PROFESSIONAL SCIENCE MASTER'S IN ENVIRONMENTAL SCIENCE 471

THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES 5

THE FACENCESENY

UNIVERSITY OVERVIEW

History and Milestones
The University was authorized by the passage of New Jersey's 1968 bond referendum and

CA

ACADEMIC HONESTY

STUDENT ACADEMIC HONESTY PROCEDURE

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

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

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

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

Types of Academic Dishonesty

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

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

Each faculty member is charged with the responsibility to define additional criteria governing course requirements/assignments in their course, such as

- Summarizing without citing the original source; and
- Paraphrasing without citing the original source.

An Example of Paraphrasing

Paraphrasing without giving credit to the original author is plagiarism and is typically the most common type of plagiarism. The following example from Purdue OWL

If punitive action is taken (i.e., reducing the student's grade on the

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, they will be encouraged to discuss the charge and/or the sanction with the Provost's designee. If there is no resolution, the

Step 4: The Hearing (If Charge and/or Sanction are Appealed)
Hearing the Case
A student whose appeal has been forwarded to the Academic Honesty Appeals Board for a hearing may submit additional evidence or documentation to support their case. The case is reviewed by members of the Academic Honesty Appeals Board prior to the hearing. The hearing will be conducted in a non-adversarial manner in which the student and the faculty member, if they choose to be present, are each called in separately to be questioned by the Board. The faculty and/or the student may choose

Step 5a: Graduate Programs with an Academic Integrity Committee
The purpose of an Academic Integrity Committee (AIC) is to review the charge of academic dishonesty to determine if it is appropriate to render program level sanctions based on the program's policies and procedures which may take into account federal, state, or certifying organization requirements. In the case of graduate programs that have an AIC, a copy of the letter that is set out above in Step 2: Notification of Charge to Student will be sent by the Office of the Provost to the appropriate Graduate Program Director and the respective Dean of the School where the program resides.

In cases where the student has chosen to appeal the charge and/or the faculty member's sanction to the Academic Honesty Appeals Board and whose program has an AIC, as specified in the Policy and Procedures Manual of the student's program or in the area of coursework for non-matriculated students, the student will have the right to have an Academic Honesty Hearing as set out above. Once the Academic Honesty Appeals Board submits its findings and recommendations to the Provost, the Office of the Provost will send the findings and recommendations to the appropriate graduate program coordinator and the student via email and mail within five (5) business days of receipt from the Academic Honesty Appeals Board. Within five (5) business days of the program Director's receipt of the Academic Honesty Appeals Board's findings and recommendations, the AIC will convene a hearing as governed in the AIC Procedures. The Office of the Provost will provide the program coordinator, for use by the AIC, with all materials presented to the Academic Honesty Appeals Bi oa7904 76.56 469.32 Tm.04 -0 0 11.04 79.56 469.32

UNDERGRADUATE ADMISSION AND FINANCES

THE UNDERGRADUATE ADMISSIONS PROCESS - AN OVERVIEW

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

A student may apply for matriculation through the Ofe ce of Admissionsfor the fall or spring te m. Stockton offers rolling admission for most programs; select programs have specific deadlines. The appropriate academic department determines eligibility for certain programs. Prospective students should contact the Office of Admissions for specific requirements for the following programs: nursing, dual-degree business, dual-degree hospitality, tourism and event management, dual-TJEMC E43 o

A personal interview is not required for admission. Any individual who wishes to schedule a personal interview is encouraged to call the Office of Admissions. Should an applicant receive an offer of admission, the acceptance packet will also contain valuable information on financial aid and scholarships, residential life, and immunization requirements.

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

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 16 credits earned must submit an official high school transcript (or certificate of high school equivalency) in addition to official transcripts from all colleges attended.

Applicants enrolled in New Jersey County or community colleges are encouraged to apply for adm

DEFINITIONS OF UNDERGRADUATE STUDENT STATUS

Matriculated

A matriculated student is one who has formally applied, been accepted for admission by the Office of Admissions, and satisfied the enrollment deposit requirement. Matriculated students are considered to be working toward a degree, even if they are undecided about a majo

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

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

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

DISCIPLINARY AND CRIMINAL ACTIVITY DISCLOSURES:
If an applicant checks “Yes” on either the Disciplinary or Criminal disclosure question on the application, the file is automatically routed to the Conviction and Disciplinary Review Committee (CDRC) who will initiate a review process and the application. The CDRC is comprised of the Director of Campus Public Safety or designee, the Director of Care and Community Standards or

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

1. A completed application for admission and $50 non-refundable application fee or fee waiver.
2. Official copies of all college/university transcripts. Evaluation of all foreign college or university-level work must be completed by an approved evaluation agency such as World Education Services (WES), Educational Credentials Evaluators (ECE), or SpanTran: The Evaluation Company.
3. Transfer applicants with fewer than 16 non-basic skills college credits must submit an evaluated copy of senior secondary school records with certified translations 9 (t)-6.wi-0.002 T0 Td[(Td[(v

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

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

All applications for tuition payment plans must be completed online. To apply for a tuition payment plan, students should follow these steps.

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

OTHER PAYMENT CREDITS/WAIVERS

Disabled American Veterans and Vocational Rehabilitation: Stockton University requires the appropriate authorization/approval forms on file in the Bursar's O

receive a waiver as a Dependent Child will be eligible for a Tuition Waiver until the age of twenty-six. (determined at the beginning of the semester for which the student seeks a waiver). Please note that there is no age restriction for a Spouse, person in a Civil Union or Domestic Partner Dependent. Spouse, person in a Civil Union or Domestic Partner shall not be eligible for Tuition Waiver during the summer session. Students eligible for participation in this program must meet all academic requirements established by the University for initial admission and must remain in good standing.

OTHER INFORMATION:

Drop/Add/Withdrawal Period

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

Refund Policy

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

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

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

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

Osprey Card (Student ID)

Funds in the form of cash, check, MasterCard, American Express, Discover and/or financial aid may be applied to this card for use at on-campus food service locations, on-campus convenience stores, the bookstore, the Performing Arts Center and/or participating off-campus businesses. 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 transfer

Outstandi

responsible for preparing and disseminating information on all st

Garden State Guarantee (GSG) Program

The Garden State Guarantee (GSG) is a last-dollar program created to assist New Jersey residents in affording the cost of their education. The Garden State Guarantee covers any gap in funding for tuition and recurring fees after all-0.004 Twrst0.004 T,(G)4.2 (anoen)10.5 (0.004 h(e)10.5 (ar)-6 (i)2.6 (s)-2 (t)-6.6(ui)13.

4. Complete the activity section within the Common Application or submit the Stockton University Scholarship Activity Survey . You may enter up to ten (10) activities to be considered for scholarship consideration. Activities can include:

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

International Scholarship
Incoming first year international student who wish to live on-campus may receive the International Scholarship for up to eight consecutive semesters. To qualify, students must meet the below criteria. Must have applied and been admitted as an international student.

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

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

Transfer:

Stockton Grant in Aid

Students may contact Stockton's veterans' representative in Financial Aid at 609-652-4203. For additional information, students should contact the Department of Veterans Affairs Educational Services at 888-442-4551, www.gibill.va.gov, or the Department of Veterans Affairs Regional Office at 800-827-1000.

The Department of Veterans Affairs
20 Washington Place, Newark, NJ 07102Veterans Affairs Regional Office PO Box 4616

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

- Undergraduate full-time students must successfully complete at least 67% of their cumulative attempted credits, including transfer credits; and must maintain a minimum 2.0 cumulative academic GPA at the end of each spring semester.
- 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 successfully complete at least 67% of their cumulative attempted credits and maintain a cumulative academic GPAtd.141 Td[(c)d[3(-)Tj00.5 (m)-5.9 (ul)2(a 14.174 0 Td[(

Stockton University EOF Summer Academy

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

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

Unique among New Jersey colleges, Stockton University's EOF Summer program focuses on developing and challenging multiple facets of the indiviw 0.820 02 (h)]TJ0 Tt7C-(a04 Tw [(i5 Tc 0.1.3 ( )]00.007 Tw

For students to enter the Student Success program, they will be identified by one of the characteristics listed above and will be selected to participate in the program. The students will then meet with a member of the Student Success team to help determine their needs and how they can be met. The Student Success team will then review the information provided by the student and assign the student a mentor. During the student's firs (or)aw (m)Tj-0.0s -6.6 (')2.6 (s)]TJ0 Tc 0 Tw 2.652 0 T their n

Non-Matriculated

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

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

- [illegible]

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

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

MAINTENANCE OF MATRICULATION REQUIREMENT FOR GRADUATE STUDENTS
Once admitted to a degree program, graduate students must either be registered continuously for credit each semester until they complete degree requirements, or they must apply for and receive Maintenance of Matriculation status and pay the requisite fee in lieu of tuition.

ACADEMIC PROGRESS FOR GRADUATE STUDENTS

Degree Completion

To be awar

REVIEW OF APPLICATIONS

The Office of Graduate Admissions works with applicants as well as the graduate program's admission committees to ensure the committees receive completed applications including supplemental materials. All completed applications will then be reviewed by the graduate program's admission committees to which the applicant applied. Applicants may receive correspondence from each of these entities requesting clarification or additional information or documents. Responses ly-2 (.)4TJ0 Tc 0

Therapy, Master of Science in Communication Disorders, or the Master of Science in Occupational Therapy programs must apply also via the respective centralized application systems. Additional requirements, including test scores, transcript evaluations, English proficiency, letters of recommendation, essays, and the I-20 process can be found on the Office of Graduate Admissions' international graduate student admission web page.

FINANCIAL OPPORTUNITIES

New Graduate Student Scholarship

New, incoming graduate students are eligible for scholarships for the fall and spring semesters. This is a one-semester award that will apply to the student's first semester. This scholarship will be in the amount of $2,500 and applied to the bill after the student registers for courses.

Graduate admission review committees can nominate new students for this award upon application review. Scholarship awardees will be notified via the online application system at the time of admission. **Graduate Assistantships**

Graduate assistantships are an important form of financial support for degree seeking graduate students and are offered by each of the graduate programs. Assistantships are granted in the form of tuition waiver and can vary from a one credit waiver to nine credits or the maximum tuition charge

r e-28.9 ((-5.9 (i)1.9 (cugu(s)-232.2 ( )0TJ0 Tc 0 Tw (

sor s dd o 10.5 (t)-6.6 (he10.5 (e)11.5 (O-6.6 (h)4.3 (

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

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

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

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

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

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

Taxation of Awards
External fe0.002 Tc 0.002a.5 (as)141 Td[EMC /LB7-0.6 (,as)]TJ0 Tc9imiis-6.7 (ed)d (w)2.6 (n ac)-2d-56 (or)-60.00

Assistantships, Distinguished Research Fellowships, and/or scholarship awards. Please see your tax accountant with any questions.

SPECIAL CONSIDERATION AND OPPORTUNITIES

Early Admission

Early admission to graduate studies is a possibility in some undergraduate-graduate dual-degree programs such as Doctor of Physical Therapy (3+3), Master of Arts in Criminal Justice, Master of Arts in American Studies, Professional Science Master's in Environmental Science, and Master of Business Administration. us gri6 niy1.ua(lne5trapy

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

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

PERMISSION OF INSTRUCTOR
Courses requiring Permission of Instructor (POI) are pr

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 "A not

WITHDRAWAL FROM A COURSE

- A student having a hold on an account (unless the hold was placed in error).
- A student ceasing to attend the class, even if the instructor is informed.
- An instructor’s simply “approving” the withdrawal.

Financial Implication of a Medical Withdrawal

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

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

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

INCOMPLETE COURSE WORK

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

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

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

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

LEAVE OF ABSENCE/READMISSION

Students m

i6engned BDC hool

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

	Those with chronic conditions who need to pursue more than one medical withdrawal should contact The Wellness Center in order to discuss how to proceed. A medical withdrawal applies to all courses taken during a semester unless specific explanation is provided that describes how the medical reason for the withdrawal affects only specific courses.
WT	Withdrawal from thesis—Students may withdraw from their thesis project when both the student and the faculty thesis advisor agree the project can no longer be completed. The student will write a letter to the faculty thesis advisor stating their request to withdrawal and the student will present this to the faculty thesis advisor. The faculty thesis advisor will forward this letter along with a letter of support to the Dean of the School.
I	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. 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 co

Pass/No Credit grading mode. The letter grade will be converted on the student's transcript as P for grades A through D- or NC for a grade of F. AU, IP, W, WI, and X grades can only be entered by the Office of the Registrar. I grades will be entered by the Office of the Registrar with submission of an Agreement for Completion of Course Work form or direction from the Assistant Dean.

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

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

REPEATING A COURSE FOR CREDIT

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

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

independent study courses, and colloquia. Individuals may enroll in such courses in accordance with program policies.

Grade Appeals

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

The student's first responsibility in making a grade appeal is to discuss the issue with the faculty member responsible for assigning the grade. If a satisfactory resolution cannot be reached with the instructor, the student should submit the issue *in writing* to the 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 academics@stockton.edu. Other materials or documentation that supports a strong rationale and comn puealiost sho

Time Limitation on Earning the Baccalaureate Degree

- 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
oSter . plet-d[(plaT6 (I)4 Td[(pl)2[(e)10.5 (D)27.35(.)]TJ0v.Tc 0 Tw 0.457-TJ04gi)Tj4 (.)]TJ0e r 23.022 -64.071

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

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

Emergency Requests
Unless a student specified otherwise in a written statement to the Registrar, the University obliges all emergency requests for the address and telephone number of a student or a student's parents or guardian. Persons requesting such information are required to make the request through the Stockton University Police.

In cases of medical emergency, the University reserves the right to notify family members, as appropriate determined by the particular circumstances.

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

RELEASE/DUPLICATION OF STUDENT RECORDS

External Release
Upon written request from a student, the Stockton University transcript is released to an individual, institution, or organization as specified by the student. Students may request to release official Stockton transcripts online through the goPortal. No other portion of a student's reco

are also assured of the right to file complaints with the FERPA Office of the United States Department of Education concerning alleged failures by Stockton to comply with the Act.

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

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

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

Appeals are to the Provost, appropriate Vice President, or Dean of Students. Consult grievance procedures in this *Bulletin.* It should be noted that if a student's challenge through the grievance procedure is unsuccessful, student can nevertheless submit statem4[(ta 1 0 0 1 72 0 5 0 3 1 2 l e n0.5 (O6 Td[st)-6.6

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

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

Stockton University in Manahawkin
Minutes from the Garden State Parkway and Long Beach Island, the Manahawkin, Ocean County, location offers students a convenient location to take Stockton courses. Stockton opened a new 7,915-square-foot expansion to its Bay Avenue location in 2018. It includes a six-bed Foundations of Nursing lab, complete with simulated patients, and seven physical assessment and examining rooms, one of which includes the talking simulator. The facility offers two state-of-the-art electronic classrooms complete with laptop computers. TntarMana[(l)2.6 (hunda)1c(fact BMC 0 0 1 rg176.76 5S7Tg (i)2.66 (

ACADEMIC CENTERS

Continuing Studies

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

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

The Dean C. and Zoe S. Pappas Interdisciplinary Center for Hellenic Studies, established at Stockton

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.

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

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

Studio Facilities
Well-equipped studio facilities located throughout the University meet the specialized needs of visual and performing arts students. Visual Arts facilities are located in the Arts and Sciences Building. This facility includes studio spaces for painting, printmaking, graphic design, photography, computer graphics and sculpture, plus independent work areas. Each studio has been designed to provide optimum conditions for the production of art with emphasis on safety and the environment.

Stockton's Performing Arts Center
Stockton's Performing Arts Center is located 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. More information on the PAC and its programming can be found at http://www.stocktonpac.org/

ACADEMIC SUPPORT PROGRAMS

Educational Opportunity Fund

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

Health Services

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

Residential Housing

The University has on-campus housing available for students. Visit the Residential Life website for more details.

Recovery Housing Community

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

Students With Disabilities

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

Office of Military and Veteran Services

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

WGSC (Women's, Gender and Sexuality Center)

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

Stockton Cares

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

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

Education Abroad opportunities are developed and/or administered by the Office of Global Engagement (OGE). Students need to complete an Education Abroad Application to the OGE.

law school admissions days, and through the “career conversations” program in Political Science, brings Stockton alumni back to campus to speak about law school and careers in law. Students interested in law should contact the pre-law advisor early in their college careers.

Stockton Honors Program
Stockton Honors Program challenges stEMC /P /MCID 2 >>CID 2 >>CID 2 >>CID 2 >>CIDC speak su

ACADEMIC DEGREES

UNDERGRADUATE DEGREES AND PROGRAMS

Bachelor of Arts

The Bachelor of Arts (B.A.) degree is offered in all undergraduate programs except

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

MINORS

A minor is defined as a group of courses designed to provide a student in a different major with an additional coherent course of study. Minors can be program-specific or interdisciplinary and are clusters of courses comprising at least 20 credits. Details are given in the program descriptions later in this *Bulletin.* Courses taken to fulfill the requirements for a minor may also be applied, as appropriate, to a student's cognate, General Studies, or At-Some-Distanc

ae7e-Di

Professional Science Master's in

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

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

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

GNM 1124 Survey of Mathematics	Enrollment into GNM 1124 is based on a student's current ability and confidence in basic mathematics. Credits will not be granted for students who have completed GNM 1126,

MATH 2225

between ideas about race and racism education and disciplinary content, and at least 25% of course time should be devoted to the study of race and/or racism education and engage students in activities that support learning of these complex fields. This can include assigning focused activities in class

Senior Thesis or Project

Some degree programs require the student to complete a senior thesis or project. In other programs a project is optional or may be required for graduation with distinction. A student enrolled in a degree program normally requires that a senior thesis or project must receive a gradmher.3w (l)Tj--Td[(ui0 Td[(ui)2 Tw0

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

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

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

Undergraduate students who are within eight credits of completing all degree requirements and have a plan to complete all remaining requirements in the subsequent summer term may, with the approval of

GENERAL STUDIES OBJECTIVES

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

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.

UNDERGRADUATE GRADUATION REQUIREMENTS

Curriculum requirements exist to ensure that Stockton graduates have met the general education intentions for all students and the goals of General Studies.

- The “twenty-

regular General Studies courses open to other students. Courses with the same title may not be repeated for credit.

For those students who are placed into a FRST 1002 Critical Thinking and Reading, that course will serve as their First-year seminar. Students who do not place into FRST 1002 Critical Thinking and Reading must take one First-year seminar in the GAH, GSS, GEN or GNM category.

A student who does not complete a First-year seminar in the first semester should complete one in the second semester.

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

Substitution
The student may request the substitution of a non-cognate course or other designated General Studies course for a required General Studies course. A written request must be made to the Associate Dean of the School of General Studies and must be approved in advance of registering for the course.

COURSES IN GENERAL ARTS AND HUMANITIES (GAH) GOALS

- GAH courses introduce students to the arts and humanities as areas of study, and thus provide them with the basis for intelligent curricular choices.
- They aim to create awareness among students of the importance of the arts and humanities in their education. They seek to develop the ability of students to make critical and aesthetic judgments.
- They introduce perspectives, techniques, and attitudes that can be used in the further study of the arts and humanities and suggest ways of continuing to examine such issues.
- GAH courses describe a number of 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

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 i ofo

ultimate set of preconceived truths. In the final analysis, however, science derives successive approximations of the truth because science operates within the limitations of the natural and physical world. Science is one way of studying the universe; it is not the only way. The ultimate goal of a GNM course is to share the nature and processes of science with students.

To this end, GNM courses may share common content with program courses, but GNM courses do not simply provide an introduction to a discipline or a diminished version of a program course. Whereas program courses are often serial links in long chains of knowledge and provide students with an implicit sense of science in general, GNM courses are explicitly concerned with giving students a complete experience that represents the scope of natural sciences and mathematics. The scope of a GNM course thus must allow for the integrated exploration of messages that are usually omitted, abbreviated or accumulated over many semesters in program courses.

Types of Courses
Probably no one GNM course will attempt to communicate all of the messages; however, a GNM course must explore at least one of the following messages.

- On the nature of science: What science is and is not and why; science as a way of knowing in contrast to nonscientific or pseudoscientific views of the universe; successive approximations of the truth; hypotheses, theory and model development; open-ended questions; cultural and intellectual relationships; the limitations and potentials of science; scientific philosophy.
- On the nature of scientists: observers, experimenters, synthesizers, model builders, and real people.
- On the process of doing science: The scientific method, induction versus deduction, experiments, testable hypotheses, development of theories, self-correction; esthetics, creativity, chance; reductionism and 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

Kory Olson (2006), Professor of French; Ph.D., The Pennsylvania State University; M.A., Auburn University; B.A., South Dakota State University: French civilization, French history, 19th- and 20th-century French literature, geography, history of cartography.

Katherine Panagakos (2008), 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.

Tom Papademetriou (2001), Constantine & Georgiean Georgiou Professor of Greek History; Professor of History; Director, Dean C. and Zoë S. Pappas Interdisciplinary Center for Hellenic Studies; Ph.D., Princeton University; M.A., St. John's College; M.Div., Holy Cross Greek Orthodox School of Theology; B.A., Hellenic College: Ottoman History, Middle East history, Islam and Eastern Christianity, non-

Toby Rosenthal (2018), Teaching Specialist and Internship Coordinator of Communication

Jongbok Yi (2013), Associate Professor of Asian Philosophy; Ph.D., M.A., University of Virginia; M.A., Seoul National University, South Korea; B.A., Sungkyuakwan University, South Korea: Chinese religions, Buddhist philosophy, Confucianism, Daoism, Shamanism, Hinduism.

Suya Yin (2004), Associate Professor of Communication Studies; Ph.D., M.A., University of Wisconsin, Madison; M.A., University of International Business and Economics, China; B.A., Harbin Teachers University, China: journalism, advertising, marketing communications, marketing research, public relations, international communications.

Laura Zucconi (2005), Professor of History; Ph.D., B.A., University of California, San Diego; M.A., University of Connecticut: ancient Mediterranean history, ancient Neaonsincn hian Dins, Brofr5 (

AFRICANA STUDIES
IN THE SCHOOL OF ARTS AND HUMANITIES

INTRODUCTION
The Africana Studies program provides the opportuni

CORE COURSES
All students majoring in Africana Studies are required to complete the following 4-credit core courses.

AFRI 1101 Introduction to Africana Studies or GSS 1092 (First Year Seminar in Africana Studies)
AFRI 2101 Ancient African Civilizations
AFRI 2103 The Contemporary African Diaspora
AFRI 3122 An Afrocentric Approach to American History
AFRI 4601 Senior Seminar or GIS 4601 African-Americans: A Seminar

Experiential Learning Requirement – Choose One
Each of these courses offers experiential and/or service-learning opportunities through travel and/or community engagement.

