

A blurred photograph of a classroom. In the foreground, several students are seen from behind, sitting at desks. They are wearing various colored shirts, including a blue and white striped shirt, a pink shirt, and a purple shirt. In the background, a teacher in a white shirt is standing at the front of the room, possibly pointing at a whiteboard. The overall scene is out of focus, creating a sense of a busy, active learning environment.

# 2021-22 CATALOG

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# Undergraduate Catalog 2021–2022

Students at Felician University are subject to the degree requirements of the current catalog at the time of matriculation.

Announcements contained in this publication are subject to change without notice and may not be regarded in the nature of binding obligations on the University. The University reserves the right to change any provisions, policies, or requirements when deemed appropriate. The University reserves the right to withdraw or modify the courses of instruction or to change the instructors at any time. The University is authorized under Federal law to enroll nonimmigrant alien residents.

Failure to read this publication does not excuse students from the requirements and regulations described herein, or knowledge of policy changes announced in the annually issued **Student Handbook** or in other University publications. This catalog is issued every year.

## Academic Calendar Traditional Fall 2021

Fall semester begins	Monday, August 30, 2021
Last day to add/drop	Tuesday, September 7, 2021
Labor Day (university closed)	Monday, September 6, 2021
Advising begins for Winter, Spring & Summer 2022	Monday, October 4, 2021
Mid-term Exams	Monday, October 18, 2021 – Saturday, October 23, 2021
Registration begins for Winter, Spring & Summer 2022	Monday, October 25, 2021
Last day to Withdraw	Monday, November 8, 2021
Thanksgiving Eve (no classes, Students go home/check out of Residence Halls; university closed)	Wednesday, November 24, 2021
Thanksgiving recess	Thursday, November 25, 2021 – Saturday, November 27, 2021
Final Exams	Monday, December 13 – Saturday, December 18, 2021
All grades due	Monday, December 20, 2021
Grades released to students	Tuesday, December 21, 2021

## Winter Session 2022

Winter semester begins	Monday, January 3, 2022
Martin Luther King Day (university closed)	Monday, January 17, 2022
Winter semester ends	Sunday, January 23, 2022

## Traditional Spring 2022

Spring semester begins	Monday, January 24, 2022
Last day to add/drop	Monday, January 31, 2022
Presidents Day (university closed)	Monday, February 21, 2022
Advising begins for Fall 2022	Monday, February 28, 2022
Mid-term Exams	Monday, March 7, 2022 - Saturday, March 12, 2022
Spring break	Monday, March 14, 2022 - Saturday, March 19, 2022
Registration begins for Fall 2022	Monday, March 28, 2022
Last Day to Withdraw (WD)	Monday, April 11, 2022
Easter Break (University Closed)	Thursday, April 14 - Saturday, April 16, 2022
Final Exams	Monday, May 16, 2022 – Friday, May 20, 2022
All grades due	Monday, May 23, 2022
Grades released to students	Tuesday, May 24, 2022
Commencement	Saturday, May 21, 2022

## Summer 2022 (All Summer Courses will be offered in 6-week format)

Summer I	Monday, May 23, 2022 – Sunday, July 3, 2022
Memorial Day (University closed)	Monday, May 30, 2022
Independence Day (University closed)	Monday, July 4, 2022
Summer II	Tuesday, July 5, 2022 – Monday, August 15, 2022

## 8-Week Calendar 2021 – 2022

### Fall 2021 (8 Week)

Start of Fall I	Monday, August 30, 2021
End of Fall I	Monday, October 25, 2021
Start of Fall II *	Monday, October 25, 2021
End of Fall II	Thursday, December 23, 2021

\* No Friday course offerings

### Spring 2022 (8 Week)

Start of Spring I	Monday, January 24, 2022
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End of Spring I  
Start of Spring II\*  
End of Spring II  
\*No Spring Break

Monday, March 21, 2022  
Monday, March 21, 2022  
Friday, May 20, 2022

**Please Note:** Dates may be subject to change at the discretion of the University authorities.

The above calendar applies to traditional fall and spring semesters of fifteen weeks. Students enrolled in programs not based on a fifteen-week semester should seek scheduling information from their program director

## University Directory Administrative Offices Office of the President

James M. Crawford III, President of Felician University

Stephanie Cachez, Executive Assistant to the President

Janet Centanni, Executive Assistant to the President

### Student Affairs

Dr. Ronald Gray, Vice President of Student Affairs and Dean of Students, Rutherford Campus, Student Union, Main Floor, (201) 559-3565

### Academic Affairs & Mission Integration

Dr. Christine C. Mihal, Acting VP of Academic Affairs  
Lodi Campus – Albin Obal Hall (1st floor)  
(201) 559-6074

### Enrollment Management & Marketing

Priscilla Klymenko, Vice President of Enrollment Management and Marketing, Rutherford Campus – Iviswold Castle (201) 355-1473

### Office of Admissions

Rutherford Campus – Iviswold Castle (201) 355-1465  
admissions@felician.edu

Camille Braker-Balkum, Assistant Vice President of Admissions and Marketing 201-355-1446

Andrea Farrell, Senior Associate Director of Transfer and Adult Admissions 201-355-1445

Kelsey Dennehy, Associate Director of Undergraduate Admissions 201-355-1456

Olga Velasquez, Associate Director of Graduate Admissions and ABSN Enrollment 201-355-1449

Tiffany Hartwig, Executive Director of Enrollment Management Operations 201-559-3530

### Alumni Office

Diane Sedlmeir  
Director of Alumni Relations  
Rutherford Campus – Iviswold Castle  
(201) 355-1427

### Athletic Office

Benjamin DiNallo Director of Athletics (201) 559-3507

### Campus Ministry

Lodi and Rutherford campuses

### Sr. Annelle Velivis

**Director, Blessed Mary Angela Institute**

**Email:** velivisa@felician.edu

**Phone:** 201-559-6102

### Career Development Center

Rutherford Campus – Student Union Tiffany Austin,  
Director (201) 559-3619

### Center for Academic Success & Effectiveness

Dr. Jeffery Blanchard, Dean, Center for Academic Success & Effectiveness, Lodi Campus -- Kirby Hall 220, 201-559-6170

Dr. Dolores Henchy, Professor & Dean Emeritus, Center for Academic Success & Effectiveness, Lodi Campus -- Kirby Hall 218, 201 355-1133

Barbara Rosatelli, Assistant Dean & Coordinator of 3-D Felician Experience, Center for Academic Success & Effectiveness, Lodi Campus -- Kirby Hall 219, 201-559-6052

Pamela E. Garvey, Academic Success Coach, Coordinator of Discovery Program and Starfish At Felician, Center for Academic Success & Effectiveness, Lodi Campus -- Kirby Hall 217, 201 559-6163

Carolyn Mitchell Kehayan, LDTC, Coordinator of Accessibility Services, Center for Academic Success & Effectiveness, Lodi Campus -- Kirby Hall 104, 201-559-6050  
Fax: 201-559-6046

Alyssa Fiume, Coordinator of Tutoring Services, Center for Academic Success & Effectiveness, Lodi Campus -- Kirby Hall 226, 201-559-6118  
TutoringServices@felician.edu

Elizabeth Noreika, Administrative Assistant & Coordinator Center for Academic Success & Effectiveness, Lodi Campus -- Kirby Hall 103, 201-559-6047  
Fax 201-559-6046

Hamdi Shahin, Mathematics & Science Tutor & Math Lab Coordinator, Center for Academic Success & Effectiveness, Lodi Campus -- Kirby Hall 226, 201-559-6076

Annette Rycharski, Coordinator, Shared Model-Advising Center, Academic Advising and Retention Specialist, Center for Academic Success & Effectiveness, Lodi Campus -- Kirby Hall 223

Phlaine Suzanne Toliao, Academic Advising and Retention Specialist, Center for Academic Success & Effectiveness, Lodi Campus -- Kirby Hall 223

## Center for Health

(formerly the Health Center or Student Wellness Center)

Carolyn A. Lewis, MSN, ANP-BC, Director

Rutherford Campus Milton Hall (201) 559-3559 Fax: (201) 559-3579

## Computer Labs

Labs available at Lodi and Rutherford (weekdays & weekends) – hours posted each semester

## Community Rights and Responsibilities

Tara Brugnoli, Rutherford Campus – Student Union Main Floor

## Counseling Center

Sharon McNulty, Director, Rutherford Campus – Student Union, Main Floor

(201) 559-3587 Fax: (201) 559-3621

## Educational Opportunity Fund

Dinelia Garland, Director of the EOF Program Lodi Campus – Kirby Hall, Rooms 208-211 (201) 559- 6057

## Facilities Services

Lodi and Rutherford Campuses

Lodi Campus – near mailroom in AOH (201) 559-6099

## Office of Student Financial Services

Cynthia Montalvo, Assistant VP of Enrollment Management

Lodi Campus – Albin Obal Hall (1st floor) (201) 559-6010  
(201) 559-6045 (Bursar/Billing)

**504 (Section)** (see Services for Students with Disabilities)

## Global Academic Initiatives

The Center for Global Academic Initiatives and United Nations NGO Representative  
Rutherford Campus – Blessed Mary Angela (BMA)  
201-559-1470

**Graduate Admission (see Graduate Catalog)**  
**Health Services (see Center for Health)**

## Honor Council

Professor Terry McAteer Faculty Advocate  
Rutherford Campus, Little Theater Annex (201) 507-0613

## Human Resources

Virginia Topolski, Director of Human Resources Lodi Campus – Albin Obal Hall (first floor) (201) 559-6055

Diane DePadova, Coordinator of Human Resources and Benefits Lodi Campus – Albin Obal Hall (first floor) (201) 559-6186

## Information Systems

- Craig Savino, Director of Information Systems Lodi Campus – Albin Obal Hall (ground floor) (201) 559-6058
- Obada Boulad, Assistant Director of Information Systems Lodi Campus – Albin Obal Hall (ground floor) 201-355-1114
- Joslyne Contreras, IT Project Manager
- Lodi Campus, Albin Obal Hall (ground floor)
- (201) 559-6058

## Information Technology

Chris Finch, Assistant Vice President for Information Technology Lodi Campus – Albin Obal Hall (2nd floor) (201) 559-6084

## University Advancement Office

Maura DeNicola, Vice President for University Advancement Rutherford Campus – Iviswold Castle (201) 355-1433

## Institutional Communications Office

## Institutional Research

Reema Negi, Director of Institutional Research, Lodi Campus – Albin Obal Hall (ground floor) (201) 559-6152

Ishan Turakhia, Research Analyst, Lodi Campus –Albin Obal Hall (ground floor) (201) 559-6109

## Center for Academic Technology

- Deanna Valente, Dean for the Center for Academic Technology, Education Commons Rutherford Campus (201) 559-3191

- Rebecca DeVita, Assistant Dean for the Center of Academic Technology, Education Commons Rutherford Campus (201) 559-3195
- Ansu Mathew, Instructional Designer for the Center of Academic Technology, Education Commons Rutherford Campus (201) 559-3313

## Library Services

Lodi Campus Library, (201) 559-6071

Rutherford Campus Library (201) 559-3319

<https://felician.libguides.com/libraries>

Jodi Shelly, Director of University Libraries, Lodi Campus Library. (201) 559-6070

Kaitlyn Clohosey, Research & Instructional Services Librarian, Lodi Campus Library. (201) 559-6026

Alison Cole, Scholarly Communications & Outreach Librarian, Rutherford Campus Library. (201) 559-3325

Rebecca Roe, Public Services Librarian/Head of Archives, Rutherford Campus Library. (201) 559-3336

## Barbara J. Toscano Nursing Resource and Simulation Center

Mary Clare Smith, Director, Barbara J. Toscano Nursing Resource and Simulation Center

Rutherford Campus, Education Commons (3rd floor), (201) 559-3517

## Office of International Programs

Rutherford Campus – Blessed Mary Angela Hall (201) 559-3518  
OIP@felician.edu

## Payroll

Aimee Gonzalez, Payroll Manager and HRIS Systems, Lodi Campus Albin Obal Hall (ground floor) (201) 559-6175

(201) 559-6199 (fax)



## Registrar

Nicollette Matesic, Director of Registration & Records  
Lodi Campus – Albin Obal Hall (1st floor)  
(201) 559-6038

## Residence Life – Rutherford Campus

Laura Pierotti, Director of Residence Life Rutherford  
Campus – Elliott Terrace, Lower Level (201) 559-3506

## School of Arts & Sciences

Dr. Mildred A. Mihlon, Dean of the School of Arts &  
Sciences, Lodi Campus – Kirby Hall 201 (201)  
559-6166

Elizabeth Burke, Administrative Assistant, Kirby Hall  
202 (201) 559-6166

Dr. Sasha Sinkowsky, Associate Dean of Social &  
Behavioral Sciences, Lodi Campus – Kirby Hall 415  
(201) 559-6166

Dr. Patrick Weir, Associate Dean of Mathematics and  
Natural Sciences, Lodi Campus – Obal Hall 207 (201)  
559-6059

Dr. Lavina Sequeira, Associate Dean of Humanities,  
Lodi Campus – Kirby Hall 408 (201) 559-6012

Dr. Daniel Mahoney, Director of Graduate  
Counseling Psychology, Lodi Campus – Kirby Hall 105  
(201) 559-6161

## School of Business and Information Sciences

Dr. Anthony Scardino, Interim Dean of the School of  
Business and Information Sciences, Rutherford  
Campus- Martin Hall 105, (201) 559-3583

Dr. David Turi, Associate Dean of the School of  
Business and Information Sciences, Rutherford  
Campus – Martin Hall 110, (201) 559-3327

## School of Education

Dr. Stephanie McGowan, Dean of the School of  
Education Rutherford Campus – Sammartino Hall  
Lodi Campus, (201) 559-3551

Professor Annette Rycharski, Director of Placement  
and Certification Officer Rutherford Campus –  
Sammartino Hall,  
(201) 559-3546

## School of Nursing

Dr. Christine C. Mihal, Dean of the School of Nursing  
Lodi Campus – Albin Obal Hall (1st floor)  
(201) 559-6074

Dr. Daria Waszak, Associate Dean Department of  
Graduate Nursing  
Lodi Campus – Albin Obal Hall (2nd floor)  
(201) 559-6151

Dr. Elizabeth Van Dyk, Associate Dean Department of  
Graduate Nursing  
Lodi Campus – Albin Obal Hall (2nd floor)  
(201) 559-1143

Patricia Munno, Associate Dean Department of  
Prelicensure Nursing  
Lodi Campus – Albin Obal Hall (2nd floor)  
201-559-6104

Kimberly Burrows, Associate Dean Department of  
Prelicensure Nursing  
Lodi Campus – Albin Obal Hall (2nd floor)  
201-559-6090

Dr. Helena Correia, Director, RN to BSN Program  
Lodi Campus - Albin Obal Hall (2nd floor)  
201-559-6106

Mary Clare Smith, Director, Barbara J. Toscano  
Nursing Resource and Simulation Center  
Rutherford Campus – Education Commons (3rd  
floor)  
(201) 559-3517

## Office of Accessibility Services

Carolyn Mitchell Kehayan, LDTC, Coordinator of  
Accessibility Services, Center for Academic Success &  
Effectiveness, Lodi Campus -- Kirby Hall 104,  
201-559-6050  
Fax: 201-559-6046

Elizabeth Noreika, Administrative Assistant &  
Coordinator Center for Academic Success &  
Effectiveness, Lodi Campus -- Kirby Hall 103,  
201-559-6047  
Fax 201-559-6046

## Student Development and Engagement

Erica Anderson Rutherford Campus – Student Union Building, 2nd floor

### Student Wellness Center (see Center for Health)

### Treasurer's Office(see "Business and Finance Office")

Address all correspondence to: Felician College University 262 South Main Street Lodi, NJ 07644 (201) 559-6000

**Web Site:** <http://www.felician.edu>

## Accreditation and Approvals

Felician University is one of three institutions of higher education sponsored by the Congregation of the Sisters of Saint Felix of Cantalice (Felician Sisters). The University is licensed by the State of New Jersey as a not-for-profit organization.

### University Accreditation:

The Middle States Commission on Higher Education  
3624 Market Street  
Philadelphia, PA 19104-2680

(215) 662-5606

**<http://www.msche.org/>**

Council for the Accreditation of Educator Preparation  
CAEP

1140 19th St NW, Suite 400 Washington, DC 20036  
(202) 223-0077

[www.caepnet.org](http://www.caepnet.org)

The baccalaureate degree in nursing program, master's degree in nursing program, the Doctor of Nursing Practice program, and post graduate APRN certificate programs at Felician University are accredited by the Commission on Collegiate Nursing Education.

American Association of Colleges of Nursing (AACN)  
655 K Street, NW, Suite 750  
Washington, DC 20001  
Phone: 202-887-6791

***An online version of the College's Statement of Accreditation Status from the Middle States Commission on Higher Education is available at:***  
<https://www.msche.org/documents/sas/228/Statement%20of%20Accreditation%20Status.htm>

## The baccalaureate degree in nursing program (Prelicensure) at Felician University is accredited by:

The New Jersey State Board of Nursing 124 Halsey Street

Newark, New Jersey 07102 (973) 504-6430

FAX (973) 504-6302

**<http://www.state.nj.us/lps/ca/medical/nursing.htm>**

The International Accreditation Council for Business Education (IACBE)  
11374 Strang Line Road  
Lenexa, KS 66215

(913) 631-3009

**<http://www.iacbe.org/>**

## The University is approved by:

The Office of the Secretary of Higher Education

New Jersey Bureau of Teacher Education and Academic Credentials State of New Jersey  
Department of Education

The State Approving Agency for Veterans' Benefits  
Sloan-C Consortium for Asynchronous Learning

## Memberships

American Association for Higher Education  
American Association of Colleges of Nursing  
American Association of Collegiate Registrars and Admissions Officers  
American Counseling Association (ACA)  
American Library Association  
American Nurses Association  
American Organization of Nurse Executives  
American Psychological Association (APA)  
Association for Supervision and Curriculum

Development (ASCD)  
 Association of Catholic Colleges and Universities  
 Association of Franciscan Colleges and Universities  
 Association of Independent Colleges and Universities  
 of New Jersey  
 Catholic Campus Ministry Association  
 Catholic Health Association U.S.  
 Catholic Library Association  
 Commerce and Industry Association of Northern  
 New Jersey  
 Council for Advancement and Support of Education  
 Council of Counseling Psychology Training Programs  
 (CCPTP)  
 Council for Exceptional Children (CEC)  
 Council of Colleges of Arts and  
 Sciences Council of Graduate Schools  
 Council of Independent Colleges  
 Council of Masters in Counseling Training Programs  
 (CMCTP)  
 Delaware Valley Archivists Group  
 Eastern Association of College and University  
 Business Officers  
 Eastern Association of Student Financial Aid  
 Administrators  
 Independent College Fund of New Jersey  
 International Accreditation Council for Business  
 Education (IACBE)  
 Kappa Delta Pi International Honor Society in  
 Education  
 Kappa Gamma Pi, The National Catholic College  
 Graduate Honor Society  
 Masters in Counseling Accreditation Council (MCAC)  
 Masters in Psychology and Counseling Accreditation  
 Council  
 (MPCAC) Mid-Atlantic Regional Archives Conference  
 (MARAC)  
 Middle Atlantic Career Counseling Association, Inc.  
 (MACCA)  
 Middle States Commission on Higher Education  
 Middle States Association of Collegiate Registrars  
 and Officers of Admission  
 National Accrediting Agency for Clinical Laboratory  
 Sciences  
 National Association of College and University  
 Business Officers  
 National Association of Colleges and Employers  
 (NACE)  
 National Association of Independent Colleges and  
 Universities  
 National Association of Intercollegiate Athletics  
 National Association of Student Financial Aid

Administrators  
 National Career Development Association (NCDA)  
 National Catholic College Admission Association  
 National Catholic Education Association  
 National Collegiate Honors Council  
 National League for Nursing  
 National Organization of Nurse Practitioner Faculties  
 National Research Center for College and University  
 Admissions  
 New Jersey Association of Baccalaureate and Higher  
 Degree Programs in Nursing  
 New Jersey Association of Colleges and Employers  
 (NJACE)  
 New Jersey Association of Colleges and Universities  
 New Jersey Association of Student Financial Aid  
 Administrators  
 New Jersey Association of Colleges of Teacher  
 Education  
 New Jersey Cooperative Education and Internship  
 Association (NJCEIA)  
 New Jersey Counseling Association (NJCA)  
 New Jersey Hospital Association  
 New Jersey Knowledge Initiative  
 New Jersey League for Nursing  
 New Jersey Library Association  
 New Jersey Psychological Association (NJPA)  
 New Jersey State Nurses Association  
 New Jersey/New York Association of Collegiate  
 Registrars and Admissions Officers  
 Northeast Regional National Collegiate Honor  
 Council  
 Online Computer Library Center (OCLC)  
 Organization of Nurse Leaders, NJ  
 Psi Chi, The International Honor Society in  
 Psychology  
 Service Members Opportunity College  
 Sigma Beta Delta  
 Sigma Theta Tau International Nursing Honor  
 Society  
 Society for College and University Planners (SCUP)  
 Student Veterans of America  
 Theta Alpha Kappa, National Honor Society for  
 Religious Studies and Theology  
 United Nations Non-Governmental Organizations  
 Virtual Academic Library Environment (VALE)  
 Westchester Library Directors Organization (WALDO)

# History of the University

## I

Felician University, a coeducational liberal arts University, is a Catholic, Franciscan, private, independent institution for students representing diverse religious, racial, and ethnic backgrounds. The University operates on two campuses in Lodi and Rutherford, New Jersey.

The University is one of the institutions of higher learning conducted by the Felician Sisters in the United States. Founded by the Felician Sisters of Lodi, New Jersey, it began as Immaculate Conception Normal School with the first summer session commencing on July 5, 1923. For more than a decade, the Normal School trained in-service teachers and qualified them for state certification. On May 27, 1935, the Normal School was raised to the status of a teacher training college approved by and affiliated with the Catholic University of America. The students who belonged to a religious order completed a maximum of seventy-two semester hours of their undergraduate work at the College and then transferred to the Catholic University of America, Seton Hall or Fordham Universities. The institution became reorganized as a junior college in 1941, and on March 26, 1942, it was incorporated under the laws of the State of New Jersey as Immaculate Conception Junior College.

In December 1963, the State Department of Education granted to the College the power to confer, in its own name, the degree of Associate in Arts. By September 1964, the College extended its curriculum to admit the first class of laywomen. At about the same time, St. Mary's Hospital in Orange, New Jersey, having decided to expand its facilities and to replace the three-year nursing school with the two-year Associate in Arts program, transferred its nursing program to Immaculate Conception Junior College. The first class of nursing students was admitted in September 1965. In June 1967, the New Jersey State Department of Education authorized Immaculate Conception Junior College to offer a four-year program in Elementary Teacher Education under its new name, Felician College.

**\* Please note: Until Academic Year 2012-2013, "Schools" (as in "School of Arts and Sciences") were**

***referred to as "Divisions." Since this section is historical, the old nomenclature has been retained up to AY 2012-2013.***

## II

The dedication in May 1969 of two newly constructed facilities, the auditorium-administration classroom building and the Library, marked the completion of a physical expansion program begun in 1966. In 1970, the College began a continuing education program initiated for persons who chose to attend Felician College courses for college credit or audit, a workshop or a seminar. The New Jersey Department of Higher Education authorized Felician College to offer a two-year program in Medical Laboratory Technology in July 1973, a four-year Liberal Arts program in January 1974, and a four-year program in Special Education in 1975. Certificate programs in Handwriting Analysis and in Business were introduced in 1977 and 1978 respectively. An upper-division baccalaureate nursing program for Registered Nurses was instituted in 1979.

Felician College introduced certificate programs in Computer Programming and in Data Processing into its curricular offerings in September 1983. A Computer Science Center was established at this same time. A Religious Studies Certificate Program was inaugurated in 1984; a Business certificate was introduced in 1985. In May 1986, Felician College became coeducational, accepting men and women into all programs and courses.

Further expansion occurred in 1986 when Felician College began offering its Religious Studies Certificate Program at off-campus locations in the diocese of Metuchen.

In 1987, Academic support services became available through the Center for Learning. In 1987, the College dedicated a newly constructed facility housing a Child Care Center and a Nursing Resource Center. In collaboration with the University of Medicine and Dentistry of New Jersey, a program of Cytotechnology, Medical Technology, and Toxicology was established in 1988.

In 1989, Felician College was authorized by the New Jersey Department of Higher Education to offer a Bachelor of Science degree in Business

Administration. At this time, the Office of Continuing Education was restructured into a Division of Evening and Weekend Programs.

The Nursing programs were expanded by the introduction of off-campus sites for Associate Degree in Nursing courses at Overlook Hospital (1988) and Bachelor of Science Nursing courses at Chilton Memorial Hospital (1989). In addition, an evening Associate Degree in Nursing Program was established (1990).

A joint degree program with the University of Medicine and Dentistry (UMDNJ) in Allied Health Technology was established in 1989.

In 1990, the College expanded its offerings to include a Weekend Classes degree programs in Business Administration, Psychology, and Social Sciences.

In 1991, the College implemented a Transition Year program with courses and tutorial support to help academically under-prepared students attain college-level competencies. In 1994, a comprehensive Developmental Studies program replaced the Transition Year program.

Also in 1991, an articulation with the University of Medicine and Dentistry (UMDNJ) was established in Physical Therapy.

In 1992, the College received grants from the New Jersey State Department of Higher Education to implement Community Service/Service Learning components in Honors courses.

In 1993 and 1994, the College expanded its offerings to include concentrations in Biochemistry, Environmental Science, and Philosophy.

In 1994, the College began offering a Bachelor of Arts degree in Computer Science as authorized by the New Jersey State Department of Higher Education.

In September 1994, the College inaugurated Kirby Hall, 48,000 square feet of renovated convent space.

In 1995, the New Jersey Commission on Higher Education approved the College's amended mission to include the offering of graduate programs and

authorized the implementation of a Master of Science degree program in Nursing, the College's first Master's degree program.

The New Jersey Commission on Higher Education approved the College's offering (1996), in conjunction with the University of Medicine and Dentistry (UMDNJ), the baccalaureate degree in Psychosocial Rehabilitation.

In 1996, the College developed an Athletic Program for men and women's basketball, followed by a men's soccer team and women's softball team.

In 1996, the Master of Science Degree in Nursing was approved to offer a Family Nurse Practitioner Track and in 1999 an Adult Nurse Practitioner Track to meet the growing need for advanced practice nurses.

The College's first web page appeared in the fall of 1996. Subsequent semesters saw the broadening of Felician's "web presence," the increasing availability of the Internet and e-mail to our students, and the use of our site to inform, educate, and integrate all the members of our community.

In 1997, the Commission approved new Bachelor of Arts degree programs in Computer Science, Philosophy, and in Management and Marketing. The newly created Office of Academic Support Services designed and implemented plans to achieve greater coherence and accountability in the areas of student advising, counseling, testing, tutoring, and Section 504 of the Americans with Disabilities Act.

In the fall of 1997, Felician College purchased the Rutherford Campus of Fairleigh Dickinson University.

In 1997, the Commission on Collegiate Nursing Education and the New Jersey State Board of Nursing accredited the Generic BSN Program in Nursing.

In 1997, the State approved the College's offering of a Master's Degree in Catechesis (Religious Education). This program prepares people for ministries that seek to make God's word dynamic and intelligible to people at every stage in their lives. The President's Council formally constituted the

Felician College Institutional Review Board (IRB) for the Protection of Human Subjects on February 12, 1998.

The introduction in the spring of 1998 of Distance Learning Courses (also made available through the New Jersey Virtual University) began offering students an alternative approach to selected classroom courses. In 2001, the College offered its first online Master's degree in Religious Education.

In 1998 a Post Master's Family Nurse Practitioner Certificate Program began. In 2000, a Post-Master's Adult Nurse Practitioner Certification Program was added.

One of the first programs launched by the newly introduced Center for Academic Support Services was the JumpStart Program (Summer 1998) a month-long series of workshops designed to enhance both the academic and survival skills of new students.

In 1998, the Masters in Catechesis was approved and in 2000 the name was changed to Masters in Religious Education

In 1999, the Master of Science in Nursing Advisory Committee was established.

In 1999, the Commission on Collegiate Nursing Education (CCNE) accredited the Baccalaureate and Master of Science Degree in Nursing Programs.

State approval of M.A. programs in Teacher Education (1999) and English (2000) have helped the College broaden its commitment to a rising graduate student population.

The Felician College Archives was begun in 2000.

Success at Felician, an accelerated Business Management degree program aimed at the working adult, began offering courses in the spring of 2000 and ended in fall 2009.

In 2001, the Nursing Advisory Board replaced the MSN Advisory Committee. The Nursing Advisory Board provides input on all nursing programs.

Fall of 2001 witnessed the inauguration of the new Core Curriculum. Consisting of four courses

and centered on Franciscan charism, the Core requires students to complete at least 20 hours of service learning before graduation.

The New Jersey Commission on Higher Education approved (fall 2001) the B.A. degree in Mathematics with P-12 Certification, the B.A. degree in Early Childhood Education and, in cooperation with the University of Medicine and Dentistry of New Jersey, a collaborative program leading to the Ph.D. in Physical Therapy.

In fall 2001, the Business Department received accreditation from the International Association of Collegiate Business Education (IACBE).

The Felician College Men's Soccer team (started in 1996) won two Conference championships in 2000 & 2001 and two Regional Championships in 2000 & 2001, with two National Tournament appearances.

In 2001, The first online degree program, the Master of Arts in Religious Education, was offered.

In 2001, the title of "Division Director" was changed to "Division Dean."

In 2002, the New Jersey State Board of Nursing approved the phase out of the Associate Degree in Nursing Program as of December 2004. New and transfer students enrolled in the Generic BSN Program.

The Felician College Athletic program gained full membership in the National Collegiate Athletic Association (NCAA) Division II (fall 2002).

In 2002, the College initiated a Certificate Program in Liturgy in cooperation with the Diocese of Newark.

In 2002, the New Jersey State Nurses Association accredited the Division of Nursing and Allied Health as an approved provider of continuing education.

In 2003, the Business Department became the Division of Business and Management Sciences.

In Fall 2003, the College received State approval for a M.A. Degree in Education with an Instructional Certificate: Elementary Endorsement (K-5) and Elementary Endorsement with Specialization (K-8 Science).

In 2003, the Division of Nursing and Allied Health changed its name to the Division of Nursing and Health Management and reorganized its departments to Associate/ Baccalaureate Nursing; Upper Division RN-BSN, and Graduate Nursing.

The Fast Track RN-BSN program began in the fall semester of 2003. Designed for the working nurse seeking an accelerated pace of study, it is a 19-month, one day per week program for Registered Nurses with an Associate Degree (or Diploma) in Nursing.

In 2003, the New Jersey State Department of Education approved the School Nurse/Health Education Post Baccalaureate Certificate Program. The first class of students was admitted in January 2004.

In the summer of 2003, low enrollment forced the closure of the Medical Laboratory Program.

The Office for Mission Integration was established (2004) to promote the continuance of the Felician Franciscan identity and heritage of the College in all aspects of the collegiate experience.

In 2004, the Commission on Collegiate Nursing Education accredited the Master of Science Degree in Nursing Program – Online. The MSN Program Online was later approved by the Middle States Association of Higher Education.

In the fall of 2004, the College began offering a B.A. in Communications and a Social Science degree with a concentration in Criminal Justice.

The Associate Degree in Nursing Program graduated its last class on December 30, 2004 and closed. Students seeking to study nursing apply to the Generic BSN Program.

During 2004-2005 the College established articulated programs in Physician Assistant Studies (with UMDNJ), Optometry (with the SUNY State College of Optometry), Podiatry (with the New York College of Podiatric Medicine), Chiropractic (with New York Chiropractic College), Audiology (with Bloomsburg University of Pennsylvania), and Occupational Therapy (with Sage Graduate School).

The position of Associate Dean was created in 2005.

The Communications Department began offering courses (fall 2005) in the newly renovated Little Theatre on the Rutherford Campus. The theater features digital video projection and Dolby Digital 5.1 Surround Sound. The theater is also used by student groups and academic departments for shows, theatrical performances, and special academic presentations.

Early in 2006, the College received approval to offer the degree of Master of Business Administration (MBA).

In the spring of 2006, construction was started on WRFC, the student-run, internet-based college radio station. Webcasting started in September of 2006.

A Clinical Nursing Residency Program for senior nursing students was implemented in spring 2006 in partnership with the Saint Barnabas Health Care System.

Felician College was approved as a Non-Governmental Organization in association with the United Nations in July 2006.

The first RN-BSN Fast Track Program cohort was offered off-site at East Orange General Hospital in August 2006.

In the fall of 2006, the College began offering a Bachelor of Science degree in Criminal Justice.

In the fall of 2006, the Division of Teacher Education began the TEAC national accreditation process.

In the fall of 2006, the Division of Nursing and Health Management expanded its Departments to include Undergraduate Nursing Program, Accelerated BSN Programs for RNs, and a Graduate Nursing Program.

In the fall of 2006, the Division of Teacher Education expanded the Bachelor of Arts in Elementary Education (K-5) and Pre-kindergarten through Grade 3 (P-3) offering two off-campus programs in Paterson and Raritan Valley Community College. Additionally, a Bachelor of Arts in Education for the Working Adult Program was initiated at the Rutherford campus in Elementary (K-5) and P-3 with a co-major in English.

In 2006-2007, the Division of Teacher Education and the Division of Arts and Sciences began additional development of K-12 education programs in the areas of English, the Fine Arts, History, and Science.

In 2007, the New Jersey State Nurses Association accredited the Division of Nursing and Health Management as an approved provider of continuing nursing education for a period of three years.

In the spring of 2007, the Division of Teacher Education received national accreditation from the Teacher Education Accreditation Council (TEAC).

In May 2007, Felician College Division of Teacher Education developed the Master of Arts in Education: School Nursing and Health Education. In June 2007, the program was registered with the New Jersey Commission of Higher Education.

Also in 2007, the School Nurse/Teacher of Health Education Post Baccalaureate Certificate Program was transferred to the Division of Teacher Education from the Division of Nursing and Health Management.

The College's Franciscan-Felician Center was inaugurated in 2007.

In the fall of 2007, Freshmen Year Experience became a required course for all first time, full-time freshmen.

In January 2008, the College established the Division of Off Campus Services. The Mission of the Division of Off-Campus Services is to define and develop markets in New Jersey for all academic and other programs offered by Felician College so that the College can maximize its educational outreach consistent with its Franciscan mission.

In spring of 2008, the College approved the addition of an Education track in the Master of Science Degree in Nursing program beginning spring 2009.

In spring, 2008 the Gerontology program became a free-standing minor available to students majoring in any discipline, and a Liberal Studies major with concentrations in Humanities and Global Peace and Justice Studies was approved. Courses in Philosophy and Communications were also added to the graduation requirements for Arts and Sciences majors.

The first East Orange General Hospital off-campus cohort of RN/BSN Fast Track nurses graduated in May of 2008.

In May of 2008, an off-campus RN/BSN Fast Track cohort began at Monmouth Medical Center.

The Division of Teacher Education and the Division of Arts and Science received state approval of K-12 education programs in the areas of English, the Fine Arts, History and Science.

In the fall of 2008, the Division of Teacher Education and the Division of Arts and Science received approval from the New Jersey Department of Education to offer Secondary Degree programs for Teacher of Art (K-12), Teacher of Biology (K-12), Teacher of Earth Science (K-12), Teacher of History (K-12) and Teacher of English (K-12).

In November 2008, the B.A. in Music was given State approval; the degree program was launched in September of 2009.

In fall 2008, the Division of Business and Management Science began to offer B.S. degrees in management, marketing, and accounting.

A transfer articulation agreement was signed in 2008 with Bergen Community College for course work in Psychology, Communications, Fine Arts and Graphic Design, and an agreement was signed with Sussex County Community College to begin a Bachelor's Degree Completion Program in Criminal Justice.

In January 2009, the Fast Track RN/BSN program began a cohort at Mercer County Community College.

In 2009 Felician College volunteered to enter into an agreement with the U.S. Department of Veterans Affairs to become a Yellow Ribbon Participating Institution.

The New Jersey State Department of Education approved the Master of Arts in Educational Leadership in May 2009. The Division of Teacher Education expanded its Graduate program offerings to include the Master of Arts in Educational Leadership, Supervisor Endorsement and the Master of Arts in Educational Leadership, Principal Endorsement.



By fall 2009, the SUCCESS program was completely replaced by the accelerated degree completion program in Business Administration.

In September 2009, a joint degree program leading to the Bachelor of Science degree in Health Information Management was begun with the University of Medicine and Dentistry of New Jersey School of Health-Related Professions.

In the fall of 2009, the Division of Teacher Education received national accreditation from the Teacher Education Accreditation Council (TEAC).

Also in fall 2009, the Criminal Justice Program became a separate department within the Division of Arts and Sciences.

In September 2009, the Fast Track RN/BSN program began a cohort at Sussex County Community College. This was followed, in January 2010, by the beginning of a cohort at Middlesex County Community College.

The Master of Arts in Counseling Psychology Program was started in Fall 2009.

In 2009, the Commission on Collegiate Nursing Education accredited the Baccalaureate of Science Degree in Nursing Program for a full ten-year accreditation.

In November of 2009, in honor of her twenty-five years of selfless dedication to the College, Becton Hall (Rutherford Campus) was officially renamed Sister Theresa Mary Martin Hall.

In January 2010, the Fast Track RN/BSN program began a cohort at Middlesex County College.

In spring 2010, the Commission on Collegiate Nursing Educational approved the five-year continuous improvement progress report for the Master of Science Degree in Nursing Program.

In spring 2010, the New Jersey State Board of Nursing approved the Accelerated Bachelor's to BSN Degree Program. The accelerated program is for adults with a bachelor's degree in a field other than nursing now seeking a nursing career. The first cohort of students enrolled.

In spring 2010, the Division of Nursing and Health Management established an Exploratory Committee to study the feasibility of offering a Doctoral Degree in Nursing Practice (DNP).

In June 2010, a joint degree program leading to the Bachelor of Science degree in Psychiatric Rehabilitation and Psychology was begun with the University of Medicine and Dentistry of New Jersey School of Health Related Professions.

In Fall 2010, the Division of Business and Management Sciences began to offer both a B.S. and M.S in Healthcare Administration.

In 2011, a Bachelor's Completion Program in Criminal Justice began at Warren County Community College.

In spring 2011, the New Jersey Department of Education approved the Bachelor of Arts degree with a major in Music Education.

The College, in spring 2011, approved the addition of the MSN Executive Leadership track in the Master of Science in Nursing Program.

In spring 2011, the College approved the Doctor of Nursing Practice degree and the degree proposal was submitted to the New Jersey President's Council.

Certificates in Information Assurance and Computer Security, Photography and Forensics were established in spring 2011, as well as concentrations in Criminology and in Chemistry, and a Minor in Criminal Justice. The Computer Information Systems degrees changed from a B.A. to a B.S.

The International Assembly for Collegiate Business Education, in spring 2011, granted full accreditation to all business degrees offered by the Division of Business and Management Sciences.

The first Monmouth Medical Center off campus cohort, Mercer County College off campus cohort and Sussex County College off campus cohort of the RN/BSN Fast Track program graduated in May 2011.

In fall 2011 a Certificate in International Visual Studies was established. In spring 2012 a Joint Minor in Theater Studies was created by the Departments of Communications and English.

In October 2011, the Fast Track RN/BSN Program began a cohort at Kimball Medical Center in Lakewood, NJ.

In November of 2011 the Accelerated BSN Program graduated its first cohort of nursing students.

In November 2011, Acting Secretary of Higher Education Hendricks approved the College's petition to exceed its mission to offer the Doctor of Nursing Practice (DNP).

In January 2012, the College received Middle States approval of the substantive change to initiate a Doctor of Nursing Practice Program.

In March 2012, the Division of Nursing and Health Management launched the first MSN Executive Leadership cohort.

The first Middlesex County College off campus cohort of the RN/BSN Fast Track program graduated in May 2012.

In July of 2012, Sister Theresa Mary Martin – after serving as Felician College's president for 28 years – was succeeded by Dr. Anne Prisco.

In fall of 2012 the Division of Nursing and Health Management name was changed to the School of Nursing.

The fall of 2012 saw the renaming of the College's Divisions to "Schools."

In September 2012, the Professional Counselors Examiners Committee of the NJ Office of the Attorney General approved the curriculum of the Master of Arts in Counseling Psychology Program.

The Fast Track RN/BSN Program began a cohort at Saint Barnabas Medical Center in Livingston, NJ in September of 2012.

The first Doctor of Nursing Practice cohort enrolled in September 2012.

In spring 2013, concentrations in Printmaking and in Painting and Drawing were added to the Bachelor of Arts in Art degree. A new Bachelor of Fine Arts in Studio Art degree was submitted for State approval.

Iviswold Castle, the most prominent structure on the Rutherford Campus, opened in the spring of 2013 following a restoration project that took 14 years to complete. The "Castle" is now home to a student lounge and café, campus chapel, and administrative offices of enrollment and institutional advancement.

The spring of 2013 saw the B.S. in Computer Information Systems become a B.S. in Computer Science; the B.S. in Computer Information Systems with concurrent certification in Information Assurance and Security became a B.S. in Cybersecurity (pending).

In the spring of 2013 grant funding had been obtained, and plans finalized, for the transformation of the building on the Rutherford Campus formerly known as Messler Library into an Education Commons, which will include a Nursing Resource and Simulation Center, hi-tech eLibrary, and classrooms – all thoughtfully designed to facilitate personal interaction within a state-of-the-art technological environment.

In May 2013, the first Kimball Medical Center off campus cohort of the Fast Track RN/BSN Program graduated.

In May 2013, by majority vote Faculty accepted the redesign of our General Education Program and thereby instituted the General Education Curricular Commons Program which took effect in fall 2013 for incoming freshmen.

On July 1, 2013 Articulated and Joint Degree Programs with UMDNJ-SHP were transferred to Rutgers-SHP.

In April 2014, the inaugural meeting of the Institute for Gerontology External Advisory Board was convened by Dr. Anne Prisco, President.

The first Saint Barnabas Medical Center off campus cohort of the RN/BSN Fast Track program graduated in May 2014.

The first cohort of the MSN Executive Leadership Program, offered at Saint Barnabas Medical Center, graduated in May 2014.

On April 14, 2014, the Commission on Collegiate Nursing Education accredited the Doctor of Nursing Practice Program in the School of Nursing for a full five years.

On April 14, 2014, the Commission on Collegiate Nursing Education accredited the Master's Degree Program in Nursing in the School of Nursing for a full ten years.

On April 14, 2014, the Commission on Collegiate Nursing Education accredited the Post-Graduate APRN Certificate Program in the School of Nursing for a full ten years.

The first fully on-line cohort of the Fast Track RN/BSN program began on January 7, 2015. On May 16, 2015 the first class of DNP students graduated.

The School of Nursing celebrated its 50th Anniversary on September 20, 2015 with a Mass followed by a Luncheon. Seven distinguished nursing alumni were inducted into the newly established Nursing Hall of Honor. Inductees included Sister Mary Rosita Brennan, CSSF, PhD, MSN, RN, '68; Laura E. Cima, PhD, MBA, RN, NEA-BC, FACHE, '85; Kathleen A. Fagan, PhD, RN, BC, APN, '94; Valera A. Hascup, PhD, MSN, RN, CTN, CCEs, '99; Catherine M. Jennings, DNP, MSN, APN, '77, '81; Lynn Kearney, MS, BSN, RN, NE-BC, '73; JoAnne Penn, MA, RN, BC, '85, Ruth A. Wittmann-Price, PhD, RN, CNS, CHSE, ANEF, '78, '81; Barbara Jean Toscano, MS, RN, '68 (Posthumous).

The 100th cohort of the Fast Track RN/BSN program began in 2016.

The first fully on-line cohort of the fast Track RN/BSN program graduated in May 2016.

On January 15, 2016 the New Jersey State Board of Nursing accredited the prelicensure program in the School of Nursing for a full eight years to December 2023.

On March 21, 2016 the State of New Jersey approved the Master of Science in Computer Science degree within the School of Arts & Sciences.

In Fall 2016, the School of Business began to offer a Doctorate of Business Administration.

On October 28, 2016 the State of New Jersey approved the Doctor of Psychology in Counseling Psychology with an emphasis in Primary Care. The Psy.D. is the first doctoral program in the School of Arts & Sciences. Enrollment in the program began spring 2017.

On June 16, 2017 the State of New Jersey approved the Bachelor of Science in Exercise Sports Science program, which is housed in the School of Arts & Sciences.

The Arnold Gold Foundation and the American Association of Colleges of Nursing selected Felician University School of Nursing to receive funding to support the inaugural White Coat Ceremony for prelicensure student held on October 17, 2017.

October 23, 2017: The Fast Track RN/BSN program began a cohort at Clara Maas Medical Center in Belleville, NJ.

December 31, 2017: The International Accreditation Council for Business Education awarded accreditation to all Business Programs in the School of Business.

The Forever G.I. Bill was signed into law, effective January 1st, 2018.

In Spring 2018, the School of Arts & Sciences launched the 2+2 Bachelor of Arts degree in Psychology at Middlesex County College.

October 17, 2018: The first cohort for the Fast Track RN/MSN program began online.

In March 2018, Dr. Kathleen Vito and two Master of Science in Nursing Advanced Practice students participated in a week-long study abroad experience, traveling to Jacmel, Haiti. They worked with the onsite Felician Sisters of North America providing care.

In Fall 2018, the first RN to MSN cohort started as an online program for RNs seeking their MSN degree.

The first Clara Maas Medical Center cohort of the RN/BSN Fast Track program graduated in May 2019.

In August 2019, the first cohort of the Hybrid Accelerated BSN program began at the new Nursing Resource and Simulation Center in Parsippany NJ.

August 26, 2020: The first cohort for the Post Master's Certificate in Adult Oncology Nurse Practitioner started in partnership with the John Theurer Cancer Center.

In December 2020, the first cohort of the Hybrid Accelerated BSN program graduated from the program.

### III

The seal of Felician University reflects the history that gave the University its birth of the vision it hopes to instill in each person who has been a part of its community.

The open book is borrowed from the coat of arms of Bishop O'Connor who invited the Felician Sisters, the founders of the University, to establish a province in the Diocese of Newark.

Our Lady of the Immaculate Conception is the University patroness and "Immaculate Conception" is the former name of the University. For this reason, the book bears a silver crescent. This symbol of the Immaculate Conception is derived from the Apocalypse: "And a great sign appeared in heaven: A woman clothed with the sun and the moon under her feet, and on her head a crown of twelve stars." (12:1)

The wavy lines of the division of the Chevron represent the Saddle River whose waters border the Lodi campus. The mill-rinds recall the founding of Lodi, established around the gristmill operated by Hopper and Zabriskie.

The insignia of the Felician Sisters, which is emblazoned on the escutcheon, consists of the crossed arms of Christ and St. Francis and the Eucharist-bearing cross engraved on the pierced Heart of Mary.

The motto "In Veritate Felicitas," translated "In Truth is Happiness," represents the vision and the goal of the founders of the University.

## Vision Statement

To be a pre-eminent Catholic Franciscan University where scholarship and the practice of teaching and learning place students first in the enduring quest for truth and the persistent pursuit of competence, character, and compassion.

## Mission Statement

Felician is an independent co-educational Catholic/Franciscan University founded and sponsored by the Felician Sisters to educate a diverse population of students within the framework of a liberal arts tradition. Its mission is to provide a full complement of learning experiences, reinforced with strong academic and student development programs designed to bring students to their highest potential and prepare them to meet the challenges of the new century with informed minds and understanding hearts. The enduring purpose of Felician University is to promote a love for learning, a desire for God, self-knowledge, service to others, and respect for all creation.

As a means to give direction and set strategic planning priorities, Felician University will adhere to the following five principles:

1. We are preeminent Catholic Felician Franciscan educational institution that embodies the mission and values of our heritage.
2. We will engage in community and global collaborations.
3. Through innovative and interdisciplinary programs and services, we will graduate students with competence, character, and compassion, prepared to become global citizens who will pursue leadership and service.
4. We will embody the values of our Felician Franciscan heritage as stewards of our assets and property within the framework of our institutional advancement efforts and our fiscal sustainability.
5. We will ensure institutional effectiveness through innovative organizational policies and practices.

# Felician University Learning Outcomes

Graduates of Felician University will:

1. Synthesize the Catholic-Franciscan spiritual and intellectual traditions as a foundation to the advancement of a just and peaceful society, and a sustainable global environment.
2. Develop a framework of values and ethics to guide reflective decision-making through the pursuit of truth and a deeper understanding of oneself and the world.
3. Communicate effectively through reading, writing, listening, speaking, and creative expression.
4. Critique information, ideas, positions, solutions, and actions, through analysis of a variety of resources to reach reasoned and supportable conclusions.
5. Utilize information from diverse sources critically, creatively, and effectively in the service of creating knowledge.
6. Use technological resources creatively, ethically, legally, and with integrity.
7. Utilize and apply quantitative and scientific methods to interpret and critically evaluate information and phenomena.
8. Embrace a global perspective through engagement with concerns, trends, gifts and challenges of diverse cultures.

## Campus Facilities Lodi Campus

Felician College's University's Lodi campus is located on the banks of the Saddle River on a beautifully landscaped campus of 27 acres and offers a collegiate setting in suburban Bergen County, within easy driving distance of New York City. This campus is comprised of several buildings.

Albin Obal Hall is a three-story, multi-purpose building that includes administrative and faculty offices, science laboratories, art and music studios, lecture halls and classrooms, as well as student lounges and activity rooms. It also houses the audio-visual center, computer centers, conference rooms, and the campus store. It is a barrier-free facility.

Kirby Hall, a five story 48,000 sq. ft. structure completed in 1994, houses academic classrooms, seminar rooms, laboratories, chemistry facilities, and faculty offices. The design of the building facilitates interaction between faculty and students with numerous lounges, small conference areas, and tutorial rooms. It is a barrier-free facility.

The John J. Breslin Performing Arts Center and the Goya Dining Hall are connected to Albin Obal Hall by an attractive foyer that serves as a meeting place and a gallery. The Auditorium is a modern theatrical facility, comfortably seats 1,500 people, and is used by many international, national and local groups of performing artists. The Performing Arts Center also functions as a conference center for various University and community activities. Beneath the Theatre is a dining hall with a fully equipped kitchen.

A center for childcare and simulated nursing practice was dedicated in the fall of 1987. The first floor of the building is devoted to a well-equipped Child Care Center for the convenience of students and faculty.

Serving as a center for scholarship, study, and collaborative learning, the Lodi Campus Library houses print collections for the School of Arts and Science and the School of Nursing, as well as sound recordings and visual media in digital format. It features levels containing a circulation service desk, reference service desk, information commons, reading room, book stacks, spaces for group as well as quiet study and two computer laboratories. All electronic resources can be accessed through the Felician University Libraries website (<http://www.felician.edu/libraries>) both on-campus and off-campus, with a University network ID and password.

The University's Computer facilities include an academic and administrative network, five computer-ized labs (art, biology, writing, accounting/mathematics, and computer science), a computerized learning center, and two computer centers available for students, with about 200 computers for student/faculty use. All classrooms, offices, and facilities are wired for the Internet and e-mail. Most computers on campus are part of a network and have e-mail capability and a connection to the Internet.

## Rutherford Campus

The Felician University Rutherford Campus is set on 10.5 beautifully landscaped acres in the heart of the historic community of Rutherford, New Jersey. Only fifteen minutes from the Lodi Campus, the Rutherford complex contains student residences, classroom buildings, a student center, a gymnasium and a structure – originally known as Iviswold Castle – which is now home to a student lounge and café, campus chapel, and President's. The historic Castle at Felician University, unanimously approved for inclusion on the New Jersey Register of Historic Places in 2004, opened in the spring of 2013 following a restoration project that took 14 years to complete. The arduous and meticulous work undertaken by a team of historic architects and engineers uncovered myriad hidden treasures, the most astonishing of which was a wall sculpture – previously walled over – depicting a scene resembling 14th century Florentine artwork.

Students are housed in two residence halls: Milton Court and Elliott Terrace. Both buildings have housing organized around student suites containing semi-private baths. Residence Life is located in Elliott Terrace, Lower Level. The Student Center contains the Falcon's Nest, weight room, lounge and meeting spaces. The Joe and Joal Job Gymnasium (the JJJ Gym) building also contains the Campus Cafeteria on its lower level. Classes are offered in Martin Hall, Sammartino Hall, and Blessed Mary Angela Hall. The School of Education are located in Sammartino Hall. The School of Business is located in Martin Hall.

In the spring of 2013 grant funding had been obtained, and plans finalized, for the transformation of the building formerly known as Messler Library into an Education Commons, which will include a Nursing Resource and Simulation Center, hi-tech eLibrary, and classrooms – all thoughtfully designed to facilitate personal interaction within a state-of-the-art technological environment.

Located within the Education Commons, the Rutherford Campus Library contains a circulation/reference service desk, group study rooms, a Digital Media Lab and a computer laboratory. It also houses print collections for the School of Business and the School of Education, in the Audrey Toron Curriculum Library Collection Room. All electronic resources can be accessed

through the Felician University Libraries website (<http://www.felician.edu/libraries>) both on-campus and offcampus, with a University network ID and password.

The Rutherford Campus is a short distance from downtown Rutherford where there are many shops and businesses of interest to students.

## Admission Information

### Applicant Questions

Applicants to Felician University should address questions to the Office of Admission at [admissions@felician.edu](mailto:admissions@felician.edu) or (201) 355-1465. All candidates are encouraged to visit the University for a personal informational interview and tour of campus.

Felician University does not discriminate based on race, color, sex age, religion, national origin, marital status, gender, or any physical, mental or educational disability.

### Traditional Undergraduate Admission Information

Applications for candidates seeking traditional undergraduate Felician University degrees are considered for fall and spring admission.

**Application Deadlines:** Admission decisions are made on a rolling basis. This means that once an application to the University has been filed and all necessary credentials have been received, the applicant is notified by letter of an admission decision, usually within three to four weeks.

### Other Application Deadlines Fall Semester:

Early Action (Non-Binding): December 15  
Nursing: February 15

### Notification of Admission Decisions

Students are notified by email and letter of an admission decision. Upon admission to Felician University, the following steps must be taken before enrollment:

1. All undergraduate students who enroll are asked to submit a non-refundable \$150 Confirmation of Enrollment deposit. If a student intends to reside on campus, an additional \$200.00 non-refundable housing deposit is due.
2. Students must also file an online housing application if planning to reside on-campus.
3. Felician University health forms must be completed and returned.
4. All students must show proof of medical insurance.

## Requirements for Freshman Applicants

1. A completed application for admission with a non-refundable \$30.00 application fee.
2. Proof of high school graduation, transcripts, GED/IGCSE or copy of HS diploma. (Official copies may be required)
3. Felician is test optional and SAT or ACT scores are not required for entry except for nursing.
4. Freshmen applicants to the Nursing program must submit a high school transcript and SAT or ACT scores, regardless of when he/she has finished high school. Admission to Nursing as a freshman takes place in the Fall semester of each academic year.
5. A personal statement and/or interview may be required.

It is recommended that freshman applicants have completed sixteen high school units in academic subjects as follows:

- English 4 units
- Mathematics 2-3 units
- Science 2-3 units
- Social Science 2-3 units
- Electives 3-6 units (in a foreign language or other academic subjects)

Applications will be considered based on the applicant's high school record and other pertinent information. The Office of Admission admits students based on the quality of applicants' overall records and their potential to succeed on the university level.

## Requirements for Transfer Applicants

A transfer applicant is any applicant to a traditional undergraduate degree program who has accumulated 12 or more college-level credits since leaving high school. Transfer applicants must submit the following to the admission office:

1. A completed application for admission with a non-refundable \$30.00 application fee.
2. Transcripts from **all previously attended** post-secondary institutions. Students who have under 24 or more college-level credits may be asked to submit high school transcripts.
3. Applicants who graduated from high school more than one year prior to the date of expected enrollment at Felician, and did not acquire college credit at another institution, are not required to submit SAT or ACT results.
4. Results of CLEP examinations to be considered for credit.

## Nursing Transfer Applicant Requirements (See School of Nursing Admissions Requirements for External Transfers)

## Adult Undergraduate Admission Information

Applications for admission to Felician University's Adult Undergraduate programs are considered for admission on a rolling basis. This means that once an application to the University has been filed and all necessary credentials have been received, the applicant is notified by email and letter of an admission decision, usually within two to three weeks. The program start dates vary. Please check with the admission office for the next starting date of the program in which you are interested.

Requirements for Adult Undergraduate Applicants

1. A completed application for admission with a non-refundable \$40.00 application fee.
2. Transcripts from previously attended post-secondary institutions (official copies are required). High School transcripts or GED/IGCSE may also be required for certain programs.
3. Letters of recommendation (may be required for specific programs).

4. A copy of current Registered Nurse license or teaching license (if applicable).
5. Results of CLEP or other challenge exams to be considered for credit (if applicable).
6. A personal statement, interview, or resume may be required.
7. Military applicants should include an ACE evaluated transcripts.

Please check with the Office of Admission at [admissions@felician.edu](mailto:admissions@felician.edu) or (201) 355-1446 for any additional requirements.

## Additional Criteria for International Students

International students whose native language is not English will be required to submit proof of English proficiency. Submission of one of the following scores meets our minimum requirements:

- TOEFL IBT: 65
- IELTS: 6.0
- PTE English: 48
- SAT Critical Reading: 23

Students who have met one of the following criteria will be exempted from submitting proof of English proficiency:

1. Graduated high school or completed at least one year at an institution in the U.S. or from a recognized English speaking country. Please refer to our website, [www.felician.edu/oip](http://www.felician.edu/oip), for a list of recognized countries.
2. Earned a C or better in an English 101 course from an American university or received a score of four or higher on the AP English exam.
3. Obtained an ELS English for Academic Purposes Level 112 Completion Certificate within the past two years.

SAT/ACT scores are not required from international students, but students are highly encouraged to submit a score if possible.

Students must submit official copies of all transcripts translated into English. Students who possess transfer credits from a foreign institution will be required to submit a credential evaluation to receive transfer credit at the University. Felician accepts

evaluations from any service that is a member of the National Association of Credential Evaluation Services ([www.naces.org](http://www.naces.org)).

## Acceptance into Bachelor Completion Programs at Partner Community Colleges

Felician University encourages students at our partner community colleges to apply for entry into available bachelor completion programs when the student has successfully completed their freshman year at the community college. Interested students submit an application, along with a copy of their most recent transcript outlining credit earned at the community college.

Once the application has been completed and evaluated by the appropriate academic department, the student will meet with the Site Director assigned to their community college to perform a preliminary credit evaluation using a degree control sheet (DCS). The DCS outlines all courses needed to obtain the bachelor's degree of the student's choice. The Site Director will then help the student to determine which courses still need to be taken from the community college, and which courses they will need to take upon full acceptance into the Felician University degree program. This process helps students to plan their course of study moving forward. The Site Director will also be able to provide a time frame as to when the student will be ready for full acceptance into their Felician degree program.

Students must continue to meet the admission requirements for their intended degree program in order to be fully accepted into their bachelor completion program. They must also continue to meet with their Site Director prior to registration each semester and submit updated transcripts or grade reports in order to continue their status as conditionally accepted and to ensure a successful transition into their Felician University degree program.

Our programs at community colleges are also open to qualified students within the community who are not enrolled in the community college.



## Confirmation of Enrollment Deposit

Once a student has been admitted to the University, a one-time, non-refundable Confirmation of Enrollment deposit is required prior to registration for classes in the student's first academic term within their new degree program. The Confirmation of Enrollment deposit is \$150. Please speak with an admission counselor at [admissions@felician.edu](mailto:admissions@felician.edu) or (201) 355-1465 for more information. The full amount of the Confirmation of Enrollment Deposit will be credited to the student's account for tuition only. Students must submit their deposit and the Confirmation of Enrollment Form, which is mailed to them in their acceptance package, to the university before they will be permitted to register for classes. A student can also pay their enrollment deposit using their application portal.

## Transfer Credit upon Admission

Felician University will not grant transfer credit for previous college work not disclosed at the time of admission. Transfer credits are accepted on the following basis:

1. Entire Associate in Arts and Sciences degree earned elsewhere, assuming credits are compatible with Felician University curriculum.
2. Up to 90 credits earned elsewhere, assuming credits are compatible with Felician University's curriculum, to be applied toward a Bachelor's degree. No credit for grades below a "C" will be awarded (except for transfer students already in possession of a degree). The transfer credit awarded for courses in which a student earned a grade below a C as part of an Associate's degree program will be counted toward general education or elective requirements only. Nursing transfers must complete the pre-requisite coursework with no grade lower than a B and a cumulative GPA of 3.0.
3. Credits earned elsewhere, assuming these credits are compatible with Felician University's curriculum, may be applied toward a Bachelor's or Associate's degree, but there is a 30-credit residency requirement.

4. No more than half of the credits required for the major/minor may be awarded (acceptance of transfer credits in major/minor is entirely at the discretion of the Department Chair).
5. Evaluation by the Transfer Evaluator and approval of the School Dean and the Department Chair must be completed.
6. The last 30 credits for any Bachelor or Associate degree program must be earned at Felician University.

## Prior Learning Assessment

Felician University's Prior Learning Assessment (PLA) Program is designed to help the adult learner combine college courses and life and/or work experience in a nontraditional approach toward earning a college degree. This program is supervised through the Center for Innovation & Professional Studies. Working learners who are matriculated and who have earned a minimum of 6 credits of coursework at Felician University are eligible to participate in this program.

To become involved in the PLA Program, all interested students must complete a Prior Learning Assessment Pre-Registration Checklist through their coach/advisor. Students must then register for and successfully complete an online self-study orientation, PLA 001: Prior Learning Portfolio Orientation. The orientation will cover details of the PLA process and the mechanics of portfolio creation. PLA 001 is self-paced, non-credit, and will be graded as pass/fail. After successful completion, students will create and submit portfolios for approved course content to the Director of PLA, who will then assign the portfolios to faculty evaluators. The faculty evaluators will assess the portfolio to determine if college-level credit has been demonstrated and make a recommendation for the amount of credit earned.

## Courses Ineligible for Prior Learning Assessment Portfolios

- All courses in the School of Education and the School of Nursing
- Any General Education Curricular Commons (GECC) course must be individually reviewed by the respective department

## Advanced Placement

Students who submit results of an Advanced Placement Test of the College Entrance Examination Board with a score of four or five will be granted advanced standing in placement with credit.

## Readmission

A degree-seeking student who is enrolled at Felician University and then withdraws, or takes a Leave of Absence for more than 180 days in the academic year, must reapply for admission. A student can apply for readmission online using our online application. To complete the process, applicants for readmission must:

- Submit a completed online Readmission application.
- Submit transcripts for any college-level or post-secondary work attempted since withdrawing from Felician University.
- Contact the Center for Health for any readmission health requirements.
- Provide required additional documentation for certain degree programs.

Readmission decisions are made by the Office of Admission and the appropriate School Dean. Students are notified of the decision by letter and email. Upon readmission, students follow the requirements of the catalog in effect at the time of readmission. Students readmitted into the School of Education may exercise the option of catalog rights from when they were initially matriculated.

## Academic Amnesty

The University's Academic Amnesty program allows a former Felician University student who has left, reapplied, and been readmitted to the University to apply for forgiveness of his/her prior cumulative average. The intent of this policy is to encourage a formerly weak student to demonstrate his/her new commitment to succeed, but is in no way a supersession of the requirements and standards established at the collegial, programmatic, or departmental levels.

### Eligibility and Guidelines

1. Any Felician student reapplying for admission following a minimum two-year absence is

eligible for Academic Amnesty (forgiveness of prior cumulative average). The student should receive a copy of the Amnesty Policy and form at the time of reapplication.

