychology in the Master’s degree program in Criminal Justice 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.

Foundation Course Requirements
(Note: PSYC 1100 and CRIM 1100 are prerequisites to these courses)
CRIM 2114 Theories of Criminality
PSYC 2211 Abnormal Psychology
CRIM/PSYC 3120 Forensic Psychology

Electives: Students must take two of the following courses.
CRIM 2111 Juvenile Justice
CRIM 2327 Introduction to Victimology
CRIM 2610 Introduction to Forensic Science
CRIM 3625 Sex and Violence
PSYC 3145 Sex Crimes
PSYC 3618 The Psychology of Child Victims and Witnesses
PSYC 3646 Forensic Behavior Analysis
Homeland Security Concentration
Homeland security has become a salient aspect of the criminal justice and political science fields. Courses that comprise the concentration at Stockton University offer students a thorough understanding of a variety of topics in homeland security. The world is continually changing; therefore, it is essential for students to understand the political, economic, and legal aspects of global security. Students in the Homeland Security concentration will learn about the context of catastrophic events and will analyze related domestic and foreign policy decisions. These courses are designed to equip students who plan to continue studying Homeland Security in the Master’s degree program in Criminal Justice at Stockton, to continue studying administration of policy at another institution of higher education, or to pursue a variety of career opportunities.

Criminal Justice majors may enroll in the Homeland Security concentration at any time. Specifically, criminal justice majors in this concentration take the following courses.

Foundation Course Requirements
CRIM 2108 Courts, Law and Procedure
CRIM 2211 Terrorism
CRIM 2219 Homeland Security

Electives: Students must take two of the following courses.
ANTH 1100 Introduction to Anthropology
CRIM 2101 Criminal Procedure: Investigations
POLS 2160 Introduction to Comparative Politics
POLS 2170 Introduction to International Politics
POLS 2190 Introduction to Public Policy
POLS 3221 Constitutional Law
POLS 3313 The International Order
PUBH 2435 Fires, Flood, Famine: Communities in Crisis

Students in this concentration may also wish to take a CRIM internship in this area. Students interested in pursuing a concentration in this area should contact their preceptor.

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 of the liberal arts courses that all Criminal Justice students at Stockton are expected to take, plus all of the undergraduate and graduate core Criminal Justice classes. Students have the choice of either completing the requirements for the master’s degree in Justice Studies, Forensic Psychology or Homeland Security concentration. This is an intense program and not recommended for students who have to work many hours outside of school. Students may apply for dual-degree status by contacting the coordinator of the program. 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 program and the University in writing.

Eligible Students
Two types of students may apply for admission to the dual-degree program.

1. The first group consists of high schools 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, and who have good SAT scores (minimum 1100 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 will have to maintain a minimum GPA of 3.3 every semester as well as uphold the academic honesty policy for the University in order to maintain their eligibility in the dual-degree program.

2. The second group is 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 from Stockton or their sending institution. These students will be expected to maintain a minimum GPA of 3.3 every semester as well as uphold the academic honesty policy for the university in order to maintain their eligibility for the dual-degree program. 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. (Students entering Stockton with an Associate’s 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 of freshman year in order to be eligible. Waiting until sophomore or junior year may negatively affect the student’s ability to move through the program in 5 years, and thus negate the benefits of enrolling in the dual-degree program.

All students must complete their General Studies and At-Some-Distance (non-social and behavioral science) electives by the end of their junior year. By the time students begin to take graduate courses in their senior year, they should have only six credits of cognates (social and behavioral science courses) remaining.

Students in the dual-degree program cannot enroll in an undergraduate concentration. They can, however, take a concentration as part of their graduate work.

Maintenance of Academic Eligibility
To maintain eligibility in the dual-degree program, the following standards for academic progress and requirements would be published, and early, conditional 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 Direct Entry or regular admission to the MACJ program following completion of a baccalaureate degree.
• Students must complete all of their General Studies and At-Some-Distance courses by the end of their junior year since they will begin taking graduate courses during their fourth year. Students will earn the BA degree by the end of the fourth year. They will have completed all of their required courses for the MA degree by the end of their fifth academic year.
• Students must work closely with the dual-degree advisor to be sure they are enrolled in the proper classes each semester. The student, the dual-degree advisor and the dual-degree curriculum worksheet must all be in sync in order for students to start the MACJ program in the fourth year.
• Students must remain free of any charges of academic dishonesty to remain in the dual-degree program.

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. The course work will consist of the following.
The undergraduate curriculum (128 credits) includes the following.
  • 28 undergraduate criminal justice credits
  • 18 graduate credits*
  • 32 undergraduate general studies credits
  • 32 undergraduate at-some-distance credits
  • 18 graduate credits*

*Note that 18 graduate credits will be applied to the baccalaureate degree to replace 12 credits of undergraduate criminal justice electives and 6 cognate credits.

The graduate curriculum (36 credits) includes the following.
  • 18 graduate credits in core courses (six courses)
  • 18 graduate credits in elective courses (six courses plus the comprehensive exam)

SPECIAL OPPORTUNITIES
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 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 will also be required to complete academic work, such as a journal of their daily activities at the agency and a research paper on the history of the occupation.

In order 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 application process. In addition, students must pay for and pass a criminal background check. The application deadlines are as follows: spring internship deadline is October 20, Summer internship deadline is March 1, and fall internship deadline is May 1. An application must be completed and the background check paid for and initiated by that date in order to be eligible for the following semester’s
Internship. Criminal justice students with a concentration in Forensic Investigation are required to meet the same requirements above. Paid internships are not accepted.

After the application has been submitted, students who meet the Stockton requirements will then be assisted in finding an internship placement that works for them. Students may also suggest internship opportunities to the Internship Coordinator, who will then investigate the possibility of placing the student there.

Please note that qualifying for an internship does not guarantee placement at any agency or at any specific agency. Students will also be required to meet the agency’s requirements for interns, including potentially lengthy background checks by the agency itself, especially when applying at federal agencies. Students may expect to wait six months or more if applying to intern at a federal agency.

Students seeking more information on this program should contact the Internship Coordinator directly at cjintern@stockton.edu with any questions.

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 or Forensic Psychology concentration will find many career opportunities available to them in agencies ranging from law enforcement and prosecutors’ offices to insurance companies. Students taking the Homeland Security concentration can anticipate careers within the Department of Homeland Security as well as local, state, and federal agencies. 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.

ECONOMICS

IN THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

THE FACULTY

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.

Elizabeth A. Elmore (1972), Professor of Economics; Director Stockton Center for Economic and Financial Literacy; Ph.D., M.A., University of Notre Dame; B.A., Saint Mary’s College: labor economics, statistics and econometrics, financial gerontology, political economy of gender, diversity issues in gerontology and social security.
Deborah M. Figart (1995), Distinguished Professor 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, economic and financial literacy, labor unions, labor management relations, public policy, casinos and gaming.

G. Reza Ghorashi (1981), Professor of Economics; Ph.D., Fordham University; M.A., University of Oklahoma; B.Sc., University of Shiraz: international trade and international finance, microeconomics, political economy.

Mariam Majd (2018), Assistant Professor of Economics; Ph.D., M.A., University of Massachusetts-Amherst; B.A., Stockton University: international finance, money and banking, political economy.

Ellen Mutari (1999), Professor of Economics; Ph.D., American University; B.A., Swarthmore College: labor market and employment policies, gender, race-ethnicity and class, economic history, economic inequality, contemporary political economy.

Ramya Vijaya (2004), Professor of Economics; Ph.D., The American University; B.A., Bombay University, India: feminist political economy, International and Development economics.

ASSOCIATED FACULTY
Ronald L. Caplan (1994), Associate Professor of Public Health; Ph.D., M.A., B.A., University of Massachusetts: health economics, health policy.

PROFESSORS EMERITI
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.

INTRODUCTION
Economists provide insight into how societies are organized to enable people to provide for their material needs and wants. This provisioning process involves interaction among businesses, government agencies and policies, the non-profit sector, and people who work for a living, raise families, and purchase goods and services. Stockton’s Economics program provides a broad understanding of a variety of theories and approaches to understanding economic life, so that students can develop their own perspectives on controversial economic issues and be prepared to analyze the impact of the economy on their daily lives.

The study of economics thus allows students to develop a framework for thinking about broad questions that affect them personally: How do unemployment and inflation affect us? Why do the ups and downs of the stock market matter if you are not a big investor? Should the Federal Reserve focus more on maintaining low inflation or promoting economic growth? Why do economic bubbles occur in markets like housing? What role do corporations play in the contemporary economy? What happened to the middle class and why have wage and income inequality increased in the United States? How will the retirement of millions of baby-boomers impact social security? What policies would help curb U.S. dependency on foreign oil? Is
outsourcing a major problem for the U.S. economy? Why do many cities continue to experience high rates of poverty? How should health and education policies be designed? How would alternative tax reform proposals affect individuals and businesses?

Stockton’s Economics program is practical and flexible. In addition to learning basic economics theories about how modern market-based economies work, students develop a portable set of skills, making a major in economics the pathway to a diverse array of careers in business, banking and finance, government, law, journalism, public policy and academics. The recent employment opportunities for economists with undergraduate degrees have been better than for many other majors.

**PROGRAM ORGANIZATION**
The program requires 10 courses in Economics – seven in the core curriculum and three electives. The components of the core curriculum include the following:

- **Introductory Sequence**
  - ECON 1200 Introduction to Macroeconomics*
  - ECON 1400 Introduction to Microeconomics
*Note that ECON 1200 is a prerequisite course for ECON 1400.

- **Intermediate Core:**
  - Two of the following three* courses:
    - ECON 3601 Intermediate Micro Theory
    - ECON 3602 Intermediate Macro Theory
    - ECON 3636 Political Economy
*For those planning to continue with graduate school, taking all three is recommended.

- **Economic Methods Core**
  - ECON 3605 History of Economic Thought
  - ECON 3610 Introduction to Econometrics
  - ECON 4695 Senior Seminar

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 an appropriate accommodation. With their economic 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, however.

- **Economics Program Electives**
The remaining three elective program courses must be at the 2000 level or higher and can be drawn from other Economics program course offerings or other independent study options in
consultation with a student’s preceptor. At least two courses (8 credits) should 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.

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, mathematics, history, philosophy, and business studies. Economics program preceptors assist all economics majors in selecting courses from these fields to broaden the student’s understanding of the social and political implications of economics.

GRADUATION REQUIREMENTS
An important goal of the Economics program at Stockton is to provide students with a recognized level of competence in the discipline, as well as essential skills in critical thinking, data analysis, research, and communication. In addition to meeting the University’s General Studies requirements, every student is expected to complete satisfactorily 64 program and cognate credits.

Besides the seven core courses (See the section titled Program Organization, above), all students must complete at least 12 other credits in Economics. Of these, at least 8 credits must be from upper-level courses, i.e., courses currently designated at the 3000 level. Of these electives, one or more can be non-class instruction, including independent studies, research opportunities, internships, or other individualized instruction. All majors must have a C average for Economics courses. The remaining 24 credits may be selected from additional courses in Economics or other related disciplines as appropriate to the student’s goals. (See section above on Cognates.) However, every Economics major is encouraged to consult with his/her preceptor before course selection.

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 other courses (a) must be at the 3000-level or higher and (b) may not be transferred from another institution.

GLOBAL ECONOMICS CONCENTRATION
Because economic activity increasingly crosses national boundaries, all economics majors will take classes that incorporate material designed to enhance their global awareness. Some students choose electives that enable them to focus their study on the global economy. Offerings in the Global Economics concentration provide educational opportunities for individuals interested in careers in global network agencies, institutions and corporations. Various agencies of the United Nations, international non-profit research institutions, government agencies and multinational corporations provide employment opportunities for students. With the growing interdependence of nations, there are promising career opportunities for graduates in New York, Washington, D.C. and Philadelphia. 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, students selecting the Global Economics Concentration must include two of the following three courses:

ECON 3655 International Trade
ECON 3670 International Economic Development
ECON 3675 International Money and Finance

GRADUATE SCHOOL PREPARATION
Students planning to attend graduate school in economics should complete all three courses in the intermediate theory core. They should also strongly consider a minor in Mathematics or at minimum two semesters of Calculus. These MATH courses can be counted as Cognates toward the Economics major. 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.

An economics major is also excellent preparation for those who intend to pursue graduate study in business administration, public administration, urban planning or any of the social sciences. It is also useful for the study of law. Students intending to apply to law school should select appropriate Political Science courses as their Cognates.

ADMISSION TO THE PROGRAM
The program is open to all students. However, satisfactory progress in program courses is necessary for continuation as an Economics major. Each student majoring in Economics is assigned a program preceptor for regular consultation about course selection and general academic progress.

GRADUATION WITH DISTINCTION
A Bachelor of Arts degree with Distinction in Economics will be awarded to those students who achieve 70% A or A- grades in program and cognate course work completed at Stockton University and maintain at least a B+ average in Economics courses. Only Stockton courses will be reviewed for this distinction. The award will be conferred by the Economics faculty on those students whose senior thesis or project is judged to be academically excellent.

CAREER OPPORTUNITIES
The thought processes encouraged by the study of economics have wide application outside the discipline itself. A background in economics is useful for someone who plans a career in business, financial services, government, or the non-profit sector, as well as someone who wishes to teach social studies in secondary schools. It is also excellent preparation for graduate study in a variety of fields, including economics. In fact, a graduate degree in economics may make available more options than any other single discipline because the skills developed are demanded by business, federal, state and local governments, and by colleges and universities for teaching and research.
GERONTOLOGY

IN THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

THE FACULTY

Alter, Theodore (2016), Assistant 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.

David C. Burdick (1984), Professor of Psychology and Director, Stockton Center On Successful Aging; 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.

Elizabeth G. Calamidas (1986), Associate 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.

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: social work practice, hospice (grief, death and dying), acculturation and attitudes of Latinos towards hospice, Latinos and community outreach, social work with diverse groups.