AFRI 3125 West Africa Now Study Tour
AFRI 3132 African Americans in New Jersey
AFRI 3143 African American Civil Rights in the US Study Tour
GIS 4671 Contemporary African Business in a Global Society
GSS 2451 South Africa Now Study Tour
SOCY 2355 Black Lives: Social and Economic Realities

***Note:** All core Africana Studies courses are open to all Stockton students, except for AFRI 4601 Senior Capstone, which is only open to majors. We recognize the importance of campus-wide access to Africana Studies content; therefore, we do not restrict the core courses to majors.

THE CONCENTRATIONS
The program offers a general degree in Africana Studies, or a choice of one of three concentrations: History/Humanities, Arts/Entertainment & Literature, and Social/Political & Global Perspectives. Once students select a concentration, they must complete their remaining 16 credits in that area. Students opting for a general degree in Africana Studies must also take AFRI 2124 The Institutionalization of Anti-Black Racism. Then choose three courses from among the following:

AFRI 3190 Black Power
AFRI 2122 A History of Black Protest and Civil Unrest
GSS 2188 African-Americans and the Law
GAH 2350 Black Men in America
AFRI 2120 Black Women in America
AFRI 3162 African American Leadership and Community Development
AFRI 3165 Social & Psychological Theories on the Black Experience
AFRI 1248 Music of Black Americans
AFRI 2184 An Introduction to Hip Hop Culture
GAH 2310 Reggae: Music and Culture
AFRI 1215 African-American Dance
LITT 2148 Intro to African American Literature

GAH 1750 African American Literature and Culture
***NOTE:** Additional AFRI course can count towards cognates.

History/Humanities Concentration
Choose four courses from the following:
AFRI 2112 The History of Black Education
AFRI 2122 A History of Black Protest and Civil Unrest
AFRI 3142 African and African American Religious Practice
GAH 2360 The Civil Rights Movement: 1950's-1980's
HIST 2171 The Black Atlantic
HIST 2330 African-American Civilization to 1865
HIST 2331 African-American Civilization since 1865
HIST 3105 Civil War and Reconstruction
HIST 3605 Slavery and Emancipation
GAH 1360 Topics in African-American History and Culture

Cm four courses from the following: AAr (olc 01w 13.06 0 Td( )Tj(m)1/P /MCID 4 >>BET/Artifact B

AFRI 2105 Race and Identity in Latin America & Caribbean
AFRI 2120 Black Women in America
GSS 2188 African-Americans and the Law
GAH 1360 Topics in African-American History and Culture
GAH 2350 Black Men in America
AFRI 3112 Literature of the African Diaspora
AFRI 3145 The Contemporary African American Family
AFRI 3162 African American Leadership and Community Development

introductory course is the required prerequisite for the seminar. Two additional courses may be selected from one of the above concentrations, and the final course may be selected from the cognate group. Students selecting an independent study as a substitute should discuss this

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

*****Choose 2 additional Journalism & Media Studies courses (8 credits) from:***

COMM 2211 Media Criticism	4
COMM 2204 Media, Culture, and Society	4
COMM 2207 Special Topics in Media Studies	4
COMM 2210 Digital Storytelling*****	4
COMM 2304 Principles of Journalism	4
COMM 2305 Media Law and Ethics	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
COMM 3315	PR Crisis Communication	4
COMM 3316	Advertising and PR Law	4

Cognates
Students are required to have six cognate courses (24 credits). The cognate area should be comprised of guided electives that are related to students' course of study and their professional goals. Cognate courses for the Public Relations & Advertising track can be comprised of additional Public Relations & Advertising courses, other COMM courses, and/or specific cognate-appropriate courses that are offered in other academic programs (selected with a preceptor). Cognate courses may also come from, but will not be limited to, a declared minor. At least one cognate course must be taken at the 3000 or 4000 level.

PR & Advertising cognate courses may be selected from any of the following academic areas: ACCT, ARTV, COMM, BSNS, ECON, FINA, HOSP/HTMS, INTL, LANG, LITT, MGMT, MKTG, (or other related areas as approved by the student's preceptor).

Students may also use any of the following classes toward their PR & Advertising cognate: ANTH 3315, GAH 2105, GAH 2160, GAH 2164, GAH 2180, GAH 2339; GAH 2372, GAH 3203, GAH 3213, GAH 3248; GAH 3306,GAH 4303, GEN 2105, GEN 2110, GEN 2153, GEN 2155, GEN 2343, GEN 3146, GEN 3163, GIS 3346, GIS 3348, GIS 3668, GIS 3692, GIS 3748, GIS 4625, GIS 4630, GSS 2152, GSS 2150, GSS 2153, GSS 2173, GSS 2274, GSS 2370, GSS 3111, GSS 3144, GSS 3166, GSS 3168, GSS 3646, GSS 3768, POLS 3235, POLS 3250, POLS 3625, PUBH 2315, PUBH 2450, WASH 3300

Media Production Track
Students who choose the Media Production track must take the following:

COMM 2412 Media Aesthetics (4 credits)

Students who choose the Media Production concen7 (o)y70 (at)2 (i)6 (o)10 (n m)7 (us)4 (t)2 (n)10 (al)

COMM 4300 Practicum 4

HISTORICAL STUDIES
IN THE SCHOOL OF ARTS AND HUMANITIES

INTRODUCTION

The Historical Studies curriculum offers courses that acquaint students with the various methods of historical study, provide them with a broad understanding of the major themes of human history, and give them the opportunity to propose and implement their own research projects. Designed to help students develop careful, thoughtful self-expression, particularly in written form, the curriculum is composed of courses of increasing difficulty, progressing from introductory and intermediate courses in content areas, to upper-level seminars and finally to the senior capstone courses, Historical Methods and Thesis Seminar. The capstone seminars provide opportunities for students to explore theicapsHn3M0 Td1te

- Indian Ocean/Asian
- European/Mediterranean

Two courses at the 3000 level may satisfy a content area requirement (B) while simultaneously satisfying a 3000-level requirement (see C1 below).

C. Students are required to complete four upper-division courses.

C1. Two of these must be 3000-level or higher. Selected courses may also fulfill the Content Area requirement. They may include internships, additional ASH courses (C2, below), Summer Independent Research Experiences (SIRE), or independent study courses. Selected AMST or MAHG courses may also be used to fulfill this requirement.

C2: Two of these must be from among the following Advanced Seminars in History

- Option 3: The student tests out of the History Language requirement by achieving a score of “Intermediate Mid” on the ACTFL Reading Proficiency exam. For information on testing, consult https://www.languagetesting.com. Students who choose this option may be required to take additional cognate courses to meet Stockton's credit requirement for graduation.
-

GRADUATION WITH DISTINCTION

A Bachelor of Arts degree with distinction in Historical Studies may be awarded to the student who earns at least a 3.80 GPA in HIST program courses taken at Stockton, an overall GPA of at least 3.00, and a grade of A for the Senior Thesis.

SPECIAL OPPORTUNITIES

Historical Studies students have ample opportunities to explore their own interests through individual or group study and research in a wide range of fields from local and American history to ancient Greek and Near Eastern civilizations. The accessibility of digital collections, Interlibrary loans, the close proximity of the Philadelphia libraries, and the open facilities at Rutgers University widely expand the research opportunities available to Stockton students. Internships with historical societies, libraries and art museums are also available.

Students interested in leadership opportunities are encouraged to join the History Club. Students who meet the academic requirements may become members of the Stockton chapter of Phi Alpha Theta, the National History Honor Society. Students who wish to be certified to teach K-12 social studies may [illegible]

LANGUAGES AND CULTURE STUDIES
IN THE SCHOOL OF ARTS AND HUMANITIES

INTRODUCTION
By providing insights into the linguistic, cultural, and intellectual lives of other peoples, language study and the investigation of foreign literatures and cultures foster in the student a broader, more informed perspective on the world. Students pursuing a major or a minor in Languages and Culture Studies will study linguistic structures, develop audio-lingual and writing ability, become familiar with literary texts, develop analytical abilities, and gain an appreciation of cultures and traditions different from their own.

PROGRAM ORGANIZATION
The program consists of three separate sections: Spanish, French, and Classics. Students can 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

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 coursesnei -0.0ah

General Studies Courses
Students should work directly with Education preceptors to choose courses to meet certification and specialization requirements in the state of New Jersey.

Concentration in French Studies
The study of French at Stockton University gives students the opportunity to acquire oral and written linguistic skills that have a practical as well as an intellectual application. The French faculty teaches all levels of language, culture, and literature courses in French. Students are encouraged to develop and to deepen their formal knowledge of the language and to become engaged with challenging ideas dealing with linguistic, cultural, or literary topics. All courses in the program are taught in French. Students seeking to acquire teaching certification will take the required courses set by the Education program. During their junior or senior year of French Studies, students are encouraged to study abroad either in Quebec or in France. The program also encourages interdisciplinary studies through courses in European arts and history.

The concentration in French requires a minimum of 32 credits from the intermediate level or higher. Upon completion of LANG 2231, students may enroll in any 3000-level course.

B.A. in Language & Cultural Studies with a French Language K-12 Education Concentration
The French Language K-

In History, Art History, Literature, or Philosophy, at least three courses in the following.
HIST 2110 The Ancient Roman World

CAREER OPPORTUNITIES

Students majoring in specific languages can combine their studies with Education for public school teaching certification. In 1996, the State of New Jersey incorporated a World Language Education Program in its Core Curriculum Content Standards and Fra

LITERATURE

THE CONCENTRATIONS

The program offers five concentrations: Literary Studies, Creative Writing, Theatre/English, K12/Secondary English Certification, and the Dual Degree in Literature (B.A.) and American Studies (M.A.). Each of these concentrations is a sequence of courses drawn from this program and from other programs in the University that prepare students for a range of careers.

The Literary Studies Concentration

Literature is the central focus of this concentration. The concentration aims to prepare students for a variety of professions in which critical analysis, close reading and strong writing skills are valued, such as publishing, advertising, journalism, education, business, web-based communications, civil service and non-profit, and higher education administration, and for graduate work in English studies or related fields (cultural studies, rhetoric and composition, library and information studies, law, etc.). The concentration assumes that such students need a curriculum of breadth over all types and periods of literature and depth in various periods, authors or theoretical approaches.

In addition to the common core (Introduction to Literature, Introduction to Research in Literature and Senior Seminar, the latter two of which must be taken at Stockton), students must complete seven literature electives (at least four LITT courses, 16 credits, must be 3000-level or higher), and the following:

Languages & Culture Studies Requirement

LITT majors with a Literary Studies concentration must choose one of the following four options to complete the Languages & Culture Studies requirement:

- Option 1: The student completes the study of one language through the Intermediate II level, or two languages through the Beginning II level with a grade of C or better. (4-16 credits)
- Option 2: The student completes one of the following interdisciplinary culture studies minors: Africana Studies, Disability Studies, Holocaust and Genocide Studies, Global Studies, Jewish Studies, Latin and Caribbean Studies, or Women's, Gender and Sexuality Studies. (Minor requirements: 20-21 credits)
- Option 3: The student completes one semester of study abroad. Credit transfer varies.
- Option 4: The student "tests out" of the Languages & Culture Studies requirement by achieving a score of "Intermediate Mid" or higher on the ACTFL oral proficiency exam.

For information on testing consult the ACTFL website.

Cognates

These are courses in other ARHU programs (ARTV, COMM, DANC, HIST, LANG, MUSC, PHIL, THTR) or in closely related disciplines outside ARHU, determined in consultation with a program preceptor. G-courses will not be considered cognates. Electives can be any additional LITT course.

The Creative Writing Concentration
This concentration is designed for students who are interested in developing creative writing skills. Students choosing this concentration take, in addition to literature courses, a variety of creative writing courses to develop their style, technique, and range of writing.

In addition to the common core (Introduction to Literature, Introduction to Research in Literature and Senior Seminar, the latter two of which must be taken at Stockton), students must complete a sequence of courses in creative writing.

LITT 2237 Introduction to Creative Writing*
LITT 3270 Craft and Theory Workshop**
*transfer versions of this course will be used to meet Introduction to Creative Writing requirement unless student would like to count it as a creative writing elective.
**may not be repeated for credit

Choose at least two advanced LITT creative writing workshops, 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:
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	3635	Advanced Poetry Workshop
LITT	3636	Advanced Fiction Workshop
LITT	3637	Flash Fiction Workshop
LITT	3639	Novel Writing Workshop

*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

Theatre/English Concentration

Students wishing to combine the study of literature and physical theatre must fulfill two sets of requirements, one in Literature (LITT) and the other in Theatre (THTR). Students wishing to teach high school English and drama should consult the School of Education about requirements for certification/endorsements in that area.

eat

Required ASD/EDUC
EDUC 2231 Development of the Learner (4 credits)**
EDUC 2241 Inclusive Learning in Education (4 credits)**
EDUC 1515 Diversity in Families, Schools and Communities (4 credits)**
INTC 2610 Instructional Technology for K-12 Educators (4 credits)
EDUC 2000 Gateway to the NJ Teaching Profession (1 credit)***
EDUC 3100 Part-Time Clinical Experience in Education (2 credits)
EDUC 3101 Part-Time Clinical Practice in Education I (2 credits)
EDUC 3200 Practices and Techniques of Teaching (4 credits; W2)
EDUC 4600 Part-Time Clinical Practice in Education II (2 credits)
EDUC 4991 Final Clinical Practice Seminar (2 credits)
EDUC 4992 EdTPA Capstone (2 credits)

* Students in this concentr

Like its curriculum, the Dual-Degree Literature (B.A.) and American Studies (M.A.) requirements reflect the program's commitment to diversity and inclusion. Students admitted under this option must follow the Criteria to Maintain Accepted Status requirements.

Criteria to Maintain Accepted Status:
To maintain enrollment students must have a 3.2 program G.P.A. and earn at least a C in two courses, LITT 2114 "Literary Interpretation" and LITT 2123 "Introduction to Literary Research." Students that fail to maintain any of the requirements will be put on probation for one semester. Reinstatement or mandatory withdrawal from the dual-degree program will occur after all final grades for the probationary term have been submitted.

Students removed from the program after probation may reapply for the dual-degree program once the following criterion are met:

- A minimum of 96 credits earned
- A minimum of 20 credits earned in the Literature program
- A 3.2 GPA in Literature
- Grade of C or better in LITT 1100 and LITT 2123.

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

To be awarded a graduate degree, a student must have a cumulative G.P.A. of at least 3.0 in courses applied toward the graduate program. Student may also be eligible to apply for regular admission to the American Studies M.A. program following completion of a baccalaureate degree.

CAREER OPPORTUNITIES

Employers today value strong writing, communication, and analytical skills. These skills are the foundation of a B.A. in Literature. Among its career paths, the program prepares students for graduate studies in literature or creative writing; however, the degree may also lead to careers in education, law, journalism, publishing, web-based communications, advertising, public relations, civil service, business, non-profit or higher education administration, or library and information science.

The Literature program encourages its majors to pursue at least one term of study abroad or one term of internship (e.g., the Washington Internship). Of schools not located in the District of Columbia, Stockton has the largest Washington Internship program of any college or university in the country. The full-semester internship for 12 credits can be a useful tool for gaining career experience and contacts. A sample of previous placements for majors in Literature includes internships with United Press International's *Capitol Hill Investigative Reporter, The National Journal, The Hill Rag*, and *D.C. Public Defender*, as well as congressional and executive offices.

Full details about the curriculum are accessible on the Literature program website.

Intermediate Courses
PH

Required courses:

PHIL	1100	Introduction to Philosophy
PHIL	3607	History0.48Q6ry0.48Q6ry0.48Q6ry0.48Q6ry0.48Q6ry(

12 credits from the following courses
PHIL 2109 Ancient Greek Philosophy
PHIL 2211 Social and Political Philosophy
PHIL 3100 Moral Theory
PHIL 3617 Critical Social Theory
PHIL 2201 African American Philosophy

8 credits from the following courses
PHIL 1200 Introduction to Buddhism
PHIL 2121 Chinese Philosophy
PHIL 2100 Buddhist Philosophy
PHIL 2112 Ethics: Theory and Practice
PHIL 2124 Medieval Philosophy
PHIL 2126 Tibetan Buddhism
PHIL 2127 Zen Buddhism

16 credits from the following Cognates
PLAW 2120 Business Law I
CRIM 1100 Intro to the Criminal Justice System OR
PLAW 3620 Education Law OR
POLS 3228 Public Education & the Law OR
CRIM 3104 Criminal Law

POLS 2215 Law School Basics OR
CRIM 2101 Criminal Procedure: Investigations
POLS 3123 Judicial Process OR
POLS 2221 Law and Legal Process OR
CRIM 3747 Evidence
POLS 3221 Constitutional Law OR
POLS 3222 Women and the Law OR
POLS 3621 A 3Choe
tion

4 credits from the following
PHIL 1402 Mysticism and Philosophy
PHIL 2118 Pragmatism
PHIL 2222 Renaissance Philosophy in Italy
PHIL 2224 The Search for a God Language
PHIL 3116 Philosophies of Art
PHIL 3613 Feminist Philosophies
PHIL 3617 Critical Social Theory

4 credits from the following
PHIL 2211 Social and Political Philosophy
PHIL 3100 Moral Theory

4 credits from the following
PHIL 2100 Buddhist Philosophy
PHIL 2127 Zen Buddhism
PHIL 3112 Philosophy East and West OR

Any Asian Philosophy course

8 credits from the following
PHIL Independent Study (in figure or theme of interest)
PHIL Independent Study (in figure or theme of interest)

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 theie10 (ge S)1 (t)

CAREER OPPORTUNITIES

The study of philosophy fosters skills of textual analysis, argumentation, thinking, historical consciousness, writing and conceptual synthesis. Thus, it provides a solid background for the achievement of excellence in all professions. With its emphasis on the study of personal and social values, it promotes thoughtful and compassionate conduct in the workplace. While some Philosophy majors choose to attend graduate school to become professional philosophers, teachers, theologians or ministers, others use their philosophy background as a preparation for a career in law, medicine, government, social services, nonpr

PERFORMING ARTS
IN THE SCHOOL OF ARTS AND HUMANITIES

INTRODUCTION

The Performing Arts programs offer a comprehensive curriculum in a variety of disciplines encompassing the Performing Arts (Dance, Music, and Theatre).

preparation for the audition or portfolio review with the Theatre faculty. Further information is available on the Stockton University Theatre website and Instagram.

For Music students, admission to performance ensembles is by audition. An audition is also required to enroll in Applied Music courses that offer private instruction. Incoming students wishing to concentrate in Instrumental or Vocal Music are encouraged to apply by audition for the Woodruff Foundation Scholarship (instrumental) and the Bay Atlantic Symphony

Dance/Pre-Movement Sciences

Students need to complete at least level II in Ballet (DANC 2415) and Modern (DANC 2501) for 2 semesters.

MUSC 1147 Stockton Classical Instrumental Ensemble	2
MUSC 1144 Stockton Jazz Orchestra	2
MUSC 1760 Stockton Oratorio Society	2
MUSC	

MUSC 1144	Stockton Jazz Orchestra		2+
MUSC 1147	Stockton Classical Instrumental Ensemble		2+
MUSC 1760	Stockton Oratorio Society		1+

THTR 1150	The Business of Show Business	4
Choose 1 THTR elective		4

Major in LITT: Theatre/English total credits 32

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 in reading music. Otherwise, GAH 1242 Fundamentals of Music OR GEN 1651 Beginning Piano is required to enter the program.

Core Music Minor Requirements (8-credits)

MUSC2115	Music Theory	4	
MUSC 2241	Music History I	4	OR
MUSC 2242	Music History II	4	

Students may take up to 6 credits in any combination from the following ensembles.

MUSC 1143	Stockton Pops Choir	2
MUSC 1144	Stockton Jazz Orchestra	2
MUSC 1147	Stockton Classcl Instrumental Ensemble	2
MUSC 3251	Stockton Chorale	2
MUSC 1760	Stockton Oratorio Society	2

Choose 4 credits in any combination from the following electives:

MUSC 2113	How to Conduct Music	2
MUSC 3250	History of Singing	2
MUSC 3800	Independent Study, Public Performance	2
MUSC 4800	Independent Study, Public Performance	2
DANC 1101	Beginning Modern Dance	2
DANC 2203	Dance Improvisation	2
THTR 2681	Acting Fundamentals	4
GAH 2265	Music as Property	4
GAH 1248	Music of African Americans	4

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:

DANC 3300	Dance History	4
DANC 2310	Kinesiology OR	
DANC 3610	Dance Pedagogy and Wellness	4

14 credits of theory, technique, production and/or performance electives in consultation with the dance faculty.

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 co

- **10 to 12 separate pieces of your best work. Selections should show both breadth and focus in one or two specific areas below: (It is not necessary to include work from all categories)**
  - Painting: A variety of painting media is welcome: oil, acrylic, watercolor, and others. Paintings may range from realism to abstraction, or some combination, emphasizing your approaches to color, form, and composition.
  - Photography: Digital and film formats are welcome in both color and black and white. We are looking for work that conveys an awareness of contemporary photographic practice as well as effective control of the process and the image.
  - Sculpture and other 3D media: Work in clay, wood, mixed media, and other materials may be included, emphasizing form, composition, and content.
  - Digital Media: Digital media should emphasize your ability with form, content, and composition over technical knowledge of graphics programs.

What Not to Include:

- Drawings made from photographs, especially from magazines and online image sources. Working from your own photographs as a reference is acceptable but drawing from life is preferable.
- Work made more than two years prior to submitting the portfolio.
- Work copied from other artists.
- Fan art or copies of existing cartoons and comics. Include these only if the work is original in style and content: no existing characters or styles (such as anime/manga).

For Transfer Students:
Transfer students submit portfolio images using the following SlideRoom link: https://stocktonvisualart.slideroom.com

Transfer students wishing to receive credit at Stockton for comparable courses taken at another institution should show relevant documentation to a faculty advisor, either at transfer student orientation or early in their first semester at Stockton. This documentation includes images of work (i.e., paintings, or images of paintings for Stockton's Painting I class; photographs for Stockton's Photography: Film and Darkroom I class); and a copy of transcripts from previous institutions.

Transfer courses *may* be allocated for a comparable course at Stockton, but that decision must be made by an ARTV faculty member and is based on the quality of the work and its relevance to ARTV program requirements. Transfer students receive the number of transfer credits that they have earned regardless of how their transfer courses are allocated.