2. Following the completion of a minimum of twelve new college level credits with a minimum 2.75 new cumulative average, the student can apply for Academic Amnesty, forgiving the prior Felician University cumulative average.
3. The Amnesty Form should be filled out and presented to the Office of the Registrar.
4. When Amnesty is granted, the cumulative average prior to readmission will be forgiven, but the student will keep all passing credits as credits earned. The transcript will remain the same; no grades will be removed.
5. The granting of Amnesty will be posted and dated on the student's transcript.

## Office of Student Accounts

### Student Account Services

Felician University offers student account services that include providing billing information and tuition management counseling. Student payments that are received within the office or through our online platform are posted to the student account and visible on the self-service portal within the Hub. The student account office collects and manages delinquent accounts through the assistance of outside collection agencies.

### Contact Information

Main Telephone Number: (201) 559 – 6045  
Email Address: [studentaccounts@felician.edu](mailto:studentaccounts@felician.edu)

### Office Hours

The Office of Student Financial Services is open Monday 8:30 am to 7:00 pm and Tuesday through Friday 8:30 am to 4:30 pm. Please contact the office for summer hours.

### Payment Information

Tuition, Fees, Room and Board, and any required deposits are due in full by the posted semester deadlines, unless the Office of Student Accounts has

granted an authorized deferred payment prior to the posted deadline. If you do not pay in full or have an authorized deferred payment by the posted deadline, you are subject to a \$200.00 late payment fee.

Payments can be made using the following methods:

### **Personal Check, Money Order, Check-by-Phone, Bank Check or Cash**

- In-person payments can be made directly at the Office of Student Accounts on the first floor of Albin Obal Hall during regular office hours.
- Check or Money Order payments can be mailed to (Do not mail Cash):
  - Felician University  
62 South Main Street  
Lodi, NJ 07644  
Attention: Office of Student Financial Services
- Checks and Money Orders should be made payable to Felician University. Please include your name and Student ID Number on the front of the check for proper posting to your student account.
- Checks returned for insufficient funds will not be re-deposited, and your student account will be assessed a \$50.00 returned check charge. If the check is returned for insufficient funds a second time, students must pay with a Certified Check, Money Order, Cash or Credit Card upon notification of the check being returned for insufficient funds.
- Payment by check can also be made over the phone, at a cost of \$1.95 per transaction. Students will need the checking account number and routing number to complete the transaction. There is a \$50.00 charge for a returned check-by-phone payment.

### **Credit Card**

- Credit Card payments can be made in person, by phone or online through WebAdvisor. Felician University accepts Visa, MasterCard, American Express, and Discover. Please be ready to provide the card number, expiration date, and CIN number along with the card holder's name, address, and zip code. This information is required to make a credit card payment.

- Payments by phone can be made during regular office hours by calling (201) 559-6045.
- Save time and pay online. Web payment instructions are mailed with your bill each semester and can be obtained by contacting the Office of Student Accounts. Payments are posted to your student account in real-time and can potentially save valuable time during peak registration and payment periods. See below for additional web payment details.

### **Wire Transfer**

Felician University has partnered with Flywire to streamline the tuition payment process for our international students. Flywire provides excellent foreign exchange rates that allow students to pay in their home currency (in most cases). Flywire is the only authorized portal used to process international payments on behalf of Felician University. All international payments must be made through Flywire, Felician University's approved servicer for wire transfer.

### **Web Payment**

Payment can be made through the Felician University website at [www.felician.edu](http://www.felician.edu). Students will need their login information in order to make payment. The payment portion of the website can be found in the Student Menu of WebAdvisor, in the Financial Information section. Felician University accepts Visa, MasterCard, American Express, and Discover. All credit card transactions will have a non-refundable service fee of 2.45% added to each payment. Payment can also be made by Electronic Check, at a cost of \$1.95 per transaction. Students will need their checking account number and routing number to complete the transaction. It is imperative to enter the proper information and have available funds when making an Electronic Check transaction, as there is a \$50.00 charge for returned Electronic Checks.

### **Authorized Deferred Payment**

Students must pay-in-full by the posted semester deadline or have established an authorized deferred payment prior to the posted deadline. In order to provide an authorized deferred payment, Felician University has partnered with Tuition Management Systems (TMS) to provide interest-free monthly payments. This monthly payment plan can be used

to pay all or part of the student's outstanding balance due. The payment plan can be used to supplement Financial Aid. The terms of the monthly payment plan are as follows:

- Only students in Traditional Undergraduate or Graduate programs are allowed to participate. Students enrolled in non-traditional programs are not eligible to participate.
- TMS offers a five month payment plan for the fall and a five month payment plan for the spring terms. Each plan requires a \$55.00 enrollment fee. First payments for the Fall is July 1st. First payments for the Spring plan are due by December 1st. Late enrollment past these dates may require students to make larger first payments to make up for missed monthly installments.
- Students are required to provide an accurate balance due to TMS at the time of enrollment. TMS will not provide you with a budget amount. Improper budgeting can lead to a balance due to the University and a hold flag being placed on the student account, preventing future registration and transcript/ diploma release.
- Past due balances may not be included as part of the payment plan. These balances must be paid in full to the University prior to enrolling in a plan.
- Students are required to re-enroll each year and each semester. Enrolling in a payment plan does not mean you are enrolled for the following term. It is important that students check their new balance due for the new term at the time of enrollment to insure proper payment.
- A late fee of \$45 will be assessed for each late payment made. If two consecutive payments are missed and your account is not made current with your next payment, your payment plan will be cancelled by TMS. Payment in full is required directly to Felician University at the time of cancellation. Cancellation from the payment plan will render the student ineligible to use TMS in the future.
- Payments made to TMS on the 1st of the month will not be reflected on the Felician University student account until approximately the 28th of the month.

- Students are encouraged to periodically check their Felician University balance and compare it to their budgeted payment plan amount. Any adjustments to the plan can be requested directly with TMS, which will then require approval from the University.
- Questions can be directed to TMS at 1-800-722-4867 or to the Office of Students Account at (201) 559-6045. Brochures are available at the Office of Student Accounts upon request.

## Student Refund Policy

Students are entitled to a refund of excess financial aid. Financial aid refunds will be issued after the Financial Aid Office has confirmed the student's aid eligibility, enrollment in class and the aid has been credited to the student account.

Credit balances created with Title IV funds will be refunded to the student no later than fourteen days after the balance occurred on the student account, unless a student has completed a Title IV authorization to hold the funds on account for the remainder of the academic year. If the University determines that Parent Plus Loan funds created the credit balance, the University will pay the credit balance directly to the parent borrower unless a Title IV Authorization Form has been signed by the parent authorizing reimbursement to the student.

All checks will be mailed to the address on file with the University, unless authorization from the Office of Student Accounts has been granted for in-person pick up. Checks held at the Office of Student Accounts will be available for pick up no longer than two weeks. Checks not picked up within two weeks of the date the check was issued will be mailed to the address on file with the University.

Credit balances that are created by Title IV funds and are refunded via check must be cashed within 210 days. Un-cashed refund checks after the 210 day window will be voided and the resulting credit balance will be returned to the source of the credit.

## 1098-T Tax Forms

The Taxpayer Relief Act of 1997 requires that all educational institutions provide U.S. citizens or permanent residents with a tax form detailing

qualifying tuition and related expenses for the calendar year. This form is referred to as Form 1098-T. Educational institutions are not required to provide forms to non-resident aliens. As a result, you may not receive a form if you are a non-resident alien.

Form 1098-T will be available in the Financial Information section on WebAdvisor no later than January 31st of each year. Students can save time waiting for their hardcopy of the form 1098T by accessing an electronic copy online in WebAdvisor. Student will also receive a hardcopy of their 1098T form mailed to the address on file with University. It is imperative that the student keeps important information such as address and social security number up-to-date with the Registrar's Office, as this information is submitted to the IRS and insures proper mailing of the tax form.

Below are descriptions of certain information contained in Form 1098-T which will assist you in better understanding the form:

- Box 1 – Shows the total payments received by an eligible educational institution within tax year from any source for qualified tuition and related expenses less any reimbursements or refunds made during tax year that relate to those payments received.
- Box 2 – Reserved.
- Box 3 – Reserved.
- Box 4 – Shows any adjustment made by an eligible educational institution for a year prior for qualified tuition and related expenses that were reported on a prior year Form 1098 -T.
- Box 5 – Shows the total of all scholarships or grants administered and processed by the eligible educational institution during the calendar year.
- Box 6 – Shows adjustments to scholarships or grants for a prior year.
- Box 7 Amounts billed for qualified tuition and related expenses, reported on the current year's form, but are related to an academic period that begins in January through March of the following year.
- Box 8 – If checked, the student was at least a half-time student during any academic period. A halftime student is a student enrolled for at least half the full-time academic workload for the course of study the student is pursuing.

- Box 9 – If checked, the student was a graduate student. The student is a graduate student if the student was enrolled in a program or programs leading to a graduate-level degree, graduate-level certificate, or other recognized graduate-level educational credential.

For additional information and instructions on Form 1098-T, please see IRS Publication 970 or [www.IRS.gov](http://www.IRS.gov).

## Form 1042-S

Form 1042-S reports calendar-year income earned by non-resident aliens. For U.S. tax purposes, all University non-tuition scholarships that are subject to withholding will be reported, even if no amount is deducted or withheld due to an income tax treaty at the time of filing.

Those students who are subject to a withholding (residents of a non-treaty country), will be assessed a non-resident alien tax each semester. The amount assessed is based on the current tax rate (14%) of the scholarship award for that semester.

Federal guidelines require the University to file Form 1042-S to the recipient no later than March 15th of each year. Active students will be sent Form 1042-S to the current local address on file with the University, while former students will receive the form at the most current foreign address on file.

## Policies

### Payment Policies

Students who do not make payment in-full or have an authorized payment plan by the University's posted payment deadlines will have a tuition hold flag placed on their account, preventing registration, check-in to the University's dormitories and receipt of an official transcript and/or diploma. If the student is partially registered or is planning a registration change, payment for the existing registration must still be made by the posted deadlines. Any additional registration made after the deadline must be paid for on the date of the adjustment.

If the student has not paid in-full or established an authorized payment plan by the University's posted payment deadlines, they will be subject up to a \$200

late fee and/or deregistration and possible removal from housing. If the student is deregistered, roster spots in the previous registration cannot be guaranteed. Registrations submitted after the posted deadline must be paid in full at the time of registration. Failure to make payment in full may result in a late fee or deregistration.

Tuition and fee rates, payment policies, tuition refund policies, payment due dates and tuition hold policies are determined by the Office of Student Financial Services and may differ depending on the individual traditional or non-traditional program. Information obtained from any other area of the University regarding these issues is not binding. Please contact the Office of Student Accounts for policy information and tuition and fee rates for your specific program.

If students are unable to, or choose not to attend Felician University, they must officially withdraw from their course(s). It is imperative that the student follows the posted withdrawal refund deadlines. Withdrawals after the Drop/Add period (last day for 100% refund) will result in the student being liable for all or part of their charges. Please see the Registration Policies and Procedures portion of the Undergraduate/Graduate Catalogs for procedures on withdrawals.

Room and Board must be paid along with tuition and fees by the posted payment deadlines in order for students to be eligible to check-in to the University's Residence Halls. Board may not be waived for any student. If the student chooses to withdraw from housing, they must contact the Residence Life Department and fill out the necessary forms for the withdrawal to be valid. Room and Board refunds will be calculated according to the date the withdrawal form is received by the Residence Life Department, not by the last date of residency. Refund percentages will be calculated using the same formula/dates as tuition and fees. If a student withdraws from housing or is terminated, and has used their meal card, they will be held responsible for any meal monies used. If students have a delinquent account balance, they will be notified by the Office of Student Accounts Collection Department. Upon receipt of this notification, their payment must be made immediately. Students will first can make payment directly to the University. If they do not respond to our attempts to collect their

balance, their account will be referred to an outside collection agency. Should this occur, credit bureaus will be notified and the student will be responsible for the outstanding balance collection fees, attorney fees, and/or any legal fees. At this point, the student will no longer be able to make payment directly to Felician University; they will be required to interact directly with the collection agency. All grades, transcripts, and diplomas will be withheld until the student has satisfied their balance in full and all funds have cleared.

## Withdrawal Policy

Traditional students withdrawing from a course(s) are required to complete a Drop/Add form provided by the Office of the Registrar. Drop/Add forms must be completed and forwarded to the Office of the Registrar in a timely fashion. Withdrawal refunds will be calculated on the date these forms are received by the Office of the Registrar, not by the last date of attendance. All fees are non-refundable after the 100% withdrawal period. The withdrawal refund dates for tuition and room/board is as follows:

### Fall

- Last Day for 100% Refund (Drop/Add Period): September 2
- Last Day for 75% Refund: September 9
- Last Day for 50% Refund: September 16
- Last Day for 25% Refund: September 23
- Withdrawal after September 23 is 0% Refund

### Spring

- Last Day for 100% Refund (Drop/Add Period): January 22
- Last Day for 75% Refund: January 29
- Last Day for 50% Refund: February 5
- Last Day for 25% Refund: February 12
- Withdrawal after February 12 is 0% Refund

### Summer I

- Last Day for 100% Refund (Drop/Add Period): May 25
- Last Day for 75% Refund: June 2
- Withdrawal after June 1 is 0% Refund

### Summer II

- Last Day for 100% Refund (Drop/Add Period): July 14

- Last Day for 75% Refund: July 21
- Withdrawal after July 21 is 0% Refund

Non-traditional student withdrawal refund percentages and dates are calculated according to specific program formulas and calendars. These programs include Trimester and eight-week programs. Further information can be obtained from the Office of Student Accounts. The non-traditional withdrawal policy is as follows:

Cancelled Courses = 100% Tuition Refund

Withdrawal before the start of the second week of class = 100% Tuition Refund

Withdrawal before the start of the third week of class = 50% Tuition Refund

Withdrawal after the start of the third week of class = 0% Tuition Refund

## Accident Insurance

All full-time traditional undergraduate students attending Felician University are automatically enrolled in the Student Accident Insurance Plan. The fee for coverage in the applicable academic year will be charged to the student's account and may not be waived.

## Challenge Examinations

Students applying to take a Challenge Examination must pay a testing fee of \$25.00 per credit according to the number of credits normally awarded for the challenged course. This testing fee must be paid prior to taking the Challenge Exam. Upon passing the Challenge Examination, students apply to have examination credits awarded by the University. Students will be charged one-third the standard tuition rate as of the date the examination was taken for each Challenge Examination credit awarded. Payment must be made in full upon submission of the application for awarded credits. Payment cannot be included with any semester tuition rate and **must be paid separately**. For information on Financial Aid eligibility for Challenge Examination charges, please contact the Financial Aid Office.

## Tuition Discounts Family Discounts

Felician University offers a 10% discount to family members of a full-time student under the following criteria:

- The family member must be a spouse, sibling, or dependent child.
- Both family members must reside at the same address.
- Both family members must be full-time Traditional Undergraduate students in matriculated programs.
- The discount is applied to only one student, regardless of the number of students in each household.
- The discount is based on tuition only. Fees are not discounted.
- The discount cannot be combined with any other Felician University discount. If the family member is eligible for any other discount, the individual will receive the highest percentage discount.
- The discount received by the family member will be deducted from the cost of attendance, and will be calculated into the individual's financial aid package.
- In the case a student drops/withdraws from a course, the discount will be prorated based on the percentages and dates defined in the University's Withdrawal Refund Policy.

This tuition discount does not apply to programs that are already discounted

## Teachers at a Catholic School Discount

Felician University offers a 50% discount to those who are teachers at a Catholic Elementary or Secondary school under the following criteria:

- The discount is based on tuition only. Fees are not discounted.
- The student must be accepted and matriculated in a Teacher Certification, Masters of Religious Education or Masters of Education program.
- A letter must be provided every academic year by the student's employer verifying employment.

- The discount cannot be combined with any other Felician University discount. If the student is eligible for any other discount, they will receive the highest percentage discount.
- The discount received by the student will be deducted from the cost of attendance, and will be calculated into the individual's financial aid package.
- If a student drops/withdraws from a course, the discount will be prorated based on the percentages and dates defined in the University's Withdrawal Refund Policy.

This tuition discount does not apply to programs that are already discounted

***The University reserves the right to change any of the above policies when, in the judgment of the administration, it becomes necessary to do so.***

## EdAssist Discount

Felician University offers a 30% discount to those who meet the following criteria:

- Employed full-time at a participating employer
- Employment must be verified every year.
- Enrolled at least half-time
- Eligible for tuition only
- Cannot be combined with other discounts
- The discount received by the student will be deducted from the cost of attendance, and will be calculated into the individual's financial aid package.
- If a student drops/withdraws from a course, the discount will be prorated based on the percentages and dates defined in the University's Withdrawal Refund Policy.

## Financial Information Tuition and Fees: 2019–2020 Academic Year

The following tuition and fee rates apply to both degree and non-degree students. Undergraduate students seeking to enroll at a part-time (1-11 credits) status will have a tuition rate calculated on a per credit basis. Students seeking to enroll full-time (12-18) will be charged a flat rate tuition. Students enrolled in courses exceeding 18 credits will be charged at the published per credit rate.

***\* TEC, Associates and select bachelor's completion programs for adult learners are charged the per credit hour rate only, the flat rate for full-time students is not applicable.***

### Undergraduate Tuition

Undergraduate Part Time (less than 12 credits per semester)	\$1,075 per credit
Undergraduate Full Time (12 to 18 Credits)	\$16,275 per semester
Undergraduate Certificate Programs	\$1,075 per credit
Associate and Select Bachelors Completion Program for Adult Learners	\$740 per credit

### Graduate Tuition

Master of Science in Nursing	\$1,060 per credit
Master of Business Administration	\$1,060 per credit
Master of Science in Health Care Administration	\$1,060 per credit
Master of Arts in Religious Education	\$1,060 per credit
Master of Science in Computer Science	\$1,060 per credit
Online Master of Business Administration	\$960 per credit
Doctor of Business Administration	\$945 per credit
Master of Counseling Psychology	\$905 per credit
Doctorate in Counseling Psychology	\$1,025 per credit
Education Programs	\$835 per credit
Graduate Certification Programs	\$1,060 per credit
Doctor of Nursing Practice	\$1,060 per credit
Select Graduate Program for Adult Learners	\$780 per credit

### Audit Tuition

Undergraduate	1/3 of the course tuition
Graduate	1/2 of the course tuition

### Comprehensive Fees

Full-Time Student	\$930 per semester
Part-Time or Graduate Student	\$305 per semester

### Mandatory Fees

Full-Time Student	\$295 per semester
Part-Time/Graduate Student	\$180 per semester
Students registered in Trimester	\$116 per semester
Students registered in 8 Week Session	\$58 per 8-week session

### Room and Board

Single Room	\$8,390 per semester
Double Room	\$6,570 per semester
Triple Room	\$5,855 per semester



Ave Apartments \$6,120 per semester  
 Residential Meal Plan \$1,821 Allowance per semester

## Course Fees

Art Studio Fee	\$180
Art Special Fee (Art 237)	\$315
Business Fee (FYE 100 R2, R3)	\$105
Graphic Arts Lab Fee	\$310
MBA Fee (MBA 001)	\$225
MSHA Fee (HCA 001)	\$225
Music Course Fee	\$325
Music Lesson Fee	\$275
Computer Science Lab Fee	\$310
ED 200-302-304-400	\$125
ED 404-604	\$325
All Lab Science Course Fees	\$350

## Nursing Clinical Fees

NURS 306,326,356,346,436,416,460,486	\$1,040
NURS 416, 422	\$680
NURS 530	\$580
NURS 560	\$790
NURS 570, 571, 580, 581, 590, 591	\$1,070

## Other Fees

Challenge Examinations (Per Credit Testing Fee)	\$25
Challenge Examinations (Credits)	1/3 of the course tuition
Transcript Fee (Normal Processing)	\$5
Transcript Fee (Immediate Processing)	\$10
Transcript Fee (On-Line Processing)	\$10
Non-Refundable Application Fee	\$30
Late Tuition Payment Fee	Up to \$200
Doctorate Business Administration Re-Registration Fee	\$100
Graduate Nursing Doctoral Project Fees (NURS 800, NURS 810, NURS 815, NURS 820)	\$535

A one-time, non-refundable tuition deposit of \$150.00 is required at the point of admission to reserve the student's place on the University roster. This deposit will be credited to the student's account for tuition only. A \$150.00 Key Deposit may be required, subject to be refunded provided the student returns their key, and has a zero account balance.

A non-refundable \$200 room placement deposit is required each academic year to reserve a residential room in the University's residence halls. This deposit

will be credited to the student account for room and board only. Please contact the Residence Life Office for more information concerning housing requirements.

***The University reserves the right to change any of the above charges for tuition and fees when in the judgment of the administration it becomes necessary to do so.***

In addition to the general tuition and fees described above, students should anticipate the following estimate of annual expenses associated with attending the University during the 2016-2017 Academic Year.

## Annual Traditional Undergraduate Tuition and Fees for 2019–2020

Commuter Student	Resident Student	
Tuition*	\$32,550 Tuition	\$32,550
Fees	\$2,470 Fees	\$2,470
	Room and Board**	\$13,140
Total	\$35,020 Total	\$48,160

\* **Based on full-time enrollment of 12-18 credits.**

\*\* **Based on double-room occupancy.**

## Office of Financial Aid

### Student Financial Services General Information

Felician University recognizes that many families may need assistance in meeting the cost of a college education. The Office of Financial Aid staff is trained to assist students and families in completing the financial aid process and receiving the maximum amount of aid based on eligibility in all the financial aid programs.

In order to be considered for scholarships and financial aid, students must:

- Be accepted by the University for admission to a degree or certificate program, and
- File the Free Application for Federal Student Aid (FAFSA). The application is available online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Students who do not have access to a computer may request a paper version of the FAFSA at any high school

Guidance Office or University Financial Aid Office. (The Felician University federal code is 002610).

Students applying for financial assistance are considered for every program for which they are eligible. The amount awarded may consist of a combination of grants, loans and employment and is based on the student's financial need. The Office of Financial Aid determines all federal aid awards based on the Federal Methodology legislated by the federal government. By filing the FAFSA, a student is applying for federal, state, and institutional aid. Each FAFSA result is reviewed for completeness and accuracy. The University may request additional information from the family to confirm that the information reported on the FAFSA is correct. The FAFSA collects information about the student and student's family including demographic information (name, address, citizenship status and residency status), the number in the family, the number in college, income, assets, etc. The form requests information from the prior-prior-tax year (for example: for September 2020 applicants, information from the families' 2018 federal tax return will be required).

Federal Direct Subsidized and/or Unsubsidized Loans are offered as part of a financial aid package. Federal Direct Parent and/or Graduate PLUS Loans and/or student educational alternative loans may be recommended to help cover remaining costs including tuition, fees, books and supplies, and on campus room and board, if applicable. Students may request additional loan funds to finance educational expenses up to the cost of attendance, contingent upon federal guidelines and loan approval.

### **Changes in Financial Circumstances**

Sometimes a family suffers a change of circumstances in their financial situation. A student or parent should inform the Office of Financial Aid if there is a change in the family income as a result of unemployment, retirement, lay-off, separation or divorce, or death of a wage-earner. The Office of Financial Aid will collect additional information and determine if the current financial information results in a change in eligibility.

## **Types of Aid**

There are four basic types of financial aid available: grants, scholarships, loans and work-study. Funding sources include federal, state, college and private sources. Our financial aid staff will develop a financial package that includes a combination of these funding sources tailored to the student's particular situation based on the eligibility formulas. Grants and Scholarships are funds that do not have to be paid back. Scholarships are usually merit-based aid awarded to students who have a special characteristic, skill, talent or academic ability. Felician University Aid does not apply to programs that are already discounted. In some cases, financial need is also given consideration in awarding scholarships and/or grants.

Loans are borrowed funds that must be repaid with interest, usually after the completion of the college education or when a student drops below half-time status. Each loan program has different eligibility and application requirements. Felician University currently participates in the Federal Direct Loan Program, the Federal Direct PLUS Program and a variety of alternative loans from several lending institutions.

Jobs are available to students through the Federal Work Study or Felician University Student Employment programs. Students who are offered jobs can work on or off campus to earn money to help pay educational expenses. Additional information may be obtained from the Career Development Center.

Felician University participates in the Federal Title IV and State of New Jersey financial aid programs. Institutional sources of funding are also available.

## **Federal Aid Programs**

### **Federal Pell Grant:**

Grants are awarded to undergraduate students that have demonstrated need and that are working on their first bachelor's degree. Eligibility is based on the Expected Family Contribution (EFC) calculated by filing the FAFSA. Individual award amounts are based on federal appropriations and enrollment status. The amount of Federal Pell Grant funds a student may receive over his or her lifetime is limited by a new federal law to be the equivalent of six years of

Pell Grant funding. Since the maximum amount of Pell Grant funding a student can receive each year is equal to 100%, the six-year equivalent is 600%. Federal Supplemental Educational Opportunity Grant (FSEOG): This grant program is awarded to students that have demonstrated need and with the lowest Expected Family Contribution (EFC) levels as determined by filing the FAFSA form. Individual award amounts may range from \$100 to \$4000 based on federal appropriations, allocations to the University, and enrollment status.

### Federal Work–Study Program (FWS):

Students with financial need may earn money to pay for college expenses by working at a variety of on or off-campus jobs. The federal government finances the major portion of a student's earnings, and the University or off-campus employer finances the remainder. Work-Study provides an opportunity for students to learn professional skills while working for financial assistance. Determination of eligibility is made by the Office of Financial Aid. Students interested in obtaining employment on campus should contact the Career Development Center.

### Federal Direct Loan Program (formerly the Stafford Loan Program):

Students must be a U.S. citizen or an eligible non-citizen attending at least half-time to apply for a Federal Direct Loan. **Subsidized Federal Direct Loans** are based on financial need as determined by federal formula. Interest is paid by the federal government until a student ceases to be enrolled at least half-time. **Unsubsidized Federal Direct Loans** are available to students who have not established financial need based on the federal formula and the interest is paid by the student while in school.

The Office of Financial Aid will determine the amount of a student's Federal Direct Loan after the results of the FAFSA are received. The amount of the loan is based on the maximum loan limits established by the federal government. Students offered a Federal Direct Loan must complete a Master Promissory Note (MPN) and participate in a loan entrance counseling interview at [www.studentloans.gov](http://www.studentloans.gov). The maximum loan limits for each 12 month period of enrollment are as follows:

<b>Undergraduate Students</b>	<b>Dependent*</b>	<b>Independent</b> (Over 24 Years Old)
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Freshman (0 to 29 credits earned)	\$5,500	\$9,500
Sophomore (30-59 credits earned)	\$6,500	\$10,500
Junior & Senior (60 or more credits earned)	\$7,500	\$12,500
Teacher Certificate Students	\$7,500	\$12,500

All Federal Direct Loan borrowers are required to complete an Exit Interview when they leave the college or drop below half-time enrollment status. The Office of Financial Aid will send information about this process when a student leaves the institution due to graduation or withdrawal.

**\* Dependent Students whose parents are denied a Federal Direct Parent PLUS Loan are eligible for an additional \$4,000 or \$5,000 Unsubsidized Federal Direct Loan depending on class level.**

### Federal Direct Parent PLUS Loans:

Eligible parents of dependent students may borrow up to the cost of education minus any other aid per year for each son or daughter in an approved college. There is no interest subsidy and parents have the option of deferment so that they will not need to make payments while their child is enrolled at least half-time and for an additional six months after their child graduates, leaves school, or drops below half-time enrollment.

### Federal Direct Graduate PLUS Loans:

Eligible graduate or professional students can apply for the Graduate Plus Loan up to the cost of education minus any other aid per year in which they are enrolled. Payments are deferred until six months after students graduate, leave school, or drop below half-time enrollment. Interest accrues on this loan during periods of non-payment.

### Federal Teach Grant:

TEACH (Teacher Education Assistance for University and Higher Education) Grant is a merit based Federal Title IV program designed to encourage highly qualified teachers to serve in low-income schools in high-need fields.

- **Teaching Obligation:** Grant recipients agree to teach for at least four years within eight years of finishing their teacher preparation program and to teach high-need students in designated

schools that serve low-income students. If you do not complete the four-year teaching obligation, your grant will convert into an unsubsidized loan, which you will have to repay with interest calculated back to the date the funds were originally disbursed. The field you teach in must be a high need field in the state where you teach in order to satisfy your service requirement.\*

***\* According to some estimates, only 20 percent of students who participate in the TEACH Grant Program will be able to use the funds as grants, while many students will see their funds converted to loans with accumulated interest.***

## New Jersey State Aid

All New Jersey State grants require full-time attendance (12 credits minimum per semester). The NJ Tuition Aid Grant (TAG) and Educational Opportunity Fund (EOF) are awards which are made for one year and must be renewed by filing the FAFSA annually. The following types of financial assistance are available to qualified students residing in the State of New Jersey.

### New Jersey Grant and Scholarship Programs

#### Tuition Aid Grants (TAG):

Provides grants to New Jersey residents enrolled as full-time undergraduates with demonstrated financial need. Award amounts are determined each year based on state appropriations.

#### Educational Opportunity Fund (EOF):

This state funded program is specifically designed to provide additional academic and economic support to those students who show financial need and require academic support services. Students must be admitted through the EOF Office at Felician University based upon specific income guidelines. For more information, contact the EOF Office at the University.

### Participating Alternative Lenders

Parents and students have the option of borrowing non-Federal, alternative student loans to assist in covering the cost of educational expenses. These

loans are credit-based loans and approval of these loans are solely granted by the lending institution. Felician University does not, in any way, recommend any of the below listed lenders. Felician University strongly recommends that each parent and/or student research each lender and payment requirements before making a decision. This list should only be used as guidance for parents and students. Parents and students can use any alternative lender that they feel fits their needs.

## Felician University Funds

All Felician University aid comes from the University's own resources and is offered to eligible full-time, traditional undergraduate students. All Felician University aid may be combined with other financial assistance, but the total gift aid from all sources cannot exceed the cost of tuition, comprehensive fees and room & board, if applicable. Aid is awarded for a maximum of eight semesters of full-time continuous enrollment during the academic year. All aid requires satisfactory academic progress, the annual filing of the Free Application for Federal Student Aid (FAFSA) and compliance with other University policies and the University's code of conduct. Felician University Aid does not apply to programs that are already discounted

### Disclosure of New Merit Scholarships

As of the 2019-2020 academic year, Felician University has transitioned to a new merit scholarship model, which is outline below. All financial aid packages made prior to this change will be honored as-is until their exhaustion.

### Merit Scholarships For New First-Year Traditional Undergraduate Students:

Prospective, first-year applicants will be considered for one of four merit-based scholarships at Felician University: The Presidential Scholarship, The Founder's Scholarship, The Franciscan Scholarship, and the Falcon Grant. No further application is required. Applicants are evaluated for consideration at the time of admission. The level of their scholarship is based on their unweighted cumulative GPA and SAT scores at the time of admission.

Applicants must file their Free Application for Federal Student Aid to be considered for scholarships.

### For New Traditional Undergraduate Transfer Students:

**Transfer Scholarship:** Merit based scholarship awarded by the Undergraduate Admissions Office when a student is accepted to the University as a traditional, full time undergraduate transfer. Awards are renewable contingent upon maintaining the terms and conditions indicated in the scholarship offer. Financial need is not a factor, but students are required to file the Free Application for Federal Student Aid (FAFSA) before funds are disbursed.

**Felician Promise Grant :** The Felician Promise Grant allows qualified students to graduate from Felician University without debt. Beginning Fall 2021, graduates of Bergen, Middlesex, Union, and Passaic County Colleges, who are recipients of the County College Opportunity Grant (CCOG), and have an annual family income of \$65,000 or less, can earn this scholarship as an alternative to taking out student loans.

### For New Traditional Undergraduate International Students:

**International Scholarships:** International traditional, first-time, full time undergraduate students admitted to Felician are eligible to receive academic scholarships. Scholarships are based on a holistic review of the application. International transfer students are also eligible to receive transfer scholarships and Phi Theta Kappa scholarships.

### Other Admissions Scholarships

**Phi Theta Kappa:** Incoming traditional students who are members of Phi Theta Kappa are eligible for a \$3,500 award. This is in addition to any transfer scholarships for which the student may be eligible. Proof of membership is required to receive the award. Awards are renewable for up to four years provided a minimum cumulative 2.0 GPA is maintained.

**Honor's Scholarship** (Traditional, first-time, full time undergraduates): students who enroll in the Honors Program are eligible to receive an Honor's Scholarship. To qualify, you must have achieved a

3.4 GPA in high school and/or a combined Critical Reading and Math SAT score of 1100 or higher. Awards are renewable for up to four years provided a minimum overall GPA of 3.5 is maintained.

### Need-Based Grants

**Tuition Award:** A discount on tuition and may be awarded to incoming traditional, full-time undergraduate students. This gift aid is awarded based on financial need, after all applicable federal, state, and institutional scholarships and grants are applied. Financial need is subject to change based on cost of attendance, credit-load, and estimated family contribution (EFC). Awards require the annual filing of the FAFSA.

### Other Scholarships

**St. Francis Scholarship:** A scholarship that may be awarded to incoming first-time, full-time, traditional undergraduate students who graduated from certain high schools. This gift aid is awarded based on financial need, academic standing and leadership ability. Award is renewable and requires the annual filing of the FAFSA.

**Study Abroad Scholarship:** Felician University has scholarship money to help you pay the cost of participating in Study Abroad Opportunities. These scholarships range from \$220 to \$1,000. To apply for a scholarship, you must complete the Study Abroad Application, which includes a section for scholarship request. For more information please contact the Office of International Programs at 201.559.3518 or by e-mail at oip@felician.edu.

**Housing Award:** A Housing Award is a discount on room charges and may be awarded to incoming traditional, full-time undergraduate students. This gift aid is awarded based on financial need, academic standing and leadership ability and is contingent upon living on-campus. Awards are renewable and require the annual filing of the FAFSA.

**Athletic Scholarships:** Athletic Scholarships in both men's and women's sports are awarded by the Executive Director of Student Financial Services, based upon the recommendation of the Athletic Director. Students who have proven their athletic

skill for participation in one or more sports should contact the athletic division for more information. Students are required to file the Free Application for Federal Student Aid (FAFSA) before Athletic Scholarship funds are disbursed. Athletic Scholarships may be combined with other financial assistance, but the total grant/scholarship aid from all sources may not exceed the cost of tuition, comprehensive fees and room & board ( based on double occupancy), if applicable.

**Felician University Alumni Grant:** For alumni who graduated from a Felician degree program, do not have an outstanding balance on their account, and have been accepted into a Felician University degree program of a higher level, the Felician University Alumni Grant is awarded at the rate of \$100.00 per credit for non-discounted courses offered. To maintain ongoing eligibility for the award, a student must maintain a cumulative GPA of 3.00 in their current program. The grant cannot be applied to tuition for courses offered by off-site partnership institutions or study abroad. It also cannot be combined with cohort, ministerial or Catholic school teacher discounts for Felician University programs.

**Educational Leadership Grant:** This grant is available to students entering the Teacher Education Certification (TEC) post-baccalaureate program. It is for \$1000 per year and renewable for three (3) years. This grant cannot be combined with other grants or tuition discounts. To maintain ongoing eligibility for this grant, you must maintain at least half-time enrollment during the academic year while receiving the grant, file the Free Application for Federal Student Aid (FAFSA) each year and maintain the minimum academic requirements for your academic program each year.

**Felician University Military Grant:** Veterans who served in the United States Military during any conflict era and their spouse can receive this grant toward the completion of any Bachelor or Associate Degree program. This grant is not applicable to any other Felician University degree programs.

## Restricted Scholarships Awarded by Felician University:

The following restricted scholarships are administered by the Office of Financial Aid and are subject to the conditions specified by the donors. Students who have successfully completed 24 credits (effectively one year) or more at Felician University may obtain a Felician University Scholarship Application from the Office of Financial Aid during the spring semester of each academic year. By filing the Scholarship Application, the applicant will be considered for each of the scholarships listed below for which they qualify.

- Abbate Scholarship
- Alumni Association Student Scholarship
- Bartley Healthcare and /Scalo Family Nursing Scholarship
- Bartley Healthcare Nursing Scholarship
- Coccia Foundation Scholarships
- Dina M. Luna Memorial Scholarship
- Dr. Charles Rooney Scholarship
- Edward C. Furst, Sr. Scholarship Fund
- Edward Golda Scholarship Fund
- Frances Howells Keeney Memorial Scholarship
- George P. Velotto Scholarship
- Italian Community Center Scholarship
- Lawrence J. Pizzo, M.D. Scholarship Fund
- Lisa Ann Briggs Memorial Scholarship
- Lisa Bramucci Scholarship Fund
- Plonski Family Scholarship Fund
- President's Distinguished Endowed Scholarship
- Ridgewood Registered Professional Nurses Scholarship
- Robert Sydney Needham Memorial Scholarship Program
- Sanzari Scholarship
- Senior Class Scholarship
- Sister Hildtrude Koba Scholarship
- Sr. Rosalie Marie Knizewski Scholarship
- Sr. Theresa Mary Martin Scholarship
- St. Francis (Franciscan) Scholarship
- Switzer Foundation Scholarship for Professional Nursing Students
- Switzer Foundation Scholarships for Business Program Students
- The Kathleen Suski-Eastwood Memorial Scholarship
- The Michael J. Kosloski Foundation Scholarship

- The National Medical & Dental Association Scholarship
- The Provident Foundation Business Scholarship Fund
- The United Food and Commercial Workers Local 1262 Scholarship
- Unanuel Scholarship Fund
- Van Houten Memorial Scholarship

## Independent College Fund of New Jersey

The scholarship programs listed below are administered through partnerships between the Independent College Fund of New Jersey (ICFNJ) and the donors who sponsor them and are available to students studying at Felician University. (For additional scholarship opportunities offered by the ICFNJ, you can go to their website at <https://njcolleges.org/>).

- Capital One Bank "Reach for Stars" Scholarship
- C.R. Bard Nursing Scholarships
- BD Scholarship
- Deloitte Scholarship
- Johnson & Johnson Discover Nursing Scholarships
- Novo Nordisk Scholarship
- Schering-Plough Science Scholarship UPS Scholarship
- More at <https://njcolleges.org/>

## Veteran Educational Benefits

For detailed information regarding a student's eligibility for veterans educational benefits contact the United States Department of Veterans Affairs at [www.gibill.va.gov](http://www.gibill.va.gov) or call the toll free number 1-888GI-BILL-1 (1-888-442-4551) to speak with a Veterans Benefits Counselor.

**Montgomery GI Bill:** As provided under Chapter 30 of the Montgomery GI Bill, individuals that entered the military after June 30, 1985 may be eligible for educational benefits under this program.

**Post-9/11 GI Bill:** The Post-9/11 GI Bill (Chapter 33) is for students with at least 90 days of aggregate military service on or after September 11, 2001, or individuals discharged with a service-connected disability after 30 days. The program became effective on August 1, 2009 and is limited to those

veterans with an honorable discharge. The program provides funding for tuition & fees, books & supplies, and a monthly housing allowance (up to the maximum determined yearly for the Post 9/11 GI Bill).

**Yellow Ribbon Program:** The Yellow Ribbon GI Educational Enhancement Program is a provision of the Post-9/11 Veterans Educational Assistance Act of 2008. Felician University participates in the Yellow Ribbon Program which allows institutions to enter into an agreement with the VA to fund tuition expenses that exceed the amount covered by the Post-9/11 GI Bill (see above). Felician University will match the VA contribution so the total amount available to the student from the Post-9/11 GI Bill and the Yellow Ribbon Program will cover the entire cost of tuition & fees at Felician University.

**Other Veterans' Benefits:** Additional Veterans' Educational benefits for dependents and widows of veterans that died in service-related causes are available. Individuals in the Selected Reserve (Chapter 1606) also may be eligible for VA educational benefits. For additional information regarding Veterans' Educational Benefits, contact the State of New Jersey Department of Military and Veteran Affairs State Approving Agency, PO Box 340, Eggert Crossing Road, Trenton, New Jersey 08625.

## Supplemental Assistance Programs

**Vocational Rehabilitation Educational Benefits:** Funds may be available for students with physical or mental disabilities that result in substantial handicaps to employment. Contact the local Vocational Rehabilitation Services for additional information.

**Employee Tuition Reimbursement Program:** Many employers will pay tuition for employees who successfully complete course work at Felician University. Please check with the personnel office at one's place of employment.

**Alternative Loan Programs:** Many banks and lending institutions offer credit-based loans to students and families to assist with educational expenses. Students may choose any lender of their

choice. Additional information is available on the Felician University web site and in the Financial Aid Office.

## Study Abroad Student Aid Eligibility

See the Study Abroad section of the Catalog for information about financial aid eligibility for students studying abroad.

## Financial Aid Policies

1. Students receiving financial aid must be making satisfactory academic progress according to the University's policy. See the academic section of catalog.
2. Students who are United States citizens (including U.S. nationals) or permanent residents of the U.S.(possessing a Permanent Resident Card I-551) may be considered for financial aid. Other individuals who may be eligible for aid are those possessing a Conditional Green Card (I-551) or an Arrival-Departure Record (I-94) from the Department of Homeland Security showing any one of the following designations: "Refugee," "Asylum Granted," "Parolee" (I-94 confirms paroled for a minimum of one year and status has not expired), T-Visa holder (T-1, T-2, T-3, etc.), or "Cuban-Haitian Entrant," or the holder of a valid certification of eligibility letter from the Department of Health and Human Services showing a designation of "Victim of Human Trafficking." Students in the U.S. on a F-1 or F-2 student visa, a J-1 or J-2 exchange visitor visa, or a G-series visa (pertaining to international organizations) are, by definition, in this country on a temporary basis and are not eligible to receive federal or state student aid. Documentation of permanent residency status may be required prior to the awarding of financial aid.
3. Students must not owe a refund to any federal (Pell, FSEOG) or state grant (NJ TAG, EOF and/or Distinguished/Urban Scholarship) to receive financial aid.
4. Students will not be eligible to receive financial assistance from any source (federal, state and college) if they are in default on a student loan received through any federal program (Federal

Perkins Loan, Federal Direct Loans, Federal Direct PLUS Loans, Federal Stafford Loan and/or Federal PLUS Loan).

5. Students awarded grants/scholarships from Felician University may not receive total grants/scholarships from all sources (institutional, federal, state and external aid) in excess of the total cost of tuition, comprehensive fees, and room & board, if applicable.
6. The total amount of grants/scholarship which has been specifically designated for tuition assistance may not exceed the cost of tuition.
7. In no case can a student's total aid package from all sources (grants/scholarship, loans, and/or Federal Work-Study) exceed the student's cost of education.
8. Undergraduate students in their final semester needing fewer than 12 credits to complete their degree requirements will be considered full-time students.
  - **Note: Federal Student Aid Regulations supersede this policy when determining eligibility for federal aid. NJ grants will not be awarded on a full-time basis under this clause if the student was not enrolled full-time in the prior semester.**

## Verification Policies

All students who are selected by the federal agency, the state department, or Felician University for verification will be required to provide additional documentation which demonstrates the accuracy of the data which was previously reported on a financial aid application (FAFSA). Students will be given approximately one month to provide the information once it is requested. Failure to complete the verification process may result in cancellation of financial aid and will effect your balance due.

What is Federal Verification?

Verification is the process by which certain information on the FAFSA and/or State application for financial aid is reviewed for accuracy and completeness.

How Do I Complete my Federal Verification?

Please visit <https://felician.verifymyfafsa.com> and log in using your Felician credentials. Any outstanding



tasks will appear once logged in. If you do not have access to your Felician credentials, email the Help Desk at [helpdesk@felician.edu](mailto:helpdesk@felician.edu).

How Do I check if I was selected for NJ State Verification if I received and Estimated NJ TAG Grant on my Award Letter?

New Jersey Resident: Visit [www.njfams.hesaa.org](http://www.njfams.hesaa.org); if you do not have an account, use the "Create Account" link. Once logged in, complete any outstanding tasks on your "To-Do List" to finalize your NJTAG/EOF grant(s).

## Treatment of Financial Aid When a Student Withdraws Return of Funds Policies and Procedures

Felician University will provide a fair and equitable refund to all students who leave school prior to the completion of an enrollment period for which they are charged. Students who withdraw from school are subject to the Tuition Refund Policy issued by of Student Financial Services Office at the start of each semester or term.

Students are awarded financial aid to attend school. If a student ceases attendance or withdraws, prior to the completion of an enrollment period a 'return of funds' calculation must be performed to determine the amount of aid a student has earned and may keep based on Federal Title IV, State of New Jersey, and/or Institutional policies and regulations.

### Policies for Return of Funds

1. Federal Title IV 'return of funds' calculation is determined in accordance with the Return of Title IV Funds policy. Changes to federal law may affect this policy.
2. State 'return of funds' calculation is accordance with N.J.A.C. 9A:9-2.12 award adjustments/refunds policy. In all cases the refund to the state must represent its 'fair share' of the total available refund as determined by the Institutional Refund Policy.
3. Institutional 'return of funds' calculation is determined based on the same rate the student

will be charged in accordance with the Institutional Refund Policy as prescribed by the Treasurer's Office.

## Procedure for determining the Federal Return of Title IV Funds

Procedures for determining the Return of Title IV Funds are federally mandated. The law specifies how a school must determine the amount of Federal Title IV program assistance that a student earns if they withdraw from school. The Title IV programs that are covered by this law are: Federal Pell Grants, TEACH Grants, Direct (Stafford) Loans, Direct PLUS Loans, Direct Grad PLUS and Federal Supplemental Educational Opportunity Grants (FSEOG).

The amount of financial aid that a student earned is determined on a prorated basis based on the withdrawal date. For example, if a student completes 30% of the payment period, 30% of the financial aid originally scheduled to receive is earned. Once a student completes more than 60% of the payment period, all of the financial aid scheduled to receive for that period is earned. If a student did not receive all of the funds earned, a Post-withdrawal disbursement may be due to the student. Felician must get the student's permission before it can disburse these funds.

The procedures for determining the calculation are as follows:

1. Determine the Withdrawal Date
2. Calculate the percentage of the enrollment period completed
3. Calculate the amount of Title IV assistance the student can keep
4. Determine the amount of Title IV funds to be returned or repaid to the financial aid programs
5. Federal student financial aid will be returned to the federal government in the following order: Unsubsidized Direct Loans, Subsidized Direct Loans, Direct PLUS/Grad PLUS Loan, Federal Pell Grant, Federal SEOG Grant, Teach Grant, other federal sources of aid

**If the student officially withdraws (with proper notification):** The withdrawal date is the date Felician determines the student either began the withdrawal process, or the date the student provided official notification to Felician, in writing or orally, of his or her intent to withdraw.

**If the student unofficially withdraws (ceases attendance without proper notification):** The withdrawal date is the date Felician documents as the student's last date of attendance at an approved academic related activity. If attendance cannot be determined in all courses, 100% of the federal aid must be returned.

If a student has questions about Title IV program funds, information is also available on the Web at <https://www.studentaid.ed.gov/>.

## Procedure for Determining the Return of State Funds

If a state aid recipient (Tuition Aid Grants, EOF Grants, Bloustein Distinguished Scholarships and/or Urban Scholarships) is due a refund in accordance with the institutional refund policy, the University must return a portion of the student's State award(s) to the NJ Higher Educational Assistance Authority (HESAA). To calculate the total amount to be returned to the State, the University will multiply the institutional refund by the following fraction: amount of State aid awarded for the payment period divided by the total amount of financial aid (excluding work-study earnings) for the period.

If an eligible recipient changes enrollment status, after the institutional refund period has ended, a refund to the State is not required if the disbursement of state funds has been made to the student's account. If a student utilizes any part of a State award, it will be treated as a full semester payment in calculating the number of remaining semesters of eligibility. A student may choose to decline the state award and pay the same amount to the University for the payment period.

## Procedure for Determining the Return of Institutional Funds

Felician University scholarships and/or grants that have been disbursed to a student's account will be returned at the same rate that the student is charged. (Example: A student who is billed 75% of tuition for the semester will receive a minimum of 75% of the Felician University semester award.)

## Student Rights and Responsibilities

### You have the right to:

1. have complete information regarding fees, payment, and refund policies available to you.
2. have all personal and family financial information treated with sensitivity and confidentiality.
3. have aid awards credited to your account in a timely manner.
4. know the source(s) and amount(s) of aid for which you are eligible.
5. know what portion of your financial aid package must be repaid and what portion does not.
6. request an explanation of the funds in your financial aid package and decline any portion of your award.
7. submit an appeal to the Financial Aid Office if your circumstances change.

### You have the responsibility to:

1. advise the Financial Aid Office whenever you change your enrollment (e.g. from full-time to less than full-time) or housing status.
2. advise the Financial Aid Office of any additional aid received which is not indicated on your Financial Aid Award Notice.
3. inform the Financial Aid Office if you expect to withdraw or take a leave of absence. Refer to the Treasurer's section of the catalog regarding the school's refund policy.
4. provide the Financial Aid Office with all verification materials requested.
5. meet your financial obligations to the University.
6. know and comply with the rules governing all financial aid you receive.
7. read and understand all materials sent by the Financial Aid Office.
8. accept responsibility for all agreements signed by you and keep copies of all materials for your records.
9. complete the Free Application for Federal Student Aid (FAFSA) each year prior to the University's established priority deadline.
10. respond promptly to any information requests from external organizations, including the NJ Higher Education Assistance Authority (NJHESAA)

11. maintain good standing and satisfactory academic progress as defined in the academic section of the University catalog.
12. report to the Internal Revenue Service (IRS) any grants and/or scholarships which are in excess of tuition, fees and books when completing your federal tax return

## Consumer Information

Felician University is required by federal law to provide consumer information to prospective students, current students, faculty, and staff. The website link to the Consumer Information section of our website is being provided below as a means to inform all members of the campus community of the availability of this information and the appropriate disclosures.

The specific information provided is to insure compliance with:

- JeanneClery Disclosure of Campus Security Policy and Campus Crime Statistics Act
- HigherEducation Amendments of 1965, as amended
- FamilyEducation Rights and Privacy Act (FERPA)
- TheStudent Right-to-Know Act
- Drug-freeWorkplace Act of 1988
- Drug-freeSchools and Communities Act

Felician University Consumer Information website link is:

- <http://www.felician.edu/about/general-information/consumer-information>

If you have any specific questions related to any of these topics or you wish a hard copy of any of the materials, please refer to the contact list on the attached link:

- [http://www.felician.edu/sites/default/files/contact\\_list\\_1-11-13.pdf](http://www.felician.edu/sites/default/files/contact_list_1-11-13.pdf)

## Academic Policies and Procedures

### Classification of Students

A matriculated student is defined as any student, full-time or part-time, who has formally applied to

Felician University and has been accepted through the Admission office. Classification is determined by the number of credits accumulated and/or the number of courses successfully completed toward the degree sought.

Matriculated students are enrolled in one of the following degree programs: Bachelor of Arts in Arts and Sciences, Education, or Business; Bachelor of Science in Allied Health and Clinical Sciences, Arts and Sciences, Biology, Business, or Nursing; Master of Arts in Education or Religious Education; Master of Business Administration; Master of Science in Nursing; Associate of Arts in Arts and Sciences; Doctorate in Nursing Practice, Business Administration, or Counseling Psychology.

A non-matriculated student is defined as any student who has not formally been accepted through the Admission office. A student may not attempt more than 36 credits or 2 semesters, whichever comes first, as a non-matriculated student. (This does not pertain to a student who is enrolled in a certificate program.)

Courses taken by non-matriculated students do not lead to the completion of a formal degree. However, the non-matriculated student may apply these credits toward a degree upon matriculation and may also complete requirements for certificates in Religious Studies or Teacher Education.

### Classification by Credit-Hours

#### Classification Credit Hours

Freshman	0-29
Sophomore	30-61
Junior	62-93
Senior	94 or more

### Code of Conduct

Students at Felician University are governed by the regulations and provisions printed in the current catalog and student handbook, as well as those regulations promulgated during the course of the academic year. All students are governed by the policies and procedures of a college-wide Honor Code policy.

# Felician University Honor Code

## Felician University Honor Code<sup>3</sup>

The policies and procedures of the Honor Code apply to all members of the university community. This includes all students whether undergraduate or graduate, full-time or part-time, regularly enrolled, non-matriculated, or cross-registered from another institution, as well as faculty, staff and administrators, whether full-time or part-time.

The community presumes that the personal integrity of all its members is sufficient assurance that students do their own work without unauthorized help from any other source and that faculty, staff, and administrators evaluate the student's work in a fair and impartial manner. The Honor Code presumes that all work submitted as part of academic requirements is the product of the student submitting it unless credit is given with proper footnoting and bibliographic techniques as prescribed by the course instructor.

All members of the University community are required to acquaint themselves with the provisions of the Honor Code through the information on the University's web page, the Student Handbook, and the University catalog. Students are responsible for obtaining from their professors an explanation of the freedom they may exercise in collaboration with other students or in use of outside sources, including the student's own work prepared and submitted for another course. Students may collaborate with each other within the parameters established by their professor. In any given course a student may submit work prepared for credit in another course so long as he/she has received written permission from the current professor.

Cheating, plagiarizing, or otherwise falsifying results of study is prohibited. The Code applies to all material submitted in fulfillment of course requirements, including but not limited to examinations, papers (research and otherwise), workbook exercises and calculations, art, tapes,

photographs, films, and computer programs, unless alternative arrangements have been made with the instructor.

In the event that a student does not obtain a clear definition of the application of the Honor Code from a professor in any class, the student must assume that the Honor Council will follow the strictest interpretation of the Honor Code with respect to that class.

When a student makes use of concepts or words from an outside source, whether in the form of a direct quotation or of paraphrase, credit must be given to the original source for each idea by footnote or other technique acceptable to the instructor. Failure to make such an acknowledgment through intent to deceive or through ignorance of proper citation format constitutes plagiarism.

<sup>3</sup> ***We wish to acknowledge our debt to Vanderbilt University and thank them for permission to use the language and concepts of their Honor Code freely.***

## Violations of the Honor Code

Violations of the code include, but are not limited to, the following:

- Cheating on an exercise, test, problem, or examination submitted by a student to meet course requirements.  
Cheating includes, but is not limited to:
  - using unauthorized aids, such as
    - crib sheets,
    - discarded computer programs,
    - the aid of another person on a take-home exam, the unauthorized use of any electronic or technological devices,
    - copying from another student's work;
  - soliciting, giving, and/or receiving unauthorized aid orally or in writing;
  - asking for or giving information pertaining to any portion of an examination before or after a student has taken it, in such a way as to gain or give an advantage over other students; or
  - engaging in similar action contrary to the principles of academic honesty.
- Cheating is not:

- receiving help from the Learning Center;
- receiving tutorial help;
- studying with another student;
- asking the instructor for help;
- using study guides such as Cliff's Notes and so forth;
- using papers, tests, or other instructor-approved material.
- Any action designed to deceive a member of the faculty or a fellow student regarding principles contained in the Honor Code, such as securing an answer to a problem for one course from a faculty member in another course when such assistance has not been authorized.
- Plagiarism, i.e., the representation of another's work as one's own.
  - Use of texts or papers prepared by commercial or noncommercial agents and submitted as a student's own work.
  - Submission of work downloaded from the internet. This includes entire essays or partial downloads if the source is not cited properly.
  - Submission of work prepared for another course without specific prior authorization of the instructors in both courses. Use of a student's own work, whether prepared in the relevant class or in another, is governed by all the rules of scholarship mentioned in the above section on plagiarism. A student may use citations, sources, whole sections of a paper so long as proper acknowledgement is made and the written permission of any instructors involved has been secured.
- Falsification of results of study and research. Any falsification or being accessory to the altering or falsifying of class records or other materials submitted to demonstrate compliance with course requirements or to obtain class credit, including falsifying records of class attendance, attendance at required events or events for which credit is given, or attendance or hours spent at internships or other work service.

## Penalties for Violation of the Honor Code

The actual penalty for a violation of the Honor Code is determined by the course instructor. Neither the Honor Council nor the Faculty Advocate enters into

any consideration of grading. The Council's sole function is to determine if a code violation has occurred once an appeal is brought before it by a student.

## Notification of Violation

The faculty member will notify and discuss the violation with the student within ten business days of discovery of the violation. If the matter is not satisfactorily resolved the faculty member will immediately refer the violation to the Honor Council Faculty advisor.

## Sanctions Imposed by the University for Violations of the Honor Code

Students reported to have violated the Honor Code receive an advisory letter for each infraction. The first time a student receives a letter, he or she is required to meet with the Faculty Advocate for a seminar on academic integrity. A second Honor Council violation will result in suspension for one semester. A third letter shall result in dismissal from the University.

## Responsibility of the Individual

Without the support and cooperation of the entire Felician University community, the Honor Code will not work. All members of the community must insist on both their own absolute integrity and on the integrity of all other members of the community.

If a person suspects that a breach of the Honor Code has been committed, he or she must inform the instructor in the course of the suspicions and identify, if possible, the person(s) suspected.

## The Honor Council

The Honor Council is a panel of students, advised by faculty and administration, which seeks to preserve the integrity of the Honor Code at Felician University. The Council aims to secure justice for any student under suspicion of dishonesty, to vindicate his or her name if innocent, and, if guilty, to protect the honor and standing of the student body by affirming that the Honor Code was violated.

The undergraduate student body is represented by three undergraduate students from each School. These students are named by the deans of each School in consultation with the School's department

chairs. The student members of the council must be equally divided between seniors and juniors and will serve two-year terms as long as they are enrolled as full-time students, maintain at least a 2.75 GPA, and are in academic good standing.

The presence of three student members of the Council is required for an Honor Council hearing. The sitting members for any hearing are selected by the Faculty Advocate based entirely on the compatibility of their schedules with those of the faculty member(s) reporting the code violation and the student(s) requesting the hearing.

The faculty is represented by the Faculty Advocate. The Faculty Advocate facilitates the operation of the Council by receiving notices of Code violations, providing all concerned individuals with access to any documentation provided by the parties involved, scheduling and chairing the hearings, and providing the Vice President for Academic Affairs with a written report on each violation hearing and an annual report on the activities of the council and plans for the following year.

The administration is represented by the Vice President for Academic Affairs. The Vice President for Academic Affairs provides, with the Faculty Advocate, clarification of college policy during the hearings.

Hearing accommodations such as, but not limited to, teleconferencing can be made to accommodate out of state students enrolled in an online program.

All suspected infractions of the Honor Code are forwarded to the Honor Council Faculty Advocate. The Faculty Advocate also convenes Honor Council hearings.

## The Honor Pledge

The pledge to be signed on all tests, quizzes, and similar work is: **"I pledge my honor that I have neither given nor received inappropriate aid on this examination."**

The written pledge signifies that the work submitted is the student's own and that it has been completed in accordance with the requirements of the course as specified by the instructor. In addition, each student and faculty member is expected to establish a clear understanding of the requirements in each

course. Any student uncertain about the application of the Code in a particular course requirement should consult the instructor. The Honor Code pledge, should be included in all written work completed by the student and submitted for a grade. Any work handed in for credit, however, will be considered pledged unless exempted by the instructor.

## Hold Policy

Students who have been placed on hold for any reason must resolve the problem within the first 1/5th of the semester. Holds on fully on-line courses must be resolved prior to the beginning of the course. Should they fail to do this, they must wait until the next semester to resume their studies. Any exceptions to this policy must be cleared through the Dean of the School for which the student is registering and the office of the Vice President for Academic Affairs.

## Institutional Review Board

The Felician University Institutional Review Board for the Protection of Human Subjects (IRB) reviews all research protocols involving human subjects. This includes human subject research to be carried out by any student, faculty, or staff member of Felician University. This also extends to any human subject research originating from an external institution or organization that is to be carried out on Felician University property or with Felician classes, teams, or cohorts officially meeting at off-campus locations (e.g., Felician courses being taught at community colleges). External researchers wishing to use the Felician email system or to post advertisements on campus for the purpose of soliciting groups of Felician students, faculty, or staff members as research participants must obtain all necessary permissions, including approval from the Felician University IRB. This requirement holds whether or not the research has already been approved by another IRB. Members of the Felician University community should contact the Felician University IRB Chairperson if they are asked to participate in a research project but are unsure of that project's approval status.

The primary responsibility of the IRB is to safeguard the rights and welfare of research subjects. In

addition, the IRB is charged with protecting the researcher and the University by ensuring that all human subject research conforms to the requirements of the Code of Federal Regulations, Title 45 part 46 (45 CFR 46), together with any other applicable federal, state, or local codes and revisions. The IRB holds periodic workshops or special class sessions to provide information to the campus community regarding IRB application procedures, informed consent, the IRB review and approval process, and follow-up requirements. The IRB application form, instructions, and various other forms and consent and permission letter templates, etc. are on reserve at the library. These materials may also be obtained directly from the Felician IRB Chairperson, and are available to faculty on the faculty SharePoint pages. Any questions or concerns about human subject research should be directed to the IRB Chairperson.

## Computer Mediated Instruction/eLearning Program

Computer Mediated Instruction or electronic learning (eLearning) is a planned teaching/learning experience that is Internet/computer based where instruction in part or in whole takes place online. All students enrolled in an e-course or courses using the Brightspace platform will abide by all rules and regulations published by the University, and agree that he/she is subject to the jurisdiction of all disciplinary panels and procedures established by the University to address violations of rules or the Honor Code. Students must abide by the information contained in the Student Guide to Online Courses which can be obtained online.

- Students cannot be added to a fully online course after the course start date.
- Students cannot be added to a hybrid or eCompanion after the drop/add period.
- Proctored exams are required for all fully online undergraduate courses.
- A student who does not participate for a week in a fully online course without contacting the professor can be dropped from the course.
  - All holds (tuition, health etc.) must be cleared in order to access eCompanions, hybrids or fully-online courses. Check your Web Advisor account to view courses for

which you are officially registered. Contact the Registrar's Office or Treasurer's Office if you do not see a course for which you are registered. Cohort students contact your Program Coordinator for registration issues.

- Check your Felician email account for log-on instructions to Brightspace.
- Save all of your online assignments to a Word File. Once the course ends you will not have access to your assignments.
- All correspondence will be through your Felician University email account.

As a Catholic University in the Franciscan tradition, Felician University values scholarship and truth as integral parts of its academic identity. All students are governed by the regulations and provisions printed in the University catalog, Student Handbook, and Honor Code. Cheating, plagiarizing, or otherwise falsifying study results are prohibited. Unacceptable online conduct includes, but is not limited to, postings that are racist, derogatory, inflammatory, condescending, rude or in any way offensive and will result in a student being denied further access to the course. The Core Rules of Netiquette must be followed.

The following are forms of academic dishonesty and will result in disciplinary action:

- Plagiarism: Plagiarism consists of using another author's words without proper identification and documentation of that author. Plagiarism takes the form of direct quotations without the use of quotation marks and/or documentation, or paraphrasing without proper identification and documentation. The fabrication of sources, or the act, deliberately or unconsciously, of passing another author's work off as one's own are also considered to be plagiarism.
- Falsification: Falsification consists of deliberately changing results, statistics, or any other kind of factual information to make it suit personal needs. It also consists of deliberately changing a source's intent by misquoting or taking something out of context.
- Multiple submissions: If you wish to turn in the same work or use the same research, in whole or in part, for more than one course, you must obtain written permission to do so from all

professors involved. Failure to obtain this permission constitutes a violation of the Honor Code.

- Collaboration with others on exams or projects, unless directed to by the professor, is prohibited.
- Duplicity: It is a violation of the Honor Code to have someone else do your assignments or log-on as you.