Lisa E. Cox (1999), Professor of Social Work; Ph.D., MSW, Virginia Commonwealth University; B.A., Bridgewater College: LCSW, clinical social work practice, cultural neuroscience, gerontology, health care, HIV/AIDS, clinical trials and research methods.

Jennifer S. Dunkle (2017), Assistant Professor of Social Work; Ph.D., Fordham University; MSW, Monmouth University; B.A., Marshall University: diversity and aging, diversity in higher education, social welfare policy, qualitative research, environmental justice, community health and well-being.

Elizabeth A. Elmore (1972), Professor of Economics; Director Stockton Center for Economics and Financial Literacy; Ph.D., M.A., University of Notre Dame; B.A., Saint Mary’s College: labor economics, statistics, financial gerontology, political economy of gender, diversity issues in gerontology and social security.

Christine V. Ferri (2005), Associate Professor of Psychology; Ph.D., M.A., Duke University; B.A., Rutgers, The State University: geropsychology, abnormal psychology, psychotherapy, positive psychology, statistical methods.

Jessica Fleck (2006), Associate Professor of Psychology; Ph.D., Temple University; B.S., B.A., Shippensburg 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.
Megan Foti (2012), Associate Professor of Occupational Therapy; DOT, Temple University; M.S., B.S., Elizabethtown College: support for caregivers, telehealth/emedicine, adult learning and development, evidence-based practice.

Christine A. Gayda-Chelder (1998), Assistant Professor of Psychology; Ph.D., Drexel University: health psychology, clinical neuropsychology, traumatic brain injury, early detection of dementia, caregiver burden.

Janice Joseph (1989), Distinguished Professor of Criminal Justice; Ph.D., M.A., York University; B.A., University of West Indies: juvenile justice, delinquency, violence against women, minorities and crime, corrections.

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.

INTRODUCTION
The Gerontology Minor (GERO) program, housed in the School of Social and Behavioral Sciences, and 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) as described below. 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 GERO Coordinator. Specific guidelines for such 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.

Required Courses (12 credits)
GERO 1100 Introduction to Gerontology
OR
GSS 1090 Aging and Society

GERO 2107 Aging and Health
OR
GERO 2109 Biology of Aging

GERO 3900 Gerontology Internship (or approved substitute as noted above)

Elective Courses (8 credits)
Students must select at least two of the following courses, tutorials or independent studies. Some of these courses are cross-listed with various majors and completion of the cross-listed section will also count toward the minor or certificate. Additional elective courses are occasionally offered, so students should check the online course schedule.

GERO 2160 Aging, Crime and Criminal Justice
GERO 2282 Economics for All Ages
GERO 2292 Aging and the Family
GERO 2381 Adult Development and Aging
GERO 2620 Therapeutic Arts with Older Adults
GERO 3220 Aging and Spirituality
GERO 3616 Aging and Mental Health
GERO 3634 Seminar in Cognitive Neuroscience
GERO 3754 Research on Aging
GERO 3760 Funding in Aging
GSS 2185 Aging and Communication
GSS 2194 Death and Dying
GSS 2256 Exploring the Dying Process
GSS 2403 Aging and Diversity
GSS 2404 Aging and the Law
GSS 3645 Aging and Technology

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 students’ 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. For example, social workers, physical and occupational therapists, psychologists, nurses, financial managers, and health care administrators all require knowledge of aging.
LIBERAL STUDIES

IN THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

INTRODUCTION
The Bachelor of Arts in Liberal Studies (LIBA) is an option for students whose educational or career goals or academic interests are not met by any of Stockton’s other degree programs. The LIBA permits students to design a complete 128-credit interdisciplinary program suited to their individual needs and plans. This program thus provides extraordinary opportunities for creativity in educational planning and allows students to take advantage of a wide range of Stockton’s faculty and other resources. To become a LIBA major, a student must prepare a carefully conceived proposal for multidisciplinary study and must have that proposal approved by a committee composed of the Dean of General Studies and two or three faculty members.

Like any Stockton degree program, a Liberal Studies B.A. program proposal should show coherence, breadth of education and depth of study in a particular area. Like any Stockton Bachelor of Arts program, it should also reflect the University’s commitment to the liberal arts in the general education of students. Liberal Studies majors are not exempt from the General Studies requirements. Although proposals resembling an existing degree program may be approved, the LIBA major is not a means by which established programs can be diluted. Students pursuing a specific career or graduate study are advised to solicit and consider the advice of faculty in similar or related disciplines and programs. The Liberal B.A. program is not intended to be a default option for students in other majors.

Planning a Liberal Studies B.A. takes time and commitment; considerable thought and discussion are required, since the student proposing a Liberal Studies B.A. is, in effect, proposing that the University support an individually-tailored degree program. Planning a Liberal Studies B.A. also requires that the student assume a large portion of the responsibility for his or her educational choices.

PROGRAM ORGANIZATION
The organization of a Liberal Studies B.A. may take several forms depending on the particular interests and needs of the student. The course of study, and the proposal describing it, must reflect a central unifying purpose or theme.

In recent years, students have pursued the following interests through the LIBA Program:

- Thematic/topical — interdisciplinary exploration of a particular theme or topic (e.g., “Freedom and Constraint” and “The World, Its People, and Their Art”);
- Expanded study in a topical program, such as gerontology, Women’s Studies, African-American studies or humanities; and
- Pre-professional interdisciplinary study intended to prepare the student either to enter a particular career field (e.g., wildlife illustration or fine arts management), or to attend graduate or professional school in a variety of areas.
COURSE REQUIREMENTS
The basic requirements for a student undertaking a Liberal Studies B.A. are planning and thinking. Not all proposals are accepted and most require revision. The student should develop a coherent set of classroom courses, independent study projects and (if appropriate) off-campus experiences, all of which are intended to meet the particular objectives of his/her program. The student should also plan a senior project that will provide a capstone for the program and an opportunity to demonstrate what s/he has learned. LIBA students are generally expected to complete 12 or more credits at the 3000-level or above.

In addition to the above requirements, the following courses or their equivalents are required:
GEN 2250 Introduction to Liberal Studies
GEN 2248 Perspectives on Civic Engagement
OR GEN 3851 Service Learning
GEN 2240 Introduction to Research

Planning for a LIBA should normally be started before a student reaches junior status. GEN 2250, “Introduction to Liberal Studies,” is especially appropriate for this purpose. Therefore, transfer students with junior standing must act particularly quickly if they wish to pursue the LIBA option. In general, students are expected to have their LIBA proposal approved prior to their 96th credit.

PROCEDURES
Students interested in pursuing the Liberal Studies B.A. should discuss their ideas with staff in the Center for Academic Advising as early as possible and consult regularly while developing their plans. They should also obtain advice from two faculty members who will serve as sponsors for their programs. As LIBA programs are usually interdisciplinary, these faculty members normally represent different disciplines.

The most important requirement for entering the Liberal Studies B.A. program is the preparation of a written proposal. Detailed instructions for preparing a proposal are available from the Center for Academic Advising. The key elements are these:

Rationale
An explanation of why the LIBA program is appropriate for meeting the student’s educational goals. This rationale should explain the overall concept and purpose of the student’s program, and the principal areas of knowledge or skills that will be included in order to achieve this purpose. In addition, the student is expected to comment on how he/she sees the proposed curriculum as fulfilling some or all of the College’s Essential Learning Outcomes.

Description
A complete description of the curriculum of the proposed program. This should include a listing of all courses that already have been taken or are proposed for future terms, categorized by their function in the program, i.e., which of the areas of knowledge or skills they support.
Evaluation
Criteria and procedures by which it can be determined at graduation whether the student has met his/her educational goals. This evaluation should include the description of a proposed senior project that is suitable for demonstrating the breadth and depth of the student’s learning. It should indicate any public presentation of the student’s work that may seem appropriate.

Resources
Description of the University resources (faculty, courses, facilities) that are needed to complete the Liberal Studies B.A., as well as any off-campus persons or facilities that will be involved. The purpose of this section is to demonstrate that the University is able to support a program in the student’s area of interest.

The proposal will also indicate the student’s Stockton ID number, the title of the proposed program and contain the names and signatures of the two faculty sponsors who are supporting the program. Sample copies of completed proposals are available in the Center for Academic Advising.

When the proposal is in its final form, it must be submitted to the Dean of the School of General Studies. The student will then arrange to meet with the advisory committee, whose members include the dean and the two faculty sponsors. The dean may also appoint an additional member. If the committee approves the proposal, the student may then declare LIBA as his or her major. The committee may set conditions for its approval and may agree to meet subsequently to monitor the student’s progress. As previously noted, this part of the process is to be accomplished prior to achievement of senior status (i.e., prior to completion of the 96th credit).

SCHOOL-BASED LIBA PROGRAMS
Social and Behavioral Sciences
In this LIBA, students will be expected to develop an understanding of the basic social Sciences, including the basic perspectives of Psychology, Sociology, Anthropology, Political Science, and Economics. The student and the advisor will determine the proportions of study in each of the areas. At least three courses should be taken at the 3000-4000 level. Students will be expected to complete a methods course in a social science field. Finally, students will complete a final project drawing together the course of study.

Applied Social Science
In this LIBA, students will put together a balanced curriculum in the applied social sciences, including social work, criminal justice and gerontology. The student will be expected to take some basic work in the fundamental social sciences with the selections depending on the student’s focus. At least three courses should be taken at the 3000-4000 level. Students will be expected to complete a methods course in an applied social science field. Finally, students will complete a final project drawing together the course of study.

Social Research Methods
In this LIBA, students will develop competency in the various types of research methods – experimental, field, survey and the use of unobtrusive methods (content analysis, use of available statistics and historical/comparative methods). In addition, students should develop competency
in statistics, probably through two courses. As a final project, the student could complete a research project that demonstrates methodological competence. Obviously some proportion of basic work should be done in several of the social sciences to give substantive grounding to the student’s methodological sophistication. A theory course in one of the social sciences should also be completed.

Policy Analysis
In this LIBA, students’ study would focus on political science, economics and sociology as well selected applied areas, such as social work, gerontology, criminal justice or other appropriate areas from within and beyond the social sciences. For example, a student may integrate a focus in social science with health care policy, if such a combination appeals to that student’s professional interest.

PROGRAM DISTINCTION
Program distinction in Liberal Studies will be awarded to students who receive 70% A grades in their courses, including transfer courses; maintain at least a 3.5 grade point average; receive two recommendations from faculty other than the LIBA sponsors for the purposes of this distinction and, in the judgment of their LIBA sponsors, complete an outstanding senior project.

POLITICAL SCIENCE

IN THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

THE FACULTY

Claire E. Abernathy (2015), Assistant Professor of Political Science; Ph.D., Vanderbilt University; M.A., Ohio State University; B.A., Furman University: Mock Trial advisor, American political institutions, congressional politics, public policy, interest groups, representation.

James Mac Avery (2006), Associate 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), Assistant Professor of Political Science; Ph.D., M.A. University of Delaware; B.A. Randolph-Macon Woman’s College: Comparative politics, rule of law, democratization, transitional justice, human rights, Latin American politics.

Jennifer Forestal (2015), Assistant Professor of Political Science; Ph.D., M.A., Northwestern University; B.A., The Ohio State University: political theory, politics of space, theories of the public, civic education, American political thought, new (digital) media.

Michael S. Rodriguez (2006), Associate 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, American government, public policy, religion and politics, immigration policy.
**Linda J. Wharton (2001),** Professor of Political Science; J.D., Rutgers University School of Law; B.A., Bryn Mawr College: Pre-Law advisor, constitutional law, judicial politics, feminist theory, women and politics, public policy, social movements.

**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.

**ASSOCIATED FACULTY**

**Patrick Hossay (1999),** Associate Professor of Sustainability; Ph.D., The New School for Social Research; M.A., San Francisco State University; B.S., San Jose State University: environmental policy and law, sustainable development, alternative energy and design, sustainable technology.

**PROFESSORS EMERITI**

**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.

**William T. Daly (1971),** Professor Emeritus of Political Science; M.A., Princeton University; B.A., George Washington University: international politics, political development, contemporary political ideologies.

**Lucinda S. Jassel (1981),** Professor Emerita of Political Science; Ph.D., M.A., University of California at Davis; B.A., California State University at Sacramento: political philosophy.

**Jacqueline Pope,** Professor Emerita of Political Science; Ph.D.; Columbia University: public administration, public policy, metro politics, Africana studies.

**G. William Sensiba,** Professor Emeritus of Political Science; Ph.D.; Yale University: methodology, political personality and behavior, political sociology, comparative politics.

**INTRODUCTION**

Political Science is focused on the analysis of the 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 Political Science program (POLS) provides its students with three kinds of knowledge: 1) a basic factual knowledge of American government and politics, the politics of other countries, international relations and organizations, and normative political values and ideologies; 2) a capacity for personal political analysis, which includes the ability to define personal goals and to understand political behavior sufficiently to select appropriate means for achieving these goals; and 3) a capacity for conducting original and systematic political research.
In addition to these specific areas of knowledge, the Political Science program is 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, quantitative reasoning, and ethical reasoning.

PROGRAM ORGANIZATION
The strength of the Political Science program at Stockton lies in the theoretical and empirical study of American government and politics. The program also offers a broad selection of courses in political theory, comparative politics and international relations. Moreover, there are opportunities to investigate the politics of specific geographical areas and of specific topics. Students work with a preceptor to define a series of courses within the Political Science/cognate or at-some-distance 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 and tutorial. Independent studies are encouraged for students who wish to pursue particular topics, themes or problems in greater depth than would normally be available through general course offerings.