STUDIO FACILITIES

Visual Arts Studio Minors (foundation, choose two). See worksheets for other requirements. (12 credits)	ARTV 1161 Intro to 2D Design or ARTV 1164 2D Digital or ARTV 1169 Intro to 3D Design	8
	ARTV 2175 Art History: Ancient to Medieval or ARTV 2176 Art History: Renaissance to Modern	4
Visual Arts Art History Minor (foundation). See worksheets for other requirements. (12 credits)	ARTV 1161 Intro to 2D Design or ARTV 1164 2D Digital or ARTV 1169 Intro to 3D Design	4
	ARTV 2175 Art History: Ancient to Medieval	4
	ARTV 2176 Art History: Renaissance to Modern	4

Digital Media Requirement

All Visual Arts majors are required to take at least one course involving digital technology. (***NOTE***: Visual Communications, Illustration, and Photography students will fulfill this requirement as part of their required coursework). The following courses count toward the digital media requirement and may also be applied in another category of the Visual Arts major.

.

ARTV 1125 The Computer as an Art Tool
ARTV 1164 Intro to 2D Digital Design
ARTV 2265 Image and Typography
ARTV 2270 Graphic Design I
ARTV 2321 Photo: Digital Image and Print
ARTV 2230 Illustration I
ARTV 3220 Interactive Media Design
ARTV 3222 Package Design
ARTV 3625 Photoshop
ARTV 3674 3D Modeling
ARTV 3678 Illustration Seminar
ARTV 3680 Designed Object
ARTV 3468 Sculpture in the Digital Age
ARTV 3676 3D Animation
ARTV 3621 Web Design
ARTV 3677 Designing for WordPress

CREDIT-HOUR POLICY FOR STUDIO COURSES

A 4-credit studio class meets 5 contact-hours per week for 15 semester weeks. In addition, students are required to complete the *6th-hour assignment,* an additional hour per week, or 15 total hours per semester. ARTV majors should take the 3-credit version of the four ARTV foundation courses: Intro to Drawing, Intro to 2D Design, Intro to 3D Design, and Form, Color and Content.

INDEPENDENT STUDY IN VISUAL ARTS
Independent Study provides students with the opportunity to work on special projects that are not available through regular class offerings. Students who plan to pursue Independent Study must contact their preceptor; they are also responsible for finding a faculty sponsor for the project. The program's core courses may not be taken as Independent Study.

INTERNSHIPS
Visual Communications and Illustration student internships are arranged with and approved by the sponsoring faculty member. The Permission of Instructor and Special Project Form is required. Internships require 8 contact hours per week during a regular semester, or 120 hours total at the internship site.

B.A. IN VISUAL ARTS (VIBA)
The B.A. in Visual Arts requires a concentration in one of the following disciplines:
Interdisciplinary Visual Arts (VIBA)
K-12 Art Teacher Certifica (ov)4 (ov)4 (ov)4 91i (ow)6 (o)10 (-Tw 0.5(S)4MCdI)-4 1-0.003Tc -

Note: 1) If a student wishes to opt-out of the Visual Arts K-12 Teacher Certification Concentration, additional courses may be required to complete another B.A. in Visual Art. 2) Students should avoid taking 4000-level ARTV courses in the same semester as EDUC 4990 Full-Time Final Clinical Practice (12 credits).	
28 credit hours in-ARTV foundation and distribution courses: ARTV 1165 Introduction to 2D Design* OR ARTV 1167 Introduction to 2D Digital Design* ARTV 1166 Introduction to Drawing** ARTV 1168 Introduction to 3d Design*** ARTV 1173 Form, Color & Content ARTV 2175 Art History: Ancient to Medieval ARTV 2176 Art History: Renaissance to Modern ARTV 2161 Painting I ARTV 2269 Sculpture I	28
12 credit hours (Three) in the following 4-credit ARTV studio art Distribution courses, or approved 2000-level electives: ARTV 2121 Photography: Film and Darkroom I (Q2) ARTV 2155 Intermediate Drawing OR ARTV 2166 Drawing II: Figure Drawing ARTV 2168 Printmaking I OR ARTV 2169 Printmaking and Mixed Media ARTV 2265 Image and Typography OR ARTV 2270 Graphic Design I	12
Two ARTV electives at the 3000-level in studio art	8
One Art History elective	4
ARTV 4832 Senior Portfolio in VIBA (Offered every Fall)	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, and Printmaking and Mixed Media
*ARTV 1165 or **ARTV 1166 is the prerequisite for Photography: Film & Darkroom I.
***ARTV 1168 is the prerequisite for Sculpture I

NOTE: Students must successfully complete a Portfolio Review prior to taking 3000-

B.A. in Visual Arts Art History Art History courses provide students with the opportunity to study the development of the visual arts in various cultures and epochs and to learn the research and writing methods of art historians. Students may concentrate in Art History through the Visual Arts Concentration by fulfilling the credit requirements as stated.	
28 credit hours in 4-credit foundation courses: ARTV 1165 Introduction to 2D Design* OR ARTV 1167 Introduction to 2D Digital Design* ARTV 1166 Introduction to Drawing** ARTV 1168 Introduction to 3d Design*** ARTV 2175 Art History: Ancient to Medieval ARTV 2176 Art History: Renaissance to Modern	28
8 credit hours (Two) in the following 4-credit ARTV Distribution courses: ARTV 2121 Photography: Film & Darkroom I (Q2) ARTV 2155 Intermediate Drawing OR ARTV 2166 Drawing II: Figure Drawing ARTV 2161 Painting I ARTV 2168 Printmaking I OR ARTV 2169 Printmaking and Mixed Media ARTV 2269 Sculpture I ARTV 2265 Image and Typography OR ARTV 2270 Graphic Design I	8
One additional ARTV elective (art history or studio art)	4
12 credit hours (Three) in Academic cognate courses: Foreign language (LANG) 8 credits (French is recommended) 8 Historical Studies 4 credits (HIST) 4 OR: Three Arts Management cognate courses: ARTV 2117 Arts Management 4 MGMT 2110 Introduction to Management 4 MKTG 2110 Marketing Principles 4	12
ARTV 4950 Senior Project in Art History I	4
ARTV 4951 Senior Project in Art History II	4
Select three Art History electives from the following, including one at the 3000-level: ARTV 2177 Introduction to the History of Architecture* ARTV 2271 World Art* ARTV 3335 Art of New Jersey	12

ARTV 2161 Painting I ARTV 2168 Printmaking I OR ARTV 2169 Printmaking and Mixed Media ARTV 2269 Sculpture I ARTV 2265 Image and Typography OR ARTV 2270 Graphic Design I	6
ARTV 2155 Intermediate Drawing ARTV 2166 Painting II	4

ARTV 2166 Painting II (3T) 5 (0) 6Tc -0.15e 1.08 146.1re f 41 Tm76TT2 1 Tf 0.004 Tc -0.002 Tw

***ARTV 1168 is the prerequisite for Sculpture I.

NOTE: Students must successfully complete a Portfolio Review prior to taking 3000-4000 level

ARTV 1168 Introduction to 3d Design*** ARTV 1173 Form, Color & Content ARTV 2175 Art History: Ancient to Medieval ARTV 2176 Art History: Renaissance to Modern	

ARTV 2176 Art History: Renaissance to Modern	
16 credit hours (Four) in the following 4-credit ARTV Distribution courses: ARTV 2155 Intermediate Drawing OR ARTV 2166 Drawing II: Figure Drawing ARTV 2161 Painting I ARTV 2168 Printmaking I OR ARTV 2169 Printmaking and Mixed Media ARTV 2269 Sculpture I	16
ARTV 2155 Intermediate Drawing OR ARTV 2166 Drawing II: Figure Drawing*	4
ARTV 2270 Graphic Design I	4
ARTV 2265 Image and Typography	4
ARTV 2230 Illustration I	4

8 credit hours (Two) from the following list*
ARTV 3241 Alternative Photo Processes
ARTV 3625 Photoshop
ARTV 3233 Painting from Observation
ARTV 3234 Painting: Contemporary Approaches
ARTV 3220 Interactive Media Design

primary field lies elsew

	GAH 2286 Critical Theory and Contemporary Art	

GRADUATION WITH DISTINCTION IN THE VISUAL ARTS

A Bachelor of Fine Arts or Bachelor of Arts degree with distinction in Visual Arts may be awarded to the eligible student graduating with a minimum cumulative GPA of 3.5 in program-cognate courses; who receives no F or NC grades in program or cognate courses; and, where required, who produces an outstanding senior project with a final grade of A in ARTV Senior Project course(s). One quarter of the required program-cognate degree credits must be taken at Stockton to be considered for program distinction. The award of distinction will be conferred to eligible students only by a majority vote of this program's faculty.

MASTER OF ARTS IN AMERICAN STUDIES
CERTIFICATE IN AMERICAN STUDIES
IN THE SCHOOL OF ARTS AND HUMANITIES

INTRODUCTION
Stockton's graduate program in Amer

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

MASTER OF ARTS DEGREE REQUIREMENTS
Graduate students in American Studies wishing to enroll in more than 9 credits (typically three classes) per semester must have the Graduate Chair's approval. Generally, students must have at least a 3.6 G.P.A. in graduate American Studies coursework for waiver approval.

Thesis, Internship, and Independent Study Experiences
Students choosing to complete a master's thesis will engage in a 6-credit, two-semester, research tutorial directed by an American Studies faculty member serving as the Thesis Advisor and must adhere to the Thesis Guidelines and Requirements contained in the Office of Graduate Studies Thesis Manual.

Students completian stIhips mastalsnede of14 (ulfhe O)illassign10 (m)10 (nt)2 (s)4 ( )ou0 (nt)2 (s2 (ui

Maintenance of Matriculation Requirement for Graduate Students
Once admitted to a degree program, graduate students must either be continuously registered for credit each semester (excluding summer terms) until they complete their degree requirements, or they must apply for and receive Maintenance of Matriculation status and pay the requisite fee in lieu of tuition. Graduate students who neither register for credit during a Fall or Spring term nor apply for and receive Maintenance of Matriculation status and pay the requisite fee will lose their student status and must apply for readmission to the University and be reaccepted in order to continue their graduate work.

Leave of Absence
Although the University has a Maintenance of Matriculation requirement for graduate students, a Leave of Absence may be granted, normally for medical, family, or military reasons. A Leave of Absence is the process of leaving school temporarily for up to one year. A Leave of Absence is valid for one year and is renewable yearly, for a maximum of five years, by notifying the Office of the Registrar before the Leave expires, via the Leave of Absence Form.

Program Completion Timeline
Students are expected to complete all aspects of the program within six years of matriculation, not including time spent on school-approved Leave of Absence. Please see the *Bulletin* for details on the Leave of Absence policy. Students who do not complete all of their graduate work over the six years of matriculation may be dismissed from the program. Students completing thesis or incomplete work but not taking any classes must remain on Maintenance of Matriculation Status.

GRADUATION WITH SPECIAL HONORS
Program Distinction constitutes recognition of outstanding graduate work in the American Studies program for graduating students. Program Distinction will be awarded to those students whose combination of course work and extracurricular activities merit special recognition. The award is based on the consensus of the MAAS faculty.

The following criteria are used to assess the awarding of Program Distinction:

- A minimum cumulative G.P.A. of 3.9 at the time of graduation.
- Superior performance in program work, as evidenced by written work completed for course assignments.
- Significant contributions to the program by, for example, demonstrating excellence in program and community service.
- As judged by the faculty, any other exceptional academic achievement in the area of American Studies, e.g., curriculum design for K-12 education, outstanding performance in an internship or the quality of a master’s thesis.

ACADEMIC STANDING, PROBATION AND DISMISSAL

complete an additional 9 credit hours. Students on probation who do not accomplish this are subject to dismissal from the graduate program and from the University.

PROCEDURE FOR A GRIEVANCE CONCERNING A COURSE

1. Discuss the problem with the faculty member directly and attempt to resolve the problem, unless it is inappropriate to do so (i.e., discrimination).
2. Discuss with the Program Chair only after attempting to follow Procedure #1, unless it is inappropriate to do so (i.e., discrimination).

Contact the Dean of the School of Arts and Humanities if your problem has not been resolved through steps #1 and #2.

MAAS GRADUATE POLICY FOR TAKING COURSES IN OTHER GRADUATE PROGRAMS

With the approval of the MAAS Director, students may take up to three graduate courses (9 credits) in another Stockton graduate program for elective credit. Credits earned from American Studies graduate courses taken prior to matriculation in the program are treated as Stockton credits; the combined credits from transfer courses and classes taken in the Master of Holocaust and Genocide Studies program or one of the Master of Arts in Education programs, including MAIT, MAEL, and MAED, may not exceed 9 credits for candidates for the M.A. degree and 3 credits for candidates for the Certificate in American Studies.

POLICY REGARDING UNDERGRADUATES TAKING AMST COURSES FOR CREDIT

-

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
AMST 5026 The Vietnam War
AMST 5030 1930’s America
AMST 5059 Slavery and Civil Rights in the US

Approaches and Applications Electives (A) explore a particular theoretical or methodological approach in American Studies.

AMST 5002 Critical Theory and American Studies
AMST 5005 Teaching History through Historic Places s Contınal oan1 (ro.82 -1.15 T)1 (M)7 (S)1 (T

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 consider diversity in distributing GAs. This includes diversity by race, religion, sex, national origin, age, and disability as well as field and institution of undergraduate degree. Because the Committee aims to distribute GAs among our students, an individual cannot hold a position as a GA or work for a single professor for more than 3 semesters.

For more information about Graduate Assistantships, see the Graduate Assistantship Handbook.

Full details about the curriculum are accessible on the MA in American Studies website.

ACADEMIC PROGRAMS IN THE SCHOOL OF BUSINESS

Keith William Diener (2014), Associate Professor of Business Administration, 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, employment law and ethics, the social contract, and practical business ethics.

***Petar Dobrev* (2019),** Assistant Professor of Finance; Ph.D. Drexel University; B.A. Ramapo College of New Jersey: introduction to financial management, introduction to financial management for accountants, investments.

Christian Ehiobuche (2020), Assistant Professor of Business Administration, Management Healthcare Administration and Leadership; Ph.D., National Polytechnics Institute Mexico; M.B.A., Universidad Del Valle de México; Master in International Relations, Sussex College of Tech; B.Sc., School of Liberal Studies: management and leadership development in healthcare, healthcare operations and financial management, leadership transformation, introduction to management and small business management.

***Robert Ferguson (2006)**,* Teaching Specialist of Business Administration, Management: MS University of Pennsylvania: Program focus in strategic management, competitive analysis, leadership & supervision, management behaviors.

Wondimagegnehu Geremew (2005), Associate Professor of Computer Information Systems; Ph.D., Wayne State University; M.S., University of Kaiserslautern; B.S., M.S., Addis Ababa University: variational analysis, optimization, and applications.

Jill Gerhardt (1993), Professor Emerita of Computer Science and Information Systems; Ph.D., M.S., Drexel University; M.A., State University of New York at Stony Brook; B.A., Rowan University: systems analysis and design, human factors and cognitive engineering of interfaces, computer science education, legal concerns involving computers, and ethical issues in computing.

Jung Ah Han (2019), Assistant Professor of Business Administration, Marketing; Ph.D., ɒrad12 Tw e 0 Tlen21c ;ousai

Mina Jafarijoo (2019), Assistant Professor of Computer Information Systems; Ph.D., Washington State University; MBA, University of Tehran, Tehran, Iran; M.S., K.N. TOOSI University of Technology, Tehran, Iran; B.Sc., University of Science and Technology, Tehran, Iran: cloud computing, information systems governance, business value, business intelligence, data analysis and visualization, and project management.

Joy A. Jones (2017), Associate Professor of Business Administration, Management; Ph.D., Regent University; MA, New York Institute of Technology; B.A., Western Kentucky University: business communication, management skills development, organizational behavior, diversity in business today, networking and influence, human resource management.

Phillip Kening (2006), Instructor of Business Administration, Marketing; MBA, Southern Illinois University; B.S. Communications, S(.)12.1 Tw 95 Td[(I)2 t28 0 TE04 T3 (i)16 (ni) oinii m,aMa Pr

Audrey Wolfson Latourette (1977), Distinguished Professor of Business Administration, Public Law; J.D., Temple University School of Law; M.A., Rowan University; B.A., Rutgers, The State University: business law, legal environment, perspectives on women in law, history and literature, ethics in contemporary society, advanced topics in legal environment.

Wei Xuan Li (2009), Associate Professor of Finance; Ph.D., University of New Orleans; M.S., Drexel University; B.A., Soochow University: budgeting, financial management, investments, international business finance, psychology of finance, portfolio management.

Zheng Li (2018), Assistant Professor of Computer Science; Ph.D., Illinois Institute of Technology; M.S, B.S., University of Electronic Science and Technology of China: computer systems, algorithms, and software engineering.

Saralyn Mathis (1999), Professor Emerita of Computer Science and Information Systems; Ed.D., West Virginia University; M.S., University of Illinois, Champaign-Urbana; B.S., Frostburg State College:Systemd[(pa)-10 (i)-4 (g)]TJ (e:)]TJ6.10 ( )6 (m789 0 Td((B)]TJ0 l920.004 Tc

Barry Palatnik (2015)

Janet Wagner (2007), Dean, School of Business Emerita, and Professor of Computer Information Systems; Ph.D., Massachusetts Institute of Technology; S.M., Massachusetts Institute of Technology; B.A., Williams College: operations research, business analytics, and operations management.

Jinchang Wang (2003), Professor of Business Analytics; Ph.D., Georgia Institute of Technology; MBA, Shanghai Institute of Mechanical Engineering; B.S., Xian University of Technology: management science, decision theory, operations management, and artificial intelligence.

Duo (Helen) Wei (2011), Associate Professor of Computer Science; Ph.D., New Jersey Institute of Technology; B.S., Changchun Normal University, China: data structures & algorithms, programming and problem solving, foundations of computer science, and medical informatics.

Cliff Whithem (2000), Professor Emeritus of Hospitality, Tourism and Event Management Studies; Ph.D., Temple University; M.Ed., Widener University; B.S., Florida International University: food and beverage management, human resources management, purchasing, information systems, business policies and strategies.

MISSION STATEMENT FOR THE SCHOOL OF BUSINESS

The School of Business provides high quality, affordable undergraduate and graduate education strongly infused with the liberal arts and connected to our surrounding communities. The faculty delivers excellence in teaching and actively pursues scholarly activities and professional development that contribute to classroom effectiveness. The faculty produces scholarly works that advance the knowledge and practice of business, hospitality and tourism management, computer science, and computer information systems. The School strives to have a positive impact on the wider community, responding to the evolving needs of the Southern New Jersey region, the State of New Jersey and beyond.

ACCOUNTING
IN THE SCHOOL OF BUSINESS

PR

BUSINESS ANALYTICS
IN THE SCHOOL OF BUSINESS

PROGRAM INTRODUCTION

The Business Analytics program provides students with the technology and quantitative skills needed to translate big data into (nt)12J0 Tc 0 hght and information for effict business decn making so that organizatio2J0 T can improve their business procses and gai tactical and strategic advantages.

ADMISSION TO THE PROGRAM

The Business Analytics program c 0 hJ0 T open to any stu dent with an

FINANCE

course (BSNS 5505).

- Concentration courses: dual-degree students pursuing B.S. degrees take 7 undergraduate concentration or program courses instead of 8. The required concentration courses for dual-degree students are listed on the individual dual-degree curriculum worksheets.

In addition:

-

COMPUTER INFORMATION SYSTEMS

IN THE SCHOOL OF BUSINESS

MISSION STATEMENT FOR THE CIS PROGRAM

The mission of the Computer Information Systems Program at Stockton University is to provide outstanding undergraduate degrees and courses that are consistent with the missions of the University and the School of Business, and that meet the full range of needs of the students. The Program provides students with an adaptable curriculum and pedagogy that complements the evolution of computer technology and the computing profession so that our graduates will have:

- A strong theoretical and application-oriented background across the computer science and information systems disciplines;
- Practical skills and experience that 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;
- The capability to apply technology skills and organizational principles to design, implement and manage technological solutions in various domains such as business, health, hospitality, medicine or entertainment;
- The ability to perform effectively in software application development;
- Skills such as analytical thinking, decision making, professional communication, system analysis, data analytics, database design, project management, and information security, required to address organizations' strategic goals, day-to-day operations, and regulatory compliance;
- The confidence to explore innovative technologies to attain competitive advantage for organizations.

PROGRAM INTRODUCTION

The software and systems designed and created by Computer Information Systems (CIS) professionals are an integral part of our society and enable the technology we use every day. CIS professionals design, develop, implement, and manage the applications that allow us to connect on Facebook and Twitter, browse the web and shop online, entertain us with games, make online environments safe and secure, keep the Internet running smoothly, analyze the electronic data for effective decision making, etc.

ADMISSION TO THE PROGRAM

The program is open to any stu(at)12 (or)7 (y)4 (c)4 1d /C2_0 1 Tf-18.73 -1.22 Td<0078>Tj/T(ogr)

PROGRAM ORGANIZATION AND GRADUATION REQUIREMENTS

The Computer Information Systems (CIS) program at Stockton University offers a B.S. in Computer Information Systems. A minor in Computer Information Systems is also available. The CIS degree and minor are discussed below with full curriculum details on the curriculum worksheets found on subsequent pages.

B.S. IN COMPUTER INFORMATION SYSTEMS

The B.S. in Computer Information Systems curriculum has a strong technology focus, while emphasizing areas within which computers and information technology is used to support and enable organizational goals. It includes the theory and knowledge of technical skills, business processes and interpersonal behavior, and offers a broad foundation enabling our graduates to adapt and advance in an ever-changing professional environment and workplace.

The B.S. in Computer Information Systems requires 80 credits, as follows:

- 10 courses in the CIS core (36 credits),
- 4 courses in the IS Environment (16 credits),
- 2 Quantitative Analysis courses (8 credits),
- 4 CIST electives (16 credits), and
- 1 Cognate course (4 credits). Cognate may include any additional CIST courses. With the approval of the CIS program faculty, students can use CSCI 2102 as cognate. No other courses can be used as cognates.

This degree also requires 48 additional credits in General Studies/At-Some-Distance courses. Note that a grade of “C or better” is required for courses in the CIS Core, the IS Environment Courses, and for CIST 1206.

MINOR IN COMPUTER INFORMATION SYSTEMS

The Minor in Computer Information Systems is appropriate for students of all majors who wish to gain knowledge and skills in the design & development, use, and management of computer & information technology solutions present in our daily life and work environment. For example, a student interested in business could minor in computer information systems to work in the area of data analytics. Or a student interested in criminal justice could minor in computer information systems to work in the area of cybersecurity.

The minor in CIS requires 5 CIST courses (20 credits), consisting of 3 required courses and 2 electives. Only courses with the CIST course acronym count toward the minor in CIS.

Note that an overall GPA of 2.0 or better in the CIS minor courses is required to earn the minor designation.