## Copyright

Courses offered online comprise and contain copyrighted materials. All course material is the exclusive property of Felician University. The course delivery system is the property of Brightspace.com, Inc. The Brightspace website is provided solely for the use of students and prospective students of Felician

University. No one may distribute, publish, or use the materials, audio files, images or design, or any part of the materials, audio files, images, or design of the website whatsoever. Users are only authorized to view, copy, and print documents contained within the website, subject to the agreement that:

1. Use is for the performance of course-work as required by the professor teaching the course you have officially registered for;
2. User will display all copyrighted notices and retain any other copyright and other proprietary notices on all copies made;
3. User will not reuse any material contained on the website, including but not limited to the "look and feel" of the course delivery system and the functionality of the course delivery system; And user will not copy the course delivery system used in the website for any commercial or noncommercial purpose;
4. User will not copy any codes or graphics contained in this site, except those graphics used in courses, subject to the above terms;
5. User will not share any information about the functionality of the courses in this web site with any party outside of the University system;
6. User has not gained access to the website for copying the contents of the courses or the course delivery system for personal commercial or non-commercial use, or a company's commercial or non-commercial use;

7. User understands that he/she is subject to the Copyright laws of the United States of America, and will not violate those laws.

## Conferring of Degrees Graduation

Degrees are conferred by the President of the University at the annual commencement exercises in May and are also awarded in January and August.

Each student approaching the completion of all requirements for the degree is responsible for completing a Declaration of Candidacy for graduation. This intent form must be filed online or in person with the Office of the Registrar no later than three months prior to graduation. At this time, degree-granting procedures are initiated and the eligibility of the candidate for graduation is determined.

## Graduation with Honors

Students who have completed all degree requirements, have a minimum of 60 credits completed at Felician University for a four-year program (30 credits for those in a two-year program), have no grade below a "C," no grade below a "C+" in the major, and who do not have any Honor Code violations, will qualify to graduate with Honors. The degree is conferred with honors based on the following GPA:

Honors Degree:	GPA Average Between:
<i>Cum Laude</i>	3.50 to 3.69
<i>Magna Cum Laude</i>	3.70 to 3.89
<i>Summa Cum Laude</i>	3.90 to 4.00

## Valedictorian and Salutatorian

The Valedictorian and Salutatorian are selected from among those students who have met the following criteria:

1. Completion of all degree requirements before Commencement
2. A GPA that is one of the three highest GPA's in the graduating class
3. No grade below "C" and no grade below "C+" in major
4. Minimum of 80 credits completed at Felician University



5. Completion of a Baccalaureate degree program
6. Service to the University and community
7. Recommendation by the Academic Standing and Degrees Committee
8. Recommendation by the respective School

## Final Selection and Approval of the Valedictorian

The name of the candidates selected for Valedictorian and Salutatorian is submitted by the Provost and Vice President for Academic Affairs to the President for approval.

# Grades and Grading Policy

## Grading System

Felician University operates on the 4.000 grading system and determines the academic standing of students according to the following scale:

Grade Description	Numerical Equivalent	Quality Points
A Outstanding	95-100	4.00
A- Excellent	90-94	3.67
B+ Very Good	87-89	3.33
B+ Good	83-86	3.00
B- Above Average	80-82	2.67
C+ Average	77-79	2.33
C Acceptable	70-76	2.00
D Poor	65-69	1.00
F Failure	64 or below	0.00
FA Failure due to non-attendance	64 or below	0.00

The "D" grade is not an acceptable passing grade in:

1. Courses in the major or in the related requirements for a major;
2. Courses in the minor or in the related requirements for a minor;
3. Developmental courses;
4. ENG 101, ENG 102

Other symbols used in official recording of grades are:

- **INC** Incomplete. Signifies a temporary grade due to failure to complete, at most, one-third of course requirements. Two-thirds of course work must be completed to qualify for an

Incomplete, and appropriate permission must be obtained, on the prescribed form, with the required documentation. An incomplete grade may be granted in the following cases: hospitalization, serious illness, death within the immediate family, circumstances beyond the control of the student such as a car accident. An Incomplete must be resolved by the following dates for a traditional semester:

- Fall: February 1st
- Spring: June 15th
- Summer I: August 1st
- Summer II: September 15th
  - Directors of programs with Non-Traditional schedules may specify corresponding deadlines.
- **INP** At the time the grade report was generated the course was still in progress.
- **AU** Audit. Carries no credit and no grade on the permanent records of students; students must indicate at the time of registration the wish to audit the course. One may not change from credit to audit, nor audit to credit once the course is in progress. Auditors may not participate in midterm and final examinations. There is a fee for auditing courses (please see page 40).
- **WD** Withdrawal. Students can withdraw from a course after the last day of the Drop/Add period and before three weeks after mid-term. Specific dates are posted each semester.
- **FA** This grade represents a failing grade because the student stopped attending class without officially withdrawing.
- **P** Indicates satisfactory academic performance and a general understanding of all course material without a specifically assigned grade.

## Undergraduate Grade Appeal Policy and Procedures Policy Statement

Clear development and communication of grading criteria and a fair/impartial evaluation of student's performance are the responsibilities of all faculty. The grade appeal policy and procedures are designed as a mechanism of appeal for an undergraduate student who believes a final failing grade, as defined by the individual school, has

been unjustly rendered. (Any student with a documented 504 accommodations may contact the Office for Students with Disabilities for clarification).

## Grounds for Grade Appeal

The student has the responsibility to clearly identify the perceived grounds for the grade appeal. The burden to demonstrate that legitimate grounds for a grade appeal exist lies with the student.

### Grounds for a grade appeal:

1. The result of an error on the part of the instructor in calculating, recording, or reporting the final grade.
2. The course requirements outlined in the syllabus were not followed.
3. Standards for evaluating the student's performance were inequitably applied.

## Procedures

<b>Steps in Appeal Procedures:</b>	<b>Timeline: This timeline will be strictly followed</b>	<b>Resolution/Continuance Algorithm:</b>
<p><b>1. Student's Correspondence with Course Instructor:</b> The student must email (using the official University email system, which pertains to all subsequent steps) the course Instructor and clearly identify the perceived grounds for the grade appeal and request a meeting.</p>	<p>This email must be sent <b>within 2 business days</b> of the official release and posting of the final grade by the University Registrar's Office. A meeting must occur <b>within 3 days</b> of the email being sent to the faculty member</p>	<p>If a mutually agreed upon resolution occurs between the student and course faculty, no further steps are necessary.</p> <p><b>If no resolution occurs within 3 business days of sending the initial email the student continues to step 2.</b></p>
<p><b>2. Student's Correspondence with Appropriate Associate Dean:</b> The student must email the appropriate School's Associate Dean and faculty member to document clearly the</p>	<p>This email <b>must be sent within 6 business days</b> of the official release and posting of the final grade by the University Registrar's Office. A meeting must occur <b>within 3 days</b> of</p>	<p>If a mutually agreed upon resolution occurs with the Associate Dean, course faculty and student, no further steps are necessary.</p> <p><b>If no resolution occurs within 6 business days of sending the initial email the student continues to step 3.</b></p>

communication that occurred with the course Instructor in Step 1, including the perceived grounds for the grade appeal.

### 3. Student's Correspondence with Appropriate School Dean:

The student must email the appropriate School's Dean to document clearly the communication (including dates) that occurred with the Instructor and the Associate Dean in Steps 1 and 2, as well as the perceived grounds for the grade appeal.

the email being sent to the Associate Dean.

This email **must be received within 10**

**business days** after the grades are officially released by the Registrar's office. If a mutually agreed upon resolution occurs with the Dean, Associate Dean, course faculty and student no further steps are necessary.

A meeting must occur within **3 business days**

**If no resolution occurs the student continues to step 4.**

of the email being sent to the Dean.

### 4. Grade Appeal Request

**Form submission:** The student must submit, via email, a completed Grade Appeal Request Form and **all relevant, supporting documentation** that the student would like reviewed to substantiate the grade appeal to the University's Vice President for Academic Affairs (VPAA).

The submission of the Grade Appeal Request Form and all documentation **must be received within 14 business days** after the grades are officially released by the Registrar's office.

The VPAA will review the student's Grade Appeal Request Form and assess the validity of the request. Validity will be determined by meeting the criteria set above under grounds for Grade Appeal as well as completing steps 1-3. When appropriate the VPAA will refer the student to the Academic Integrity Committee for review. The VPAA will notify, via email, the course Instructor (or faculty designee) and the Chair of the Academic Integrity Committee by close of the following business day.

**(The Grade Appeal Request Form can be found in the Registrar's Office.)**

All parties involved now continue to Step 5.

### 5. Faculty Documentation Submission:

The Instructor must submit, via email, a written response to support the instructor's position in upholding the grade and all relevant, supporting

All documentation **must be**

**submitted, via email, to the VPAA within 3 business days** of receiving the notification from the VPAA that a Grade Appeal

**No additional materials will be accepted after this step.**

All parties involved now continue to Step 6.

documentation to substantiate the instructor's position to the VPAA. Hearing panel has been requested.

#### 6. Documentation

**Distribution:** The VPAA will distribute, via email, all documentation concurrently to the student, course Instructor, and the Chair of the Academic Standing and Degrees Committee for review in preparation for a Grade Appeal Hearing.

The VPAA distributes all documentation, via email, concurrently to the relevant parties **by the close of the following business day following the receipt of the documentation.**

**No additional materials will be accepted after this step.**

All parties involved now continue to Step 7.

#### 7. Documentation Review and Determination of Hearing date:

All parties will review the documentation submitted in preparation for the Grade Appeal Hearing and a date will be agreed upon between all parties.

All parties will review the documentation and a hearing date will be set **no later than 22 business days** after the grades are officially released and posted by the Registrar's Office.

All parties now continue to the Grade Appeal Hearing.

The Chair of the Hearing Panel will notify all parties of the date, time and location of the Grade Appeal Hearing.

The student may enroll in the next semester courses while the grade appeal is being heard but may need to withdraw from the course/ courses if the student fails to demonstrate the need to reverse the grade of record.

## Grade Appeal Hearing

### Grade Appeal Hearing Panel:

The Grade Appeal Hearing Panel must include, at minimum, an elected faculty member from each School in the University currently serving on the AS&D Committee. If any faculty member has a need to recuse him/herself the Chair of AS&D will request the affected School's Dean or Associate Dean to recommend a replacement.

(Formal participation in the Hearing will be open only to the student, Instructor and Hearing Panel members. Any additional attendee at the Hearing will be considered on an individual basis by the members of the Academic Standing and Degrees Committee, however no member may bring legal counsel).

### Grade Appeal Hearing Format:

- **In attendance:** Course Instructor, student, members of the assembled Hearing Panel.
- **Facilitation/Summary:** The facilitation of the Hearing will be rotated among faculty members on the AS&D Committee as assigned by the Chair of the AS&D Committee. The faculty facilitator shall not be from the same School as the student bringing forth the appeal.
- **Student position:** The student will be given the opportunity to present their position with a time limit of 20 minutes.
- **Questions:** Participants are given the opportunity to ask questions and the student and course Instructor will be given the opportunity to respond.
- **Faculty position:** The Instructor will be given the opportunity to present their position with a time limit of 20 minutes.
- **Questions:** Participants will have the opportunity to ask questions to which the student and course Instructor will respond.
- **Conclusion of the Hearing:** The faculty facilitator will summarize, state the "next steps" and dismiss the Instructor and student.
- **Deliberation:** The members of the Hearing Panel will deliberate and reach a recommendation.
- **Grade Appeal Hearing Outcome:** The criteria used to determine the outcome shall be based on the understanding that the student has the

responsibility to convince a **majority** of the Hearing Panel that there are legitimate grounds to reverse the grade of record.

- **Notification of the recommendation:** The faculty facilitator of the Hearing Panel will notify the VPAA or Dean designee via email of the Hearing Panel Recommendation.
- **Outcome Notification:** The VPAA, or the dean designee, reviews the recommendation of the Grade Appeal Panel and will make the final decision. The student, course Instructor, relevant School's Dean and Associate Dean will be notified of the decision by email. The decision of the VPAA, or the dean designee, will be communicated to the relevant parties within **3 business days** of the Hearing. The decision of the VPAA, or the dean designee, is final and concludes the grade appeal.
- **Document confidentiality:** All the documentation generated for the grade appeal review and hearing will be forwarded to the VPAA's office to ensure confidentiality.

## Grade Appeal Request Form

### Felician University Grade Appeal Request Form

#### Student Information

Student Name:	Student Phone:
_____	_____
Student Felician ID:	Student Felician email:
_____	_____
Date of Submission:	
_____	

#### Course Information

Semester:	Year:
_____	_____
School:	School:
_____	_____
Course Title:	Course Code:
_____	_____
Faculty Name:	Grade of Record:
_____	_____

**Briefly describe the reason for the grade appeal:**

**Briefly describe what you believe to be a fair resolution:**

***Based on my review of the Felician University Grade Appeals Policy and Procedure, I am formally requesting to have my position heard and considered on what I believe to be an error in grading. I attest that the information provided above is true and accurate.***

**Student Signature**

**Date**

\_\_\_\_\_

**For Office**

**Use Only**

Date grades released by the Registrar:

Date of student informal communication with faculty:

Date of student communication with School's Associate Dean:

Date of student communication with School's Dean:

Date of Formal Grade Appeal Request submission:

Date of Grade Appeal Hearing:

Hearing Panel recommendation:

VPAA final decision:

Date of student and faculty notification of final decision:

## Pass/Fail Policy

A matriculated student in good academic standing, who has earned at least 30 college level credits may, at any time before graduation, select a maximum of 4 courses from free electives to be taken on a Pass/Fail basis. Academic credit is granted only for courses where the earned grade is "P". This grade of

"P" will follow the University's grading policy on Pass for free electives, but will not be included in the cumulative grade point average. A grade of "F" will represent failure and will affect the cumulative grade point average. A student must declare the Pass/Fail option at the Registrar's Office during the first 10 days of the fall/spring semesters or the first week of Summer Session classes. Once declared, this option cannot be rescinded.

## Grade Point Average

At the end of each semester the grade point average (sem GPA) and cumulative grade point average (cum GPA) are computed to indicate the general level of academic performance of each student. These indices are determined by dividing the total number of quality points (sem/cum respectively) by the number of credit-hours taken (sem/cum). To determine the quality points, one multiplies the credit worth of each course by the quality point index assigned to each grade (e.g. "A"=4.000, 3 credits x 4 (index) = 12 quality points). The semester GPA is based upon only those courses completed during a given semester. The cumulative GPA is based on all courses completed at Felician University.

Credit-hours for grade "F" are included in the calculation. Courses graded INC are not included in the calculation until the grade is removed or recorded as an "F." While PASS is recorded as a grade on the permanent record, PASS grades are not included in the quality point index.

Grades for courses that carry in-house credits (for example, developmental courses) are not included in the grade point average.

Specifically, 2.000 is the minimum cumulative GPA needed for graduation from the School of Arts and Sciences. The minimum GPA for graduation from the School of Business is 2.500. The GPA required for graduations from the MBA Program is 3.000. A GPA of 2.750 is required for graduation from the School of Education Programs, and a 3.000 for the Master of Science in Nursing degree program. The GPA requirement for the Bachelor of Science Degree in Nursing is 2.750 and 2.500 for the Accelerated Baccalaureate Degree in Nursing Program for RN's.

Felician University Associate Degree graduates who enter a Baccalaureate program will continue their GPA unless a written request is submitted to the Registrar's office.

## Audit Policy

Students have the option of auditing a course. A request to audit a course must be made at the time of registration and may not be changed after a course is in progress. Courses enrolled on an audit basis do not carry college credit; students cannot participate in examinations, and students will not receive a permanent grade.

## Credit Load

One semester hour of credit represents 15 class meetings of 50 minutes each for traditional semester length courses (15 weeks). In science laboratory courses, one credit is awarded for two and one half hours of laboratory per week.

The University also offers a variety of online learning experiences:

- **eCourse:** If classroom time is reduced by more than 50% and the differential is made up online it becomes an eCourse (i.e. face time is less than 19 hours).
- **Hybrid:** If classroom time is reduced any portion up to 50% and the differential is made up online it is a Hybrid, (i.e. 8 week courses meeting 4 hours a week, (32 hrs) and the 5.5 hours is made up online it is a hybrid).
- **eCompanion:** All contact hours are face-to-face for the 37.5 hours. Status is defined by course loads as follows:
  - Full-time student: 12 or more credits per semester
  - Half-time student: 6-11 credits per semester
  - Part-time student: 1-5 credits per semester

The only exception are students in their final semester before graduation who need fewer than 12 credits to graduate and who normally have carried 12 or more credits per semester may be considered full-time for their final semester.

Students with outstanding academic records who wish to register for more than 18 credits in a semester must obtain permission of the School Dean & Vice President for Academic Affairs.

Felician University offers many non-traditional programs, primarily for adult students, which are typically in 8 week terms. The policy dictating full-time or part-time status for these programs with special term structures will be prorated based on the semester policy.

The semester policy for undergraduate students states the student must be enrolled for 24 credits, divided equally between the semesters, during the academic year. The same policy will be applied for programs with a special term structure; these students must be enrolled for a minimum of 24 credits during the course of the academic year (generally Aug 15 to Aug 15 of each calendar year).

The disbursement of these 24 credits must be spread across the term structures equally for a student to be in full-time status.

For example an 8 week term structures which generally have five or six terms per academic year, the student must be enrolled in at least 4 credits per term to maintain full-time status (24/6).

To determine half-time and part-time status, the same logic will be applied, using the number of credits from the traditional semester enrollment as a base and dividing it between the number of terms offered for that program structure during the academic year.

## Mid-Term Grades

After mid-term examinations, instructors submit to the Office of the Registrar a progress report for all courses. The Registrar's Office formulates a report of all students who receive grades of "D," or "F." All students who earn a grade below "C" will receive a Mid-Term Warning letter from the Vice President for Academic Affairs. A copy of this letter is also sent to the respective Dean of the School. Students who receive Mid-Term Warning letters should confer, without delay, with the course instructor(s).

The Dean of the School may refer other students in academic jeopardy to the Coordinator of Academic Student Services for academic counseling.

## Final Examinations and Grades

All final examinations are held on the dates and in the places designated on the Examination Schedule issued by the Office of the Registrar. No student is excused from these examinations. Illness or other substantive reasons may lead to a deferment of an examination. The Instructor must be notified and supporting documentation must be submitted.

### ***See "INC" — Incomplete grade on the Grading System Page***

The final grade in any course is based upon performance throughout the entire semester and includes reports, recitations, laboratory or clinical experience, quizzes, tests, term papers, other major assignments and examinations.

## Attendance

Each student at Felician University assumes the responsibility and obligation of regular and punctual attendance at classes, laboratory sessions and clinical experiences. Attendance is recorded as of the first scheduled class session of each semester.

Students should refer to their course syllabi for class attendance policies. Unexcused absence or failure to withdraw officially will result in an "FA" grade. Students who process registrations, never attend class, and never officially withdraw will receive a grade of "FA" and are not eligible for tuition refunds.

Verification of a student's attendance at Felician University will be released only upon written authorization of the student. Authorization forms are available in the Office of the Registrar.

## Prolonged Absences

Students who are absent for more than one class because of illness or other circumstances, must observe the following procedure:

- Resident Students should notify the Office of Residence Life (201-559-3505) who will notify the Registrar.

- Commuter Students should notify the Registrar's Office (201-559-6038) directly.

In both cases the Registrar's Office will notify students' instructors.

Students should refer to their course syllabi for class attendance policies.

## Developmental Course Work Policy

Students required to complete any developmental course work must do so by the time they complete 30 college-level credits (i.e. before beginning their sophomore year). Students who transfer in more than 30 credits and who are in need of remedial work must complete developmental course work within one year. Students who do not fulfill this requirement cannot register for college-level courses. Students must achieve a minimum grade of "C" in order to complete the requirement.

Developmental course grades do not count in calculating Dean's List eligibility. Students may not withdraw from developmental courses without the written permission of the School Dean or Associate Dean.

## Academic Probation, Dismissal, and Suspension

Failure to maintain established standards of academic performance will result in probation, dismissal or suspension from Felician University. Students on Probation take no more than 12 credits of courses they have not attempted before, must repeat required courses, meet regularly with an assigned Academic Success Coach, participate in tutoring, and attend workshops as requested. No student may be on Academic Probation for more than two consecutive traditional 15-week semesters. No student will be placed on Academic Probation a third time; instead he or she will be dismissed from the University. Individual Schools may have more stringent policies. Felician University reserves the right, at any time, to suspend or dismiss a student who does not meet academic and/or ethical standards.

Probation/Dismissal policies for each School appear on these pages:

- Arts and Sciences
- School of Business
- Nursing
- Teacher Education

## Readmission Following Academic Dismissal

No student dismissed for lack of academic progress may reapply for admission until one year has elapsed or until he or she submits an official transcript demonstrating satisfactory academic progress at another institution of higher education. (Please refer to transfer policy). The student must:

1. Be interviewed by the Dean of the School for which the student wishes to enroll to ascertain that he/she meets the admission standards for that program;
2. Complete the application for re-admission with a non-refundable \$30.00 application fee.

Readmission decisions are made by the Dean of the School to which the student is applying. The Admissions Office will be informed of the decision. Students will be notified by letter from the Admissions Office.

A student who has been dismissed from Felician University for lack of academic progress may not take courses as a non-matriculated student.

Any exception to these regulations must be approved by the Dean of the School from which the student was dismissed, or by the Vice President for Academic Affairs.

## Dean's List Recognition

Matriculated students obtaining a minimum GPA of 3.500 are eligible for placement on the Dean's list. A matriculated student with a grade below a "C," or a grade below "C+" in the major, will be ineligible for the Dean's list.

The Dean's List is calculated once a semester for full-time matriculated students (12 or more college-level credits), and once each academic year (9/1 to 8/31) for part-time matriculated students who have accumulated a minimum of 12 college-level credits. Developmental courses are not included in calculating eligibility for the Dean's List.

Students who have not resolved an INC by the date published under the grading policy section will not be eligible for the Dean's List.

## Registration Policies and Procedures

### Changes to Registration

Students at Felician University are advised by faculty and registered through WebAdvisor on the dates scheduled in the University calendar. Students in non-traditional programs should check with their departments for registration dates. Payment of tuition and fees must occur according to the policies set by the Business Office.

### Cancellation of Courses

Insufficient enrollment for a course or any other substantial reason deemed necessary by the Vice President for Academic Affairs might bring about the cancellation of courses from the semester schedule. Students will be notified of the cancellation.

### Change of Registration

After registration is complete, a student may make changes in the academic program (dropping or adding a course, changing a section) on the dates scheduled for that action. This process carries a fee and must be approved by the Advisor. Forms for this purpose may be secured from the Office of the Registrar where the change is recorded and the written authorization is filed.

### Change of Status

Students who have completed Degree programs at Felician University may apply to another Degree program by applying through the Admission office.

### Course Attempts

#### Course Attempt:

Courses are considered an "attempt" the day after the close of the initial Drop Period. All attempted courses appear on the student's academic transcript.

### Course Repeat Policy:

1. Students must repeat major or major-related courses in which they earn a "D" or an "F." Students must also repeat attempted major courses from which they have withdrawn.
2. A second attempt at the same course is considered a "Repeat."
3. Students cannot repeat elective courses in which grades other than a "D" or an "F" have been earned.
4. Credits for a repeated course are counted only once.
5. The "Repeat" grade becomes the official grade. Quality points from the original grade are replaced by the repeat grade. The original grade and repeat grade appear on the academic transcript.
6. Students who pre-register for the second half of a sequential course, but who do not successfully complete the first half, must officially withdraw from the second half before the semester begins.
7. A student may attempt a course no more than three times.
8. More restrictive requirements within a specific major may supersede these policies.

### Undeclared Major

Undeclared students must declare a major (complete and submit a Felician University Major Form) no later than 2 weeks after the semester during which they accumulate a total of 45 attempted credits. Undeclared students who enter the college with 60 or more transfer credits must declare a major no later than 2 weeks after the semester during which they accumulate a total of 30 attempted credits.

### Drop/Add Period and Process

Drop/Add forms are available in the Office of the Registrar. The student will complete the form in its entirety, with signatures by the Advisor and Instructor, and return it to the Office of the Registrar along with a \$5.00 fee. The instructor and other offices will be notified of this action.

A student may withdraw from a course up to the final day of the initial Drop/Add period. All courses will appear on the transcript after this date. A grade



of "WD" will be assigned to students who drop a course before the last date to withdraw without academic penalty.

The last day to withdraw officially, take a Leave-of-Absence, or drop a course without academic penalty is three weeks after Mid-Term Exams for semester-long courses. Specific dates will be posted each semester.

Students should be aware that dropping a course could adversely affect their financial aid.

Students who do not withdraw officially, take a Leave-of-Absence, or drop a course, but cease to attend class after this date, will have the grade calculated into the semester index. Also, please refer to the "FA" grade

Dates for withdrawing from courses running in Summer Sessions I and II will be posted each semester.

***Note: Students who fail to withdraw officially (i.e. drop the course using the forms obtainable in the Office of the Registrar) may receive the grade of "FA" and/or unofficial withdrawal. See Grading System for more information***

Non-matriculated students enrolled in one or more courses wishing to withdraw from a course must complete (and have processed) a drop/add form.

Matriculated students enrolled in only one course who wish to withdraw from that course must also process Official Withdrawal or Leave-of-Absence forms.

## In-House Credits

In-house credits given for developmental courses are not transferable, are not calculated into a student's GPA, and do not apply to a student's degree program.

## Internal Transfer

Matriculated students who wish to change degree programs must complete the Change of Major Form available in the Office of the Registrar. This declaration must be completed in its entirety and returned to the Registrar's office. This procedure is

followed only if the student has already been accepted into a degree program through the Office of Admission.

Non-matriculated students seeking admission into a degree program must apply formally through the Office of Admission.

## Return of Funds: Policies and Procedures

### Timeline and Clearing of Debts

A Leave-of-Absence will be granted only before the Official Withdrawal deadline date of the semester in which the student is registered. Students applying for a Leave-of-Absence or Official Withdrawal who are indebted to the University (have an outstanding balance with the Treasurer, owe a book or library fine or parking fees) must clear the debt within two weeks from the date of application of the Leave. Students cannot return to Felician University until all debts have been cleared.

### Leave of Absence

Felician expects its students to maintain continuous registration in an academic program except for approved breaks. However, it is sometimes necessary for a student to take a temporary leave with a reasonable expectation that the student will return from the leave.

If you are considering a leave of absence or withdrawal, please contact the University's Retention Specialist at the Registrar Office immediately to discuss your situation. The specialist can review options, implications, and alternatives; we can also advise you on appropriate next steps if your decision to arrange a leave or withdrawal is final. Next steps vary from student to student, depending on individual circumstances, so a conversation with the Retention Specialist is important. We can be reached by phone (201-559-6072) and email at [LOA@felician.edu](mailto:LOA@felician.edu)

The University is committed to approving requests for leaves in a responsible manner. This policy is

designed to allow a student the flexibility to take a temporary break, for one semester (as is requested of Federal Regulations) from their academic program and upon return a student will not be required to apply for readmission to the University.

Students on a leave of absence may not enroll as a degree candidate at another institution. If you are absent for a semester without arranging for an approved leave, re-enrollment into your degree program cannot be guaranteed and you will be considered an Unofficial Withdrawal.

**If a student does not return** to the school at the expiration of an LOA, **the student's effective withdrawal date** is the date the student began the LOA.

#### **Procedures:**

1. The student should discuss a leave of absence with his or her Academic Advisor and the Retention Specialist for Enrollment Management.
2. The student must complete a "Leave of Absence Form" and any other forms required by his or her academic program, department, or school, and provide supporting documentation.
3. The notation "Leave of Absence" will be entered on the student's transcript.

***See Treatment of Financial Aid When a Student Withdraws***

## **Withdrawal Process**

### **Official Withdrawal**

An Official Withdrawal is when you withdraw from ALL your classes and the University. An Official Withdrawal is granted to a matriculated student in good standing. An application is available in the Office of the Registrar. The application must be completed and signed by the student during the mandatory exit interview with the University's Retention Specialist from Enrollment Management. The effective date is the date the student signs the Official Withdrawal form.

We can be reached by phone (201-559-6072) and email at [LOA@felician.edu](mailto:LOA@felician.edu).

## **Withdrawal/LOA for Specific Circumstances**

Medical, psychological, and compassionate withdrawals are initiated at the discretion of the administration based on recommendation. Specific circumstances include Leave from classes for medical or psychological circumstance.

A compassionate withdrawal request may be made when extraordinary personal reasons, not related to the student's personal physical or mental health (for example, care of a seriously ill child or spouse, or a death in the student's immediate family), prevent the student from continuing in classes.

Note: All withdrawal requests for specific circumstances require thorough and credible documentation.

### **Unofficial Withdrawal**

1. Matriculated students who are denied a Leave-of-Absence and do not file an Official Withdrawal application are considered unofficially withdrawn.
2. Matriculated students who leave the University and do not file an Official Withdrawal application are considered unofficially withdrawn.
3. Matriculated students who fail to register for consecutive semesters are considered unofficially withdrawn.

## **Withdrawal Policy: Cohorts/ Non-Traditional Programs**

This policy is for all programs scheduled for other than fifteen weeks. Comprehensive fees and course/lab fees will only be refundable during the 100% withdrawal period. It is extremely important that students fill out all necessary withdrawal forms for forwarding to the Registrar's Office to be processed. The date the withdrawal is processed will determine the tuition refund percentage.

The policy is as follows:

- Withdrawal before the start of the second week of class = 100% Tuition Refund

- Withdrawal before the start of the third week of class = 50% Tuition Refund
- Withdrawal after the start of the third week of class = 0% Tuition Refund

### Credits Earned at Other Institutions while Attending Felician University

Under extraordinary circumstances, a student in a degree program at Felician University may be given permission to earn credits from another accredited institution of higher learning (hereafter referred to as “visiting institution”). Under no circumstances will a student be permitted to earn more than a total of 6 credits at another institution, and none of these credits may be earned in the student’s major field of study. In addition to the above stipulations, the University’s residency requirement (please see page 76) mandates that matriculated students must complete the last thirty credits of their degree program at Felician University. However, Study Abroad credits are excluded from the stipulations listed above.

The student applying for such permission must file the **Special Permission to Complete Course Work at Another Institution** form (available in the Registrar’s office) and obtain all of the required signatures (approval must be obtained before registering at the visiting institution). In brief, a student has to:

1. Obtain a description (from the most recent edition of the university catalog of the visiting institution) of the intended course. This description, as well as a signed letter specifically explaining the reason(s) for the request, must be attached to the Special Permission form;
2. Obtain all of the required signatures listed on the Special Permission form (Advisor, Department Chair/Program Coordinator, Dean of the School, Vice President for Academic Affairs, and the Registrar); and
3. Request, within two weeks following the completion of the course, that the visiting institution forward an official transcript of the student’s course work to the Registrar’s Office.

## Standards of Academic Progress (SAP)

### SAP Evaluation Process

To be eligible for any form of financial aid, Federal (Title IV), State and institutional funds, a student must make satisfactory academic progress. Academic progress is evaluated and determined at the end of each academic year, including summer courses based on academic progression (pace) and grades (CGPA). Students MUST meet BOTH components. Students are notified of their progress after all spring semester/term grades have been submitted to the Registrar’s Office. Special consideration will be given if late grade changes or course corrections occur.

Felician University SAP policy is consistent with the institution’s requirements for graduation and conforms to Federal (Title IV) and State regulations that govern financial aid programs.

### Undergraduate SAP Policy

Undergraduate students seeking a degree or certificate are expected to complete coursework and attain a cumulative grade point average (cgpa) based on the chart below to remain eligible for any form of financial aid:

Student's Total Attempted Credits	Ratio of Attempted and Completed Credits (PACE)	Cumulative Grade Point Average (CGPA)
0 to 29	30%	1.81
30 to 61	50%	1.91
61 and beyond	67%	2.00

**Maximum Time Frame:** Once an undergraduate student has attempted 180 credits or more, they will no longer be making satisfactory academic progress regardless of completion percentage or cumulative grade point average.

## Withdrawals, Failures, Repeats, Incompletes, Pass/Fail, Missing Grades, Audited and Non-Credit Courses

- A student who withdraws from a course or receives a failing grade will not receive credit for that course in establishing standards of progress. This may have a serious adverse effect on a student's ability to meet the SAP standards.
- Any course that is listed on a transcript or grade report as a Withdrawal (WD) will be counted in the SAP formula as credits attempted.
- Course failures will be counted in the SAP formula as credits attempted. All failing grades will be factored into the CGPA calculation per institutional policy.
- Repeated courses are included in credits attempted for each occurrence. The impact on CGPA will reflect institutional policy.
- All occurrences of previously failed repeat courses will be counted in the SAP calculation. Only one occurrence of a previously passed course will be counted.
- An Incomplete grade will not be counted towards the number of courses completed until the student has successfully met the requirements of the course and/or received a final grade.
- Courses graded on a pass/fail basis will be counted in credits attempted but will not count in the CGPA calculation.
- Courses with a missing grade will be counted in credits attempted with no credits earned. When the student informs the Financial Aid Office that a grade has been submitted, the student's academic performance will be reviewed.
- Courses taken as an Audit do not count toward graduation requirements and will not be included in the calculation of a student's SAP.
- Remedial courses will be counted in credits attempted.

## Students Who Change Their Major

A student who changes his/her major will have the SAP formula calculated based on the number of credits attempted and completed from the previous major that fulfill course requirements for the new major.

## Students Who Leave and Return

A student who withdraws from Felician University and then returns to the college without attending any other institution must meet SAP standards as if they had never left. An interruption of course work does not change the SAP result.

## Transfer Students

Transfer students must meet the percentage requirement based on the number of credits accepted in transfer. A student who withdraws from Felician University, enrolls at another college, and then returns to Felician must meet the same standards as a transfer student. Courses taken at another college as a visiting student and accepted by Felician University are counted toward Attempted and Completed credits.

## Appeals

Students who fail to meet the academic progress standards will have their financial aid eligibility terminated. An appeal based on mitigating circumstances may be submitted to the Financial Aid Office. Evaluation of one or more of the following conditions may result in reinstatement of financial aid:

- Exceptional medical or personal circumstances
- Personal injury or illness of the student
- Family difficulties, such as divorce or family illness
- Death of a relative
- Other unusual circumstances

## Appeal Process

- Students must submit an **'Appeal Form to Reinstatement Financial Assistance'** available in the Financial Aid Office.

- An appeal will be reviewed by the **SAP Appeals Committee** which is comprised of multidisciplinary members of the staff and faculty.
- Appeals must be **submitted within the established deadlines**. Appeal requests submitted after the deadline will not be accepted if the SAP Appeals Committee has met for the final time prior to the start of classes.
- Appeals are **granted for one semester** contingent upon an **'academic plan'** outlining the academic requirements which must be fulfilled by the student. If the appeal is accepted, the student will be placed on **'financial aid probation'**. An 'academic plan' must ensure the student will meet the standards by a specific time.
- Reinstatement of aid for the following semester will be considered by the SAP Appeals Committee after a review of the student's academic progress and/or successful completion of the 'academic plan'.
- All decisions made by the SAP Appeals Committee are final.

## Financial Aid Probation

A student who is failing to make satisfactory academic progress whose appeal is approved by the appeals committee will be placed on 'financial aid probation'. Eligibility for financial aid may be reinstated for one payment period. Financial aid probation may be granted if the Appeals Committee determines a student should be able to meet the standards after the subsequent payment period and/or will be able to complete an 'academic plan'.

## Academic Plan

Students who fail the satisfactory progress check at the end of the academic year may only receive aid for the following semester if they successfully appeal. An 'academic plan' outlining the academic requirements, which must be fulfilled by the student, will be provided. A requirement of the plan will include regular scheduled meetings with an academic success coach/advisor. Reinstatement of aid will be contingent upon successful completion of this plan. An 'academic plan' must ensure the student will meet the standards by a specific time.

## Reestablishing Financial Aid Eligibility

Students who are not making satisfactory academic progress can restore their eligibility for aid by taking action that brings the student into compliance with the SAP Policy. A student granted an appeal based on an 'academic plan' is placed on 'financial aid probation' will only regain eligibility for one semester. At the end of their financial aid probation, academic progress and aid eligibility will be determined.

**NOTE:** Standards of Academic Progress (SAP) policies are subject to revisions and updates as mandated by federal regulations.

## Withdrawal for Specific Circumstances

Medical, psychological, and compassionate withdrawals are initiated within Health Services and Counseling Services. Specific circumstances include:

1. Withdrawal from classes for medical or psychological circumstance: When an enrolled student experiences illness, injury, or psychological/psychiatric disorders, a student, parent, or guardian may request a medical withdrawal from school. Appropriate documentation must accompany the withdrawal request.
2. Withdrawal from classes for compassionate circumstance: A student may file a compassionate withdrawal request when extraordinary personal reasons, not related to the student's personal physical or mental health (for example, care of a seriously ill child or spouse, or a death in the student's immediate family), prevent the student from continuing in classes.

All withdrawal requests for specific circumstances require thorough and credible documentation. While consideration is usually for complete withdrawal, requests for less than a complete withdrawal must be especially well-documented to justify the selective nature of the partial withdrawal.

Health Services or Counseling Services designees, in consultation with the Vice President for Student Affairs, determine the appropriateness of the

withdrawal. Students who are granted withdrawals receive grades of WD (withdrawal) in courses in progress at the date of the withdrawal.

Specific conditions for re-admittance may be stipulated at the time of withdrawal. These conditions may specify a minimum period of time for the withdrawal and/or may require a letter of medical clearance from a physician, psychologist, or psychiatrist stating that in the professional's opinion the student is now capable of handling the academic, physical and social demands of college.

**NOTE:** The student is strongly encouraged to consult with the Business Office and the Financial Aid Office to identify and understand the monetary implications of processing a withdrawal.

## Family Educational Rights and Privacy Act of 1974 (FERPA)

### Requesting and Releasing Information

Students who desire access to their official University files may request them from the persons responsible for the office in which the records are maintained. Access will be granted as soon as mutually satisfactory arrangements can be made, but in no case is the time between request and access to exceed 45 days.

According to the Family Educational Rights and Privacy Act of 1974, the University cannot release a student's records, in other than emergencies, without a student's written consent. These records may be released, however, to other University officials (including faculty) who have legitimate cause to review a student's application for and receipt of financial aid, or when the information is classified as Directory Information.

The following categories of information have been designated by the University as Directory Information: name, address, major, field of study, class level and status (full-time, part-time), dates of attendance, degrees and awards received.

A form is available in the Office of the Registrar for students desiring to restrict release of Directory Information; not filing said form signifies authorization to release information.

### Residency Requirement

All matriculated students must complete the last thirty credits of their degree program at Felician University. However, Study Abroad credits are excluded from the stipulations listed above.

### Transcript of Records

The University regards the student's transcript as a personal and private document; it is released only upon written authorization of the student and payment of the required fees. Transcript requests are available in the Office of the Registrar. The fee for one transcript is five dollars; processing time is three to five days. If a transcript is needed immediately, there is a \$10 "twenty-four hour" fee.

Official transcripts are mailed between institutions and are not released to students or graduates (student copies are available). Felician University does not duplicate transcripts from other colleges or official score reports submitted at the time of admission. At least one week is necessary for processing of transcripts during periods of commencement, registration and examination/grade preparation. Transcripts will not be released if the student has an outstanding balance with the Treasurer's Office.

## Study Abroad and Exchange

The Office of International Programs assists students who wish to study for a semester, academic year or summer abroad and earn academic credit.

### Study Abroad and Exchange Policies and Procedures Eligibility for Study Abroad and Exchange:

Freshman (who have successfully completed at least 24 credits), sophomores, juniors and first-semester seniors are eligible to study abroad for a semester, academic year or summer program. All students are required to have a minimum cumulative GPA of 2.75 at the time of application. Under special circumstances, students with GPAs under a 2.75 can petition the Office of

International Programs to be considered for admission. Students should be aware, however, that many programs require a cumulative GPA of 3.0 or higher. Students are also required to be in good standing at the University.

**SENIORS PLEASE NOTE:** Seniors are eligible to study abroad provided they meet all eligibility requirements.

## Requirements for Study Abroad

Students wishing to study abroad are required to meet with their academic advisor and the Office of International Programs to discuss their plans prior to enrolling in a program.

Students studying on a semester-long program through a third-party provider or exchange program must maintain Felician University's full-time student requirement and must transfer back the equivalent of at least 12 semester credits while abroad per semester.

## Major and Minor Credit

Students must plan carefully and obtain the necessary course approval prior to studying abroad. It is possible to earn credit toward most majors or minors.

## Transfer Credit for Study Abroad

Students participating in a study abroad program through a third-party provider or exchange program must complete the **Application for Study Abroad Transfer Credit**, available from through the Abroad Office account all students must create. Failure to complete an **Application for Study Abroad Transfer Credit** prior to the start of the program may result in no credit awarded for the courses completed abroad.

Upon completion of the program, an official transcript from the program must be sent to the Registrar's Office. Only courses in which a student receives a grade of a **C or better** will be transferred to the University.

Credit for major, minor and elective courses may be earned while on a study abroad program.

## Student Financial Aid Eligibility for Study Abroad

A student's enrollment in a program of study abroad that is approved for credit by the University may be considered enrolled at Felician for the purpose of applying for student financial assistance under the Title IV federal aid programs (e.g., Federal Pell grants, Federal Stafford loans, etc.). Felician University scholarships are not available for third-party study abroad; however, grants for study abroad may be available from the Office of International Programs. Students should speak with the Office of International Programs for details. Eligibility for aid from the State of New Jersey is considered on a case-by-case basis based on regulations established by the NJ Higher Education Assistance Authority. Students should speak with both the Office of International Programs and the Financial Aid Office for additional information. Students participating in a summer program are encouraged to apply for outside scholarships since financial aid is often not available in the summer. The Office of International Programs can provide information on additional financial aid resources.

## Billing Procedures for Study Abroad

Students will be required to pay any initial deposits to the study abroad program directly. All subsequent bills should be sent to Felician University for payment. Felician will bill the student for the cost of the program plus an administrative fee of \$100. The fee covers the services provided to students by the various offices at Felician University including, but not limited to, the Office of International Programs, Registrar's Office, Bursar's Office, and the Office of Student Financial Services.

## Health Insurance for Study Abroad

Students are required to ensure that they have adequate medical insurance while on a study abroad program. In some instances, the program will provide and even require the insurance. If that is not the case, it will be the student's responsibility to obtain the necessary insurance. The Office of International Programs can provide resources on insurance carriers for students.

# Academic Services

## Advising Felician's Shared Model Advising Center

- First-Year Advising: Every first-year student is assigned an Academic Advisor Retention Specialist (AARS) who remains with the student through sophomore year. AARS provide individualized support, guidance, mentoring and success coaching. Individual advising sessions are scheduled early in the semester with frequent check-ins throughout the year to ensure the best possible educational experience at Felician.
- AARS assist the student to adjust to university life, understand University policies/ procedures/ and curriculum requirements, make well-informed academic decisions, access appropriate campus resources, select relevant courses, clarify academic and career goals, and develop a personal growth-mindset for success.
- Upon completion of 60 credits students transition to a faculty advisor in their major area of study and remain with this advisor to degree attainment.
- For more information about the Shared Model-Academic Advising Center please contact, Annette Rycharski, M.Ed., Coordinator at [rycharskia@felician.edu](mailto:rycharskia@felician.edu)

## Testing Basic Skills Placement Testing in English and in Mathematics

All incoming freshmen are required to take the Accuplacer test. This is a computer-generated test, which measures a student's abilities in English and Mathematics. For English, each student takes a test in Reading Comprehension, Sentence Skills, and also writes a short essay. For Mathematics, each student takes the Elementary Algebra test and one other Mathematics test, which is determined by his/her score on the Elementary Algebra test. These tests are used to determine the courses for which a student may register in his/her first semester.

Transfer students who have not completed a college level English course with a grade of "C" or better are

required to take the English portion of Accuplacer. Transfer students who have not completed a college level Math course with a grade of "C" or better are required to take the Math portion of Accuplacer.

Transfer students who have attempted developmental/remedial courses at previous institutions are advised based on their academic progress in these courses. Students whose learning or physical disability would prevent them from taking the test under standard conditions may request special accommodations. No charge is made for these arrangements, but supporting documentation must be provided. For details, please contact the Coordinator of Services for Students with Disabilities at either 201-559-3190 or 201-559-3191.

**Challenge Examinations** are graded on a pass/fail basis. Each academic department has its own criteria for determining passing grades for Challenge Examinations. Only passing grades for Challenge Examinations appear on a student's transcript. Successfully completed examinations are listed on student transcripts under the name and number of the course challenged, followed by the word "CHALLENGE."

Students applying to take a Challenge Examination must pay a fee of \$25.00 per credit according to the number of credits normally awarded for the challenged course. For example, students challenging a 3-credit course will pay a fee of \$75.00. Fees for clinical examinations are necessarily higher. Application forms may be obtained in the offices of the Deans of the Schools.

Upon passing the Challenge Examination students apply to have examination credits awarded by the University, and will be charged one-third the standard tuition rate for each Challenge Examination credit awarded. Credits granted for Challenge Examinations do not count toward Felician University's 30-credit residency requirement. Any exam, once taken, cannot be repeated. Undergraduate students are allowed to earn up to 16 hours of credit through Challenge Examinations. Graduate students may earn up to 9 credits. Students are not permitted to take Challenge Examinations during their last semester of coursework.



Students are not allowed to earn credit by examination for courses that they have previously audited, failed, or from which they have withdrawn. Academic departments are not required to offer these examinations.

**College-Level Examination Program (CLEP)** is a nationally recognized series of general and subject examinations that tests primarily the content and theory of freshman and sophomore level undergraduate courses. They are prepared, updated, and processed by the Educational Testing Service.

The University accepts the most recent recommendation of the Commission on Educational Credit of the American Council on Education regarding the minimum score required to earn credit. These scores appear in the CEEB publication, *College Placement and Credit Examinations: Guide to Institutional Policies*. A maximum of 30 CLEP credits will be accepted toward a Bachelor's degree. A list of the CLEP examinations, course and credit equivalencies, accepted by Felician University is available in the Testing Office. Students should consult with their advisor(s) regarding program requirements before taking a CLEP exam.

## Center for Academic Success & Effectiveness

### Center for Academic Success & Effectiveness (CASE)

The Center for Academic Success and Effectiveness (CASE) provides resources for Felician students as they work to maximize their full academic potential. CASE collaborates with faculty, staff, and other campus units to provide a range of services, programs, and resources to support student learning and degree completion. CASE services and resources are student-centered, accessible, and inclusive. The Center encompasses Accessibility Services, Advising, Tutoring Studios, Discovery Program, Academic Success Coaching, Starfish At Felician, and the 3-D Felician Experience. It provides a wide range of resources to help Felician University students achieve academically and persist to degree completion.

The Center for Academic Success and Effectiveness offers readily accessible services, including support

in writing, mathematics, science, subject area tutoring, learning strategies and time management skills, and assistance for students with documented disabilities. The services provided by the Center for Academic Success and Effectiveness are free to Felician University students. The Center for Academic Success & Effectiveness is in Kirby Hall on the Lodi Campus.

The Center provides:

- **Felician's Shared Model-Academic Advising Center**
  - **First-Year Advising:** Every first-year student is assigned an Academic Advisor Retention Specialist (AARS) who remains with the student through sophomore year. AARS provide individualized support, guidance, mentoring and success coaching. Individual advising sessions are scheduled early in the semester with frequent check-ins throughout the year to ensure the best possible educational experience at Felician.
  - AARS assist the student to adjust to university life, understand University policies/ procedures/and curriculum requirements, make well-informed academic decisions, access appropriate campus resources, select relevant courses, clarify academic and career goals, and develop a personal growth-mindset for success.
  - Upon completion of 60 credits students transition to a faculty advisor in their major area of study and remain with this advisor to degree attainment.

**Coordinator of Shared Model-Advising Center:** Annette Rycharski M.Ed.,  
rycharskia@felician.edu

- **Office of Accessibility Services:** Felician University is committed to providing equal access to students with documented physical, sensory, learning, and psychological disabilities. We work with students on a case-by-case basis to determine reasonable accommodations in accordance with the policies underlying Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the ADA Amended Acts of 2008. Prospective and

enrolled students are required to initiate contact with this office to receive services or to arrange appropriate accommodations.

**Coordinator of Accessibility Services:** Carolyn Kehayan, MA, LDT-C - 201-559-6050

- **Tutoring Studios:** Receive free tutoring from professional tutors and/or peer tutors in our on-campus Tutoring Studios (8:30 am to 4:30 pm). If work, family, or other responsibilities prevent you from coming to Campus during tutoring hours we provide 24/7 tutoring with TutorMe. Skills you can develop through tutoring:
  - Improved writing and reading skills
  - Better understanding of mathematical/science concepts.
  - Access resources needed to complete assignments.
  - Note-taking and textbook reading methods.
  - New study and test-taking strategies.
  - Time management skills.

**Coordinator of Tutoring Services:** Alyssa Fiume-201-559-6118, [TutoringServices@felician.edu](mailto:TutoringServices@felician.edu)

- **Academic Success Coaching:** Academic Success Coaching is a partnership between a student and an Academic Success Coach (ASC) working together to develop proactive strategies to address academic concerns and life challenges.
  - An ASC helps a student:
    - Focus on individual goals and identify steps to reach them.
    - Identify and overcome obstacles that may impede success.
    - Develop the academic skills and strategies needed to become a self-regulated learner.
    - Explore effective time management and organizational skills.
    - Connect to helpful University and community resources.
- **Discovery Program for Undecided/Undeclared Students:** Felician's Discovery Program is designed for students entering college who are unsure about a major and a

career path. The Discovery Program provides opportunities to explore majors and career goals that fit each student's skills and interests.

- Discovery Program students collaborate one-on-one with a designated advisor to:
  - Assess personal talents, abilities, and skills (and learn hidden ones).
  - Design, with an Academic Success Coach, an exploratory plan followed by a path to degree completion.
  - Earn Curricular Commons credits (Gen. Ed.) applicable to all majors.
  - Explore careers of interest as well as job outlooks and salaries.
  - Connect with resources both inside and outside the University that support a successful Discovery Experience

- **Starfish At Felician:** STARFISH is a software system that connects each student to his/her advisors, professors, and helpful University resources. With a click of a button, students can schedule appointments with instructors, advisors, tutoring, Registrar, Financial Aid, Counseling, and other essential offices to get the help needed to succeed at Felician. To logon to Starfish, go to <http://www.felician.edu/my-felician>

**Coordinator of Starfish At Felician, Discovery Program, & Academic Success Coach-** Pam Garvey-201-559-6163

- **3-D Felician Experience Initiative (3-DFE):** 3-DFE is a transformative sequence of coordinated experiences that promote personal success in college and in life after college with durable and lifelong learning skills. Students take the following 3 courses:
  - DREAM- UNIV101: Transition successfully into Felician University Life (Freshman Year)
  - DARE- UNIV201: Persist with grit on the path to degree completion (Sophomore Year)
  - DO- UNIV301: Navigate with confidence Senior year and life after degree completion (Junior Year)

**Coordinator of 3-D Felician Experience:** Barbara Rosatelli, MSCP-201-559-6052

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**Coordinator of Tutoring Services:** Alyssa Fiume-201-559-6118

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**Coordinator of Accessibility Services:** Carolyn Kehayan, MA, LDT-C - 201-559-6050

## Student Affairs

### Alumni Association

The Alumni Association was formed in 1966 to provide an organization through which graduates could deepen and continue the friendships and associations developed during their student days. In 1990, the Association broadened its horizon to provide and coordinate programs and services that

support Felician University and benefit its alumnae/i. The Director of Alumni Relations supervises and directs all alumnae/i activities.

As an alumnus, you are eligible to take advantage of the following membership benefits:

- Felician University Alumni Grant for post-baccalaureate programs (\$100.00 per credit for non-discounted courses offered on the Felician campus.)
- Use of the University's computer labs and fitness centers on both campuses
- Access to the University and Curriculum library
- Discounted tickets to special events
- Invitations to local and regional alumni-only events
- Discount property and auto insurance through Liberty Mutual
- Health Insurance through Meyer and Associates
- Access to our LinkedIn professional network of nearly 600 graduates
- Contests on our Facebook page
- Ability to vote, attend annual meetings and hold an office in the Alumni Association

To join the Alumni Association, please call (201) 355-1425 or visit our website at <https://felicianalumni.org/>.

## Athletics

The Rutherford Campus houses the Felician boasts a state-of-the-art Fitness Center for students, faculty, and staff. The University offers intramural and recreational sports activities. The intercollegiate sports program includes men's and women's basketball, men and women's cross country, golf, volleyball, men and women's soccer, women's softball, men's baseball, men's and women's lacrosse, women's track and field and women's bowling. Felician University participates in Division II of the National Collegiate Athletic Association (NCAA), and the Central Atlantic Collegiate Conference (CACC).

## Behavioral Health and Counseling Services

Behavioral health counseling services are available to help students achieve their educational goals, learn the process of problem solving, and make full

use of their potential for continued growth beyond the educational experience. Individual counseling services are confidential and without fee and are offered by appointment during the office hours of the Counseling Center. Services in the Counseling Center include:

- Individual counseling for Felician students
- Support groups on a variety of issues, determined by student need and interest
- Educational programs that encourage personal growth
- Referrals for specialized services and medication off-campus
- Evaluation and referrals for psychological crisis

Psychiatric referrals to appropriate specialists are made when deemed necessary. Mobile outreach services are available 24 hours a day, 365 days a year through Care Plus, 201-262-HELP (4357). While keeping within required parameters for confidentiality, the college reserves the right to terminate campus residency of any student who demonstrates harm to self or others.

The Counseling Center sponsors programs for alcohol abuse prevention and harm reduction and manages the implementation of Alcohol-Wise. Alcohol-Wise for College is an objective, science-based, online alcohol prevention program designed specifically for college students as the cornerstone of a comprehensive campus prevention program. Implemented for Freshman students, this is a two-part program to be initiated by the student during the summer, just prior to arriving at campus, and finished by the end of the fall semester.

## Bookstore

Students can purchase textbooks and other supplies at the Campus Bookstore located on the ground floor of Albin Obal Hall in Lodi.

Visit the Campus Bookstore website at: [www.bkstr.com/felicianstore](http://www.bkstr.com/felicianstore)

## Campus Ministry

Moral and spiritual development is a primary component of the University's mission. Not only does Felician University provide activities for self-oriented discovery, but offers a campus ministry program for exploring a personal relationship with

God. The campus ministry team collaborates with the Felician Mission Community in conducting student forums, a lecture series, pre-marriage and marriage seminars, RCIA and ecumenical programs. The liturgy of the Eucharist is celebrated in the Lodi University chapel daily; on special occasions, and on Sunday evenings at the Rutherford campus. Opportunities are available for the Sacrament of Reconciliation. Search seminars, shared prayer, days of recollection, weekend retreats, "Pizza and Prayer" nights, and liturgical programs provide extended dimensions for varied campus prayer experiences. The Campus Ministry team also works with the students on interfaith programs and "Midnight Runs" (providing food and clothes to the homeless), as well as the distribution of food to needy Newark residents. Through individual direction, group interaction and numerous religious activities, Felician University endeavors to build a strong faith community.

## Career Development Center

### Mission Plan

The Career Development Center supports the mission and advancement of Felician University as a leading institution whose focus is to "provide a full complement of learning experiences...designed to bring students to their highest potential." The Center uses a robust tool-kit to meet the needs of both our undergraduate and graduate students and alumni. The department strives to assist students and alumni by helping to identify their values, skills and interests and interpreting how these key factors relate to future goals. A career path begins with finding the right choice of major that will transition into a job function that is ideal for the student's personality and preferences. In addition, the Center continually strives to cultivate new internship, part-time and full-time opportunities.

The office is prepared to assist students with putting together a job search plan. This includes learning how to write resumes that will get noticed, acquiring effective interviewing techniques, and gaining knowledge about where and how to identify

available positions. The Career Development Center also offers assistance for students looking to obtain admission to graduate school.

To ensure students and alumni formulate a successful career plan; the following pages are essential services available at the Center.

## College Central Network

The Career Development Center continues to develop several professional relationships from a variety of majors for all of our Felician students and alumni. All opportunities are easily accessible with College Central Network, our online posting and resume search system. This resource can be accessed free of charge by all students and alumni. Students can use College Central Network to also search for an internship opportunity or contact us and we will help guide them to which employers are looking for interns. The website received Best of the Best Rating for the 6th consecutive year from Career X Roads.

## Focus 2

Focus 2 is our online assessment tool that helps students choose a major, explore occupations within the major, and make informed career decisions. You'll find activities and self-assessment tools to guide you toward career success.

## Princeton Review: Preparing for Graduate School

All the help you need for applying for graduate and professional school and assistance with GRE, LSAT, MCAT, and GMAT exams.

## Child Care Services

The Felician University Child Care Center is available for children of college students, faculty and staff who are between the ages of 2 ½ and 5 years old. The Center is open from 7:30 am to 6:00 pm from Monday through Friday.

The structured program offers hands-on learning activities in an open and spacious facility on the beautiful Lodi Campus. Children are exposed to daily group lessons, art lessons, music, religion and outdoor play in a state of the art playground.

The Center offers a drop-in program and flexible part time arrangements for children of Felician University students, faculty and staff.

The Center also accepts student volunteers from Felician University to complete their community service hours in a pleasant, nurturing and convenient location.

For further information please call the Center at 201-559-6033.

## Community Service

Building upon the knowledge gained through the University's academic offerings, students have a social responsibility to apply their knowledge and skills to the betterment of society. Motivated by the principles of Christian love and civic responsibility, Felician University encourages students to develop a concern about, and become a participant in remedying, human problems. Community Service is a requirement of the University's Honors program.

## Cultural Opportunities

The cultural calendar at Felician University encompasses many phases: classical recitals and popular concerts, professional drama and student productions, lectures and demonstrations, movies and art exhibits. In addition to the programs offered at the University, Felician University participates in cultural activities at nearby colleges and community centers. Opportunities are also afforded to enjoy theater parties, trips to museums and places of interest in nearby New York City.

## Food Services

Meals are served in the Lodi Dining Hall, located on the lower level of Albin Obal Hall, Monday through Friday, according to the following schedule:

- Monday : Thursday
  - Breakfast: 7:00 AM : 10:30 AM
  - Lunch: 11:00 AM : 3:00 P M
  - Late Grill Service: 3:00 PM : 6:00 PM
- Friday
  - Breakfast: 7:30 AM : 10:30 AM
  - Lunch: 11:00 AM : 3:00 P M

Meals on the Rutherford Campus served at the dining hall located on the lower level of the gymnasium follow this schedule:

- Monday : Friday
  - Breakfast: 7:00 AM : 10:30 AM
  - Lunch: 11:00 AM : 4:00 P M
  - Dinner: 4:30 : 7:30 P M
  - Late Grill Service: 3:00 PM : 6:00 PM
- Saturday and Sunday
  - Brunch: 10:00 AM : 4:00 PM
  - Dinner: 4:30 AM : 7:00 P M
- Castle Café (Starbucks) Hours of Operation  
Monday : Thursday
  - 7:30 AM : 8:00 PM
- Castle Café : Friday
  - 7:30 : 3:00 PM
- Castle Café : Saturday and Sunday
  - 10:00 AM : 4:00 PM

Beverages and snacks are available from the vending machines found on both campuses. Food is also served in the Falcon's Nest Snack Bar located in the Student Center Building at the Rutherford Campus.

- Falcon's Nest Hours of Operation Monday :  
Sunday
  - 8:00 PM : 12:00 AM

## Center for Health

Health services such as health assessments, physicals, sick visits, blood work, immunizations and TB testing are available at the Student Wellness Center which is located on the Rutherford campus. Our hours are from 8:30 am to 4:30 pm during the fall and spring semester. Health care is provided by a board certified adult nurse practitioner. Appointments can be made by calling (201) 559-3559 or by e-mail via [wellness@felician.edu](mailto:wellness@felician.edu). Urgent care on evenings, weekends and holidays, is available at the ImmediCenter located at 1355 Broad Street in Clifton (approximately 5.3 miles from campus) which can be reached at (973) 778-5566 for hours and appointments (<http://www.immedicenter.com>). Emergency care and night-time urgent care is provided by the local hospital emergency rooms. If required, emergency transportation is provided by the local rescue squad.

All Students including ALL off-site education and nursing students are required to submit a completed

Enrollment Prerequisite Health Form. Forms can be obtained through the Student Wellness Center or online at <http://felician.edu/studenthealthrequirements>. Health criteria and documentation are mandated for ALL students by the New Jersey Department of Health & Senior Services and by Felician University policy. Additional health criteria may be required for certain categories of students as determined by student age, campus residency and declared major. Students should consult the Student Handbook or contact the Student Wellness Center for specific requirements. Any student who takes a leave of absence or withdraws and later re-enters should contact the Student Wellness center upon their return.

The student health insurance policy is maintained through the Student Wellness Center. The policy runs from August 1, 2014 through July 31, 2015. All full-time undergraduate will automatically be enrolled into the policy unless they have adequate health coverage. Students may choose to waive the insurance by completing a waiver form. It will be available on-line after July 1, 2014. The specific requirements are available in the Student Handbook. The deadline to complete the waiver form for incoming students for the fall semester is September 24, 2014. No waivers will be accepted after this date. Waiver forms can be accessed by logging into [www.firststudent.com](http://www.firststudent.com). Next select **Felician University** from the drop down box on the top right corner. From there select **Waive Your School's Health Insurance** (2nd topic in Red Box) and follow the instructions. All eligible students will be automatically enrolled and charged for the Felician University student health insurance plan if he/she fails to completed an online waiver by the published deadline. The premium for the plan will be added to the student's tuition bill. Once enrolled, there are no refunds or cancellations except for entry into the armed forces. For students entering the Spring 2015 semester the waiver form will be available on-line after January 1, 2015. The deadline to complete the waiver form is February 11, 2015. No waivers will be accepted after this date.

All degree seeking part-time undergraduate and degree seeking Graduate students taking 6 or more credit hours are eligible to enroll on a voluntary basis. To enroll into the voluntary insurance log into [www.firststudent.com](http://www.firststudent.com) select Felician University from

the drop down box on the top right corner and then choose enroll now health insurance (top line in red box). Afterwards, scroll down on website to voluntary students and their dependents enrollment. Follow directions to enroll online. You will need a credit card. You can also print the form and send a check. Voluntary students and their eligible dependents only have 30 days from the start of the plan year to enroll. Once the deadline has occurred voluntary students and their dependents will not be eligible to enroll again until the following school year unless a “qualifying event” occurs during the year. Please visit [www.firststudent.com](http://www.firststudent.com) for more information.

Student records are confidential and maintained under the guidelines of the Health Insurance Portability and Accountability Act (HIPAA) privacy standard. All Protected Health Information (PHI) can only be released upon written request by completing a medical disclosure form which can be accessed by <http://felician.edu/studenthealthrequirements>.

The college reserves the right not to enroll students (or to terminate the enrollment of those enrolled) where their health status makes it impossible for them to meet the academic and practicum of their enrollment in respective programs.

## Orientation

New students are introduced to college life through an orientation program that begins with a pre-admission interview and testing series. Peer support groups welcome and meet with new students during a new student orientation day and throughout the semester. During the summer, student government officers and peer supporters correspond with each incoming student and make every effort to generate a comfortable, relaxed spirit of belonging.

An orientation committee plans an orientation program during which new students get to know the campus and its people. Administrators, faculty and peer supporters acquaint new students with the information, skills, and attitudes fundamental to successful academic performance. Orientation continues during the academic year through forums, Celebrate Freshmen Days, student seminars, and social events.

## Organizations and Clubs

Students with special interests will find the following organizations and clubs currently available on campus.