POLITICAL SCIENCE CURRICULUM OVERVIEW
General Political Science
POLS 1100 Introduction to Politics
POLS 3150: Political Methodology*
POLS 4695 Senior Seminar*

American Politics
POLS 2100 Introduction to American Politics* POLS 2211 Law and Legislative Process
POLS 2222 President and Congress
POLS 3235 American Political Behavior and Representation
POLS 3260 Interest Group Politics
POLS 3616 Political Parties
POLS 3625 Campaigns and Elections

Public Administration and Policy
POLS 2180 Introduction to Public Administration
POLS 2190 Introduction to Public Policy
POLS 2209 State and Local Government
POLS 2217 Careers in Public Service
POLS 2245 Race and Politics
POLS 3300/SUST 3300 Environmental Policy and Law
POLS 3345 Politics of Immigration
POLS 3265 Governing New Jersey

Political Behavior and Analysis
POLS 3150: Political Methodology*
POLS 3235 American Political Behavior and Representation
POLS 3616 Political Parties
POLS 3625 Campaigns and Elections
Political Theory
POL 2140 Introduction to Political Theory
POL 3641 Modern Political Theory
POL 3644 Classical Political Theory
POL 3648 Topics in Political Theory
POL 3675 American Political Thought

International Relations and Comparative Politics
POL 2160 Introduction to Comparative Politics
POL 2170 Introduction to International Politics
POL 2274 U.S. Foreign Policy
POL 2276 UN Experience (Model UN)
POL 2360 Comparative Politics of Human Rights
POL 3313 International Order
POL 3645 Politics of Transitional Societies
POL 3660 Comparative Politics Seminar
POL 3662 International Political Economy

Law
POL 2215 Law School Basics
POL 3221 Constitutional Law
POL 3225 Civil Liberties
POL 3300/SUST 3300 Environmental Policy and Law
POL 3621 Advanced Constitutional Litigation
POL 3612 Women and the Law
POL 3652 Gender and Political Action
POL 4695 Senior Seminar: The Supreme Court*

Internships
POL 3900 Political Science State/Local Internship
POL 3910 Internship in Public Service
WASH 3620 Washington Seminar
WASH 3940 Washington Internship

Senior Capstone
POL 4695 Senior Seminar*
POL 4695 Senior Seminar: The Supreme Court*

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 historical studies, criminal justice, economics, anthropology, psychology, social work, sociology, gerontology, public law, philosophy (only PHIL1203 and PHIL1204) or additional political science courses.
*All Political Science majors are required to take POLS 2100 Introduction to American Politics, POLS 3150 Political Methodology and POLS 4695 Senior Seminar. Political Science majors must take POLS 2100 Introduction to American Politics before they earn 76 credits. POLS 3150 Political Methodology is a prerequisite to POLS 4695 Senior Seminar and must be taken before students earn 95 credits. The Political Science Senior Seminar (POLS 4695) may only be taken by students in their last semester in residence at Stockton; students must have completed POLS 3150 Political Methodology with a passing grade or, alternatively, must be enrolled in POLS 3150 Political Methodology at the time of registration for Senior Seminar and must subsequently complete it with a passing grade. Students who wish to take Senior Seminar prior to their last semester in residence at Stockton may request permission from the Political Science program to do so provided they will have completed a minimum of seven Political Science courses (including POLS 3150 Political Methodology and POLS 2100 Introduction to American Politics) before the start of Senior Seminar. Requests must be submitted in writing to the program coordinator prior to registering for Senior Seminar.

Each student is encouraged to take at least four of the core courses (2100 series) representing the major areas within political science: political theory, American government, international relations, comparative politics, and public administration. After a student has identified individual interests, s/he is advised to take the more specialized upper-level courses appropriate to individual goals. Students should choose a variety of course formats (lecture, seminar, independent study) and should consider doing an internship. 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 and statistical analysis. Students interested in going on to graduate school are advised to take language training and advanced training in statistical analysis or other methodology. In addition to the required Political Science courses noted above, students are strongly encouraged to take POLS 1100 Introduction to Politics; Political Science majors taking this course must do so before they earn 76 credits.

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. Together the student and his/her preceptor develop a sequence of courses tailored to the academic aspirations of the student within the parameters of the discipline. In addition, all POLS majors and minors are enrolled in a Blackboard advising section where we provide specific information and resources for how to succeed at Stockton along with information about possible career paths for POLS graduates.

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 majors by the beginning of their junior year. Students who might be interested in the Political Science major should consider taking 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
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. It consists of a minimum of three courses at the introductory level: POLS 1100, POLS 2100, POLS 2140, POLS 2160, POLS 2170, POLS 2180 or other approved introductory level Political Science courses. These courses comprise a basic core that will introduce the student to the ideas and language of political science. In addition, two upper-level courses (3000 level or above) must be completed. These courses allow the student to pursue in more depth material that has been learned in the introductory courses or to apply it in a work setting. A selected 2000-level course may be substituted for a 3000-level course upon approval by the program coordinator.

No more than one four-credit internship may be counted for the minor. Students interested in a minor should meet with any member of the POLS faculty to work out a coherent program tailored to their needs and interests.

GRADUATION WITH DISTINCTION
A Bachelor of Arts degree with Distinction in Political Science will be awarded to those students who achieve University honors as well as a grade point average of at least 3.75 in all Political Science courses and an A in Senior Seminar.

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
Internships provide practical knowledge of government and politics and the personal contacts that may result in employment after graduation. State and Local Internships: 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 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, should contact Dr. Michael Rodriguez, who coordinates these placements.

The Washington Internship Program is an extraordinary opportunity to spend an entire academic term in Washington, DC, working in a variety of settings and completing an entire semester’s worth of credit. Participants in the program work in a variety of governmental and political settings. Students interested in this program should contact Dr. Michael Rodriguez as early as possible.

International Study Opportunities
Students interested in comparative politics and/or international relations are encouraged to spend a semester studying abroad and/or participate in a Stockton faculty-led study tour. Students may study in dozens of countries around the world and have the course work count toward their
Political Science degree. The University also offers many opportunities for short-term stays abroad through faculty-led study tours connected to a variety of courses. The Model UN International Travel Team is a competitive program open to all students with travel abroad each fall semester.

William J. Hughes Center for Public Policy
Although not based in the Political Science Program, the Hughes Center provides students with opportunities to be engaged in applied research and to participate in an annual cycle of events that bring speakers to campus. The Hughes Center also sponsors a Legislator-in-Residence program that gives students the opportunity to interact with members of State government from both parties.

The American Democracy Project and Political Engagement Project
These University-wide initiatives are connected with national projects co-sponsored by the American Association of State Colleges and Universities, the New York Times, 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, field trips, speakers, and alumni presentations. 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.”

Student Organizations
The Political Science program supports and provides advisory assistance to a wide range of additional student clubs and organizations. These currently include Stockton Republicans and Stockton Democrats, the Women’s Rights Coalition, Model United Nations, the Mock Trial Team and others.

Pi Sigma Alpha
Stockton’s chapter of the Pi Sigma Alpha honor society (Alpha Zeta Rho) is open to students who have completed four POLS courses (3 introductory and 1 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. Michael Rodriguez, for additional information.

CAREER COUNSELING
The Political Science program has a commitment to helping students define and plan a career. Political Science preceptors provide students with information on employment opportunities in areas of interest to them and on the best educational preparation for employment in those areas. Our Blackboard advising section for all POLS majors and minors also provides specific resources for career preparation. The program encourages students to develop clusters of courses designed to provide a secondary area of expertise using the cognate and at-some-distance portions of their degree requirements (these special clusters can involve career preparation, skills
development or special interests). Internship programs within Political Science provide opportunities for students to gain real-life experience in areas of career interest, and the program offers three concentrations for students interested in these fields.

The Political Science program regularly offers focused conversations with faculty and program alumni on career fields and professional preparation. At these events, alumni offer practical insights based on their experiences in law, government, journalism, international affairs, public service and the academic world. The POLS program also has an annual Political Science Orientation which takes place in the fall semester. The orientation introduces students to the Political Science major, potential career opportunities, and strategies for success at Stockton and following graduation.

PROGRAM CONCENTRATIONS
As a broad liberal arts major, Political Science is an excellent basis for a wide variety of careers. The Political Science faculty will help students to develop a collection of courses, internships, and graduate or professional school choices appropriate to their career aims. Students with general knowledge in Political Science often pursue careers in international organizations, business, the media, teaching, and national, state, and local government. The Political Science program also offers three concentrations for focused career preparation in international affairs, pre-law and education. Students wishing to complete a concentration should notify their preceptor as early in their course work as possible. 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 in international affairs, broadly defined. Courses in this concentration provide instruction in fields of comparative politics, international relations, global governance, and foreign policy with an emphasis on economics, security, human rights, transitional societies, and diplomacy. Students seeking this concentration are strongly recommended to enhance their coursework with study abroad, short-term study tours, and student clubs such as Model UN or those focusing on specific regions or issue areas of global concern. Political Science also makes available 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. Two are required, then students must take three core courses and one additional core or recommended course. This is a total of six courses or 24 credits. Students seeking certification in the International Affairs concentration must also follow the designated advising curriculum in Blackboard for this concentration and are strongly encouraged to meet regularly with Dr. Tina Zappile and their preceptor.

Required Courses
POL 2160 Introduction to Comparative Politics
POL 2170 Introduction to International Relations
Core Courses (select any 3 or 4)
POLS 2140 Introduction to Political Theory
POLS 2274 US Foreign Policy
POLS 2360 Comparative Politics of Human Rights
POLS 3221 Constitutional Law
POLS 3315 Politics of Immigration
POLS 3313 The International Order
POLS 3645 Politics of Transitional Societies
POLS 3662 International Political Economy
POLS 3800 or 4800 Independent Study (with permission)

Optional Courses (select up to 1)
HIST, LANG, MAGH & General Studies courses in Genocide & Holocaust Studies: any course can be submitted for approval
PHIL 1203 Critical Thinking
PHIL 2112 Ethics: Theory and Practice
SUST 2701 International Sustainable Development (international study tour)
ECON 1200 Macroeconomics
ECON 3636 Political Economy
ECON 3655 International Trade
ECON 3670 International Economic Development
ECON 3675 International Money and Finance
MGMT 3113 International Business Management (MGMT 2110 is a prerequisite)
ANTH 3233 Caribbean Cultures
GAH 2122 Women’s Lives
GAH 2217 Mexico Since the Revolution
GAH 2364 Understanding Iraq
GNM 2438 The Science of Decision Making
GNM 2475 Global Environmental Issues
GEN 2153 Professional Writing and Design
GEN2343 Professional Communication & Workplace Writing
GSS 1053 Ethics and Professionalism
GSS 1236 Go Global!
GSS 2278 Dealing with Diversity
GSS 2606 Introduction to Global Studies (Global Studies Minor introductory course)
GSS 2626 International Culture
GSS 2635 UN Experience (international study tour)
GSS 2368 The Global Community (Honors)
GSS 3117 The US and Islamic World
GSS 3121 Women in Leadership
GSS 3172 Ethnic Violence & Nationalism
GSS 3516 Intercultural Communication
GIS 3600 Seminar on the Holocaust & Genocide
GIS 3635 The African Experience
GIS 3658 Women and Genocide
GIS 3418 Witness to Genocide
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 once they are there. 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 certification in the pre-law concentration must consult with their program preceptor once each semester and obtain approval of selected courses. To obtain the pre-law certification, students must take at least seven of the courses listed below. Among these courses, five have been designated core courses, and students must take at least three of these courses. Students may select the remaining four courses from the list of recommended courses or take additional core courses.

Core Courses
POLS 2215 Law School Basics
POLS 3221 Constitutional Law
POLS 3225 Civil Liberties
POLS 3621 Advanced Constitutional Litigation
POLS 4695 Senior Seminar: The Supreme Court

Recommended Courses
PHIL 1204 Symbolic Logic
PLAW 2120 Business Law I
PLAW 3110 The Legal, Social and Ethical Environment of Business
PLAW 3630 Health Law and Policy
POLS 2100 Introduction to American Politics
POLS 2180 Introduction to Public Administration
POLS 2190 Introduction to Public Policy
POLS 3300/SUST 3300 Environmental Policy and Law
POLS 3313 The International Order
POLS 3612 Women and the Law
POLS 3652 Gender and Political Action
POLS 3900 Political Science State/Local Internship*
POLS 4800 Independent Study (Law or the Judiciary)
WASH 3940 Washington Internship*

*Internships: With preceptor approval, state/local internships or Washington internships that provide direct experience in law or the judiciary may satisfy one of the required courses for the pre-law concentration.
In addition to meeting the course requirements described above, students are also strongly encouraged to meet regularly with Professor Linda Wharton, the Pre-Law Advisor, and attend workshops offered by the Political Science program each semester on the law school admissions process.

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 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 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). 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 altered.

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 Worksheet: POLS-Educ Concentration. 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 1 American and 1 World History course). In addition to required Education courses, students pursuing this concentration are strongly encouraged to consider the following core courses to satisfy these requirements:

Political Science*
POLS 1100 Introduction to Politics
POLS 2100 Introduction to American Politics
POLS 2140 Introduction to Political Theory
POLS 2190 Introduction to Public Policy
POLS 2222 President and Congress
POLS 2245 Race and Politics
POLS 2335 Civics: Citizen Education
POLS 3221 Constitutional Law
POLS 3222 Civil Liberties
POLS 3345 Politics of Immigration
POLS 3612 Women and the Law
POLS 3625 Campaigns and Elections
POLS 3641 Modern Political Theory
*A minimum of 12 credits at the 3000/4000 level needed to meet teacher certification requirements. Additionally, all grades for courses counting towards certification must be a C or better.

Economics
ECON 1200 Introduction to Macroeconomics
ECON 3636 Political Economy
POLS 3662 International Political Economy
Or alternate course with approval of preceptor

U.S. History*
HIST 1152 Introduction to U.S. History to 1865
HIST 1153 Introduction to U.S. History Since 1865
HIST 2152 North American History to 1789
HIST 2153 U.S. History 1789-1865
HIST 2162 U.S. History 1865-1920
HIST 2163 U.S. History Since 1920
HIST 2331 African-American History Since 1865
*A minimum of one course required for certification with a C or better.