GUIDELINES FOR INDEPENDENT STUDIES

A student who wishes to pursue a specialized project or a research topic for credit that is not covered by established courses may opt to register for an independent study sponsored by a

CIS faculty member. The number of credits to be earned is determined in concert with the CIS faculty member sponsoring the independent study. Before the student will be permitted to undertake an independent study, the student must have:

a) successfully completed at least 64 credits total, including at least 16 credits of CIST courses; b) successfully completed at least two CIST courses at the 3000 level or above; and c) a minimum cumulative GPA of 2.5, and a minimum 2.5 GPA in CIST courses taken at Sto (i)6 J.2 ( )]TJCIT coursesh

Intelligence. Students interested in Data Analytics and Business Intelligence should consider the following as electives / cognates:

CIST 3240

Computer Support Specialists
Computer Systems Analysts
Cybersecurity Professionals
Database Administrators
Data Analysts
Information Security Analysts
Network & Systems Administrators
Software Developers, Analysts, and Testers
Application (App) Software & Web Developers

The CIS program provides courses of study to prepare students for these occupations. Graduates of the CIS program have been successful in a wide range of professional areas including cybersecurity, data analytics, IT consulting, IT support, and graduate studies.

The Computer Information Systems degree and the curriculum worksheets can be accessed on the Computer Information Systems website.

GRADUATE SCHOOL OPPORTUNITIES

The B.S. in Computer Information Systems also prepares students who are interested in pursuing graduate level degrees to further their education at the graduate schools. Graduates of Stockton University's Computer Information Systems program have continued their education in master's programs at Drexel University, Naval Postgraduate School, NJIT, North-Eastern University, Stevens Institute of Technology, among others.

(MATH 2215) before transferring to Stockton should expect to spend more than two years at Stockton to fulfill the requirements for a B.S. in Computer Science.

PROGRAM ORGANIZATION AND GRADUATION REQUIREMENTS

The Computer Science (CS) program at Stockton University offers a B.S. in Computer Science, as well as a minor in Computer Science. The CS degree and minor are discussed below with full curriculum details on the curriculum worksheets found on subsequent pages.

B.S. IN COMPUTER SCIENCE

The B.S. in Computer Science includes the theory and conceptual knowledge, programming and analytical skills, and an understanding of contemporary platforms that are fundamental to modern software development. All CS majors learn programming and problem solving, data structures and algorithms, computer organization, software engineering, computer networking, mathematics and science. This major is ideal for creative analytical thinkers who like to solve problems.

The B.S. in Computer Science requires 19-20 program courses (80 credits), as follows:

- 8 courses in the CS core (30 credits),
- 5 courses in the Math core (22 credits),
- 1 science core course (5 to 6 credits),
- 1 math/science elective (4 to 6 credits),
- 4 CSCI elective courses (16 credits), and
- Between 0 and 3 credits of cognates depending upon science choice above. Cognates may include any additional CSCI courses. Other courses require approval to

completed at least 64 credits before s/he will be permitted to undertake an internship.
2. Before the internship isBe

COMPUTING
IN THE SCHOOL OF BUSINESS

INTRODUCTION
The BA in Computing provides a broad foundation in computing. It does not prescribe a particular area for in-depth study, leaving room for students to follow their own interests.

PROGRAM ORGANIZATION
The BA in Computing requires 16 program courses (64 credits), as follows:

- 7 courses in the Computing core,
- 9 additional elective courses chosen from CIST and CSCI courses (5 of which must be at the 3000 level or above).

For interested Computing students, up to four credits for an internship or an independent study is also available.
A grade of C or better is required in the Computing Core.
This degree also requires 64 additional credits in General Studies/At-Some-

Continuing and Transfer Students
Students in

COURSE SEQUENCING AND SCHEDULE PLANNING

In considering course selection and sequences, students should understand that Stockton University does not have an evening division or an evening program. Consequently, there is no guarantee that all courses required for graduati f euisg(n)8 ( )]TJc 0.004 0

ESPORTS MANAGEMENT
IN THE SCHOOL OF BUSINESS

PROGRAM INTRODUCTION

ADMISSION TO THE PROGRAM

The Esports Management program is open to any student with an active interest in event management, marketing, and project management related to the esports ecosystem.

PROGRAM ORGANIZATION AND GRADUATION REQUIREMENTS

The Esports Management program (ESPM) offers a B.S. degree. This program is a business-oriented degree and requires many of the same core courses as the Business Studies B.A. and B.S. degrees, with additional core and elective courses.

BACHELOR OF SCIENCE DEGREE

The B.S. degree in ESPM blends the practical with the theoretical. Whether working in the New Jersey area or elsewhere around the globe, students will acquire real world experience tied to their academic program preparing them for success and leadership in the esports ecosystem. Students will gain self-confidence, network with professionals, and explore possible career options in this dynamic industry.

The B.S. in Esports Management requires 20 program courses (80 credits), as follows:

- 7 Business Foundation courses,
- 3 courses in the Experiential Learning Sequence (plus a 0 credit Professional Work Experience),
- 8 courses in the ESPM Core, and
- 2 electives

This degree also requires 48 additional credits in General Studies/At-Some-Distance courses.

Note that a grade of “C or better” is required in all ESPM required program courses.

PROGRAM SPECIAL FEATURES

While degrees and courses in Esports Management have been announced across the Unites States, Stockton University’s BS in Esports Management program is distinctive.

Experiential Learning Sequence

The Experiential Learning Sequence requires students to complete Professional Work Experience (ESPM 3901) then take coursework that includes Career Development (HTMS 3127) and Business Policies and Strategies (BSNS or HTMS 4112) as well as an ESPM Internship course (ESPM 4970). Professional Work Experience (ESPM 3901) is a pre-requisite before Career Development (HTMS 3127).

Students have access to develop the required skills in various internal and external opportunities with the Stockton University Esports competitive team, Stockton’s Esports Innovation Center, the Atlantic City market, surrounding areas, and beyond. Students will have earned 156 hours of professional work experience specifically with Stockton’s Esports team in multiple capacities (no more than 75 hours as a “player and an additional 225 hours of work experience in an external Esports and/or core competency related internship within the Esports ecosystem. Students will conclude the program with 381 total experience hours.

COURSE SEQUENCING AND SCHEDULE PLANNING

In considering course selection and sequences, students should understand that Stockton University does not have an evening division or an evening program. Consequently, there is

no guarantee that all courses required for graduation will be offered every semester during evenings. While many required courses are offered during the evening, it is highly likely that at some point students who only take courses during evening hours will have to revise their schedules to ensure they take the daytime-only courses they will need to graduate.

Should the student be unable for any reason to take a prescribed course in the regular semester, it is his/her responsibility to take the course later. The student should not expect a waiver for the course at a subsequent date, nor should s/he expect that the course will be offered at an unusual time just to meet the individual's personal needs.

Students should also understand that it is their responsibility to make certain that their academic records are in proper order at the time they

- 8 MBA core and capstone courses,
-

raise the GPA to 3.0” option can only be granted once throughout matriculation in the MBA program.

If there is a procedural error in terminating a student from the MBA program for academic reasons, the student may appeal in writing to the Dean of the School of Business with a copy to the Provost. The appeal must be accompanied by evidence in support of the appeal and must be submitted no later than two weeks following notice of academic termination from the Program.

Definition of a Passing Grade
A letter grade C or above is a passing grade. Students must, however, maintain a grade point average of 3.0 or above. Students must have a 3.0 or above to graduate from the MBA program.

TRANSFER CREDITS
Students who have .004 T[]TJ0 Tc 0 Tw 4(t)7.2 e Tdstn[5 1(e)62.2(a)3.4(r)6.2(n)7.9(.)3.4( )-16.2(0 4 9 1 0 (t

program webpage.

In addition:

- The MBA courses taken while dual degree students are still in undergraduate status can be MBA core courses or MBA electives. These courses must be chosen in consultation with the Dual Degree Program Coordinator.
- An internship (at the graduate level) is required and preferably in the student's senior year.

The undergraduate degree will be awarded when the student completes the undergraduate business major requirements and reaches 128 credits. These 128 credits may include undergraduate and up to 12 graduate credits.

HAL program provided they meet all of the MBA-HAL foundation requirements through their undergraduate coursework and have a cumulative GPA of 3.5 or higher. As part of the Direct Entry process, students will not need to complete a traditional graduate application for admission to the MBA-HAL program and the Office of Graduate Admissions will also waive the graduate application fee. Direct Entry applicants must complete the electronic Direct Entry Request form and must submit an application essay and a detailed resume. For more information on Direct Entry refer to https://stockton.edu/graduate/direct-entry.html. Students whose undergraduate degree was awarded more than a year prior to applying to the MBA-HAL program, should apply to the MBA-HAL program through the general MBA-HAL admissions process above.

Transfer Credits. Students who have received credit for graduate-level study in

leadership, organizational leadership, organizational development, transformational leadership, human resource and talent development, performance management, employee development, professional development, training and development, coaching/mentoring.

Priti Haria (2012), Associate Professor of Education; Ph.D., University of Delaware; M.S., Lehigh University; M.S., University of Scranton; B.Comm, University of Bombay: vocabulary instruction, genre-specific reading comprehension strategy for struggling learners within the context of argumentative genre, interdisciplinary collaborative approach to support reading skills.

Douglas Harvey (1999), Associate Professor of Instructional Technology; D.Ed., The Pennsylvania State University; M.S., Philadelphia College of Textiles and Science; B.A., Eastern College: learning and academic technology, preparing in-service and pre-service teachers for tnd

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

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 assigned preceptor(s) to seek guidance in the completion of both their degree and of the education program.

PROGRAM REQUIREMENTS

Teacher certification in New Jersey requires all candidates to complete a baccalaureate degree. The course work leading to teacher certification is composed of three groups of courses: 1) Content Requirements 2) Professional Requirements and 3) Professional Education Requirements. Students

approved equivalent

Students m

GPA, clinical placement hours, and content-area course work. Check the School of Education website for the latest updates.

PROGRAM ENTRANCE REQUIREMENTS

- Matriculate into Stockton University
- Have a cumulative GPA of at least 3.0 (or in the last completed undergraduate or graduate program)*
- Document acceptable test scores on the Basic Skills Test, Praxis Core Academic Skills Test, in Reading, Writing and Math based on state guidelines. ** Students with specific scores on SAT and/or ACT may be exempted from one or more of the Praxis Core Academic Skills Test. See the FAQ webpage within the Teacher Education website.

*A student with a GPA between 2.75 and 3.0 and who has passed the Praxis II in their certification area may submit a waiver request to seek acceptance into the program. Waiver request letters are directed to the Program Chair of the teacher education program for consideration and are based on state guidelines on a cohort average requirement. Those students accepted on a waiver will be required to maintain a GPA between 2.75 and 3.0 until which time a 3.0 or higher GPA is earned. A 3.0 GPA must be earned by the time of application to the Final Clinical Practice semester.

adTn 2y2Tdpttprm162nthe ro(w)6 p0 brm25.39 -quieek2Tdpt C6 0f(hi)aorhisaa]h0 ssP2ntMCh e

Clinical Experience Semester: All Certifications
EDUC 3100 Part-

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 recognition and prevention of harassment, intimidation, and bullying (HIB) and child abuse prior to the Final Clinical Practice in accordance with the *Anti-Bullying Bill of Rights Act* (P.L.2010, c.122 and P.L.2012, c.1and state code N.J.S.A. 18A:26-43.

Students must earn a B- or higher in each0 (pr)(122)1.002 Tc -002 Tw her
(a)B,candid

NEW JERSEY CERTIFICATION

A candidate must pass content area exams mandated by the New Jersey Department of Education prior to the issuance of a state certificate. Successful completion of all requirements of the Stockton Education program entitles the student to a New Jersey Certificate of Eligibility with Advanced Standing (CEAS). The advanced standing status indicates that the certificate holder has completed a state-approved education program with student teaching. The holder of this certificate may apply for jobs in New Jersey or in states party to the Interstate Certification Agreement and the NASDTEC reciprocity agreements. There are currently approximately 47 states involved to some degree in certification reciprocity.

After securing employment, the hiring school district will enroll you in the Provisional Teacher Process and issue a provisional certificate, (valid for two years). During this time, 30 weeks of mentoring by a certified teacher in the district is required. To be eligible for a standard certificate (permanent), you must be evaluated based on the AchieveNJ instrument utilized in your district/school and receive two effective or highly effective final ratings within a three-year span.

Because the New Jersey Department of Education makes changes in certification and teacher certification program requirements for colleges, the information contained in this section of the Bulletin is subject to significant change without prior notice. It is, therefore, essential that students with an interest in teacher certification at Stockton seek advice from a member of the Education program and through the School of Education website early in their college careers.

BACHELOR OF ARTS IN TEACHER EDUCATION

Students who earn a bachelor's degree at Stockton and earn 160 or more credits in the process of completing teacher certification are eligible to be granted a Bachelor of Arts in Teacher Education. Students who have earned a bachelor's degree at another institution prior to entering Stockton and earn a total of 128 or more credits on their Stockton transcript in the process of completing teacher certification are eligible to be granted a Bachelor of Arts in Teacher Education. See a School of Education advisor for more details on the specific requirements for earning a second bachelor's degree at Stockton.

PROGRAM DISTINCTION

Teacher education program Distinction is achieved by earning a grade of A in all required professional requirement and professional education courses including: the disabilities course (EDUC 2241 or equivalent); the instructional technology course (INTC 2610 or equivalent); the diversity course (GSS 3360 or equivalent); the Development of the Learner course (EDUC 2231 or equivalent PSYC courses); and all EDUC courses in the Clinical Experience, Clinical Practice I, Clinical Practice II, and Final Clinical Practice semesters. This includes the actual grades earned in any of these courses transferred from other institutions. Every grade must be an A. In addition, the overall GPA earned must be a 3.5 or higher.

BA in Liberal Arts with Language Arts and Social Studies Concentration (LIBA LASS)
This degree is designed for students seeking K-6 elementary certification with optional middle school specialization(s) (7-8). Course work includes content knowledge aligned with the NJSLS, NJ K-8 curriculum, and state-mandated assessments including Praxis Core & Praxis II Elementary. This program requires courses specific to students interested in language arts and social studies at the middle school level and interested in earning middle school specializations in one or both of these areas. (See School of Education website for specific details on degree.) While all bachelor's degrees require a 2.0 cumulative GPA, the New Jersey Department of Education requires a 3.0 cumulative GPA to be certified. Degree

Department of Education requires a 3.0 cumulative GPA to be certified. Degree requirements including total credits and grade requirements beyond GPA are as follows.

- Program (11 courses)- (44-47 credits in core areas including science, math, technology, and art- grades of C or better)
- Cognates (4 courses)- (22 credits- grades of B- or better for certification and C or better for professional requirements)
- General studies (8 courses)- (32 credits- grades of C or better)
- At Some Distance (12 courses)- (33 credits- grades of B- or better for certification and C or better for professional requirements)

Students in the LIBA STMA concentration requires 131-134 credit hours minimum and must satisfy all LIBA program and Teacher Education program requirements. See sections within Teacher Education for complete requirements for teacher licensa3(Te [3 0 Td(-4 (y)-2 (a.33m1002 Tc

necessary requirements are met in the proper sequence. Students can experience a delay in study if TEDU program requirements are not met. Therefore, students should consult an Education preceptor regularly for guidance.

PROVISIONAL TEACHER TRAINING PROGRAM: THE ALTERNATE ROUTE
In conjunction with the New Jersey

Candidates seeking a Principal endorsement must meet all of the requirements listed above and in addition have three ye

EDUC 5320 Survey of Moderate and Severe Disabilities

Required Courses for Principal/Supervisor track:

EDUC 5430 School Leadership and Decision Making
EDUC 5431 School Law
EDUC 5432 School Finance and Resources
EDUC 6120 Principles of Supervision and Evaluation of Instruction
EDUC 6130 Public School Administration and the Community
EDUC 6131 Curriculum Theory and Practice
EDUC 6132 Curriculum Development, Implementation, and Evaluation
EDUC 6133 Leading Instructional and Program Assessment
EDUC 5910 Research for Education Leaders
EDUC 5920 The Capstone
EDUC 6935 Internship I (100 hours)
EDUC 6936 Internship II (100 hours)
EDUC 6937 Internship III (100 hours)

LDT/C Track
The LDT/C special services endorsement enables the holder to become a member of a child study team in New Jersey. Upon completion of the program, the student must have completed three successful years of teaching and hold a master's degree in order to qualify for the New Jersey LDT/C endorsement. The LDT/C track is for students wishing to pursue a Master of Arts in Education degree with Special Education certification and LDT/C endorsement

Required courses for LDT/C track (38 credits)
EDUC 5320 Survey of Moderate & Severe Disabilities
EDUC 5321 Educational Community Resources
EDUC 5330 Survey of Mild Disabilities
EDUC 5331 Behavior Management & Behavioral Disorders
EDUC 5335 Developmental Reading Instruction
EDUC 5338 Neurophysiological Basis for Learning Theory
EDUC 5339 Collaborative Practice and Inclusion Pedagogy
EDUC 5336 Curriculum Adaptations
EDUC 5337 Curriculum Based Assessment
EDUC 6340 Assessment and Correction of Learning Disabilities
EDUC 6941 LDT/C Practicum
EDUC 5910 Educational Research
EDUC 5920 The Capstone

ENDORSEMENT ONLY REQUIREMENTS
Students may also elect to complete courses leading to specific endorsements, without pursuing a full degree. The requirements for admissions into all endorsement programs are identical to those for the MAED program. The following endorsement only programs are available: Bilingual/Bicultural, ESL, and Special Education.

ESL Endorsement
The following courses are required for the ESL endorsement:

EDUC 5202 Introduction to Linguistics
EDUC 5203 Second Language Acquisition
EDUC 5205 Methods of Teaching
EDUC 5201 Current Issues in ESL/BE
EDUC 5204 Language and Intercultural Communication

Students completing the ESL program must pass the OPI (oral proficiency interview) and WPT (writing proficiency test) in English to qualify for the ESL endorsement.

Bilingual/Bicultural Endorsement
The following courses are required for the Bilingual/Bicultural Endorsement:

EDUC 5202 Introduction to Linguistics
EDUC 5203 Second Language Acquisition
EDUC 5205 Methods of Teaching
EDUC 5201 Current Issues in ESL/BE

Students completing the Bilingual/Bicultural program must pass the OPI in English and a second language to qualify for the Bilingual/Bicultural endorsement.

Special Education Endorsement
The following courses are required for the Special Education endorsement:

EDUC 5320 Survey of Moderate and Severe Disabilities
EDUC 5321 Education and Community Resources
EDUC 5330 Survey of Mild Learning Disabilities
EDUC 5331 Behavioral Management and Behavioral Disorders
EDUC 5335 Developmental Reading Instruction
EDUC 5336 Curriculum Adaptations
EDUC 5337 Curriculum Based Assessment

LDT/C Endorsement
The LDT/C Endorsement Program for Teachers with a Master's Degree in Special Education and a Standard Certificate in Special Education

The Post-Master's LDT/C Endorsement Program for Teachers with master's degree in a Specialization other than Special Education

Required courses (26 credits)

EDUC 5338 Neurophysiological Basis for Learning Theory
EDUC 5339 Collaborative Practice and Inclusion Pedagogy
EDUC 5336 Curriculum Adaptations
EDUC 6340 Assessment and Correction of Learning Disabilities
EDUC 6941 LDT/C Practicum
Choose from one of the following electives:
EDUC 5321 Education and Community Resources
EDUC 5337 Curriculum Based Assessment

Supervisor Endorsement
The Supervisor Endorsement program is designed for educators who wish to pursue a supervisory position in the public school system in the State of New Jersey. Students who have a master's degree and complete all program requirements will be eligible for the New Jersey Supervisor endorsement.

Required Courses
EDUC 6132* Curriculum Development and Evaluation
EDUC 6120* Principles of Supervision
EDUC 6131 Curriculum Theory and Development
EDUC 5430 School Leadership and Decision Making

*Prerequisite: master's degree or 24 credits completed through current enrollment in the MAIT or MAED program.

With approval of preceptor, the following courses can be substituted for EDUC 6131 and EDUC 5430 to meet the supervisor endorsement requirement.

EDUC 5336 Curriculum Adaptations
INTC 5230 Supervising and Coordinating Educational Technology
INTC 5330 Integrating Technology into the Curriculum

Principal/Supervisor Endorsements:
The following principal and supervisor endorsement program is for students who have already earned a master's degree. A transcript review audit is required prior to admission to the endorsement program.

EDUC 5430 School Leadership and Decision Making
EDUC 5431 School Law
EDUC 5432 School Finance and Resources
EDUC 6120 Principles of Supervision and Evaluation of Instruction
EDUC 6131 Curriculum Theory and Practice
EDUC 6132 Curriculum Development, Implementation, and Evaluation
EDUC 6133 Leading Instructional and Program Assessment
EDUC 6935 Internship I (100 hours)
EDUC 6936 Internship II (100 hours)
EDUC 6937 Internship III (100 hours)

Jersey Department of Education, accredited by the Teacher Education Accreditation Council (TEAC) that now formally falls under Council for Accreditation for Education Preparation (CAEP), and are recognized by the National Association of State Directors of Teacher Education and Certification.

Curriculum worksheets for post-graduate areas of study in the School of Education are accessible on the School of Education website.

MASTER OF ARTS IN INSTRUCTIONAL TECHNOLOGY IN THE SCHOOL OF EDUCATION

INTRODUCTION

The 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) IT professionals

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 m

DOCTOR OF EDUCATION IN ORGANIZATIONAL LEADERSHIP IN THE SCHOOL OF EDUCATION

PROGRAM INFORMATION

The Ed. D. in Organizational Leadership program is designed to be relevant, practical, flexible, process-driven, and research-focused. Leadership development is viewed as an integrated and sustained process, not as an event, or series of disconnected events. The leadership concepts and understandings embedded in the program are designed to be relevant and will be connected to and applied within the leader's real world and work environment. The program is designed to be interdisciplinary. Leaders from the following types of organizations are welcome to participate in the Ed.D. in Organizational Leadership program:

- Education
- Non-profit organizations
- Health care networks and agencies
- Business
- Government agencies
- Faith-based organizations

DEGREE REQUIREMENTS

- LEAD 7101: Dissertation-in-Practice/Action Research (6 credits)

Year 4 (Fall) Culminating Dissertation/Action Research Experience (6 credits)

- LEAD 7102: Dissertation-in-Practice/Action Research

DISSERTATION-IN-PRACTICE/ACTION RESEARCH

The DiP is the culminating, or capstone, experience of the Stockton University Ed.D. program in Organizational Leadership. The Carnegie Project on the Education Doctorate defines this experience as the integration of organizational settings with theory, research, and practice. This integration enables the implementation, measurement, analysis, and evaluation of authentic, complex ideas and problems of practice in organizational settings. DiPs represent "Laboratories of Practice" that facilitate transformative and synthesized learning through the development of scholarly expertise and the implementation of (action research) organizational practice.