- **Active Minds at Felician University.** Active Minds is the only organization working to utilize the student voice to de-stigmatize mental health disorders and change the conversation about mental health on college campuses.
- **Art Association Culture Club.** For those who love and want to support the arts or who are active in art, the association provides a varied program of workshops, trips to New York City, exhibitions, and speakers.
- **American Marketing Association Club.** For students with an interest in marketing, this organization offers opportunities for professional and leadership development, experiential learning, and participation in AMA competitions.
- **Aspiring Authors.** An organization of students who meet to share original pieces of creative writing and develop their writing skills.
- **Angelicum Club.** A group of students and faculty who gather to share their reflections on scripture, Bible study and vital religious topics.
- **Campus Ministry.** Students and faculty working to coordinate opportunities for the College community to come together in faith.
- **Chess Club.** An organization open to all students, staff and faculty, the Chess Club provides the opportunity to learn, to enjoy and improve one’s ability at chess, through a variety of related activities.
- **CS Club (Computer Science Club).** An organization of students interested in expanding their knowledge of computer hardware and software through workshops, lectures, field trips and lively discussions.
- **Creative Writers’/Future Authors’ Club.** A group of students who meet to share their written work and to discuss opportunities for publication on and off-campus.
- **Education Club.** A student organization offering activities and service related to the teaching profession.
- **Environmental and Social Issues (EaSI) Club.** An organization open to all students, this club promotes awareness of current social and



environmental crises in the world, and encourages students to find ways of making a difference.

- **Greek Organizations.** Kappa Sigma Xi Sorority, Zeta Alpha Zeta Sorority, Sigma Phi Omega Fraternity: campus chartered organizations whose purpose and aim is to provide service to the community and college and to foster bonds of friendship.
- **Honors Students Association.** A club for all students interested in the Honors Program.
- **Kappa Delta Pi.** International Honor Society in Education -Alpha Zeta Rho Chapter ([www.kdp.org](http://www.kdp.org))
- **Kappa Gamma Pi.** The National Catholic College Graduate Honor Society. [<http://www.kappagammapi.org/>]
- **Math Club** is open to all students who are interested in exploring topics in mathematics through field trips, competitions and math related college activities.
- **Mendel Science Club** is an organization of students interested in expanding their knowledge in science-related topics through workshops, lectures and field trips, with a special interest in preserving the environment.
- **Model UN** is a club for students who are seriously interested in discussing and researching global and historical issues and in competing at the annual Harvard National Model United Nations. [<http://www.hnmun.org/>]
- **Music Ministry** is open to all students and faculty. This group provides music for campus liturgies and brings music to local centers for the aged and infirm.
- **National Student Nurses Association/New Jersey National Student Nurses** members participate in statewide student nurse activities and events. A member of the nursing faculty serves as Advisor to the Student Nurse Chapter at Felician University. [<http://www.nсна.org/>]
- **Peer Supporters.** An organization of upper class students who assist new students through their initial period of adjustment into college.
- **Psi Chi** : International Honor Society in Psychology [<http://www.psichi.org/>]
- **Psychology Club.** Open to faculty and students who are interested in exploring current academic issues and trends in psychology.

- **The Student Alumni Association (SAA)** is an on-campus student organization that looks to strengthen the relationship between the current students of Felician University and its alumni. SAA will be involved in many fun and educational events and programs on and off campus throughout the school year. Members of SAA will assist in activities and encourage other students to attend. These activities allow SAA members to interact with other students and network with alumni, as well as build lifelong connections to their Felician family.
- **Sigma Theta Tau International Honor Society for Nursing;** Mu Theta chapter
- **Student Ambassador Program.** Working closely with the Office of Admission, Student Ambassadors serve the Felician University community by assisting with the welcoming of guests (students, parents, and distinguished alumni) and representing the University at open houses and campus tours.
- **Theta Alpha Kappa,** National Honor Society for Religious Studies and Theology [<http://www.thetaalphakappa.net/>]
- **Veritas (Philosophy Club),** fosters an enriched life by means of philosophical exploration beyond the classroom, by providing opportunities for student-driven philosophical discussion and interaction, broadening perspectives, and development of critical thinking.
- **WRFC Radio Felician University** A fully student-run, internet radio station featuring programming created and webcast by Felician University students. The programs, in both live and prerecorded formats, feature all musical forms and various styles of talk shows. The station is available 24/7/365 via **a link** on the Felician University home page. [[mcateert@felician.edu](mailto:mcateert@felician.edu)]
- **Young Entrepreneur's Club.** This club seeks to foster entrepreneurial thinking and activities, promote business knowledge and commercial awareness, instill confidence, inspire, and build momentum through speaker panels, interactive events, and business luncheons. The YEC also offers students the opportunity to partner with the IRS to participate in VITA (Volunteer Income Tax Assistance), which provides free income tax preparation services to seniors and low-income families.

## Professional Organizations

Students in the School of Education programs have the opportunity to join the Student National Education Association (SNEA). In so doing, they also become members of the New Jersey Education Association (NJEA).

The University's School of Business is a chapter member in Sigma Beta Delta (SBD), the International Honor Society for Business, Management, and Administration. SBD is the highest national recognition that a business student can receive at a college or university with a Sigma Beta Delta chapter. To be eligible for membership, a business major must rank in the upper 20% of the junior, senior or master's class and be invited to membership by the faculty. The purposes of Sigma Beta Delta are to encourage and recognize scholarship and achievement among students of business, management, and administration, as well as to encourage and promote personal and professional improvement and a life distinguished by honorable service to humankind.

[<http://www.sigmabetadelta.org/>]

Felician University is a charter school member of the New Jersey Student Nurses Association. Undergraduate nursing students join the national and state student nurse associations and are encouraged by the School of to participate fully.

Felician University (along with St. Peter's University and the College of Saint Elizabeth) are chapter members of Mu Theta (the Nursing Honor Society) which is part of Sigma Theta Tau, the International Honor Society of Nursing (<http://www.nursingsociety.org/>). This society recognizes outstanding achievement, leadership qualities, fosters high professional standards, and encourages creative work and commitment to the ideals and purposes of the profession. Qualified students are inducted annually.

## Publications

**FeliciaNews**, a campus newsletter, is published by Student Government for the Felician University community including alumnae/alumni, faculty, staff and friends.

**Focus on Felician**, published by the Office for Institutional Advancement, is directed to friends of

the University as well as donors, benefactors, alumni, community leaders, and prospective students. The magazine provides readers with news about the University and its supporters.

The **Honors Newsletter** is published twice a semester and contains articles and items of interest concerning Honors Program activities.

**The Newsletter of the Office of the Vice President for Academic Affairs** is published each semester and highlights the scholarly and professional achievements and activities of University faculty and staff.

## Veterans

Veterans are granted Priority Registration and should contact their Advisors and Veteran Services.

## Degrees and Special Programs

### Degrees, Minors, and Certificates

#### Bachelor's Degree:

- B.A. — Art
  - Fine Arts, Graphic Design, Photography & New Media, or Painting & Drawing
- B.A. — Communications
  - Journalism & Media or Digital Video Production
- B.A. — Education
- B.A. — English
- B.A. — History
- B.A. — Humanities
  - Interdisciplinary Studies
  - Global Peace and Justice Studies
- B.A. — Management and Marketing
- B.A. — Mathematics
- B.A. — Natural Sciences and Mathematics
  - General Science Concentration
- B.A. — Social and Behavioral Sciences
- B.A. — Psychology
- B.S. — Accounting
- B.S. — Biology
  - Pre-M.S. in Physician Assistant Studies
  - Pre-Medical Doctor Advising Track
  - Pre-Veterinary Medicine Advising Track

- Pre-M.S. in Occupational Therapy (post-baccalaureate degree with Sage Colleges, Albany)
- Pre-Doctorate of Physical Therapy (articulated degree with the Rutgers-SHP)
- Pre-Doctorate of Podiatric Medicine (articulated degree with New York College of Podiatric Medicine)
- Pre-Doctorate of Chiropractic (articulated degree with New York Chiropractic College)
- Pre-Doctorate of Audiology (articulated degree with Bloomsburg University of Pennsylvania)
- B.S. — Business Administration
- B.S. — Medical Laboratory Sciences (joint degree program with the Rutgers-SHP)
- B.S. — Computer Science
- B.S. — Cybersecurity
- B.S. — Criminal Justice
- B.S. — Exercise Sports Science
- B.S. — Health Information Management (joint degree program with the Rutgers-SHP)
- B.S. — Healthcare Administration
- B.S. — Management
- B.S. — Marketing
- B.S. — Medical Imaging Sciences (joint degree program with the Rutgers-SHP)
  - Diagnostic Medical Sonography
  - Cardiac Sonography
- B.S. — Nursing
- B.S. — Psychiatric Rehabilitation and Psychology (joint degree program with the Rutgers-SHP)

### Associate's Degree:

- A.A. — Liberal Arts

### Minors:

- Art
- Fine Arts
- Graphic Design
- Photography and New Media Painting and Drawing
- Biology
- Chemistry
- Communications
- Computer Science
- Criminal Justice

- Criminal Profiling (Law Enforcement Investigation & Interviewing)
- Cybersecurity English
- Exercise Sports Science
- Gerontology
- Global Peace & Justice
- History
- Humanities & Humanistic Studies "Prism Paterson"
- Humanities Interdisciplinary
- International Business
- International Visual Studies
- Mathematics
- Medieval Studies
- Music
- Philosophy
- Political Science
- Pre-Law
- Psychology
- Religious Studies
- Sociology
- Theater Studies
- Women's Studies

### Certificates:

- Criminal Profiling (Law Enforcement Investigation & Interviewing)
- Cybersecurity
- Forensics
- General Studies
- Graphic Design
- Humanities & Humanistic Studies (Prism Paterson)
- Photography
- Religious Studies
- Elementary Education/P-3 Option
- Elementary Education
- Mathematics Education (K12)
- Special Education

### Post: Baccalaureate Teacher Education (TEC):

- Elementary
- Elementary/P3
- Subject Matter Specialization (5-8)
- Students with Disabilities (Special Education)
- Secondary (K-12)
  - Art
  - English
  - Mathematics

- Science
- Social Studies

### **Concentrations:**

- Biochemistry
- Chemistry
- Criminology

## **Special Academic Programs**

1. Adults completion program in Business
2. Fast Track Nursing programs
3. A variety of courses offered by different departments and programs

### **Felician's Educational Opportunity Fund Program:**

Provides full-time undergraduate study to disadvantaged New Jersey residents who would not be able to attend college without additional financial assistance and special services. The program is geared toward students who show potential but traditionally are unable to attend college because of high school preparation coupled with a background of historical poverty. Applicants to the EOF Program must be residents of New Jersey for at least one year, give evidence of an educationally and economically disadvantaged background, and prove ineligible for admission under regular admissions standards. Academic counseling, tutoring, and participation in a summer program are mandatory components of the EOF Program. EOF students receive assistance in adjusting to college life and competing at the college level. Applicants must complete the Free Application for Federal Student Aid (FAFSA) and forward a copy to the Financial Aid Office at Felician University. Further information may be obtained from the EOF Office at Felician University, (201) 559-6054.

### **The JumpStart Program:**

Helps accepted students who are underprepared for college academics. This five week intensive basic skills program exposes students to the academic and study skills necessary to be successful in higher education. Students may be mandated to participate in the program based on their college admission status. Students who have placed into development

courses as a result of their Accuplacer testing may register for the program. Students who may want to hone their skills in writing, reading comprehension, and math may enroll for the program as well. The cost of the program is \$200.00. The University will bill : for the cost of textbooks and related materials : any student who does not complete the program or does not attend Felician University in the fall.

### **The Second Baccalaureate Degree Program:**

Is designed to meet the needs of persons already holding a Bachelor's degree who wish to obtain a degree in another major. Upon admission, the student is required to satisfy the requirements of the major in the second degree program, including a minimum of 30 credits, taken at Felician University for the Bachelor's degree; completion of Felician University's Core requirements (or equivalencies) and major requirements; and completion of at least four upper-division courses in the new major at Felician University.

### **Project Forward**

Is designed to enable outstanding high school students to experience college learning while completing high school studies. Courses are offered during the fall and spring semesters, carry college credit, and can be applied to degree studies at Felician University. Students who plan to attend another college may be able to transfer these credits into their degree programs. Enrollment into this program is open to high school students who have completed their sophomore year with a GPA of 3.000 on a 4.000 scale, and who have received permission from their guidance counselor and parent or guardian. Tuition for each three-credit course is equal to the cost of one credit.

Felician University provides specialized Pre-Professional Advising Programs for students planning to attend medical school or law school after completing their undergraduate degree. Participants in these programs fulfill the usual requirements for a major in their chosen field of study, but also take additional courses specifically intended to prepare them for admission into medical school or law school.

## Felician University's DEED Partnership Program:

Is especially designed for high school students who are in their junior or senior year of high school, and who would like to take the opportunity to earn up to 30 college credits while completing a high school diploma through NJ Department of Education.

1. Included in the 30 general education credits must be:
  - a minimum of three credits in each:
    - English language arts; mathematics, science, social sciences
  - and six total credits in any of the following:
    - visual and performing arts; comprehensive health and physical education; world language; technology and 21st century life and careers.
2. Remedial college courses shall not count toward the requirement.
3. The minimum average grade in each class for the 30 credits shall be a C or 2.0
4. Students can take up to 2 academic years to complete the required courses.

## Pre-Med Advising Track

The health professions provide many exciting and rewarding challenges. The road to these professions is quite complex, and careful, early planning is necessary for success. A student determined to pursue such a path will find Felician University willing to help. Whatever career chosen, whether it be M.D., D.D.S., O.D., or any one of the many available, planning and effort as an undergraduate can help insure a rewarding future.

Students seeking admission to Medical School after graduating from Felician University are encouraged to choose Biology as their major. Those students completing the recommended sequence of courses will not only graduate with a degree in Biology, but will also have completed coursework specifically designed to support their application to Medical School. For more information on either a major or a minor in Biology or a minor in Chemistry, please see "Biology (BIO)" or Chemistry (CHEM) within the Arts and Sciences Program in this Catalog.

For further information about the Pre-Med Advising Program at Felician, as well as additional information about a career in the health professions, preparation for the MCAT, and other advising support, please contact the Associate Dean for Exercise Science, Mathematics and Natural Sciences, Dr. Patrick Weir (201-559-6059).

## Pre-Professional Tracks Policies and Procedures Policy 1.

Students are not officially in the following tracks until 45 credits are completed with satisfactory grades.

The overall GPA and the science GPA (BIO, CHEM, and PHYS) must be B- (2.67) or better for Medical Laboratory Science (MLS) and Medical Imaging Science (MIS).

The overall GPA and the science GPA (BIO, CHEM, and PHYS) must be B (3.00) or better for Physician Assistant (PA), Physical Therapy (PT), Occupational Therapy (OT), Podiatry, Chiropractic, and Medicine (pre-Med).

Note that these minimum criteria listed above may be lower than those required by the desired professional program.

Procedures:

- After the student has completed 45 credits toward the major, the department will check the GPAs (both overall and science). If the student meets the criteria as stated above, he/she will be accepted officially into the program.
- If the student is a transfer student, the grades from courses transferred to Felician University will be used as part of the determination. That is, the grades on the student's transcript(s) from the other school or schools will be used.
- A student who started at Felician University in a non-articulation program (e.g., Biology or Nursing major), but then decides to switch to an articulation program, will be evaluated on the basis of their college-level transcripts.
- If the student does not meet the GPA requirement of the program, she/he will be counted as a regular Biology major.

- If a student is in one of the programs that require a B average (PA, PT, OT, Podiatry, Chiropractic or Medicine), but has a B average, that student may transfer to the MIS, MLS, or regular Biology major.

## Policy 2.

Students who do not maintain the minimum GPA (see above) or better will be dismissed from the pre-professional program. This includes the following tracks: PA, PT, Audiology, OT, Podiatry, Chiropractic, MIS, MLS, and pre-Med. Note that the minimum GPA is for the major and overall, as noted above.

Procedures:

- For students in the articulation programs, their GPAs will be examined at the end of each term. If the GPA drops below the minimum, the student will be given one semester to raise the GPA to an acceptable level (2.85 for MLS, 2.75 for MIS, and 3.00 for the others).
- If a student has a GPA below the minimum for two semesters (consecutively or not), he/she will be removed from the track and considered a regular Biology major.

## Policy 3.

Students in articulation tracks and pre-Med must demonstrate good academic progress or be dismissed from the pre-professional program. The procedures below describe minimal good academic progress.

Procedures:

- Within the first 60 credits, the student must pass (C or better) the following science courses: BIO103, BIO104, CHEM103, CHEM104.
- If a student does not pass these four courses in a timely manner (i.e., within the first 60 credits), she/he will be removed from the program and counted as a regular Biology major.
- Transfer students who lack any of the courses mentioned (BIO103, BIO104, CHEM103, CHEM104) must complete them within four semesters. Note that a transfer student who needs all four courses will most likely take longer than four years to complete their program at Felician University.

## Policy 4.

Students in pre-professional tracks may change their focus under certain conditions, as outlined below.

Procedures:

- Students who meet the minimum requirements for articulation programs and pre-Med are free to transfer from one to another with the same minimum requirement. For example, a student with a 3.0 GPA may transfer from PT to Chiropractic.
- Students who meet the minimum criteria stated here, but who do not meet the criteria of the articulation program or medical school, will be advised that they must raise their GPAs and take the required courses for their track in order to be realistic candidates.
- A student who is dismissed from an articulation program may not enter another articulation program that has the same or higher criteria. The student may enter an articulation program with lower criteria, however, if he/she meets the requirements for that other program. For example, a student dismissed from PT with a B GPA may not transfer to PA, as both tracks have the same minimum requirements of a B. If that student wishes to transfer to MIS, which requires only a B-, that can be done.

## Policy 5.

Students dismissed from, or not accepted into, pre-professional tracks, will have options to remain as science majors.

Procedures:

- If a student is either not accepted into, or is dismissed from, an articulation program, the student will be able to work toward completing the Biology degree with the aim of applying to professional school during their senior year or after graduation. This is feasible if they can sufficiently improve their GPA by the end of senior year to qualify. Students will be advised of this possibility.
- Students who are dismissed from an articulation program, but who do not wish to continue the Biology major, will be advised of

another option, the Natural Sciences and Mathematics major with concentration in General Science.

## Joint Degree Programs

The Department of Natural Sciences administers joint degree programs in Medical Imaging Sciences (MIS), and Medical Laboratory Sciences (MLS). In these programs, students complete three years of general education and science coursework at Felician University and one year of advanced coursework at the Rutgers-SHP, culminating in a jointly-awarded B.S. degree in MIS or MLS.

Important objectives of the coursework at Felician are to provide students with the opportunity to develop skills in communication, scientific problem solving, and critical analysis, and to foster an appreciation of Catholic/Franciscan values as they relate to the practitioner of science. Upon successful completion of their Felician coursework, students will be able to demonstrate competence in scientific reasoning and quantitative analysis, critical thinking, and written communication, as well as proficiency in application of fundamental principles and laboratory methods in biology and chemistry. Students will be able to articulate an awareness of the ethical challenges and responsibilities of applying scientific knowledge, the relationship of Franciscan values to professional practice, and the potential contributions of science-related professions to human welfare and sustainability.

Students should declare their intention to pursue a specific joint program as soon as possible within their first year to ensure proper advisement and scheduling of the correct sequence of courses. Note that each program has a minimum GPA as well as other requirements for entry into Rutgers-SHP.

Timely completion of all Joint Degree programs assumes that students enter Felician University with no developmental needs in English or Math.

## Articulated Programs

Students enrolled in the following articulated (pre-professional) programs have an opportunity to earn a B.S. in Biology from Felician University and a graduate degree from a cooperating professional school. Felician University provides the necessary

sequence of general education and science courses for accelerated entry into these professional school programs:

- Physical Therapy Program
- Physician Assistant Program
- Podiatry Program
- Chiropractic Program
- Audiology Program
- Occupational Therapy Program

Important objectives of the coursework at Felician are to provide students with the opportunity to develop skills in communication, scientific problem solving, and critical analysis needed to successfully pursue their graduate programs and professional goals. The pre-professional programs also seek to foster an appreciation of the Catholic/Franciscan values as they related to the practitioner of science. Upon successful completion of their Felician coursework, students will be able to demonstrate competence in scientific reasoning and quantitative analysis, critical thinking, and written communication, as well as proficiency in application of fundamental principles and laboratory methods in biology and chemistry. Students will be able to articulate an awareness of the ethical challenges and responsibilities of applying scientific knowledge, the relationship of Franciscan values to professional practice, and the potential contributions of science-related professions to human welfare and sustainability.

In most of the articulated programs, students take three years of required courses at Felician, with their first year of professional school courses counting toward their fourth year for the B.S. (The exception is Occupational Therapy, which requires a four-year sequence of courses at Felician). An additional 2-3 years at the professional school culminates in the graduate degree (duration depending on whether a Master's or Doctorate is awarded).

Students should declare their intention to pursue a specific articulated program as soon as possible within their first year to ensure proper advisement and scheduling of the correct sequence of courses. Note that each program has a GPA requirement for entry into the cooperating professional school, and may have other qualifications as indicated in the admission details.

Timely completion of all Articulated Programs assumes that students enter Felician University with no developmental needs in English or Math.

## Bachelor Completion program in Cybersecurity

The Bachelor Completion program in Cybersecurity is designed for the working student. Classes and laboratories are held during the evening. Total duration of studies is approximately 24 months for students with an Associate Degree and will be longer for students without such a degree. All courses the student may have taken at the College level, or certified ACE military credits, will be considered for transfer credits.

Students applying for the Bachelor Completion option will usually have an Associate Degree or have earned 60 college credits with a GPA of 2.0 or better. Students should have taken a course in College Algebra and an introductory course in Computer Literacy at the 100 level or higher. Equivalent standing based upon courses plus life-experience will be considered. Students without an Associate Degree can complete the requirements by taking the courses offered through the University's evening adult programs. Students interested in this Bachelor Completion option should contact the University Admissions Office.

## General Education Curricular Commons

### GECC

Education for Critical Consciousness: Informed Minds & Understanding Hearts

Felician University's General Education Curricular Commons Program provides a cross-disciplinary

Liberal Arts education that extends the learning experience of our students beyond their professional competencies, fostering their reflective awareness as both individuals and integral members of their society, global community, and the natural world. Our program encourages the spiritual, ethical, intellectual, social, and creative growth of the whole person within the Catholic Franciscan tradition. The GECC serves as the basis for the integration of

necessary skills required in the 21st century, and preparation for more specialized learning within the majors.

Felician graduates are expected to be: attentive in their experiences, intelligent in their understandings, critical in their judgments of what is true, responsible in their decisions, and loving in their actions : all of which serve the University's goal of changing the world, one life at a time. 'Critical Consciousness' speaks to the need for personal responsibility in constructing a self-awareness and self-understanding that is morally, intellectually, practically, and spiritually sound. 'Informed Minds' addresses the desire we have for our students' intellectual development in both specialized and broad areas of study, which a General Education Program is expected to help develop and which include: competence in fields of study; oral and written communication; creative, critical, and analytical thinking; technology and information literacy; quantitative and scientific reasoning; theological and moral foundations. And 'Understanding Hearts', which we promote via our influential Catholic Felician-Franciscan Mission entrusted with shaping the professional and personal lives of our students and our entire Felician community.

## GECC Theme Areas & Student Learning Outcomes

The following are required for fulfilling the General Education requirements at Felician University:

1. Faith & Reason (6 credits) : Synthesize the Catholic-Franciscan spiritual and intellectual traditions as a foundation to the advancement of a just and peaceful society, and a sustainable global environment.
2. Ethics, Values, and Truth (3 credits) Develop a framework of values and ethics to guide reflective decision making through the pursuit of truth and a deeper understanding of oneself and the world.
3. Communication & Expression (6 credits: ENG-101 & 3-credit course from Area) Communicate effectively through reading, writing, listening, speaking, and creative expression.



4. Critical & Analytical Thinking (3 credits) : Critique information, ideas, positions, solutions, and actions, through analysis of a variety of resources to reach reasoned and supportable conclusions.
5. Information Literacy (4 credits: ENG-102 & LS-100) : Utilize information from diverse sources critically, creatively, and effectively in the service of creating knowledge.
6. Technological Acumen : (3/4 credits to be determined by Major/School) : Use technological resources creatively, ethically, legally, and with integrity.
7. Quantitative & Scientific Reasoning (7 or 8 credits: 3 or 4 Math & 4 Lab Science) : Utilize and apply quantitative and scientific methods to interpret and critically evaluate information and phenomena.
8. Global Consciousness (6 credits) : Embrace a global perspective through engagement with concerns, trends, gifts and challenges of diverse cultures.
9. Liberal Arts Concentration (9 credits within Arts & Sciences to be determined by Major/School)

## GECC Policies

1. Students who transfer into Felician with the AA or AS degree are required to complete three (3) credits at the 300/400 level in each of the first two Theme Areas: I. 'Faith & Reason' and II. 'Ethics, Values, and Truth'. Students who have already taken an Ethics course instead complete all six (6) credits at the 300/400 level in Theme Area I.
2. ENG 101 is a prerequisite for ENG 102, and the latter must be taken concurrently with LS 100.
3. All students are urged to complete at least one (1) eLearning (fully online or hybrid) three-credit course before completion of Bachelor's degree.
4. Up to but no more than three (3) courses within the Major may be used to fulfill GECC Theme Areas, and no more than one per Theme Area. No courses within the Major may be used to satisfy the nine (9) credit Liberal Arts Concentration.

## Honors Program

### Honors Program Mission Statement

The Honors Program at Felician University develops the students' love for learning, desire for God, self-knowledge, leadership qualities, and service to others. Students are engaged in rigorous interdisciplinary academic challenges and service projects through experiential learning. The Honors program graduates lifelong learners and community leaders who promote the values of peace, respect, and compassion for all humanity.

### Honors Program Goals

1. Develop an academic and intellectual foundation through Honors coursework, applying those skills in one's major studies.
2. Cultivate the essential skills of critical thinking and communication across an array of mediums and opportunities; including courses, internships, residencies, student teaching, Honors events, service, etc.
3. Grow as a respectful, compassionate individual via the Franciscan-based service opportunities provided by the Honors program, ultimately taking these values with you beyond Felician.
4. Enrich one's cultural awareness, civic & moral engagement, as well as leadership skills to become a stronger person and a better leader.
5. Build a community of academically-engaged peers (and friends) at Felician to rely on and work alongside both now and in the future.

### Honors Program Student Learning Outcomes

1. Distinguish knowledge at Honors level through completion of coursework
2. Illustrate application of critical thinking and communication skills across Honors opportunities (inside and outside the classroom)
3. Transform one's understanding of the world and society through Felician service and coursework
4. Demonstrate increased leadership skills inside or outside of the classroom
5. Practice the values of the Felician Honors Program to develop a support system

\* Based on the Honors Program Goals

## Honors Program Information

The Honors Program is open to all majors. Students take two or three Honors courses each semester in their freshmen year followed by one to two Honors courses each semester thereafter. See Honors Program Courses for classes with Honors options.

- For current Felician students to be accepted into the Honors Program, applicants must have a 3.5 average after midterms in first semester, three faculty letters of recommendation, a review of high school grades and ACT/SAT scores, be a first semester freshman enrolled in at least twelve College-level credits at Felician and complete a one semester Honors probationary period. A decision will be made by the Honors Director, pending a review of the submitted materials.
- Transfer students must meet the same criteria, except that, since they are entering with prior college experience, they must complete a minimum of 12 Honors credits and compete 45 hours of service prior to graduation. Any appeal of the Director's decision will go to the Honors Advisory Board.

Honors students must complete a total of 90 hours of volunteer service across 4 years and may become members of the Honors Students Association, which is an extracurricular organization on campus that undertakes group service activities, sponsors field trips, and conducts fund-raising.

## Academic Standing in the Honors Program

- Students will register for Honors courses when they meet with their advisors each semester; after successful completion of the required number of Honors courses and voluntary service, they will be eligible to graduate as Honors Scholars.
- Honors students are to achieve the following GPA requirements:
  - Maintain a cumulative GPA of 3.25 in their freshman year.

- Maintain a cumulative GPA of 3.35 in their sophomore and junior years.
- Students who receive below a "B" in an Honors course or an overall GPA below the thresholds listed above will be placed on probationary status in the Honors Program.
- Probationary Status
  - Two (2) semester probation will be given to those students whose GPA falls below the Honors Program requirement.
  - Being placed on Probationary Status will require:
    - A letter of notification to be sent to the student and their advisor
    - Academic Counseling
    - A meeting with Financial Aid
    - Students guilty of an infraction of the University's Honor Code will be dismissed from the Honors Program.
    - Graduating as an Honors Scholar: After completing the requisite Honors courses and volunteer service requirements, seniors who have maintained at least a 3.35 GPA, a minimum of a "B" in each Honors course, and are free from any violation of the University-wide Honor Code, will graduate as Honors Scholars.

## Honors Advisory Board

Felician University's **Honors Advisory Board** consists of the Vice President for Academic Affairs, the Vice President for Enrollment Management, a representative from the Registrar, a representative from the Office of Admissions, the President of the Honor's Student Association, and a faculty representative from each School (Arts & Sciences, Business, Education, and Nursing). The Director of the Honors Program, who is a faculty member, chairs the Board, which makes and approves policies for the Program.

The Vice President for Academic Affairs appoints the Honors Director, and is the administrator to whom the Director reports. The duties of the latter include scheduling of Honors courses each semester, recruiting prospective Honors students, maintaining records, sending notices of Honors activities to the Public Relations Office, scheduling Honors-sponsored and related activities, conducting the annual awards ceremony, and moderating the Honors Students Association.

Additional information may be obtained by contacting the Director of the Honors Program.

## School of Arts and Science

### Mission Statement

The School of Arts and Sciences is committed to promoting the University's Franciscan-Felician mission by providing an environment that fosters the intellectual, emotional, and spiritual development of our students. The Liberal Arts curriculum challenges students to explore creative ways of thinking within a broad scope of study that integrates intellectual traditions with essential values.

Our diverse programs encourage students to become lifelong learners and compassionate contributors to the well-being of others throughout their lives.

### Learning Outcomes

Students who major in the School of Arts and Sciences will...

1. Explore the significance of God and the spiritual dimensions of human existence vis-à-vis the created order and the works of humankind, and articulate the importance and influence of Franciscan values by constructing a personal philosophy of responsibility that promotes a more just and humane society with reverence for God's creation.
2. Formulate and apply lifelong learning skills required for personal development and ethical living by integrating the intellect, emotion, body, and spirit in modeling lives of responsibility to self and others.
3. Utilize both new and traditional methods of communication and creative expression to articulate and interpret experiences through reading, writing, listening, speaking, making, and/or performing.
4. Apply skills of analysis, judgment, interpretation, space synthesis, and evaluation through critical reading, writing, listening, seeing, making, and/or problem solving.

5. Locate, evaluate, and use information obtained from a variety of sources according to its accuracy, authority, currency, integrity, legality, objectivity, and adapt that information for a specific purpose to generate a particular original product, presentation, or performance.
6. Implement technology to facilitate learning and professional development, and to advance discipline-specific knowledge and skills.
7. Represent and interpret quantitative/qualitative information symbolically, graphically, numerically, verbally, and in written form, and use inductive reasoning to draw general and supportable conclusions from data.
8. Explore cross-cultural issues, ideologies, perspectives, space and articulate the contributions that people of diverse backgrounds and disciplines bring to an interdependent and multicultural world.

### Educational Options

The School of Arts and Sciences offers students six educational options:

1. Doctor of Psychology in Counseling Psychology w/Emphasis in Primary Care
2. Master of Arts in Counseling Psychology and Master of Arts in Religious Education (Online)
3. Bachelor of Arts in Art, Communications, English, History, Humanities, Mathematics, Natural Sciences and Mathematics, Psychology, and Social and Behavioral Sciences
4. Bachelor of Science in Biology, Computer Science, Clinical Laboratory Sciences, Criminal Justice, Cybersecurity, Exercise Sports Science, Health Information Management, Medical Imaging Sciences, and Psychiatric Rehabilitation (dual-degree program with Rutgers SHP).
5. Two-year Associate degree in Liberal Arts with concentrations in any of the areas listed above.
6. Certificate programs in Religious Studies, Graphic Design, Photography, Forensics, and Information Assurance and Computer Security.

Flexibility characterizes the Arts and Sciences programs. While all students share a common core of liberal studies, students may also elect a single or double major, or an interdisciplinary major in the Humanities, Natural Sciences and Mathematics, and Social and Behavioral Sciences, depending upon their educational goals.

**Double Major.** Qualified students may submit an intent to pursue a double major, preferably by the end of the freshman year. Students must receive approval from the Associate Dean who oversees the departments involved, and are expected to complete the major requirements of both departments.

**Interdisciplinary Major.** Students may elect one of the three interdisciplinary majors: Humanities, Social and Behavioral Sciences, or Natural Sciences and Mathematics. They may follow the curriculum required for certain concentrations within these majors, or they may, in consultation with their advisor, design their own interdisciplinary focus. The latter must be coherent and focus on particular areas of investigation which, though not adequately included within a single department or discipline, are worthy of concentrated study. The interdisciplinary focus areas are addressed under the Humanities and Social and Behavioral Science majors.

Applications for interdisciplinary majors are available from the respective Associate Dean. Students are encouraged to file by the end of the freshman year and must file by the fourth week of the semester following completion of 60 credits.

**Pre-Professional Advising Programs.** The traditional and interdisciplinary majors at Felician University can provide excellent preparation for admission to law school, medical school, and graduate business programs, as well as advanced degree programs in the Arts and Sciences. In addition, the University has created several specifically designed Pre-Professional Advising Programs to provide students with the best preparation possible for law or medical school. Please see the PreProfessional Advising Programs listings under "Special Academic Programs" in this catalog for further information. Students planning to pursue professional post-graduate studies should consult, as early as possible, with their major program advisors to obtain further guidance in planning their academic programs.

**Internships.** Qualified students are encouraged to test their career goals in museums, libraries, businesses, hospitals, social and community agencies, and other appropriate professional settings. When carefully supervised according to program guidelines, the internship qualifies for academic credit.

## Degree Requirements

1. Candidates for the Bachelor of Arts or the Bachelor of Science degree are required to:
  - satisfy all entrance requirements;
  - satisfy the specific requirements in a major or concentration;
  - fulfill a residence requirement of the last 30 credit-hours at the University;
  - maintain a minimum average GPA of 2.000 throughout the program. Students who fail to meet this requirement are subject to the Probation and Dismissal Policy;
  - earn a minimum grade of "C" in all courses in the major;
  - earn a minimum total of 120 credit-hours.
2. Candidates for the Associate in Arts degree are required to:
  - satisfy all entrance requirements;
  - earn a minimum of 30 credit-hours at the University;
  - achieve a minimum cumulative GPA of 2.000. Students who fail to meet this requirement are subject to the Probation and Dismissal Policy stated below;
  - earn a "C" average or better in the area of concentration;
  - complete successfully an organized program of study comprising at least 64-66 credit-hours (depending on program). Degree control sheets for each major are available in the Office of the Registrar.

## Probation and Dismissal Policy

Students who fail to maintain a minimum overall GPA of 2.000 may be placed on Academic Probation or dismissed from Felician University. Academic Probation carries with it a reduction in course load, the repetition of required courses, and participation in the Probation program.

Students failing to meet the requirements of their probationary semester or failing to demonstrate academic improvement after being placed on Probation may be dismissed from the University.

## Insufficient Academic Progress

Insufficient academic progress shall hereafter be defined as follows:

- A student who attempts a far greater number of credits than he or she earns is in danger of academic dismissal for making insufficient academic progress. A student who has earned only six (6) credits after attempting twenty-four (24) credits may be dismissed for making insufficient academic progress at the completion of his or her first academic year, or its equivalent. A student who has earned only twenty-four (24) credits after attempting forty-eight (48) credits may be dismissed at the end of his or her second academic year, or its equivalent.

See also: Standards of Academic Progress

## School of Business and Information Sciences

### School of Business and Information Sciences Mission

The mission of the School of Business and Information Sciences at Felician University is to continuously improve the quality and relevance of the academic experience we offer to educate undergraduate and graduate students in accordance with the highest academic and professional standards and within the context of a Catholic and Franciscan Liberal Arts tradition, and to prepare our students for their lives in general and in particular for the world of business.

### School of Business and Information Sciences Vision Our vision is:

- To be the University of choice for undergraduate and graduate students seeking to prepare for or advance their careers in the world of business.

- To welcome students into a learning environment of continuous improvement that is both nurturing and challenging.
- To graduate students who are well prepared academically and markedly influenced by their immersion in the Felician/Franciscan tradition.

The School of Business and Information Sciences is committed to helping students achieve their educational goals and objectives. To accomplish this we are dedicated, and maintain a consistent resolve, to providing quality programs and courses. Our programs seek to provide students with theoretical knowledge and applied skills in ethical business practices, while furthering comprehensive study in the Liberal Arts and Sciences. Felician University Business and Information Sciences programs are accredited or approved by the Middle States Commission on Higher Education and most are also accredited by the International Accreditation Council for Business Education (IACBE <http://iacbe.org/>).

In the School of Business and Information Sciences, you will find help in identifying and developing your potential. You can expect dedicated, professional, and caring faculty, individualized academic advising, small class sizes, and a positive nurturing environment we simply put “Students First.”

Besides our traditional and accelerated degree programs, Undergraduate students may also opt into the 5-year combined BS and MBA, MSHA, or MS Computer Science program. In this program, students begin taking graduate courses during their senior year and can complete their graduate program by attending courses year-round for approximately 15 months.

### School of Business and Information Sciences Core Competencies

Competencies are abilities to do things. Employers expect their employees to perform in such a way so that organizations can meet their goals and grow, thus increasing value to the organization and its customers. Thus, employees need to act, to do

things that bring value to the bottom line. Over and above having knowledge from a content point of view, employees must have certain capabilities or competencies.

The portfolio is the primary means of demonstrating mastery of a set of these skills. The Felician undergraduate business program has been designed around the following six (6) core competencies:

- Critical Reasoning
- Effective Communication
- Ethical Decision Making
- Personal Accountability
- Quantitative Reasoning
- Teamwork

Throughout the course of study, students are expected to build a portfolio demonstrating mastery of the core competencies. As part of the capstone course, students will orally present their portfolios.

Computer science core requirements cover algorithms, data structures, logic, programming languages, operating systems, architecture, network and database systems, theory of computation, and software development and testing. After finishing the core courses, students will be able to demonstrate a breadth and depth of knowledge in the discipline of computer science, as well as build critical thinking skills in the analysis of complex problems and the synthesis of solutions to those problems.

## School of Business and Information Sciences Degree Requirements

Candidates for the Associate in Arts, Business Concentration and Bachelor of Sciences degrees in Business must:

1. satisfy all entrance requirements (Formal acceptance into the Business major, usually in the sophomore year, requires a 2.500 cumulative GPA.)
2. satisfy the specific requirement in a major or concentration.
3. fulfill a residence requirement of the last 30 credit-hours at Felician University.

4. maintain an average GPA of 2.500 throughout the program.
5. earn a minimum grade of "C" in all courses in the major.

## School of Business and Information Sciences Professional Certificates

The School of Business and Information Sciences offers a variety of certificate programs designed to introduce learners to a new field of study or to advance careers by expanding expertise and upgrading skillsets. Each certificate program offers in-depth knowledge and unique insights in specific fields of study. Successfully completing a sequence of required courses will result in a certificate of completion.

### Admissions Requirements

Felician University certificate programs are open to individuals who hold a high school diploma (for undergraduate certificates and non-credit courses) or a bachelor's degree (for advanced certificates and courses). Matriculated undergraduate students taking graduate-level courses must obtain permission from the Dean of the School of Business and Information Sciences prior to enrolling in the course.

## School of Business and Information Sciences Policies

- Upon acceptance into the School, students will be given a control sheet with a required sequence of courses that must be completed within the major. Students may not deviate from this sequence without signed permission of the Dean of the School and Associate Dean. Failure to follow the prescribed sequence often will result in the student's inability to complete the program in the anticipated amount of time.
- Students who fail to maintain the required GPA for their programs (2.5 for B.S; 2.0 for B.P.S.) will be placed on academic probation. Students on academic probation will receive letters from the Dean of the School explaining actions to be taken to return them to good academic standing. Students who are placed on

probation more than twice over the course of their academic careers will be dismissed from the School.

- Students must earn a minimum grade of “C” in all courses in the major/minor.
- Students may repeat a Business or required course only once. Failure to achieve a grade of “C” or better in a repeated required course will result in dismissal from the School.
- Students must repeat any required Business course in which they receive a D or an F as soon as the course is offered again. Failure to repeat the course the next time it is offered may result in dismissal from the School.

### **Probation and Dismissal Policy:**

Students who fail to maintain a minimum overall or semester GPA of 2.500 will be placed on academic probation or dismissed from Felician University. Academic probation carries with it a reduction in course load, the repetition of required courses, and participation in the School's Probation Program. The requirements of the program include:

1. Monthly meetings with the Academic Counselor;
2. Academic workshops;
3. Submission of a copy of academic schedule including classes, tutoring, and work to the Academic Counselor.

## **School of Education**

### **About the School of Education**

Felician University offers nationally accredited and state approved undergraduate dual licensure programs leading to Initial Teacher Certification and an endorsement in Teacher of Students with Disabilities: Early Childhood Education & Special Education (PreK-3/TOSD), Elementary Education & Special Education (K-6 & TOSD), Elementary Education & Special Education (K-6 & TOSD)/Subject Matter Specialization (5-8), and Secondary Education & Special Education (K-12 & TOSD).

Our clinically rich School of Education programs are designed to develop personal, intellectual, and professional qualities that are essential for excellent,

caring, highly competent teachers. Throughout their experience at Felician, our students are immersed in a culture that exemplifies our Franciscan values of Respect for Human Dignity, Solidarity with the Poor, Justice and Peace, Compassion, and Transformation. In addition to being excellent teachers, our graduates reflect our Franciscan values and our mission in their personal and professional lives and they are prepared to teach and inspire all children with all learning styles.

### **School of Education Mission Statement**

The School of Education at Felician University, in accordance with the Franciscan tradition, fosters competent, caring, and compassionate educators to serve a diverse population by promoting a collaborative spirit, encouraging self-reflection, and emphasizing life-long learning.

The School of Education strives to prepare teachers who:

- Know and understand the New Jersey Professional Teaching Standards and New Jersey Student Learning Standards;
- Value and are committed to the tenets of these standards; and
- Actively engage in applying the intent of the standards within their learning communities.

### **School of Education Programs**

Felician University offers state approved programs in School of Education:

- Early Childhood Education & Teacher of Students with Disabilities (PreK-3 & TOSD)
- Elementary Education & Teacher of Students with Disabilities (K-6 & TOSD)
- Elementary Education & Teacher of Students with Disabilities (K-6 & TOSD) and Subject Matter Specialization Endorsement (5-8) in the following content areas: Language Arts/Literacy, Mathematics, Social Studies, and Science
- Teacher of Mathematics & Teacher of Students with Disabilities (K-12 & TOSD)
- Teacher of Art & Teacher of Students with Disabilities (K-12 & TOSD)

- Teacher of Biology & Teacher of Students with Disabilities (K-12 & TOSD)
- Teacher of English & Teacher of Students with Disabilities (K-12 & TOSD)
- Teacher of Social Studies & Teacher of Students with Disabilities (K-12 \* TOSD)

Candidates can complete Teacher Certification through traditional, cohort or working adult programming. All candidates, regardless of track, will complete the professional sequence of coursework approved by the NJDOE. All candidates, regardless of track, are expected to adhere to Degree requirements, admission policies, dismissal policies, field experience policies and testing as outlined below. Course modality or program availability may be limited based on program location or cohort.

## School of Education Degree Requirements

Candidates for the Bachelor of Arts degree with a major in Education must:

1. Satisfy all University entrance requirements (as well as all SoE Program Admission Requirements listed below).
2. Complete a program of at least 120 semester hours which includes the approved NJDOE professional sequence of courses in:
  - Early Childhood Education/Special Education Elementary Education/Special Education
  - Elementary Education/Special Education/Subject Matter Specialization (Middle School)
  - Secondary Education/Special Education
  - in addition to their approved Arts and Sciences co-major
3. Maintain a 3.0 cumulative GPA throughout the program. A minimum grade of "C" is required in all academic courses. Courses graded "D" or "F" must be repeated.
4. Receive a grade of "B" or better in the education professional sequence of coursework beginning with EDU 290 (for all education programs)

**\* Please remember that program requirements are subject to change according to the guidelines and code changes set forth by the State of New Jersey's Department of Education.**

## School of Education Policies School of Education Program Admissions Policy

(For all undergraduate School of Education Programs)

1. Satisfy all University entrance requirements.
2. Meet the minimum cumulative GPA of 3.0. This applies to all transfer students within Felician University (internal) and credited institution/s of higher education (external). CGPA must be in place prior to entering EDU 290.
3. Off-Campus Community College Felician University cohort candidates must have an earned Associates Degree or equivalent. A grade of "C" or better in general education college-level courses is required for teacher education transfer credit. A grade of "B" or better in education and professional related course is required for teacher education program transfer credit.
4. As per NJ State DOE requirements, all candidates must show proof of passing the Praxis CORE examination or satisfying the SAT/ACT waiver prior to the completion of EDU 290 for formal admission to the School of Education. Candidates will not be permitted to continue into the professional sequence of coursework without providing this evidence. \* This requirement is subject to change as it is governed by the NJDOE licensure code.

## Dismissal and Probationary Policies

If a student's cumulative GPA falls below 3.0 but above 2.75, he/she will be placed on probation for one semester. If a student does not obtain a 3.0 GPA in the succeeding semester, the student will be dismissed from the program. A student who is dismissed from the program may reapply for readmission after the student obtains a cumulative GPA of 3.0 to be considered. The student must contact either the Dean or Associate Dean to declare his/her intent. A student who is readmitted to the program must maintain a minimum 3.0 cum GPA for each subsequent semester after readmission. Candidates who are "readmitted" will be held to the licensure requirements at the time of their readmission.



## Dismissal Policy Without Probation

If a student's cumulative GPA falls below 3.0 he/she will be put on probation. Candidates admitted to the School of Education Teacher Certification track as Freshman or Transfers who do not establish a 3.0 in their first semester at the university will be dismissed from the program. The student will not be given probationary status. A student who wishes to reapply to the teacher education program must meet all of the requirements above.

## School of Education Program Policies

1. Students must complete ANY developmental coursework by the time they complete 30 college level credits. Students who transfer in more than 30 credits and who are in need of remedial work must complete developmental coursework within one year. Students cannot take any 300 level course or above until all developmental coursework is completed.
2. Students must successfully complete all required course-embedded/non course embedded field work and demonstrate appropriate professional dispositions. Students who do not successfully complete all required field work or demonstrate inappropriate professional dispositions will not be permitted to move onto the next semester of the professional sequence.
3. All candidates must successfully take and pass the required Praxis II licensure exams associated to their program of study prior to the beginning of the year-long student teaching experience (EDU 400/401). Candidates may apply for a Dean's Appeal to begin EDU 400/401 under a contract. No candidate will be permitted to enter EDU 403/404 without successfully passing all required Praxis II licensure exams required by the NJDOE. Candidates may wish to secure a Praxis II Dean's Appeal request utilizing the NJDOE approved Slide Scale (<http://www.nj.gov/education/educators/license/gpa.htm>) if they possess a minimum 3.5 cumulative grade point average and are within the range provided by the NJDOE. This appeal will allow a candidate to enter into EDU 403/404 with the expectation that the candidate will continue to take the Praxis II test and satisfy the identified passing score. This appeal can NOT be utilized for candidates with less than a 3.0 CGPA. A formal email to the Associate Dean requesting the use of the Slide Scale must be sent the semester prior to EDU 400/401 and must have the most current Praxis II scores, most recent unofficial/official transcripts to demonstrate GPA and a statement requesting the use of the Dean's Appeal for the Praxis II Slide Scale. \*This appeal is contingent on the NJDOE policy at the time of the request.
4. All candidates must successfully take and pass the Pearson edTPA which MUST be submitted during EDU 403/404. THE NJDOE WILL NOT ISSUE LICENSURE TO CANDIDATES WHO DO NOT MEET THE REQUIRED PASS SCORE FOR THE HANDBOOK ASSOCIATED WITH THE INITIAL LICENSURE BEING COMPLETED. Candidates who do not successfully complete this requirement will NOT be recommended for licensure upon completion of their student internship experience. Candidates will be held to the passing score set at the time of licensure request.
5. All students must complete the year-long student internship (2 consecutive semesters) preferably Fall through Spring (September-May). EDU 403/404 must be completed during a student's last semester and all other graduation requirements should be satisfied before entering that semester.
6. Students wishing to complete clinical experiences in Catholic schools will be required to attend the Archdiocesan Protecting God's Children program offered on campus.
7. All School of Education students, beginning the first semester of attendance, are required to be fingerprinted and apply for a criminal background check through the NJ Department of Education.
8. All School of Education students must submit an annual negative TB (PPD) test to the Center for Health. If the student has a positive TB test, they must complete an annual TB Symptom Assessment form. Both forms can be found at <http://felician.edu/studentwellness>. Results can be brought to the Center for Health, mailed, or faxed to (201) 559-3579.
9. Transfer students only (second semester sophomores and first semester juniors) are required to take EDU 290 (Transition into

Teaching). Bachelor of Arts in Education for Working Adult (BWA) and all education cohort major students are required to register for EDU 290, Transition into Teaching. Registration for this course is at the discretion of the Dean of the School and/or the Associate Dean for Undergraduate Programs.

10. Complete a minimum of 20 field hours of supervised contact with children in a special education environment by the end of EDU 290.
11. All candidates entering the School of Education Teacher Certification tracks must meet all admission criteria listed above prior to the completion of EDU 290.
12. To complete the program the following is required: Clinical Practice I and Clinical Practice II (w/minimal grade of B); passing Praxis II exams; submit, complete and pass the edTPA handbook for the respective program; and a minimum cumulative CGPA of 3.0.
13. Maximum Allowable Credits during EDU403/404 The maximum number of credits during the Clinical Practice II semester cannot exceed 15. Exceptions to the above policy will be made at the discretion of the Dean of the School of Education.
14. Students must adhere to all guidelines and policies stated in the Felician Student Handbook and in the Clinical Experience Handbooks (all levels and all programs). Students must adhere to all policies and procedures that are enacted after the publication of the catalog.
15. Areas of study open to Education majors are Art, Biology, English, History, Mathematics, Science and Psychology (Psychology for the PreK-3 and K-6 degree programs only). Students may choose any of these disciplines and plan courses in consultation with an assigned faculty advisor.
16. PRAXIS & edTPA test scores must be submitted to the Office of Field Placement. Please select Felician University to receive your scores (**code 2321**). **Be sure to utilize your SSN and the correct code number provided.**
17. Every upper level teacher education student must have evidence of his/her Criminal Background Check and New Jersey State Department of Education Applicant Authorization and Certification form (Substitute Teaching Certificate) in order to register for

courses beyond EDU 290. A copy of the form must be submitted to the Office of Field Placement to be placed in the student's folder.

## Transfer Policy for Internal and External Students

1. EDU 290 Transition into Teaching is for the transfer student whose classification level is second semester sophomore or first semester junior. Effective 9/1/15, students in this course are required to take the Praxis CORE examination and show proof of passing.
2. Satisfy all University transfer requirements.
3. All transfer students entering the program must meet the minimum cumulative GPA of 3.0.
4. Effective 9/1/15, all candidates are required to successfully pass the Praxis CORE examination prior to the completion of EDU 290.
5. A grade of "C" or better in general college-level courses is required for program transfer credit. A grade of "B" or better in education and professional related courses is required for School of Education program transfer credit.
6. University-level courses related to the program cannot have been completed more than 10 years prior to admission to the program and must meet the same Student Learning Outcomes/Objectives as current course offerings to be counted (including required field experiences).
7. Transferring of college credits will be done on an individual basis.
8. The number of college credits successfully earned will determine the student's Field Experience and Seminar course.
9. All School of Education students beginning the first semester of attendance are required to be fingerprinted and apply for a criminal background check through the NJ Department of Education prior to formal acceptance to the School of Education program.
10. EDU 290 Transition into Teaching is for all traditional, cohort & Off-Campus Felician Teacher Education Cohort students.

## Clinical Experience Policies and Guidelines

The following courses in the Professional Sequence include early field experience requirements and the culminating Clinical Practice I and the capstone

Clinical Practice Seminar and Internship: EDU 302, The Integrated Curriculum: Social Studies & ELA; EDU 312, The Integrated Curriculum: ELA & the Content Areas; EDU 304/314, Inquiry Based Learning & the Clinical Experience; EDU 400, Clinical Practice I; EDU 401, Clinical Practice I Seminar; EDU 403, Clinical Practice II Seminar; and EDU 404, Clinical Practice II -the Clinical Internship.

### **Removal from any EDU course due to Student Performance for Academic and Non Academic Reasons in the Clinical Experience Setting:**

A committee comprised of the Director of Field Placement, SoE Associate Dean, the cooperating teacher, university supervisor and seminar instructor will decide if the student should be removed from his/her placement for academic performance, professional or disciplinary reasons. The Committee reserves the right to review each student's situation on a case-by-case basis and apply the following policy accordingly.

Upon the recommendation of the Committee, the Dean of the School of Education, with the approval of the Vice President for Academic Affairs, reserves the right to dismiss a student from the School of Education at any time for behavior which is deemed unethical, unprofessional or not up to academic standards. The student in question has the right to appeal the decision.

If removed by Felician University for academic reasons, the student will receive a grade of incomplete ("INC") for that semester. This option is for one time. The Director of Field Placement, in consultation with the Dean of the School and/or Associate Dean, will place the student in another setting for the next succeeding semester in a different school/district.

If the student rejects the second placement, the student will receive a grade of "F" for the EDU course with field requirement and will not have another request for placement made.

If the student experiences difficulty in the first placement but asks to remain at the first placement and subsequently fails any of the next courses/field experiences in the professional sequence, no second attempt will be permitted.

If the student is removed for something other than academic reasons, the student will receive a grade of "F" and will be dismissed from the program. The student may appeal the decision following the guidelines in the Felician University catalog.

When the student is in another setting, he/she must attempt to remediate all deficiencies cited during their previous experience by the end of that semester. In this second setting, the student will implement a written action plan created by the Committee. During the second attempt, the student will be required to attain specific performance benchmarks at three-week intervals, which will be evaluated by the cooperating teacher, supervisor, and seminar instructor.

A different supervisor will be assigned for the second attempt. The student will be required to pay the cooperating teacher's stipend for Clinical Practice I and/or II.

At any point during the second attempt in any professional sequence course/field experience the student may be removed from the placement for deficiencies noted by members of the Committee. The student will receive a grade of "F" and will be dismissed from the program.

If the student fails his/her second attempt, Felician University will not find another placement and will issue a grade of "F" on the student's transcript.

If the Director of Field Placement and the supervisor determine that the placement is unsatisfactory, the student may be removed from that setting. The Office of Field Placement will obtain a suitable placement and the appropriate number of days or weeks will be added to the new assignment.

All students are required to complete the Clinical Competency Inventory (CCI) during their Clinical Internships. The CCI will be done by the intern, cooperating teacher and university supervisor during the 4th and 8th observation during EDU 403/404. Candidates must achieve a cumulative average of 3.0 or better (Proficient) by the University supervisor on the 8th observation to successfully pass the student internship. Candidates who do not achieve a 3.0 (Proficient Score) will be required to repeat EDU 403/404 for another semester. Candidates who are unable to meet the Proficient

requirement after one semester extension will be removed from the program and a grade of "F" will be given for EDU 404.

### **Withdrawal from any Professional Sequence course with embedded or attached field experiences:**

- If a student withdraws from any professional sequence course with embedded or attached field experiences after the add/drop period has expired, the Office of Field Placement will not obtain another field placement for the student. This student will receive a grade of "F" on his/her transcript and will be dismissed from the program. Exceptions to this procedure would be determined by the Committee.

### **Dismissal for other than Academic Reasons:**

- If a student is removed for other than academic reasons, the student will receive a grade of "F" and will be dismissed from the program. The student may appeal the decision following the guidelines in the Felician University catalog.

## **School of Education Internship Education Program**

Parochial, private and public-school systems are used for clinical experience in the following counties: Bergen, Essex, Hudson, Hunterdon, Passaic, Sussex, Morris, and Warren. The Office of Field Placement provides and secures all pre-service and student teaching placements. School of Education students are not permitted to secure and/or pursue their own clinical experience and/or Clinical Practice II assignment. The student may not contact school personnel, i.e. superintendent of schools, principal, cooperating teacher, school board member, etc. for a placement. This contact includes an in-person meeting, telephone, written, or email communication. If a student secures a placement via personal contact or communication, the placement will not be accommodated, or the assignment will be terminated. The School of Education student will be placed in appropriate field experiences in accordance to the course sequence being taken.

## **School of Education Field Experience/Seminar Policies and Requirements**

All School of Education students are required to:

1. Submit the required Personal Data Form (PDF) one year prior to the requested field placement. Candidates in EDU 290 should be submitting their PDFs for the next two semesters. PDFs received after that timeline will not be guaranteed a field placement and may be removed from the corresponding coursework causing a delay in completing their degree on time. Due to the challenges with securing appropriate placements, students who meet this time request will be placed first.
2. Submit the required Clinical Experience Attendance Form at designated intervals throughout the semester. The cooperating teacher's (CT) signature is required for each student-attended clinical experience day.
3. Submit, at the end of the current semester, the required cooperating teacher Field Evaluation Form. The CT signature is required on the Clinical Experience Evaluation Form and the Clinical Experience Attendance Form.
4. Submit all required clinical experience documentations during posted timelines during the current semester. A student who fails to submit all or one of the required documentations will receive a grade of "Incomplete." The "Incomplete" grade will remain until all the required documentation has been properly completed and submitted by the student. An incomplete grade must be reconciled within the proper time frame in accordance with Felician policy. Please note, candidates cannot continue in the professional sequence of courses with any outstanding incompletes or grades below a "B."
5. Students are required to complete all field hours as determined by each professional sequence course for the duration as expected/required. EDU 400/401 requires a minimum of 2 days per week and EDU 403/404 require 5 days per week (full time) for a minimum of 15 weeks.
6. Athletes must consult and get approval from the Associate Dean regarding the timing of the year-long internship due to scheduling of sport.

Based on season, candidates may need to adjust the semesters to accommodate the required field experiences.

7. Attend seminar class during the entire semester for all levels.
8. Meet with their seminar professor for a mid-term and final conference for all levels.
9. Achieve a grade of "B" or better in all clinical experiences. If a student does not achieve a grade of "B" or better on the first attempt, he/she will need to repeat the entire course, both the clinical experience and seminar components. The student will not be permitted to register for the subsequent level clinical experience course until he/she has repeated and successfully achieved a grade of "B" or better in the repeated clinical experience course. The repeating of a clinical experience course will impact the student's status in the School of Education Program by requiring an additional semester in order to complete the repeated clinical experience course. As stated in the Felician University Catalog: "The Repeat grade becomes the official grade. The original grade and repeat grade appear on the academic transcript." A student who does not achieve a grade of "B" or better after the repeat of the clinical experience/seminar course will be dismissed from the School of Education program.
10. Complete all make-up field absences by the end of the current semester. Candidates who do not satisfy the field hours within the semester will need to repeat the course/field experience. A candidate may submit an appeal regarding this decision due to extenuating circumstances to the Associate Dean.

## Field Experience/Seminar Attendance Policies

### For Seminar:

1. Any unexcused absence will result in an F for the attendance portion of the seminar grade.
2. A student who is absent more than 20% of the required class time during the semester may be withdrawn from the course (Seminar and Clinical Experience).

### For Field:

1. One excused absence is permitted which must be made up in collaboration with the cooperating teacher and seminar professor. More than one field absence results in an "F" for the attendance portion of the field grade. A student who is absent more than 20% of the required number of clinical experience days during the semester may be withdrawn from the course (seminar and clinical experience).
2. No clinical experience is to be made-up at the expense of scheduled course time, as is policy for all School of Education students.

***\* Extenuating circumstances will be evaluated on a case-by-case basis at the discretion of the Dean of the School.***

## School of Education Student Athlete

Student athletes are not permitted to miss scheduled class time or field due to practices and/or scrimmages.

All full or half day absences from the clinical experience must be made up before the end of the current semester. This must meet the approval of the Cooperating Teacher (CT), school principal and university supervisor.

Student athletes must provide the Clinical Practice and Seminar professor with their game schedule. The University supervisor/seminar professor and the student athlete will review the schedule for away and home games that may conflict with field and seminar class. Make up possibilities will be discussed between the University supervisor and the student. Final decisions regarding a candidate's ability to remain in the field course/experience will be at the discretion of the Associate Dean.

Student athletes are not permitted to leave their clinical experience for home games without the approval of their college supervisor/seminar professor. Education student athletes are placed in field assignments close to the University. The proximity of the clinical experience to the University will dictate the field placement departure time.

No clinical experience is to be made-up at the expense of scheduled course time, as is policy for all School of Education students.

Student athletes must notify their Cooperating Teacher and University supervisor/seminar professor in advance of away games. Notification the day of an away game is unprofessional. The Associate Dean can remove an athlete from a course/experience if the school experience is compromised because of scheduling.

## School of Education Clinical Experience Procedures

The Office of Field Placement provides and secures all pre-service and student teaching field placements/ assignments. School of Education students are required to complete and submit a Personal Data Form (PDF) to the Office of Field Placement. A current PDF is submitted one year in advance and should be updated if a situation arises requiring them to be updated between time of submission and field experience. The clinical experience placements and settings are varied and complement the student's academic level and program.

1. All teacher education students must have field experience in an urban and special education setting (if possible).
2. Field experience cannot be waived.
3. Toddler and day-care experience cannot be accepted in lieu of the field experience.
4. A student, who is employed in an accredited educational site, may request a change of class setting within the employment site for one field course. An appropriate grade-level setting will be obtained for the student by the Office of Field Experiences of the School of Education. Location and program suitability will be reviewed before approval is granted. The school must be an accredited educational site. Day-care and toddler employment sites cannot qualify for a change of class setting.

**\* Extenuating circumstances will be evaluated on a case-by-case basis at the discretion of the Dean of the School of Education.**

## School of Education Clinical Practice I & II Placement Policy for School of Education Programs

A candidate will not be assigned to a school; /town/ district if the following criteria apply:

1. A candidate has or currently resides in a requested school/town/district and has family members currently employed for said district.
2. A candidate has been or is currently employed in a requested school/town/district.\*
3. A candidate has been or is currently an aide/ assistant, board member (or related to one) or a PTA/PTO executive member in a requested school/town/district.\*\*
4. A candidate has children attending a school in a requested school/town/district.
5. A candidate has a relative attending/ employed in a requested school/town/district
6. A candidate has any other affiliation with any of the requested schools/towns/districts.
7. A candidate who fails to indicate any of the above information on the Clinical Practice Application Form/Clinical Practice I & II Request for Placement Form which is processed by the Office of Field Experiences may be removed from this placement.

**\* A candidate working in a private school that does not require certification will have their situation reviewed on a case by case basis.**

**\*\* A candidate who has been an aide or a paraprofessional may complete CP I and II in their school of employment with the approval of the Dean and/or Associate Dean.**

## School of Nursing

### About the School of Nursing

Felician University is recognized globally as a nursing education leader. The following degree programs prepare nurses to assume leadership roles within the global society of professional nursing and health care. The nursing programs are fully accredited by the Commission on Collegiate Nursing Education.

## Undergraduate Programs

- Bachelor of Science Degree in Nursing for High School Graduates and Transfer Students (Prelicensure)
- Accelerated Bachelor's Degree in Nursing (ABSN) : Cohort Based RN/BSN Fast Track program Cohort Based

### BSN Degree : High School Graduates and Transfer Students (Prelicensure): 120 credits

The Four-Year full time BSN Program provides students with a broad education grounded in the liberal arts, sciences, nursing theory and practice. As a nursing major, you will apply your nursing knowledge in a variety of laboratory and health care facilities under the guidance of qualified faculty. The curriculum culminates with a Senior Clinical Immersion in your senior year. Graduates of the program are eligible to apply to the State Board of Nursing to take the RN-NCLEX examination and qualify for admission to graduate study.