World History*
Early Western or European History
HIST 1310 History of Early Christianity
HIST 2116 Ancient Mediterranean History
HIST 2120 Europe: 1400 to 1815
HIST 2121 Europe: 1815 to the Present
*A minimum of one course required for certification with a C or better

Modern Western or European History
HIST 2117 Modern Germany
HIST 2118 Europe in the Twentieth Century
HIST 2122 Modern Britain: 1688 to Present
HIST 2135 Modern Russian and Soviet History

African, Asian, or Latin American History
HIST 1160 Latin American History Political Development
HIST 1161 Latin American Social History
HIST 1170 Asian History
HIST 2106 Modern Middle East History
HIST 2128 Atlantic History
HIST 2140 History of India
HIST 2146 Indian Ocean History
A minimum of one required for certification
Geography
POLS 2160 Introduction to Comparative Politics
ENVL 2100 Physical Geography
GIS 3625 Global Geography
Or alternate course with approval of preceptor

Educational Psychology*
PSYC 3391 Educational Psychology
And choose one of the following:
PSYC 3322 Lifespan Psychology
PSYC 3323 Developmental Psychology: Childhood and Adolescence
*EDUC 2231 Development of the Learner may be taken to meet the above educational psychology requirements. See Teacher Education section of Bulletin for details.

PSYCHOLOGY

IN THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

THE FACULTY

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.

John Bulevich (2011), Associate Professor of Psychology; Ph.D., M.A., B.S., Washington University: metacognition, eyewitness memory, aging.

David C. Burdick (1984), Professor of Psychology and Director, Stockton Center on Successful Aging; 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.

Victoria C. Estrada-Reynolds (2017), Assistant Professor of Psychology; Ph.D., University of Wyoming; M.A., B.A., University of Texas at El Paso: social psychology, research methods, racial prejudice and discrimination, psychology and the law, juror judgements and decision making.

Christine V. Ferri (2005), Associate Professor of Psychology; Ph.D., M.A., Duke University; B.A., Rutgers, The State University: geropsychology, abnormal psychology, psychotherapy, positive psychology, statistical methods.

Jessica Fleck (2006), Associate Professor of Psychology; Ph.D., Temple University; B.S., B.A., Shippensburg 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.
Michael L. Frank (1977), Professor 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), Assistant Professor of Psychology; Ph.D., Drexel University: health psychology, clinical neuropsychology, traumatic brain injury, early detection of dementia, caregiver burden.

Zornitsa Kalibatseva (2015), Assistant 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.

Jennifer A. Lyke (2001), Professor of Psychology; Ph.D., Temple University; B.S., University of Pennsylvania: theories of counseling, group psychotherapy, field placements, advanced statistics, states of consciousness.

Sara Martino (2005), Associate Professor of Psychology; Ph.D., Temple University; M.A., Boston College; B.A., West Chester University: counseling psychology, illness-related stress disorders, female aggression, self-mutilation, superwoman ideal, gender group identity, psychology of women, marriage and family therapy.

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.

Elizabeth Shobe (1998), Professor of Psychology; Ph.D., University of Toledo; B.A., The Richard Stockton College of New Jersey: cognition, learning theories, experimental psychology, statistical methods, evolution and behavior, neuroscience.

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.

Connie M. Tang (2005), Associate Professor of Psychology; Ph.D., M.S., University of Wyoming, Laramie; MSW, Washington University, St. Louis; B.A., Zhongshan University: child and adolescent development, psychology and the law, child maltreatment and juvenile delinquency, research methods.

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).
Keith B. Williams (1998), Professor of Psychology; Ph.D., M.A., University of Minnesota; B.A., Macalester College: educational psychology, social psychology, educational testing and measurement, psychology of individual differences.

Kaite Yang (2015), Assistant Professor of Psychology; Ph.D., M.A., Princeton University; B.A., Dartmouth College: social psychology, personality and individual differences, the emergence of gender differences, meta-analysis, thought speed and creativity.

ASSOCIATED FACULTY
Joshua D. Duntley (2006), 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 defenses, human mating, statistics.

PROFESSORS EMERITI
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.

David Lester, 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.

Jean Mercer, Professor Emerita of Psychology; Ph.D., Brandeis University; A.B., Occidental College: developmental psychology, early childhood, infancy, perception, history and systems.

William M. Miley, 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.

INTRODUCTION
Psychology is the systematic study of the behavior and experience (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 and Gerontology, and Victimology and Victim Services.

PROGRAM ORGANIZATION
Three basic courses, required of all majors, provide a foundation for the understanding of psychology: PSYC 1100 Introduction to Psychology, 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). 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 less structured class time and more 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 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 generally 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 must be in Psychology. In addition to the three foundation courses listed above, B.A. candidates must take three of the following nine courses, choosing at least one course from each group.

Group 1: Natural Science Core
PSYC 2215 Cognitive Psychology
PSYC 3324 Psychology of Learning
PSYC 3331 Physiological Psychology
PSYC 3332 Perception
PSYC 3323 Childhood and Adolescence: Developmental Science
Group 2: Social Science Core
PSYC 2211 Abnormal Psychology
PSYC 2301 Social Psychology
PSYC 3302 Personality
PSYC 3322 Lifespan Development

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.

Cognate Electives
The B.A. (Bachelor of Arts) in Psychology also requires 24 credits of cognate courses (or additional Psychology 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, GER0, SOCY, SOWK and POLS. Disciplines outside of Social and Behavioral Sciences such as EDUC, MATH, CSIS, BIOL, CHEM, HSCI, 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.

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, B.S. students must complete four core courses, two each from the Natural Sciences Core and the Social Sciences Core, listed above under the B.A. requirements. They must also complete the following.
PSYC 3661 Psychology: History and Systems
PSYC 3641 Advanced Statistics
Any PSYC 3600-3799 course (senior seminar or tutorial)

Required Cognates for the B.S.
BIOL 1200/1205 Cells and Molecules
MATH 2215 Calculus I
OR
MATH 2210 Calculus for Life Sciences

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. During the semester prior to that in which it is completed, 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, which the
sponsor will then submit to the program faculty for approval. The student and the faculty sponsor agree upon the specific activities and requirements necessary to complete the thesis. At the conclusion of the project, which is done as a 4-credit independent study (PSYC 4820 Senior Thesis for Distinction), 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. A partial listing of sites is available on the program’s web page, and through individual faculty sponsors. Psychology students also participate in the Washington Internship program and have worked at settings including the National Institute of Mental Health, the Department of Health and Human Services and the National Council on Aging.

Psychology students are encouraged to explore various minors and concentrations in which program faculty members participate. These offerings include minors housed in the School of Social and Behavioral Sciences, such as the Gerontology (GERO) minor, the Behavioral Neuroscience (BHNS) minor, the Childhood Studies (CHST) minor and the Victimology and Victim Services (VICT) minor; those in General Studies, such as the Women’s, Gender and Sexuality Studies minor, Jewish Studies minor and Africana Studies minor; and the Forensic Psychology concentration, open to both Psychology majors and Criminal Justice majors, the Education concentration, the Empirical Research concentration, and the Mental Health concentration.

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 conference. Psi Chi membership is open to students who have completed at least one semester of full time course work at Stockton (including 9 credit hours in psychology), registered as a Psychology major, and maintained an overall GPA of at least 3.6 and a PSYC GPA of at least 3.0 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 thesis as well as others doing research in the program are encouraged to apply for the Stockton Board of Trustees Fellowships for Distinguished Students program. Additionally, Psychology students enrolled in the Gerontology minor or Certificate program, or those wishing to specialize in health-related issues of Psychology, are encouraged to apply for Southshore Foundation Scholarships in Health Education.
EDUCATION CONCENTRATION
Elementary certification (K-5) with Specialization (6-8)
Students seeking teacher certification must meet both the requirements for graduation in Psychology 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.

The following courses are required to fulfill the concentration.
Program (40 Credits)
Foundation (3 courses):
PSYC 1100 Introduction to Psychology
PSYC 2241 Statistical Methods
PSYC 3242 Experimental Psychology

Group 1: Natural Science Core AND Group 2: Social Science Core (3 courses):
PSYC 3323 Childhood & Adolescence: Developmental Science (Group 1 required)
PSYC xxxx Select a course from Group 2
PSYC xxxx Select a course from either Group 1 or Group 2

Electives (3 courses):
PSYC 3391 Educational Psychology (required)
PSYC xxxx Free elective
PSYC xxxx Free elective

Senior Seminar (1 course):
PSYC 36xx Topics vary
(additional senior seminars may be taken and counted as free electives above)

Cognates (24 Credits)
EDUC 1515 Diversity in Families, Schools & Communities (4 credits)
EDUC 2241 Inclusive Learning in Education (4 credits)
EDUC 3101 Part-Time Clinical Practice in Education I (2 credits)
EDUC 4600 Part-Time Clinical Practice in Education II (2 credits)
EDUC 4990 Full-Time Final Clinical Practice in Education (10 credits)
EDUC 4991 Final Clinical Practice Seminar (2 credits)

General Studies (32 Credits)
GEN (1), GAH (2), GNM (2), GSS (2), GIS (1)
Students should work directly with Education Preceptors to choose courses to meet certification and specialization state requirements.

At-Some-Distance (34 Credits)
EDUC 3105 Literacy Development (3 credits)
EDUC 3200 Practices and Techniques of Teaching (4 credits)
EDUC 4110 Methods of Teaching English Language Arts Literacy (2 credits)
EDUC 4150 Methods of Teaching Elementary Math (2 credits)
EDUC 4610 Curriculum & Methods in Elementary Education (3 credits)  
INTC 2610 Instructional Technology for K-12 Teachers (4 credits)  
Choose 4 additional At-Some-Distance courses (4 credits each); students should again consult with their Education Preceptors regarding course selection.

**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 two courses focusing on statistical analysis techniques, 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.

The following courses (16 credit minimum) will fulfill the requirements of the concentration.

**PSYC 3641 Advanced Statistics (4 credits)**  
(elective for BA, already required for BS)

**PSYC xxxx Two Research Courses (8 credits, two of one type permitted):**  
PSYC 27xx Research Practicum (elective for BA/BS)  
PSYC 37xx Research Tutorial (can be senior seminar for BA/BS)  
PSYC 48xx Research-based independent study (elective for BA/BS)  
PSYC 4895 SIRE course in neuroscience (elective for BA/BS)  
PSYC 4899 SIRE course (elective for BA/BS)

**PSYC 36xx Additional senior seminar (4 credits) (elective for BA, already required for BS)**

Completion of at least one of the following (0-4 credits):

**PSYC 4820 Project for Distinction (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 the courses in the 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.

The following courses are required to fulfill the requirements of the concentration: Foundation course requirements.  
(Note: PSYC 1100 and CRIM 1100 are prerequisites to these courses)

CRIM 2114 Theories of Criminality  
PSYC 2211 Abnormal Psychology  
CRIM/PSYC 3120 Forensic Psychology

Electives: Students must take two of the following courses.  
CRIM 2111 Juvenile Justice  
CRIM 2327 Introduction to Victimology  
CRIM 2610 Introduction to Forensic Science  
CRIM 3625 Sex and Violence  
PSYC 3145 Sex Crimes  
PSYC 3646 Forensic Behavior Analysis  
PSYC 3648 The Criminal Brain  
PSYC 3618 The Psychology of Child Witnesses

Students interested in pursuing a concentration in this area should contact their preceptor.

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.

The following courses are required to fulfill the requirement of the concentration.  
Foundation course requirements:  
PSYC 1100 Introduction to Psychology  
PSYC 2211 Abnormal Psychology  
PSYC 3392 Theories of Counseling

Electives: Students must take four of the following courses.  
PSYC 3145 Sex Crimes  
PSYC 3323 Developmental Psychology: Childhood and Adolescence  
PSYC 3324 Psychology of Learning  
PSYC 3355 Clinical Neuropsychology  
PSYC 3398 Theories of Counseling II
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 retardation, 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 concentration described above as well as 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.

SOCIAL WORK
IN THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

THE FACULTY

Alter, Theodore (2016), Assistant 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.

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 diversity in HIV/AIDS support, research practice, human trafficking.
Guia Calicdan-Apostle (2011), Associate Professor of Social Work; DSW, University of Pennsylvania; MSSW, Asian Social Institute (Manila, Philippines); BSSW, Philippine Women’s University: clinical social work practice, cultural competence, spirituality in mental health, public health intervention and advocacy (tobacco control), race, ethnicity and diversity issues.

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.

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, gerontology, research methods, linkage between social support and adherence.

Jennifer S. Dunkle (2017), Assistant Professor of Social Work; Ph.D., Fordham University; MSW, Monmouth University; B.A., Marshall University: diversity and aging, diversity in higher education, social welfare policy, qualitative research, environmental justice, community health and well-being.

Diane S. Falk (1996), Special Assistant to the Dean and Co-Principal Investigator, Child Welfare Education Institute; Professor 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.

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, immigration, trauma, childhood adversity, child well-being, and mixed methods research.

Elma Kaiser (2015), Assistant Professor of Social Work; Ph.D., Howard University, MSW, Monash University, Australia, MSS & BSS, University of Dhaka, Bangladesh: international social work, displaced population and underprivileged children, violence against women and children, mental health, diversity issues.

Rachel S. Kirzner (2015), Assistant 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, behavioral health, data analysis.

Jack Lewis (2015), Assistant Professor of Social Work; DSW, MSW, University of Pennsylvania; B.A. The Johns Hopkins University: LCSW, social work practice cultural competence, cultural humility, micro-aggressions, minority mental health.
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.

Patricia Reid-Merritt, (1976), Distinguished Professor of Social Work and Africana Studies, DSW, University of Pennsylvania; MSW, Temple University; B.A., Cabrini College: social work practice, social policy, social work with ethnic/ minority groups, Africana organizations and leadership practices, African-centered social work practice.

Allison N. Sinanan (2007), Associate 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, race, ethnicity and diversity issues and social work practice with individuals and groups.