Dissertation-In-Practice/Action Research Purpose

- The purpose of a doctoral candidate's DiP (action research) implementation is to make a positive difference in, and provide practice-based recommendations for, an organizational setting in which the candidate currently is serving. Alternatively, the DiP may focus on the analysis of organizational problems in practice more generally.
- The purpose of a candidate's DiP is to investigate an organizational problem, issue, or concern by developing and implementing a systematic and methodical action research plan.
- The DiP experience develops the research skills and knowledge leaders need to understand and utilize in making organizational change or formulating policy decisions. DiP candidates acquire research literacy through the application of quantitative or qualitative methods to the analysis of organizational data and information, while simultaneously assessing the validity, applicability, and limitations of their DiP research.
- The DiP experience is an action research process that culminates in a systematic, research-based plan of action that benefits organizational practice, change, and leadership.

The Ed.D. in Organizational Leadership curriculum worksheet and full details about the curriculum are accessible on the Ed.D. in Organizational Leadership website.

COMPETENCY ARTIFACTS

The Ed.D. in Organizational Leadership program places high value on applied leadership growth and development. In order for students to display their leadership growth throughout the program, there is a program-level requirement to complete competency artifacts that evidence and display a student's leadership growth in their own context. Each student must complete 20 competency artifacts, based on the core leadership understandings, in accordance with the program guidelines and timeframes.

ACADEMIC PROGRAMS IN THE WILLIAM T. DALY SCHOOL OF GENERAL STUDIES

THE FACULTY
IN THE SCHOOL OF GENERAL STUDIES

Daniel Al-Daqa (2020), Teaching Specialist in Critical Thinking & First-Year Studies; MFA in Creative Writing, West Virginia University; B.A. in English, Rutgers University: critical thinking and reading, creative writing, rhetoric, first-year studies.

Harman P. Aryal (2022)**,** Assistant Professor of Mathematics and First-Year Studies; Ph.D., Mathematics Education, Ohio University; MS, Teaching & Curriculum, Syracuse University; M.Ed. & B.Ed., Mathematics Education, Tribhuvan University, Nepal: Mathematics Anxiety, Inquiry-Based

Siobahn Suppa (2018), Assistant Professor of Mathematics and First-Year Studies; Ph.D., M.S., University of Delaware; B.S., Rowan University: mathematics education, curriculum studies, continuous improvement, elementary teacher education.

Emily Van Duyne (2014), Associate Professor of Writing and First-Year Studies; Solstice MFA in Creative Writing, BFA, Emerson College: feminist theory, poetry and poetics, contingent faculty, and Sylvia Plath.

Lisa C. Youngblood **(2017),** Instructor of Writing and First-Year Studies; J.D., Widener

FIRST-YEAR STUDIES
IN THE SCHOOL OF GENERAL STUDIES

INTRODUCTION
First-Year Studies (FRST) is a program within General Studies that provides first-year students coordinated experiences in academic reading, writing, and mathematics. The program serves as an introduction to college work by offering materials to build a firm base for academic achievement. The program also provides a wide variety of pedagogical means for expanding the abilities of first-year students in a positive and holistic learning environment. The curriculum includes courses associated with the University's first-year competency requirement as well as other courses especially suited to the academic needs of first-year students. Many students taking FRST courses are assigned to a FRST program preceptor. In addition, all students in the FRST program have the benefit of advice from other First-Year Studies faculty members.

FIRST-YEAR COMPETENCY AND RELATED COURSES
All newly admitted first-year or transfer students with 15 or fewer acceptable university credits are required to fulfill the University's competency requirement. The competency requirement may be met through subject-relevant standardized test scores on the SAT, ACT, or Accuplacer above set cut-off scores; through subject-relevant AP scores that provide transfer credits in a W1 or Q1 at a C or better; by transferring, as relevant, a Q1, W1, or Critical Thinking course with a grade of C or better; or by passing the appropriate FRST course(s) with a minimum grade of C.

For critical thinking/reading skills, some students will be, following a placement process, placed into FRST 1002 Critical Thinking and Readings as their first-year seminar course. Students placed into FRST 1002 must complete it with a C or better within two attempts. They take this course instead of a General Studies first-year seminar.

For writing skills, some students will be, following a placement process, placed into FRST 1101 College Writing as their first-year writing course. Students placed into FRST 1101 must complete it with a C or better within two attempts. Satisfactory completion of FRST 1101 also meets the first-year W1 requirement. They must complete FRST 1101 before taking other W1 classes and should take it before taking W2 courses.

For mathematics skills, students will be placed into a course (e.g., MATH 1015 [previously MATH 1200] College Mathematics) that meets the first-year Q1 requirement.

ECON	1200	Introduction to Macroeconomics
EDUC	2241	Children with Special Needs
GAH	2116	Argument and Persuasion
GAH	2343	Visual Literacy
GAH	2358	Women, Gender, and Sexuality
GAH	2363	Puerto Rico: Society and Culture
GAH	1259	2-D Design on the Computer
GAH	2269	Multicultural Latin America
GAH	2406	Philippine Culture and History

Full details about the First-Year Studies curriculum are accessible on the First-Year Studies website.

THE STOCKTON UNIVERSITY HONORS PROGRAM
IN THE SCHOOL OF GENERAL STUDIES

The Honors Program challenges students to launch extraordinary lives. Our program provides a supportive, enriching environment for students who are among the most motivated and talented at the University. We ask students to take intellectual risks, seek an understanding of the interdependence of all branches of knowledge, engage with the complexities of difference and diversity, and value a life of continuous learning and personal growth. We encourage our students to seek opportunities for experiential learning, independent research, and community engagement. We encourage our students to develop the creativity, adaptability, and understanding required to thrive in an interconnected world. Stockton Honors is at the forefront of the University's pursuit of academic excellence, transformative education, and civic engagement. We help our Honors Program students to craft meaningful college learning experiences that connect to global communities and draw on the unique resources and cultures of Southern New Jersey. Honors education is based in the General Studies curriculum, allowing our students to participate in any course of study from Stockton's major, minor, and certificate programs.

Admission to the Honors Program is competitive. Applications are accepted through Stockton University's Common App. Preference is given to students who demonstrate intellectual curiosity, take an active role in their education, and aspire to make the world a better place. To remain in the program, students must continue to make academic progress, fulfill their Honors co-curricular requirements, and maintain a 3.3 GPA.

Full details about the program are accessible on the Honors website.

COURSES

Select up to two courses at the 2000-level, and at least two courses from the 3000/4000-level electives below, for a total of four courses.

First-Year Seminar

GEN 1043	Tools for Social Change (cognate for GEN 2248)
GEN 1046	The Urban City (cognate for GEN 2250)
GSS 1080	Race, Place and Public History (cognate for GEN 2250)

2000-level elective Critical Thinking and Social Problem Solving

ANTH 2245	Race, Ethnicity and Immigration
GAH 2350	Black Men in America
GAH 2405	Dissent in America
GAH 2273	Bob Dylan
GSS 2310	Sex Discrimination & the Law
GEN 2101	Leadership Strategy and Change (Service Learning)
GEN 2358	Women, Gender and Sexuality
GSS 2119	Law for Life
GSS 2428	Digital Writing and Social Change
GSS 2480	The Sixties
GSS 2251	Nonprofits and Your Community
GSS 3615	Place Matters
POLS 3648	Topics: Democracy, Dissent and Disobedience
SOCY 2355	Black Lives
SOCY 3628	Urban Sociology

2000-level elective Communities and Culture in Southern New Jersey

GA6l5

GE

All transfer students must complete a minimum of 16 credits in Digital 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, transfer or otherwise, counted toward the 64 program credits required for graduation.

PROGRAM COURSES

All students majoring in Digital Studies are required to complete the following 4-credit core courses.

DIGI Required Courses (52 Credits)

DIGI 1100 Introduction to Digital Studies

DIGI 2100 Digital Design Thinking

DIGI 2200 Issues in Digital Media Design & Practice

DIGI 4800 Digital Media Capstone

ARTV 1164-2D Digital Design, ARTV 3621 Web Design OR ARTV 3677 Designing for WordPress

CSCI 2101 – Programming and Problem Solving I OR CIST 2110 - Programming in Python OR DIGI 2320 Coding for Interactive Media
CIST 2210-System Analysis and Design
MKTG-2110-Marketing Principles
COMM 3401-Audio II
COMM 2402-Video Production
One Digital Writing Course
One Statistics Course

Required DIGI Elective Course (4 credits)

One course in DIGI 3000-4000 level
DIGI 3310 Game Design
DIGI 3320 Advanced Topics in Game Design
DIGI 3330 Advanced Web Development
DIGI 4810 Special Topics
DIGI 4910 Internship

Additional DIGI Electives OR Cognates (8 credits)

DIGI 2310 User Interface/User Experience
DIGI 2330 Extended Reality: AR, VR, MR
ARTV studio courses
COMM media studies courses
CIST/CSCI course
Other courses, in consultation with preceptor

MINOR IN DIGITAL STUDIES (20 credits)

Requirements

Students from all m

2. Take two DIGI Acronym courses
3.

DISABILITY STUDIES MINOR
IN THE SCHOOL OF GENERAL STUDIES

INTRODUCTION

HOLOCAUST AND GENOCIDE STUDIES MINOR
IN THE SCHOOL OF GENERAL STUDIES

INTRODUCTION

The minor in Holocaust and Genocide Studies provides students from all backgrounds with a broad interdisciplinary study of the Holocaust and other genocidal atrocities of the 20th and 21st centuries, including indigenous genocides, the Armenian Genocide, Cambodia, Rwanda and Darfur.

Studies about the Holocaust and other genocides address a central tenet of education: What does it mean to be a responsible citizen in a democratic society? Such study can help students realize the following.

- The genocide of the Jews during World War II and the Nazi Era was a “watershed event” in human history.
- Democratic institutions and values are not automatically sustained but need to be appreciated, nurtured, and protected.
- Silence and indifference to the suffering of others, or to the infringement of human and civil rights in any society—however unintentionally—serves to perpetrate the problems.
- Genocide is not an “accident” of history—genocide occurs because individuals, organizations and governments make choices that not only legalize discrimination but allow prejudice, hatred and ultimately mass murder to occur.
- Comparative study of the Holocaust and other genocides prepares us to understand contemporary risks of genocide around the world.
- Learning to think deeply and critically about the social, cultural, and political processes that enable prejudice is crucial to understanding genocidal atrocities throughout history.

In view of the State of New Jersey Holocaust and Genocide Education Mandate requiring the study of the Holocaust and genocide-related issues as part of school curricula, some of the courses in the minor may be attractive to students r0 Td(to)Tj0 Tc 0 Tw 0.39 0 Td(m)Tj0.0012

LATIN AMERICAN AND CARIBBEAN STUDIES MINOR
IN THE SCHOOL OF GENERAL STUDIES

INTRODUCTION
The minor in Latin American and Caribbean Studies is an interdisciplinary program which draws on the teaching and research interests of faculty from throughout the University. A sequence of courses provides students with an understanding of the shared historical experience, languages, artistic traditions and cultures that constitute the current make-up of the region.

The Caribbean and Latin America are areas of significant academic interest and political importance. Geographically circumscribed and distinguished by a rich, multicultural history, the region provides a coherent focus for study in many disciplines. The proximity of this region to the United States, its primary role in U.S. foreign and economic policy, and the growing numbers of U.S. citizens of Latin and Caribbean descent underpin the importance of the area for academic study in this nation.

PROGRAM OREi

and Caribbean community leaders. Along with the curriculum requirements, the program also

MIGRATION STUDIES MINOR
IN THE SCHOOL OF GENERAL STUDIES

INTRODUCTION

The Migration Studies minor focuses on the study of how human populations move around the global landscape. Human migration includes (but is not limited to) topics like immigration, displacement from conflict, natural disaster, and climate change, patterns of pre-historic and historic human movement, refugees and asylum seekers, international law and conventions, border security and enforcement, economic and labor migration, gentrification and community change, human biological adaptation and cultural interpretation of genetic change, and artistic and literary expression of movement. More specifically, courses included in the Migration Studies minor will provide Stockton students with an opportunity to examine pathways of movement, mechanisms of displacement (for example, natural disaster or conflict), policies addressing human movement, cultural adaptation (both of migrants and receiving communities), and

en237 n

WOMEN'S, GENDER AND SEXUALITY STUDIES MINOR
IN THE SCHOOL OF GENERAL STUDIES

INTRODUCTION

Women's, Gender, and Sexuality Studies expands the traditional base of a liberal arts and sciences education by focusing on women's and LGBTQIA+ community contributions, roles and perspectives that are otherwise omitted from traditional curriculum offerings. WGSS engages feminist and queer practice to further the understanding and analysis of gender and sexuality. Faculty from all schools within the University take a holistic and interdisciplinary approach to the study of women, gender, and sexuality in WGSS courses offered through both General Studies and degree-granting academic programs

SPECIAL OPPORTUNITIES
WGSS provides multiple high-impact learning opportunities for students, including activist projects, service-learning experiences, and opportunities to submit papers and projects for academic conferences, awards, internship and research funding through the University and the New Jersey Women's and Gender Studies Consortium.

Up-to-date information about special opportunities can be found on the WGSS website

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 electives from any of these categories: First-Year Writing, Professional Writing, Journalism, Creative Writing, and/or Academic Writing, but no more than one of the three may be from the First-Year Writing category
- GIS 4619 Writing Senior Seminar

Creative Writing Focus:v no ms feoroc 0 Tw 18.56 0 Td( )TjEMC 6 Td(m)TjCID 29 >>BDC /C2_0 1 Tf
- GIS cse

- GIS 4619 Writing Senior Seminar

Communication Studies Majors pursuing a Journalism Focus within the Writing Minor may count no more than three courses toward both the Communication Studies Major and the Writing Minor. Put another way, at least three courses that they complete for the Journalism Focus must be in addition to the courses required within the Communication Studies Major. These three may come from the Cognate area, for example.

Full details about the curriculum are accessible on the Writing website.

The writing sample should be an academic or professional paper, preferably related to the study of genocide and mass atrocities. In exceptional cases – and only upon approval by the MAHG director – applicants would be permitted to submit an expanded statement of interests, which should include research and professional ideas and plans related to Holocaust and Genocide Studies, broadly defined.

Applicants needs to make sure that the people writing on their behalf submit a letter of recommendation in addtion to completing the online form. Please note that simply writing a short sentence, such as " I have known the applicant for a few years. They are excellent," does not count as a letter of recommendation. A letter of recommendation should include specific information about the academic and/or professional qualifications, experience and achievements of the applicant in relation to the study of genocide and mass atrocities. At least one the three letters of recommendation must be from a faculty member in a university or college, and we accept letters from professional supervisors, internship coordinators, etc. Note that letters from friends will not be accepted. If an applicant cannot obtain at least one letter from a faculty member in a university or college, they should contact the MAHG director to discuss and request approval for the submission of another letter instead.

Applicants who completed their undergraduate degrees outside the US will need, in addition, credential evaluation of their transcripts and degrees. See, for instance, SpanTran, which provides fully online service: https://spantran.com/web/services/evaluations

DIRECT ENTRY

Stockton students who have earned a cumulative Grade Point Average (G.P.A) of 3.2 in their undergraduate courses and a G.P.A. of 3.4 in at least three Holocaust and Genocide Studies courses may apply for Direct Entry by completing the electronic Direct Entry Request Form made available through the Office of Graduate Admissions. Once they have completed the Bachelor of Arts Degree, Direct Entry students will be admitted to the MAHG program without submitting the traditional online graduate school application; the application fee will also be waived.

TRANSFER CREDIT

NON-DEGREE OPTION

Non-matriculated individuals may enroll in graduate Holocaust and Genocide Studies courses provided they meet the admission requirements, subject to approval by the MAHG Director. Non-matriculated students will be limited to a maximum of nine credits of graduate study toward the M.A. Registration in classes for non-matriculated students and qualified undergraduates will be on a space-available basis once all matriculated students have registered. Students are advised to consult the MAHG Director to have credits earned as a non-matriculated student and a qualified undergraduate count toward their degree.

ACADEMIC PROGRESS, DEGREE COMPLETION

To be awarded a graduate degree a student must have a cumulative GPA of at least 3.0 in courses applied toward the graduate program.

GENOCIDE PREVENTION CERTIFICATE REQUIREMENTS (ONLINE)

Students enrolled in the Genocide Prevention Certificate must complete a total of five courses (15 credit hours), one of which must be a core course in the MAHG program and another the final Genocide Prevention Research Seminar. The other three courses will be MAHG electives. Students completing the Certificate program who are not already enrolled in the MAHG program may apply for entrance into the MAHG program at any time. MAHG students may complete the Certificate as part of their overall fulfillment of MAHG degree requirements. MAHG students are also welcome to take the Certificate courses on an ad-hoc basis.

GRADUATION WITH SPECIAL HONORS

Program Distinction

Program Distinction constitutes recognition of outstanding graduate work in the MAHG program for graduating students. Program Distinction will be awarded to those students whose combination of coursework, Capstone Experience, and extracurricular activities merit special recognition. The award is based on a consensus of the MAHG faculty, including affiliated faculty who are familiar with students' work.

The following criteria are used to assess the awarding of Program Distinction.

- A minimum cumulative G.P.A. of 3.9 at the time of graduation.
- Superior performance in program courses.
- Significant contributions to the program through program and community service.
- As judged by the faculty, any other exceptional academic achievement in the area of Holocaust and Genocide Studies, e.g., curriculum design for K-12 education, outstanding performance in an internship, the quality of a MA thesis or capstone project.

In addition, the program will recognize one advanced language course as a 3-credit MAHG elective, if approved by an advisor and the program.

Uniquely qualified undergraduate students at Stockton with senior status who meet specific requirements may be qualified to enroll in a MAHG elective course. They could obtain “dual

Jennifer Calabrese (2021), Assistant Professor of Occupational Therapy; OTD, Chatham University; MOT, B.S. Duquesne University: neuroscience and motor learning, evidence-based practice, the scholarship of teaching and learning, interprofessional education and advocacy.

Elizabeth G. Calamidas (1986), Professor of Public Health; Ph.D., Temple University; M.S., B.S., The Pennsylvania State University: community and public health, health education, health behavior, human sexuality, women and health, aging and health.

Ronald L. Caplan (1994), Associate Professor of Public Health; Ph.D., M.A., B.A., University of Massachusetts: health economics, health policy.

Stacy Gallese Cassel (2013)**,** Associate Professor of Communication Disorders; Ph.D., MPhil, Columbia University; M.S., Gallaudet University; Dual B.S./B.A., Rutgers University. Medical Speech-Language Pathology, Dysphagia, Neonatal Intervention, Neurogenic Communication and Voice Disorders.

Amanda Copes (2011)**,** Lead Clinical Supervisor, Speech and Hearing Clinic, CCC-SLP; Ed.D., B.S. Stockton University; M.A., West Chester University; clinical supervision.

Lisa E. Cox (1999), Professor of Social Work and Gerontology, Ph.D., M.S.W., LCSW; Virginia Commonwealth University; B.A. (Double Major: Political Science & Spanish) Bridgewater College; clinical/health social work practice, HIV/AIDS clinical trials research, psychopathology and cultural neuroscience; gerontology (aging & spirituality); social support and medication adherence, advocacy policy-practice model.

Tara Crowell (2000), Professor of Public Health; Ph.D., University of Oklahoma; M.A., B.A., West Virginia University; health communication, social marketing, quantitative research methods, internship experiences.

Nancy Taggart Davis (1973), Professor Emerita of Pathology; Ph.D., University of Pennsylvania; B.S., Rollins College: Mexican culture, pathology, pathophysiology, epidemiology.

Lauren Del Rossi (2013), Associate Professor of Physical Therapy; DPT, B.S., Stockton University; ABPTS Board Certified in Pediatrics: neuromuscular physical therapy, pediatrics, cardiopulmonary, interprofessional education.

Bruce DeLussa (1986), Professor Emeritus of Public Health; M.P.H., University of Michigan; B.S., Colorado State University.

Anthony Dissen (2014)**,** Instructor of Health Science; Ed.D., Stockton University; M.P.H., University of Massachusetts- Amherst; M.A., Georgian Court University; B.S. Rutgers University: Health Literacy & Communication, Health Humanities, Plant-Based Nutrition and Lifestyle Medicine, Community & Public Health.

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.

Stephanie Griffin (2022), Associate Professor of Public Health; Ph.D., University of Arizona; M.S., University of Washington; B.S., Salisbury State University; environmental and occupational safety & health, Legionella risk management, injury prevention, exposure science, hearing conservation.

Yulong (Helen) Gu (2015)**,** Associate Professor of Health Science; Ph.D., University of Auckland; M.S., University of Tasmania; B.A., B.E., University of Science and Technology of China: health informatics, health information technology, eHealth, mobile health.

Lee Ann Guenther (1989), Associate Professor Emerita of Physical Therapy; DPT, Temple University; M.S., St. Joseph's University; Post-Baccalaureate Certification, University of Pennsylvania; B.S., The Pennsylvania State University.: neuromuscular physical therapy, pediatrics, professional development, ethics, health care management.

Amy J. Hadley (2006), Associate Professor of Communication Disorders, Chair of the Master of Science in Communication Disorders Program, CCC-SLP; Ed.D., University of Central Florida; M.S., B.A., State University College of New York at New Paltz; clinical speech-language pathology, child language and literacy.

Phillip A. Hernández (2010), Associate Professor of Communication Disorders, CCC-SLP; Ed.D., Arcadia University; M.S., LaSalle University; M.Ed., Widener University; B.S., The Richard Stockton College of New Jersey: bilingual speech-language pathology (English/Spanish), school-based communication disorders, bilingualism, cultural competence.

Leamor Kahanov (2021), Professor of Exercise Science; Ed.D. University of San Francisco; M.S. University of Arizona; B.S. Indiana University.

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

Mary Kientz (2008), **Associate Professor of Occupational Therapy;** OTD., M.S., University of Kansas; B.S., Elizabethtown College: developmental disabilities with focus on autism spectrum disorders, positive behavioral supports, community-based interventions, advocacy, health and wellness., interprofessional practice and education.

Lauren Kirk (2022), **NTTP Teaching Specialist of Nursing**, MSN, Drexel University; BSN, York College of Pennsylvania; medical-surgical nursing, emergency nursing, adult health, healthcare ethics.

Bryce J. Muth (2018), Assistant Professor of Exercise Science; Ph.D., University of Delaware; M.S. and B.S., East Stroudsburg University: vascular physiology, exercise physiology, high-intensity interval training (HIIT).