### Accelerated Bachelor's Degree in Nursing (ABSN) : 73 Credits

The Accelerated BSN Program is a full-time nursing program designed for adults seeking a career change. The cohort-based program is a 19-month program intended for adults who have a bachelor or master's degree and work experience. Graduates of the program are eligible to apply to the State Board of Nursing to take the RN-NCLEX examination and qualify for admission to graduate study.

### Hybrid Accelerated Bachelor's Degree in Nursing (Hybrid ABSN) : 73 Credits

The Hybrid Accelerated BSN Program is a full-time nursing program designed for adults seeking a career change. The cohort-based program is a 16 month, 4 semester program intended for adults who have a bachelor or master's degree, work experience and/or 60 college credits with required prerequisites. Students complete major coursework online and attend clinical practicums at the Nursing Resource and Simulation Center in Parsippany NJ as well as affiliate health care partners. Graduates of the program are eligible to apply to the State Board of Nursing to take the RN-NCLEX examination and qualify for admission to graduate study.

### Fast Track RN/BSN Program : 48 Credits

Building on your education, Felician offers a program for RNs seeking to increase their leadership role in nursing by earning a BSN Degree. The cohort-based RN/BSN Fast Track is designed for working nurses who seek to complete the program in 15-months. This innovative program combines in-class courses with hybrid course work. The program is also offered fully on-line as an option for those students who do not wish to attend class in person. Students with a cumulative GPA of 3.00 are automatically accepted into Felician University's MSN program.

### Accreditation/Approvals

The baccalaureate degree in nursing program, master's degree in nursing program, the Doctor of Nursing Practice program, and post graduate APRN certificate programs at Felician University are accredited by the Commission on Collegiate Nursing Education.

- The Commission on Collegiate Nursing Education
  - 655 K Street, NW, Suite 750
  - Washington, DC 20001
  - Phone: 202-887-6791

### School of Nursing Mission

The Felician University School of Nursing, within the framework of Catholic tradition and commitments to Franciscan values, strives to educate futuristic health care practitioners, leaders and scholars dedicated to providing high quality health care services to clients/families and the community at large. Felician nurses are prepared to practice in the evolving global and technologically advanced health care environment in order to meet the challenges of the 21st century and enhance societal health.

### School of Nursing Goals

- Create a caring environment
- Respond to the learning needs of a diverse population of students
- Utilize electronic technology effectively in program delivery
- Develop students' critical thinking skills
- Promote evidence based nursing practice
- Foster culturally congruent health care

- Instill in students a desire for life-long learning
- Provide health care for vulnerable and underserved client populations
- Facilitate academic mobility for students
- Promote global understanding

## Baccalaureate Nursing Program Outcomes

### Graduates of the program will:

- Formulate a philosophy of nursing which is holistic and focused from a health perspective. **(Nursing Practice)**
- Provide health care to clients and support for colleagues which demonstrate a personal commitment to the value of caring. **(Caring)**
- Evaluate knowledge from sciences, humanities and nursing to form a framework for nursing practice. **(Critical Thinking)**
- Implement the nursing process with clients (individuals, families, groups in community) presenting complex health problems in structured and unstructured health care settings, using concepts of selfcare. **(Self-Care)**
- Incorporate therapeutic interpersonal processes when interacting with clients, communities and colleagues. **(Interpersonal Processes)**
- Provide health care rooted in the concepts of altruism, autonomy, human dignity, integrity and social justice. **(Ethics)**
- Adhere to legal standards of practice. **(Legal Dimensions)**
- Design and manage professional nursing care as a member of the interdisciplinary health care team. **(Professionalism/Leadership)**
- Integrate cultural competence into the delivery of nursing care. **(Sociocultural Influences)**
- Effect change in health care delivery within specific health care systems. **(Health Care Systems)**
- Integrate economic, political, technological, and social trends that influence health care policy. **(Political Influences)**
- Apply evidence based findings to nursing practice. **(Evidenced Based Practice)**
- Actualize a commitment to professionalism and lifelong learning. **(Teaching Learning)**

## School of Nursing Policies

Programs in the School of Nursing follow the general University policies and regulations in addition to academic policies and regulations consistent with professional standards of nursing education and practice. It is the student's responsibility to know and comply with all current academic policies and regulations of the University, School, and the Department. Programs in the School of Nursing reserve the right to change, modify or improve program requirements or policies at its discretion without prior notice.

### Professional Conduct Policy

The School of Nursing asserts that members of the nursing profession must adhere to standards in order to insure quality, safety and maintain the trust of the public we serve. The Felician University Community asserts that students must adhere to the **Franciscan Values** of respect, honesty, and integrity and the ANA Professional Code of Conduct to insure high standards in our academic and everyday lives. Faculty and students have a cooperative responsibility to insure that these standards are upheld by everyone.

Felician University nursing students shall abide by and be held accountable for maintaining the high standards of "**professionalism**" as determined by personal responsibility, Felician University, and the Health Care System. Any single student incident or pattern of "**unprofessional behavior**" across courses may be referred to the "**Professional Nursing Development Committee**" for review and potential disciplinary action.

## New Jersey Board of Nursing Requirements

The New Jersey Board of Nursing requires that all applicants to the Nursing Program be informed of the following:

- 13:37-1.11 Any complaints regarding the program may be sent to the NJ Board of Nursing at 124 Halsey Street, Newark, NJ 07102.

The New Jersey Board of Nursing requires that applicants to the Prelicensure Nursing Program be informed of the following:



- 13:37-1.8 (h) Before an individual is admitted to a nursing education program, the program shall inform the individual that a criminal history background check is a prerequisite for licensure as a registered professional nurse or a licensed practice nurse.

## Organization

### Board of Trustees

- Sister M. Aquinas Szott, CSSF, Ph.D. Board Chair
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- Judy Kane — Adare Manor & Golf Resort

## Senior Administrative Officers

- Acting President: **Sylvia McGeary**, B.A., College of Saint Elizabeth; M.A., Ph.D., Fordham University
- CFO, Vice President for Business and Finance: **Thomas Truchan**, Certified Public Accountant, B.S., St. Peter's College
- Vice President for Academic Affairs: **Sylvia McGeary**, B.A., College of Saint Elizabeth; M.A., Ph.D., Fordham University
- Vice President for University Advancement: **Maura DeNicola**, B.S., Boston College M.S., Columbia University
- Vice President of Student Affairs and Dean of Students: **Francine Andrea**, B.S., Rutgers University
- Vice President of Enrollment Management and Marketing: **Priscilla Klymenko** B.A. Felician College, M.A., Montclair State University.

## Office of the President

- **Meggan O'Neill**, Executive Assistant to the President; B.A., Saint Peter's College
- **Janet Centanni**, Administrative Assistant to the President; B.A., William Paterson College

## Academic Affairs

- **Christine Mihal**, Acting Vice-President of Academic Affairs, Ed. and M.S.N. Seton Hall University ; B.S.N. Russell Sage College
  - **Jeffery C. Blanchard**, Dean of the Center for Academic Success & Excellence Ph.D., Drew University; M.A., University of Rochester; B.A., SUNY Cortland
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  - **Christine C. Mihal**, Dean of the School of Nursing, Ed.D. and M.S.N. Seton Hall University ; B.S.N. Russell Sage College
  - **Mildred A. Mihlon**, Dean of the School of Arts & Sciences, Ph.D. and M. Phil., CUNY; M.A., Montclair State University; B.A., Rutgers University
- Heather Pflieger**, Dean of the School of Business and Computer Information Systems, Ed.D., St. John's University; M.B.A. , Fairleigh Dickinson University; B.A., Rutgers University
- **Deanna Valente**, Dean of the Center for Academic Technology, M.B.A. and B.S., Felician College

## Center for Academic Success & Effectiveness

- **Jeffery Blanchard**, Dean, Center for Academic Success and Effectiveness; B.A. English, Secondary Education, B.A. French, SUNY Cortland; M.A. English, University of Rochester; Ph.D., Modern History & Literature, Drew University
- **Dolores Henchy**, Professor and Dean Emeritus, Center for Academic Success and Effectiveness; Professor of Graduate Religious Education; B.A., Herbert H. Lehman College City University of New York; M.S.Ed, Fordham University; M.Div., Immaculate Conception Seminary; D.Min., Drew University, Certified Master Online Instructor, U. of Illinois
- **Barbara Rosatelli**, Assistant Dean & Coordinator of 3-D Felician Experience; B.A., M.A. Felician University

- **Carolyn Mitchell Kehayan**, Coordinator of Office of Accessibility Services; B.A., Southern Connecticut State University; M.A., Fairleigh Dickinson University, LDT-C
- **Pamela E. Garvey**, Academic Success Coach, Coordinator of Discovery Program & Starfish At Felician; B.A., Roanoke College
- **Alyssa Fiume**, Coordinator of Tutoring Services & CASE Marketing; B.S. Clinical Human Services & Disabilities Studies, University of Delaware
- **Elizabeth Noreika**, Administrative Assistant and Coordinator; Center for Academic Success and Effectiveness; A.A., B.A., Felician College
- **Hamdi Shahin**, Science/Math Tutor & Coordinator of the Math Lab; B.S., New Jersey Institute of Technology
- **Annette Rycharski**, Academic Advisor Retention Specialist; B.S. Elementary and Early Childhood Education; M.S. Special Education, St. John's University
- **Phlaine Suzanne Toliao EdD.**, Academic Advisor Retention Specialist; B.A., Ramapo College of New Jersey; M.A., Montclair State University; Ed.D., Northcentral University

## Instructional Technology

- **Deanna Valente**, Assistant Dean of Instructional Technology, B.A., Felician College; M.B.A., Felician College, eCertified
- **Rebecca DeVita**, Online learning Coordinator, Center Instructional Technology; B.A., Montclair State University

## Educational Opportunity Fund

- **Dinelia Garland**, Director of the EOF Program and Instructor; B.A., Felician College; M.A., John Jay College of Criminal Justice
- **Kelly Fronte**, EOF Assistant Recruiter/Office Manager
- **Carolyn Leonardi**, EOF Counselor; B.A., William Paterson University
- **Denys Sanchez**, EOF Assistant Recruiter; B.S., Felician College

## Library Services

The Felician University Libraries is a center for discovery, inspiration, instruction, reflection, and collaboration. Through an ethic of outstanding

service, it ensures access to a set of global resources, with the overarching purpose of helping students, both on and off campus, conduct research, explore an increasingly complex architecture of information, achieve academic success, and acquire skills for life-long learning. In aspiring to this mission, the libraries seek to:

- Provide an inviting, user-oriented learning environment for on-site users and the technical infrastructure, resources, and services for online learning communities;
- Initiate, enhance, and improve new and traditional user services;
- Offer an instructional program to provide students with information-seeking skills to assist them in their pursuit of successful careers, productive citizenship, and life-long learning;
- Support the instructional, curricular, and research needs of the University through an effective and collaborative collection development and management program.

The Felician University Libraries are comprised of the Lodi Campus Library and the Rutherford Campus Library. These two facilities complement one another in terms of information sources and services provided to Felician's undergraduate students, graduate students, faculty and staff.

The Lodi Campus Library offers group study spaces, quiet study spaces, computers and printers, as well as print collections for the Schools of Arts and Science, Education and Nursing. The Rutherford Campus Library, located in the Education Commons, offers group study spaces, a Digital Media Lab, computers and a printer, as well as print collections for the School of Business. Professional librarians and library staff are on-site at each facility.

The libraries combined information sources include over 55,000 print and 200,000 electronic books and over 20,000 electronic periodicals. Electronic resources can be accessed through the Felician University Libraries website (<https://felician.libguides.com/libraries>) both on-campus and off-campus, with a University network ID and password. Material not owned by the Felician University Libraries may be borrowed from another library at no charge through the Interlibrary Loan Service. Please note, interlibrary loans for print

materials can take up to two-weeks to receive, and the lending of electronic articles from journals may be prohibited by publisher embargoes. Speak with your liaison librarian for more information on embargoed materials.

Information services include information literacy instruction delivered through classes and workshops on both the Lodi and Rutherford campuses; reference and one-on-one research assistance is provided in-person, by phone, via email and via chat.

Check the Felician University Libraries website (<https://felician.libguides.com/libraries>) for hours of operation, or call the Lodi Campus Library (201/559-6071) or the Rutherford Campus Library (201/559-3319).

Current Felician students may register their university ID cards with the libraries and borrow materials from the collection. Borrowers are responsible for all materials lent on their cards and will not receive grades or graduate if their accounts have unpaid charges for overdue or lost items.

Food and cell phone conversations are not allowed in library spaces; beverages are permitted in covered containers. Campus security will be notified of any suspected theft of library material. All bags are subject to search.

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- **Jodi Shelly**, Director of University Libraries and Assistant Professor. M.L.I.S., Rutgers University; M.B.A., Felician University.

### **Librarians**

- **Kaitlyn Clohosey**, Research & Instructional Services Librarian, Assistant Professor. M.S.L.I.S., Pratt Institute School of Information. (**School of Nursing**)
- **Alison Cole**, Scholarly Communications & Outreach Librarian, Assistant Professor. M.S.L.I.S., Pratt Institute School of Information. (**School of Arts & Sciences**)
- **Rebecca Roe**, Public Services Librarian/Head of Archives, Assistant Professor. M.L.I.S., University of North Carolina at Greensboro (**Schools of Business & Information Sciences and Education**)

## Barbara J. Toscano Nursing Resource and Simulation Center

- **Mary Clare Smith**, Instructor of Nursing, Director, Barbara J. Toscano Nursing Resource and Simulation Center; B.S.N., Georgetown University, M.S.N., Felician College, CHSE
- **Sister Mary Patricia Kennedy**, CSSF, Lab Instructor, Barbara J. Toscano Nursing Resource and Simulation Center; AAS Felician College; B.S.N., La Salle University; M.S.N., Felician College

## Nursing Support

- **Jennifer Kostic**, Administrative Director of the School of Nursing; B.A., Ed.M., M.P.A., Rutgers University
- **Kristen Centinaro**, Administrative Assistant; Barbara J. Toscano Nursing Resource and Simulation Center, B.A., Bloomfield College
- **Marianne Cullen**, Director, Clinical Compliance, B.S.N., R.N. Felician College
- **Jennifer Herr**, Coordinator: Graduate Nursing Program; B.A., Fairleigh Dickinson University
- **John Lawton**, Coordinator: Fast Track RN/BSN, RN/MSN and Prelicensure Programs, A.S., Excelsior College
- **Kathleen Mankowich**, Coordinator: Prelicensure Nursing Program; B.A., Douglass College

## Administration

**Francine Andrea**, Vice President of Administration, B.S., Rutgers University

**Stephanie Cachez**, Administrative Assistant, Administration and Student Affairs B.S., Felician University, MBA Felician University

## Computer and Audio-Visual Services

### Information Technology

- **Christopher Finch**, Assistant Vice President for Information Technology; CNA, (MCP) Microsoft Certified Professional, MCSA, MCSE
- **David Santos**, Director of Information Technology and Security; B.S., Montclair State University.
- **Alex Iuculano**, Systems Administrator and Technology Infrastructure Manager.
- **Paul Schneider**, Helpdesk Support Technician, A.A., Fairleigh Dickinson University.
- **Eileen Smyth**, Web Master; M.B.A., Felician College
- **Kelly Burke**, Lodi CAI Lab Manager; B.A., Felician College

### Audio-Visual Services

- **Tony Klymenko**, Director of the Audio-Visual Center

### Information Systems

- **Craig Savino**, Director. B.S., New Jersey Institute of Technology
- **Jeffrey Beatty**, Information Systems Analyst, B.S., Lafayette College.
- **Joslyne Contreras**, Information Systems Analyst; B.S., Felician University, M.S., Felician University

## Athletics

- **Ben DiNallo, Jr.**, Director of Athletics/Head Golf Coach; B.A., Columbia School of Broadcasting
- **Andrew Toriello**, Assistant Director of Athletics; B.A., Felician University, M.S., Liberty University
- **Thomas Notte**, Head Women's Soccer Coach; B.S. Springfield University, M.S., TCNJ
- **Natalie Bermudez**, Head Women's Lacrosse Coach; B.S., Georgian Court University
- **Elson Smajlaj**, Head Men's and Women's Cross-Country Coach; B.S., Bloomfield College, M.S., NJCU
- **Alexis Durando**, Head Softball Coach; B.S., Rutgers University

- **Chris Langan**, Head Baseball Coach/Recruiting Coordinator; B.S., Kean University, B.S. Alameda University
- **Ivan Lewis**, Head Men's Basketball Coach; B.A., Felician University, M.A., California University of Pennsylvania
- **John Chang**, Head Women's Volleyball Coach; B.A., Ashford University
- **Brendan Bonacum**, Head Men's Lacrosse Coach; B.A., Dominican College, M.A., Canisius College
- **Erik Koyynski**, Head Men's Soccer Coach; B.A., Felician University
- **James Pipkins**, Head Women's Track and Field Coach
- **Taylor Strothman**, Head Bowling Coach; B.S., Kutztown University, M.A., Montclair State University
- **Steve Fagan**, Head Women's Basketball Coach; B.A., Pace University, Safety Officer
- **Patrick Weir**, Professor of Biology (1989), Safety Officer; B.S., M.S., Fairleigh Dickinson University, Ph.D., Rutgers University

## Institutional Research

- **Reema Negi**, Director of Institutional Research; B.B.A., G.G.S.I.P. University, India; M.B.A., G.G.S.I.P. University, India; Ph.D. (Pursuing), Seton Hall University
- **Lindita Berberi**, Research Analyst (IR), B.A., Felician University

## Enrollment Management and Marketing

- **Steven Goetsch**, Vice President for Enrollment Management and Marketing, B.A., M.B.A., Plymouth State University.
- **Diane Sedlmeir**, Associate Director of Enrollment Management; B.A., M.B.A., Felician College
- **Barbara Perdue**, Director of Marketing and Publications; B.S., Iowa State University; M.S., Northern Illinois University; M.B.A., Felician College
- **Eileen Smyth**, Web Master; M.B.A., Felician College

## Admissions Processing

- **Tiffany Hartwig**, Assistant Director of Undergraduate Admissions Operations; B.A. Felician University
- **Nicholas Ward**, Coordinator of Admission Technology; B.A., William Paterson University
- **Silvia Chacon**, Administrative Assistant; B.S., Montclair State University
- **Judith Pepe**, Administrative Assistant
- **Melissa Haz**, Administrative Assistant; B.A., Felician College

## Admissions (Traditional Undergraduate)

- **Colleen M. Fuller**, Director of Undergraduate Admissions; B.A., College of Mt. St. Vincent; M.S., Iona College
- **Melissa Essman**, Associate Director of Undergraduate Admissions, B.A., Quinnipiac University
- **Jorge Soriano**, Assistant Director of Undergraduate Admissions, B.S. Felician University, M.B.A. Felician University
- **Currently Open**, Assistant Director of Undergraduate Admissions
- **Taylor Parker**, Assistant Director of Undergraduate Admissions, B.S. Felician University, M.B.A. Felician University
- **Gina DeFalco**, Assistant Director of Admissions; B.A., Montclair State University; M.B.A., Centenary University

## Admissions (Graduate)

- **Camille Braker**, Associate Director of Graduate Admissions; B.S. Hampton University, M.B.A. Hampton University
- **Andrea Horvath**, Associate Director of Admissions; B.A. Felician College; M.A. Felician College

## Office of International Programs

- **Yaruby Petit-Frere**, Director, Office of International Programs; B.A., Colgate University; M.A., New York University
- **Tatiana Khalfani**, Assistant Director, Office of International Programs; B.F. A., Buffalo State College

- **Caitlin Beard**, Assistant Director of Operations and Study Abroad; B.A., Felician University

## Office of Student Financial Services

- **Cynthia Montalvo**, Assistant Vice President of Enrollment Management
- **Kathy Prieto**, Director of Financial Aid; B.A., M.B.A., Felician University
- **Michelle Burwell**, Director of Student Accounts ;B.S., University of Maryland Eastern Shore; M.S.J., Seton Hall University School of Law
- **Mariela Henriquez**, Assistant Bursar, B.S., Nova Southeastern University
- **Melissa Guerrero**, Associate Director, B.S., M.B.A., Felician University
- **Nicholas Abraham**, Assistant Director, B.S., Syracuse University
- **Chloe Christen**, Assistant Director of Financial Aid, B.S., Montclair University
- **Nathaniel Garay**, Assistant Director of Financial Aid Counselor, B.S., Felician University

## Registrar

- **Nicollette Matesic**, Director of Registration & Records, B.A. Felician University
- **Marybeth O'Flanagan**, Associate Registrar, B.A. Marymount College
- **Erminda Velez-Quinones**, Database Manager and Assistant to the Registrar, A.A. Felician College, B.S. Felician University
- **Jo-Ann Fondanarosa**, Coordinator of Placement Testing and Transfer Evaluation; A.A. Bergen Community College; B.A., M.A., Felician College
- **Lauren Venechanos**, Staff Assistant

## Conference and Event Services

- **Mary Mallia**, Director of Conference and Event Services; B.A., University of Roma

## Business and Finance

- **Thomas Truchan**, Chief Financial Officer, VP for Business and Finance, CPA, B.S., St. Peter's College

- **Mary Marino**, Administrative Assistant to CFO, B.S., King's College
- **Meggan O'Neill**, Director of Facilities, B.S., Felician University
- **Virginia Topolski**, Director of Human Resources; B.S., M.A., Montclair State University; M.A., Felician College
- **Diane DePadova**, Assistant Director of Human Resources; B.A., Felician College, M.B.A., Felician College
- **Aimee Gonzalez**, Payroll Manager
- **Roxana Hayda**, Manager of New Hire Onboarding & Training
- **Shalini Patel**, Controller, B.S., Montclair State University, M.B.A., Felician University
- **Marian Mugavero**, Budget Analyst, B.S., M.A.R.E., Felician University
- **Linda Kastenbaum**, Accounts Payable Coordinator
- **Lillian Garay**, Accounts Payable Clerk
- **Eileen Meneghin**, Bookkeeper
- **Dolores Cooper**, Mailroom & Printery Clerk
- **Hitul Patel**, Mailroom
- **Gladys Shelton**, Mailroom

## Physical Plant and Maintenance

- **David Lopez, Sr.**, Maintenance Supervisor for the Rutherford Campus
- **Tadeusz Tyszk**, Maintenance Supervisor for the Lodi Campus

## University Advancement

- **Scott A. Koskoski**, CFRE, Vice President for University Advancement, B.S./M.B.A. Robert Morris University, B.A., Mercyhurst University
- **Meghan Oh**, Director of Development
- **John Cross**, University Writer and Researcher, B.A. Felician University, M.A. Rutgers-University Newark
- **Ben Dinallo, Jr.**, Senior Athletics Development Officer, B.A. Columbia School of Broadcasting
- **Alise Bassolino**, Development Coordinator, B.A. Fairleigh Dickinson University
- **Carol Lee Martinez**, Administrative Assistant, B.A. Rutgers-University New Brunswick

## Mission Integration

**Sylvia McGeary**, Director for Mission Integration  
B.A., College of Saint Elizabeth; M.A., Ph.D., Fordham University

## Student Affairs

- **Ronald Gray**, Vice President Student Affairs
- **Kamal Tawadros**, Coordinator of Transportation and Rutherford Student Affairs Services

## Community Rights and Responsibilities

- **Tara Brugnoli**, Director of Community Rights and Responsibilities; B.A. Felician College, M.A. Felician College, D.Litt Drew University

## Career Development Center

- **Diane Crespo**, Assistant Director of the Career Development Center, A.A, Bergen Community College, B.A., M.A., Caldwell University

## Counseling Center

- **Sharon McNulty**, Director of Counseling Services, B.S., University of Scranton, M.Ed. University of Delaware, MA Education, St. Peter's University

## Residence Life

- **Laura Pierotti**, Director of Residence Life; B.A., William Paterson University; M.S., Shippensburg University; M.B.A., Felician College Student Development and Engagement
- **Anthony Patrick Dezort**, Assistant Dean of Students; B.S., Notre Dame College; M.S., Brescia University

## Center for Health

- **Carolyn A. Lewis**, M.S.N., ANP-BC, Director of Center for Health; B.S., Montclair State University; B.S.N., Fairleigh Dickinson University; M.S.N., University of Medicine and Dentistry of New Jersey; American Nurse Credentialing Center (ANCC) as Adult Nurse Practitioner, Board Certified (ANP-BC)

## Campus Ministry

- **Rev. John O'Neill**, I.V. Dei, Professor of Religious Studies (1998), Campus Minister; B.A.,

Saint Francis College; M.A., Maryknoll Seminary; M.A., Fordham University; M.S. and P.D., Fordham University; S.T.M., Drew University; D.Min., Graduate Theological Foundation; Ph.D., Graduate Theological Foundation; Post Graduate Certificate in Spirituality, Immaculate Conception Seminary, N.Y.; Post Graduate Certificate in Liturgy, Immaculate Conception Seminary, N. Y.; Certificate in Pastoral Counseling, Blanton-Peale Graduate Institute, N.Y.

- **Sister Marie Teresa Soltys**, CSSF, B.A., Felician College

## Print Services and Supplies

- **Lillian Garay**, Mailroom and Printery Clerk
- **Patricia Anderson**, Part Time Clerk for Mailroom and Printery

## Child Care Center

- **Katherine Christie**, Director of Child Care Center; B.A., Felician College
- **Sister Mary Joellen Zajac**, CSSF, Head Teacher, Child Care Center; B.A., Felician College; M.A., Kean College
- **Sister Margaret Marie Keslo**, CSSF, Teacher, Child Care Center; B.A., Felician College
- **Sister Angelica Smialowicz**, CSSF, Teacher, Child Care Center; B.A., Felician College; M.A., St. Bonaventure University
- **Madeline Hagen, Teacher**, Child Care Center
- **Megha Shah**, Assistant to Director, Teacher Maryanne O'Connor, Teacher's Aide Elizabeth Raido, Teacher's Aide

## Faculty

### Emerita/Emeritus

- **George Abaunza**, Professor of Philosophy (2000) and Dean of the School of Arts and Sciences; B.A., Florida International University; M.A., Ph.D., Florida State University
- **Jacqueline Bakal**, Instructor of Mathematics (1998), Director of the Mathematics Lab and Developmental Mathematics Coordinator; B.A., William Paterson College; M.S., New Jersey Institute of Technology

- **Richard Burnor**, Professor of Philosophy (1997) and Chairperson of the Institutional Review Board; B.S., Bucknell University; M.A., Ph.D., University of Arizona
- **Donald Casey**, Associate Professor of Philosophy and Religious Studies (2000); B.A., M.A., Catholic University of America; S.T.L., Gregorian University; Ph.D., St. Louis University
- **George Castellitto**, Professor of English; B.A., St. Peter's College; M.A., Seton Hall University; Ph.D., Fordham University
- **Margaret A. Daingerfield**, Professor of Nursing; B.S.N., Seton Hall University; M.A., New York University; E.d.D., Rutgers, The State University
- **Joanne Karetzky**, B.A., University of San Francisco; M.L.S., San Jose State University; M.A., California State University at Dominguez Hills
- **Stephen Karetzky**, B.A., Queens College of the City University of New York; M.A., California State University at Dominguez Hills; M.L.S., D.L.S., Columbia University
- **Sister M. Viterbia Kozlowska**, CSSF, Professor of English (1965); B.Mus., B.S., Mus., Manhattanville College; M.A., Fordham University; Ed.D., Temple University
- **Edward S. Kubersky**, Professor of Biology (1993) and Dean of the School of Arts and Sciences; B.S., Brooklyn College; M.A., Ph.D., Indiana University
- **Carl Lane**, Professor of History (1987); B.A., M.A., Manhattan College; Ph.D., City University of New York
- **Rona Levin**, A.A.S., Queens College of the City University of New York; B.S., M.S., Adelphi University; Ph.D., New York University
- **Rosemarie Liebmann**, B.A. Caldwell College; M.S. Montclair State University; Ed.D., Seton Hall University
- **Anne LaGrange Loving**, B.A., Goucher College; M.S., Columbia University
- **Thomas Mastri**, B.B.A., City College of New York; M.B.A., New York University
- **Terence McAteer**, Associate Professor of Communications; B.A. Boston College; M.F.A. Columbia University
- **Richard McGarry**, Assistant Professor of Religious Studies; B.A., M.A., Felician College; Ph.D., Fordham University
- **William B. Morgan**, A.A., B.S. University of Maryland; M.S. Strayer University; Ph.D. Walden University; Certified Financial Planner
- **Maureen Murphy-Ruocco**, R.N., APN,C. (1983) Professor of Nursing and Education, B.S.N. Hunter College-Bellevue School of Nursing; M.S.N., College of Physicians and Surgeons, Columbia University; APN,C. Certified Advanced Practice Nurse; ANP, Adult Nurse Practitioner; CSN, New Jersey Certified School Nurse; New Jersey Certified K-12 Teacher of Health Education; Ed.M. Ed.D, Columbia University; Distinguished Practitioner, National Academies of Practice
- **Dorothy M. Noble**, B.A., Seton Hall University; M.S., Fordham University; M.A., Seton Hall University
- **Mary E. Norton**, Professor of Nursing (1985) and Executive Director The Center for Global Academic Initiatives and United Nations NGO Representative; B.A., Jersey City State University; M.A., M.Ed., Ed.D, Teachers College, Columbia University, Post-Doctoral Certificate Bioethics and Medical Humanities the College of Physicians and Surgeons of Columbia University APN, C
- **Charles Rooney, Jr.**, Professor of English (1974) and Senior Executive Vice President; B.S., Fordham University; Ph.D., George Washington University
- **Marilyn R. Rubin**, B.S., Montclair State University; Ed.M., Rutgers University
- **Muriel M. Shore**, Professor and Dean Emeritus of the School of Nursing, Director of the Institute for Gerontology, RN, NEA-BC Certified Nurse Executive Advanced, Distinguished Practitioner and Fellow National Academies of Practice, B.S.N., M.S.N., Ed.D., Seton Hall University
- **Robert J. Shore**, Associate Professor of Business and Management Science (2001); B.S., St. Peter's College; M.B.A., Seton Hall University; Certified Public Accountant
- **Brother Kevin Smith**, OSF, Professor of Religious Studies (2003); B.A., Queens College of the City University of New York; M.A., Manhattan College; Ph.D., New York University
- **Marytha Smith-Allen**, B.A., Ohio Wesleyan University; M.A., The University of Michigan; Ph.D., New York University



- **Elizabeth Uptegrove**, Professor of Mathematics (2005); B.A., Douglass College; M.S., New York University; Ed.D., Rutgers University
- **Sister M. Adalbert Wierciszewska**, CSSF, A.A., B.A., Catholic University of America; M.A., Villanova University

## Full Time Faculty

Year indicates year of Appointment to College

- **Kristen Abbey**, Associate Professor of English (2006); B.A., University of California at Santa Cruz; M.A., Ph.D., Rutgers University
- **Chris Anderson**, Associate Professor of Education (2020); B.A., Baruch College, CUNY; M.A., New York University; Ed.D., Grand Canyon University
- **Karen Beerbower**, Associate Professor, M.B.A., Saint Peter's University; JD, Arizona State University College of Law; CPA
- **Ard Berge**, Professor of Art (2000); B.F.A., Virginia Commonwealth University; M.F.A., New York Academy of Art
- **Jeffery Blanchard**, Dean, Center for Academic Success and Effectiveness; B.A. English, Secondary Education, B.A. French, SUNY Cortland; M.A. English, University of Rochester; Ph.D., Modern History & Literature, Drew University
- **John C. Burke**, Professor of ABA (2018) Executive Director of the International Center for Autism and Disabilities Research, B.A., M.A., Ph.D., University of California, Santa Barbara
- **Kimberly Burrows**, R.N., Instructor of Nursing (2010); Associate Dean Department of Prelicensure Nursing; Director, ABSN on Ground Program; B.S.N., Saint Peter's College; M.S.N., William Paterson University
- **Diana Casianos**, R.N., Instructor of Nursing (2016); B.S., Ramapo College; B.S.N., M.S.N., Pace University
- **Alfredo Castro**, Associate Professor of Chemistry (1995), B.Chem., University of Costa Rica; M.S., Clark Atlanta University; Ph.D., University of Delaware
- **Ginette Castro**, R.N., Assistant Professor of Nursing (2021); B.S.N., Hartwick College; M.S.N., Pace University; D.N.P. William Paterson University. Family Nurse Practitioner.
- **Balwant S. Chohan**, Assistant Professor of Chemistry (2018); B.Sc., University of Leicester (UK); M.S., Ph.D., University of Massachusetts, Amherst
- **Helena Correia**, R.N., Assistant Professor of Nursing (2012); B.S.N., New Jersey City University; M.S.N., Seton Hall University, Ph.D., Capella University
- **Peter Craft**, Professor of English (2011); B.A., Hanover College; M.A., Ph.D., University of Illinois
- **Katharine Croce**, Assistant Professor of Special Education and ABA (2020); B.A., La Salle University; MS. Ed., Temple University; BCBA-D, Saint Joseph's University
- **James Cross**, Associate Professor of Religious Studies (2021); B.A., M.A., Seton Hall University; Ph.D. Duquesne University
- **Marie Cueman**, R.N., Professor of Nursing (2005); B.S.N., Gwynedd Mercy College; MS, Rutgers The State University; Ph.D., Seton Hall University
- **Charity M. Dacey**, Assistant Professor of Education, (2018); Associate Dean of the School of Education B.A., Smith College; M.S., Mercy College; Ph.D., Montclair State University
- **Joy M. de los Reyes**, Assistant Professor of Business and Marketing (2020); BA in Economics, Rutgers University; MBA, NYU Stern School in Business; Ph.D., Felician University
- **Hetal Desai**, R.N., Assistant Professor of Nursing (2019); B.S.N., William Paterson University; M.S.N., University of Medicine and Dentistry of New Jersey; D.N.P., William Paterson University, APN Family Nurse Practitioner
- **Amy Dombach**, Assistant Professor of Psychology (1996); B.S., Pennsylvania State University; M.A., Seton Hall University
- **Ingrid Dul**, Assistant Professor of Psychology and Religious Studies (2020) and Director of the Blessed Mary Angela Institute; B.A., Felician College; M.A., Montclair State University
- **Gaby Fahmy**, Assistant Professor of Biology (2009); M.S., M.D., Ph.D., Ain Shams University

- **Theresa Fanelli**, Assistant Professor of Criminal Justice (2018); B.A. Pace University, M.A. Adelphi University, M.A. Queens College, CUNY
- **Katherine Giannettino, R.N.**, Assistant Director, Nursing Resource and Simulation Center, Instructor of Nursing (2021); M.S.N., Wagner College, A.D.N., St. Paul's School of Nursing; B.A., Wagner College
- **Aimee Giordano**, R.N., Instructor of Nursing (2019); B.S.N., East Stroudsburg University; M.S.N., Ramapo College
- **Carleen Graham**, R.N., Associate Professor of Nursing (2019); RN, Excelsior College; B.S.N., M.S.N., Chamberlain College of Nursing; Ph.D., Capella University
- **Margaret Ellen Gray**, R.N., Assistant Professor of Nursing (2017); B.S.N., University of Delaware; M.S.N., Stockton University; M.Ed., Georgian Court University; Ed.D., University of Alabama; APN Adult Gerontology
- **Sister Mary Honorata Grzeszczuk, CSSF, Ph.D.**, Assistant Professor, Natural Sciences and Mathematics (2018); Co-Chair, Institutional Review Board; University of Lodz, Poland, Jesuit University *Ignatianum*, Poland; Seton Hall University, NJ
- **Ann Verrett Guillory**, Professor of Psychology (1983); Assistant Vice President for Academic Student Services; Director of the FYE Program; B.S., M.Ed., Loyola University of the South; M.Ed., Ed.D., Teachers College, Columbia University
- **Dolores M. Henchy**, Professor and Dean Emeritus, Center for Academic Success and Effectiveness; Professor of Graduate Religious Education; B.A., Herbert H. Lehman College City University of New York; M.S.Ed, Fordham University; M.Div., Immaculate Conception Seminary; D.Min., Drew University, Certified Master Online Instructor, U. of Illinois
- **Catherine M. Jennings**, R.N., Associate Professor of Nursing (2003); B.S.N., Felician College; M.S.N., State University of New York, Stony Brook; D.N.P., Chatham University, APN Family Nurse Practitioner
- **Sister Mary Patricia Kennedy, CSSF, R.N.**, Lab Instructor, Barbara J. Toscano Nursing Resource and Simulation Center; A.A.S., Felician College; B.S.N., La Salle University; M.S.N., Felician College
- **Christine Lawrence**, R.N., Instructor of Nursing (2016); B.S.N. Fairfield University, M.S.N. Columbia University
- **Joseph Liotti**, Assistant Professor of Biology (2019); B.A. Rutgers University (Newark); M.S. Rutgers Graduate School (Newark); D.O., UMDNJ School of Osteopathic Medicine
- **Daniel Mahoney**, Professor of Psychology (2000) and Director of the Graduate Counseling Psychology Program; B.A., M.A., Jersey City State University; M.A., Ed.D., Columbia University, Teacher's College
- **Yuliya Markiv**, R.N., Associate Professor of Nursing (2020); A.S.N., Trinitas School of Nursing; B.S.N., Chamberlain College of Nursing; M.S.N., Chamberlain University
- **Melissa Marut**, R.N., (2020) Diploma in Nursing, Holy Name Hospital School of Nursing; B.S.N. St. Peter's University; M.S.N. Thomas Edison State University
- **Robert McParland**, Professor of English (1998); B.A., Fordham University; M.A., St. John's University; M.A., Montclair State University; M.Phil., Drew University; Ph.D., Drew University; Graduate Certificate in Arts Administration/ Non-Profit Administration, Seton Hall University
- **Stephanie McGowan**, Assistant Professor of Education, (2017); Ed.D, SoE Dean B.A., M, Ed, Ed.S., Seton Hall University, Ed.D Fordham University
- **Theresa McNamee**, R.N. Instructor of Nursing (2011); B.S.N., M.S.N. Dominican College
- **Christine Mihal**, , R.N (2002) Dean of the School of Nursing; B.S.N. Russell Sage College; M.S.N. and Ed.D., Seton Hall University
- **Patricia Munno**, R.N., Assistant Professor of Nursing (2012); Associate Dean Department of Prelicensure Nursing; B.S.N., Mercy College; M.S.N., Mercy College, CPN, D.N.P. Fairleigh Dickinson University
- **Ghassan Nazi**, Assistant Professor of Mathematics (1992); B.S., M.S., State University of New York at Buffalo
- **Michael J. Nyklewicz**, Associate Professor of Art (2008); B.A., Boston College; M.A., New York University

- **Patricia O'Brien-Barry**, R.N. Professor of Nursing and Coordinator of Graduate Outcomes Assessment (2004); B.S.N., Seton Hall University; M.S.N., University of Pennsylvania; Ph.D., New York University
- **Julie O'Connell**, Professor of English (2010), Honor Council Faculty Advocate; Executive Secretary, Faculty Senate; B.A., Georgetown University; M.A., Brown University; D.Litt., Drew University
- **Michael L. Omansky**, Associate Professor of Business (2007) and Chairperson of the Business Graduate Programs; B.S., Wharton School, University of Pennsylvania; M.B.A., Columbia University
- **Rev. John O'Neill**, I.V. Dei, Professor of Religious Studies (1998), Campus Minister; B.A., Saint Francis College; M.A., Maryknoll Seminary; M.A., Fordham University; M.S. and P.D., Fordham University; S.T.M., Drew University; D.Min., Graduate Theological Foundation; Ph.D., Graduate Theological Foundation; Post Graduate Certificate in Spirituality, Immaculate Conception Seminary, N.Y.; Post Graduate Certificate in Liturgy, Immaculate Conception Seminary, N. Y.; Certificate in Pastoral Counseling, Blanton-Peale Graduate Institute, N.Y.
- **Eleni Pellazgu**, R.N., Instructor of Nursing (2020); B.S.N., Thomas Edison College; M.S.N., Rutgers University, APN Family Nurse Practitioner
- **Awilda Perez-Lane**, Associate Professor of Psychology (2005); B.A., University of Puerto Rico; M.Ed. University of Puerto Rico; M.A., New York University; Psy.D. New York University
- **Heather L. Pfleger**, Dean of the School of Business and Information Sciences, B.A. Economics & French, Rutgers University; MBA, Finance, Fairleigh Dickinson University; Ed. D, Instructional Leadership, St. John's University
- **Sofya Pogor**, Associate Professor of Computer Science (2009); BSSE, Moscow Institute of Technology; M.A., Montclair State University; Ph.D., Stevens Institute of Technology
- **Richard Reyes**, Assistant Professor of Criminal Justice (2019); B.A., Thomas Edison State College; M.A., Ed.S. and Ed.D., Seton Hall University
- **Gina Robertiello**, Professor of Criminal Justice (2005); B.S., M.A., Ph.D., Rutgers University
- **Robert Rogers**, Associate Professor of Biology (2005); B.A., Rutgers University; M.S., Ph.D., University of Minnesota
- **Philip Rothman**, Associate Professor, B. A. Economics, Lehman College; M.B.A. Pace University; Ed. D, Executive Leadership, St. John Fisher College
- **Barbara Rosatelli**, Assistant Dean & Coordinator of 3-D Felician Experience; B.A., M.A. Felician University
- **Melisa Salsali**, Associate Professor of Exercise Sports Science (2018); B.S., University of Pittsburgh; M.S., University of Florida; Ph.D., University of Miami
- **Michael Sanford**, Associate Professor of Mathematics (1998, 2005); B.S., M.S., Ph.D., Montana State University Bozeman
- **Anthony Scardino**, Associate Professor (2000); B.A., Montclair State University; M.P.P. Pepperdine University; Ph.D., Antioch University
- **Lavina Sequeira**, Associate Dean of Humanities, Assistant Professor of Philosophy (2018) and Director of the Honors Program; B.S., M.Ed., Karnatak University, Ed.D., Montclair State University
- **Jodi Shelly**, Instructor and Information Literacy and Outreach Librarian; B.A., Thomas Edison State College; M.L.I.S., Rutgers, The State University of New Jersey
- **Victoria Simon**,
- **Aleksandra Sinkowsky**, Associate Dean of Social & Behavioral Sciences and Professor of Sociology (1979); B.A., M.A., Montclair State University; Ed.D. Rutgers University
- **James Smith**, Associate Professor of Psychology (2001); M.A., New York University; Ph.D., Columbia University
- **Mary Clare Smith**, R.N., Instructor of Nursing, (2015), Director, Barbara J. Toscano Nursing Resource and Simulation Center; B.S.N. Georgetown University, M.S.N., Felician University
- **Eloise Stewart**, Assistant Professor of Education (2021) B.S. University of Arkansas; M.A. Hampton University; Ed.D. Walden University
- **Phaine Suzanne Toliao**, Academic Advisor Retention Specialist; B.A., Ramapo College of New Jersey; M.A., Montclair State University; Ed.D., Northcentral University

- **David Turi**, Professor and Associate Dean of the School of Business and Information Sciences; B.B.A., Fairleigh Dickinson University; M.B.A., Pace University; Ph.D., Seton Hall University
- **Catherine Valentino**, R.N. (2020) Diploma in Nursing, Mountainside Hospital School of Nursing; B.S.N., NJ City University; M.S.N., University of Pennsylvania
- **Elizabeth Van Dyk**, R.N., Associate Professor of Nursing (2016); B.S.N. William Paterson University; M.A. New York University; D.N.P. Fairleigh Dickinson University; F.N.P. Post-Master's Certificate William Paterson University, APN Family Nurse Practitioner
- **Lauren Van Sadars**, R.N. (2020) B.S.N. University of Texas; M.S.N. Johns Hopkins University; D.N.P. Felician College
- **Stathene Varvisotis**, Assistant Professor of Education (2021); B.A. Wittenberg University; M.A. William Paterson University; Ph.D. Capella University
- **Daria Waszak**, R.N., Assistant Professor of Nursing (2016); B.S.N., San Diego State University; M.S.N., University of California, Los Angeles; D.N.P., University of Pittsburgh
- **Sherida Loertz Yoder**, Professor of English (1980); B.A., M.A., Ph.D., Rutgers University
- **Songmei Yu**, Professor of Computer Science (2008); B.S., Sichuan University; M.B.A., St. John's University; M.S., State University of New York at Stony Brook; Ph.D., Rutgers University
- **Mazdak Zamani**, Assistant Professor B.S., Islamic Azad University, Iran; M.S., Islamic Azad University, Iran; Ph.D., Universiti Teknologi Malaysia.
- **Mara Zukowski**, Professor of Religious Studies (1993); B.A., University of Massachusetts; M.A., Ph.D., Fordham University

## Half Time Faculty

- **Kathleen A. Fagan**, R.N., Professor of Nursing (2009); B.S.N., Felician College; M.S.N., Seton Hall University, Ph.D., Columbia University, APN Women's Healthcare Nurse Practitioner
- **Melissa MacAlpin**, Associate Professor of Art (2004); B.F.A., Mason Gross School of Arts, Rutgers University; M.F.A., University of the Arts (Philadelphia)

- **William J. Mascitello**, Assistant Professor of Religious Studies (2017); B.S., Seton Hall University; M.A., Notre Dame; Ph.D., Fordham University
- **Judith Joan Sullivan**, Professor of Law and Philosophy (2020) and Pre-Law Advisor; B.A., Rutgers University; J.D., Seton Hall University School of Law.

## Advisory Committees

### School of Arts & Sciences Advisory Board

- **Susan Chapin**, Vice President, Technology & Operations Compliance, ABGlobal
- **Jennifer L. Fischer**, Associate Director, Cloud Trust Services | Office of CISO, KPMG
- **Bernadette P. McPherson**, Esq., Director of Outreach, Millennium Strategies
- **Sandesh Sadalge**, Vice President of Analytics, Education Dynamics
- **Gregory Scott Thomas, Esq.**, Senior Vice President, General Counsel & Corporate Secretary, Cirrus Logic

### School of Business Advisory Committee

- **James Kirkos**, CEO, Meadowlands Regional Chamber of Commerce
- **Taneshia Nash Laird**, Newark Symphony Hall
- **Catherine Lentini**, alum
- **Leo McGuire**, LPM Strategies, LLC, alum
- **Gerald Rizzo**, DMD, Center for Dentistry at Hackensack Meridian Health; Smiles by Rizzo, alum
- **Andrew Sugar**, Starbucks
- **Monte Williams**, awaytravel.com, alum

## School of Nursing Advisory Board

- **Dianne Aroh**, MSN, RN, NEA-BC, Executive Vice President and Chief Nursing Officer, Hackensack University Medical Center
- **Mary Ann Donohue-Ryan**, PhD., RN, APN, NEA-BC, Vice President for Patient Care Services and Chief Nursing Officer, Englewood Hospital and Medical Center; Past President, New Jersey State Nurses Association
- **Benjamin Evans**, DD, DNP, RN, APN, President, New Jersey State Nurses Association Advanced Practice Nurse; Past President, New Jersey

Chapter of the American Psychiatric Nurses Association, Past Chairman of the Institute for Nursing

- **Ruben D. Fernandez**, MA, RN, Vice President, Patient Care Services, Palisades Medical Center; Former Board Member, American Nurses Association and New Jersey State Nurses Association
- **Linda Gural**, RN, American Nurses Association Board of Directors, Staff Nurse; Past President, New Jersey State Nurses Association
- **Nancy E. Holeczek**, MHCA, RN, NE-BC, Senior Vice President of Patient Care Services/CNO, RWJBarnabas Health, Northern Region
- **Lucille A. Joel**, EdD, RN, FAAN, Member, New Jersey State Board of Nursing; Professor, Rutgers University School of Nursing; Past President, American Nurses Association and Past President, New Jersey State Nurses Association
- **Diann Johnson**, MSN, RN, NEA-BC, Vice President Patient Care Services, Monmouth Medical Center
- **Lynn Kearney**, MS, RN, NE-BC, Chief Nursing Officer, Robert Wood Johnson University Hospital Somerset
- **Bonnie Michaels**, RN, MA, NEA-BC, FACHE, Consultant
- **Judith Padula**, MSN, RN, Vice President of Patient Care Services/ Chief Nursing Officer, St. Joseph's Healthcare System
- **Gayle Pearson**, DrPH, RN, Consultant
- **JoAnne Penn**, MA, RN, BC, Member, Board of Directors, New Jersey State Nurses Association; Pediatric Primary Care Nurse, Private Practice; Past President and Treasurer, New Jersey State Nurses Association; Past Chair, American Nurses Association Political Action Committee
- **Norma L. Rodgers**, BSN, RN, CCRA, Senior Site Manager, Oncology Clinical Trials, Past President, New Jersey State Nurses Association
- **Rosemarie D. Rosales**, D.N.P., M.P.A., R.N., CCRN, CPHQ, Corporate Regional Director, Hemodialysis Services, Prime Healthcare; Member, Board of Directors, New Jersey State Nurses Association
- **Mary Beth Russell**, PhD, RN, Vice President Clinical Education,
- **Philip Scalo, Esq.**, President and Chief Executive Officer, Bartley Healthcare

- **Judith Schmidt**, MSN, RN, Chief Executive Officer, New Jersey State Nurses Association, Past President, New Jersey State Nurses Association
- **MaryPat Sullivan**, M.S.N., R.N., CNS, Chief Nursing Officer, Overlook Hospital
- **Carolyn T. Torre**, M.A., R.N., APN, Practice Consultant
- **Ann Twomey**, R.N., President Health Professionals and Allied Employees Union, Past Commissioner, New Jersey Access to Health Care Commission

## School of Education Advisory Board

- **Dr. Giovanni Giancaspro**, Superintendent : East Rutherford
- **Dana Regan**, Director 21 & Over, Felician University
- **Prof. Annette Rychorski**, Felician University
- **Prof. Maryanne Joyce**, Felician University
- **Mr. Phil DeFalco**, COO : YCS
- **Sr. Annelle**, Director, Blessed Mary Angela
- **Prof. Brown Grant**, Felician University
- **Dr. John Burke**, Felician University
- **Mr. Nick Londy**, Felician University
- **Mr. Michael Farielly**, Gramon Schools : Principal
- **Mr. Emil Carafa**, Adjunct, Felician University
- **Dr. Sharon Towler**
- **Dr. Kuchar**, South Bergen Jointure Commission : Superintendent
- **Mr. Jim Theberry**, Director of Division of Disability Services of Bergen County

## Locations

### Lodi Campus

- From Route 46 East
  - Exit "Main Street, Lodi." Turn left at third traffic light, and turn right at the next light onto South Main Street. The College entrance is less than one mile on the right.
- From Route 46 West:
  - Exit "Main Street, Lodi." Turn left at the end of the exit. Proceed as in "Route 46 East."
- From Garden State Parkway North:
  - Exit 157 to Route 46 East. Proceed as in "Route 46 East."

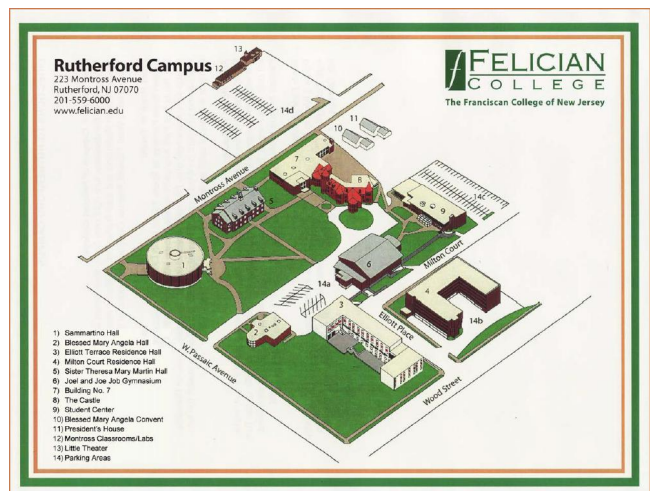
- From Garden State Parkway South:
  - Exit 157. Look for U-turn to Route 46 East. Proceed as in "Route 46 East."
- From Route 17 North:
  - Exit "Franklin Avenue" in Hasbrouck Heights. Turn left at the stop sign and cross Route 17. Stay on Franklin Avenue to the Boulevard. Turn left on Boulevard to the traffic circle. Take the first right off the circle onto Passaic Street, which becomes Terhune Avenue, and ends at the College entrance.
- From Route 17 South:
  - Take "Hasbrouck Heights" exit onto Boulevard. From Boulevard continue as in "Route 17 North."
- From New Jersey Turnpike North and South:
  - Exit at Route 3 West. Take Route 3 to Route 17 North. Proceed as in "Route 17 North."
- From Route 3 East and West:
  - Exit at Route 17 North. Proceed as in "Route 17 North."
- From Route 80 East:
  - Exit 61 "Garfield/Elmwood Park." Turn right at the end of the exit onto River Drive. Follow River Drive approximately three miles to the end, and turn left onto South Main Street. The College entrance is one block on the left.
- From Route 80 West:
  - Exit 63 "Lodi/Rochelle Park." Turn right at the end of exit, and left at the traffic light. Turn left at the next light onto North Main Street. Turn left at the fifth traffic light and make an immediate right onto South Main Street. The College entrance is about one mile on the right.

## Rutherford Campus

- From the Lodi Campus:
  - As you leave the campus driveway, turn right onto South Main Street and follow Route 507 South to West Passaic Avenue. Turn left onto West Passaic Avenue. The Rutherford campus is on West Passaic and Montross Avenue.
- From North or South:
  - Garden State Parkway to exit 153 (Route 3 East). Exit Route 3 at Park Avenue/ Rutherford. Make a left at the traffic light

onto Stuyvesant, which becomes Park Avenue. Follow Park Avenue to West Passaic Avenue; turn left. Campus will be on the right (corner of West Passaic and Montross Avenue).

- From Route 17 South:
  - Exit at Union Avenue, Rutherford. Turn right at end of exit; make first left onto Hackensack Street. Turn right under the trestle and follow railroad tracks to third left (Union Avenue). Follow Union Avenue to Montross Avenue; turn left. Campus is two blocks on left.
- From East (Manhattan):
  - Route 3 West to Ridge Road/Park Avenue. Proceed to Park Avenue and turn right. Follow Park Avenue to West Passaic Avenue; turn left. Campus will be on the right (corner of West Passaic and Montross Avenue)



## Offsite Locations

- **East Orange General Hospital**  
300 Central Ave  
East Orange, New Jersey 07019
- **Kimball Medical Center**  
600 River Avenue  
Lakewood, New Jersey 08701
- **Mercer County Community College**  
1200 Old Trenton Road  
West Windsor, New Jersey 08550
- **Middlesex County College**  
2600 Woodbridge Avenue  
Edison, NJ 08818

- **Monmouth Medical Center**  
300 Second Avenue  
Long Branch, New Jersey 07740
- **Raritan Valley Community College**  
118 Lamington Road  
Branchburg, New Jersey 08876
- **Saint Barnabas Medical Center**  
94 Old Short Hills Road  
Livingston, New Jersey 07039
- **Saint Luke Baptist Church**  
139-145 A.M. Tyler Place (Carroll Street)  
Paterson, New Jersey 07501
- **Warren County Community College**  
475 Route 57 West Washington,  
New Jersey 07882
- **Sussex County Community College**  
One College Hill Road  
Newton, New Jersey 07860

# Degrees/Certificates

## Accounting

See the program for School of Business for more information.

### B.S. in Accounting

#### Program Learning Outcomes:

Upon completion of this program, students should be able to:

- Demonstrate content mastery in the functional areas of our business core (accounting, economics, management, quantitative business analysis, finance, marketing, legal and social environment, information system, and international issues)
- Demonstrate the School of Business core competencies (critical reasoning, quantitative reasoning, ethical decision making, teamwork, personal accountability, effective communication)
- Apply accounting principles and procedures in an integrated manner
- Conduct, interpret, and communicate the results of financial statement analysis

### Degree Requirements

Candidates for the Associate in Arts, Business Concentration and Bachelor of Sciences degrees in Business must:

1. satisfy all entrance requirements (Formal acceptance into the Business major, usually in the sophomore year, requires a 2.500 cumulative GPA.)
2. satisfy the specific requirement in a major or concentration.
3. fulfill a residence requirement of the last 30 credit-hours at Felician University.
4. maintain an average GPA of 2.500 throughout the program.
5. earn a minimum grade of "C" in all courses in the major.

**Type:** Bachelor of Science

## Required Courses

\* In addition to the general education requirements:

### Business Core:

Item #	Title	Credits
MKT 100	Fundamentals of Marketing	3
MGT 100	Fundamentals of Management	3
MATH 160	College Algebra	4
ACC 100	Principles of Financial Accounting I	3
ACC 200	Principles of Managerial Accounting	3
ECON 200	Macroeconomics	3
ECON 220	Microeconomics	3
FIN 300	Corporate Financial Management	3
MGT 410	International Business	3
BUS 300	Ethics in the Corporate Environment	3
BUS/LAW 310	Business Law I	3
BUS 341	An Introduction to Research and Analysis Using Statistics	3
MGT 490	Business Policy	3

### Accounting Major Requirements:

Item #	Title	Credits
ACC 220	Principles of Financial Accounting II	3
ACC 310	Intermediate Accounting I	3
ACC 320	Intermediate Accounting II	3
ACC 330	Federal Taxation I	3
ACC 340	Federal Taxation II	3
ACC 410	Accounting Problems and Practices	3
ACC 430	Auditing	3
ACC 572	Advanced Accounting	3
BUS/LAW 315	Business Law II	3
FIN 320	Intermediate Topics in Corporate Financial Management	3
BUS 499	Business Capstone	3



## Additional Requirements:

\* These requirements apply to traditional students only.

Item #	Title	Credits
BUS 110	Business, Organizations & Management	3
BUS 200	Professional Development I	1
BUS 210	Professional Development II	1
BUS 220	Professional Development III	1
<b>Total credits:</b>		<b>120</b>

## Accounting Course Descriptions

### **ACC 100: Principles of Financial Accounting I**

This course is an introduction to the basic financial accounting principles. Its primary focus is the underlying theory related to the preparation of financial statements and therefore encompasses basic accounting concepts and procedures and the development of accounting principles and practice. The course encompasses the determination, valuation, timing, and presentation of financial information.

**Credits:** 3

### **ACC 200: Principles of Managerial Accounting**

This course is designed for those concentrating in accounting and business administration. The course provides a management emphasis to the study of cost behavior, determination, allocation and analysis for decisionmaking. Topics include job order and process costing; standard costing and variance analysis; incremental decision-making; operational and capital budgeting.

**Credits:** 3

**Prerequisites:**

ACC 100

### **ACC 220: Principles of Financial Accounting II**

This course is a continuation of ACC 100 and is required for all those in the accounting concentration. The course is a study of basic accounting principles and practices relating to financial statements, differences among business forms, and global accounting issues. The course also encompasses financial statement analysis and special purpose journals.

**Credits:** 3

**Prerequisites:**

ACC 100

### **ACC 310: Intermediate Accounting I**

Examines generally accepted accounting principles as they relate to the preparation of financial statements. Emphasis is placed on balance sheet valuations and their relationship to income determination.

**Credits:** 3

**Prerequisites:**

ACC 220, FIN 300

### **ACC 320: Intermediate Accounting II**

Examines generally accepted accounting principles as they relate to the preparation and reporting of financial statements. Emphasis is placed on the valuation of long-term investments and long-term liabilities and studies the accounting for equity accounts and their relationship to income determination. Includes coverage of pensions, leases and accounting for income tax.

**Credits:** 3

**Prerequisites:**

ACC 310

### **ACC 330: Federal Taxation I**

This course introduces the student to the study of federal taxation. It is designed to provide explanation of the federal tax structure as well as training in the application of the tax principles to specific problems. The emphasis is on personal income and small taxation.

**Credits:** 3

**Prerequisites:**

ACC 200

**ACC 340: Federal Taxation II**

This course introduces the student to the study of federal taxation. It is designed to provide explanation of the federal tax structure as well as training in the application of the tax principles to specific problems. The emphasis is on partnerships, corporations and other special topics.

**Credits:** 3

**Prerequisites:**

ACC 330

**ACC 350: Contemporary Topics in Accounting**

This course is an in-depth study of selected topics in accounting and taxation designed to enhance understanding of these areas and their implications for society and business administration and finance. Emphasis is placed on current issues. Where possible, instruction will incorporate the expertise of accounting professionals from the public, private and government sectors.

**Credits:** 3

**Prerequisites:**

ACC 320 and ACC 340

**ACC 410: Accounting Problems and Practices**

This course is a study of accounting problems and approaches to solutions, including ethical situations that may be encountered by the professional accountant. Thus, the course reviews current accounting issues, various accounting pronouncements, and public expectations of the accounting profession.

**Credits:** 3

**Prerequisites:**

ACC 320

ACC 340

**ACC 430: Auditing**

The essential question to be answered by an audit engagement for a CPA firm is: "Based on the application of generally accepted auditing standards, are the client's financial statements for the stated periods fairly presented in all material respects in accordance with generally accepted accounting principles." This course introduces the student to auditing and other assurance services provided by accountants for their clients. The course will focus on the auditor's decision-making process in terms of the nature and amount of evidence to be systematically gathered by the auditor given the nature and circumstances of the engagement and the communication of results to interested parties. This process is based on application of generally accepted auditing standards and procedures promulgated by the American Institute of Certified Accountants (AICPA) and, for public companies, the Public Company Accounting Oversight Board (PCAOB).

**Credits:** 3

**Prerequisites:**

ACC 320

**ACC 571: Applied Managerial Accounting**

The purpose of this course is to give the student tools to think analytically about business issues in a structured, organized, and thoughtful manner. Organizational success can be linked to activities such as strategic and tactical planning, product quality and customer satisfaction, and improvements to business processes. The course therefore focuses on the role of accounting for internal management decision-making.

**Credits:** 3

**Prerequisites:**

ACC 320

**ACC 572: Advanced Accounting**

This course focuses on accounting standards relating to business combinations, consolidated financial statements, goodwill, and other intangible assets. To this end, the purchase and equity methods are emphasized. The course also addresses accounting issues relating to the formation, changes in ownership interests, and liquidation of partnerships. Other special topics are also covered.

**Credits:** 3

**Prerequisites:**

ACC 320

### **ACC 574: Forensic Accounting**

The newspaper headlines and financial press reveal that white-collar crime not only exists, but is fairly prevalent in corporate America. The impact on stakeholders is often beyond significant. This course deals with fraud of an accounting nature and delves into how the fraud examiner or forensic accountant investigates fraud allegations and documents the criminality of such activities. We begin with an understanding of the nature of fraud, why it occurs, its symptoms, and conducting investigations. Also, specific attention is given to financial statement, bankruptcy, divorce, and tax fraud. While the course is intended for students planning on entering the accounting profession, it is extremely beneficial to those entering other fields due to the student's opportunity to develop inquiring minds.

**Credits:** 3

**Prerequisites:**

ACC 320

## **Anthropology**

### **ANTH 200: Anthropology of Aging**

**Credits:** 3

## **Arabic**

### **ARAB 101: Arabic Language and Culture I**

These courses take a communicative approach to the fundamentals of the Arabic language, with emphasis on listening comprehension, speaking, and developing mastery of the Arabic writing system. Students will engage in basic reading and writing of simple sentences and short paragraphs. The course stresses communication using both formal and informal Arabic, designed to enable students to communicate in Arabic in everyday situations. Students will also explore Arabic speaking countries and their inherent cultural differences to develop students' awareness of the global challenges experienced in these countries and an appreciation of their contributions to the world at large. Both courses are designed for students with little or no previous experience in the language.