PROFESSORS EMERITI
John W. Searight (1973), Professor Emeritus of Social Work; MSW, University of Pennsylvania; B.A., Yale University: social work practice, child welfare (protective services).

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.

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<th>COMPETENCY</th>
<th>BEHAVIORS</th>
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| Competency 1: Demonstrate Ethical and Professional Behavior | • 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 | • 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.

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<th>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</th>
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| • 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. |

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<th>Competency 4: Engage in Practice-informed Research and Research-informed Practice</th>
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| • 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
• use and translate research evidence to inform and improve practice, policy, and service delivery. |

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<th>Competency 5: Engage in Policy Practice</th>
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| • 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. |

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<th>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</th>
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| • 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. |

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<th>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</th>
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| • 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; and
• 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
• 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, Groups, Organizations, and Communities
• select and use appropriate methods for evaluation of outcomes;
• 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.

PROGRAM ORGANIZATION
The Social Work (SOWK) program offers you a unique interaction between classroom lectures and discussions and field 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 freshman 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 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 Field Practicum (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, 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 Field Practicum. 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 five 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 Fieldwork I (4 credits)
- SOWK 4602 Senior Seminar: Social Work Practice II (4 credits)
- SOWK 4902 Senior Fieldwork 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 Fieldwork 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 fieldwork record. During the summer of your senior year, you are assigned to your senior field placement and are expected to contact your field supervisor for an interview. Opportunities for field 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.

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, 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 fieldwork. Since it is possible for a student to have difficulty relating with one particular professor or field instructor, the decision to terminate 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 Field Manual, which is posted on the Social Work program website.

GRADUATION REQUIREMENTS
Graduates of the program receive the 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 fieldwork in an approved social work agency or program during the senior year. In order to graduate, students must have maintained a 2.5 GPA in Social Work program courses.

**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 Stockton program and cognate courses, successfully complete the senior fieldwork placement and complete program distinction requirements.

**SPECIAL OPPORTUNITIES**
The program provides students with field observation and fieldwork 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 the junior year and the Child Welfare Services and Practice seminar in the senior year in conjunction with the Senior Seminar in Social Work Practice and the senior fieldwork, which must be in a child welfare agency.

**CHILDHOOD STUDIES MINOR**
The program also participates in the Childhood Studies Minor. Social work students are encouraged to pursue their interests in this field of study with a childhood studies minor.

**GERONTOLOGY MINOR**
The program also collaborates with the Gerontology (GERO) program. Social work students are encouraged to gerontological social work with a gerontology minor and their social work fieldwork class can count towards credit in the Gerontology Minor. The field of aging is growing thereby producing many job opportunities in the future.
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 state 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 programs. They are eligible to apply for professional status as certified social workers (CSW).

SOCIOLOGY AND ANTHROPOLOGY
IN THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES
THE FACULTY

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.

Elizabeth B. Erbaugh (2013), Assistant 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.

Jessie K. Finch (2015), Assistant Professor of Sociology; Ph.D., M.A., University of Arizona; B.A., University of Tulsa: immigration, race and ethnicity, social psychology, deviance, medical sociology, culture, education, teaching and learning.

Laurie Greene (1989), Associate Professor of Anthropology; Ph.D., M.A., Tulane University; B.A., University of Pennsylvania: language and culture, anthropology of men and women, Latin American and Caribbean cultures, culture in education, social activism, research methods.

Christina Jackson (2014), Assistant Professor of Sociology; Ph.D., M.A., University of California Santa Barbara; B.A., Temple University: urban sociology and environments, race, class, gender, social movements, inequality.

Nazia Kazi (2014), Assistant Professor of Anthropology; Ph.D., CUNY Graduate Center; M.S.W., Columbia University; B.A., Northwestern University: race, immigration, inequality, Islamophobia, social theory.
Joseph Rubenstein (1972), Professor 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.

ASSOCIATED FACULTY
Janice O. Joseph (1989), Distinguished Professor of Criminal Justice; Ph.D., M.A., York University; B.A., University of West Indies: juvenile justice, criminology and deviance, minorities and crime, corrections.

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, human evolution, paleoecology, evolutionary biology, forensics.

PROFESSORS EMERITI
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.

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.

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.

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.

INTRODUCTION
Sociologists and Anthropologists study human behavior in systematic ways within societies and cultures. Substantively, Stockton’s SOCY/ANTH program is particularly concerned with social justice issues, such as those manifested in race/ethnicity, class gender/sexuality, age, and globalization/imperialism. We also strongly emphasize community engagement and service learning in both teaching and research. Our program highlights both qualitative and quantitative methods of research—for example, field methods and ethnography, interviewing, historical analysis, survey work, statistical analysis, and experimental methods.

The curriculum of the SOCY/ANTH program gives students disciplinary knowledge as well as competencies in critical thinking and verbal and written communication. These academic 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 in contemporary U.S. society and globally.

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 and sustain 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 processes).

Anthropology (ANTH) asks what it means to be human in all places at all times. As such, the discipline has an international and comparative focus. In Anthropology, people are understood in terms of their biological and behavioral variation cross-culturally and through time. In particular, the ethnographic field method exposes students to lived realities in a range of contexts. While our program’s primary focus is on Cultural Anthropology, students also have an opportunity to study in the other fields of Anthropology: Archaeology, Physical Anthropology, and Linguistics. Anthropological analysis studies the dynamics of culture including kinship, religion, ethnicity, nationalism, colonialism, migration, and inequality.

PROGRAM ORGANIZATION
The SOCY/ANTH program offers a wide range of courses for majors and non-majors, providing considerable flexibility for students to design their own programs of study. In consultation with program preceptors, students are encouraged to shape a program that fits their current interests and future career plans.

All students in the major will be expected to develop a command of the essential substantive and methodological core of Sociology and Anthropology. Beyond the “core,” students will be able to build upon their special interests within the major, in cognate areas and in areas “at-some-distance” from the major. Also, the program sponsors internships and encourages overseas study to enable students to gain practical and professional development and to apply the knowledge derived from their university experience. Finally, students will be strongly encouraged in their classes to actively participate in community engagement through service learning projects.

ADMISSION TO THE PROGRAM
The program is open to any Stockton student with an interest in Sociology or Anthropology. All students should declare a major by the beginning of their junior year to ensure that all program requirements are met for graduation at the end of their senior year. Transfer students are especially urged to consult with the program coordinator before enrolling in classes. When declaring a major in Sociology/Anthropology, students should select a preceptor from the program who will assist them in making course selections and advise them on career options. Both program declaration and preceptor selection may be done by completing one form available from the Center for Academic Advising. If a student is planning to complete a minor or take
advantage of one of the concentration options, s/he may declare these intentions on this same form.

CURRICULUM OVERVIEW AND GRADUATION REQUIREMENTS
In addition to the University’s 64 credit general education requirement, a B.A. degree in Sociology/Anthropology students must satisfactorily complete 64 credits in program/cognate studies. Five of the required program courses should be taken in the following order.

Core Courses and Suggested Sequencing
Freshman/Sophomore Year
SOCY 1100 Introduction to Sociology
OR
ANTH 1100 Introduction to Anthropology

Junior Year
SOCY 3642 Social Research Methods
ANTH 3643 Anthropological Field Methods

Senior Year
SOCY/ANTH 3681 Social Theory
SOCY/ANTH 4685 Senior Seminar
SOCY/ANTH 4805 E-Portfolio (Pass/Fail; 0 Credits)

Program Competency Requirement
With the permission of their preceptor, students must select ONE of the following options to fulfill the program competency requirement:

- One statistics course
  - CRIM 2145 Statistics for Criminal Justice;
  - CSIS 1206 Statistics;
  - ENVL 2400 Statistical Analysis of Ecological Systems;
  - GNM 1110 Against All Odds;
  - PSYC 2241 Statistical Methods (Pre-Requisite of PSYC 1100: Intro to Psych);
  - BIOL/MARS 3105 Biostatistics;
  - BIOL/MARS 3115 Ecological Statistics;
  - MATH 4451 Probability & Statistics I;
  - PUBH 2310 Applied Biostatistics
  - Other equivalent statistics courses to be approved by the preceptor

- Foreign Language minor
- Women’s, Gender, and Sexuality Studies minor
- Africana Studies minor
- Other minor approved by preceptor and the program coordinator

Program Electives
In addition to the above core courses and the program competency requirement, students are required to take FIVE additional courses in either Anthropology or Sociology.
Cognates
The cognate courses (24 credits) augment or broaden the Sociology/Anthropology program requirements. Cognates are chosen from the following disciplines: criminal justice, economics, gerontology, political science, psychology, and social work. Other courses may be considered as cognates after consultation with a preceptor or the program coordinator. 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. Required courses for a minor, which would normally fall under “at-some-distance,” may also be considered cognates with program approval.

SOCY/ANTH E-Portfolio Requirement
An ePortfolio is a collection of digital artifacts articulating experiences, achievements and learning, allowing a format for reflecting on the student’s Stockton experience. The principal aims of the SOCY/ANTH E-Portfolio are to collect information for SOCY/ANTH program assessment and to demonstrate each student's personal progress and academic achievement while at Stockton. SOCY/ANTH majors will be required to complete a 0 credit E-Portfolio Course as part of the requirements for graduation. Students will be asked to 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 will be submitted by graduating seniors with the guidance of faculty and preceptors for a "pass/fail" grade at the end of their final term at Stockton.

CONCENTRATIONS
Concentrations are not required of majors or minors but are designed to augment an education in Sociology/Anthropology with special knowledge and skills useful in a variety of occupations. It is also possible for students to focus more on Sociology or Anthropology through those respective concentrations in the SOCY/ANTH major.

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 a preceptor. Finally, and again with the guidance of a preceptor, students may choose an area of study which will specifically prepare them for graduate or professional school.

Anthropology
Students who wish to major in the joint degree with a concentration in Anthropology may do so by taking three or more of their program electives in Anthropology.

Sociology
Students who wish to major in the joint degree with a concentration in Sociology may do so by taking three or more of their program electives in Sociology.

Race/Ethnicity (20 credits)
The Race/Ethnicity concentration provides an opportunity for students to develop both broad and in-depth knowledge about the topics of race and ethnicity. Taking courses within numerous
disciplines allows students to tackle some of the most 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.

Two courses (8 credits) from this list.*
ANTH 2152 Language and Culture
ANTH 2230 Ethnicity
ANTH 2337 Jewish Culture
ANTH 2245 Race, Ethnicity and Immigration
ANTH 3233 Caribbean Cultures
SOCY 2213 Minority-Majority Relations
SOCY 2355 Black Lives
SOCY 2745 Race, Poverty and Education
SOCY 3745 Urban Education Issues
*Three remaining courses (12 credits) should come either from the above list or from other disciplines as approved by your preceptor.

Archaeology (20 credits)
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), this concentration prepares students for careers in areas such as contract archaeology, museum/historical archiving, and cultural resource management. Twenty-one credits are required for this concentration, drawing from courses in environmental studies, geology, art history, and sociology/anthropology. Preceptors will work with students to approve acceptable substitutions for the courses listed below when necessary. In consultation with the program Coordinator, students will also be encouraged to complete a field placement, which may be fulfilled in archaeological field methods.

Five courses (20 credits) from this list.*
ANTH 1100 Intro to Anthropology
ANTH 2108 Archaeological Field Methods
ANTH 2126 North American Archaeology
ANTH 2134 Early Civilizations
ANTH 2260 Ancient Egypt
ANTH 2330 Prehistory of North America
ANTH 2340 Western Europe & the Near East
ANTH 3338 Mediterranean Archaeology
ARTV 2283 Ancient Architecture
ARTV 3338 Archaeology of the Mediterranean World
ENVL 3250 Geomorphology (pre-reqs: ENVL 2100, 2200; GEOL 2100)
ENVL 3301 Basic GIS (pre-reqs: ENVL 2100, 2400)
ENVL 3328 Stratigraphy (pre-reqs: ENVL 2100, 2200; GEOL 2100)
GEOL 2101/05 Physical Geology/Lab
GEOL 3231 Sedimentology and Stratigraphy
GNM 2318 Soils and Civilization

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Physical Anthropology (20 credits)
The Physical 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, and primatology. Students will acquire knowledge in the biological diversity of humans and other primates, including the evolutionary history that resulted in this diversity.

Two Required Courses (8 credits)
ANTH 1105 Introduction to Physical Anthropology
ANTH 2136 World Perspectives on Health

Choose remaining three courses (12 credits) from this list.*
ANTH/BIOL 2200 Human Adaptation and Variation
ANTH/BIOL 2321 Human Biology and Evolution
ANTH/BIOL/CRIM 2400 Forensic Anthropology
BIOL 1200/05 Cells and Molecules/Lab
BIOL 1260 Anatomy & Physiology for Health Sciences/Lab (pre-req: CHEM 2010/2110)
BIOL 1270 Anatomy & Physiology/Lab (pre-req: CHEM 2010/2110)
BIOL 1400/05 Biodiversity & Evolution/Lab (pre-req: BIOL 1200/05)
BIOL 2110/2115 Genetics/Lab
BIOL 2180 Human Anatomy
BIOL 3110 Animal Behavior
BIOL 3240 Human Evolution
BIOL 3241 Paleobiology
BIOL 3242 Vertebrate Paleontology
BIOL 3435 Evolutionary Mammology
GNM 2189 Human Geography and Ecology
GNM 2472 The Primates
HLTH 2221 Functional Human Anatomy
PUBH 3420 Epidemiology
SOCY 2236 Sociology of Health
*Other courses may be added or substituted with permission of preceptor.

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 AND ANTHROPOLOGY
Minor in Sociology (20 credits)
SOCY 1100 Introduction to Sociology
SOCY 3642 Quantitative Research Methods
Three additional SOCY courses, one of which must be at the 3000 level or higher.
Minor in Anthropology (20 credits)
ANTH 1100 Introduction to Anthropology
ANTH 3643 Field Methods
Three additional ANTH courses, one of which must be at the 3000 level or higher.