Thomas P. Nolan, Jr. (1988), Professor of Physical Therapy; DPT, M.S., Temple University; B.S., New York University; B.A., Glassboro State College; ABPTS Board Certified in Orthopedics: orthopedic and sports physical therapy, spinal kinesiology, electrotherapy, pharmacology.

Mary Padden-Denmead (2011), Associate Professor of Nursing; Ph.D., Widener University; APN-C, FN-CSA, M.S., University of Delaware; BSN, Stockton University: maternal and child health, theory, research, teaching and learning, grief and loss.

Monika Pawlowska (2014), Associate Professor of Communication Disorders; Ph.D., M.A., Adam Mickiewicz University: linguistics, language development, language disorders in children.

Joan Perks (2009), Associate Professor of Nursing; PhD

MaryAnn Schiattarella (2017)), Clinical Fieldwork Coordinator; M.A., Kean University; B.S., East Stroudsburg University: clinical education and supervision.

Victoria Schindler (2000)**,** Professor Emerita of Occupational Therapy; PhD., M.A. New York University, B.S. Kean University: mental health, learning disabilities and autism spectrum disorders in young adults & adults, supported education.

Amee Shah (2014)**,** Professor of Health Science; Ph.D., MPhil, City University of New York; es a14 (B

EXERCISE SCIENCE

IN THE SCHOOL OF HEALTH SCIENCES

INTRODUCTION

The objective of this program is to address the public health need of physical inactivity by equipping students with the knowledge, skills, and abilities necessary for entry-level Exercise

GRADUATION REQUIREMENTS
The Bachelor of Science in Exercise Science degree requires 128 total credits to graduate. Students must maintain at least a 2.0 GPA (C average). Practical experience will be obtained through a senior internship.
Curriculum and Credits for the Bachelor of Science in Exercise Science

Program and Cognate Courses	80 credits
General Studies G-acronym courses	32 credits
Liberal Arts Studies (ASD/At-Some-Distance)	16 credits
Total	128 credits

The University's General Studies requirements are 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.

GRADUATION WITH DISTINCTION
The Bachelor of Science in Exercise Science program will convey recognition of superior performance in program work to students graduating with a minimum cumulative GPA of 3.5 by the end of the semester prior to their final semester in the program.

For such awards, the phrase Program Distinction will be added to the student's transcript.

Full details about the Exercise Science curriculum worksheet can be accessed on the Exercise Science website.

HEALTH SCIENCE

In the School of Health Sciences

INTRODUCTION

The Bachelor of Science in Health Science (BSHS) offers students who are interested in careers in health care the opportunity to begin their career path. The curriculum is based on the Core Competencies for Interprofessional Collaborative Practice (IPCP). Working closely with a faculty preceptor, students can design a curricular program, within the structure of the major, which will help them prepare for a variety of positions in healthcare or for future professional/graduate education. For those who already have an associate degree and are working in their chosen health-related field, earning a Bachelor of Science in health science (BSHS) degree may allow increased opportunities for advancement.

ADMISSION TO THE PROGRAM

For admission to the Bachelor of Science in Health Science (BSHS) program, students must meet one of the following mathematics requirements:

- An SAT Math score of at least 570.
- An ACT Math score of at least 24.
- An Accuplacer Math score equivalent to College Level Math.
    - Elementary Algebra Accuplacer Score of 76 or higher.
    - Next-Gen Quantitative Reasoning, Algebra, and Statistics (QAS) Accuplacer score of 256 or higher AND Advanced Algebra and Functions (AAF) Accuplacer score of 260 or higher.

CONDITIONAL ADMISSION TO THE PROGRAM

Students who do not meet the mathematics requirement may request to the Admissions Office a *Conditional Admission* to the BSHS program General Concentration.

The Conditional Admission will grant students one academic year to complete the necessary sequence of math courses in order to meet the mathematics requirement. Students admitted under a conditional admission will be eligible to register in HLTH1101 (Introduction to Health Sciences) and/or in HLTH 1241 (Medical Terminology for Health Science).

The progress of students with conditional admission will be evaluated by the Assistant Dean of the School of Health Sciences in the Fall and Spring semesters, after grades have been submitted. The progress review process is as follows:

1. Students who meet the math requirement in the Fall semester will receive a letter informing them that the “conditional admission” has been removed from their record. The letter will also advise students to meet their preceptor to select a concentration, otherwise they will remain in the General Concentration.
2. Students who do not meet the math requirements in the Fall semester will receive a letter indicating they have until the end of the Spring semester to meet the requirement.
3. Students who meet the math requirement in the Spring semester will receive a letter informing them that the “conditional admission” has been removed from their record. The letter will also advise students to meet their preceptor to select a concentration, otherwise they will remain in the General Concentration.

4.

General Concentration

The General concentration is designed for students who are interested in pursuing careers or areas of study outside of the Pre-CD, Pre-OT, and Pre-PT concentrations. This concentration is designed to prepare students for a range of career options, from entry level positions in the health care system to admission into graduate or professional education programs. This concentration allows students to tailor the curriculum of the program to meet a wide range of career interests. It is recommended for those students interested in pursuing the Interest in Nursing or Interest in Pre-Physician Assistant studies. Students work closely with their preceptor to discuss requirements for specific graduate programs of study or career options. In addition to the BSHS core courses, all General concentration students must also complete:

- CHEM 2110 & CHEM 2115 Chemistry I General Principles & Chemistry I Lab
- One of the following Anatomy & Physiology Course Sequences
  - BIOL 1260 Anatomy & Physiology I w/ Lab AND BIOL 2260 Anatomy & Physiology II w/ Lab

OR

  - BIOL 2180 Human Anatomy w/ Lab AND BIOL 2150 Principles of Physiology w/ Lab

Pre-Communication Disorders (Pre-CD) Concentration

The Pre-CD concentration is designed for students interested in the study of typical and disordered human communication. The concentration provides prerequisite course work for graduate study in communication sciences and disorders, including study in speech-language pathology and audiology. Additional course work must be completed in the following areas: biological science, physical science, social science, and mathematics.

- HLTH 3121 Aural Rehabilitation
- HLTH 3122 Introduction to Audiology
- HLTH 4103 Guided Clinical Observations
- HLTH 4104 Clinical Methods in Speech, Language, and Hearing Therapy

Additional program cognates required for pre-CD concentration:

- BIOL 1200 & BIOL 1205 Cells and Molecules & Lab
- PSYC 3323 Developmental Psychology: Childhood and Adolescence or PSYC 3322 Lifespan Development

Pre-Occupational Therapy (Pre-OT) Concentration
The Pre-OT Concentration is designed for students interested in completing the pre-requisite courses necessary for admission to many or most graduate programs in Occupational Therapy. Students work closely with their preceptor to discuss requirements for specific graduate programs of study, as some OT graduate programs may have additional pre-requisite course requirements. Completion of the recommended course sequence does not guarantee acceptance into the Master of Science in Occupational Therapy program at Stockton University.

Required pre-Occupational Therapy concentration, taken in addition to BSHS Core Courses:

- CHEM 2110 & CHEM 2115 Chemistry I General Principles & Chemistry I Lab
- PSYC 1101 Introduction to Psychology
- PSYC 2211 Abnormal Psychology
- PSYC 3322 Lifespan Development or SOWK 1103 Human Behavior/Social Environment
- ANTH 1100 Introduction to Anthropology or SOCY 1100 Introduction to Sociology
- BIOL 1260 Anatomy & Physiology I w/ Lab
- BIOL 2260 Anatomy & Physiology II w/ Lab

Pre-Physical Therapy (Pre-PT) Concentration
The Pre-PT Concentration is designed for students interested in completing the prerequisite courses necessary for admission to graduate programs in Physical Therapy. Students work closely with their preceptor to discuss requirements for specific graduate programs of study. Completion of the recommended course sequence does not guarantee acceptance into the Doctor of Physical Therapy program at Stockton University.
Required pre-Physical Therapy Concentration courses, taken in addition to BSHS core courses:

- BIOL 1200 & BIOL 1205 Cells & Molecules & Lab
- BIOL 1400 & BIOL 1405 Biodiversity & Evolution & Lab
- CHEM 2110 & CHEM 2115 General Chemistry I & Lab
- CHEM 2120 & CHEM 2125 Organic Chemistry & Lab
- PHYS 2110 & 2115 Physics I & Lab
- PHYS 2120 & 2125 Physics II & Lab

- BIOL 2180 Human Anatomy w/ Lab
- BIOL 2150 Principles of Physiology w/ Lab

GRADUATION WITH DISTINCTION

The BSHS program will convey recognition of superior performance in program work to students graduating with a *minimum* cumulative GPA of 3.5 in program core and program cognate credits by the end of their final semester in the program. Additionally, students will have earned a minimum grade of B- or higher in all program core and program cognate courses completed. Successful candidates will also demonstrate engagement in at least two extracurricular activities and service in at least one leadership role during the program. For this award, the phrase Program Distinction will be noted on the transcript.

BS in Health Science curriculum worksheets are on the following pages. Full details about the curriculum can be accessed on the BS in Health Science website.

NURSING
IN THE SCHOOL OF HEALTH SCIENCES

INTRODUCTION
Students who are interested in obtaining a bachelor's degree in nursing can choose from two degree programs. Undergraduate 4-year BSN and Accelerated BSN. Both degree programs are pre-licensure.

BSN: FOUR YEAR PRE-LICENSURE BACCALAUREATE NURSING PROGRAM
This entry-level, generic baccalaureate nursing program (BSN) is designed for the student who wishes to become a registered nurse (RN) while completing the Bachelor of Science in nursing degree.

The program focuses on the acquisition of the knowledge and skills necessary to practice as a professional RN. Developing an understanding of theories and concepts from the physical, social, and behavioral sciences and the humanities is emphasized. Concepts such as ethics, altruism and communication are integrated throughout the curriculum. Students are encouraged to take responsibility for their learning experience with guidance from faculty preceptors. The program prepares graduates to participate in a culturally diverse and evolving global society.

The program encourages critical thinking and independent decision making. The roles of advocate, educator and healthcare provider/coordinator are emphasized. Health promotion and disease prevention within a global society are stressed in the program. The program prepares the graduate to successfully pass the NCLEX-RN examination and provides a foundation for graduate education and clinical specialization.

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. Apply theoretical and empirical knowledge from the physical and behavioral sciences and humanities with nursing theory including the Roy Adaptation Model to innovative nursing practice

2. Adapt to changing, complex healthcare systems in the provision of safe, quality, cost-effective care for diverse populations that is person-centered, holistic, evidence based, equitable, and compassionate.

3. Advocate for developing and implementing policies that impact populations globally and locally and for the provision of care during emergencies, disasters, epidemics, or pandemics.

4. Use the uniqueness of nursing, ways of knowing, and informatics processes, and technologies to translate, integrate, and implement the best evidence for clinical decision making to achieve optimal healthcare outcomes.

5. Reflect, accept, and account for personal responsibility to practice within an ethical framework, and address health inequities, structural racism, and systemic inequities.

6. Collaborate with the interdisciplinary healthcare team to optimize care and strengthen healthcare outcomes.

7. Demonstrate leadership with sensitivity, moral courage, integrity, and accountability to the self, others, society, and the nursing profession to promote social justice and human rights.

8. Value, respect, and engage in self-care practices with a commitment to personal growth, life-long learning, and ongoing self-reflection.

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

Junior Year
Care of the Adult I

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

The program includes 64 credits in Nursing Science and is the same curriculum as the four-year BSN program but offered in a compressed time frame. Students complete six courses that include off-campus clinical experiences. There are two entry points to the accelerated program: fall-entry and spring-entry. The curriculum organization and sequence are the same.

Required Nursing and Science Courses

Fall-Entry Cohort

First Semester - Fall	
Foundations of Professional Nursing	5 credits
Health Assessment	5 credits
Pathophysiology*	4 credits

The two concentrations within the Public Health program are Community Health Education and Health Administration.

GRADUATION REQUIREMENTS

PUBH 2901 PUBH 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

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

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

[+]HADM Students may want to officially declare a minor in Business given the courses required for the major fulfill the minor as well.

*Suggested HADM electives: In consultation with a PUBH preceptor, students are advised to select a cluster of course from Business, GERO, WGSS, HHM, Childhood Studies, Cannabis Studies, or any other health / population health related courses of study.

Full details about the curriculum can be accessed on the Public Health website.

Students are required to complete five courses (20 total credits) to receive the Integrative Health Minor. One course (4 credits) must be in Research Methodology, and the other four courses (16 credits) include approved courses with the Integrated Health attribute. These courses provide students with a broad introduction to integrated health, as well as background in research methodology. For example: while POLS 2150 is a political science course, it covers the relevant research background and techniques, and students can arrange with the instructor for the research projects to cover integrated health-related topics. Other course options can include Study Abroad opportunities or Independent Study with an instructor within the Integrative Health Minor, as approved by the Integrative Health Minor Coordinator.

Research Methodology Courses3421e 3Nsuarch (Pa)6 (e)[illegible]

Int24 (e)10 eg
(f.)2 (al)6 olw

- The New Jersey Division of Consumer Affairs, which issues the license to practice speech-language pathology.

The program requires completion of 63 graduate credits. All Master's degree candidates must complete 400 hours of supervised clinical experience. Of these 400 hours, 25 must be in guided clinical observation. Per ASHA certification standards, at least 325 of the 400 clinical hours must be completed at the graduate level. Students will receive clinical experience both on campus in the Speech and Hearing Clinic and off campus in various clinical placements. Students will be able to graduate having had a variety of clinical experiences.

ADMISSION TO THE PROGRAM

Stockton's MSCD utilizes the Communication Sciences and Disorders Centralized Application System (CSDCAS The Office of Admissions hosts several information sessions throughout

- Speech and Hearing Science
- Introduction to Communication Disorders
- Speech and Language Development
- Biological Science
- Physical Science (A course in physics or chemistry)
- Social Science (such as psychology or sociology)
- Statistics

While not required, coursework in the following areas is recommended:

- Audiology
- Linguistics

While not required, study of a language in addition to English will also help the applicant prepare for serving the diversity of client populations.

Additional requirements on the current CFCC requirements for certification in speech-language pathology are found at: http://www.asha.org/certification/.

BACKGROUND CHECKS

MASTER OF SCIENCE IN OCCUPATIONAL THERAPY
IN THE SCHOOL OF HEALTH SCIENCES

INTRODUCTION

Occupational Therapy is a health care profession designed to assist individuals of all ages with engaging in purposeful and meaningful life activities (called occupations) that support the individual's participation in work, home, and community environments. Occupational Therapists provide client-centered, occupation-based services consisting of purposeful activity (occupations) to achieve functional outcomes that promote health, prevent injury or disability, and develop, improve, sustain or restore the highest possible level of independence and well- being.

Occupational Therapy services include the following.

- Evaluation and provision of intervention services in consultation with the individual, family, or other appropriate persons
- Interventions directed toward developing, improving, sustaining, or restoring daily living skills including work, play/leisure, and self-care skills
- Developing, improving, sustaining, or restoring sensory-motor, perceptual, or neuromuscular functioning, emotional, motivational, cognitive, or psychosocial components of performance
- c(er)7 ((er)7 ep)10 he 7 ( )-1 ov3elk1k16-09m0 Td( )Tj03.44 Tc -0c 06

com

- 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 prohalow the prprtng (r)7 ap (nt)2u.44 0 Td(e)Tj (e c)13.enu (t)2 5.9

If a student has had to withdraw from fieldwork and has been granted permission to do so, the AFWC will work with the student to determine the best plan for completing their assignment at a later time. These plans will vary widely depending on the needs of the student and the availability of placements. To return to fieldwork, students will be expected to meet the MSOT Program Technical Standards and any such Standards that are held by the affiliate as well as satisfactorily complete any remediation plans that were established (as determined by the AFWC and preceptor or remediation plan mentor).

(Students should refer to the University webpage for Academic Affairs for information about University policies on Withdrawals from non-Fieldwork courses)

Late or Medical Withdrawals from FWII
Students may withdraw from fieldwork when there are medical circumstances beyond the student's control. In the case of withdrawal from fieldwork due to medical reasons, the student must FIRST obtain preliminary permission of the AFWC and Program Director. Once Program permission is obtained, students MUST then provide medical documentation to the Program as well as other University offices (i.e. Learning Access) PRIOR TO withdrawing from the fieldwork placement.

In cases supported by medical documentation, the student will submit the medical documentation through the online form. Students must then follow the procedures set out on the website.

A medical withdrawal may be obtained through an appeal process through the online form The appeal must include appropriate documentation regarding such circumstances. The student is encouraged to complete all procedures associated with withdrawal.

In order to make a recommendation on re-enrollment, the Office of Health Services may request pertinent medical documentation of the student's readiness to resume academic activities.

In the rare event that a student has experienced circumstances beyond his or her control (i.e. military deployment, natural disaster affecting student's home or family) that might permit an exception to the MSOT program policy on fieldwork withdrawals, the student must FIRST inform the AFWC and Program Director to obtain permission for the late withdrawal. Once the student obtains permission of the AFWC, they must follow the procedures set out by the Office of Academic Affairs by submitting an appeal and supporting documentation through the online form.

If a student has had to withdraw late from fieldwork and has been granted permission to do so, the AFWC will work with the student to determine the best plan for completing their assignment at a later time. These plans will vary widely depending on the needs of the student and the availability of placements. At the very least, they will be required to wait until the next semester in which the course is offered in order to be to be placed in an alternative placement.

the placement, students are responsible for any financial repercussions this entails (i.e. paying tuition for the course again, if repeated).

Students should refer to the University webpage for Academic Affairs for information about policies on Late or Medical Withdrawals visit the website.

Additional FW II Withdrawal Policies
Students will not be permitted to withdraw from more than one Level II Fieldwork. That is, any student who has withdrawn from one Level II Fieldwork placement is not eligible to withdraw from a second. If a second withdrawal occurs, the student will be dismissed from the program.

If a student leaves their placement without notice and permission of the AFWC, and of their own accord at any time, this does not constitute withdrawal. Students who leave their placement under these circumstances will fail the course.

Incomplete Grades for FWII
Students may be considered for an Incomplete if s/he is doing satisfactory work and must leave his/her placement for reasons beyond their control, such as a family emergency, sudden unavailability of a fieldwork educator, or unexpected closure of the facility, among others. In this instance, the student will be assigned to another placement, as determined by the AFWC. Extraordinary circumstances necessitating the assignment of an incomplete grade will be individually evaluated by the AFWC and MSOT Program Director.

Termination of FWII
In the event that the performance of the student violates client confidentiality, interferes with patient care, patient management, or patient safety, negatively interference with the fieldwork site's working or collegial environment, violates the site or University policies, or the OT ethical code of conduct, or commits a legal offense, the site has the right to immediately terminate the ctci(4 (t)12 ()2 (d)(7(y)4)6 (di)6 (es)4 (i)6 (r)7 (c)4)2 (h)10 (e s)4eso6t, (e s)a[(c)4 (ent)12 (t)2 y th

If a student fails a first fieldwork, then s/he must successfully complete two other fieldwork assignments. If the student repeats a first fieldwork and is subsequently successful, after a remediation plan has been developed and completed to the satisfaction of the Program, s/he will be permitted to move on to the next assignment. If this third fieldwork is not completed successfully, the student will be dismissed from the program. In other words, if a student fails two Level II fieldwork experiences, in any sequence, he/she will be dismissed from the program.

If a student fails a Fieldwork II experience and must repeat it, s/he must register for that course again, and s/he is responsible for the tuition associated with the additional course.

If a student fails fieldwork II for any reason, the AFWC and another faculty member will meet with the student to develop a mutually agreed upon remediation plan. This plan will be set down in writing, will require the agreement of those involved, and will be similar to that which is appropriate for a student on academic probation. Students will be required to successfully* complete the remediation plan before moving on to another placement.

Given usual circumstances, failure to complete all Level II Fieldwork requirements within 24 months of completing academic coursework will result in dismissal from the program, except in circumstances including military deployment or other circumstances that are permitted by the NJ Division of Consumer Affairs.

> *The program considers the remedial plan as successfully completed when the student has met all conditions of the remedial plan contract. The faculty and student will agree upon this contract when meeting.

GRADUATION FROM THE PROGRAM

Students must maintain a GPA of 3.0 or better, pass all Fieldwork Level I and II experiences with acceptable competencies, and demonstrate professional development in order to be eligible for graduation from the program. Students in their last term of enrollment must submit an application for Graduation to the Office of the Registrar for review and certification.

MASTER OF PUBLIC HEALTH
IN THE SCHOOL OF HEALTH SCIENCES

INTRODUCTION

Public health can be defined as the art and science of prev>>BDC>gting disease and promoting quality of life by working with communities, private and public organizations, and society at large. Unlike a clinical model of health ce, public health focuses on pr otecting the health of populations, identifying root causes and societal influences on health, and engaging

MASTER OF SCIENCE IN NURSING

ADULT-

3. Advance the educational level of nurses to effect positive changes in the health care of consumers.
4. Prepare advanced-level nurses who are eligible for national certification.
5. Provide a foundation for continued graduate study.
6. Prepare graduates to represent the nursing profession in health organizations and health policy at the local, state, national, and international levels.

MSN and Post-Master's Certificate Student Learning Outcomes
Stockton's learning outcomes are in accordance with those of the Commission on Collegiate Nursing Education (CCNE). The MSN and Post-Master's certificate programs are designed to produce an advanced level nurse who can:

1. Utilize the Roy Adaptation Model and additional theories from Nursing and other disciplines when making decisions regarding professional nursing practice (1-Knowledge of Nursing Practice).

2. Synthesize theoretical and empirical knowledge from the physical and behavioral sciences and humanities with advanced level nursing practice (4-Scholarship for the Nursing Discipline).

3. Assess health status and health potential of clients within multiple complicated contexts to provide compassionate, coordinated, evidence-based care (2- Person-Centered Care).

4. Identify specific common deviations from wellness and use evidence-b(-)Tj0tdin1tdin1tdiystdiscth

MSN PROGRAM ORGANIZATION
The curriculum builds on the undergraduate program and utilizes philosophy, purposes, and learning outcomes to develop advanced level nurses. The Roy Adaptation Model serves as the conceptual framework of the program.

The Adult Gerontology Primary Care Nurse Practitioner program consists of 46 credits, which may be completed in 24 months or 33 months. A minimum of 750 supervised clinical hours in primary care must be completed in addition to the didactic portion of the curriculum.

The Family Nurse Practitioner track consists of 50 credits. A minimum of 770 supervised clinical hours in primary care must be completed in addition to the didactic portion of the curriculum.