**Credits:** 3

### **ARAB 102: Arabic Language and Culture II**

These courses take a communicative approach to the fundamentals of the Arabic language, with emphasis on listening comprehension, speaking, and developing mastery of the Arabic writing system. Students will engage in basic reading and writing of simple sentences and short paragraphs. The course stresses communication using both formal and informal Arabic, designed to enable students to communicate in Arabic in everyday situations. Students will also explore Arabic speaking countries and their inherent cultural differences to develop students' awareness of the global challenges experienced in these countries and an appreciation of their contributions to the world at large. Both courses are designed for students with little or no previous experience in the language.

**Credits:** 3

## **Biochemistry**

### **BIO/CHEM 360: Biochemistry I**

A study of the chemical reactions occurring on the molecular level in biological systems (illustrating the interrelationships of different biochemical pathways). 2 lecture hours and one 4 hour laboratory session weekly. (spring)

**Credits:** 4

**Prerequisites:**

CHEM 201 with a minimum grade of "C"; CHEM 202 strongly recommended

### **BIO/CHEM 361: Biochemistry II**

This course is a continuation of Biochemistry I. It is an extensive study of the metabolic processes used to maintain life. Differences in pathways utilized by different organisms are examined, as well as some processed in plant and microorganisms. 2 lecture hours weekly. (Fall)

**Credits:** 3

**Prerequisites:**

BIO/CHEM 360 with a minimum grade of "C".

### **BIO/CHEM 450: Undergraduate Research in Biology I**

Required for biology majors during their senior year. Students pursue a two-semester individual research project underevaluate the hypothesis. During the second semester (BIO 451) the project is carried out, and the results analyzed and discussed in an oral presentation and written report.

**Credits:** 2

**Prerequisites:**

Grades of "C" or higher in BIO 103/104, BIO 409 and CHEM 103/104

### **BIO/CHEM 451: Undergraduate Research in Biology II**

Required for biology majors during their senior year. Students pursue a two-semester individual research project underevaluate the hypothesis. During the second semester (BIO 451) the project is carried out, and the results analyzed and discussed in an oral presentation and written report.

**Credits:** 2

**Prerequisites:**

Grades of "C" or higher in BIO 103/104, BIO 409 and CHEM 103/104

## **Biology**

### **Mission of the Department of Natural Sciences**

The Department of Natural Sciences is responsible for instruction in the physical and biological sciences. Our programs prepare science majors for careers in biology, nursing, education, and entry into postgraduate programs and current health-related professions. Both science and non-science majors become familiar with scientific methods of inquiry and communication, are imbued with a love of learning, and develop an understanding and appreciation of our interdependence with other organisms and the physical environment. Through rigorous coursework, laboratory experiences, and individual attention and evaluation, students develop the broad knowledge base, critical thinking and analytical skills needed for scientific competence in the twenty-first century.

## **Natural Sciences Learning Outcomes**

1. Apply scientific reasoning in their approach to the fundamental principles and laboratory methods in biology and chemistry.
2. Analyze scientific quantitative data through the use of current information technology.
3. Create and carry out a valid, independent laboratory research project and literature review.
4. Apply written, graphical and oral communications in their scientific findings.
5. Evaluate and understand the ethical challenges and responsibilities of applying scientific knowledge, the Franciscan values to the practice of science.
6. Understand the contributions of science-related professions to human and environmental sustainability.

Joint degree programs include a B.S. in Medical Imaging Sciences (MIS), and a B.S. in Medical Laboratory Science (MLS) awarded jointly by Felician University and Rutgers University : School of Health Professions (Rutgers-SHP). In the MIS and MLS programs, students complete three years of general education and science coursework at Felician and 15 months of advanced coursework at Rutgers, culminating in the B.S. degree.

Students seeking accelerated entry into a health-related profession have the option of enrolling in an articulated-degree program with a cooperating professional school. In the articulated programs, students have the opportunity to earn a B.S. in Biology from Felician University while beginning their Graduate studies at a cooperating institution. Programs include Physical Therapy (Rutgers-SHP), Podiatry (NY College of Podiatric Medicine, Occupational Therapy (Sage College Albany NY) and Audiology (Bloomsburg University of PA). In most of the articulated programs, students take three years of required courses at Felician, with their first year of professional school courses counting toward their fourth year for the B.S. from Felician University. An additional 2-4 years at the professional school culminates in the graduate degree (duration depending on whether a Masters or Doctorate is awarded).

Students should declare their intention to pursue a specific articulated or joint-program as soon as possible within their first year to ensure proper advisement and scheduling of the correct sequence of courses. Note that each program has a GPA requirement for entry into the cooperating professional school, and may have other qualifications as specified in the program details given on pages 121.

Please check prerequisites and course selection for all programs in the department. Additional notes on prerequisites and course selection

1. General Biology I and II (BIO 103, 104) are prerequisites for all 300 and 400-level courses. Biology Seminar (BIO 409) is a prerequisite for Undergraduate Research in Biology (BIO/CHEM 450, 451). For other prerequisites, see individual course offerings.
2. BIO 409 is required for the articulated pre-professional programs. Students majoring in these programs should take BIO 409 in their third year to allow timely completion of senior research (and therefore timely graduation) should they be unsuccessful in meeting the requirements for transfer to the articulated professional school in their senior year.
3. Students planning to apply to graduate school, medical school, dental school, veterinary school, or other professional programs are strongly encouraged to take Anatomy and Physiology I and II (BIO 205, 206), as well as Calculus I (MATH 262). Students planning to seek an industrial position upon graduation should take Analytical Chemistry (CHEM 303).

## Audiology Program

The Audiology Program is an articulated program between Felician University and Bloomsburg University of Pennsylvania (<http://www.bloomu.edu/admin/acad/aud/>).

An Audiologist is an independent health care practitioner who provides diagnosis of disorders of the auditory : vestibular system and audiological management, treatment, and prevention of these disorders.

The primary objective of the curriculum leading to the AuD. is to produce Audiologists who are

competent to perform the wide array of diagnostic, remedial, and other services associated with the practice of Audiology.

Students in the entry level component of the program spend about three years at Felician University completing 99 credits in the pre-professional component (50 credits in the General Education Curricular Commons, and 49 credits in the required pre-professional Core). Students must complete their coursework at Felician College with a 3.000 GPA and earn a minimum of "C" in all specified science courses.

Students must apply for admission for their professional coursework to Bloomsburg University of Pennsylvania one year prior to their desired term of entry into the Audiology Program.

Upon successful completion of their first year of courses at Bloomsburg University of Pennsylvania, Felician University will award the Bachelor of Science degree in Biology. Upon completion of the remainder of the coursework (approximately three additional years), Bloomsburg University of Pennsylvania will award the degree of Doctor of Audiology (Au.D.).

### Degree Requirements

All students must:

1. Maintain a minimum overall GPA of 3.000 and a minimum grade of "C" in all math and science courses;
2. Notify Bloomsburg University of Pennsylvania of their intent to pursue the Audiology Program no later than the end of their first year of studies at Felician University;
3. Provide three letters of recommendation;
4. Submit GRE scores, TOEFL scores (for international students), a program application letter; and
5. Participate in an admissions interview.

Note: The minimal satisfaction of entrance requirements does not guarantee acceptance into the professional portion of the program. The final decision for acceptance rests with the professional school.

## Major Requirements

**Type:** Articulated Program

## Required Pre-Professional Core

\* A grade of C is the minimum acceptable for MATH 160 College Algebra.

Item #	Title	Credits
BIO 104	General Biology II	4
BIO 205	Anatomy and Physiology I	4
BIO 206	Anatomy and Physiology II	4
BIO 405	Genetics	4
BIO 409	Biology Seminar	1
CHEM 103	General Chemistry I	4
CHEM 104	General Chemistry II	4
	BIO/CHEM 360 or CHEM 202	4
MATH 161	Precalculus	4
PHYS 103	General Physics I	4
PHYS 104	General Physics II	4

## Professional Courses at Bloomsburg University of Pennsylvania Audiology Curriculum

- 4 years

**Total credits:** **41**

## Bachelor of Science in Biology

Includes Pre-Med, Pre-PA and Pre-Veterinary advising tracks

Revised: August 2021

**Type:** Bachelor of Science

## Required Biology Courses

A grade of C or better is the minimum passing grade for all math and science courses in this degree.

Item #	Title	Credits
BIO 103	General Biology I	4
BIO 104	General Biology II	4
BIO 202	Microbiology	4
BIO 405	Genetics	4
BIO 409	Biology Seminar	1
BIO/CHEM 450	Undergraduate Research in Biology I	2
BIO/CHEM 451	Undergraduate Research in Biology II	2

## Biochemistry

Item #	Title	Credits
BIO/CHEM 450	Undergraduate Research in Biology I	2
BIO/CHEM 451	Undergraduate Research in Biology II	2

## Related Requirements

A grade of C or better is the minimum passing grade for the math and science courses in this degree.

Note MATH 160 College Algebra or its equivalent is a prerequisite for CHEM 103.

Item #	Title	Credits
CHEM 103	General Chemistry I	4
CHEM 104	General Chemistry II	4
CHEM 201	Organic Chemistry I	4
CHEM 202	Organic Chemistry II	4
MATH 161	Precalculus	4
MATH 122	Statistics I	3
PHYS 103	General Physics I	4
PHYS 104	General Physics II	4
MATH 160	College Algebra	4

## Biology Electives

Students must complete a total of four Biology Elective courses from at least three of the following four categories.

A grade of C or better is the minimum passing grade for the Biology Elective courses.

## Category 1 — Structural Biology

Item #	Title	Credits
BIO 205	Anatomy and Physiology I	4
BIO 206	Anatomy and Physiology II	4
BIO 304	Histology	4
BIO 305	Embryology	4

## Category 2 — Health-Related Biology

Item #	Title	Credits
BIO 307	Pathophysiology	3
BIO 308	Virology	3
BIO 309	Parasitology	4
BIO 403	Immunology	4

## Category 3 — Molecular Biology

Item #	Title	Credits
BIO 312	Cellular and Molecular Biology	4
BIO/CHEM 360	Biochemistry I	4

## Category 4 — Ecology/Evolutionary Biology

Item #	Title	Credits
BIO 209	Evolution	3
BIO 306	Ecology	4
<b>Total credits:</b>		<b>120</b>

## Chiropractic Program

The Chiropractic Program is an articulated program sponsored with the New York Chiropractic College (NYCC) (<http://www.nycc.edu/>).

Chiropractic focuses upon the diagnosis, treatment, and prevention of disorders of the neuromusculoskeletal system, and explores the effects these disorders have on the nervous system and on health in general.

One of the fastest-growing health professions, chiropractic increasingly finds itself managing patient care through collaborative partnerships with other essential health care professionals. Students in the entry level component of the chiropractic program spend about three years at Felician University completing 100 credits in the pre-

professional component (47 credits in the General Education Curricular Commons curriculum and 53 credits in the required pre-professional Core).

Students must apply for admission for their professional coursework at the New York Chiropractic University. Applicants must have a 3.000 GPA.

Upon successful completion of their first year of courses at NYCC, Felician University will award the Bachelor of Science degree in Biology. Upon completion of the remainder of the required coursework (approximately two years) NYCC will award the degree of Doctor of Chiropractic (DC).

## Degree Requirements

All students must:

1. Maintain a minimum overall GPA of 3.000 and a minimum grade of "C" in all math and science courses;
2. Notify NYCC of their intent to pursue the Chiropractic Program no later than the end of their first year of studies at Felician University;
3. Provide three letters of recommendation (including at least one from a Doctor of Chiropractic); and
4. Participate in an admissions interview.

Note: The minimal satisfaction of entrance requirements does not guarantee acceptance into the professional portion of the program. The final decision for acceptance rests with the professional school.

Note: The minimal satisfaction of entrance requirements does not guarantee acceptance into the professional portion of the program. The final decision for acceptance rests with the professional school.

## Major Requirements:

**Type:** Articulated Program

## Required Pre-Professional Core

\* A grade of C is the minimum acceptable for MATH 160 College Algebra.

Item #	Title	Credits
BIO 104	General Biology II	4
BIO 205	Anatomy and Physiology I	4
BIO 206	Anatomy and Physiology II	4
BIO 405	Genetics	4
BIO 409	Biology Seminar	1
CHEM 103	General Chemistry I	4
CHEM 104	General Chemistry II	4
CHEM 201	Organic Chemistry I	4
	BIO/CHEM 360 or CHEM 202	4
MATH 161	Precalculus	4
PHYS 103	General Physics I	4
PHYS 104	General Physics II	4

## Professional Courses at NYCC Chiropractic Curriculum

- 3+ years

**Total credits: 45**

## Clinical Laboratory Science (CLS) Degree

The Bachelor of Science degree program in Clinical Laboratory Sciences is awarded jointly with the Rutgers University School of Health Professions (Rutgers-SHP).

Students must complete specified degree requirements at Felician University before they can enter the Rutgers-SHP for their professional coursework. Program graduates will receive a B.S. in CLS, with eligibility for national certification, where applicable. Students may attend Felician University on a full or part-time basis.

## Medical Laboratory Sciences

Medical Laboratory Scientists perform a wide variety of laboratory procedures that aid in the diagnosis, treatment, prevention and monitoring of disease. The major areas within this discipline include blood banking, clinical chemistry, hematology, clinical immunology, clinical microbiology, and urinalysis. Many employment opportunities are available in

hospital clinical laboratories as well as private and government laboratories, Health Maintenance Organizations (HMO's), pharmaceutical companies, research organizations, and universities.

The curriculum consists of classroom instruction and student laboratory experiences integrated with clinical practice at affiliated clinical laboratories. Additional experiences are provided in laboratory management, education, research, instrumentation, and computers.

The Medical Laboratory Sciences Program is fully accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) (<http://www.naacls.org/>).

## CLS Degree Requirements

Candidates for the Bachelor of Science degree in Clinical Laboratory Science are required to:

1. Satisfy all entrance requirements;
2. complete all pre-professional curriculum requirements prior to enrollment at the RutgersSHP;
3. maintain an overall 2.85 GPA with a grade of "C" or better in all required science and math courses; and
4. earn a minimum of 550 on TOEFL Exam for applicants with foreign credentials who are transferring into CLS programs.
5. Complete an interview with the CytotechnologyProgram Director.

Note: The minimal satisfaction of entrance requirements does not guarantee acceptance into the professional portion of the program. The final decision for acceptance rests with the professional school.

**Type:** Bachelor of Science

## Required Biology Courses

Item #	Title	Credits
BIO 104	General Biology II	4
BIO 202	Microbiology	4
BIO 205	Anatomy and Physiology I	4
BIO 206	Anatomy and Physiology II	4
BIO 312	Cellular and Molecular Biology	4
BIO 403	Immunology	4
BIO 409	Biology Seminar	1



## Related Requirements

\* A grade of C is the minimum acceptable for MATH 160 College Algebra.

Item #	Title	Credits
CHEM 103	General Chemistry I	4
CHEM 104	General Chemistry II	4
CHEM 201	Organic Chemistry I	4
BIO/CHEM 360	Biochemistry I	4
MATH 161	Precalculus	4

## Professional Courses at Rutgers-SHP

\* Complete the following:

- **Medical Laboratory Sciences**
  - 15 months

**Total credits: 45**

## Concentration in Biochemistry

The Concentration in Biochemistry consists of 49 credits. Students must have a minimum grade of "C" in each of the following courses:

\* This Concentration coincides with the B.S. in Biology

**Type:** Concentration

Item #	Title	Credits
BIO 103	General Biology I	4
BIO 104	General Biology II	4
BIO 202	Microbiology	4
CHEM 103	General Chemistry I	4
CHEM 104	General Chemistry II	4
CHEM 201	Organic Chemistry I	4
CHEM 202	Organic Chemistry II	4
BIO 310	Cell Biology I	3
BIO/CHEM 360	Biochemistry I	4
BIO/CHEM 361	Biochemistry II	3
BIO 405	Genetics	4
BIO 409	Biology Seminar	1
BIO/CHEM 450	Undergraduate Research in Biology I	2
BIO/CHEM 451	Undergraduate Research in Biology II	2
<b>Total credits:</b>		<b>47</b>

## Master of Science in Occupational Therapy

Articulated program with Sage College that results in a Bachelor of Science Degree in Biology and a Master of Science in Occupational Therapy.

120 credits at Felician University

\* Revised: June 2018

**Type:** Articulated Program

## Required Biology Courses

Item #	Title	Credits
BIO 103	General Biology I	4
BIO 104	General Biology II	4
BIO 202	Microbiology	4
BIO 405	Genetics	4
BIO 409	Biology Seminar	1
BIO/CHEM 450	Undergraduate Research in Biology I	2
BIO/CHEM 451	Undergraduate Research in Biology II	2

## Related Requirements

\* A grade of "C" is the minimum acceptable for BIO 202 Microbiology and MATH 160 College Algebra, which are the required laboratory science and Mathematics General Education courses.

Item #	Title	Credits
CHEM 103	General Chemistry I	4
CHEM 104	General Chemistry II	4
CHEM 201	Organic Chemistry I	4
CHEM 202	Organic Chemistry II	4
MATH 161	Precalculus	4
MATH 122	Statistics I	3
PHYS 103	General Physics I	4
PHYS 104	General Physics II	4

## Biology Electives

\* Complete four courses from at least three of the following categories:

### Category 1 — Structural Biology

Item #	Title	Credits
BIO 205	Anatomy and Physiology I	4
BIO 206	Anatomy and Physiology II	4
BIO 304	Histology	4
BIO 305	Embryology	4

### Category 2 — Health-Related Biology

Item #	Title	Credits
BIO 307	Pathophysiology	3
BIO 308	Virology	3
BIO 309	Parasitology	4
BIO 403	Immunology	4

### Category 3 — Molecular Biology

Item #	Title	Credits
BIO 312	Cellular and Molecular Biology	4
BIO/CHEM 360	Biochemistry I	4

### Category 4 — Ecology/ Evolutionary Biology

Item #	Title	Credits
BIO 209	Evolution	3
BIO 306	Ecology	4

## Professional Courses at Sage College School of Health Sciences OT Program:

- 2+ years

**Total credits:**

**120**

## Medical Imaging Sciences Degree

The Bachelor of Science degree Medical Imaging Sciences (MIS) is awarded jointly with the Rutgers School of Health Professions (Rutgers-SHP) and offers two areas of study: Diagnostic Medical Sonography and Cardiac Sonography. The programs are located on the Scotch Plains campus of Rutgers-SHP.

Students must complete specified degree requirements at Felician University before they can enter Rutgers-SHP for their professional coursework. Students may attend Felician University on a full-or part-time basis for their pre-professional coursework but the professional coursework usually requires full-time study.

## Diagnostic Medical Sonography

The profession of Diagnostic Medical Technology includes general sonography, and various subspecialties. The profession requires judgment and the ability to provide appropriate health care services. Diagnostic medical technologies are highly skilled professionals qualified by education to provide patient services using diagnostic techniques under the supervision of a licensed Doctor of Medicine or Osteopathy. The technician may provide this service in a variety of medical settings where the physician is responsible for the use and interpretation of appropriate procedures. Technicians assist physicians in gathering data necessary to reach diagnostic decisions.

The Diagnostic Medical Technology Program covers both clinical and didactic instruction in abdominal, obstetrical, gynecological and neonatal neuro-sonography ultrasound. The course of study includes Applied Anatomy and Physiology, Pathophysiology, Ultrasound Physics, Instrumentation and Applied Sonography. Clinical

training is provided in active Radiology and Perinatal Testing departments equipped with the most advanced ultrasound equipment.

The program is accredited through the Commission on Accreditation of Allied Health Education Programs (CAAHEP) ([www.caahep.org](http://www.caahep.org)). Upon successful completion of the program, graduates will be eligible for examination and certification by the American Registry of Diagnostic Medical Sonographers ([www.ardms.org](http://www.ardms.org)).

## Cardiac Sonography

Cardiac sonography (also known as echocardiography) is the use of ultrasound imaging to view the cardiovascular anatomy in a non-invasive and pain free examination. This safe and convenient method of diagnosis allows the physician to assess the function of the heart in a dynamic way. Cardiac Sonographers are specially trained professionals who are an integral part of the cardiovascular medical management team in today's health care environment. They use sophisticated equipment that acquires two-dimensional images of the heart and Doppler spectral tracings of blood flow to provide an accurate assessment of the patient's condition. They are one of the first lines of diagnosis of cardiovascular conditions and help the physician to guide the patient to the correct path of treatment.

According to the US Department of Labor, employment of cardiac sonographers is expected to grow much faster than average pace through the year 2018. The aging population with its higher incidence of cardiovascular disease will continue to be the driver of demand for the profession. The need for highly trained technologists will also be driven by the advancing technology of cardiac sonography, which is expected to reduce the need for more expensive and risk prone invasive procedures.

The Cardiac Sonography Program covers both clinical and didactic instruction in cardiac ultrasound and non-invasive cardiovascular diagnostic testing. The course of study includes Applied Anatomy and Physiology, Pathophysiology, Ultrasound Physics, Instrumentation and Applied Cardiac Sonography. Clinical training is provided in active Cardiology departments equipped with the most advanced ultrasound equipment.

## Medical Imaging Sciences Degree Requirements

1. The first six semesters of liberal study is taken at the partner institution (minimum of 90 semester hours). General education courses lead toward a concentration in biology with requirements in math, physics, chemistry and biology. The clinical track is selected in the late sophomore or early junior year through an application to Rutgers-SHP.
2. Applicants must maintain a minimum GPA of 2.75 and have met or be scheduled to complete all prerequisite requirements prior to the planned date for enrolling in the 4th year specialization coursework. A minimum grade of B is required for Anatomy and Physiology I and II or the equivalent courses.
3. Students admitted to the 4th year professional phase are selected by an Admissions Committee from among those applicants meeting these minimum standards.
4. APPLICATION DEADLINE: January 15th for September.
5. Students that are in the process of completing courses during the spring semester should submit a letter from their instructor stating their midterm grade for the course. The letter must be on school letterhead and in a sealed school envelope.

Note: The minimal satisfaction of entrance requirements does not guarantee acceptance into the professional portion of the program. The final decision for acceptance rests with the professional school.

**Type:** Bachelor of Science

### Required Biology Courses

Item #	Title	Credits
BIO 104	General Biology II	4
BIO 202	Microbiology	4
BIO 205	Anatomy and Physiology I	4
BIO 206	Anatomy and Physiology II	4
BIO 405	Genetics	4
BIO 409	Biology Seminar	1

## Related Requirements

\* A grade of C is the minimum acceptable for MATH 160 College Algebra.

Item #	Title	Credits
CHEM 103	General Chemistry I	4
CHEM 104	General Chemistry II	4
CHEM 201	Organic Chemistry I	4
BIO/CHEM 360	Biochemistry I	4
MATH 161	Precalculus	4
PHYS 103	General Physics I	4
PHYS 104	General Physics II	4

## Professional Courses at Rutgers-SHP

\* Choose one of the following areas of study:

- **Diagnostic Medical Technology**
  - 15 months, Full-time (43 credits)
- **Cardiac Sonography**
  - 15 months, Full-time (42 credits)

**Total credits: 91-92**

## Minor in Biology

Students wishing to complete the Biology Minor must take at least 19 credits of biology courses according to the description below. Students must have a minimum grade of "C" in each course taken towards the Biology Minor.

Because of the sequential nature of many of the courses, careful planning is necessary in order to complete the curriculum in a timely manner. All prerequisites must be followed. Students who are interested in the biology minor should consult with the Department of Natural Sciences for more information.

**Type:** Minor

## Required Courses

Item #	Title	Credits
BIO 103	General Biology I	4
BIO 104	General Biology II	4
BIO 205	Anatomy and Physiology I	4
BIO 206	Anatomy and Physiology II	4

## Biology Electives

\* Student must complete at least one 300 or 400 level biology course, excluding BIO 409, BIO/CHEM 450, and BIO/CHEM 451.

**Total credits: 19**

## Pharmacy Program

### Pharmacy Program

The pharmacist profession is one with great responsibility and excellent opportunities to serve people. Pharmacists work in pharmacies, as well as government agencies and companies that produce medications. Felician's Pharmacy program involves an articulation with Touro College of Pharmacy. The student completes three years at Felician University and, if accepted into the professional part of the program for four years to earn the PharmD (doctorate in pharmacy) degree.

Candidates for the PharmD program at Touro College of Pharmacy must meet the following minimum requirements.

1. Preferred minimum cumulative GPA of 2.75. However, to be competitive, a 3.0 or higher is preferred.

### 2. Prerequisite Courses

- BIO103 and BIO104
- CHEM103 and CHEM 104
- CHEM201 and CHEM202
- BIO202
- BIO205 and BIO206
- PHYS103
- BIO/CHEM360
- MATH262
- ECON course (micro, macro or general accepted)
- COMM103

Suggested electives

- MATH122
- BIO405
- CS course

### 3. Recommendations

Candidates are required to submit three letters of recommendation:

- One from a healthcare professional
- One from a science professor from whom you earned a grade
- One from another professor, employer, supervisor or similar individual.

Candidates are preferred to have

#### A. Pharmacy College Admission Test (PCAT)

Touro College does not require the PCAT exam, but we strongly recommend you take it. Scores are valid only if the test is taken within two years of applying to Touro. A good PCAT score strengthens one's application.

#### B. Volunteer or work experience

Volunteer or work hours in a pharmacy, public health or health care setting before applying is strongly recommended

## First Year Semester 1

Item #	Title	Credits
ENG 101	College Writing and Research I	3
BIO 103	General Biology I	4
MATH 122	Statistics I	3
	GECC I Faith & Reason 100/2003 Elective	
	GECC VIII Global Consciousness Elective	3

## First Year Semester 2

Item #	Title	Credits
ENG 102	College Writing and Research II	3
BIO 104	General Biology II	4
MATH 160	College Algebra	4
PSYC 101	Introduction to Psychology	3
PHIL 100	The Art and Practice of Critical Thinking	3

## Second Year Semester 1

Item #	Title	Credits
CHEM 103	General Chemistry I	4
MATH 161	Precalculus	4
BIO 205	Anatomy and Physiology I	4
CS 103	Introduction to Advanced Computer Applications	3
ECON 200	Macroeconomics	3

## Second Year Semester 2

Item #	Title	Credits
CHEM 104	General Chemistry II	4
MATH 262	Calculus I	4
BIO 206	Anatomy and Physiology II	4
COMM 103	Public Speaking	3
	GECC Liberal Arts Concentration Elective	3

## Third Year Semester 1

Item #	Title	Credits
CHEM 201	Organic Chemistry I	4
PHYS 103	General Physics I	4
BIO 202	Microbiology	4
PHIL 250	Making Moral Decisions	3
	GECC I Faith & Reason 300/4003 Elective	

## Third Year Semester 2

Item #	Title	Credits
BIO/CHEM 360	Biochemistry I	4
PHYS 104	General Physics II	4
BIO 409	Biology Seminar	1
BIO 405	Genetics	4
	GECC VIII Global Consciousness Elective	3

## Four Years at Touro College of Pharmacy

If accepted, the four years at Touro commence after the third year at Felician. After satisfactory completion of the first year at Touro College of Pharmacy, the student earns a bachelor's degree from Felician. The student will continue at Touro to earn the Pharm.D. degree in addition to the Felician University degree.

**Total credits: 103**

## Physical Therapy Program

The Physical Therapy Program is an articulated program sponsored with the Rutgers University School of Health Professionals (Rutgers-SHP) and specializes in doctoral-level education for individuals wishing to become physical therapists. Students in the Doctor of Physical Therapy (DPT) program receive state-of-the-art education that prepares them to be in the forefront of the physical therapy profession.

Physical Therapy involves the examination, treatment, and instruction of persons to assess, prevent, and correct physical disability and pain from injury and disease. It includes the planning of treatment and the use of activities and devices for reducing the incidence of movement dysfunction and pain. Physical therapists continue to be in demand throughout the United States. Employment opportunities are available in a wide variety of healthcare settings and geographic locations.

Students in the entry-level component of the Physical Therapy Program spend about three years at Felician University completing 100 credits in the pre-professional component (47 credits in the General Education Curricular Commons and 53 credits in the required departmental core). Students must formally apply for admission for their professional coursework to the Rutgers-SHP Physical Therapy Program. Upon successful completion of their first year of courses (45 credits) at the Rutgers-SHP, Felician University will award a Bachelor of Science degree in Biology. Upon successful completion of the remainder of the required coursework (approximately two additional years), the Rutgers-SHP will award a Doctorate in Physical Therapy (DPT) degree.

Upon completion of the Doctor of Physical Therapy Program students are prepared to enter the physical therapy profession as a clinician capable of practicing in an autonomous and ethical manner. The graduate will have skills in differential diagnosis as well as in advanced clinical and management practices. They will be able to understand and apply research presented in various formats to clinical decision making and practice and will be expected to lead the profession in the changes needed for effective practice in the 21st century.

## Admission Requirements

1. High School graduation or equivalent diploma (GED).
2. English as a Second language (ESL) placement test if required and completion of ESL courses, if necessary.
3. Earn a minimum of 550 on TOEFL Exam for applicants with foreign credentials who are transferring into the DPT Program.
4. Completion of any necessary remedial courses as determined by the College's Basic Skill Test.
5. A minimum grade of 3.2 for all transfer students.

Note: The minimal satisfaction of entrance requirements does not guarantee acceptance into the professional portion of the program. The final decision for acceptance rests with the professional school.

## Degree Requirements

All students must:

1. Maintain a minimum GPA of 3.2 and 3.3 for science courses;
2. Complete all the pre-professional courses (100 credits) with a grade of "C" or better in all required science and math courses;
3. Demonstrate knowledge of the physical therapy profession through actual work or volunteer experience;
4. Demonstrate evidence of community service;
5. Formally apply to the Rutgers-SHP Physical Therapy program for the professional component of the program;
6. Obtain a satisfactory score on all three sections (verbal, quantitative and analytical) of the Graduate Record Examination (GRE);
7. Submit three letters of recommendation, including two from physical therapists; and,
8. Have basic computer literacy, including file management, use of word processing and spreadsheet programs, use of e-mail and the Internet.

## Pre-Professional Requirements:

**Type:** Articulated Program

## Required Biology Courses

Item #	Title	Credits
BIO 104	General Biology II	4
BIO 202	Microbiology	4
BIO 205	Anatomy and Physiology I	4
BIO 206	Anatomy and Physiology II	4
BIO 405	Genetics	4
BIO 409	Biology Seminar	1

## Related Requirements

\* A grade of C is the minimum acceptable for MATH 160 College Algebra.

Item #	Title	Credits
CHEM 103	General Chemistry I	4
CHEM 104	General Chemistry II	4
CHEM 201	Organic Chemistry I	4
BIO/CHEM 360	Biochemistry I	4
MATH 161	Precalculus	4
PHYS 103	General Physics I	4
PHYS 104	General Physics II	4

## Professional Courses at Rutgers-SHP

### Physical Therapy Curriculum

- 3 years

**Total credits: 49**

## Physician Assistant Program

The Physician Assistant (PA) program is an articulated program. Physician Assistants are health care professionals licensed to practice medicine with physician supervision. As part of their comprehensive responsibilities, PAs conduct physical exams, diagnose and treat illnesses, order and interpret tests, counsel on preventive health care, assist in surgery, and in most states write prescriptions. The education of PAs is based on the medical model designed to complement physician training. Upon graduation, Physician Assistants take a national certifying examination developed by the National Commission on Certification of Physician Assistants (<http://www.nccpa.net/>) in conjunction with the National Board of Medical Examiners (<http://www.nbme.org/>).

PAs work in a variety of clinical settings. More than half are employed in one of the primary care fields: family practice, internal medicine, pediatrics, and obstetrics and gynecology. Other popular areas of practice include surgery and emergency medicine.

Students in the entry-level component of the Physician Assistant Program spend about three years at Felician University completing 99 credits in the pre-professional component (47 credits in the General Education Curricular Commons and 52 credits in the required departmental core). Students must formally apply for admission for their professional coursework Physician Assistant Program. Upon successful completion of their first year of courses in the professional program, Felician University will award a Bachelor of Science degree in Biology. Upon successful completion of the remainder of the required coursework, the professional program will award a Master of Science in Physician Assistant Studies.

## Admission Requirements

General Information:

The admissions committee thoroughly reviews each application and only the most competitive applicants are invited for an interview.

**Applications:** Applications are submitted directly to the PA Program by June 1 of the calendar year prior to matriculation. When initially screening applications, the committee looks for evidence of the following:

1. ability to handle a rigorous science course load as demonstrated by the applicant's previous coursework and GPA
2. prior healthcare experience
3. familiarity with the PA profession as evidenced by exposure to PAs through programs such as PA shadowing
4. a commitment to community service

**GPA:** The applicant must have an overall and science grade point average of no less than 3.2 (on a scale where 4.0 equals A.)

**SAT/GRE:** SAT scores should be submitted directly to the PA Program. The SAT Designated Institution Code is 2765. GRE scores are not required.

**Prerequisite coursework:** If any of the prerequisite courses have been satisfied by taking a CLEP exam, the scores should be submitted directly to the PA Program. The CLEP Designated Institution Code is 2145. All foreign transcripts must be evaluated by an evaluation agency.

**Recommendations:** Three completed Recommendation Forms (provided in Application package) are required. Applicants should seek recommendations from individuals who are thoroughly familiar with the candidate's academic ability, their work ethic and professionalism, and their general characteristics. Examples may be an instructor, a previous employer or volunteer supervisor, a community leader, etc. Many of our more highly competitive applicants have recommendations by healthcare providers such as physicians and PAs.

Please note that the Waiver of Access statement on the recommendation form must be signed by the applicant.

**Healthcare Experience:** Patient contact is required. The Program has not established a minimum number of hours of healthcare experience, but the most competitive applicants will be able to document experience working directly with patients. Examples of the types of experiences that are recommended include, but are not limited to, medical assistants, nursing assistants/aides, nurses, EMTs, patient care technicians, physical therapy assistants, hospice volunteers, etc.

**PA Shadowing:** It is important that applicants spend time with PAs to ensure a sufficient understanding of the PA role in the delivery of healthcare. Therefore, applicants to the PA Program must be able to demonstrate familiarity with the PA profession through direct experience. This can be accomplished by either shadowing PAs in practice or working alongside PAs.

**Interviews:** Interviews will be conducted in June-July. Only the most competitive applicants will be interviewed. The determination is made following an initial screening by the Admissions Committee. The interview will serve to identify qualities, such as communication skills, motivation, and general interpersonal skills. The applicant should demonstrate a clear understanding of the PA role

and how it fits into the applicant's career goals. The applicant is reminded that competition is very keen for the available spaces.

**Acceptances:** Final notices of acceptance will be made by September 1st of the year prior to enrollment. Commencement of studies at the PA Program is contingent upon completion of all required coursework and maintaining a minimum overall GPA of 3.2.

Note: The minimal satisfaction of entrance requirements does not guarantee acceptance into the professional portion of the program. The final decision for acceptance rests with the professional school.

## Major Requirements

**Type:** Articulated Program

### Required Pre-Professional Core

Item #	Title	Credits
BIO 104	General Biology II	4
BIO 205	Anatomy and Physiology I	4
BIO 206	Anatomy and Physiology II	4
BIO 312	Cellular and Molecular Biology	4
BIO 403	Immunology	4
BIO 405	Genetics	4
BIO 409	Biology Seminar	1
CHEM 103	General Chemistry I	4
CHEM 104	General Chemistry II	4
CHEM 201	Organic Chemistry I	4
BIO/CHEM 360	Biochemistry I	4
PHYS 103	General Physics I	4
PHYS 104	General Physics II	4
MATH 161	Precalculus	4

### Professional Courses Physician's Assistant Program

- 3 years

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**Total credits: 53**

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## Podiatry Program

The Podiatry Program is an articulated program between Felician University and the New York College of Podiatric Medicine in Manhattan (<http://www.nycpm.edu/>).

A Podiatrist is able to prevent, diagnose, and treat disorders of the foot and ankle. The foot is often the first area to manifest symptoms of serious conditions, such as diabetes and cardiovascular disease, and the podiatrist is often the first to detect symptoms of these disorders and thus becomes a vital member of the healthcare team.

Students in the entry level components of the program spend about three years at Felician University completing 96 credits in the pre-professional component (47 credits in the General Education Curricular Commons, and 49 credits in the required pre-professional Core). Students must complete their coursework at Felician University with a 3.000 GPA and earn a minimum of "C" in all specified science courses. Students can make an application to the New York College of Podiatric Medicine one year prior to their desired term of entry into the Podiatry program. Upon successful completion of their first year of courses at the New York College of Podiatric Medicine, Felician University will award the Bachelor of Science degree in Biology. Upon completion of the remainder of the required coursework (approximately three additional years), the New York College of Podiatric Medicine will award the degree of Doctor of Podiatric Medicine (DPM).

### Degree Requirements

All students must:

1. Maintain a minimum overall GPA of 3.000 and a minimum grade of "C" in all math and science courses;
2. Attain MCAT scores at least equal to NYCPM's current minimum;
3. Secure a satisfactory evaluation in a personal interview; and
4. Submit three favorable letters of recommendation.

Note: The minimal satisfaction of entrance requirements does not guarantee acceptance into

the professional portion of the program. The final decision for acceptance rests with the professional school.

### Pre-Professional Requirements

**Type:** Articulated Program

### Required Biology Courses

Item #	Title	Credits
BIO 104	General Biology II	4
BIO 202	Microbiology	4
BIO 205	Anatomy and Physiology I	4
BIO 206	Anatomy and Physiology II	4
BIO 405	Genetics	4
BIO 409	Biology Seminar	1

### Related Requirements

\* A grade of C is the minimum acceptable for MATH 160 College Algebra.

Item #	Title	Credits
CHEM 103	General Chemistry I	4
CHEM 104	General Chemistry II	4
CHEM 201	Organic Chemistry I	4
CHEM 202	Organic Chemistry II	4
MATH 161	Precalculus	4
PHYS 103	General Physics I	4
PHYS 104	General Physics II	4

### Professional Courses at New York College of Podiatric Medicine Podiatry Curriculum

- 4 years

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**Total credits: 49**

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# Biology Course Descriptions

## **BIO/CHEM 360: Biochemistry I**

A study of the chemical reactions occurring on the molecular level in biological systems (illustrating the interrelationships of different biochemical pathways). 2 lecture hours and one 4 hour laboratory session weekly. (spring)

**Credits:** 4

**Prerequisites:**

CHEM 201 with a minimum grade of "C"; CHEM 202 strongly recommended

## **BIO/CHEM 361: Biochemistry II**

This course is a continuation of Biochemistry I. It is an extensive study of the metabolic processes used to maintain life. Differences in pathways utilized by different organisms are examined, as well as some processed in plant and microorganisms. 2 lecture hours weekly. (Fall)

**Credits:** 3

**Prerequisites:**

BIO/CHEM 360 with a minimum grade of "C".

## **BIO/CHEM 450: Undergraduate Research in Biology I**

Required for biology majors during their senior year. Students pursue a two-semester individual research project underevaluate the hypothesis. During the second semester (BIO 451) the project is carried out, and the results analyzed and discussed in an oral presentation and written report.

**Credits:** 2

**Prerequisites:**

Grades of "C" or higher in BIO 103/104, BIO 409 and CHEM 103/104

## **BIO/CHEM 451: Undergraduate Research in Biology II**

Required for biology majors during their senior year. Students pursue a two-semester individual research project underevaluate the hypothesis. During the second semester (BIO 451) the project is carried out, and the results analyzed and discussed in an oral presentation and written report.

**Credits:** 2

**Prerequisites:**

Grades of "C" or higher in BIO 103/104, BIO 409 and CHEM 103/104

## **BIO 102: Human Biology**

An introduction to the structure and function of the human body. The course will survey the major systems, including some aspects of genetics, growth and development, nutrition, health and disease. Designed for the nonmajor. 3 lecture hours and one 2.5 hour laboratory session weekly. Course involves vertebrate dissection. (every spring) (Note: This course cannot be applied towards the biology course requirements of the Biology degree.)

**Credits:** 4

**Prerequisites:**

Competency in basic English skills, as shown by a grade of "C" or higher in ENG 002 or equivalent

## **BIO 103: General Biology I**

The first of a two-course sequence required for biology majors, providing a foundation for subsequent biology courses. BIO 103 focuses on scientific method, cell structure and function, molecular biology, principles of genetics, evolutionary mechanisms, and classification and phylogeny of major groups of organisms. 3 lecture hours and one 2.5 hour laboratory session weekly.

**Credits:** 4

**Prerequisites:**

Competence in mathematics and basic English skills, as shown by grades of C or higher in MATH 002, ENG 002 or equivalent.

## **BIO 104: General Biology II**

The second of a two-course sequence (BIO 103-104) required for biology majors. BIO 104 provides a detailed comparative study of anatomical organization, physiological functions, development, and reproductive biology of plants and animals, with emphasis on vascular plants and vertebrates. Students also investigate ecological interactions and adaptations of organisms, population maintenance, and diversity of biological communities. 3 lecture hours and one 2.5 hour laboratory session weekly. Laboratory includes plant and animal dissection. (every spring)

**Credits:** 4

**Prerequisites:**

A grade of "C" or higher in BIO 103, or equivalent.

**BIO 111: Medical Terminology**

This is a fundamental course that provides a wealth of information on the medical language used by health professionals. Greek and Latin roots and words are studied to as the foundation to developing the communication skills needed for health related careers. Terminology will include a wide variety of vocabulary of all body systems and major diseases. The course will aid students interested in medical fields, as medical professionals, allied health professionals, as well as medical facility staff personnel.

**Credits:** 3

**BIO 113: Disease and History**

This course is an exploration of the effects that disease had had on history. Basic concepts of disease will be discussed, and their relevance to historical occurrences will be examined. Diseases of influential persons, as well as diseases of groups of people, will be examined.

**Credits:** 1

**Prerequisites:**

High School Biology

**BIO 120: Basic Life Science**

A course designed for non-majors that examines the processes that support life, the structure, function, adaptations, and diversity of organisms, and their ecological interactions. Students develop an understanding of the relationship of humans to other organisms and discuss examples of current biological discoveries and how this knowledge is being used to improve human welfare and the environment. 3 lecture-hours and one 2.5 hour laboratory session weekly. (every fall)

**Credits:** 4

**Prerequisites:**

Competence in mathematics and basic English skills, as shown by a grade of "C" or higher in MATH 002 and ENG 002 or equivalent.

**BIO 202: Microbiology**

A survey of microbiology including basic concepts of laboratory cultivation and identification, metabolism, and microbial mechanisms of disease. Pathogenic and nonpathogenic bacteria, fungi, protozoa and viruses will be discussed. 3 lecture-hours and 2.5 hour laboratory sessions weekly. (every semester)

**Credits:** 4

**Prerequisites:**

A grade of "C" or higher in high school chemistry, and competency in basic math and English skills (as shown

by grades of "C" or higher in ENG 002 and MATH 002, or equivalent)

**BIO 205: Anatomy and Physiology I**

The first of a two-course sequence (BIO 205-206) providing a comprehensive study of human anatomy and physiology. BIO 205 covers anatomical description and organization, cell and tissue characteristics, chemical principles, and a detailed examination of the anatomy, function, homeostasis, and interactions of the integumentary, skeletal, muscular, and nervous systems. Laboratory investigations include examination of prepared slides, skeletons and models, organ and tissue dissections, and physiological experiments (computer simulations, and analysis of physiological data from human subjects using digital recording systems). 3 lecture hours and one 2.5 hour laboratory session weekly.

**Credits:** 4

**Prerequisites:**

Competence in basic English skills, as shown by a grade of "C" or higher in ENG 002 or equivalent.

**BIO 206: Anatomy and Physiology II**

The second of a two-course sequence (BIO 205-206), continuing a comprehensive study of human anatomy and physiology. BIO 206 focuses on the special senses, autonomic nervous system, endocrine system and regulation of metabolism, cardiovascular and respiratory systems, lymphatic system and immunity, digestive system, urinary system and fluid/electrolyte balance, and reproductive system and development. Homeostasis and inter relationships of systems are discussed, as well as applications in health and fitness. Laboratory investigations include cat and organ dissections, examination of prepared slides and models, and physiological experiments (computer simulations, and analysis of physiological data from human subjects using digital recording systems). 3 lecture hours and one 2.5 hour laboratory session weekly.

**Credits:** 4

**Prerequisites:**

Grade of "C" or higher in BIO 205 (Anatomy and Physiology I).

**BIO 209: Evolution**

An overview of the processes involved from non-life to life and the subsequent evolutionary development to modern human beings. Included are various major evolutionary concepts proposed throughout history.

**Credits:** 3

**Prerequisites:**

A grade of "C" or higher in at least one-100 or 200-level Biology course, or per mission of instructor.

**BIO 301: Biology of Aging**

This course explores the biological aspects of the aging process: how aging is defined and characterized, biological theories of aging, how aging differs from diseases, and the biological research dealing with the average life expectancy and the individual's life span. Included in the development of these aspects is the biological background content necessary to understand these processes. The biology of selected diseases (cancer, diabetes mellitus, and osteoporosis) and strategies for disease postponement or prevention to maximize human life expectancy are considered. (Note: This course cannot be applied towards the biology course requirements of the Biology degree.)

**Credits:** 3

**Prerequisites:**

Grade of "C" or higher in either BIO 103-104 or BIO 205-206

**BIO 304: Histology**

This course studies the detailed microscopic architecture of cells, tissues and organs. Basic tissue types are studied first followed by detailed description of the microscopic appearance of the organ systems. Tissue fixation and preparation as well as staining techniques are discussed. This course prepares students that will pursue a medical or dental degree as it is fundamental for Pathology courses taught in these graduate programs. It is designed for Biology majors. 3 lecture hours and one 2.5 hour laboratory session weekly.

**Credits:** 4

**Prerequisites:**

BIO 103

BIO 104

**Recommended:**

BIO 205

**BIO 305: Embryology**

This course focuses on a study of the developmental process in selected vertebrates and includes a laboratory study of microscopic material, models, and demonstrations of developmental phenomena. 3 lecture hours and one 2.5 hour laboratory session weekly.

**Credits:** 4

**Prerequisites:**

Grades of "C" or higher in BIO 103 and BIO 104, or BIO 205, or permission of instructor

**BIO 306: Ecology**

A detailed study of the relationships between organisms and the environments in which they live. Emphasis will be placed on ecosystems, microbial ecology, population dynamics and environmental chemistry through lectures, discussions and practical work in the laboratory and field. 3 lecture hours and one 2.5 hour laboratory session weekly.

**Credits:** 4

**Prerequisites:**

Grades of "C" or higher in BIO 103 and BIO 104, or permission of instructor

**BIO 307: Pathophysiology**

A study of normal and abnormal physiological processes and criteria used to define them. The focus is on the influence external and internal stress factors may have on the body and how the body responds and adapts. Special consideration will be given to genetic abnormalities, the immune response, tumor growth and control, and circulatory disorders.

**Credits:** 3

**Prerequisites:**

Grades of "C" or higher in BIO 205 and BIO 206, or permission of instructor.

**BIO 308: Virology**

An overview of the chemical composition and morphology of human and animal viruses. Topics include replication, transmission, pathology and culture methods.

**Credits:** 3

**Prerequisites:**

Grades of "C" or higher in BIO 103 and BIO 104

**BIO 309: Parasitology**

This course is a general introduction to human parasitology including protozoan, helminth and arthropod parasites. It is designed to introduce students to parasite cellular morphology, distribution, life cycles, vectors, intermediate and definitive hosts, clinical aspects and pathology, epidemiology, and therapeutic treatment. Molecular mechanisms of infection and alteration of host metabolic pathways will also be introduced. Identification of parasites based on cellular morphology will be introduced in both lecture and laboratory sessions. 3 lecture hours and one 2.5 hour laboratory session weekly.

**Credits:** 4

**Prerequisites:**

Successful completion of BIO 103/ BIO 104 and HEM 103/CHEM 104

**Recommended:**

BIO 205/BIO 206

**BIO 310: Cell Biology I**

**Credits:** 3

**BIO 312: Cellular and Molecular Biology**

A detailed study of the structural, molecular and functional organization of cells, cellular biochemical processes, gene organization and regulation, chromosome structure, mechanisms of DNA replication, transcription, translation, cell communication and signal transduction, cell cycle and stem cell differentiation. Emphasis will be placed on experimental techniques in cell and molecular biology, genomics and biotechnology. 3 lecture hours and one 2.5 hour laboratory session weekly.

**Credits:** 4

**Prerequisites:**

Grades of "C" or higher in BIO 103 and BIO 104 and CHEM 103 or CHEM 105 or permission of the instructor.

**BIO 350: Advanced Special Topics in Biology**

**Credits:** 3

**BIO 355: Advanced Special Topics in Biology with Lab/Field Component**

**Credits:** 4

### **BIO 403: Immunology**

A comprehensive examination of the coordinated activities of the cellular and biochemical components of the immune system. Focus on the discrimination of self from non-self and on the capacity to respond to an infinite variety of foreign substances that may enter the body. Applications of these basic principles to infectious agents, autoimmunity and transplantation will be discussed. 2.5 lecture hours and one 2.5 hour laboratory session weekly. (every fall)

**Credits:** 4

**Prerequisites:**

Grades of "C" or higher in BIO 103, 206, BIO 310 and CHEM 201 recommended.

### **BIO 405: Genetics**

A study of the principles and development of current concepts of inheritance. Molecular genetics will be stressed, and the course will examine its application to classical Mendelian genetics, cellular differentiation and cancer. The laboratory will emphasize modern molecular biological techniques through exercises using recombinant DNA technology, DNA amplification, molecular cloning, and DNA sequencing. 3 lecture hours and one 2.5 hour laboratory session weekly. (every spring)

**Credits:** 4

**Prerequisites:**

Grades of "C" or higher in BIO 103/104, BIO 202 and CHEM 201

### **BIO 409: Biology Seminar**

A critical study of research topics in biology utilizing current literature and on-line resources. Students review and practice scientific reasoning, experimental design, and requirements of scientific reporting, and develop an ability to effectively retrieve, summarize, and analyze information from primary sources. Students also develop skills in graphical display and interpretation of data, writing and oral presentations of research proposals and reports, and participate in peer review. This course is normally taken during spring of the junior year.

**Credits:** 1

**Prerequisites:**

BIO 103/104, or permission of the instructor

### **BIO 452: Internship in Biology**

This course offers Biology majors the opportunity to work in the field of Biology for a minimum of 120 hours during the semester.

**Credits:** 3

**Prerequisites:**

Junior or senior status in the Biology major  
Students must complete all paperwork to register for the Internship at least one semester before; students will

meet with the Career Center and complete the application that will be sent to their advisor and site supervisor.

This application will then be filed in the Career Center. Students must register for the class with the Registrar

as well. They will be required to write a paper that is relevant to the Internship and maintain a journal that

reflects their experience; the site supervisor will complete an evaluation form on their performance. This is a

Pass/Fail course. (as needed)

## **Business**

The mission of the School of Business and Information Sciences at Felician University is to continuously improve the quality and relevance of the academic experience we offer to educate undergraduate and graduate students in accordance with the highest academic and professional standards and within the context of a Catholic and Franciscan Liberal Arts tradition, and to prepare our students for their lives in general and in particular for the world of business.

### **Our vision is:**

- To be the University of choice for undergraduate and graduate students seeking to prepare for or advance their careers in the world of business.
- To welcome students into a learning environment of continuous improvement that is both nurturing and challenging.
- To graduate students who are well prepared academically and markedly influenced by their immersion in the Felician/Franciscan tradition.

The School of Business and Information Sciences is committed to helping students achieve their educational goals and objectives. To accomplish this we are dedicated, and maintain a consistent resolve, to providing quality programs and courses. Business programs seek to provide students with theoretical knowledge and applied skills in ethical business practices, while furthering comprehensive study in the Liberal Arts and Sciences. Felician University business programs are accredited or approved by the Middle States Commission on Higher Education and most are also accredited by the International Accreditation Council for Business Education (IACBE <http://iacbe.org/>).

In the School of Business and Information Sciences, you will find help in identifying and developing your potential. You can expect dedicated, professional, and caring faculty, individualized academic advising, small class sizes, and a positive nurturing environment we simply put "Students First."

Besides our traditional and accelerated degree programs, Undergraduate students may also opt into the 5-year combined BS and MBA or MSHA program. In this program, students begin taking graduate courses during their senior year and can complete their graduate program by attending courses year-round for approximately 15 months.

## Core Competencies

Competencies are abilities to do things. Employers expect their employees to perform in such a way so that organizations can meet their goals and grow, thus increasing value to the organization and its customers. Thus, employees need to act, to do things that bring value to the bottom line. Over and above having knowledge from a content point of view, employees must have certain capabilities or competencies.

The portfolio is the primary means of demonstrating mastery of a set of these skills. The Felician undergraduate business program has been designed around the following six (6) core competencies:

- Critical Reasoning
- Effective Communication
- Ethical Decision Making
- Personal Accountability

- Quantitative Reasoning
- Teamwork

Throughout the course of study, students are expected to build a portfolio demonstrating mastery of the core competencies. As part of the capstone course, students will orally present their portfolios.

## Degree Requirements

Candidates for the Associate in Arts, Business Concentration and Bachelor of Sciences degrees in Business and Computer Science must:

1. satisfy all entrance requirements (Formal acceptance into the Business major, usually in the sophomore year, requires a 2.500 cumulative GPA.)
2. satisfy the specific requirement in a major or concentration.
3. fulfill a residence requirement of the last 30 credit-hours at Felician University.
4. maintain an average GPA of 2.500 throughout the program.
5. earn a minimum grade of "C" in all courses in the major.

## Professional Certificates

The School of Business and Information Sciences offers a variety of certificate programs designed to introduce learners to a new field of study or to advance careers by expanding expertise and upgrading skillsets. Each certificate program offers in-depth knowledge and unique insights in specific fields of study. Successfully completing a sequence of required courses will result in a certificate of completion.

## Admissions Requirements

Felician University certificate programs are open to individuals who hold a high school diploma (for undergraduate certificates and non-credit courses) or a bachelor's degree (for advanced certificates and courses). Matriculated undergraduate students taking graduate-level courses must obtain permission from the Dean of the School of Business and Information Sciences prior to enrolling in the course.

## Policies of the School:

- Upon acceptance into the School, students will be given a control sheet with a required sequence of courses that must be completed within the major. Students may not deviate from this sequence without signed permission of the Dean of the School and Associate Dean. Failure to follow the prescribed sequence often will result in the student's inability to complete the program in the anticipated amount of time.
- Students who fail to maintain the required GPA for their programs (2.5 for B.S; 2.0 for B.P.S.) will be placed on academic probation. Students on academic probation will receive letters from the Dean of the School explaining actions to be taken to return them to good academic standing. Students who are placed on probation more than twice over the course of their academic careers will be dismissed from the School.
- Students must earn a minimum grade of "C" in all courses in the major/minor.
- Students may repeat a Business or required course only once. Failure to achieve a grade of "C" or better in a repeated required course will result in dismissal from the School.
- Students must repeat any required Business course in which they receive a D or an F as soon as the course is offered again. Failure to repeat the course the next time it is offered may result in dismissal from the School.

## Probation and Dismissal Policy:

Students who fail to maintain a minimum overall or semester GPA of 2.500 will be placed on academic probation or dismissed from Felician University. Academic probation carries with it a reduction in course load, the repetition of required courses, and participation in the School's Probation Program. The requirements of the program include:

1. Monthly meetings with the Academic Counselor;
2. Academic workshops;
3. Submission of a copy of academic schedule including classes, tutoring, and work to the Academic Counselor.

## B.S. Business Administration Program Learning Outcomes:

Upon completion of this program, students should be able to:

- Demonstrate content mastery in the functional areas of our business core (accounting, economics, management, quantitative business analysis, finance, marketing, legal and social environment, information systems, and international issues)
- Demonstrate the School of Business core competencies (critical reasoning, quantitative reasoning, ethical decision making, teamwork, personal accountability, effective communication)
- Evaluate the management related challenges and opportunities of business practices

## Degree Requirements

Candidates for the Associate in Arts, Business Concentration and Bachelor of Sciences degrees in Business must:

1. satisfy all entrance requirements (Formal acceptance into the Business major, usually in the sophomore year, requires a 2.500 cumulative GPA.)
2. satisfy the specific requirement in a major or concentration.
3. fulfill a residence requirement of the last 30 credit-hours at Felician University.
4. maintain an average GPA of 2.500 throughout the program.
5. earn a minimum grade of "C" in all courses in the major.

**Type:** Bachelor of Science



## Required Courses

\* In addition to the general education requirements:

Item #	Title	Credits
MKT 100	Fundamentals of Marketing	3
MGT 100	Fundamentals of Management	3
MATH 160	College Algebra	4
ACC 100	Principles of Financial Accounting I	3
ACC 200	Principles of Managerial Accounting	3
ECON 200	Macroeconomics	3
ECON 220	Microeconomics	3
FIN 300	Corporate Financial Management	3
MGT 410	International Business	3
BUS 300	Ethics in the Corporate Environment	3
BUS/LAW 310	Business Law I	3
BUS 341	An Introduction to Research and Analysis Using Statistics	3
MGT 490	Business Policy	3

## Major Requirements

Item #	Title	Credits
BUS/LAW 315	Business Law II	3
BUS 499	Business Capstone	3
MGT 300	Organizational Behavior	3

## Business Electives

Item #	Title	Credits
	Business Elective	3
	Business 300/400 Level Elective	3
	Business 300/400 Level Elective	3

## Additional Requirements

\* These requirements apply to traditional students only.

Item #	Title	Credits
BUS 110	Business, Organizations & Management	3
BUS 200	Professional Development I	1
BUS 210	Professional Development II	1
BUS 220	Professional Development III	1
<b>Total credits:</b>		<b>120</b>

## B.S. in Accounting Program Learning Outcomes:

Upon completion of this program, students should be able to:

- Demonstrate content mastery in the functional areas of our business core (accounting, economics, management, quantitative business analysis, finance, marketing, legal and social environment, information system, and international issues)
- Demonstrate the School of Business core competencies (critical reasoning, quantitative reasoning, ethical decision making, teamwork, personal accountability, effective communication)
- Apply accounting principles and procedures in an integrated manner
- Conduct, interpret, and communicate the results of financial statement analysis

## Degree Requirements

Candidates for the Associate in Arts, Business Concentration and Bachelor of Sciences degrees in Business must:

1. satisfy all entrance requirements (Formal acceptance into the Business major, usually in the sophomore year, requires a 2.500 cumulative GPA.)
2. satisfy the specific requirement in a major or concentration.
3. fulfill a residence requirement of the last 30 credit-hours at Felician University.
4. maintain an average GPA of 2.500 throughout the program.

5. earn a minimum grade of "C" in all courses in the major.

**Type:** Bachelor of Science

## Required Courses

\* In addition to the general education requirements:

### Business Core:

Item #	Title	Credits
MKT 100	Fundamentals of Marketing	3
MGT 100	Fundamentals of Management	3
MATH 160	College Algebra	4
ACC 100	Principles of Financial Accounting I	3
ACC 200	Principles of Managerial Accounting	3
ECON 200	Macroeconomics	3
ECON 220	Microeconomics	3
FIN 300	Corporate Financial Management	3
MGT 410	International Business	3
BUS 300	Ethics in the Corporate Environment	3
BUS/LAW 310	Business Law I	3
BUS 341	An Introduction to Research and Analysis Using Statistics	3
MGT 490	Business Policy	3

### Accounting Major Requirements:

Item #	Title	Credits
ACC 220	Principles of Financial Accounting II	3
ACC 310	Intermediate Accounting I	3
ACC 320	Intermediate Accounting II	3
ACC 330	Federal Taxation I	3
ACC 340	Federal Taxation II	3
ACC 410	Accounting Problems and Practices	3
ACC 430	Auditing	3
ACC 572	Advanced Accounting	3
BUS/LAW 315	Business Law II	3
FIN 320	Intermediate Topics in Corporate Financial Management	3
BUS 499	Business Capstone	3

## Additional Requirements:

\* These requirements apply to traditional students only.

Item #	Title	Credits
BUS 110	Business, Organizations & Management	3
BUS 200	Professional Development I	1
BUS 210	Professional Development II	1
BUS 220	Professional Development III	1
<b>Total credits:</b>		<b>120</b>

## B.S. in Business Analytics Program Learning Outcomes:

Upon completion of this program, students should be able to:

- Demonstrate content mastery in the functional areas of our business core (accounting, economics, management, quantitative business analysis, finance, marketing, legal and social environment, information systems, and international issues)
- Demonstrate the School of Business core competencies (critical reasoning, quantitative reasoning, ethical decision making, teamwork, personal accountability, effective communication)
- Demonstrate proficiency in data analytics by applying data mining tools and methods to manipulate and analyze big data sets
- Demonstrate proficiency in predictive modeling by developing and applying Statistical and forecasting techniques to make business decisions
- Demonstrate proficiency in business decision making by utilizing business, computer science, and mathematical techniques to support business decisions

## Degree Requirements

Candidates for the Associate in Arts, Business Concentration and Bachelor of Sciences degrees in Business must:

1. satisfy all entrance requirements (Formal acceptance into the Business major, usually in the sophomore year, requires a 2.500 cumulative GPA.)
2. satisfy the specific requirement in a major or concentration.
3. fulfill a residence requirement of the last 30 credit-hours at Felician University.
4. maintain an average GPA of 2.500 throughout the program.
5. earn a minimum grade of "C" in all courses in the major.

**Type:** Bachelor of Science

## Required Courses

\* In addition to the general education requirements:

### Business Core:

Item #	Title	Credits
MKT 100	Fundamentals of Marketing	3
MGT 100	Fundamentals of Management	3
ACC 100	Principles of Financial Accounting I	3
MATH 263	Calculus II	4
ACC 200	Principles of Managerial Accounting	3
ECON 220	Microeconomics	3
FIN 300	Corporate Financial Management	3
MGT 410	International Business	3
BUS/LAW 310	Business Law I	3
BUS 341	An Introduction to Research and Analysis Using Statistics	3
MGT 490	Business Policy	3
BUS 499	Business Capstone	3

## Major Requirements:

Item #	Title	Credits
MATH 323	Statistics II	3
MGT 300	Organizational Behavior	3
	MGT 340 or 440	3
MGT 450	Leadership and Strategy	3
MGT 499	Selected Topics in Business Analytics	3
MKT 410	Marketing Research	3
MKT 420	Product Management	3
CS 360	Database Management Systems (DBMS)	3
CS 380	Data Structures and Algorithms	3
CS 400	Computer Systems Analysis and Logical Design	3
CS 430	Introduction to Big Data and Data Mining	3

## Additional Requirements:

\* These requirements apply to traditional students only

Item #	Title	Credits
BUS 110	Business, Organizations & Management	3
BUS 200	Professional Development I	1
BUS 210	Professional Development II	1
BUS 220	Professional Development III	1
<b>Total credits:</b>		<b>120</b>

## B.S. in Healthcare Administration Program Learning Outcomes:

Upon completion of this program, students should be able to:

- Demonstrate content mastery in the functional areas of our business core (accounting, economics, management, quantitative business analysis, finance, marketing, legal and social environment, information systems, and international issues)
- Demonstrate the School of Business core competencies (critical reasoning, quantitative reasoning, ethical decision making, teamwork, personal accountability, effective communication)

- Demonstrate appropriate content knowledge in the area of population health and status assessment
- Demonstrate appropriate content knowledge in the area of health policy formulation
- Demonstrate appropriate content knowledge in the area of structural analysis of healthcare organizations
- Demonstrate appropriate content knowledge in the area of patient care improvement

## Degree Requirements

Candidates for the Associate in Arts, Business Concentration and Bachelor of Sciences degrees in Business must:

1. satisfy all entrance requirements (Formal acceptance into the Business major, usually in the sophomore year, requires a 2.500 cumulative GPA.)
2. satisfy the specific requirement in a major or concentration.
3. fulfill a residence requirement of the last 30 credit-hours at Felician University.
4. maintain an average GPA of 2.500 throughout the program.
5. earn a minimum grade of "C" in all courses in the major.