SPECIAL OPPORTUNITIES
For more up to date information about special opportunities, SOCY/ANTH students should refer to the Sociology/Anthropology website or the SOCY/ANTH Facebook Page: https://www.facebook.com/StocktonSOAN/.

Internships
All students are encouraged to participate in internships related to their areas of interest. SOCY/ANTH majors may intern with local family service agencies, juvenile rehabilitation centers, hospitals, museums, and nursing homes, or in institutions through the Washington Internship program.

Students have also participated in community engagement and service-learning projects in public schools as well as in community and non-profit organizations. 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, developed public art projects for downtown revitalization initiatives, 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.

Undergraduate Research
Research projects sponsored by program faculty provide students with the opportunity to engage in research internships. 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, which are made available to fund such projects.

Study Abroad
Opportunities also exist for overseas study. An international experience is worthwhile and may act to strengthen the transcript of students pursuing degrees in Sociology/Anthropology. Students may want to take advantage of study abroad to strengthen their foreign language skills through one of the many language immersion 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 or ethnography. These schools are run by a number of prominent universities throughout the United States. Students should consult with their preceptors or the program coordinator for details.
Honor Societies
Sociology/Anthropology majors who have a GPA of 3.3 or higher in all of 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.

CAREER OPPORTUNITIES
A number of career opportunities are available for graduates of the SOCY/ANTH program. Majors should inform their preceptors of their career plans as early as possible so that they 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 satisfactory preparation for students wishing to qualify for public service at the local, state or federal levels, and for positions in social service and nonprofit agencies. After completing their B.A. degrees, majors may go on to complete M.A. and Ph.D. graduate work to enter college teaching, assume upper level social research positions, 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
- Community Organizing: fund raising for social service organizations, nonprofits, child-care or community development agencies, or environmental groups.
- Government Services: in federal, state, and local government jobs in areas such as transportation, housing, agriculture and labor.
- Business: human relations, advertising, marketing and consumer research, insurance, real estate, personnel work, training or sales.
- Higher Education: admissions, alumni relations or placement offices.
- Health Services: family planning, substance abuse, rehabilitation counseling, health planning, hospital admissions, and insurance companies.
- Communications: publishing, journalism, public relations, writing, research, and editing.
- Corrections: probation, parole, or other criminal justice work.
- Social Services: rehabilitation, case management, group work with youth or the elderly, recreation or administration.
- Teaching: elementary and secondary schools, in conjunction with appropriate teacher certification.
VICTIMOLOGY AND VICTIM SERVICES MINOR

IN THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

THE FACULTY

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 diversity in HIV/AIDS support, research practice, human trafficking.

Jessica Bonnan-White (2012), Associate Professor of Criminal Justice; Ph.D., University of Iowa; M.A., Northern Illinois University; B.A., Washington University in St. Louis: conflict resolution, disaster response, humanitarian assistance, international development, Middle East conflict, anthropology, trauma studies, quantitative and qualitative data, research methods, peace building.

Deeanna 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; MSW, Asian Social Institute (Manila, Philippines); BSW, Philippine Women’s University: clinical social work practice, cultural competence, spirituality in mental health, public health intervention and advocacy (tobacco control), race, ethnicity and diversity issues.

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), 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 defenses, human mating, statistics.

Michael R. Hayse (1996), 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.

Marion Hussong (2002), Professor of Literature and Holocaust and Genocide Studies; Ph.D., M.A., University of Pennsylvania; B.A., Rutgers, The State University: Holocaust Literature, 19th and 20th century German and Austrian literature, comparative literature, children’s literature.

Christina Jackson (2014), Assistant Professor of Sociology; Ph.D., M.A., University of California Santa Barbara; B.A., Temple University: urban sociology, race, class, gender, social movements, inequality.


**Janice O. Joseph (1989),** Distinguished Professor of Criminal Justice; Ph.D., M.A., York University; B.A., University of West Indies: juvenile justice, delinquency, violence against women, minorities and crime, corrections.

**Nazia Kazi (2014),** Assistant Professor of Anthropology; Ph.D., CUNY Graduate Center; M.S.W., Columbia University; B.A., Northwestern University: race, immigration, inequality, Islamophobia, social theory.

**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: comparative research, policy, gender, victimization, media, policing, statistics.

**Sara Martino (2005),** Associate Professor of Psychology; Ph.D., Temple University; M.A., Boston College; B.A., West Chester University: counseling psychology, illness-related stress disorders, female aggression, self-mutilation, superwoman ideal, gender group identity, psychology of women, marriage and family therapy.

**Patricia Reid-Merritt (1976),** Distinguished Professor of Social Work and Africana Studies; DSW; University of Pennsylvania; social work practice, social policy, social work with ethnic/minority groups, Africana organizations and leadership practices, African-centered social work practice.

**Kimberley R. Schanz (2017),** Assistant Professor of Criminal Justice; Ph.D., CUNY Graduate Center; M.A., John Jay College of Criminal Justice; B.A., Providence College: behavioral crime scene analysis with an emphasis on the behavioral aspects of sexual assaults, and forensic psychology.

**Allison N. Sinanan (2007),** Associate 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.

**Connie M. Tang (2005),** Associate Professor of Psychology; Ph.D., M.S., University of Wyoming, Laramie; MSW, Washington University, St. Louis; B.A., Zhongshan University: child and adolescent development, psychology and the law, child maltreatment and juvenile delinquency, research methods.

**Judith Vogel (2001),** Associate Professor of Mathematics; Ph.D., M.A., Temple University; B.A., Stockton University: numerical linear algebra, Children of the Holocaust, Holocaust education using children’s literature.

**Kaite Yang (2015),** Assistant Professor of Psychology; Ph.D., M.A., Princeton University; B.A., Dartmouth College: social psychology, personality and individual differences, the emergence of gender differences, meta-analysis, thought speed and creativity.
PROFESSORS EMERITI

*Sonia V. Gonsalves (1990),* Professor of Psychology and Director of Academic Assessment; Ph.D., M.Ed., Temple University; B.S., Diploma in Education, University of the West Indies: issues in the Caribbean, Latin America and the Caribbean, educational psychology, statistics, research methods, psychological and educational testing, experimental psychology, adolescence, learning.

*Melaku Lakew (1982),* Professor 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.

*Franklin O. Smith (1973),* Professor 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.

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) as described below. 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 and Category Two: Contemporary Victim-Related Issues), and a third course from either category.

Students will complete the minor with a capstone course, a senior-level interdisciplinary course which will focus on victim services, which includes 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 3000 level or above.

CURRICULUM
Mandatory Introductory Course (4 credits)
CRIM 2327 Introduction to Victimology

Elective Courses (12 credits)
One course from each of the following two categories, and a third course from either category.

Category One: Types of Victimization and Victims (4 credits)
CRIM 2160 Aging, Crime and Criminal Justice (cross-list GER 2160)
CRIM 2236 Violence against Women: An International Perspective
CRIM 2328 Theoretical Approaches and Perspectives in Victimology
CRIM 3110 Gangs in America
GAH 2113 Non-Jewish Victims of Nazis
GAH 2119 History and Memory of the Holocaust

GEN 2308 Children of the Holocaust
GERO 2160 Aging, Crime and Criminal Justice (cross-list CRIM 2160)
GIS 3600 Holocaust and Genocide
GIS 3658 Women and Genocide
GIS 3667 Families and Genocide
GSS 1071 Peace and Conflict Studies
GSS 2321 Peace and Conflict Studies
GSS 2328 Native Americans and Genocide

GSS 2451 South Africa Now
GSS 2648 Sexual Assault: Victims and Perpetrators
GSS 3244 Children and Crime
GSS 3278 Study Tour: Holocaust
GSS 3640 Sexuality, Crime, and Criminal Justice

Category Two: Contemporary Victim-Related Issues (4 credits)
ANTH 2245 Race, Ethnicity and Immigration
GAH 1037 Philosophy of the Other
GAH 2334 Representing Race
GAH 2356 Disability Rights and History
GAH 2372 Cultural Stereotypes in the Media
GAH 3206 Race and U.S. Culture
GSS 2264 Race and Islam in the United States
GSS 2310 Sex Discrimination and the Law
GSS 3234 Human Rights in Global Perspective
HLTH 2301 Cultural Diversity in Healthcare
POLS 3225 Civil Liberties
PSYC 2201 Adolescence
SOWK 2504 Race, Ethnicity, Diversity
SOCY 2210 Sociology and Family Law
SOCY 2213 Minority-Majority Relations
SOCY 2355 Black Lives
SOCY 3630 Studies in Family Relations

Either Category One or Two (4 credits)

Mandatory Capstone Course (4 credits)
GIS 4669 Victim Services

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

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 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 the academic internship to be of great personal 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 a 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
In addition to being the seat 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 also a major center for research and development in medicine, cyber-technology, and science. During the internship experience, students work approximately 36 hours a 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. In addition to an 8-credit internship (WASH 3940), students also enroll in a 4-credit seminar (WASH 3620); the Washington Center offers approximately 40 courses each semester across a variety of academic disciplines. Classes meet once a week and are taught by practitioners and professors from the Washington metropolitan area.

RESIDENTIAL LIFE
Stockton interns live in the Washington Center’s residential and academic facility (the RAF), along with over 350 interns from the United States and several countries, such as Belgium, South Korea, China, Mexico, and Saudi Arabia. Interns also participate in a range of co-curricular activities, including a speaker series, civic engagement, embassy visits, museum tours, and residence life activities in the RAF. 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 to the public.

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 tuition discount.
MASTER OF ARTS IN COUNSELING

IN THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

THE FACULTY

Christine V. Ferri (2005), Associate Professor of Psychology; Ph.D., M.A., Duke University; B.A., Rutgers, The State University: geropsychology, abnormal psychology, psychotherapy, positive psychology, statistical methods.

Christine A. Gayda-Chelder (2010), Assistant Professor of Psychology; Ph.D., Drexel University: health psychology, clinical neuropsychology, traumatic brain injury, early detection of dementia, caregiver burden.

Jennifer A. Lyke (2001), Professor of Psychology; Ph.D., Temple University; B.S., University of Pennsylvania: theories of counseling, group psychotherapy, field placements, advanced statistics, states of consciousness.

Sara Martino (2005), Associate Professor of Psychology; Ph.D., Temple University; M.A., Boston College; B.A., West Chester University: counseling psychology, illness-related stress disorders, female aggression, self-mutilation, superwoman ideal, gender group identity, psychology of women, marriage and family therapy.

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).

INTRODUCTION

The Master of Arts in Counseling program is designed to educate students about best practices in mental health and human services 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. This program prepares individuals to provide evaluations, referrals, and counseling services to help people prevent or remediate personal problems, conflicts, and emotional crises. The curriculum 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 counseling and social services.

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.

Students can begin taking courses in this program in the fall semester 2019.
MASTER OF ARTS IN CRIMINAL JUSTICE

IN THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

THE FACULTY

Jessica Bonnan-White (2012), Associate Professor of Criminal Justice; Ph.D., University of Iowa; M.A., Northern Illinois University; B.A., Washington University in St. Louis: conflict resolution, disaster response, humanitarian assistance, international development, Middle East conflict, anthropology, trauma studies, quantitative and qualitative data, research methods, peace building.

Deeanna 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.

Joshua D. Duntley (2006), 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 defenses, human mating, statistics.

Susan Fahey (2010), Associate Professor of Criminal Justice; Ph.D., M.A., University of Maryland, College Park; B.A., American University: terrorism, political instability, governance and legitimacy, criminological theory, quantitative data, research methods, statistics, transitional justice.

Marissa P. Levy (2004), Professor of Criminal Justice; Ph.D., M.A., Rutgers, The State University; B.A., The Richard Stockton College of New Jersey: environmental criminology with emphasis on spatial analysis of crime (crime mapping and crime prevention), evaluations and 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, victimization, media, policing, statistics.


Joshua Reynolds (2017), Visiting Assistant Professor of Criminal Justice; Ph.D., University of Wyoming; M.S., University of North Dakota; B.A., Southern Oregon University: evolutionary psychology and law, self-control, exploitative strategies and decision-making, homicide.

Kimberley R. Schanz (2017), Assistant Professor of Criminal Justice; Ph.D., CUNY Graduate Center; M.A., John Jay College of Criminal Justice; B.A., Providence College: behavioral crime
scene analysis with an emphasis on the behavioral aspects of sexual assaults, and forensic psychology.

*Rupendra Simlot (1998)*, Associate Professor 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.

*Christine Tartaro (2000)*, Professor of Criminal Justice; Ph.D., M.A., Rutgers, The State University; B.A., The College of New Jersey: corrections, research methods and statistics, violence in correctional facilities, suicide in correctional facilities, program evaluation, sentencing.

**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. The program provides students with the education needed to advance in the practitioner realm of criminal justice, but it also prepares those who want to continue with their education by giving them the research and analytical skills to pursue those goals.

**ACADEMY OF CRIMINAL JUSTICE SCIENCES (ACJS) CERTIFICATION**
Stockton’s MACJ program is one of the few graduate programs in the country certified by the Academy of Criminal Justice Sciences (ACJS). ACJS is one of the two largest criminal justice academic bodies in the country, and they have established standards for best practices in criminal justice education. These standards include course content, course quality, assessment of student learning, and faculty qualifications. To be certified, programs must provide proof that they meet all of the ACJS standards. More information about the ACJS standards can be found here: [http://www.acjs.org/pubs/167 667 3517.cfm](http://www.acjs.org/pubs/167 667 3517.cfm).

**PROGRAM OBJECTIVES**
The faculty of the MACJ program will emphasize 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 confronting these branches.
5. Learn theoretical and practical issues related to the administration and management of criminal justice organizations.
6. Appreciate political and ethical dilemmas confronting the process of designing or evaluating effective criminal justice policy.
7. Learn how the scholarly community contributes to understandings of current issues facing the criminal justice system.