POST-MASTER'S CERTIFICATE PROGRAMS
The curriculum builds on previous graduate nursing education and utilizes philosophy, purposes, and student learning outcomes to develop advanced level nurses. The Roy Adaptation Model serves as the conceptual framework of the program.

The Adult-Gerontology Primary Care Nurse Practitioner certificate program consists of 25 credits for option 1 candidates. A minimum of 750 supervised hours must be completed in addition to the didactic portion of the curriculum.

The Family Nurse Practitioner post-master's certificate track consists of 28 credits for option 1 candidates or 7 credits for option 2 and 3 candidates (see option descriptions below). A minimum of 770 supervised clinical hours in primary care and pediatric must be completed in addition to the didactic portion of the curriculum. A gap analysis of the clinical course work completed in the student's previous NP program is performed by the MSN Chair to determine the number of clinical hours to be completed during Stockton's program.

There are three options a prospective student can seek admission for the post master's certificate programs of study.

Option 1
Provides registered nurses with a master's degree the option to complete coursework for eligibility to take the Adult Gerontology Primary Care Nurse Practitioner (AGPCNP) or Family Nurse Practitioner (FNP) national certification examination. This option is applicable to prospective students who are practicing as NPs in roles *other than* the AGPCNP or FNP such as the acute care NP or pediatric NP. It also applies to prospective students that obtained a non-clinical MSN degree.

Option 2
Provides nationally certified and practicing Adult Nurse Practitioners (ANP) or AGPCNP an option to complete additional didactic and clinical coursework to become eligible to take the FNP national certification examination. Applica[illegible]

- NURS 5330 Advanced Pathophysiology (Spring or Summer semester)
- NURS 5326 Epidemiology, Biostatistics, and Population Health ((Fall semester)

TRANSER CREDITS
Students may transfer a maximum of nine (9) credits from another graduate nursing program if they have achieved at least a B in the course. Students will be asked to submit a course syllabus for review before final approval of the transfer credit is given. Clinical courses or courses with a clinical component are exempt from transfer credits.

CLINICAL PREREQUISTES
Students must successfully complete health screenings, required immunizations, a criminal background check and drug screen prior to the first clinical experience (Practicum I). Students need to provide validation of CPR certification, personal health insurance, NJ RN licensure, and professional liability insurance as a student nurse practitioner. In addition, students must meet all technical standards and can perform essential functions as specified by the Nursing Program **Technical Standards and Essential Functions).** Health screenings, CPR certification, RN licensure, personal health insurance and professional liability insurance as an NP student must be maintained by the student during clinical semesters. Failure to do so will result in removal from clinical.

LEAVE OF ABSENCE
Students who wish to interrupt their Graduate Nursing education for one or more semesters must submit a written request for a leave of absence (LOA) to the MSN Program Chair. The request must be received **prior to** the next semester. The written request must include the reason for the LOA and the anticipated date of return. Following the LOA and return to the graduate nursing program, a student must provide a description of how the reason for the LOA has been resolved and submit to the MSN Chair.

The MSN-PMC program awards a maximum of a 1-year (2 consecutive semesters) or a total of 2 non-consecutive semesters of LOA. The program reserves the right to limit, modify and/or deny a LOA request. Should the LOA be approved by the MSN Chair, the student must 4 ( )1( )10 (m)-3 (us)4 5efnt
m14 5Teutiam awards a etd anirorgro la te i (S)0.9i ttUint LOBande se(A)0.9 -1.15 Td( )TjE7.36/P /MC

Epidemiology
Community Assessment, Planning, and Evaluation
Community Health Education and Promotion
Environmental and Occupational Health
Public Health Economics and Policy
Leadership in Public Health Practice
Research in Public Health Practice
Health Disparities & Health Equity
Global Health
Methodology in Practice and Current Issues
Grant Application and Management for Public Health Professionals
Applied Practice Experience (Practicum, approximately 200 hours, 2 credits)
Integrative Learning Experience (1credit)

Courses are delivered in an online/hybrid format. One course within the core will be offered during an in-person summer residency at Stockton's Atlantic City campus.

Students are required to complete an Applied Practice Experience ("internship"), including typically 200 contact hours with their internship supervisor. Students will be eligible to enroll in the Applied Practice Experience after they have completed at least 21 credits within the MPH program. The Applied Practice Experience provides real world application of current issues and practices in public health and can take place in settings including:

- Community-based organizations
- Health care agencies
- Academic settings
- Non-profit organizations
- Governmental and non-governmental agencies

ADMISSION CRITERIA

Prerequisite Requirements

- Bachelor's degree from an accredited institution with a cumulative GPA of 3.0 or higher
- Successfully completed at least one undergraduate course in Biology AND one undergraduate course in Statistics, both with a grade of B or higher.

Application Process:

1. Complete the Discover Stockton Online Application. If you are a recent Stockton graduate, check to see if you qualify for the Direct Entry option.
2. Application fee: $50 (non-refundable), submitted with your online application.
3. Graduate application essay.
4. Three current letters of recommendation.
5. Current resume.
6. Official transcripts from all colleges/universities attended (including Stockton) mailed, emailed or dropped off directly to the Office of Graduate Admissions

Application Deadline
Rolling admission (Priority Deadline: July 1)

DEGREE REQUIRENTS
The program requires 42 credits including an Applied Practice Experience of approximately 200 contact hours.

ACADEMIC HONESTY
Academic honesty is a very serious issue. Unless specifically designated otherwise, all work is expected to be the student's own, independent effort. When in doubt about how to complete an assignment properly, students need to consult with the appropriate faculty member. For more information regarding charges of academic dishonesty, students should refer to the relevant section in the University Bulletin.

RESEARCH AND ETHICS
If faculty and/or student research or scholarship involves contact with human or animal subjects, the research project requires pre-approval from the University's Institutional Review Board (IRB) before conducting the research.

ACCREDITATION
The MPH program will seek accreditation from the Council on Education for Public Health (CEPH), the nationally recognized body that establishes the rigorous standards and oversight for public health programs and schools at the undergraduate and graduate levels.

begin the Post-MSN DNP courses with completion of the post-master's certificate.

The Post-Bachelor of Science in Nursing (BSN) DNP degree offers two concentrations, Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) and Family Nurse Practitioner (FNP). Students who complete all 5000 level courses according to the enrolled concentration may apply for the MSN AGPCNP or the MSN FNP degree and complete the DNP as a Post

5. Communicates and collaborates with health care providers, clients, families, and community stakeholders to maximize health and improve health outcomes.

6. Contributes to the science of nursing and evidence-based literature derived from research and practice initiatives.

7. Uses leadership skills in practice interacting with consumers and providers to address diverse healthcare issues, to improve healthcare, and to advance the nursing profession.

8. Incorporates the determinants of health into practice and advocates for the health of local, regional, national, and international populations.

NONMATRICULATED GRADUATE NURSING COURSES

At Stockton, there are three 5000 level nursing courses available for non-matriculated Post-BSN-DNP students.

- NURS 5325 Health Care Systems and Policy
- NURS 5330 Advanced Pathophysiology
- NURS 5326 Epidemiology, Biostatistics, and Population Health (replaces NURS 5432 Statistical Methods)**]**

And two 6000 level nursing courses available for non-matriculated Post-MSN DNP students:

NURS 6105 Theory and Scholarship for Practice
NURS 6106 Healthcare Economics, Policy, and Management

ADMISSION TO THE DNP PROGRAM

Admission to the Post-BSN DNP track is open to licensed RNs with a baccalaureate degree in nursing. Admission to the Post-MSN DNP track is open to advanced registered nurses with an MSN degree. Prospective applicants must meet the following criteria; however, meeting the minimum criteria does not guarantee admission:

1. Possess a baccalaureate degree in nursing (BSN) or Master of Science (MSN) degree in nursing from an NLN or CCNE-accredited school.
2. Meet **one** of the two requirements
   - Cumulative GPA of 3.2 or higher (on a scale of 4.0) with a minimum grade of "B" in all nursing courses
   - Cumulative GPA of 3.30 in at least two graduate nursing courses IF BSN GPA is less than or equal to 3.19.
3. Completion of BSN prerequisite courses for Post-BSN DNP prospective students:
   - Health Assessment
   - Nursing or another Health Discipline Research course
   - Statistics

Failure to maintain a current request for LOA will result in withdrawal from the University. The student will need to reapply and meet admission requirements to complete the DNP program.

DOCTOR OF PHYSICAL THERAPY
IN THE SCHOOL OF HEALTH SCIENCES

INTRODUCTION

Definition of Physical Therapy

Physical therapy is a healthcare profession devoted to optimizing human movement and function to improve the health of society. Physical Therapy evaluates and manages an individual's ability to move throughout the lifespan and assists in the prevention of movement system problems. .

Role of Physical Therapists

Physical therapists work directly with patients, clients and communities. They examine and evaluate patients and clients to identify and then resolve existing and potential movement system problems. Physical therapists work with individuals and communities to restore or improve movement, reduce and eliminate pain, improve the ability to participate in meaningful life activities and achieve functional goals, and provide fitness and wellness programs. Physical therapists also provide education, research, consultation, administration and health care planning.

Work Settings for Physical Therapists

Physical therapists provide health care in a variety of settings including private practices, acute care and rehabilitation hospitals, extended care and sub-acute rehabilitation facilities, industry, at-home therapy, school systems, athletic programs, and fitness centers.

How to become a Physical Therapist in the United States

In the United States, to be a physical therapist you must hold a license issued by the state in which you practice. First, you must graduate from a physical therapy school or program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE). You may then qualify to take the National Physical Therapist Licensure Examination (NPTE). Each state's licensure board may have additional requirements to take the NPTE, such as satisfactory criminal background checks. Upon passing the NPTE and receiving a state physical therapy license, you may then practice physical therapy in the states you are licensed.

DOCTOR OF PHYSICAL THERAPY (DPT) PROGRAM ACCREDITATION

Stockton's DPT program is accredited by CAPTE; therefore graduates of Stockton's DPT program meet the academic eligibility requirement to take the NPTE and apply for licensure in each of the 50 states in the U.S. and the District of Columbia.

ADMISSION TO THE DPT PROGRAM

Graduate Admissions Process

Admission to the DPT program is very selective and is among the most competitive at the University. Visit www.stockton.edu/dpt for all information about applying to the program and the length of the program. Specific information about academic qualifications can be reviewed at the DPT FAQ page.

DPT CURRICULUM

Upon completion of the three-year DPT curriculum, students are prepared as practitioners who can meet the current and future physical therapy needs of the patient/client and profession. Emphasis is placed on the study of musculoskeletal, neuromuscular, cardiovascular, pulmonary, integumentary, and other systems. Additional emphasis is placed on clinical proficiency, community wellness, evidence-based practice, and professionalism. The DPT curriculum can be reviewed at www.stockton.edu/dpt.

During DPT year one, Stockton undergraduate seniors *may* be able to apply required courses, except PHTH 5001 and PHTH 5112, to an undergraduate degree. To continue in the program, all Stockton 3+3 students *must* hold a baccalaureate degree by the end of the spring semester of DPT year one. All other students must hold a baccalaureate degree by the end of the spring semester prior to starting the program.

Students attend lecture and laboratory classes on the main campus. AtlantiCare Regional Medical Center , located on Stockton's campus, provides additional facilities for learning opportunities in a health care setting. There are three full-time, clinical experiences. These

7th

ACADEMIC PROGRAMS IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

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.

Stewart C. Farrell (1971), Professor Emeritus of Marine Science and Geology; Ph.D., University of Massachusetts at Amherst.

Jessica Fleck (2006), Professor of Psychology; Ph.D., Temple University: cognitive neuroscience, research in the behavioral and neural underpinnings of problem-solving and creativity, age-related cognitive decline, and neural predictors of cognitive decline and dementia.

Bradley Forrest (2009), Associate Professor solvvv

Richard P. Hager (1974), Associate Professor Emeritus of Marine Science; Ph.D., University of New Hampshire; B.S., Bates College: marine ecology, general and population ecology, invertebrate zoology, biology of amphipod crustaceans, ecology of beaches.

Tim A. Haresign (1993), Associate Professor of Biology; Ph.D.; University of Connecticut at Storrs; B.S., State University College of New York at Plattsburgh: neuroscience, animal behavior, bioacoustics, evolutionary psychology, cognitive science, issues of diversity.

Tara Harmer Luke (2004), Professor of Biology; Ph.D., Johns Hopkins University; B.A., Boston University: molecular systematics, biology of deep-sea hydrothermal vents, symbiosis, bioinformatics, prokaryotic transcription, marine microbial ecology and underwater technology.

Nathaniel Hartman (2013), Assistant Professor of Biology; Ph.D., Wesleyan University; B.A., Clark University: neuroscience, stem cells, developmental biology, anatomy, physiology.

Charles W. Herlands (1975), Professor Emeritus of Mathematics; Ph.D., University of California, Irvine; M.A., University of California, San Diego; B.S., Stanford University: algebra, category theory, homological algebra, history and philosophy of science, computer science.

Rosalind Herlands (1974), Professor Emerita of Biology; Ph.D., University of California, Irvine; B.A., Stanford University: developmental biology, cell biology, embryology, immunology, histology, molecular biology studies on diamondback terrapins, bioethics, women’s studies.

Lisa Honaker (1995), Professor of Literature; Ph.D., Rutgers, The State University: 19th- and 20th-century British literature, detective fiction, rhetoric and composition, media analysis, environmental literature.

Patrick Hossay (1999), Professor of Sustainability; Ph.D., The New School for Social Research; M.A., San Francisco State University; B.S., San Jose State University: sustainable technology, green vehicle technology, alternative energy and design, sustainable technology.

Michael J. Hozik (1976), Professor Emeritus of Geology; Ph.D., University of Massachusetts at Amherst; M.S., University of Colorado; B.S., Dickinson College: structural geology, paleomagnetism, geophysics, environmental geology, rock mechanics.

Ron S. Hutchison (2005), Associate Professor of Sustainability; Ph.D., University of Illinois; B.A., Kenyon College: sustainable agriculture, plant biology, renewable energy, cell and molecular biology, photosynthesis, climate change.

Renganathan G. Iyer (1991), Associate Professor of Mathematics; Ph.D., Massachusetts Institute of Technology; B.Sc., M.Sc., University of Pune: representation theory of finite and infinite dimensional Lie algebras, commutative algebra, curriculum development and mathematics education.

Michael R. Lague (2006), Associate Professor of Biology; Ph.D., M.A., The State University of New York at Stony Brook; B.A., New York University: biological anthropology, human

Susanne M. Moskalski (2014), Associate Professor of Marine Science; Ph.D., M.S., University of Delaware; B.S., The Pennsylvania State University: sediment transport, coastal processes, time series analysis, marshes and estuaries, sedimentology.

Raymond G. Mueller (1978), Professor Emeritus of Environmental Science; Ph.D., University of Kansas; M.S., Montana State University; B.A., State University of New York at Buffalo: soil science, geoarchaeology, sustainable agriculture, physical geography, geomorphology.

Suzanne Nezzar (2005), Associate Professor of Mathematics; Ph.D., University of California, Los Angeles; B.S., Santa Clara University: image processing, radial basis functions, spectral methods, radon transform.

Norvell, Amanda (2022), Professor of Biology; Ph.D., University of Pennsylvania; B.S., University of Massachusetts, Amherst: developmental cell biology, post-transcriptional regulation of gene expression during *Drosophila* oogenesis.

Robert J. Olsen (2002), Assistant Professor of Chemistry; Ph.D., M.A., Brandeis University; physical chemistry, chemical physics, nonlinear chemical dynamics, computational science, computational chemistry.

Matthew G. Olson (2019)**,** Assistant Professor of Environmental Science; Ph.D., University of Maine; M.S., University of Tennessee; B.S., University of Maine; A.A.S., Paul Smith's College: forest regeneration & stand dynamics, silviculture, ecological forestry.

Sipra Pal (1986), Professor Emerita of Physics; Ph.D., Georgetown University; M.S., University of Delhi; B.S., University of Calcutta: solid state physics, theoretical surface physics, mathematical physics, energy studies and computational modeling.

Edward Paul (1972), Professor Emeritus of Chemistry; Ph.D., University of Oregon; B.A., Brandeis University: physical chemistry, chemical physics, thermodynamics, phase diagrams, chemical mechanical polishing, tool wear in precision engineering, mathematical modeling, scientific models and structures.

Barry C. Pemberton (2017), Associate Professor of Chemistry; Ph.D., North Dakota State University; B.A., Minnesota State University Moorhead: physical-organic, photochemistry, supramolecular.

Anna Pfeiffer-Herbert (2015), Associate Professor of Marine Science; Ph.D., University of Rhode Island; M.S., University of California Santa Cruz; B.A., Carleton College: coastal physical oceanography, estuaries, biological-physical interactions, biogeochemical fluxes.

Donald Plank (1971), Professor Emeritus of Mathematics; Ph.D., University of Rochester; M.A., Yale University; B.S., Trinity College: algebra, general topology, rings of functions, ordered algebraic systems, collective choice theory.

Elizabeth C. Pollock (2006), Associate Professor of Chemistry; Ph.D., Yale University; B.A., Oberlin College: biochemistry, nuclear magnetic resonance, food science.

Yitzhak Y. Sharon (1972), Distinguished Professor of Physics and Weinstein Professor of Jewish Studies; Ph.D., M.A., Princeton University; A.B., Columbia University: theoretical low-energy nuclear physics, physics education, theoretical and mathematical physics, applications of physics to oceanography.

Yujin Shen (1986), Associate Professor of Mathematics; Ph.D., M.S., University of Delaware; B.S., Kirin University: mathematical statistics, probability, actuarial science.

Camilla Alves Souto (2022), Assistant Professor of Marine Sciences; Ph.D., University of California, Berkeley; M.S., Universidade Federal da Bahia, Brazil; B.S., Universidade Federal da Bahia, Brazil: systematics, biogeography, macroevolution, marine invertebrates.

Louise S. Sowers (1984), Professor Emeritus of Chemistry; Ph.D., M.S., Drexel University; A.B., Rutgers, The State University: chemical impact of energy systems on the environment, pollution analysis, trace analysis, trace explosive analysis, instrumental techniques.

Lynn F. Stiles (1973), Professor Emeritus of Physics; Ph.D., M.S., Cornell University; B.S., State University of New York at Stony Brook: geothermal systems, energy management, solar energy, environmental physics.

Peter Straub (1994), 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.

Mark Sullivan (2006), Professor of Marine Science; Ph.D., University of Miami; M.S., State University of New York at Stony Brook; B.S., Tulane University: ichthyology, early life history of fishes, fisheries management, fisheries oceanography, climate change, marine debris.

Christine Thompson (2017), Assistant Professor of Marine Science; Ph.D., Massachusetts Institute of Technology/Woods Hole Oceanographic Inst.; B.S., University of Notre Dame: estuarine ecology, biological-physical interactions, plankton ecology, benthic/larval biology, shellfish biology, restoration ecology.

Juan Tolosa (1988), Professor Emeritus of Mathematics; Ph.D., Patrice Lumumba University, USSR: local and global theory of dynamical systems, mathematical biology, retarded and neutral functional differential equations, ordinary differential equations, maps of the interval, chaos.

Catherine A. Tredick (2013), Associate Professor of Environmental Science; Ph.D., M.S. Virginia Tech; B.S., Duke University: wildlife ecology, population dynamics, wildlife habitat use, wildlife conservation, wildlife management.

Joseph Jude Trout (2011), Professor of Physics; Ph.D., M.S., Drexel University; B.S., The Richard Stockton College of New Jersey: atmospheric physics, astronomy, computational physics, applied physics, meteorology, physics education.

Observatory
The Harold E. Taylor Observatory located off Pomona Road, on the west campus, houses a newly installed, 17” Planewave telescope. It also contains two computers controlled, portable reflector telescopes (8 inch and 6 inch). The Observatory is used for teaching General Astronomy courses to an average of 70 students per semester, and a hybrid Astrophysics course. It is also used for research and outreach programs. Observation nights are open to the Stockton community and the public and are held weekly during each academic semester (including summer), weather permitting. For more information, please visit the observatory website.

Arboretum
The Arboretum is a 3-acre area located off Vera King Farris Drive on the southern part of the campus. It contains over 80 specimens of trees and shrubs, and eight raised beds containing many displays and medicinal plants. The area has an underground pipe network to support a computer-controlled irrigation system. The arboretum is the site of applied forest ecology research by Dr. Matt Olson and the current site of community ecology and maple sugaring research by Dr. Judy Vogel.

Sustainability Farm
The Sustainability Farm was established in 2012 as a student-run project. The farm productivity and campus visibility has increased significantly relative to previous years. The

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,pe 1986, foln8 (B)1Header5otedelmo. Ingse u

- Partnerships with the Littoral Society and the American Littoral Society to restore coastal habitats damaged in Delaware Bay by Hurricane Sandy to improve

Before the end of the junior year, they are required to submit a research proposal to the Physics faculty for review.

ADMISSION TO THE PROGRAM

All interested students are welcome. Mathematics provides tools and a foundation to our science programs. Before students can begin science courses as a Physics major, students must demonstrate math readiness in ONE of the following ways:

- SAT Math score of 570 or above
- ACT Math score of 24 and above
- Transfer of college-

Students interested in the five-year, dual-degree option in Engineering should contact the coordinator of the dual-degree program (see the section on the Engineering Dual-Degree program elsewhere in this *Bulletin*).

GRADUATION REQUIREMENTS
A minimum of 128 credits and an overall GPA of 2.0 are required for graduation from Stockton

GRADUATION WITH DISTINCTION

The Bachelor of Science or Bachelor of Arts degree with distinction in Applied Physics will be awarded at the determination of the Applied Physics program faculty to students who meet University criteria and whose coursework and senior projects are of an outstanding quality. In addition, scholarly performance, adherence to the campus conduct code, and service contributions to the field of Physics and the Physics program will be considered. The level and the number of advanced courses taken will also play a significant role in the decision process for program distinction.

SPECIAL OPPORTUNITIES

In selecting elective courses, Applied Physics majors may take advantage of internships with outside organizations. Such opportunities provide valuable practical training and make the Applied Physics curriculum directly relevant to postgraduate employment or to graduate studies. Students have held internships with the nearby Federal Aviation Administration Technical Center (FAATC) as well as with nationally recognized laboratories such as Argonne, Oak Ridge, Brookhaven, the Princeton Plasma Laboratory, the Goddard Space Center and the Space Telescope Sciences Institute. Additional internships can be arranged by students and faculty with other governmental or industrial firms. These may be made into a cooperative work-study arrangement for qualified students.