**Type:** Bachelor of Science

## Required Courses

\* In addition to the general education requirements:

### Business Core:

Item #	Title	Credits
MKT 100	Fundamentals of Marketing	3
MGT 100	Fundamentals of Management	3
MATH 160	College Algebra	4
ACC 100	Principles of Financial Accounting I	3
ACC 200	Principles of Managerial Accounting	3
ECON 200	Macroeconomics	3
ECON 220	Microeconomics	3
FIN 300	Corporate Financial Management	3
MGT 410	International Business	3
BUS 300	Ethics in the Corporate Environment	3
BUS/LAW 310	Business Law I	3
BUS 341	An Introduction to Research and Analysis Using Statistics	3
MGT 490	Business Policy	3

### Major Requirements:

Item #	Title	Credits
HCA 200	HEALTHCARE ADMINISTRATION (HCA) Principles of Healthcare Administration	3
HCA/MGT 300	Organizational Behavior in Healthcare Settings	3
HCA/MGT 310	Human Resource Management in Healthcare	3
HCA 330	Ethics and Legal Issues in Healthcare	3
CS/HCA 427	Healthcare Information Systems, Management of Data Protection and Regulatory Compliance	3
HCA 440	Delivery of Quality Care	3
HCA 490	Healthcare Policy	3
BUS 499	Business Capstone	3

## Additional Requirements:

\* These requirements apply to traditional students only

Item #	Title	Credits
BUS 110	Business, Organizations & Management	3
BUS 200	Professional Development I	1
BUS 210	Professional Development II	1
BUS 220	Professional Development III	1
<b>Total credits:</b>		<b>120</b>

## B.S. in Management

### Program Learning Outcomes:

Upon completion of this program, students should be able to:

- Demonstrate content mastery in the functional areas of our business core (accounting, economics, management, quantitative business analysis, finance, marketing, legal and social environment, information systems, and international issues)
- Demonstrate the School of Business core competencies (critical reasoning, quantitative reasoning, ethical decision making, teamwork, personal accountability, effective communication)
- Evaluate the management related challenges and opportunities of business practices

## Degree Requirements

Candidates for the Associate in Arts, Business Concentration and Bachelor of Sciences degrees in Business must:

1. satisfy all entrance requirements (Formal acceptance into the Business major, usually in the sophomore year, requires a 2.500 cumulative GPA.)
2. satisfy the specific requirement in a major or concentration.
3. fulfill a residence requirement of the last 30 credit-hours at Felician University.
4. maintain an average GPA of 2.500 throughout the program.
5. earn a minimum grade of "C" in all courses in the major.

**Type:** Bachelor of Science

## Required Courses

\* In addition to the general education requirements:

### Business Core:

Item #	Title	Credits
MKT 100	Fundamentals of Marketing	3
MGT 100	Fundamentals of Management	3
MATH 160	College Algebra	4
ACC 100	Principles of Financial Accounting I	3
ACC 200	Principles of Managerial Accounting	3
ECON 200	Macroeconomics	3
ECON 220	Microeconomics	3
FIN 300	Corporate Financial Management	3
MGT 410	International Business	3
BUS 300	Ethics in the Corporate Environment	3
BUS/LAW 310	Business Law I	3
BUS 341	An Introduction to Research and Analysis Using Statistics	3
MGT 490	Business Policy	3

### Major Requirements:

Item #	Title	Credits
BUS 499	Business Capstone	3
MGT 300	Organizational Behavior	3
MGT 310	Human Resource Management	3
MGT 340	Project and Program Management	3
MGT 440	Production and Operation Management	3
MGT 450	Leadership and Strategy	3

## Additional Requirements:

\* These requirements apply to traditional students only.

Item #	Title	Credits
BUS 110	Business, Organizations & Management	3
BUS 200	Professional Development I	1
BUS 210	Professional Development II	1
BUS 220	Professional Development III	1
<b>Total credits:</b>		<b>120</b>

## B.S. in Marketing Program Learning Outcomes:

Upon completion of this program, students should be able to:

- Demonstrate content mastery in the functional areas of our business core (accounting, economics, management, quantitative business analysis, finance, marketing, legal and social environment, information systems, and international issues)
- Demonstrate the School of Business core competencies (critical reasoning, quantitative reasoning, ethical decision uniting, teamwork, personal accountability, effective communication)
- Evaluate the marketing related challenges and opportunities of business practices

## Degree Requirements

Candidates for the Associate in Arts, Business Concentration and Bachelor of Sciences degrees in Business must:

1. satisfy all entrance requirements (Formal acceptance into the Business major, usually in the sophomore year, requires a 2.500 cumulative GPA.)
2. satisfy the specific requirement in a major or concentration.
3. fulfill a residence requirement of the last 30 credit-hours at Felician University.
4. maintain an average GPA of 2.500 throughout the program.
5. earn a minimum grade of "C" in all courses in the major.

**Type:** Bachelor of Science

## Required Courses

\* In addition to the general education requirements:

### Business Core:

Item #	Title	Credits
MKT 100	Fundamentals of Marketing	3
MGT 100	Fundamentals of Management	3
BUS 499	Business Capstone	3
ACC 100	Principles of Financial Accounting I	3
ACC 200	Principles of Managerial Accounting	3
ECON 200	Macroeconomics	3
ECON 220	Microeconomics	3
FIN 300	Corporate Financial Management	3
MGT 410	International Business	3
BUS 300	Ethics in the Corporate Environment	3
BUS/LAW 310	Business Law I	3
BUS 341	An Introduction to Research and Analysis Using Statistics	3
MGT 490	Business Policy	3

## Major Requirements

Item #	Title	Credits
MKT 230	Sales Management	3
MKT 300	Consumer Behavior	3
MKT 310	New Product Development	3
MKT 330	Social Media Marketing	3
MKT 410	Marketing Research	3
MKT 420	Product Management	3

## Additional Requirements:

\* These requirements apply to traditional students only

Item #	Title	Credits
BUS 110	Business, Organizations & Management	3
BUS 200	Professional Development I	1
BUS 210	Professional Development II	1
BUS 220	Professional Development III	1
<b>Total credits:</b>		<b>120</b>

## Concentration in International Business

### Program Learning Outcomes:

Upon completion of this program, students should be able to:

- Demonstrate content mastery in the functional areas of our business core (accounting, economics, management, quantitative business analysis, finance, marketing, legal and social environment, information systems, and international issues)
- Demonstrate the School of Business core competencies (critical reasoning, quantitative reasoning, ethical decision making, teamwork, personal accountability, effective communication)
- Evaluate the management related challenges and opportunities of business practices

### Degree Requirements

Candidates for the Associate in Arts, Business Concentration and Bachelor of Sciences degrees in Business must:

1. satisfy all entrance requirements (Formal acceptance into the Business major, usually in the sophomore year, requires a 2.500 cumulative GPA.)
2. satisfy the specific requirement in a major or concentration.
3. fulfill a residence requirement of the last 30 credit-hours at Felician University.
4. maintain an average GPA of 2.500 throughout the program.
5. earn a minimum grade of "C" in all courses in the major.

\* Students must meet special admittance criteria.

**Type:** Concentration

## Required Courses:

\* In addition to the general education requirements:

Item #	Title	Credits
ECON 440	Comparative Economic Systems	3
ECON 450	International Trade and Finance	3
PSCI 303	International Relations	3
SOC/PSCI 404	Living and Working Overseas	3
	PSCI 404 or SS 305	3

## Concentration Electives

- Complete any combination of six credits from the following:
- Studying Abroad is strongly recommended

Item #	Title	Credits
	Foreign Language	3-6
HUM 451	United Nations Seminar	3
HUM 453	United Nations Fellows Program	3
	<b>Total credits:</b>	<b>21</b>

## B.P.S. Management Minor

A Bachelor of Professional Studies (B.P.S.) Minor is to be completed in accordance with a Business Major (120 credits).

### Program Learning Outcomes:

- Demonstrate content mastery in the functional areas of our business core (accounting economics, management, quantitative business analysis, finance, marketing, legal and social environment, information systems, and international issues)
- Demonstrate the School of Business core competencies (critical reasoning, quantitative reasoning, ethical decision making, teamwork, personal accountability, effective communication)
- Evaluate the management related challenges and opportunities of business practices

## Degree Requirements

Candidates for the Associate in Arts, Business Concentration and Bachelor of Sciences degrees in Business must:

1. satisfy all entrance requirements (Formal acceptance into the Business major, usually in the sophomore year, requires a 2.500 cumulative GPA.)
2. satisfy the specific requirement in a major or concentration.
3. fulfill a residence requirement of the last 30 credit-hours at Felician University.
4. maintain an average GPA of 2.500 throughout the program.
5. earn a minimum grade of "C" in all courses in the major.

**Type:** Minor

## Required Courses

\* In addition to the general education requirements:

### Professional Studies Option — Management:

Item #	Title	Credits
MGT 100	Fundamentals of Management	3
MGT 300	Organizational Behavior	3
MGT 310	Human Resource Management	3
MGT 340	Project and Program Management	3
MGT 440	Production and Operation Management	3
MGT 450	Leadership and Strategy	3

## Major Concentration or Professional Focus

Complete the required credits in one of the following:

- Major Concentration — AAS degree major courses;or
- Professional Focus — Courses based on personal and/or career goals selected in consultation with an adviser

## Additional Requirements

Free upper level electives (300/400 Level)

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**Total credits:** **120**

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## B.P.S. Marketing Minor

A Bachelor of Professional Studies (B.P.S.) Minor is to be completed in accordance with a Business Major (120 credits).

### Program Learning Outcomes:

- Demonstrate content mastery in the functional areas of our business core (accounting economics, management, quantitative business analysis, finance, marketing, legal and social environment, information systems, and international issues)
- Demonstrate the School of Business core competencies (critical reasoning, quantitative reasoning, ethical decision making, teamwork, personal accountability, effective communication)
- Evaluate the management related challenges and opportunities of business practices

## Degree Requirements

Candidates for the Associate in Arts, Business Concentration and Bachelor of Sciences degrees in Business must:

1. satisfy all entrance requirements (Formal acceptance into the Business major, usually in the sophomore year, requires a 2.500 cumulative GPA.)
2. satisfy the specific requirement in a major or concentration.
3. fulfill a residence requirement of the last 30 credit-hours at Felician University.
4. maintain an average GPA of 2.500 throughout the program.
5. earn a minimum grade of "C" in all courses in the major.

**Type:** Minor



## Required Courses

\* In addition to the general education requirements

### Professional Studies Option — Marketing:

Item #	Title	Credits
MKT 100	Fundamentals of Marketing	3
MKT 230	Sales Management	3
MKT 300	Consumer Behavior	3
MKT 310	New Product Development	3
MKT 410	Marketing Research	3
MKT 420	Product Management	3

### Major Concentration or Professional Focus:

Complete the required credits in one of the following:

- Major Concentration — AAS degree major courses; or
- Professional Focus — Courses based on personal and/or career goals selected in consultation with an adviser

### Additional Requirements:

Free upper level electives (300/400 Level)

<b>Total credits:</b>	<b>120</b>
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### Minor in International Business for Non-Business Majors

\* Students must meet special admittance criteria.

**Type:** Minor

## Required Courses

\* In addition to the general education requirements:

Item #	Title	Credits
ECON 200	Macroeconomics	3
MGT 410	International Business	3
ECON 440	Comparative Economic Systems	3
ECON 450	International Trade and Finance	3
PSCI 303	International Relations	3
	PSCI 404 or SS 305	3

### Minor Electives

- Complete any combination of six credits from the following:
- Studying Abroad is strongly recommended

Item #	Title	Credits
	Foreign Language	3-6
HUM 451	United Nations Seminar	3
HUM 453	United Nations Fellows Program	3
<b>Total credits:</b>		<b>24</b>

### Blockchain Certificate Professional Certificates

The School of Business offers a variety of certificate programs designed to introduce learners to a new field of study or to advance careers by expanding expertise and upgrading skillsets. Each certificate program offers in-depth knowledge and unique insights in specific fields of study. Successfully completing a sequence of required courses will result in a certificate of completion.

### Admissions Requirements

Felician University certificate programs are open to individuals who hold a high school diploma (for undergraduate certificates and non-credit courses) or a bachelor's degree (for advanced certificates and courses). Matriculated undergraduate students taking graduate-level courses must obtain permission from the Dean of the School of Business prior to enrolling in the course.

## Blockchain Certificate

Online, active learning leads to a certificate of completion in Blockchain technology. As one of the first of its kind, the Felician Blockchain certificate program offers a firsthand look at one of the most exciting and disruptive technologies of the 21st century. Students are offered a holistic view of Blockchain's past, present, and future, breaking down the technical components that power the technology. Most importantly, they apply their knowledge by programming real smart contract onto a live blockchain and creating a business proposal for the industry of their choice.

### Learning Outcomes

Upon completion of the program, students should be able to:

- Understand the fundamentals of blockchain and its practical applications in business
- Explore the technology's past, present, and future
- Describe current tools, techniques, and trends
- Analyze techniques used to prevent hackers from exploiting the blockchain
- Apply working knowledge of blockchain development and business to create a product

**Type:** Technical Certificate of Credit

### Required Courses

- Blockchain, Smart Contracts, and Cryptocurrency Foundations (3 cr)
- Blockchain Security and Cryptography (3 cr)
- Smart Contracts, Tools and Techniques (3 cr)
- Blockchain Capstone Development Project (3 cr)

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<b>Total credits:</b>	<b>12</b>
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## Cybersecurity Certificate Professional Certificates

The School of Business offers a variety of certificate programs designed to introduce learners to a new field of study or to advance careers by expanding expertise and upgrading skillsets. Each certificate program offers in-depth knowledge and unique

insights in specific fields of study. Successfully completing a sequence of required courses will result in a certificate of completion.

### Admissions Requirements

Felician University certificate programs are open to individuals who hold a high school diploma (for undergraduate certificates and non-credit courses) or a bachelor's degree (for advanced certificates and courses). Matriculated undergraduate students taking graduate-level courses must obtain permission from the Dean of the School of Business prior to enrolling in the course.

### Cybersecurity Certificate

This program contains coursework and experiences that will prepare students to protect the confidentiality, availability, and integrity of information and information systems that support today's businesses. Additionally, the program focuses on both the fundamentals of information systems as well as relevant topics in areas such as network security, cryptography, risk management, mobile forensics business continuity, security architecture, and critical infrastructures.

### Learning Outcomes

Upon completion of the program, students should be able to:

- Evaluate information security needs of an organization
- Assess cybersecurity risk management policies in order to adequately protect an organization's critical information and assets
- Implement continuous network monitoring and provide real-time security solutions
- Apply the principles and procedures of mobile forensics

**Type:** Technical Certificate of Credit

## Required Courses

Item #	Title	Credits
CSEC 225	Principles of Information Assurance and Security	3
CSEC 315	Digital Forensics and Investigations	3
BUS 260	Introduction to Mobile Forensics	2
BUS 290	Mobile Forensic Data Analysis	3
CSEC 365	Cryptography Technologies	4
CSEC 425	Managing Information Security in Information Systems	3
CRIM 340	Cyber Crime	3
<b>Total credits:</b>		<b>21</b>

## Digital Marketing Certificate Professional Certificates

The School of Business offers a variety of certificate programs designed to introduce learners to a new field of study or to advance careers by expanding expertise and upgrading skillsets. Each certificate program offers in-depth knowledge and unique insights in specific fields of study. Successfully completing a sequence of required courses will result in a certificate of completion.

### Admissions Requirements

Felician University certificate programs are open to individuals who hold a high school diploma (for undergraduate certificates and non-credit courses) or a bachelor's degree (for advanced certificates and courses). Matriculated undergraduate students taking graduate-level courses must obtain permission from the Dean of the School of Business prior to enrolling in the course.

## Digital Marketing Certificate

This program leads to a certificate of completion in Digital Marketing with coursework containing active learning and experiences that will prepare early and mid-career marketing, public relations, advertising managers, and other digital marketing related professionals to meet the challenges of effectively leading and managing within the industry. This program is ideal for students interested in business who wish to learn more about the usage of digital

marketing tools and strategies as a new and/or supplemental way to attract, relationship-build, inform, persuade, and maintain customers.

## Learning Outcomes

Upon completion of the program, students should be able to:

- Explore the growing world of social media marketing
- Demonstrate practical knowledge of the social media landscape, platforms, tools, and technologies
- Apply course knowledge to real-world business opportunities
- Analyze and evaluate the development and execution of social campaigns
- Utilize success metrics associated with digital marketing
- Understand SEO, Keywords & PPC Advertising, including Google Analytics and tools like Adobe Spark Post
- Critically evaluate various digital marketing channels, and determine their uses, limitations, and drawbacks
- Utilize the power of brand storytelling to create an emotional connection

**Type:** Technical Certificate of Credit

## Required Courses

Item #	Title	Credits
MKT 301	Social Media Marketing and Mobile Marketing	3
MKT 305	Digital Marketing	3
MKT 402	Content Marketing and Storytelling	3
MKT 405	Capstone: Digital Marketing Integration and Personal Branding	3
<b>Total credits:</b>		<b>12</b>

## Supply Chain Management Professional Certificates

The School of Business offers a variety of certificate programs designed to introduce learners to a new field of study or to advance careers by expanding expertise and upgrading skillsets. Each certificate program offers in-depth knowledge and unique

insights in specific fields of study. Successfully completing a sequence of required courses will result in a certificate of completion.

### Admissions Requirements

Felician University certificate programs are open to individuals who hold a high school diploma (for undergraduate certificates and non-credit courses) or a bachelor's degree (for advanced certificates and courses). Matriculated undergraduate students taking graduate-level courses must obtain permission from the Dean of the School of Business prior to enrolling in the course.

### Supply Chain Management Certificate

The certificate in Supply Chain Management teaches students about the sourcing, procurement, conversion, quality, and logistics concepts associated with production, coordination, and delivery of goods and services. The program will prepare students to perform functions in the modern logistics and supply chain environment.

### Learning Outcomes

Upon completion of the program, students should be able to:

- Analyze the manufacturing operations of a firm
- Apply sales and operations planning, MRP and lean manufacturing concepts
- Apply logistics and purchasing concepts to improve supply chain operations
- Apply quality management tools for process improvement

**Type:** Technical Certificate of Credit

### Required Courses

Item #	Title	Credits
MGT 221	Introduction to Materials Management	3
MGT 222	Introduction to Continuous Improvement Methodologies	3
MGT 340	Project and Program Management	3
MGT 440	Production and Operation Management	3
<b>Total credits:</b>		<b>12</b>

## Business Course Descriptions

### BUS/LAW 310: Business Law I

This course surveys the American legal system as it affects business. It traces the development and application of essential principles of law to business contracts, and emphasizes the study of state laws and recent cases and the use of the Uniform Commercial Code as the basis for statutory interpretation.

**Credits:** 3

### BUS/LAW 315: Business Law II

This course presents an advanced study of the American legal system as it affects business. It focuses an in-depth study of the Commercial Paper, Products Liability, and Warranties, Bankruptcy Law, Business Associations, Antitrust Law, Labor Law and Employment Issues, including legal issues involving discrimination and how it affects business operations and hiring and firing decisions. Students will study and discuss the Uniform Commercial Code, the United States Bankruptcy Code, the Civil Rights Act of 1964, the Equal Pay Act of 1963, the Age of Discrimination Act, the Immigration Reform and Control Act of 1986, and the Americans with Disabilities Act of 1991.

**Credits:** 3

**Prerequisites:**

BUS/LAW 310

### BUS 110: Business, Organizations & Management

The course surveys the activities that make up the field of business. Emphasis is placed on such topics as ownership management, organization, purchasing, marketing, production, human resource management, finance, accounting, government regulations, and the economics of business. Industry's societal responsibility relating to pollution, minorities, and ethical practices are explored.

**Credits:** 3

**BUS 120: Business Communications**

This course emphasizes the practical application of modern business communications. Students will prepare and present various business communications: letter, reports, memoranda, resumes, briefings, fact sheets, decision papers, and etc. Additionally, this course is designed to provide students with the opportunity to demonstrate and improve their oral communications and interviewing skills.

**Credits:** 3

**BUS 200: Professional Development I**

This course introduces students to the tools of career preparation and professional growth. Students engage in self-assessment and goal setting activities, develop a personal marketing plan and resume, and prepare for a Junior year internship or business service project. Students will prepare for and schedule a 15 minute mock interview and will be evaluated on their performance.

**Credits:** 1

**BUS 210: Professional Development II**

This course is designed to help students develop an understanding of the various business concepts and the tools necessary to apply them in an external environment. Once these concepts are understood, each student will be required to develop an action plan applying them on their own in an external environment, such as an internship, employment or business service project.

**Credits:** 1

**Prerequisites:**

BUS 200

**BUS 220: Professional Development III**

This course is designed to assist students in establishing the final bridge as they prepare to cross over from their academic to their professional careers. In this one credit course, students are required to convert the concepts and tools learned and perfected over Professional Development II and incorporate them into an actual "Professional Development 5-year Plan." Once the framework of the plan is introduced, students will meet periodically in smaller groups to exchange thoughts and ideas, simulating workplace collaboration. Each student will be required to submit a final plan & make a brief presentation to the class.

**Credits:** 1

**BUS 260: Introduction to Mobile Forensics**

This course is designed to introduce students to identify mobile device hardware and understand the general forensic process. Students will learn how the four phases of the forensics process are related and demonstrate how to handle devices following best practices. Students will learn how investigators and CSI staff identify and seize mobile devices for data acquisition. Students will be tasked with extracting data in a forensically sound manner using UFED Touch or UFED 4PC. This course aims to expose students to how data extraction team members, such as technically savvy investigators, digital forensic examiners, IT staff, internal affairs investigators, first responders, and personnel designated to handle extraction of digital evidence perform extractions on a variety of devices. Participants in this course will gain a basic understanding of how to open the extractions in Physical Analyzer software, conduct basic searches, and learn how to create bookmarks and reports. As part of the course, students will be given the ability to earn an industry recognized Cellebrite Certified Operator (CCO) certification.

**Credits:** 2

**BUS 290: Mobile Forensic Data Analysis**

This course is designed to assist individuals to progress their skills in the analysis of mobile data obtained from devices. Students will learn techniques used by technically savvy investigators, digital evidence analysis, and forensic practitioners that regularly examine mobile data. As this course focuses on the analysis and advanced search techniques using UFED Physical Analyzer, participants will not be conducting extractions from devices in this course. UFED Physical Analyzer software will be used extensively to explore recovered deleted data, database contents, advanced search and analysis techniques, verification and validation, and reporting. As part of the course, students will be given the ability to earn an industry recognized Cellebrite Certified Physical Analysis (CCPA) certification.

**Credits:** 3

**BUS 300: Ethics in the Corporate Environment**

Notwithstanding the fact that business leaders may have been taught approaches to ethical decision-making, the question remains as to what is required for corporate decisionmakers to choose the right path. This course examines ethical decision-making within the framework of business leadership, corporate governance policies and practices, and codes of ethics. Students will explore various aspects of corporate governance in selected corporations and their relationship to sound leadership qualities. The course also encompasses a survey of professional codes of business ethics.

**Credits:** 3

**Prerequisites:**

MGT 100

**BUS 321: Business Information Systems**

This course introduces undergraduate business students to information systems (IS). The course includes important topics related to IS, such as the drivers of IS, database concepts, IS development, and the types of systems used in organizations.

**Credits:** 3

**Prerequisites:**

CS 140; MGT 100

**BUS 341: An Introduction to Research and Analysis Using Statistics**

Problem analysis and evaluation techniques are presented. Students are shown methods for defining, researching, analyzing and evaluating problems that often occur in work environments. Specific statistical information covered in the course includes identifying and measuring objectives, collecting, working with significance levels, and analyzing variance and constructing questionnaires.

**Credits:** 3

**Prerequisites:**

MATH 160 or equivalent

**BUS 410: Career Internship**

Supervised placement for qualified students in a field related to the student's career interest. Monthly meetings and a paper are required. The internship is for Juniors and Seniors only. Note: Preparation for internships must begin at least one semester prior to the semester in which the student is enrolled. Only 1-3 credits may be taken in a given semester

**Credits:** 16

**Prerequisites:**

Permission of the Dean

**BUS 499: Business Capstone**

This capstone experience in business assesses students' mastery of the principle components of the business curriculum and the core competencies expected of all business professionals. After an initial group meeting, private sessions are held between the student and the professors teaching the course. These meetings will permit students to address any gaps in their business knowledge and improve their quantitative and communication skills. A presentation of the student's LiveText portfolio is included. Senior status is required for admission to this class.

**Credits:** 3

**Prerequisites:**

MGT 490, senior status and all business and related courses

## Chemistry

The discipline of chemistry provides courses for students with varying backgrounds in science. Students are given the opportunity to choose from a range of chemistry courses to meet their personal and professional needs. All chemistry courses provide the student with fundamental chemistry theory and knowledge by combining lecture material with laboratory experience.

### Chemistry Minor

This minor is open to students in any bachelor degree program. This program will allow students in other majors to attain a strong chemistry background with any major.

The minimum total number of credits required for the minor is 20. Students must have a minimum grade of "C" in each course taken towards the minor.

\* Because of the sequential nature of the courses, careful planning is necessary to complete the curriculum in a timely manner. All prerequisites must be followed.

**Type:** Minor

## Specific Requirements

\* Complete all of the following:

Item #	Title	Credits
CHEM 103	General Chemistry I	4
CHEM 104	General Chemistry II	4
CHEM 201	Organic Chemistry I	4
CHEM 303	Analytical Chemistry	4

## Electives

Complete at least one of the following:

Item #	Title	Credits
CHEM 202	Organic Chemistry II	4
BIO/CHEM 360	Biochemistry I	4
BIO/CHEM 361	Biochemistry II	3
<b>Total credits:</b>		<b>19-20</b>

## Chemistry Course Descriptions

### BIO/CHEM 360: Biochemistry I

A study of the chemical reactions occurring on the molecular level in biological systems (illustrating the interrelationships of different biochemical pathways). 2 lecture hours and one 4 hour laboratory session weekly. (spring)

**Credits:** 4

**Prerequisites:**

CHEM 201 with a minimum grade of "C"; CHEM 202 strongly recommended

### BIO/CHEM 361: Biochemistry II

This course is a continuation of Biochemistry I. It is an extensive study of the metabolic processes used to maintain life. Differences in pathways utilized by different organisms are examined, as well as some processed in plant and microorganisms. 2 lecture hours weekly. (Fall)

**Credits:** 3

**Prerequisites:**

BIO/CHEM 360 with a minimum grade of "C".

### BIO/CHEM 450: Undergraduate Research in Biology I

Required for biology majors during their senior year. Students pursue a two-semester individual research project underevaluate the hypothesis. During the second semester (BIO 451) the project is carried out, and the results analyzed and discussed in an oral presentation and written report.

**Credits:** 2

**Prerequisites:**

Grades of "C" or higher in BIO 103/104, BIO 409 and CHEM 103/104

### BIO/CHEM 451: Undergraduate Research in Biology II

Required for biology majors during their senior year. Students pursue a two-semester individual research project underevaluate the hypothesis. During the second semester (BIO 451) the project is carried out, and the results analyzed and discussed in an oral presentation and written report.

**Credits:** 2

**Prerequisites:**

Grades of "C" or higher in BIO 103/104, BIO 409 and CHEM 103/104

### CHEM 101: Our Chemical World

An introductory chemistry course for no science majors. The course is designed for students with no, or limited, exposure to chemistry. The focus will be on the study of chemical principles, with special emphasis placed on providing an understanding of how these specific principles, and chemistry in general, relate to the non-scientist. This is done by addressing the chemistry involved with common materials such as: plastics and polymers, cosmetics/medicines/drugs, food /nutrition, pollution/ environment, batteries/ fuel/nuclear power, and soaps/detergents. The laboratory provides hands on experiments designed to illustrate the principles and the utility of the chemistry discussed in lecture. 2 lecture hours 2.5 hour laboratory session weekly. The distance learning (DL) version requires one 75 minute meeting on campus per week, and the experiments are performed at home. (fall)

**Credits:** 4

**Prerequisites:**

Grade of "C" or higher in MATH 002 or equivalent

**CHEM 103: General Chemistry I**

An introduction to the fundamental principles and theories of chemistry. Topics discussed include the structure and properties of atoms and molecules, their behavior in various states of matter, periodicity of the properties of elements, chemical bonding and stoichiometry. Problem solving techniques are stressed. 2.5 lecture hours and one 2.5 hour laboratory session weekly.

**Credits:** 4

**Prerequisites:**

Grade of "C" or higher in highschool chemistry or CHEM 105; MATH 160 (College Algebra) or higher; ENG 002 with a minimum of "C"

**CHEM 104: General Chemistry II**

**Credits:** 4

**Prerequisites:**

Grade of "C" or higher in CHEM 103

**CHEM 105: Principles of Chemistry**

A course which provides students with a broad background of chemistry. Fundamental topics and theories of chemistry are discussed, including a short introduction to organic chemistry. Applications of the theories and laws of chemistry to life processes are emphasized. Basic problem solving is included. 2.5 lecture hours and one 2.5 hour laboratory session weekly. (every semester)

**Credits:** 4

**Prerequisites:**

High school chemistry and MATH 002 or equivalent with a minimum grade of "C"

**CHEM 201: Organic Chemistry I**

An introduction to the chemistry of organic compounds, covering nomenclature, structure, stereochemistry, aromaticity, and methods of preparation. Reaction mechanisms and the study of intermediates are used extensively to explain reactivities. 2 lecture hours and one 4 hour laboratory session weekly. (fall)

**Credits:** 4

**Prerequisites:**

CHEM 104 with a minimum grade of "C"

**CHEM 202: Organic Chemistry II**

Continuation of Organic Chemistry I with emphasis on the chemistry of polysubstituted-functional compounds and multistep syntheses. The theory of modern spectroscopic methods used in structure determinations is discussed. The laboratory section of the course provides training in the basic techniques of organic synthesis, as well as an introduction to spectroscopic analyses. 2 lecture hours and one 4 hour laboratory session weekly. (spring)

**Credits:** 4

**Prerequisites:**

CHEM 201 with a minimum grade of "C"

**CHEM 250: Special Topics in Chemistry**

**Credits:** 3

**CHEM 255: Special Topics in Chemistry with Lab/Field Component**

**Credits:** 4

**CHEM 303: Analytical Chemistry**

The study of gravimetric and volumetric methods of analyses, including the interpretation of experimental data. The course also provides an introduction to the theory and practice of modern instrumental chromatographic techniques, as well as selected topics in spectroscopy. 2 lecture hours and one 4 hour laboratory session weekly. (spring)

**Credits:** 4

**Prerequisites:**

CHEM 201 with a minimum grade of "C"

**CHEM 350: Advanced Special Topics in Chemistry**

**Credits:** 3

**CHEM 355: Advanced Special Topics in Chemistry with Lab Component**

**Credits:** 4



### **CHEM 452: Internship in Chemistry**

This course offers Chemistry majors the opportunity to work in the field of chemistry for a minimum of 120 hours during the semester. Students must complete all paperwork to register for the Internship at least one semester before; students will meet with the Career Center and complete the application that will be sent to their advisor and site supervisor. This application will then be filed in the Career Center. Students must register for the class with the Registrar as well. They will be required to write a paper that is relevant to the Internship and maintain a journal that reflects their experience; the site supervisor will complete an evaluation form on their performance. This is a Pass/Fail course. (as needed)

**Credits:** 3

**Prerequisites:**

Junior or senior status in the Chemistry Program

## **Communications**

The Bachelor of Arts program of the Department of Communications provides students with two pathways through which to engage the world: journalism/media and digital video making. Students in a particular concentration may, and are encouraged to, take courses in the other concentration in order to enhance their experience. Graduates in the Communications major at Felician University will be able to:

- Demonstrate proficiency in critical thinking, clear and precise oral and written communication, and integration of knowledge and skills from courses both inside and outside of the department;
- Demonstrate proficiency in both traditional and electronic resources, and apply and demonstrate this proficiency in original work of a fictional or a documentary nature, either visual or journalistic;
- Articulate the media's power to enhance and to obstruct the lives of the individual and society, and demonstrate a willingness to embrace those positive influences of the media and to expose those which are harmful.

Introductory level courses in each concentration provide thorough introductions to the specific fields for majors, minors, and students from other fields as

well. Upper level courses challenge students to apply the basic knowledge gained through the introductory courses in carefully designed areas of specialization. The course sequence within each track culminates with a Senior Capstone Project, which is designed by the individual student with the guidance of a full-time member of the department's faculty, and which will bring into clear focus the student's expertise in his/her field, incorporate the knowledge and skills gained from courses outside the department, and reflect the student's embrace of Franciscan values and the College's mission.

All majors select between the two following concentrations:

### **Communications Major with Journalism/Media Concentration**

A Journalism/Media concentration explores the historical and societal roles the media have played and continue to play in the world. Emphasis is placed on the development, production, and distribution of media in its various forms, especially print, broadcast, and internet journalism.

**Type:** Bachelor of Arts

### **Required Communication Major Courses**

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
COMM 106	Mass Media	3
COMM 120	Film Analysis	3
COMM 221	History of the Motion Picture: Fiction Films	3
COMM 222	History of the Motion Picture: Documentary Films	3
COMM 460	Senior Project	3

### **Journalism/Media Concentration**

## Required Courses

\* Complete at least 18 credits from the following course offerings:

Item #	Title	Credits
COMM 110	Writing for Print and Broadcast Media	3
COMM 210	Journalism	3
COMM 215	Broadcast Journalism	3
COMM 226	History of Broadcasting	3
COMM 240	Videomaking I	3
COMM 241	Videomaking II	3
COMM 301	Standards and Practices in Journalism and the Media	3
COMM 310	Investigative Journalism	3
COMM 452	Internship in Communications	3

## Related Requirements

Item #	Title	Credits
	ART 151 or ART 152	3
PHIL 260	Philosophy of Art	3
<b>Total credits:</b>		<b>120</b>

## Communications Major with Videomaking Concentration

Students in the Videomaking concentration explore the history, aesthetics, and technology of visual storytelling while mastering the skills needed to write, produce, tape, and edit their own videos whether fiction or non-fiction.

**Type:** Bachelor of Arts

## Required Communication Major Courses

Item #	Title	Credits
COMM 106	Mass Media	3
COMM 120	Film Analysis	3
COMM 221	History of the Motion Picture: Fiction Films	3
COMM 222	History of the Motion Picture: Documentary Films	3
COMM 460	Senior Project	3

## Videomaking Concentration

## Required Courses

\* Complete at least 18 credits from the following course offerings:

Item #	Title	Credits
COMM 230	Screenwriting I	3
COMM 231	Screenwriting II	3
COMM 240	Videomaking I	3
COMM 241	Videomaking II	3
COMM 316	Seminar in Broadcasting	3
COMM 341	Videomaking III	3
COMM 452	Internship in Communications	3

## Related Requirements

Item #	Title	Credits
	ART 151 or ART 152	3
PHIL 260	Philosophy of Art	3
ENG 372	Cinema and Literature	3
<b>Total credits:</b>		<b>120</b>

## Communications Minor

A minor in Communications enables a student to gain knowledge about the media, Videomaking, film industry, and theater. The exposure provided in these areas can bond with and enhance the subject matter studied in art, design, English, history, philosophy, and psychology.

A student pursuing a minor in Communications must take eighteen credits.

**Type:** Minor

## Communications Requirements

\* Students must complete the following:

Item #	Title	Credits
COMM 106	Mass Media	3
COMM 120	Film Analysis	3
	COMM 221 or COMM 222	3

## Concentration Requirements

The remaining nine credits will come from among courses in one of the department's concentrations:

- Journalism and The Media
- Digital Videomaking

A student wishing to complete the Communications Minor with courses relating to Theater Arts must consult with one of the department's advisors to determine appropriate course options.

These credits should be 300 or 400 level courses.

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**Total credits: 18**

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## Minor in Theater Studies

The Joint minor in Theater Studies is offered by the Department of Communications and the Department of English and Foreign Languages

In this minor the student explores theater as a practical craft and an intellectual discipline combining the hands-on courses of the Department of Communication's Theater Concentration with the in-depth studies of specific playwrights and of periods in dramatic styles of specific periods of theater history in courses offered by the Department of English and Foreign Languages.

**Type:** Minor

## Department of Communications Requirements

Item #	Title	Credits
COMM 140	Introduction to Theatre	3
COMM 247	Acting I	3
COMM 248	Acting II	3

## Department of English and Foreign Languages Requirements

\* Complete nine credits from the following courses:

Item #	Title	Credits
ENG 215	The Drama	3
ENG 315	Shakespeare	3
ENG 395	Modern Drama	3
ENG 396	Contemporary Drama	3

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**Total credits: 18**

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## Theater Studies

The Joint minor in Theater Studies is offered by the Department of Communications and the Department of English and Foreign Languages.

In this minor the student explores theater as a practical craft and an intellectual discipline combining the hands-on courses of the Department of Communication's Theater Concentration with the indepth studies of specific playwrights and of periods in dramatic styles of specific periods of theater history in courses offered by the Department of English and Foreign Languages.

The minor requires the completion of eighteen (18) credits, 9 from the Department of Communications and 9 from the Department of English and Foreign Languages:

**Type:** Minor

## Communication Requirements

Item #	Title	Credits
COMM 140	Introduction to Theatre	3
COMM 247	Acting I	3
COMM 248	Acting II	3

## English Requirements

\* Complete 9 credits from the following course offerings:

Item #	Title	Credits
ENG 215	The Drama	3
ENG 315	Shakespeare	3
ENG 395	Modern Drama	3
ENG 396	Contemporary Drama	3
<b>Total credits:</b>		<b>18</b>

# Communications Course Descriptions

## **COMM 103: Public Speaking**

Extensive training is offered in voice projection, enunciation, articulation, and oral communication skills. Students will study the structure of successful speeches; they will research content for and deliver speeches in dramatic, historical, biographical, narrative, explanatory, persuasive, and extemporaneous formats.

**Credits:** 3

## **COMM 106: Mass Media**

A critical study of the mass media: newspapers, magazines, advertising, radio, television and film. Students are also introduced to the theories and techniques of effective communication.

**Credits:** 3

## **COMM 110: Writing for Print and Broadcast Media**

A thinking and exercise-intensive review of the basics of grammar, diction, syntax and writing style, with an emphasis on communicating through the print, broadcast and online media. The mechanics of news, features, editorial writing and interviewing as well as the ethics behind word choice will be presented. Adherence to the Associated Press Stylebook will be stressed.

**Credits:** 3

**Prerequisites:**

ENG 101

## **COMM 120: Film Analysis**

This course studies the cinematic-narrative structure of motion pictures by providing shot-by-shot analysis of several films. The discussion focuses on the filmmaker's creation of a motion picture's rhythmic, as well as dramatic, structure through the composition of the shot, the role of movement both within the individual shot and from shot to shot, as well as the effect of sound on the visual images.

**Credits:** 3

## **COMM 140: Introduction to Theatre**

An introduction to the basic principles of theatre. The theatre utilizes varied methods of discourse in order to explore all aspects of theatrical production. The course will explore the work of the people who make theatre, from actors and playwrights to designers, critics, and audience members. The course will explore theatre terminology and basic theatre history. As theatre is a collaborative art, students will participate in the numerous tasks in putting on a production, including working collaboratively with other members of the class.

**Credits:** 3

**Prerequisites:**

ENG 101

## **COMM 210: Journalism**

A thinking and writing-intensive introduction to journalism, considering the mechanics of news writing, news features, editorial writing, interviewing, and deadlines, as well as the ethics of reporting and the philosophy behind how stories are presented.

**Credits:** 3

**Prerequisites:**

ENG 101

## **COMM 215: Broadcast Journalism**

An introduction to the various forms of broadcast journalism, including radio and television. Special attention will be given to the specific requirements in research and presentation that each medium requires.

**Credits:** 3

## **COMM 221: History of the Motion Picture: Fiction Films**

A comprehensive overview of the international narrative cinema from the 1890s to the present. Each week there will be a screening and in-class analysis of one or more essential films from the country, movement, or period under discussion. The course examines film not only as an industrial, technological, political and social phenomenon, but especially as an art form. The course emphasizes cinema's artistic genealogy and relationship to other art forms, including painting, literature, theater, and video.

**Credits:** 3

**COMM 222: History of the Motion Picture: Documentary Films**

The course traces the evolution of the documentary from its early fascination with daily life and the lyrical documentaries of the 1930s through WWII propaganda films and the socially conscious films of the mid-century to the investigative reporting and personal essay forms of recent decades. The course examines the documentary not only as a technological, political and social phenomenon, but also as a form of artistic, personal expression. The course emphasizes documentary's relationship to other non-fiction media such as journalism.

**Credits:** 3

**COMM 226: History of Broadcasting**

A critical study of broadcasting, its historical development, and its impact on American culture. The eras of radio, television, and the Internet will be the principal areas of study. Through readings combined with historical audio and video, students will understand the roots of contemporary broadcast entertainment and information templates and strategies as developed in the media of the 20th century and as enhanced by contemporary digital technology. The course will also explore broadcasting as a profit center or conglomerate corporations and will critique broadcasting's civic responsibilities during war and peace to bring the nation together and to give the people a voice.

**Credits:** 3

**COMM 230: Screenwriting I**

An introduction to the craft of screenwriting through an examination of the principles, structure, and practice of writing for film, with special attention to the structure of individual scenes, the creations of characters, and the writing of dialogue. The student studies scenes from completed films to analyze the interaction of dialogue, action, and cinematic technique.

**Credits:** 3

**COMM 231: Screenwriting II**

The course continues the study of the craft of screenwriting through an examination of plot and character in a screenplay for a short film. The student studies scenes from completed films to analyze the interaction of dialogue, action, and cinematic technique.

**Credits:** 3

**Prerequisites:**

COMM 230

**COMM 240: Videomaking I**

This course acquaints the student with film/video language. The student reads basic texts of film/video theory and begins applying the ideas contained therein to an understanding of film and videomaking. This course also instructs the student in basic motion picture narrative techniques through the production and editing of three two-minute videos and one five-minute video, either fictional or documentary, as the student chooses. In producing these videos, the student learns and follows the standard pre-production, production, and post-production practices.

**Credits:** 3

**COMM 241: Videomaking II**

This course continues the student's study of film language by integrating the techniques and technology learned in COMM 218. The student is also introduced to various advanced techniques of sound and image editing. The work centers on three short exercises and the planning, shooting, and completion of a fifteen minute film, either documentary or fiction.

**Credits:** 3

**Prerequisites:**

COMM 240

**COMM 247: Acting I**

The course introduces the student to the basic acting techniques. Students will learn techniques for improvisation, monologue, and multi-character scenes. Exercises to utilize the voice and body will be explored to help create a character.

**Credits:** 3

**COMM 248: Acting II**

Students will work on taking the character from the page to the stage. Extensive monologue, improvisation, theatre games, and scene study work will facilitate the use of the body and voice to formulate characters and create truthful moments on stage. Comparison of the various major acting techniques will be presented.

**Credits:** 3

**Prerequisites:**

COMM 247 or permission of the instructor.

**COMM 301: Standards and Practices in Journalism and the Media**

The course will study the development of standards of appropriate behavior for those involved in journalism and other media. Special attention will be given to historical issues and legal cases involving the behavior of the media.

**Credits:** 3

**COMM 310: Investigative Journalism**

The course will study the process of researching and writing a news story. Examples of historically significant news stories will be studied while students research stories of their own. Special attention will be given to research and interview techniques.

**Credits:** 3

**COMM 316: Seminar in Broadcasting**

The course will study the history and evolution of the modern broadcast newsroom. It will also provide: work as editor, producer, writer, reporter and anchor in a simulated newsroom setting; manage staff and editorial meetings which will determine story selection and assignments; write "teasers," headlines and stories; report from the "field" and the anchor desk.

**Credits:** 3

**COMM 341: Videomaking III**

The course is designed to advance the student's knowledge of and experience with lighting and sound recording for digital video production begun in ENG 218 and ENG 219 by focusing on the physical properties of light waves and sound waves and the technology used to capture both on videotape and manipulate them in postproduction.

**Credits:** 3

**Prerequisites:**

COMM 241

**COMM 347: Practicum: Performance**

This course is an advanced study of the craft of acting. It is a continuation of the work done in Acting 1 and 2. Students will have the opportunity to apply the skills they learned in their previous acting classes to a practical performance situation. They will spend a semester rehearsing a play and those rehearsals will culminate in a public performance. This course will give them the time to explore the process of creating a theatrical piece, and will ask them to create fully realized characters that go beyond the scope of one or two scenes.

**Credits:** 3

**Prerequisites:**

COMM 247, 248 and an interview or audition with the instructor.

**COMM 401: Propaganda in Mass Media**

The course examines the nature, history, techniques, and cultural impact of propaganda via original films and audio tapes from the Soviet Union, Nazi Germany, Hollywood, the US government in World War I and World War II, and Madison Avenue in concert with analytical readings from assigned texts. Special attention is given to the role of media, and the possible presence of propaganda, in American politics.

**Credits:** 3

**COMM 420: Independent Study**

With instructor's approval, a student may pursue a course of independent study in a specific area of communications. The course will involve tutorial meetings with the instructor, independent readings, and an in-depth research project. Restricted to juniors or seniors and may be taken in situations when a schedule conflict prevents a student from taking a regularly scheduled elective.

**Credits:** 3

**COMM 425: The Films of Alfred Hitchcock**

This course will introduce the student to the study of a single filmmaker over the span of his career. Alfred Hitchcock will be studied because of his unparalleled mastery of the medium for telling a story both through conventional narrative techniques and increasingly subtle and complex cinematic structures. The films will range from his earliest extant silent films through his final films, nearly fifty years later.

**Credits:** 3

### **COMM 452: Internship in Communications**

This course offers Communications majors the opportunity to work in the field of communications for a minimum of 120 hours during the semester. Students must complete all paperwork to register for the Internship at least one semester before; students will meet with the Career Center and complete the application that will be sent to their advisor and site supervisor. This application will then be filed in the Career Center. Students must register for the class with the Registrar as well. They will be required to write a paper that is relevant to the Internship and maintain a journal that reflects their experience; the site supervisor will complete an evaluation form on their performance. This is a Pass/Fail course.

**Credits:** 3

**Prerequisites:**

Junior or senior status in the Communications major

### **COMM 460: Senior Project**

This project represents the culmination of the student's work in Communications at Felician University. As such, this requires the student to demonstrate full mastery of the various theories and technological skills on which the program focuses. The project reflects the student's area of concentration within the major and involves the creation of a fictional or journalistic video, a work of investigative journalism, an original screenplay, or a work of scholarly research.

**Credits:** 3

## **Computer Science**

### **Mission Statement of the Computer Science Department**

In accordance with the University's mission, the mission of the Computer Science Department is to equip our students with technology competence, literacy, knowledge and skills that will bring them to "their highest potential and prepare them to meet the challenges of the new century with informed minds and understanding hearts." As a liberal arts University, the CS curricula contribute in providing our graduates with the necessary critical thinking and problem-solving skills needed by today's workplace and society at large.

The purpose of the Computer Science major is to prepare students to work for government agencies, healthcare institutions, private companies, and to pursue graduate degrees. The field of Computer Science is one of the professions predicted by the U.S. Department of Labor to have very high growth through the year 2020. This program emphasizes an understanding of the field of Computer Science both as an academic discipline as well as a profession. Graduates of this program will be well-versed with various areas of Computer Science that have shaped the discipline during its explosive existence. In addition, this program will provide a firm grounding in the liberal arts, while assuring in-depth study of the discipline of computer science. Topics include software engineering, computer hardware and systems software, network and data communications, computer systems analysis and design, and database management systems.

### **Computer Science Learning Outcomes**

At the end of their program in Computer Science/Cybersecurity Students will:

1. Apply their ability to make connections between using computer technologies in their lives and in societal values.
2. Understand how to act as a team worker to fulfill complex projects and tasks.
3. Create a computer science related project showing their knowledge of the latest developments in computer science and cybersecurity.
4. Understand the scientific basis of their discipline.
5. Apply quantitative and scientific reasoning in their discipline.

See the program for School of Business for more degree information.

### **B.S. in Business Analytics Program Learning Outcomes:**

Upon completion of this program, students should be able to:

- Demonstrate content mastery in the functional areas of our business core (accounting, economics, management, quantitative business

analysis, finance, marketing, legal and social environment, information systems, and international issues)

- Demonstrate the School of Business core competencies (critical reasoning, quantitative reasoning, ethical decision making, teamwork, personal accountability, effective communication)
- Demonstrate proficiency in data analytics by applying data mining tools and methods to manipulate and analyze big data sets
- Demonstrate proficiency in predictive modeling by developing and applying Statistical and forecasting techniques to make business decisions
- Demonstrate proficiency in business decision making by utilizing business, computer science, and mathematical techniques to support business decisions

## Degree Requirements

Candidates for the Associate in Arts, Business Concentration and Bachelor of Sciences degrees in Business must:

1. satisfy all entrance requirements (Formal acceptance into the Business major, usually in the sophomore year, requires a 2.500 cumulative GPA.)
2. satisfy the specific requirement in a major or concentration.
3. fulfill a residence requirement of the last 30 credit-hours at Felician University.
4. maintain an average GPA of 2.500 throughout the program.
5. earn a minimum grade of "C" in all courses in the major.

**Type:** Bachelor of Science

## Required Courses

\* In addition to the general education requirements:

### Business Core:

Item #	Title	Credits
MKT 100	Fundamentals of Marketing	3
MGT 100	Fundamentals of Management	3
ACC 100	Principles of Financial Accounting I	3
MATH 263	Calculus II	4
ACC 200	Principles of Managerial Accounting	3
ECON 220	Microeconomics	3
FIN 300	Corporate Financial Management	3
MGT 410	International Business	3
BUS/LAW 310	Business Law I	3
BUS 341	An Introduction to Research and Analysis Using Statistics	3
MGT 490	Business Policy	3
BUS 499	Business Capstone	3

### Major Requirements:

Item #	Title	Credits
MATH 323	Statistics II	3
MGT 300	Organizational Behavior	3
	MGT 340 or 440	3
MGT 450	Leadership and Strategy	3
MGT 499	Selected Topics in Business Analytics	3
MKT 410	Marketing Research	3
MKT 420	Product Management	3
CS 360	Database Management Systems (DBMS)	3
CS 380	Data Structures and Algorithms	3
CS 400	Computer Systems Analysis and Logical Design	3
CS 430	Introduction to Big Data and Data Mining	3



## Additional Requirements:

\* These requirements apply to traditional students only

Item #	Title	Credits
BUS 110	Business, Organizations & Management	3
BUS 200	Professional Development I	1
BUS 210	Professional Development II	1
BUS 220	Professional Development III	1
<b>Total credits:</b>		<b>120</b>

## Bachelor + Master Degrees in CS (4+1) Format

For students pursuing a Master of Science in CS: The 4+1 format allows a student to complete an undergraduate degree in Computer Science, as well as the master's degree in Computer Science in five years (4 years for the BS degree, 1 year for the MS degree). This will be accomplished by allowing qualified candidates to take two master's-level courses in their junior or senior year of undergraduate studies and have those courses count toward the student's bachelor's degree, thus allowing the student to complete the remainder of the master's degree in one additional year.

**Note:** the selection of graduate courses should be approved by a student's academic advisor before registration.

## Admission Requirements

Admission to the 4+1 option of the Master of Science degree in Computer Science will require a student's transcript to be evaluated when first he or she applies to the program. If the student is a Computer Science and/or Cybersecurity major at Felician University, he or she would need to maintain a 3.0 average in the major(s) and at least a 2.75 GPA overall through the senior year (the year in which master's degree work would begin).

The Master of Science in Computer Science requires completion of at least 30 credit-hours of study at the graduate level (CS 600 and CS 700 level courses) with a minimum GPA of 3.0 and a minimum grade of C in any course.

All 30 credits must be taken from Computer Science six hundred and seven hundred level courses. Three core courses (total 9 credits) are required and 21 credits are electives. If a course that can be considered a required course is not selected as such (selected among the 9 credits), it can be selected as an elective, if desired. Students have a wide variety of electives to choose from (not all of which will be offered each year) because of the wide variety of specializations available in the Computer Science field today.

CS/CSEC Electives from the Bachelor's Degree must be completed at the 300/400 level.

30 graduate level credits are required for completion of the MS in Computer Science: for more information refer to the Graduate Catalog for course offerings in the MSCS program.

## Bachelors in Computer Science Regular Format

For students pursuing a Bachelor of Science in CS: 120 minimum credits are required, where General Education requires 52 credits, Computer Science Core requires 36 credits, Computer Science Track requires 15 credits and free elective requires 17 credits. Students need to take Computer Science courses in an order to meet pre-requisite requirements.

**Type:** Bachelor of Science

## Development Courses (In House Credits)

Item #	Title	Credits
ENG 001	Developmental Writing I	5
ENG 002/101	Reading and Writing Workshop	3
ENG 005	Reading Comprehension	3
MATH 002	Basic Skills in Mathematics (Algebra)	3

## General Education Commons

Item #	Title	Credits
	GECC I Faith & Reason 100/2003 Elective	
	GECC I Faith & Reason 300/4003 Elective	
	GECC II Ethics, Values, and Truth Elective	3
	GECC III Communications & Expression Elective	3
ENG 101	College Writing and Research I	3
	GECC IV Critical & Analytical Thinking Elective	3
LS 100	Architecture of Information	1
ENG 102	College Writing and Research II	3
CS 120	Introduction to Computer Science	3
MATH 160	College Algebra	4
	GECC VII Quantitative & Scientific Reasoning (Lab Science)	4
	GECC VIII Global Consciousness Elective	3
	GECC VIII Global Consciousness Elective	3
MATH 122	Statistics I	3
MATH 161	Precalculus	4
	GECC Liberal Arts Concentration Elective	3
UNIV 101	Dream	1
UNIV 201	Dare	1
UNIV 301	Do	1

## Computer Science Core Courses

Item #	Title	Credits
CS 104	Python I	3
CS 110	Introduction to Programming I	4
CS 270	Introductions to Programming 4 II	4
CS 280	Computer Architecture and Organization	3
CS 290	Theoretical Foundations and Principles of Computer Science	3
CS 320	Networks and Telecommunications	4
CS 350	Introduction to Operating Systems	3
CS 380	Data Structures and Algorithms	3
CS 360	Database Management Systems (DBMS)	3
CS 420	Software Engineering	3
CS/CSEC 460	Senior Project Development Practicum/Cybersecurity	3

## Computer Science Track Courses

Note: students are required to choose one track from the following three tracks.

### Required Courses for Software Developer Track

Item #	Title	Credits
CS 201	Programming Logic and Design	3
CS 204	Python II	3
CS 205	Web Development and Scripting Languages	3
CS 391	Game Development	3
CS 395	Design Principles of Programming Languages	3

## Required Courses for Data Analyst Track

Item #	Title	Credits
CS 398	R and Advanced Statistics	3
CS 399	Introduction to Machine Learning	3
CS 430	Introduction to Big Data and Data Mining	3
CS 470	Artificial Intelligence	3
CS 499	HC Advanced Database and Knowledge Discovery	3

## Required Courses for Generalist Track

Any 15 Credits from Computer Science: Software Developer Track and Data Analyst Track.

## Free Electives

17 credits to meet minimum 120 total credits.

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<b>Total credits:</b>	<b>120</b>
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## Minor in Computer Science

Students who would like to have a minor in CS have to complete 18-20 credits of coursework, which constitute 6 courses. The students have to take at least 3 courses from CS core area and 3 courses of their choice from core and tracks.

One course from core area must be selected from CS 104 or CS 110 unless the above courses can be waived by a CS advisor and replaced with another course from the CS core courses. Students who do not previously have any CS courses, except CS 103, also have to take CS 120 Introduction to CS.

**Type:** Minor

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<b>Total credits:</b>	<b>18-20</b>
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## Computer Science Course Descriptions

### CS/CSEC 452: Internship in Computer Science

This course offers computer science majors the opportunity to work in the field of computer science for a minimum of 120 hours during the semester. Students must complete all paperwork to register for the Internship at least one semester before; students will meet with the Career Center and complete the application that will be sent to their advisor and site supervisor. This application will then be filed in the Career Center. Students must register for the class with the Registrar as well. They will be required to write a paper that is relevant to the Internship and maintain a journal that reflects their experience; the site supervisor will complete an evaluation form on their performance. This is a Pass/Fail course. (as needed)

**Credits:** 3

**Prerequisites:**

Junior or senior status in the computer science major

### CS/CSEC 460: Senior Project Development Practicum/Cybersecurity

Advanced CS majors will engage in and complete the design and implementation of one of the following types of systems: Information Systems, Real-Time Systems, Distribution Systems, etc. Students in the Cybersecurity program will develop projects related to the management of information security in information systems. (spring)

**Credits:** 3

**Prerequisites:**

CS 420 (CS Major) or CSEC 315 or 325 (Cybersecurity Major)

**CS/CSEC 490: Independent Study**

With the approval of the instructor, a student may arrange to pursue a course of independent study in a specific area of Computer Science, Information Assurance, Information Security, Cryptography, programming, adVanced graphics, database data mining or business intelligence or modeling and simulation. The course will involve tutorial meetings with the instructor, independent reading and work, and an in-depth research project. The course is normally taken by seniors, juniors or transfer students and may be taken in situations when a schedule conflict prevents a student from taking a regularly-scheduled Computer Science elective. (as needed)

**Credits:** 1-4

**Prerequisites:**

Permission of the instructor and the CS department

**CS/HCA 427: Healthcare Information Systems, Management of Data Protection and Regulatory Compliance**

This course is an introduction to the various Information Technology, Regulatory and Administrative aspects of Informatics, Information Privacy and Security as it pertains to a modern health care electronic environment. An important area of this course covers HIPAA, the Healthcare Insurance Portability and Accountability Act, and subsequent modifications introduced by the more recent ARRA-HITEC laws. This very important regulatory component of the healthcare industry is composed of the Transactions, Privacy and Security Rules, which are studied in depth in this course, including the key issues associated with protecting information privacy, determining the levels of protection and response to privacy and security incidents, and the different forms, policies and procedures to be used in a health care environment. The study and practice of Electronic Health Records, important Information Systems used in the healthcare industry, as taught as part of this course, is a timely subject, since the U.S. Government is motivating the use of such enterprise systems in all levels of the healthcare provider system and there is a national expansion in the use of such electronic systems, from large hospitals to small clinics. (fall)

**Credits:** 3

**CS 102: Digital Technology for Educators**

Computer Applications for Educators is designed to provide an introduction to the integration and use of digital technology in educational settings. The purpose of this course is to guide pre-service teachers in understanding the issues surrounding technology integration in schools, and how digital technologies impact teaching and learning in the 21st century. The course addresses specific topics concerning various dimensions of technology integration and use in education, including historical, theoretical, ethical, equitable, practical, and pedagogical. Students develop technology-infused instructional environments that are student-centered, collaborative, and inquiry-based; that emphasize critical thinking; and that support specific curricular goals - as stated in the New Jersey Student Learning Standards.

**Credits:** 4

**CS 103: Introduction to Advanced Computer Applications**

This course provides students with an over view of computer technology and applications for all disciplines. Topics include a brief introduction to the history of computers, computer hardware and software systems covering CPU, memory, storage, input/output devices, operating systems, networking, compiler concepts, programming basics and algorithms, databases and data mining, the Internet and WWW, information assurance and security, as well as the social impact of computer technologies in daily life and business. Students will have in-depth study of certain advanced computer applications (Excel, Access, and web page creation).

**Credits:** 3

**CS 104: Python I**

This is an introductory programming course in Python. This course teaches students to use knowledge and skills learned from Scripting languages and build simple applications in system administration, scientific programming, Web Servers, and all sorts of business applications. Python is a modern, elegant, and high-level Scripting language, and is one of the most popular languages lately. By finishing this course, students should be able to design and implement applications by using Python to solve a standard application problem. This is a good course for students who have no programming experience and satisfies the Technology Acumen requirement for general education.

**Credits:** 3

**CS 110: Introduction to Programming I**

This is the first programming course for CS majors/minors. It is designed for students with little or no programming experience. It covers basic principles and concepts of object-oriented programming including objects, classes, variables, data types, operators, program control (conditional statements, loop statements, etc.) arrays, testing, debugging, and event handling. It also covers techniques for simplifying the programming process and improving code quality by solving problems. It is a programming project-based learning course in a computer lab. (fall)

**Credits:** 4

**CS 120: Introduction to Computer Science**

This course covers the basic introduction to computer science, including binary numbers, Boolean logics and gates, computer systems organization, basic techniques for the analysis and design of algorithms, pseudo-language, the software world including introduction to high-level language programming, compilers and language translation, models of computation, as well as an introduction to different applications including simulation and modeling, electronic commerce and databases, artificial intelligence, computer graphics and games. (spring)

**Credits:** 3

**CS 140: Management Information Systems**

This course covers the basic functions of computing systems at the management level of various types of organizations. The course focuses on how to plan, select, and implement a computerized system and how information systems can assist management in making decisions. Classroom discussions of case studies lend practicality to theory. Familiarity with accessing websites on the Internet is required.

**Credits:** 3

**Prerequisites:**

Proficiency in Microsoft Excel

**CS 150: Fundamentals of Information Systems**

tions, information systems growth, and process improvement are introduced. This course covers Systems concepts; system components and relationships; cost/value and quality of information; competitive advantage of information; specification, design, and reengineering of information systems; application versus system software; package software solutions; procedural versus non-procedural programming languages; object oriented design; database features, functions, and architecture; networks and telecommunication systems and applications; characteristics of IS professionals and IS career paths; information security, crime, and ethics. Practical exercises may include developing macros, designing and implementing user interfaces and reports; developing a solution using database software. (spring)

**Credits:** 3

**CS 201: Programming Logic and Design**

This course provides a language independent introduction to programming concepts and problem-solving skills without any previous programming experience. By using pseudocode, flowcharts, and other tools the students will learn how to design the logic of programs without the complication of language syntax. Topics include: input, processing and output, decision structures and Boolean logic, repetition structures, modules, functions, input validation, arrays, basic sorting and searching algorithms, menu-driven programs, text processing, object-oriented programming, GUI application and event-driven programming

**Credits:** 3

**Prerequisites:**

none. No prior computer or programming experience is necessary. (spring)

**CS 204: Python II**

In this course, we will examine a range of advanced techniques for improving the performance of Python programs, including the use of parallel computation and GPU acceleration. We will investigate how Python can be used for big data analysis using frameworks such as Apache Hadoop and Apache Spark. Students will have the opportunity to employ these techniques and gain hands-on experience developing advanced Python applications. After completing this course, students are able to write advanced, well structured, computer programs in Python, and apply principles and techniques for optimizing the performance of Python numeric applications.

**Credits:** 3

**CS 205: Web Development and Scripting Languages**

This course first presents introductions to basic concepts, issues and techniques related to designing, developing and deploying web sites. Students will learn about Web design, HTML, XHTML, basic JavaScript, Dynamic HTML, and XML. Students will learn how to create sites both manually and through the use of website development software. This course also presents building web applications by employing server-side scripts that query relational databases. The student learns and reflects on two and three-tier software architectures, separation of responsibility, modelview-controller pattern, basic security, and web frameworks. Students will design, code, test, debug, and document programs using a server-based scripting language.