ADMISSION REQUIREMENTS
The Criminal Justice program offers a direct entry option for applicants who majored in Criminal Justice or Psychology at Stockton; other majors may be eligible with the permission of the graduate program director. 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. Current Stockton students and very recent graduates (within one year of application to the graduate program) may apply for direct entry if they meet the following criteria:

- A cumulative GPA of 3.3 or higher;
- Completed prerequisites:
  - CRIM 1100 (must have earned a minimum grade of C or better) on the first attempt of the class);
  - CRIM 2141, PSYC 3242 or equivalent research class (must have earned a minimum grade of B or better on the first attempt at the class);
  - CRIM 2145, PSYC 2241, or equivalent statistics class (must have earned a minimum grade of B or better on the first attempt at the class)
  - CRIM 36xx capstone course or PSYC 36xx senior seminar (must have earned a minimum of B or better on the first attempt at the class)
  - Forensic Psychology Track students must also have completed PSYC1100 with a grade of C.

The following are the admissions requirements for 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 and do not qualify for direct entry:

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. The credits may only be transferred in as credit towards electives.

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 to achieve that goal, although reading courses and independent studies of fewer than three credits may be factored into the equation if students need to tailor their curricula. Eight of the courses, or 24 credits, will be taken in a required core that introduces the student to general issues as well as administration and planning issues. The remaining credits will be earned in elective courses selected from a variety of offerings. Students must sit for a pass a comprehensive exam prior to graduation.

Assessment of student learning is an important component of the MACJ program. As a graduation requirement for the MACJ degree, each student will participate in a Student Assessment of Program Objectives (SAPO) Assignment. The assignment requires students to indicate which program objectives were best met in each of the core courses. This degree requirement should be done after students have completed the core courses and comprehensive exam and should take approximately 15 minutes to complete. It is due four weeks prior to the end of the semester. There are no right or wrong answers; as long as the students answer each of the questions, they will receive credit for completing the assignment.

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.

Students must have a minimum 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
In the MACJ program, grades of B or higher are considered passing. Students who receive a B- or lower in any class will be required to repeat that class and to draft a Remedial Plan to be approved by the program. Students may withdraw from a course only once. They must complete and pass the course (with a B or above) on the second attempt. Students with a GPA of 3.30 or above will be permitted to repeat the course a third time following an update of their remedial letter. Students with a GPA lower than a 3.30 will be dismissed from the graduate program. Students will not be permitted to withdraw from any more than three courses while in the program, nor may they receive more than two C’s or below. For additional information on Remedial Plans and dismissal policies, students may refer to the MACJ Policies and Procedures Handbook.

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, student 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. 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 and electives and pass a comprehensive exam. There are four areas of concentration, or tracks, available to students: Justice Studies, Administration and Leadership, Forensic Psychology and Homeland Security.

Justice Studies Track Curriculum
Justice studies allows students to study the field of criminal justice from a broad perspective. In addition to course work in the core, students may choose electives from all four tracks and one elective outside the MACJ program (with the Director’s permission).

Mandatory courses
CRIM 5206 Criminological Theory
CRIM 5214 Corrections
CRIM 5222 Victimology
CRIM 5250 Law Enforcement and Policing
CRIM 5315 Crime Data and Analysis
CRIM 5316 Graduate Research and Evaluation in Criminal Justice
CRIM 5410 Criminal Justice Policy and Planning
CRIM 5420 Judicial Process

Elective courses (choose four)
CRIM 5208 Forensic and Legal Psychology
CRIM 5210 Forensic Psychopathology and Treatment
CRIM 5225 Criminal Psychology and Profiling
CRIM 5306 Geographic Profiling and Analysis
CRIM 5310 Forensic Investigation in the Criminal Justice System
CRIM 5328 Cyber Crime
CRIM 5348 Drugs, Crime, and the Criminal Justice System
CRIM 5368 Crime and Place
CRIM 5408 Criminal Justice Management and Leadership
CRIM 5460 Organizational Psychology
CRIM 5505 Terrorism
CRIM 5509 Fundamentals and Theory of Emergency Management
CRIM 5521 Borders
CRIM 5540 Homeland Security Policy
CRIM 5800 Independent Study
Justice Studies’ students may mix and match electives as they wish from the other MACJ tracks. They may also choose an elective course offered by other Stockton graduate programs with the Director’s permission.

Administration and Leadership Track Curriculum
The Administration and Leadership track explores the daily challenges relating to leadership of individuals and organizations.

Mandatory courses
CRIM 5206 Criminological Theory
CRIM 5214 Corrections
CRIM 5222 Victimization
CRIM 5250 Law Enforcement and Policing
CRIM 5315 Crime Data and Analysis
CRIM 5316 Graduate Research and Evaluation in Criminal Justice
CRIM 5408 Criminal Justice Management and Leadership
CRIM 5410 Criminal Justice Policy and Planning
CRIM 5420 Judicial Process
CRIM 5460 Organizational Psychology

Elective courses (choose two of the following courses, or choose one and then take any other MACJ elective)
CRIM 5306 Geographic Profiling and Analysis
CRIM 5328 Cyber Crime
CRIM 5368 Crime and Place
CRIM 5509 Fundamentals and Theory of Emergency Management
CRIM 5521 Borders
CRIM 5540 Homeland Security Policy
CRIM 5800 Independent Study
OR
CRIM 5890 Advanced Independent Research and Publication
OR
CRIM 5990 Graduate Internship

One elective in another MACJ track is permitted or a course in another Stockton graduate program is allowed with the Director’s permission.

Forensic Psychology Track Curriculum
Forensic psychology explores the application of the science and profession of psychology to questions and issues relating to crime, the law, and legal systems.
Mandatory courses
CRIM 5206 Criminological Theory
CRIM 5208 Forensic and Legal Psychology
CRIM 5210 Forensic Psychopathology and Treatment
CRIM 5214 Corrections
CRIM 5222 Victimology
CRIM 5250 Law Enforcement and Policing
CRIM 5348 Drugs, Crime, and the Criminal Justice System
CRIM 5315 Crime Data and Analysis
CRIM 5316 Graduate Research and Evaluation in Criminal Justice
CRIM 5410 Criminal Justice Policy and Planning
CRIM 5420 Judicial Process

Homeland Security Track Curriculum
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.

Mandatory courses
CRIM 5206 Criminological Theory
CRIM 5214 Corrections
CRIM 5222 Victimology
CRIM 5250 Law Enforcement and Policing
CRIM 5315 Crime Data and Analysis
CRIM 5316 Graduate Research and Evaluation in Criminal Justice
CRIM 5410 Criminal Justice Policy and Planning
CRIM 5420 Judicial Process
CRIM 5505 Terrorism
CRIM 5509 Fundamentals and Theory of Emergency Management

Elective courses (two of the following courses, or choose one and then take any other MACJ elective)
CRIM 5306 Geographic Profiling and Analysis
CRIM 5328 Cyber Crime
CRIM 5368 Crime and Place
CRIM 5408 Criminal Justice Management and Leadership
CRIM 5521 Borders
CRIM 5540 Homeland Security Policy
CRIM 5800 Independent Study
OR
CRIM 5890 Advanced Independent Research and Publication
OR
CRIM 5990 Graduate Internship

One elective in another MACJ track is permitted or a course in another Stockton graduate program is allowed with the Director’s permission.
Comprehensive Exam
The purpose of the comprehensive exam is to assess students’ knowledge of criminal justice issues. Students will need to pass twelve courses (the eight core courses and four electives) with a B or higher and pass all parts of the exam in order to graduate.

Students should use information learned in the core courses to answer these questions, but they can also draw upon lessons learned in all of their classes and their own research to formulate answers.

For more information on the comprehensive exam process, students should refer to the *MACJ Policies and Procedures 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, 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 submit an application for an internship are October 20 for spring, February 20 for summer, and March 20 for fall.

For more information on the internship process, students should refer to the *MACJ Policies and Procedures Program Handbook*.

**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 of the liberal arts courses that all Criminal Justice students at Stockton are expected to take, plus all of the undergraduate and graduate core Criminal Justice classes. Students have the choice of either completing the requirements for the master’s degree in Justice Studies, Administration and Leadership, Forensic Psychology or Homeland Security concentrations. This is an intense program and not recommended for students who have to work many hours outside of school. Students may apply for dual-degree status by contacting the Coordinator of the program. 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 program and the University in writing.
Eligible Students

Two types of students may apply for admission to the dual-degree program.

1. 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, and who have good SAT scores (minimum 1100 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 will have to maintain a minimum GPA of 3.3 every semester as well as uphold the academic honesty policy for the University in order to maintain their eligibility in the dual-degree program.

2. 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 3.33 every semester from Stockton or their sending institution. These students will be expected to maintain a minimum GPA of 3.3 every semester as well as uphold the academic honesty policy for the University in order to maintain their eligibility for the dual-degree program. 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. (Students entering Stockton with an Associate’s 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 of freshman year in order to be eligible. Waiting until sophomore or junior year may negatively affect the student’s ability to move through the program in 5 years, and thus negate the benefits of enrolling in the dual-degree program.

All students must complete their General Studies and At-Some-Distance (non-social and behavioral science) electives by the end of their junior year. By the time students begin to take graduate courses in their senior year, they should have only six credits of cognates (social and behavioral science courses) remaining.

Students in the dual-degree program cannot enroll in an undergraduate concentration. They can, however, take a concentration as part of their graduate work.

Maintenance of Academic Eligibility

To maintain eligibility in the dual-degree program, the following standards for academic progress and requirements would be published, and early, conditional 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 Direct Entry or regular admission to the MACJ program following completion of a baccalaureate degree.
- Students must complete all of their General Studies and At-Some-Distance courses by the end of their junior year since they will begin taking graduate courses during their fourth
year, and they will have completed all of their required courses for the BA and MA
degrees by the end of their fifth academic year.
• Students must work closely with the dual-degree advisor to be sure they are enrolled in
the proper classes each semester. The student, the dual-degree advisor and the dual-
degree curriculum worksheet must all be coordinated in order for students to start the
MACJ program in the fourth year. Students must meet with the dual-degree advisor, at
minimum, once per semester, typically during registration.
• Students must remain free of any charges of academic dishonesty to remain in the dual-
dergree program.

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.

The undergraduate course work will consist of the following.
• 28 undergraduate criminal justice credits
• 18 undergraduate cognate credits
• 32 undergraduate general studies credits
• 32 undergraduate credits at-some-distance
• 18 graduate credits applied to the baccalaureate degree

The graduate curriculum consists of 36 graduate credits, including the six core courses for the
Master’s degree. (Eighteen graduate credits will also be counted toward the Bachelor’s degree,
noted above). Dual-degree students will take six graduate courses and take a comprehensive
exam.

MASTER OF SOCIAL WORK

IN THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

THE FACULTY

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 diversity in HIV/AIDS support, research practice.

Guia Calicdan-Apostle (2011), Associate Professor of Social Work; DSW, University of
Pennsylvania; MSSW, Asian Social Institute (Manila, Philippines); BSSW, Philippine Women’s
University: clinical social work practice, cultural competence, spirituality in mental health,
public health intervention and advocacy (tobacco control), race, ethnicity and diversity issues.

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, gerontology, research methods, linkage between social
support and adherence.
**Jennifer Dunkle (2017),** Assistant Professor of Social Work; Ph.D., Fordham University, MSW, Monmouth University, B.A. Marshall University: diversity and aging, diversity in higher education, social welfare policy, qualitative research, environmental justice, community health and well-being.

**Diane S. Falk (1996),** Special Assistant to the Dean and Co-Principal Investigator, Child Welfare Education Institute; Professor 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.

**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, immigration, trauma, childhood adversity, child well-being, and mixed methods research.

**Jack B. Lewis (2015),** Assistant Professor of Social Work; DSW, MSW, University of Pennsylvania; B.A. The Johns Hopkins University: LCSW, social work practice, cultural competence, cultural humility, micro-aggressions, minority mental health.

**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.

**PROFESSORS EMERITI**

**John W. Searight (1973),** Professor Emeritus of Social Work; MSW, University of Pennsylvania; B.A., Yale University: social work practice, child welfare (protective services).

**INTRODUCTION**

Stockton’s Master of Social Work (MSW) program prepares social workers for advanced-level 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 specialization in Leadership and Management, Stockton’s MSW program prepares graduates for supervisory, entry-level management, and leadership positions.

**ACCREDITATION**

Stockton University's accreditation was reaffirmed by the Middle States Association of Colleges and Schools in 2012. The undergraduate Social Work program was initially accredited by the Council on Social Work Education (CSWE) in 1976, retroactive to 1975. That accreditation was

PROGRAM MISSION, GOALS, AND COMPETENCIES

MSW Program Mission
The mission of Stockton’s MSW program is to educate social workers who are prepared for advanced-level 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 advanced 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
Competency 1: Identify as a social worker and conduct self accordingly
Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.

Foundation Practice Behaviors
At the completion of the Foundation level, students are expected to:

C1, FPB 1: Advocate for client access to the services of social work
C1, FPB 2: Practice personal reflection and self-correction to assure continual professional development
C1, FPB 3: Attend to professional roles and boundaries
C1, FPB 4: Demonstrate professional demeanor in behavior, appearance, and communication
C1, FPB 5: Engage in career-long learning
C1, FPB 6: Use supervision and consultation.

Advanced Social Work Practice with Diverse Individuals, Families, & Communities Practice Behaviors
At the completion of the advanced level, students are expected to broaden and deepen the competencies mastered in the foundation year by demonstrating the ability to work with a wide range of diverse individuals, families, and communities. They will advocate for diverse, marginalized groups; demonstrate comfort in working with individuals, families, and communities with very different customs and worldviews from their own; and demonstrate the ability to work more autonomously with diverse client systems, using supervision as appropriate.

At the completion of the Advanced level, students are expected to:

C1, APB 1: Advocate for increased access to social services, especially for marginalized groups
C1, APB 2: Demonstrate personal reflection, self-awareness, self-correction, and comfort about different customs and worldviews in social work practice.
C1, APB 3: Use supervision and consultation appropriate to autonomous practice with diverse individuals, families, and communities.

