

Procedure 2050: Graduation

Summary of Key Changes

The Procedure has been updated as follows:

- Drafted language for an R1/R2 requirement for both first-year and transfer students.
- Drafted language for simultaneous attribute/program requirement consideration;
- Proposed definitions for R1 (Race and Racism Education Intensive) and R2 (Race and Racism Education Across the Disciplines), modeled on existing W and Q requirements;
- Updated “freshman” to “first-year” students throughout.

STOCKTON UNIVERSITY



PROCEDURE

Graduation

Procedure Administrator: Vice Provost

Authority:

Effective Date: April 14, 1975; November 2, 1977; June 23, 2010; July 8, 2014; August 10, 2014; TBD

Index Cross-References:

Procedure File Number: 2050

Approved By: Dr. Harvey Kesselman, President

PURPOSE:

To establish the academic requirements for undergraduates concerning graduation and the certification procedures for Stockton University.

PROCEDURE:

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

The Residency Requirement

Residency requires the following be completed at Stockton:

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

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

- The Twenty-Five Percent General Studies Rule
- The Distribution Requirement in General Studies

- The At-Some-Distance Requirement
- The limit on the number of allowable credits per G-category
- The General Education Goals (Attribute) Requirement
- The First-Year Studies (FRST) Requirement
- The Quantitative Reasoning Requirement
- The Writing Requirement
- The Race and Racism Education Requirement
- The First-Year Seminar Requirement.

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

The Twenty-Five Percent General Studies Rule

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

For first-year students and transfer students with less than 64 credits:

Some credits may be allocated as General Studies courses with the following limitations:

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

For students with 64 transfer credits:

The General Studies requirement is lowered to 16 credits. The At-Some-Distance credit then grows to 48 credits for the B.A. degree, and 32 credits for the B.S. degree, assisting transfer students who may have many excess elective credits. The distribution requirement is no longer in effect, but all students must take four credits in the GIS category.

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 transfers with less than 64 credits, the At-Some-Distance electives constitute one-quarter of the degree for a Bachelor of Arts, and one-eighth of the Bachelor of Science and Bachelor of Fine Arts degrees.

Suggested Credits per G-Category

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

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

The General Education Goals Requirement: Attributes

All students must also take and pass one course in each of four areas: Arts (A), Historical Consciousness (H), Values/Ethics (V) and International/Multicultural (I).

Students may take Stockton courses that have been designated by A, H, V, I and apply them to program, cognate, General Studies, and "At-Some-Distance," as appropriate to satisfy this graduation requirement.

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

The Writing Requirement

All matriculated students must earn a C or better in each of four writing-designated courses: one W1 (writing) course taken in the first year and three additional W1 or W2 (writing-across-the-curriculum) courses, at least one of which must be a 3000- or 4000-level course.

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

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

Writing-Designated Courses

Stockton offers a variety of program and general studies courses at all levels that are writing-designated courses. The level of the writing-designated course is indicated by the course number: 1000 level indicates an introductory writing-designated course; 3000 level indicates a more advanced writing-designated course.

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

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

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

The Quantitative Reasoning Requirement

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

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

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

Quantitative-Reasoning-Designated Courses

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

Q1- Quantitative-Reasoning-Intensive Courses: Mathematical thinking is the primary focus of study. Q1 courses emphasize the mathematical structures underlying various phenomena. Although focused on mathematical reasoning, Q1 courses provide ample opportunities for investigating diverse applications of the concepts discussed. These courses draw rich connections among different areas of mathematics. In a Q1 course, the majority of class time is spent on mathematical concepts and procedures. Students work on mathematics during virtually every class session. The quality of their mathematical work is the major criterion for evaluating student performance in the course. Examples of Q1 courses are MATH 2215 Calculus I; GNM 1125 Algebraic Problem Solving; and

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

The Race and Racism Education Requirement

Beginning in fall 2021, all matriculated students must complete two courses in Race and Racism Education, earning a C or better for courses designated as R1: Race and Racism Intensive courses and a D or better in courses designated as R2: Race and Racism Education-Across-the-Curriculum.

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

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

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

Race and Racism Education-Designated Courses

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

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

R2 – Race and Racism Education-Across-the-Curriculum courses focus on disciplinary or interdisciplinary content. They use the study of race and racism education as a way of learning about another subject (i.e., history, chemistry,

social work, or marketing). Explicit connections should be made between ideas about race and racism education and disciplinary content, and at least 25% of course time should be devoted to the study of race and racism education and engage students in activities that support learning of these complex fields. This can include assigning focused activities in class and/or as homework assignments, offering direct instruction on these topics, assigning reading about race or racism education, or providing feedback on student drafts for assignments. These courses can be offered in any of the G-acronyms or program acronyms.

First-Year Studies Courses

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

First-Year Seminars

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

For those students who are placed into the course FRST 1002 Critical Thinking and Reading, that course will serve as their First-Year Seminar. All other students will be able to choose from a list of courses on a range of topics in the various G-categories. FRST 1002 must be passed with a grade of C or better.

A student who does not complete a First-Year Seminar in the first semester must complete one in the second semester.

Substitution

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

A written request must be made by the student’s preceptor to the Dean of General Studies and must be approved in advance of registering for the course.

Preceptors may consider a student request to substitute any General Studies courses that exceed minimum requirements above to satisfy similar Program or Cognate requirements, with approval of the Program Chair and the Dean.

Review History:

	Date
Procedure Administrator	
Divisional Executive	
Faculty Senate	
Dean's Council	
Provost Council	
General Counsel	
Cabinet	
President	