Applied Physics students are encouraged to become actively involved in various aspects of the program. Advanced students can gain teaching experience as Student Assistants for laboratory sections or as Grading Assistants for introductory or advanced courses. Students are expected to become involved in one of the ongoing faculty research programs. These include energy studies, nuclear physics, computational physics, acoustics, atmospheric physics, network systems, reliability of semiconductor components, biomedical physics or physics education. Students have also participated in REU summer programs at other universities. In Stockton’s energy studies, students apply their physics knowledge to technical topics such as solar heating, wind power, fuel cells, energy conservation and heat pumps. The Physics program has developed significant strengths in the field of energy in buildings and continues to obtain special equipment for its study.

The Applied Physics program emphasizes computer-based applications in its courses from the very start of the first year. More advanced work, from theoretical modeling and computer interfaces to laboratory instrumentation, is part of the program curriculum.

CAREER OPPORTUNITIES

Graduates of Applied Physics are prepared for positions in industry, government and education, as well as for graduate school in physics or related areas. Among the career opportunities are positions in expanding technological areas such as alternative and conventional energy production; energy conservation; scientific computer programming and computational science; radiation safety; medical and health physics; microelectronics;

BIOCHEMISTRY AND MOLECULAR BIOLOGY
IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

INTRODUCTION

Biochemistry/Molecular Biology (BCMB) represents a rapidly growing discipline that bridges the chemical and biological sciences. It focuses on how cells solve various biological problems and the role of chemical components. Knowledge of this field is imperative for those interested in various medical professions. The program offerings as well as the faculty expertise reflect the combined chemical and biological basis for this field. Since it is such an experimental science, the program emphasizes laboratory skills, use of instruments and research skills to prepare students for employment or for study toward a variety of advanced degrees. American Society for Biochemistry and Molecular Biology (

GRADUATION REQUIREMENTS

In addition to the University's general education requirements, students must meet the graduation requirements for a B.S. in Biochemistry/Molecular Biology (BCMB). The curriculum includes introductory courses in biology, chemistry, physics and mathematics as well as intermediate and advanced courses in biochemistry, biology and chemistry. The culmination is the senior project or internship. In some cases, the senior project or internship may require more than one semester to complete, and students are encouraged to begin

research as determined by BCMB program faculty as well as completion of the national assessment test (currently, the ASBMB certification exam).

SPECIAL OPPORTUNITIES
For the senior research project, students have the opportunity to conduct research on

-

practices and laboratories, nursing homes, the State Police forensic laboratory, the Federal Aviation Authority Technical Center, pharmaceutical companies,

Full degree curriculum and transfer audits for the biology program can be explored using the Degree Works web based tool. Full details about the curriculum are accessible on the Biology website.

Advanced elective courses in chemistry and biochemistry are offered on a regular basis. The listing of these courses and the semester offered can be found on the Chemistry program website and in the Course Catalog. A senior thesis or research-

The student whose background in these areas requires strengthening will be advised individually in the design of a program tailored to their needs.
Before students can declare this program as a major, they must demonstrate math readiness in ONE of the following ways:

- SAT Math score of 570 or above
- ACT Math score of 24 and above
- Transfer of college-level algebra course (or college-level Precalculus/Calculus)
- Advanced Algebra and Function (AAF) Accuplacer score of 260 or higher (test available at Stockton free of charge)
- Advanced Placement (AP) testing (refer to the AP credits policy)
- Successful completion of a sequence of math courses at Stockton to become eligible to take Precalculus (MATH 1100).

If a student does not meet these math requirements, Stockton University stands ready to assist these students prepare a strong math foundation with our introductory and intermediate courses in Mathematics. These courses are in addition to the courses required to complete a degree in Chemistry and may require additional time for a student to complete their degree.

GRADUATION REQUIREMENTS
The minimum requirement for the Bachelor of Arts (B.A.) in Chemistry is 64 credits of program and cognate courses. The Bachelor of Science (B.S.) degree requires a minimum of 80 credits in program and cognate courses. These program credits, in combination with the University's General Studies requirements and At-Some-Distance (ASD) courses, constitute the minimum of 128 credits necessary for a Stockton degree. University's General Studies course requirements include the G-course distribution (32 credits), W and Q course requirements and AHRVI attributes. For details on General Studies requirements, visit the relevant section in this *Bulletin.* The ASD course requiremlrurst05.29 0 Td(-)Tj04 (o)10Cthe cours U4c

Science/Studies with courses in the Health Science - Public Health Concentration to prepare

General concentration. Also, a minor in Environmental Studies is offered for students from other majors.

The Environmental Studies minor consists of a minimum of 21 credits. It should include 4 credits at the introductory level (ENVL 1100 Introduction to Environmental Studies), and 5 credits at the 2000 ENVL level (Ecological Principles with lab, Physical Geography with lab, or a combination of Statistical Analysis of Ecological Systems + Environmental Seminar). No more than 10 credits should be earned at the 1000 or 2000 level. Next, students should complete a minimum of 12 credits at the 3000/4000 level (you may need to contact the professor of that course for a permit to register). No courses outside of ENVL, other than SUST 2100 or a course cross-listed with ENVL will be accepted for the minor. The courses will be selected in consultation with an ENVL faculty preceptor and should be approved in advance. Interested students should see the Program ChaisrAo ()1 (r)2rshe 3 in orumion wnche

meet graduation requirements and each student's career goals. It is the student's responsibility to ensure that all graduation requirements are met in a timely manner.

In order to be able to graduate, a student must meet all University graduation requirements, including a minimum overall Grade Point Average (GPA) of 2.0. University requirements for graduation can also be found in the relevant section of this *Bulletin.* Special graduation requirements apply to transfer students as detailed in the relevant pages of this *Bulletin*. All Natural Sciences and Mathematics (NAMS) majors are required to meet a minimum overall GPA of 2.0 in all NAMS courses. In addition, a student must satisfy the Geology program course distribution requirements and have a minimum 2.0 GPA within GEOL courses.

Students are expected to meet prerequisites specified for each required course on the course catalog. Students with deficiencies in incoming preparation may need to take additional courses as prerequisites, which may or may not count toward the degree requirements. A transfer student who wishes to major in Geology should contact the Program Associate Chair prior to registering for courses at Stockton. Some transfer students may take longer to fulfill degree requirements, particularly if they are deficient in the science background. Also, continuously maintaining good standing as a student, including academic achievements and code of conduct as per University requirements is imperative to the success of a student in any major.

GRADUATION WITH DISTINCTION

A degree with distinction in Geology will be awarded to students who meet University criteria and whose coursework and senior project or internship are of outstanding quality, as determined by program faculty. The student's program must reflect breadth of background in fundamentals and advanced coursework in at least one area, and he or she must perform well on the Graduate Assessment Exam. The student's senior project or internship and upper-level coursework will be evaluated for evidence of initiative, ability to integrate ideas

Graduate programs are highly variable and often have different requirements. These commonly include math and science courses beyond the basic requirements, and adequate scores on the Graduate Record Examination.

PREPARATION FOR HEALTH PROFESSIONS IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

INTRODUCTION

excel in every area that professional schools consider in an application. Most professional schools provide information on average GPAs, entrance test scores, number of applicants applied/accepted and average student profiles. This information will vary somewhat between schools and professions, but it can be useful as a guide.

Suggested Curriculum

Students who are capable of superior work both in the sciences and the non-sciences stand the best chance for admission to all professional schools regardless of major; any major can be appropriate provided the requirements for admission are met. Required and elective courses should be started as soon as possible and completed on schedule; all required subjects should be completed by Spring of the junior year for any student planning on continuing their studies directly after graduation.

Required courses vary among the professional schools but almost always include the following:

- Biology 1 year with lab
- General Chemistry 1 year with lab
- Organic Chemistry 1 year with lab
- Genetics 1 semester with lab
- Mathematics 1 year
  (Calculus and/or statistics are required by many schools. It is highly recommended that all Math requirements be completed as soon as possible following admission to Stockton)
- Physics or Physics for Life Science 1 year with lab
- English/Writing 1 year

In addition, the following courses are strongly recommended, as they are often required by professional schools:

- Biochemistry 1 semester
- Microbiology 1 semester with lab
- Physiology 1 semester t c 3 e r
- Psychology or other social science 1- 2 semesters

GRADUATION REQUIREMENTS

The minimum University and degree program requirements for graduation need to be met for a student to graduate with any major. Please see University graduation requirements, and

commercially and sometimes in the form of a local study group. Regardless of the study method pursued, students should take the exam only once, and when they are maximally prepared. While the tests may be taken more than once, all scores are reported. Admissions committees will note this and may give the edge to an equally qualified candidate who took the exam only one time and did well. Do not take an admissions test for practice!

INFORMATION ON THE HEALTH PROFESSIONS

Stockton University Office of Admissions
101 Vera King Farris Drive
Galloway NJ 08205-9441
Phone: 609-652-4261
Email: admissions@stockton.edu
www.stockton.edu

For current, detailed course descriptions, go to the Catalog of Courses.

MARINE SCIENCE
IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

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 since reaching junior status through graduation. Detailed Program Distinction requirements are available on the Marine Science website.

SPECIAL OPPORTUNITIES

Located on an eight-acre waterfront site in the Jacques Cousteau National Estuarine Research Reserve, the Stockton University Marine Field Station makes available the facilities, research vessels, sampling equipment, and staff to provide Stockton students with hands-on learning experiences in a marine environment second to none. The Field Station offers several teaching and research laboratories and offices, five research vessels ranging in size from 16' – 36', various marine sampling equipment, general-use laboratory equipment, state-of-the-art water sampling equipment and numerous marine technology instruments, including a remotely operated vehicle (ROV) multibeam sonar, side scan sonar, magnetometer, mobile LiDAR, and Acoustic Doppler Current Profilers. Undergraduate students engaged in Marine Science and Marine Science-related courses (biology, environmental science, geology) access the facility regularly throughout their academic career. All students are encouraged to further utilize the facility for independent study projects and to become part of the numerous faculty and staff-led research teams. There are many opportunities to carry out Marine Science research at the undergraduate level at Stockton as well as at State and Federal agencies and institutions nearby. The Field Station is also home to the Coastal Research Center, a contract and grant-funded institute focused on research and monitoring of New Jersey's coastal zone issues ranging from beach access, inlet dynamics, and pre- and post-storm surveys of coastal beaches.

Both the Field Station and the Coastal Research Center provide part-time work and volunteer opportunities for MARS students, as do numerous local agencies. Students may propose their own field, laboratory, or library research projects to prospective faculty sponsors, and/or work on suitable internships. Student interns have been placed locally in field/laboratory positions, including at the Adventure Aquarium, Atlantic City Aquarium, Rutgers Field Stations (Tuckerton, Port Norris, Cape May), Jacques Cousteau National Estuarine Research Reserve, New Jersey Department of Environmental Protection, Brigantine Marine Mammal Stranding Center, and at area shellfish hatcheries. Through the Washington Internship program, MARS majors have been placed at the National Aquarium, the National Oceanographic and Atmospheric Administration, the National Academy of Sciences and the Smithsonian Institute/Natural History Museum.

For research projects that necessitate the processing of larger quantities of numerical data, students can make use of the University's Computer Center, which is tied into the statewide Educational Computer Network. Stockton is a member of the New Jersey Marine Sciences Consortium (NJMSC) and has access to Consortium (at)12 (ew)1currsBDC -(ew)1npw -32.74 -1.15

backgrounds in high school mathematics, science or English may not be sufficiently prepared to attempt the rigorous freshman- and sophomore-level core courses in mathematics.

Community College graduates who have not completed a one-year sequence in single-variable calculus should expect to spend more than two years at Stockton to obtain a degree in mathematics. Transfer students who wish to major in mathematics should contact the Chair of the Mathematics program before the beginning of their first semester at Stockton.

GRADUATION REQUIREMENTS

The minimum requirement for the Bachelor of Arts (B.A.) in Mathematics is 64 credits of program and cognate courses. The Bachelor of Science (B.S.) degree requires a minimum of 80 credits in program and cognate courses. These program credits, in combination with the University's General Studies requirements and At-Some-Distance (ASD) courses, constitute the minimum of 128 credits necessary for a Stockton degree. University's General Studies requirements include the G-course distribution (32 credits), W, Q and R course requirements and AHVI attributes. For details on General Studies requirements, visit the relevant section in this *Bulletin.* The ASD course requirement for the B.A. degree is 32 credits and for the B.S. degree is 16 credits. These courses are not directly related to the program and would include G-courses or courses from other programs. W, Q, R and AHVI requirements could be met via G-course requirements, program course requirements, or ASD course requirements. Courses should be chosen carefully with frequent guidance from preceptor, to meet graduation requirements and each student's career goals. It is the student's responsibility to ensure that all graduation requirements are met in a timely manner.

In order to be able to graduate, a student must meet all University graduation requirements, including a minimum overall Grade Point Average (GPA) of 2.0. University requirements for graduation can also be found in the relevant section of this *Bulletin.* Special graduation requirements apply to transfer students as detailed in the relevant pages of this *Bulletin*. All Natural Sciences and Mathematics (NAMS) majors are required to meet a minimum overall GPA of 2.0 in all NAMS courses. In addition, a student must satisfy the Mathematics program course distribution requirements, have a minimum grade of C for all program core courses and a minimum GPA of 2.0 for MATH acronym courses. For the dual-degree Engineering concentration, a minimum grade of C in all courses as well as an overall GPA and a minimum NAMS course GPA of 3.0 are required.

SUSTAINABILITY

energy as their undergraduate concentration. Both the Sustainability and the Environmental Science degree programs offer exceptional students the option of completing a bachelor’s and a master’s Degree in five years under a BS/PSM dual-degree program.

DEGREES OFFERED

Students can pursue either a B.A. or a B.S. in Sustainability. Both degrees require a s

and for the B.S. degree is 16 credits. These courses are not directly related to the program and would include G-courses or courses from other programs. W, Q, R and AHVI requirements could be met via G-course requirements, program course requirements, or ASD course requirements. Courses should be chosen carefully with frequent guidance from preceptor, to meet graduation requirements and each student's career goals. It is the student's responsibility to ensure that all graduation requirements are met in a timely manner.

In order to be able to graduate, a student must meet all University graduation requirements, including a minimum overall Grade Point Average (GPA) of 2.0. University requirements for

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 w 6u01 0 Td[(i)-1 (rb dua)10w 5.28 0 T -0.015weq

MASTER OF SCIENCE IN COASTAL ZONE MANAGEMENT
IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

INTRODUCTION

In much of the world, population growth in the coastal zone is increasing, stressing the natural resources and those that depend on them due to over-development, pollution and overfishing. At the same time, global climate change, linked to anthropogenic activities and warming are increasingly affecting the coastal zone due to an increased prevalence of high-energy storms, ocean acidification and sea level rise.

The purpose of this degree program is to develop the knowledge and skills necessary to navigate the complexities of managing human interactions within a highly dynamic coastal environment.

At the end of this program, students will be able to:

- Describe the physical, ecological, environmental, social and political processes active in the coastal zone.
- Articulate aspects of coastal zone environments that affect humans.
- Articulate human behaviors, laws78>Tj0 0 9..9 (t)2 spn-6e7()2 (Q(b)10 (l) (aw)6 (ior)7 (m)-3 (s

- If you are a recent Stockton graduate, check to see if you qualify for the Direct Entry Option.
- The TOEFL examination or another

GRADUATION WITH DISTINCTION
Program distinction is awarded to students who end with a GPA greater than 3.95 and who receive the grade of A for the DSSA 5302 Data Practicum.

ACADEMIC PROGRESS/DISMISSAL
All DSSA students must maintain a minimum cumulative Grade Point Average (GPA) of 3.0. Students whose cumulative GPA falls below 3.0 during any semester are placed on probation and given one additional semester (limited to 9 credits) to raise their GPA. Failure to raise the GPA to 3.0 or higher will lead to dismissal from the program.

PROGRAM COMPLETION TIMELINE
Students must complete all aspects of the program within six years of matriculation, not including time spent on school-approved leave of absence. Students who do not complete all of their graduate work over the six years of matriculation will be dismissed from the program. Full degree curriculum and transfer audits for the data science and strategic analysis program can be explored using the Degree Works web based tool. Details about the curriculum can be accessed on the MS in Data Science and Strategic Analytics website. General information regarding graduate education is found on the Graduate Studies section of this *Bulletin*.

ACADEMIC PROGRAMS IN THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

THE FACULTY
IN THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

Claire E. Abernathy (2015), Associate Professor of Political Science; Ph.D., Vanderbilt University; M.A., Ohio State University; B.A., Furman University: Social Studies Education Concentration advisor, American political institutions, congressional politics, public policy, interest groups, representation, voting.

Theodore Alter (2016), Associate Professor of Social Work; Ph.D., MSW, Yeshiva University, Wurzweiler School of Social Work; B.S., New York Institute of Technology: aging, dementia, life cycle, health care, chronic illness and disability, end-of-life, medical/social work ethics.

James Mac Avery (2006), Professor of Political Science; Ph.D., M.A., University of Kentucky; B.A., San Francisco State University: American public opinion, political behavior, economic and political inequality, race, and representation.

Lauren Marie Balasco (2017), 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.

Robert J. Barney (2010), Associate Professor of Social Work; Ph.D., University of Louisville; MSW, University of Kentucky; B.A., Asbury University: international social work, family and community development, cultural competence, HIV/AIDS, research practice, human rights, disasters.

Terrilyn Battle (2020)**,** Assistant Professor of Counseling; Ph.D., North Carolina Agricultural and Technical State University; M.S., Winston Salem State University; B.A., East Carolina University: Impostor phenomenon, mentorship, rehabilitation counseling, vocational counseling, underrepresented populations, cultural immersion and multiculturalism.

Mark E. Berg (2008), Associate Professor of Psychology; Ph.D., University of Canterbury (New Zealand); M.S., B.S., Brigham Young University: perceptual category learning, experimental analysis of behavior, history of psychology, motivation, comparative cognition.

Jess Bonnan-White (2012), Professor of Criminal Justice; Ph.D., University of Iowa; M.A., Northern Illinois University; B.A., Washington University in St. Louis: homeland security, comparative security studies, emergency management, conflict resolution, humanitarian assistance, human security, quantitative and qualitative data analysis, research methods, service-learning and community engagement pedagogy.

John Bulevich (2011), Associate Professor of Psychology; Ph.D., M.A., Washington University, B.S., University of Washington: metacognition, eyewitness memory, aging.

Helana Girgis (2019), Assistant Professor of Psychology; Ph.D., University of Arkansas; B.A., University of North Carolina-Chapel Hill: developmental and lifespan psychology, cognitive development, personality, conceptual development of foods, cognitive labor and ownership, cross-cultural research.

Sonia V. Gonsalves (1990), Professor Emerita of Psychology; Ph.D., M.Ed., Temple University; B.S., Diploma in Education, University of the West Indies: educational psychology, statistics, research m

Richard Mulvihill (2011), Tenured Instructor of Criminal Justice; M.Sc., Nova Southeastern University; B.A., Stockton University, FBI National Academy 174th Session, Quantico Virginia; New Jersey State Police Academy: police, corrections and public safety administration, criminal justice technology, emergency and disaster management.

Ellen Mutari (1999)**,** Professor Emerita of Economics; Ph.D., American University; B.A., Swarthmore College: labor market and employment policies, job quality, gender, race, and class, economic inequality, contemporary political economy.

Linda Williamson Nelson (1981), Professor Emerita of Anthropology and Africana Studies; Ph.D., Rutgers, The State University; M.A., New York University; B.A., Long Island University: anthropological linguistics, cultural anthropology, gender and culture, field methods, contemporary African American literature, African American vernacular English, African American culture.

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.

Jacqueline Pope, Professor Emerita of Political Science; Ph.D.; Columbia University: public administration, public policy, metro politics, Africana studies.

L

Kimberley R. Schanz (2017),

Marcello Spinella (1999), Professor of Psychology; Ph.D., City University of New York; M.A., Queens College, City University of New York; B.A., Fairleigh Dickinson University: physiological psychology, positive psychology, mindfulness, clinical neuropsychology, psychometrics, psychopharmacology, herbal medicines, executive functions, addiction.

Barbara Stanley (2023), Teaching Specialist of Criminal Justice, M.A.S., Drexel University; B.A., Immaculata University: medico-legal death investigations, criminalistic and forensic science, forensic pathology and autopsies, crime scene investigation, forensic photography, the criminal justice system.

Marcia R. Steinbock (1989), Professor Emerita of Criminal Justice; J.D., Rutgers University School of Law, Cam

Kaite Yang (2015), Associate Professor of Psychology; Ph.D., M.A., Princeton University; B.A., Dartmouth College: social psychology, personality and individual differences, gender and development, meta-analysis.

Tina M. Zappile (2012), Associate Professor of Political Science; Ph.D., M.A., University of Nebraska-Lincoln; M.A., B.A., University of Nevada, Las Vegas: Model United Nations advisor, international relations, global economic governance, international law, international financial institutions, economic development and international trade and finance.

CRIMINAL JUSTICE
IN THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

PROGRAM MISSION AND VISION

The mission of the Criminal Justice (CRIM) program at Stockton University is to provide students with an understanding of the criminal justice system from the perspective of the social sciences. Its primary focus is academic with a critical examination of an American society, rather than training for any specific roles in the criminal justice system.

To achieve our mission, we will work with students in meeting the following program learning objectives:

- Identify issues in the practice of criminology and criminal justice.
- Gain knowledge of the specific and independent, but interdependent roles, of the police, the courts, and corrections in the criminal justice system.
- Critically analyze the complex relationships between diverse groups and the U.S. criminal justice system.
- Apply criminological theory to real-world problems.
- Understand research related to criminal justice and its role in shaping criminal justice policy.
- Develop skills necessary for practitioners, advocates, academics, and organizational leaders in criminal justice-related fields.

The Criminal Justice program mission aligns with the University mission.

Criminal Justice Program Visionndersts: 0 (n al)6 (i)6 (gr)6.9 (4n)6.9 (ogr)6.9 (a)10 (m)-3 (m)-3 (i)6 (s

CONCENTRATIONS

Criminal Justice students are not required to pursue a concentration but may choose to focus on a particular area of interest through one of our specialized concentrations. The program offers a concentration in Forensic Investigation, Forensic Psychology, Homeland Security, and a General concentration. These concentrations — or “career clusters” — consist of a group of courses that augment an education in criminal justice with special knowledge and skills useful in a variety of criminal justice occupations. Students undertake a concentration as a part of meeting the normal requirements for (i)6 (of)17 (at)or (i)6 4 (upa)10 (t)2 (i)6 (ons)4 (og)10 (y)4egyent

AFRI 2122 A History of Black Protest and Civil Unrest
AFRI 3150 The Social and Economic Realities of Black Life in America
AFRI 3165 Social & Psychological Perspectives on the Black Experience
GSS 1092 Introduction to Africana Studies (First Year Seminar)
GSS 2188 African Americans and the Law
GAH 2350 Black Men in America