Competency 2: Apply social work ethical principles to guide professional practice
Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

Foundation Practice Behaviors
Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. At the Foundation level, students are expected to:

C2, FPB 7: Recognize and manage personal values in a way that allows professional values to guide practice
C2, FPB 8: Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles
C2, FPB 9: Tolerate ambiguity in resolving ethical conflicts
C2, FPB 10: Apply strategies of ethical reasoning to arrive at principled decisions.

Advanced Social Work Practice with Diverse Individuals, Families, & Communities Practice Behaviors
At the completion of the advanced level, students are expected to broaden and deepen the competencies mastered in the foundation year by demonstrating the ability to work with a wide range of diverse individuals, families, and communities. They will apply ethical guidelines in more complex cross-cultural situations, and they will apply ethical principles and advocacy skills to address barriers to ethical practice in a variety of situations involving diverse client systems. At the completion of the Advanced level, students are expected to:
   C2, APB 4: Apply ethical guidelines to complex ethical dilemmas involving diverse individuals, families, and communities to arrive at ethically informed decisions.
   C2, APB 5: Address barriers to ethical practice in human service policies, programs, and organizations, especially in relation to issues of diversity.

Competency 3: Apply critical thinking to inform and communicate professional judgments
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

Foundation Practice Behaviors
At the completion of the Foundation level, students are expected to:
   C3, FPB 11: Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
   C3, FPB 12: Analyze models of assessment, prevention, intervention, and evaluation
   C3, FPB 13: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.

Advanced Social Work Practice with Diverse Individuals, Families, & Communities Practice Behaviors
At the completion of the advanced level, students are expected to broaden and deepen the competencies mastered in the foundation year by demonstrating the ability to work with a wide range of diverse individuals, families, and communities. They will demonstrate the ability to use knowledge of research and practice principles as well as critical thinking skills in evaluating models of practice with diverse client systems. They will also demonstrate the ability to adapt communication styles to meet the needs of diverse client systems. At the completion of the Advanced level, students are expected to:
   C3, APB 6: Use current research and practice wisdom critically to evaluate and implement models of assessment, prevention, intervention, and evaluation appropriate for practice with diverse individuals, families, and communities.
C3, APB 7: Demonstrate culturally sensitive oral and written communication with individuals, families, groups, organizations, communities and colleagues.

Competency 4: Engage diversity and difference in practice
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate 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.

Foundation Practice Behaviors
At the completion of the Foundation level, students are expected to:

- C4, FPB 14: Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
- C4, FPB 15: Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
- C4, FPB 16: Recognize and communicate their understanding of the importance of difference in shaping life experiences
- C4, FPB 17: View themselves as learners and engage those with whom they work as informants.

Advanced Social Work Practice with Diverse Individuals, Families, & Communities Practice Behaviors
At the completion of the advanced level, students are expected to broaden and deepen the competencies mastered in the foundation year by demonstrating the ability to work with a wide range of diverse individuals, families, and communities. They will demonstrate an enhanced ability to recognize privilege and power differentials and use that knowledge to deepen knowledge of and empathy with the experiences of oppressed and marginalized individuals, families, and communities. They will integrate this knowledge and empathy into their practice with diverse client systems. At the completion of the Advanced level, students are expected to:

- C4, APB 8: Identify specific personal biases and/or cultural structures and values that may oppress, marginalize, alienate, create or enhance privilege and power.
- C4, APB 9: 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.

Competency 5: Advance human rights and social and economic justice
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, and adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.
Foundation Practice Behaviors
At the completion of the Foundation level, students are expected to:

- C5, FPB 18: Understand the forms and mechanisms of oppression and discrimination
- C5, FPB 19: Advocate for human rights and social and economic justice
- C5, FPB 20: Engage in practices that advance social and economic justice.

Advanced Social Work Practice with Diverse Individuals, Families, & Communities Practice Behaviors
At the completion of the advanced level, students are expected to broaden and deepen the competencies mastered in the foundation year by demonstrating the ability to work with a wide range of diverse individuals, families, and communities. They will demonstrate an enhanced ability to articulate the effects of oppression and discrimination on diverse client systems and to advocate for social policies that advance human rights, social and economic justice. At the completion of the Advanced level, students are expected to:

- C5, APB 10: Articulate the forms and mechanism of oppression and discrimination that affect diverse individuals, families, and communities
- C5, APB 11: Advocate for and work towards change in social policies when those policies fail adequately to protect human rights and advance social and economic justice for diverse individuals, families, and communities
- C5, APB 12: Advocate for and work towards change in organizations and service delivery systems when they fail adequately to protect human rights and advance social and economic justice for diverse individuals, families, and communities.

Competency 6: Engage in research-informed practice and practice-informed research
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

Foundation Practice Behaviors
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. At the completion of the Foundation level, students are expected to:

- C6, FPB 21: Use practical experience to inform scientific inquiry
- C6, FPB 22: Use research evidence to inform practice.

Advanced Social Work Practice with Diverse Individuals, Families, & Communities Practice Behaviors
At the completion of the advanced level, students are expected to broaden and deepen the competencies mastered in the foundation year by demonstrating the ability to work with a wide range of diverse individuals, families, and communities. They will demonstrate an enhanced ability to use their practice experience with diverse client systems to identify relevant research questions, as well as to evaluate the extent to which evidence-based practices are relevant for diverse client systems. At the completion of the Advanced level, students are expected to:
C6, APB 13: Use practice experiences to formulate research questions relevant to diverse populations, and apply research skills to these questions
C6, APB 14: Identify and evaluate current advances in evidence-based practice with diverse populations.

Competency 7: Apply knowledge of human behavior and the social environment
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological social, cultural, psychological, and spiritual development.

Foundation Practice Behaviors
At the completion of the Foundation level, students are expected to:
- C7, FPB 23: Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
- C7, FPB 24: Critique and apply knowledge to understand person and environment.

Advanced Social Work Practice with Diverse Individuals, Families, & Communities Practice Behaviors
At the completion of the Advanced level, students are expected to:
- C7, APB 15: Apply specialized theoretical perspectives creatively and with minimal direction in working with diverse individuals, families, and communities.
- C7, APB 16: Apply knowledge of biological, psychological, environmental, and social variables creatively and with minimal direction in working with diverse individuals, families, and communities.

Competency 8: Engage in policy practice to advance social and economic well-being and to delivery effective social work services
Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know 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.

Foundation Practice Behaviors
At the completion of the Foundation level, students are expected to:
- C8, FPB 25: Analyze, formulate, and advocate for policies that advance social well-being
- C8, FPB 26: Collaborate with colleagues and clients for effective policy action.

Advanced Social Work Practice with Diverse Individuals, Families, & Communities Practice Behaviors
At the completion of the advanced level, students are expected to broaden and deepen the competencies mastered in the foundation year by demonstrating the ability to work with a wide range of diverse individuals, families, and communities. They will apply critical thinking skills to evaluate how a variety of social policies affect diverse client systems, and they will apply knowledge of diverse cultural groups in advocating for social policies that advance human well-being. At the completion of the Advanced level, students are expected to:

**C8, APB 17:** Critically analyze and evaluate the impact of social policies on diverse communities, client systems, workers, and agencies.

**C8, APB 18:** Critically analyze, evaluate, and advocate for social policies that advance social well-being, while respecting the cultural values, norms, and behaviors of diverse individuals, families, and communities.

**Competency 9: Respond to contexts that shape practice**

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

**Foundation Practice Behaviors**

At the completion of the Foundation level, students are expected to:

**C9, FPB 27:** Continuously discover, appraise and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

**C9, FPB 28:** Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

**Advanced Social Work Practice with Diverse Individuals, Families, & Communities Practice Behaviors**

At the completion of the advanced level, students are expected to broaden and deepen the competencies mastered in the foundation year by demonstrating the ability to work with a wide range of diverse individuals, families, and communities. They will monitor how service delivery systems affect diverse client systems and advocate for changes as needed. At the completion of the Advanced level, students are expected to:

**C9, APB 19:** Continuously attend to the changing context in which social services are provided, paying particular attention to how effectively the needs of diverse populations are being addressed, providing leadership and advocating for changes as necessary.

**Competency 10 (a)-(d): Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities**

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.
Foundation Practice Behaviors: 10(a) Engagement
At the completion of the Foundation level, students are expected to:
  C10 (a), FPB 29: Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
  C10 (a), FPB 30: Use empathy and other interpersonal skills
  C10 (a), FPB 31: Develop a mutually agreed-on focus of work and desired outcomes.

Advanced Social Work Practice with Diverse Individuals, Families, & Communities
Practice Behaviors: 10 (a) Engagement
At the completion of the advanced level, students are expected to broaden and deepen the competencies mastered in the foundation year by demonstrating the ability to work with a wide range of diverse individuals, families, and communities. They will apply knowledge of diverse client systems in enhancing their engagement skills. At the completion of the Advanced level, students are expected to:
  C10 (a), APB 20: Apply knowledge of how diverse client systems seek help
  C10 (a), APB 21: Apply understanding of language, communication, and other needs of diverse individuals, families, and communities in engaging client systems
  C10 (a), APB 22: 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.

Foundation Practice Behaviors 10(b) Assessment
At the completion of the Foundation level, students are expected to:
  C10 (b), FPB 32: Collect, organize, and interpret client data
  C10 (b), FPB 33: Assess client strengths and limitations
  C10 (b), FPB 34: Develop mutually agreed-on intervention goals and objectives
  C10 (b), FPB 35: Select appropriate intervention strategies.

Advanced Social Work Practice with Diverse Individuals, Families, & Communities
Practice Behaviors: 10 (b) Assessment
At the completion of the advanced level, students are expected to broaden and deepen the competencies mastered in the foundation year by demonstrating the ability to work with a wide range of diverse individuals, families, and communities. They will apply knowledge of diverse client systems in enhancing their assessment skills. At the completion of the Advanced level, students are expected to:
  C10 (b), APB 23: Use knowledge of assessment models to develop and implement comprehensive assessments for use with diverse populations.
  C10 (b), APB 24: Empower client systems to engage in a collaborative process of developing culturally acceptable goals and outcomes.
Foundation Practice Behaviors: 10(c) Intervention
At the completion of the Foundation level, students are expected to:
- C10 (c), FPB 36: Initiate actions to achieve organizational goals
- C10 (c), FPB 37: Implement prevention interventions that enhance client capacities
- C10 (c), FPB 38: Help clients resolve problems
- C10 (c), FPB 39: Negotiate, mediate, and advocate for clients
- C10 (c), FPB 40: Facilitate transitions and endings.

Advanced Social Work Practice with Diverse Individuals, Families, & Communities Practice Behaviors: 10 (c) Intervention
At the completion of the advanced level, students are expected to broaden and deepen the competencies mastered in the foundation year by demonstrating the ability to work with a wide range of diverse individuals, families, and communities. They will apply knowledge of diverse client systems in enhancing their intervention skills. At the completion of the Advanced level, students are expected to:
- C10 (c), APB 25: Work collaboratively with client systems to design and implement culturally appropriate interventions
- C10 (c), APB 26: Facilitate transitions and endings that meet the cultural needs of client systems.

Foundation Practice Behaviors: 10(d) Evaluation
At the completion of the Foundation level, students are expected to:
- C10 (d), FPB 41: Critically analyze, monitor and evaluate interventions.

Advanced Social Work Practice with Diverse Individuals, Families, & Communities Practice Behaviors: 10 (d) Evaluation
At the completion of the advanced level, students are expected to broaden and deepen the competencies mastered in the foundation year by demonstrating the ability to work with a wide range of diverse individuals, families, and communities. They will apply knowledge of diverse client systems in enhancing their evaluation skills. At the completion of the Advanced level, students are expected to:
- C10 (d), APB 27: Using critical thinking, apply research methodologies to evaluate practice interventions with diverse individuals, families, and communities.

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);

- 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 of the above factors will be carefully weighed in the admissions process. Applicants with the strongest overall record in the above areas will be offered admission. Once available slots are filled, qualified applicants who were not able to be offered admission will be placed on a waiting list for slots that might open up.

**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. 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 Director 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 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 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 MSW program consists of a foundation year and a concentration year. In the foundation 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 field experience, applying social work knowledge, values, and skills in an agency setting with client systems.

In the concentration year, students take the advanced courses and electives. At this level, the expectation is that they develop advanced competencies and more specialized knowledge, particularly in the area of the program’s concentration (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 field 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, to pursue areas of specialized practice. Students may elect to combine their electives to earn a method specialization in leadership and management. 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.

Foundation Year (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
SOWK 5150 Race, Ethnicity, and Diversity: Implications for Social Work Practice
SOWK 5601 Foundation Social Work Practice I
SOWK 5602 Foundation Social Work Practice II
SOWK 5901 Field I
SOWK 5902 Field II

Concentration Year (Year 2)
SOWK 5230 Advanced Social Welfare Policy
CURRICULUM PLAN AND GRADUATION REQUIREMENTS: ADVANCED STANDING FULL-TIME 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 second year of the two-year program, including electives. A three-day Advanced Standing Orientation is also required prior to beginning the program.

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 method specialization in leadership and management 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 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 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 leads to licensure, both the LSW and the LCSW.

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 obtain the LSW providing 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 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 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 Specialization
Students who complete SOWK 5561, SOWK 5562, and SOWK 5563 will have earned an Elective Specialization in Leadership and Management in addition to the program’s Concentration in Advanced Social Work Practice with Diverse Individuals, Families, and Communities.

Clinical Social Work Elective Specialization
Students who complete three electives in clinical social work (choosing between SOWK 5515, SOWK 5530, SOWK 5535, SOWK 5540, SOWK 5570 and SOWK 5571) will have earned an Elective Specialization in Clinical Social Work in addition to the program’s concentration 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. For further information, consult the MCWEP website at www.stockton.edu/mcwep.