**Credits:** 3

**CS 270: Introductions to Programming II**

This is an advanced programming course for CS students. It provides in-depth coverage of object-oriented programming principles and techniques using object-oriented languages (C++, Java, etc.). Topics include classes, over loading, data abstraction, information hiding, encapsulation, inheritance, polymorphism, file processing, templates, exceptions, container classes, and low-level language features. The course briefly covers the mapping of UML design to implementation, using objectoriented language (C++, Java, etc.) and object-oriented considerations for software design and reuse. The course also relates objectoriented language to GUI, databases, and realtime programming. It is a programming project-based learning course in a computer lab. (spring)

**Credits:** 4

**Prerequisites:**

CS 110

**Co-Requisites:**

CS 120

**CS 280: Computer Architecture and Organization**

This course is an overview of digital electronics and how circuits realize logic. Hardware components, i.e., gates, buses, and memory, and their use in constructing adders, comparators and addressing schemes are studied. This course also covers machine-level representation of data, computer architecture and organization at the machine level, assembly-level machine organization, interfacing and communication, memory systems organization and architecture, functional organization, multiprocessing and alternative architectures, performance enhancements, distributed architectures, and future directions in computer science. (fall)

**Credits:** 3

**CS 290: Theoretical Foundations and Principles of Computer Science**

This course introduces students to theoretical foundations and principles of computer science, including an overview of computational complexity. This course covers definitions of sets, operations on sets, formal logic, functions and relations, graphs and trees, graph algorithms, analysis of algorithms, finite automata, regular languages and regular grammars, property of regular language, context-free languages, and Turing machines. The students will complete programming assignments connected with theory.

**Credits:** 3

**CS 318: Computer Informatics, Privacy and Security for Health Care Professionals**

This course is a hands-on introduction to the various Information Technology, Regulatory and Administrative aspects of Informatics, Information Privacy and Security as it pertains to a Health Care modern electronic Environment. This course provides the foundation for understanding the Transaction Standards, Code Set, Identifiers, Privacy and Security that are part of HIPAA, the Healthcare Insurance Portability and Accountability Act. This very important regulatory component of the healthcare industry is composed of the Transactions, Privacy and Security Rules, which are studied in depth in this course, including the key issues associated with protecting information privacy, determining the levels of protection and response to privacy and security incidents, and the different forms, policies and procedures to be used in a Health Care environment. This course leads to a Certificate in HIPAA Administration for students that pass the required exams with 80% of the total points or higher.

**Credits:** 3

**CS 320: Networks and Telecommunications**

Students will gain in-depth experience of net working and telecommunications fundamentals including LANs, MANs, WANs, intra nets, the Internet, and the WWW. Data communication and telecommunication concepts, models, standards, and protocols will be studied. Installation, configuration, systems integration and management of infrastructure technologies will be practiced in the laboratory. This course covers telecommunication configurations; network and Web applications; distributed systems; wired and wireless architectures, topologies, and protocols; installation, configuration, and operation of bridges, routers, switches, and gateways; net work performance tuning; privacy, security, firewalls, reliability; installation and configuration of networks; monitoring and management of networks; and communications standards (fall)

**Credits:** 4

**CS 350: Introduction to Operating Systems**

This course provides explanation of operating systems theory and practice. This course covers: principles of operating systems, memory management, resource allocation, single task and multitasking operating systems, process management, threads, interrupt processing, process scheduling algorithms, concurrent processes, typical multiprocessing configurations, process synchronization software, device management, file management, management of network functions, system management, common operating systems and their characteristics, Unix, Linux, Windows 7. The students will complete programming assignments. (Spring)

**Credits:** 3

**Prerequisites:**

CS 110 and CS 120 or their equivalents

**CS 360: Database Management Systems (DBMS)**

This course covers conceptual, logical, and physical data models, and modeling tools; structured and object design approaches; relational and object-oriented models for data bases; design tools, data dictionaries, repositories, warehousing, and data mining; database implementation including user interface and reports; multi-tier planning and implementation; data conversion and post implementation review. (fall)

**Credits:** 3

**Prerequisites:**

CS 110 and CS 120

**CS 380: Data Structures and Algorithms**

This course provides students with important aspects of data structures, including introductory data structures as well as advanced data structures and algorithms, the connection between data structures and their algorithms, analysis algorithms complexity, and presentation of data structures using object-oriented language. Topics include complexity analysis, linked lists, stacks and queues, recursion, binary trees, graphs, sorting, and hashing. (fall)

**Credits:** 3

**Prerequisites:**

CS 270 or its equivalent

**CS 391: Game Development**

This is a project-oriented course on Game Development, including design and programming. Students will work individually or in teams to design, implement and test a three-dimensional game with interactivity, animation, sound, constraints, and networking capabilities. We start with Python programming language, and will cover the design principles, software engineering and control/state aspects of developing a high-end video game by using Pygame and Unity.

**Credits:** 3

**CS 395: Design Principles of Programming Languages**

This course introduces students to fundamental principles and techniques in the design and implementation of modern programming languages. The course covers these issues mainly as they relate to functional programming and object-oriented programming. The emphasis is on rigorous mathematical formalism and reasoning, both in describing programming languages (their syntax) and in analyzing their behavior (their semantics). (spring)

**Credits:** 3

**Prerequisites:**

CS 110

CS 120

**CS 398: R and Advanced Statistics**

In this course, students will learn both theoretical and practical techniques for applying statistical models to data. This course teaches how to analyze, visualize data in R and create reproducible data analysis reports. The course contents include understanding the unified nature of statistical inference, conducting frequentist and Bayesian statistical inference and modeling to understand natural phenomena and make data-based decisions, and communicating statistical results correctly, effectively, and in context without relying on statistical jargon, critique data-based claims and evaluated data-based decisions, as well as visualizing data with R packages for data analysis. Students will produce a portfolio of data analysis projects using R that demonstrates mastery of statistical data analysis from exploratory analysis to inference to modeling. This course is designed for students to apply for statistical analysis or data analyst positions.

**Credits:** 3

**Prerequisites:**

MATH 122

**CS 398: R and Advanced Statistics**

**Credits:** 3



**CS 399: Introduction to Machine Learning**

This course provides a broad introduction to machine learning, data mining, and statistical pattern recognition. Topics include supervised learning (parametric/non-parametric algorithms, support vector machines, kernels, neural networks); unsupervised learning (clustering, dimensionality reduction, recommender systems, deep learning) and best practices in machine learning. The course will also include case studies and applications: web search, anti-spam, computer vision, medical informatics, audio, database mining, and other areas.

**Credits:** 3

**Prerequisites:**

CS 398

**CS 400: Computer Systems Analysis and Logical Design**

This course investigates the total information processing environment, focusing on system design and implementation. It involves the examination of such wide-ranging considerations as the following: project management; feasibility analysis; hardware and network configuration planning; consideration of operating systems; platform options and data communication concerns; forms of design and control; procedures and manuals; and multilevel management reports: showing the role of these topics in the design of a complete information system. (spring)

**Credits:** 3

**Prerequisites:**

CS 320 and CS 360

**CS 420: Software Engineering**

This course provides students with important aspects of classical and object-oriented software development. This course covers software life-cycle models, the unified process and phases of unified process, Unified Modeling Language, the differences between classical approach and object-oriented approach, object-oriented analysis and design, architectural design, distributed systems architecture, application architectures, real-time software design, user-interface design, verification and validation, software testing techniques including system testing, component testing, test case design, critical systems validation, system maintenance, introduction to emerging technologies such as security engineering, service-oriented, software development with services. (fall)

**Credits:** 3

**Prerequisites:**

CS 120 or equivalent

**CS 430: Introduction to Big Data and Data Mining**

This course provides an introduction of concepts, techniques and applications behind data mining, text mining, and web mining on big data sets. It presents techniques for the discovery of patterns hidden in large data sets, focusing on issues relating to their feasibility, usefulness, effectiveness and scalability. This course is designed for computer science students, business students and other professions which request large data analysis skills, including stream data, sequence data, graph structured data, social network data, and multirelational data. Topics include data preprocessing, data warehousing, OLAP and data cube, association and correlation rules, classification, decision trees, clustering, prediction and anomaly detection. This course will also introduce the state of art software in Big Data such as Apache Hadoop. (Spring)

**Credits:** 3

**Prerequisites:**

CS 360

### **CS 470: Artificial Intelligence**

This course introduces students to the fundamental concepts and techniques of intelligent systems, the basic knowledge representation, problem solving, and learning methods of artificial intelligence. Upon completion of this course, students should be able to understand the role of knowledge representation, problem solving, and learning in intelligent system engineering; and appreciate the role of problem solving, vision, and language in understanding human intelligence from a computational perspective. Topics include intelligent agents, reactive agents, problem solving, state space and problem reduction, search methods, theorem proving, natural language processing and pattern recognition techniques, robotics.

**Credits:** 3

**Prerequisites:**

CS 110 or its equivalent or CS 120 or its equivalent or CS 290 or its equivalent

### **CS 498: HC Advanced Programming with Java**

This course covers the object-oriented programming paradigm, writing classes and creating objects with Java, creating GUI Applications and Applets, fundamental concepts of 2D and 3D computer graphics with Java. The students will be exposed to the techniques of developing practical applications using powerful Java packages including graphics. Topics include: writing classes and creating objects, decision structures, loops and files, GUI Applications, creating GUI Applications with JavaFX, creating Applets, 2-D and 3-D Graphics rendering.

**Credits:** 3

### **CS 499: HC Advanced Database and Knowledge Discovery**

This course provides students with the opportunity to reach a demonstrated level of competence in the areas of databases and knowledge discovery, with the primary objective to provide a well-defined target for students who want to advance their knowledge of modern databases and knowledge discovery techniques. Topics include modern database review such as object-oriented database, deductive databases, semantic query processing, intelligent and cooperative query languages, active databases, heterogeneous databases, multimedia databases, parallel and distributed database systems, and extensible database systems. It also covers a number of advanced topics in development of database management systems (DBMSs) and the application of DBMSs in modern applications, including advanced concurrency control and recovery techniques, query processing and optimization strategies for relational database systems, advanced access methods, as well as data analysis on large databases. A final project is required to design and implement a complex database system for knowledge discovery techniques on large data sets. (every fall)

**Credits:** 3

**Prerequisites:**

CS 360

## **Criminal Justice**

Criminal Justice is an interdisciplinary major within the Social Sciences. Department course offerings stress the concepts of restorative justice and social responsibility while at the same time exploring community alternatives to the traditional models of incarceration and punishment.

The major provides students with a comprehensive academic foundation in preparation for law school, graduate school, or a career in the administration of criminal justice.

With the creation of a Federal Department of Homeland Security and the ongoing integration of community, state, and federal law enforcement agencies in the service of counter-terrorism, career opportunities in the field of criminal justice will continue to increase. The United States Bureau of

Labor Statistics projects higher than average growth for occupations in the field of Criminal Justice between now and 2018.

With a new 'Criminal Profiling' Track, students enrolling in the Criminal Justice Major will have a 3rd Track option, beyond 'Police Studies' and 'Crime and Society'. The 'Criminal Profiling' Track, like the other two, consists of five 3-credit courses (15 credits). The Track also includes the incorporation of one course (CRIM-390) as part of the Major Core requirements, by way of a choice between it and the currently required SOC-315: Terrorism and Political Violence.

## Department of Criminal Justice Learning Outcomes

Students majoring in Criminal Justice take a series of courses that are designed to acquaint them with the theory and practice of criminal justice administration, investigation, and policing. As a result of this, upon graduation, students will:

1. Demonstrate an awareness of the primary components of the criminal justice system, including police, courts, and corrections, as well as a thorough understanding of the concept of Restorative Justice and the Rehabilitation of Offenders.
2. Evaluate the basis of law, constitutional issues, the decision-making process within the legal system, as well as decision-making in the criminal justice process; contrast criminal law with other forms of law in society.
3. Analyze various methods of social science research including survey research, field research, and experimental research, in order to understand the correlation between theory and research.
4. Understand the necessity of statistical procedures commonly used in the social sciences, in particular, those applied to descriptive research and hypothesis testing.
5. Apply program content to the development of a capstone research project from beginning to end.

## Bachelor of Science in Criminal Justice

In addition to required coursework, students of Criminal Justice Majors must select one of the three included tracks.

**Type:** Bachelor of Science

### Required Courses

Notes:

- Recommended electives CSEC 225, PHIL 320, 380, PSYC 406, SOC 201
- General Education Commons required course in Criminal Justice Majors is GSCI 101
- Required General Education Commons Mathematics course for Criminal Justice Majors is MATH 122

Item #	Title	Credits
CRIM 220	Criminal Law	3
CRIM/SOC 250	Writing and Reading in Criminal Justice and Social Sciences	3
CRIM 230	Victimology	3
CRIM/SOC 312	Criminology	3
PSCI 291	The Judicial System and Constitutional Law	3
	SOC 315 or CRIM 390	3
CRIM/SOC 400	Senior Research I/Research Methods for the Social Sciences	3
CRIM 415	Senior Research II/Senior Seminar in Criminal Justice	3
CRIM 452	Internship in Criminal Justice	3

### Crime and Society Track

(Option 1)

Item #	Title	Credits
CRIM/SOC 251	Family Violence /Domestic Abuse	3
SOC 303	Sociology of Deviance	3
CRIM 350	Organized Crime	3
PSYC 405	Childhood and Adolescence Deviance	3
SOC 407	The Dynamics of Urban Society	3

## Criminal Profiling Track

(Option 2)

\* CRIM 390 must be taken in required courses instead of (or as well as) SOC 315

Item #	Title	Credits
PSYC 306	Criminal Risk Assessment	3
CRIM 402	Criminal Forensic Procedure and Mock Trial	3
PSYC 305	Psychometric Theory and Practice	3
CRIM 403	Combined Theoretical Applications	3
	PSYC 405 or PSYC 406	3

## Police Studies Track

(Option 3)

Item #	Title	Credits
CRIM 112	Police in America	3
CRIM 210	Fundamentals of Criminal Investigation	3
CRIM 235	Juvenile Delinquency	3
CRIM 300	Police Administration	3
CRIM 340	Cyber Crime	3
	<b>Total credits:</b>	<b>120</b>

## Combined BS Criminal Justice/MBA Program

A combined B.S./M.B.A. program is available to Criminal Justice majors who meet the admissions requirements listed below. This combined program is designed to facilitate the ongoing academic accomplishments of students who have achieved excellence in the Criminal Justice major. Acceptance into the program will allow up to 6 MBA graduate credits to be "double-counted" toward both the B.S. in Criminal Justice and the Master's in Business Administration. The student is awarded a Bachelor's degree upon completion of the bachelor's requirements.

The 6 graduate credits that are double-counted are only applicable to the Felician University Masters' in Business Administration course of studies after the

student has been awarded the Bachelor's degree in Criminal Justice and matriculates into the MBA program at Felician.

Upon admission to this combined program, students should note that grades below a B in graduate level courses will necessitate the student's retaking of that course. Courses may only be retaken once.

Students will be limited to one graduate course per semester while still an undergraduate. Courses in the MBA program run over 8 weeks, meeting one evening a week (Tuesday, Wednesday or Thursday) for four (4) hours.

### Admission Requirements

Students may apply for admission into the combined BS/MBA program during the spring of sophomore year or thereafter provided the student has completed at least 60 undergraduate credits worth a minimum 3.0 over GPA (this minimum must be maintained also for the remainder of the undergraduate coursework).

Students applying for the combined BS/MBA program must:

- Have and over GPA of 3.0 or better
- Receive the endorsement of their Criminal Justice Academic Advisor; the Associate Dean for Social and Behavioral Sciences and the Dean of the School of Business
- Personal interview with MBA program director
- Complete graduate application form

Final approval for admission into the Masters' of Business Administration program rests with the Dean of the School of Business.

**Type:** Bachelor of Science

**Total credits:** **120**

## Law Enforcement Investigation and Interviewing (Criminal Psychology)

**CIP Code 43.0114**

The Certificate in Law Enforcement Investigation and Interviewing (Criminal Psychology) is a program

focusing on the principles, procedures, techniques, legal concerns, and challenges associated with a criminal investigations. The Certificate includes instruction in administrative law and procedures, courtroom evidence management and preparation, case presentation and court testimony, description and identification, state, and federal criminal law and procedures, informant and suspect rights, officer liability, informant and witness management, victim awareness, tactical interviewing, psychology, criminal investigation methods and procedures, report writing and documentation, investigative techniques, and case management.

**Type:** Certificate

Item #	Title	Credits
CRIM 403	Combined Theoretical Applications	3
<b>Total credits:</b>		<b>3</b>

## Concentration in Criminology

The Concentration in Criminology is designed to meet the needs of students in the Criminal Justice Major, as well as those majoring in Social and Behavioral Science or Psychology, or any other major discipline, who might want to examine the treatment of victims and offenders by criminal justice agencies.

### Learning Outcomes for Concentration in Criminology

Upon completion of the Concentration in Criminology, students will:

1. Assess the emotional effects of criminal activity as it relates to both the offender and victim.
2. Interpret the theoretical causes and outcomes of criminality and society's reaction to law-breaking.
3. Develop crime prevention strategies
4. Analyze the nature, causes and types of domestic abuse
5. Construct treatment options based on the principles of restorative justice and rehabilitation

**Type:** Concentration

## Required Courses

Item #	Title	Credits
CRIM 110	Criminal Justice I	3
CRIM 230	Victimology	3
CRIM/SOC 251	Family Violence /Domestic Abuse	3
SOC 303	Sociology of Deviance	3
CRIM/SOC 312	Criminology	3
	PSYC 405 or PSYC 406	3
<b>Total credits:</b>		<b>18</b>

## Minor in Criminal Justice

The Minor in Criminal Justices consists of six courses (18 credits) selected in consultation with the faculty advisor:

- 3 Lower Level Criminal Justice Courses (100-200 level)
- 3 Upper Level Criminal Justice Courses (300-400 level)

**Type:** Minor

**Total credits: 18**

## Minor in Criminal Profiling

Students interested in how psychology intersects with the criminal justice and court systems, will find a Minor in Criminal Profiling informative and exciting. This is an Interdisciplinary Minor requiring two Psychology courses and four Criminal Justice courses.

**Type:** Minor

## Required Courses

Item #	Title	Credits
CRIM 390	Profiling in Criminal Psychology	3
PSYC 306	Criminal Risk Assessment	3
CRIM 402	Criminal Forensic Procedure and Mock Trial	3
CRIM 403	Combined Theoretical Applications	3
PSYC 305	Psychometric Theory and Practice	3
	PSYC 405 or PSYC 406	3
	<b>Total credits:</b>	<b>18</b>

## Certificate in Forensics

The Certificate in Forensics is designed to meet the growing needs of students in the Criminal Justice Major, as well as those majoring in Computer Science, Psychology, and Natural Sciences, who might want to add a specialization to their major and improve their skills in an area that is gaining popularity and importance.

### Learning Outcomes for the Certification in Forensics.

Upon completion of this Certification, students will:

1. Employ the principles and methods proper for scholarly research in the social sciences
2. Integrate critical thinking and problem-solving skills
3. Promote scientific and quantitative reasoning
4. Incorporate the principles of the natural and social sciences into practice
5. Apply scientific methods and data analysis to laboratory investigation
6. Investigate and explore the art of critique and analysis, which includes evaluating and synthesizing their discoveries in order to draw conclusions in their original work.

**Type:** Technical Certificate of Credit

## Required Courses

Item #	Title	Credits
CRIM 210	Fundamentals of Criminal Investigation	3
CRIM 340	Cyber Crime	3
CSEC 225	Principles of Information Assurance and Security	3
CSEC 315	Digital Forensics and Investigations	3
CSEC 325	Network Security	4
CSEC 365	Cryptography Technologies	4
	<b>Total credits:</b>	<b>20</b>

## Certificate in Law Enforcement Investigation and Interviewing

The Certificate in Law Enforcement Investigation and Interviewing (Criminal Profiling) is a program focusing on the principles, procedures, techniques, legal concerns, and challenges associated with a criminal investigation. The Certificate includes instruction in administrative law and procedures, courtroom evidence management and preparation, case presentation and court testimony, description and identification, state and federal criminal law and procedures, informant and suspect rights, officer liability, informant and witness management, victim awareness, tactical interviewing, psychology, criminal investigation methods and procedures, report writing and documentation, investigative techniques, and case management.

New and more sophisticated techniques and tools of criminal investigation are being developed to assist in meeting the challenges facing today's law enforcement officers. Criminal profiling goes beyond the crime scene. It is often used to create a psychological profile of a suspect, or determine if an offender is mentally competent to stand trial. Completion of a Certificate in Criminal Profiling prepares students to evaluate suspects, victims, and offenders to determine anything from the validity of their statements to the likelihood they committed a crime. As a criminal profiler, students are able to create in-depth offender, victim, crime scene, and psychological profiles based on detailed analyses of fact patterns, behavioral descriptions, and evidence.

The Certificate provides both the theoretical information and practical skills related to the types of crimes for which profiling is most useful.

**Type:** Technical Certificate of Credit

## Required Courses

Item #	Title	Credits
CRIM/SOC 312	Criminology	3
CRIM 390	Profiling in Criminal Psychology	3
PSYC 306	Criminal Risk Assessment	3
CRIM 402	Criminal Forensic Procedure and Mock Trial	3
CRIM 403	Combined Theoretical Applications	3
PSYC 305	Psychometric Theory and Practice	3
	PSYC 405 or PSYC 406	3
	<b>Total credits:</b>	<b>21</b>

## Criminal Justice Course Descriptions

### CRIM/PHIL 380: Philosophical Issues in Criminal Justice

This course explores issues in the theory and practice of the criminal law. The class aims to raise and answer the questions about the relationship between such abstract concepts as liberty, rights and moral desert on the one hand, and the practice of judicial decisionmaking and criminal punishment on the other. Readings are drawn from journalism, philosophy, judicial decisions, and government reports. (as needed)

**Credits:** 3

**Prerequisites:**

PHIL 101

### CRIM/SOC 250: Writing and Reading in Criminal Justice and Social Sciences

This course is designed to help students become familiar with searching criminological and sociological literature, read journal articles in the social sciences and present ideas effectively in written form within the discipline. Students will also learn to make oral presentations of written work. By the end of this course, students will be able to demonstrate their ability to read journal articles in criminal justice, present ideas effectively in writing, use APA style, and do effective presentations. Inclass writing exercises, a critique of a research paper, a term paper, a presentation, and class participation will be used to assess achievement of these objectives.

**Credits:** 3

### CRIM/SOC 251: Family Violence /Domestic Abuse

This course is an introductory survey into the topic of abuse in families. It will include a synthesis and an assessment of the major theories regarding the different types of family/domestic abuse as well as an analysis of the causes, nature and types of abuse occurring in families. (every spring, or as needed)

**Credits:** 3

### CRIM/SOC 312: Criminology

An examination of the study of society's reaction to law-breaking behaviors, including the theories that explain the causes and outcomes of criminality, law making and crime prevention strategies. (every fall and spring as needed)

**Credits:** 3

**Prerequisites:**

SOC 101; Junior or Senior status, or permission of instructor

### CRIM/SOC 400: Senior Research I/Research Methods for the Social Sciences

This course will provide students with a broad understanding of discipline inquiry and analysis of methods and will focus on issues in social science research with an emphasis on sociology or history and the methodology of social science; logic and its application to specific methods; contemporary issues in social science research; and on the legal implications of social scientific research for the student. (every fall)

**Credits:** 3

**CRIM 110: Criminal Justice I**

This course introduces students to the field of Criminal Justice through an interdisciplinary treatment of criminal justice agencies and their roles, the history of the criminal justice system, and differing theoretical, legal and philosophical understandings of the concept of criminal justice from the rehabilitative and punitive, through discussions of more recent work on restorative justice. (fall, spring, and summer)

**Credits:** 3

**CRIM 111: Criminal Justice II**

This course is designed to provide an overview of the issues and topic relevant to the study of crime, criminals, and the criminal justice system as a continuation of CRIM 110. The course will be broken into the numerous "subsections" of the CJS, including police, courts, and corrections, in more detail. In addition, students will learn about rights of the accused, problems of the court system, positive and negative aspects of alternatives to incarceration as well as the effects of incarceration and expectations for the future of the Criminal Justice System. (fall, spring)

**Credits:** 3

**Prerequisites:**

CRIM 110

**CRIM 112: Police in America**

This course is designed to introduce students to the relationship between policing, understood as the most visible component of American society's control apparatus, and criminal justice through a survey of the historical, sociological, psychological and philosophical and practical dimensions of policing and law enforcement, generally. (every spring, or as needed)

**Credits:** 3

**Prerequisites:**

completion of CRIM 111

**CRIM 210: Fundamentals of Criminal Investigation**

This course is designed to provide students with an overview of the fundamentals of criminal investigation and to introduce a variety of investigative techniques and procedures. Students will also learn about the nature of evidence; the collection of evidence; the handling and preservation of evidence and trace materials, and; the basic steps involved in a criminal investigation: information, interrogation, and instrumentation. (every fall, or as needed)

**Credits:** 3

**CRIM 220: Criminal Law**

An introduction to criminal law and the theories, principles and practical applications of the body of substantive criminal law. Students will be introduced to key concepts in United States criminal law, such as social harm. (every spring, or as needed)

**Credits:** 3

**CRIM 230: Victimology**

This course is designed to provide an overview of the issues and topic relevant to the study of victims. It will include theoretical, empirical, and legal information on the relationship between victims, offenders and the criminal justice system. The emotional effects of crime will also be examined in detail as well as specific types of victimization including: Domestic Violence, Sexual Assault, Stalking, Child Abuse and School Violence. (every spring, or as needed)

**Credits:** 3

**CRIM 235: Juvenile Delinquency**

This course will introduce the student to the major components of the Juvenile Justice System and how they interrelate. Patterns of delinquent behavior among youth are examined as well as the definition and measurement of delinquency. Family, educational institutions, peers, and drugs are some of the major influences examined and processing of juveniles through the "informal" and "formal" systems is explained. (every fall, or as needed)

**Credits:** 3



**CRIM 240: Community Supervision**

This course will examine the possible use and expansion of community supervision and alternatives to incarceration techniques in order to alleviate jail/prison overcrowding. It will examine the history, background, logic, and criticisms which have been leveled at the use of community correctional alternatives from both a pre-and post-trial perspective. (every spring, or as needed)

**Credits:** 3

**CRIM 260: Introduction to Homeland Security**

Homeland Security occupies a unique place at the interface of national and international security as well as domestic and foreign policy decision making. It has many dimensions, ranging in diversity from vaccine development, to border fence building, and efforts to secure air travel, sea containers and critical infrastructures. Homeland security responsibilities and jurisdictions are divided among federal, state and local governments, in addition to the private sector. The purpose of this course is to help students develop a better understanding of the complex set of actors, institutions, processes and issues that constitutes the realm of homeland security. The course relies upon theories, concepts and case studies to explore the challenges facing organizations which are part of protecting our homeland security.

**Credits:** 3

**Prerequisites:**

CRIM 110

**CRIM 290: Correctional Institutions**

This course provides an organizational view of the criminal justice system, taking a sociological and historical approach to corrections. The course looks at the system from the perspectives of the corrections workers as well as the offenders, incorporating recent cases with real-world relevance. Theories, concepts, and policies will be presented, as well as coverage of career options in the field. (every spring, or as needed)

**Credits:** 3

**Prerequisites:**

CRIM 110

**CRIM 300: Police Administration**

The Police Administration course examines Criminal Justice Agencies within the context of current management principles, organizational theory, and administrative practices. It incorporates leadership, planning, decision making, and organizational communications in policing, as well as politics, labor relations and financial management. In addition, stress of police personnel and legal aspects of police administration will be covered in depth. (every fall, or as needed)

**Credits:** 3

**Prerequisites:**

CRIM 110

CRIM 112

**CRIM 310: Correctional Administration**

The Correctional Administration course examines the development and practices of the American Correctional System. An historical perspective of the correctional system will be discussed, as well as administration, organization, and management theory in correctional institutions and agencies. It reviews the impact of legal and social change on correctional policy development and discusses current problems, issues, and trends. A comparison of the relative impact and cost/benefit ratios of institutional and community-based corrections programs will be addressed, as well as standards for accreditation of adult correctional institutions and jails. (as needed)

**Credits:** 3

**Prerequisites:**

CRIM 110

CS 290

**CRIM 313: White Collar Crime**

This course exhibits an in-depth look at the most committed occupational crime in the United States, as well as represents the second most current crime (origin of 1940, Cybercrime 1970s, respectively) in existence, whereas the current literature and criminality derived from modern White Collar Crime essentially should be in its own category of curriculum.

**Credits:** 3

**CRIM 330: Criminal Justice as a Profession**

This course will provide students with insight into the changing professional philosophy of criminal justice. It is specifically designed to acquaint them with a diverse number of careers and positions within the field. The areas of law enforcement, courts, and corrections will be discussed in terms of career selection and philosophy of work. Requirements for admission into various careers will be presented. Criminal justice placement information and specific job preparation tips will be presented with career development principles. The students will also be exposed to a diverse cross-section of accomplished criminal justice professionals representing different careers in the system. (as needed)

**Credits:** 3

**CRIM 340: Cyber Crime**

Cyber Crime refers to a wide variety of crimes committed with computer technology. This course provides an introduction to the nature of computer data and how it relates to a computer's hardware and software components. It discusses the Internet, which is one of the most common uses for computers today, as well as specific crimes that can be committed online. Those crimes include: online auction fraud, online retail fraud, cyber theft, cyber stalking, hackers, and pirating property. Finally, there is a discussion of ways to fight cybercrime, jurisdictional challenges, federal law enforcement efforts and private efforts to combat cybercrime. (every fall, or as needed)

**Credits:** 3

**CRIM 350: Organized Crime**

This course is a topical introduction to issues surrounding organized crime and international terrorism. It will examine the history and development of organized crime; the structure and organization of domestic and transnational (international) organized crime groups, the illicit "business" in which organized crime is engaged, definitions and theoretical models for understanding organized crime, and the relationship between organized crime and the American social, political and legal institutions. Similarities and differences between organized crime and terrorism will be considered in terms of definitional and structural understandings. (spring)

**Credits:** 3

**CRIM 351: Special Issues in Criminal Justice**

(as needed) Please check the Registrar's listing of courses for topics and times)

**Credits:** 3

**CRIM 390: Profiling in Criminal Psychology**

The objective of this course is to introduce students to criminal profiling as a branch of forensic psychology. Profiling, as it relates to criminal psychology is the application of the principles of typical and atypical behavior to the understanding, prediction and analysis of criminal behavior. The course will examine the basic elements of criminal and forensic psychology and how these elements relate to the criminal justice system and profiling of offenders. Students will gain an understanding of the tools used to determine deviant behavior and some of its basic causes. The course will explore the different competencies to include diminished capacity as well as the insanity defense. Students will learn the basic skills required to read a crime scene and design an offender profile based on this information. Finally, the course will examine multiple real-life cases that will demonstrate how all of these objectives become relevant in actual case studies.

**Credits:** 3

**CRIM 401: Criminal Justice Management**

This course explores the role of contemporary criminal justice administration with an emphasis on leadership and management perspectives and skills, as well as organization theory. The course will assist students in more effectively assessing their own as well as line and staff management styles. In addition, they will be better prepared to recommend positive change for more effective management of a criminal justice organization and will take a series of self-evaluation management and leadership tests to assess their respective styles of management. (as needed)

**Credits:** 3

**CRIM 402: Criminal Forensic Procedure and Mock Trial**

**Credits:** 3

**Prerequisites:**

CRIM 110

CRIM 390

**CRIM 403: Combined Theoretical Applications****Credits:** 3**Prerequisites:**

PSYC 101

PSYC 305

**CRIM 405: Restorative Justice: Crime, Ethics, and Morality**

This course introduces the philosophies and principles of restorative justice, including its historical and theological roots. Beliefs and ideas surrounding crime and social justice will be analyzed by comparing and contrasting retributive and restorative paradigms. In addition to identifying the fundamental principles and practices of restorative justice, the course will further explore the needs and roles of key stakeholders (e.g., victims, offenders, communities, justice systems).

**Credits:** 3**CRIM 410: Emergency Preparedness Planning and Management**

This course will address the full spectrum of emergency planning: mitigation, preparedness, response and recovery. It profiles infrastructure preparedness and explores techniques and tools used to develop strategic plans. Students will engage in the examination of the peripheral actions of emergency planning, including media and consequence management, and the exploration of the psychology of disasters. (every fall)

**Credits:** 3**CRIM 415: Senior Research II/Senior Seminar in Criminal Justice**

Original research project by seniors majoring in Criminal Justice using theory, statistics and quantitative and qualitative data. Oral presentations of the research is the culmination of this course). (every fall and spring as needed)

**Credits:** 3**Prerequisites:**

CRIM/SOC 312

CRIM 110

CRIM/SOC 400

**CRIM 445: Research Practicum in Criminal Justice**

This course will allow the student to work closely with a faculty member in designing and carrying out a research project of shared interest. This course is intended for students contemplating further study in academic criminal justice. Activities may include one or more of the following: literature searching, data input, and quantitative and/or qualitative data analysis.

**Credits:** 1-3**Prerequisites:**

Junior or Senior status in the Criminal Justice major

**CRIM 452: Internship in Criminal Justice**

This course offers criminal justice majors the opportunity to work in the field of criminal justice for a minimum of 120 hours during the semester. Students must complete all paperwork to register for the Internship at least one semester before; students will meet with the Career Center and complete the application that will be sent to their advisor and site supervisor. This application will then be filed in the Career Center. Students must register for the class with the Registrar as well. They will be required to write a paper that is relevant to the Internship and maintain a journal that reflects their experience; the site supervisor will complete an evaluation form on their performance. This is a Pass/Fail course. (as needed)

**Credits:** 3**Prerequisites:**

Junior or senior status in the Criminal Justice major

## Cybersecurity

See the Bachelor Completion Program for information to assist the working student.

## Cybersecurity

As we know, our country faces new risks every day resulting from our ever-increasing reliance on an electronic information infrastructure. Managing cyber events is challenging because we often lack the information concerning the risks and consequences from infiltration into our systems. Those choosing to enter this field would benefit from an increased understanding of the implications of cybersecurity risks and solutions related to the information infrastructure. They will become adept

at making rational decisions, assessing threats, and risk management. This is accomplished through a deep understanding of Information Technology risks and their possible impact on society.

By offering a degree that combines Criminal Justice and Cybersecurity this interdisciplinary program offers tools, technologies, and methodologies relevant for investigating and thwarting cybercrime. It includes courses in computer science, information assurance, computer forensics, and Internet-related investigations, as well as criminal investigation, criminal justice, and cybercrime. It also includes the necessary computer science courses, such as data structures and algorithms, operating systems and network security, scripting languages, cryptography, secure programming, and database security, to help students succeed in being able to apply the tools required to solve problems and analyze credible data sources.

Graduates with this major will be able to assess likely trends and impacts of current and past actions within the cyber world. Further, understanding cybersecurity equips students to guide business and industry decision-makers in understanding the likely effects of cyber security choices. Students also learn how to manage the legal, social, and technological challenges in the criminal justice field and any of its related agencies.

See the Bachelor Completion Program for information to assist the working student.

## Required Courses for Degree in Cybersecurity

**Type:** Bachelor of Science

## Computer Science Requirements

Item #	Title	Credits
CS 104	Python I	3
CS 110	Introduction to Programming I	4
CS 120	Introduction to Computer Science	3
CS 201	Programming Logic and Design	3
CS 270	Introductions to Programming II	4
CS 290	Theoretical Foundations and Principles of Computer Science	3
CS 320	Networks and Telecommunications	4
CS 350	Introduction to Operating Systems	3
CS 360	Database Management Systems (DBMS)	3
CS 380	Data Structures and Algorithms	3

## Cybersecurity Requirements

\* Along with **CS 110** and **CS 120**, completion of the following grants students the ***Certificate in Information Assurance and Computer Security***

Item #	Title	Credits
CSEC 225	Principles of Information Assurance and Security	3
CSEC 315	Digital Forensics and Investigations	3
CSEC 325	Network Security	4
CSEC 335	Penetration Testing I	3
CSEC 355	Operating Systems Security	3
CSEC 365	Cryptography Technologies	4
CSEC 435	Secure Software Development	3
CS/CSEC 460	Senior Project Development Practicum/Cybersecurity	3

## Criminal Justice Requirements

Item #	Title	Credits
CRIM 210	Fundamentals of Criminal Investigation	3
CRIM 220	Criminal Law	3
CRIM 340	Cyber Crime	3

## Related Requirements

\* Note: The following also meet GECC criteria

Item #	Title	Credits
GSCI 101	Forensic Science	3
PHIL 204	Philosophy of Technology: Computer Ethics and Social Responsibility	3
MATH 160	College Algebra	4
MATH 161	Precalculus	4

## Free Electives

The remainder of coursework to meet 120 credits is fulfilled with free electives.

\* Note: GECC requirements must be fulfilled.

<b>Total credits:</b>	<b>120</b>
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## Minor in Cybersecurity

The Minor in CSEC requires a minimum of 20 credits with at least a "C" in all subjects.

**Type:** Minor

## Specific Requirements

Item #	Title	Credits
CS 110	Introduction to Programming I	4
CS 120	Introduction to Computer Science	3
CSEC 225	Principles of Information Assurance and Security	3
CSEC 315	Digital Forensics and Investigations	3
CSEC 325	Network Security	4
CSEC 425	Managing Information Security in Information Systems	3
<b>Total credits:</b>	<b>20</b>	

## Certificate in Cyber Security

This program contains coursework and experiences that will prepare students to protect the confidentiality, availability, and integrity of information and information systems that support today's businesses. Additionally, the program

focuses on both the fundamentals of information systems as well as relevant topics in areas such as network security, cryptography, risk management, mobile forensics business continuity, security architecture, and critical infrastructures.

Students will learn how to apply the principles and procedures of mobile forensics.

The objective of the Certificate Program in Cyber Security is to prepare students to work in technological fields related to cyber security with fundamental IAS knowledge and skills. Students who are interested in the field of Cyber Security with other academic backgrounds could apply for this certificate, which will be issued upon completing the required six courses with a grade of "C" or better in each. Working adults could take the fast track courses in our fast track evening program, while the traditional students should take daytime courses. Upon completion of the course requirements for the Certificate, students will be able to deal with various security attacks on computers or on the internet, and develop plans to defend the information infrastructure of an organization. Students interested in this program should contact the University Admission Office for admission requirements.

**Type:** Technical Certificate of Credit

## Required Courses

Complete at least 30 credits from the following options:

Item #	Title	Credits
CSEC 225	Principles of Information Assurance and Security	3
CSEC 315	Digital Forensics and Investigations	3
CSEC 325	Network Security	4
CSEC 355	Operating Systems Security	3
CSEC 365	Cryptography Technologies	4
CSEC 425	Managing Information Security3 in Information Systems	3
CSEC 435	Secure Software Development	3
CS/CSEC 460	Senior Project Development Practicum/Cybersecurity	3
CRIM 340	Cyber Crime	3
BUS 260	Introduction to Mobile Forensics	2
BUS 290	Mobile Forensic Data Analysis	3
<b>Total credits:</b>		<b>30</b>

## Cybersecurity Certificate Professional Certificates

The School of Business offers a variety of certificate programs designed to introduce learners to a new field of study or to advance careers by expanding expertise and upgrading skillsets. Each certificate program offers in-depth knowledge and unique insights in specific fields of study. Successfully completing a sequence of required courses will result in a certificate of completion.

### Admissions Requirements

Felician University certificate programs are open to individuals who hold a high school diploma (for undergraduate certificates and non-credit courses) or a bachelor's degree (for advanced certificates and courses). Matriculated undergraduate students taking graduate-level courses must obtain permission from the Dean of the School of Business prior to enrolling in the course.

## Cybersecurity Certificate

This program contains coursework and experiences that will prepare students to protect the

confidentiality, availability, and integrity of information and information systems that support today's businesses. Additionally, the program focuses on both the fundamentals of information systems as well as relevant topics in areas such as network security, cryptography, risk management, mobile forensics business continuity, security architecture, and critical infrastructures.

## Learning Outcomes

Upon completion of the program, students should be able to:

- Evaluate information security needs of an organization
- Assess cybersecurity risk management policies in order to adequately protect an organization's critical information and assets
- Implement continuous network monitoring and provide real-time security solutions
- Apply the principles and procedures of mobile forensics

**Type:** Technical Certificate of Credit

## Required Courses

Item #	Title	Credits
CSEC 225	Principles of Information Assurance and Security	3
CSEC 315	Digital Forensics and Investigations	3
BUS 260	Introduction to Mobile Forensics	2
BUS 290	Mobile Forensic Data Analysis	3
CSEC 365	Cryptography Technologies	4
CSEC 425	Managing Information Security3 in Information Systems	3
CRIM 340	Cyber Crime	3
<b>Total credits:</b>		<b>21</b>

# Cybersecurity Course Descriptions

## **CS/CSEC 452: Internship in Computer Science**

This course offers computer science majors the opportunity to work in the field of computer science for a minimum of 120 hours during the semester. Students must complete all paperwork to register for the Internship at least one semester before; students will meet with the Career Center and complete the application that will be sent to their advisor and site supervisor. This application will then be filed in the Career Center. Students must register for the class with the Registrar as well. They will be required to write a paper that is relevant to the Internship and maintain a journal that reflects their experience; the site supervisor will complete an evaluation form on their performance. This is a Pass/Fail course. (as needed)

**Credits:** 3

**Prerequisites:**

Junior or senior status in the computer science major

## **CS/CSEC 460: Senior Project Development Practicum/Cybersecurity**

Advanced CS majors will engage in and complete the design and implementation of one of the following types of systems: Information Systems, Real-Time Systems, Distribution Systems, etc. Students in the Cybersecurity program will develop projects related to the management of information security in information systems. (spring)

**Credits:** 3

**Prerequisites:**

CS 420 (CS Major) or CSEC 315 or 325 (Cybersecurity Major)

## **CS/CSEC 490: Independent Study**

With the approval of the instructor, a student may arrange to pursue a course of independent study in a specific area of Computer Science, Information Assurance, Information Security, Cryptography, programming, adVanced graphics, database data mining or business intelligence or modeling and simulation. The course will involve tutorial meetings with the instructor, independent reading and work, and an in-depth research project. The course is normally taken by seniors, juniors or transfer students and may be taken in situations when a schedule conflict prevents a student from taking a regularly-scheduled Computer Science elective. (as needed)

**Credits:** 1-4

**Prerequisites:**

Permission of the instructor and the CS department

## **CSEC 225: Principles of Information Assurance and Security**

This course is an introduction to the various technical and administrative aspects of Information Assurance and Security. The course covers the basic notions of confidentiality, integrity, availability, authentication models, protection models, security kernels, secure programming, audit, intrusion detection and response, operational security issues, physical security issues, personnel security, policy formation and enforcement, access controls, information flow, legal and social issues, identification and authentication in local and distributed systems, classification and trust modeling, risk assessment.

**Credits:** 3

## **CSEC 315: Digital Forensics and Investigations**

This course introduces students to the techniques and tools of computer forensic investigations. Students will receive step-by-step explanations on how to use the most popular forensic tools. The course maps to the objectives of the International Association of Computer Investigative Specialists (IACIS) certification to provide credible, standardsbased information. Topics include coverage of the latest technology including PDAs, cell phones, and flash drives. Many hands-on activities are included, will allow student to practice skills as they learn.

**Credits:** 3

### **CSEC 325: Network Security**

The Network Security course provides a comprehensive overview of network security. General Security Concepts covers authentication methods along with common network attacks and how to safeguard against them. Communication Security includes remote access, e-mail, the Web, directory and file transfer, and wireless data. Infrastructure Security explores various network devices and media, and the proper use of perimeter topologies such as DMZs, Extranets, and Intranets to establish network security. Cryptography basics are provided, including the differences between asymmetric and symmetric algorithms, and the different types of PKI certificates and their usage. Operational/Organizational Security is discussed as it relates to Physical security, Disaster Recovery, and Business Continuity, as well as coverage of Computer Forensics and how it relates to further avenues of specialization for the security student.

**Credits:** 4

**Prerequisites:**

CS 320

### **CSEC 335: Penetration Testing I**

This course will immerse students into an interactive environment where they will be shown how to scan, test, hack, and secure their own systems. The lab intensive environment gives each student in-depth knowledge and practical experience with the current essential security systems. Students will begin by understanding how perimeter defenses work and then be led into scanning and attacking their own networks. (No real network is harmed during this training.) Students then learn how intruders escalate privileges and what steps can be taken to secure a system. Students will also learn about Intrusion Detection, Policy Creation, Social Engineering, DDoS Attacks, Buffer Overflows, and Virus Creation. This course provides students with in-demand skills of a professional security tester.

**Credits:** 3

### **CSEC 355: Operating Systems Security**

In this course, we take an in-depth look at operating system security concepts and techniques. We examine theoretical concepts that make the world of security unique. Also, this course adopts a practical hands-on approach when examining operating system security techniques. Along with examining different security strategies, this course explores the advancement of security implementation, as well as timeless problem-solving strategies. (fall)

**Credits:** 3

### **CSEC 365: Cryptography Technologies**

Cryptography is the science of protecting information. In addition to encryption for protecting information against unintentional disclosure, cryptology also addresses protections such as: Proving identity of origin through authentication, integrity of content through checksums and digital signatures, protocols to secure distributed computation, secret sharing, and electronic payments, watermarking or fingerprinting of information, electronic gambling. This course will attempt to cover the various kinds of protections that can be given to information, and the variety of tools that can be used to provide these services. In addition, applications to real systems will be discussed, using examples from electronic commerce systems, the world wide web, and distributed file systems. (spring)

**Credits:** 4

**Prerequisites:**

MATH 160 or MATH 122 or equivalent

### **CSEC 425: Managing Information Security in Information Systems**

Management of Information Security is designed for senior level information systems and business students who want to learn the management aspects of information security. This text takes a "view from the top" and presents exactly what future managers need to know about information security. This is a capstone course in information security. (fall)

**Credits:** 3



### **CSEC 435: Secure Software Development**

This course provides students with a comprehensive understanding of the Secure Development Process. The student learns how to apply secure programming concepts and techniques, to identify key characteristics of secure code, to use design patterns for secure code, to build in a secure requirement process in the software life cycle from the beginning to the end, and to write, test, and debug programs using secure programming techniques. Topics include design principles, code snip pets, and explanation of each step as the student works through the course material. Students demonstrate their knowledge through hands-on programs, exercises and case study assignments. (fall)

**Credits:** 3

## **Early Childhood Education**

### **ECED 201: Introduction to Early Childhood**

This course is designed to provide the solid foundation for those individuals who desire to become early childhood educators. It is a comprehensive treatment of the integrated curriculum for early childhood education, translating theory into classroom practice and supporting a welcoming environment for all learners. Students are provided with broadbased experiences in observing, examining, and planning developmentally appropriate learning experiences, exploring curriculum design with young children from birth through age eight.

**Credits:** 2

### **ECED 305: The Young Child and Emergent Literacy for Diverse Learners**

This course is designed to explore the reading process as a natural phenomenon as well as the concept of emergent literacy. It emphasizes a development view of acquiring the literacy communication areas. Attention is given to oral language and home and school literacy environments. Candidates will review various theories of approaches and programs in the language arts curriculum from a theoretical framework through instructional strategies such as questioning techniques, practice/reinforcement activities and use/interpretation of formal and information evaluation methods for effective teaching of reading, writing, listening and speaking appropriate for an early childhood classroom. Candidate are required to demonstrate proficiency of skills through assigned field assignments focused on effective planning for instruction and completion of small-group instructional field observation.

**Credits:** 3

### **ECED 307: Nurturing the Expressive Arts in Young Children**

This course is designed to celebrate children's creative expression, self-development and social exploration through a growth enhancing environment. A whole child approach is emphasized. The student will explore a myriad of creative activities designed to actively engage and challenge the young learner. Creative arts, music, play, language expression and their interaction with the young child's natural world will be explored. Candidates are required to demonstrate proficiency of skills through assigned field assignments focused on effective planning for instruction and completion of small-group instructional field observation.

**Credits:** 3

## **Economics**

See the program for School of Business for more information.

**ECON 100: Economics for the Non-Major**

Economics is a social science that includes the study of how individual and aggregate choices influence the marketplace and the overall economy. This course will introduce students to the broad dimensions of the United States and global economies, and the core principles of micro and macroeconomic theory, while emphasizing real-world personal, business and government applications of both. Microeconomics explores the way in which individual economic agents, such as producers and consumers of goods and services, make decisions. Macroeconomics encompasses the aggregate economy and is concerned with issues such as the national income, interest rates, inflation and unemployment.

**Credits:** 3

**ECON 200: Macroeconomics**

The study of the overall performance of the American economy, this course provides a theoretical and analytical framework to expand the determination of national income, output, employment and the general price level. It is concerned with issues related to the business cycle, the influence of the banking system, the economic role of government, fiscal and monetary policy, finance, and economic growth.

**Credits:** 3

**Prerequisites:**

ENG 102  
MATH 160

**ECON 220: Microeconomics**

An analysis of the market price system, this course studies the organization and operation of the American economy with respect to the production, distribution and consumption of goods and services. The nature and behavior of the consumer and the producer are explored, and the theory of pricing under varying market conditions is analyzed. Labor and other resource markets are examined and topics such as business and government, welfare, economics, income and poverty, unions, and the international economy are discussed.

**Credits:** 3

**Prerequisites:**

MATH 160  
ENG 102  
ECON 200

**ECON 310: Selected Topics in Contemporary Business 1 to**

An in-depth study of specific topics in business administration designed to enhance understanding of areas of management concepts and practices. Emphasis will be placed on current issues and, where possible, instruction will incorporate the expertise of professionals in business administration.

**Credits:** 3

**Prerequisites:**

Permission of advisor

**ECON 330: Economic History**

Economic history is the study of economic change and phenomena of the past. This course involves a survey and critical analysis of the history of Western economic ideas from the sixteenth through the twentieth century, with particular emphasis placed on Classical economic thought and the emergence of Neoclassical economics. This study of economic history is undertaken using both historical methods and the application of economic theory.

**Credits:** 3

**Prerequisites:**

ECON 200  
ECON 220

**ECON 440: Comparative Economic Systems**

This course is a focused examination of the policies and performances of different historical and contemporary economies, trying to establish the impact of ideological versus external or concrete influence on the shaping of economic systems. Emphasis will be placed on the comparison of capitalism and socialism, as well as on the intense analysis of existing capitalist systems and the continuing evolution of the emerged and emerging economies of the world.

**Credits:** 3

**Prerequisites:**

ECON 200, ECON 220, MGT 410

### **ECON 450: International Trade and Finance**

This course is designed to introduce students to international economics, in particular, the determinants that affect the flow of goods across countries, as well as the interchange of savings and investments from one country to another. We will also consider the application of our studies upon many topics of current interest, including the debate on free trade and the US current account deficit.

**Credits:** 3

**Prerequisites:**

ECON 200, ECON 220, FIN 300, MGT 410

## **Education**

Felician University offers nationally accredited and state approved undergraduate dual licensure programs leading to Initial Teacher Certification and an endorsement in Teacher of Students with Disabilities: Early Childhood Education & Special Education (PreK-3/TOSD), Elementary Education & Special Education (K-6 & TOSD), Elementary Education & Special Education (K-6 & TOSD)/Subject Matter Specialization (5-8), and Secondary Education & Special Education (K-12 & TOSD).

Our clinically rich School of Education programs are designed to develop personal, intellectual, and professional qualities that are essential for excellent, caring, highly competent teachers. Throughout their experience at Felician, our students are immersed in a culture that exemplifies our Franciscan values of Respect for Human Dignity, Solidarity with the Poor, Justice and Peace, Compassion, and Transformation. In addition to being excellent teachers, our graduates reflect our Franciscan values and our mission in their personal and professional lives and they are prepared to teach and inspire all children with all learning styles.

## **School of Education Mission Statement**

The School of Education at Felician University, in accordance with the Franciscan tradition, fosters competent, caring, and compassionate educators to serve a diverse population by promoting a collaborative spirit, encouraging self-reflection, and emphasizing life-long learning.

The School of Education strives to prepare teachers who:

- Know and understand the New Jersey Professional Teaching Standards and New Jersey Student Learning Standards;
- Value and are committed to the tenets of these standards; and
- Actively engage in applying the intent of the standards within their learning communities.

## **Programs**

Felician University offers state approved programs in School of Education:

- Early Childhood Education & Teacher of Students with Disabilities (PreK-3 & TOSD)
- Elementary Education & Teacher of Students with Disabilities (K-6 & TOSD)
- Elementary Education & Teacher of Students with Disabilities (K-6 & TOSD) and Subject Matter Specialization Endorsement (5-8) in the following content areas: Language Arts/Literacy, Mathematics, Social Studies, and Science
- Teacher of Mathematics & Teacher of Students with Disabilities (K-12 & TOSD)
- Teacher of Art & Teacher of Students with Disabilities (K-12 & TOSD)
- Teacher of Biology & Teacher of Students with Disabilities (K-12 & TOSD)
- Teacher of English & Teacher of Students with Disabilities (K-12 & TOSD)
- Teacher of Social Studies & Teacher of Students with Disabilities (K-12 \* TOSD)

Candidates can complete Teacher Certification through traditional, cohort or working adult programming. All candidates, regardless of track, will complete the professional sequence of coursework approved by the NJDOE. All candidates, regardless of track, are expected to adhere to Degree requirements, admission policies, dismissal policies, field experience policies and testing as outlined below. Course modality or program availability may be limited based on program location or cohort.

## **Degree Requirements**

Candidates for the Bachelor of Arts degree with a major in Education must:

1. Satisfy all University entrance requirements (as well as all SoE Program Admission Requirements listed below).
2. Complete a program of at least 120 semester hours which includes the approved NJDOE professional sequence of courses in:
  - Early Childhood Education/Special Education Elementary Education/Special Education
  - Elementary Education/Special Education/Subject Matter Specialization (Middle School)
  - Secondary Education/Special Education
  - in addition to their approved Arts and Sciences co-major
3. Maintain a 3.0 cumulative GPA throughout the program. A minimum grade of "C" is required in all academic courses. Courses graded "D" or "F" must be repeated.
4. Receive a grade of "B" or better in the education professional sequence of coursework beginning with EDU 290 (for all education programs)

**\* Please remember that program requirements are subject to change according to the guidelines and code changes set forth by the State of New Jersey's Department of Education.**

## School of Education Program Admissions Policy

(For all undergraduate School of Education Programs)

1. Satisfy all University entrance requirements.
2. Meet the minimum cumulative GPA of 3.0. This applies to all transfer students within Felician University (internal) and credited institution/s of higher education (external). CGPA must be in place prior to entering EDU 290.
3. Off-Campus Community College Felician University cohort candidates must have an earned Associates Degree or equivalent. A grade of "C" or better in general education college-level courses is required for teacher education transfer credit. A grade of "B" or better in education and professional related course is required for teacher education program transfer credit.

4. As per NJ State DOE requirements, all candidates must show proof of passing the Praxis CORE examination or satisfying the SAT/ACT waiver prior to the completion of EDU 290 for formal admission to the School of Education. Candidates will not be permitted to continue into the professional sequence of coursework without providing this evidence. \* This requirement is subject to change as it is governed by the NJDOE licensure code.

## Dismissal and Probationary Policies

If a student's cumulative GPA falls below 3.0 but above 2.75, he/she will be placed on probation for one semester. If a student does not obtain a 3.0 GPA in the succeeding semester, the student will be dismissed from the program. A student who is dismissed from the program may reapply for readmission after the student obtains a cumulative GPA of 3.0 to be considered. The student must contact either the Dean or Associate Dean to declare his/her intent. A student who is readmitted to the program must maintain a minimum 3.0 cum GPA for each subsequent semester after readmission. Candidates who are "readmitted" will be held to the licensure requirements at the time of their readmission.

## Dismissal Policy Without Probation

If a student's cumulative GPA falls below 3.0 he/she will be put on probation. Candidates admitted to the School of Education Teacher Certification track as Freshman or Transfers who do not establish a 3.0 in their first semester at the university will be dismissed from the program. The student will not be given probationary status. A student who wishes to reapply to the teacher education program must meet all of the requirements above.

## School of Education Program Policies

1. Students must complete ANY developmental coursework by the time they complete 30 college level credits. Students who transfer in

more than 30 credits and who are in need of remedial work must complete developmental coursework within one year. Students cannot take any 300 level course or above until all developmental coursework is completed.

2. Students must successfully complete all required course-embedded/non course embedded field work and demonstrate appropriate professional dispositions. Students who do not successfully complete all required field work or demonstrate inappropriate professional dispositions will not be permitted to move onto the next semester of the professional sequence.
3. All candidates must successfully take and pass the required Praxis II licensure exams associated to their program of study prior to the beginning of the year-long student teaching experience (EDU 400/401). Candidates may apply for a Dean's Appeal to begin EDU 400/401 under a contract. No candidate will be permitted to enter EDU 403/404 without successfully passing all required Praxis II licensure exams required by the NJDOE. Candidates may wish to secure a Praxis II Dean's Appeal request utilizing the NJDOE approved Slide Scale (<http://www.nj.gov/education/educators/license/gpa.htm>) if they possess a minimum 3.5 cumulative grade point average and are within the range provided by the NJDOE. This appeal will allow a candidate to enter into EDU 403/404 with the expectation that the candidate will continue to take the Praxis II test and satisfy the identified passing score. This appeal can NOT be utilized for candidates with less than a 3.0 CGPA. A formal email to the Associate Dean requesting the use of the Slide Scale must be sent the semester prior to EDU 400/401 and must have the most current Praxis II scores, most recent unofficial/official transcripts to demonstrate GPA and a statement requesting the use of the Dean's Appeal for the Praxis II Slide Scale. \*This appeal is contingent on the NJDOE policy at the time of the request.
4. All candidates must successfully take and pass the Pearson edTPA which MUST be submitted during EDU 403/404. THE NJDOE WILL NOT ISSUE LICENSURE TO CANDIDATES WHO DO NOT MEET THE REQUIRED PASS SCORE FOR THE HANDBOOK ASSOCIATED WITH THE INITIAL

LICENSURE BEING COMPLETED. Candidates who do not successfully complete this requirement will NOT be recommended for licensure upon completion of their student internship experience. Candidates will be held to the passing score set at the time of licensure request.

5. All students must complete the year-long student internship (2 consecutive semesters) preferably Fall through Spring (September-May). EDU 403/404 must be completed during a student's last semester and all other graduation requirements should be satisfied before entering that semester.
6. Students wishing to complete clinical experiences in Catholic schools will be required to attend the Archdiocesan Protecting God's Children program offered oncampus.
7. All School of Education students, beginning the first semester of attendance, are required to be fingerprinted and apply for a criminal background check through the NJ Department of Education.
8. All School of Education students must submit an annual negative TB (PPD) test to the Center for Health. If the student has a positive TB test, they must complete an annual TB Symptom Assessment form. Both forms can be found at <http://felician.edu/studentwellness>. Results can be brought to the Center for Health, mailed, or faxed to (201) 559-3579.
9. Transfer students only (second semester sophomores and first semester juniors) are required to take EDU 290 (Transition into Teaching). Bachelor of Arts in Education for Working Adult (BWA) and all education cohort major students are required to register for EDU 290, Transition into Teaching. Registration for this course is at the discretion of the Dean of the School and/or the Associate Dean for Undergraduate Programs.
10. Complete a minimum of 20 field hours of supervised contact with children in a special education environment by the end of EDU 290.
11. All candidates entering the School of Education Teacher Certification tracks must meet all admission criteria listed above prior to the completion of EDU 290.
12. To complete the program the following is required: Clinical Practice I and Clinical Practice II (w/minimal grade of B); passing Praxis II

exams; submit, complete and pass the edTPA handbook for the respective program; and a minimum cumulative CGPA of 3.0.

13. Maximum Allowable Credits during EDU403/404 The maximum number of credits during the Clinical Practice II semester cannot exceed 15. Exceptions to the above policy will be made at the discretion of the Dean of the School of Education.
14. Students must adhere to all guidelines and policies stated in the Felician Student Handbook and in the Clinical Experience Handbooks (all levels and all programs). Students must adhere to all policies and procedures that are enacted after the publication of the catalog.
15. Areas of study open to Education majors are Art, Biology, English, History, Mathematics, Science and Psychology (Psychology for the PreK-3 and K-6 degree programs only). Students may choose any of these disciplines and plan courses in consultation with an assigned faculty advisor.
16. PRAXIS & edTPA test scores must be submitted to the Office of Field Placement. Please select Felician University to receive your scores (**code 2321**). **Be sure to utilize your SSN and the correct code number provided.**
17. Every upper level teacher education student must have evidence of his/her Criminal Background Check and New Jersey State Department of Education Applicant Authorization and Certification form (Substitute Teaching Certificate) in order to register for courses beyond EDU 290. A copy of the form must be submitted to the Office of Field Placement to be placed in the student's folder.

## Transfer Policy for Internal and External Students

1. EDU 290 Transition into Teaching is for the transfer student whose classification level is second semester sophomore or first semester junior. Effective 9/1/15, students in this course are required to take the Praxis CORE examination and show proof of passing.
2. Satisfy all University transfer requirements.
3. All transfer students entering the program must meet the minimum cumulative GPA of 3.0.

4. Effective 9/1/15, all candidates are required to successfully pass the Praxis CORE examination prior to the completion of EDU 290.
5. A grade of "C" or better in general college-level courses is required for program transfer credit. A grade of "B" or better in education and professional related courses is required for School of Education program transfer credit.
6. University-level courses related to the program cannot have been completed more than 10 years prior to admission to the program and must meet the same Student Learning Outcomes/Objectives as current course offerings to be counted (including required field experiences).
7. Transferring of college credits will be done on an individual basis.
8. The number of college credits successfully earned will determine the student's Field Experience and Seminar course.
9. All School of Education students beginning the first semester of attendance are required to be fingerprinted and apply for a criminal background check through the NJ Department of Education prior to formal acceptance to the School of Education program.
10. EDU 290 Transition into Teaching is for all traditional, cohort & Off-Campus Felician Teacher Education Cohort students.

## Clinical Experience Policies and Guidelines

The following courses in the Professional Sequence include early field experience requirements and the culminating Clinical Practice I and the capstone Clinical Practice Seminar and Internship: EDU 302, The Integrated Curriculum: Social Studies & ELA; EDU 312, The Integrated Curriculum: ELA & the Content Areas; EDU 304/314, Inquiry Based Learning & the Clinical Experience; EDU 400, Clinical Practice I; EDU 401, Clinical Practice I Seminar; EDU 403, Clinical Practice II Seminar; and EDU 404, Clinical Practice II -the Clinical Internship.

## Removal from any EDU course due to Student Performance for

## Academic and Non Academic Reasons in the Clinical Experience Setting:

A committee comprised of the Director of Field Placement, SoE Associate Dean, the cooperating teacher, university supervisor and seminar instructor will decide if the student should be removed from his/her placement for academic performance, professional or disciplinary reasons. The Committee reserves the right to review each student's situation on a case-by-case basis and apply the following policy accordingly.

Upon the recommendation of the Committee, the Dean of the School of Education, with the approval of the Vice President for Academic Affairs, reserves the right to dismiss a student from the School of Education at any time for behavior which is deemed unethical, unprofessional or not up to academic standards. The student in question has the right to appeal the decision.

If removed by Felician University for academic reasons, the student will receive a grade of incomplete ("INC") for that semester. This option is for one time. The Director of Field Placement, in consultation with the Dean of the School and/or Associate Dean, will place the student in another setting for the next succeeding semester in a different school/district.

If the student rejects the second placement, the student will receive a grade of "F" for the EDU course with field requirement and will not have another request for placement made.

If the student experiences difficulty in the first placement but asks to remain at the first placement and subsequently fails any of the next courses/field experiences in the professional sequence, no second attempt will be permitted.

If the student is removed for something other than academic reasons, the student will receive a grade of "F" and will be dismissed from the program. The student may appeal the decision following the guidelines in the Felician University catalog.

When the student is in another setting, he/she must attempt to remediate all deficiencies cited during their previous experience by the end of that

semester. In this second setting, the student will implement a written action plan created by the Committee. During the second attempt, the student will be required to attain specific performance benchmarks at three-week intervals, which will be evaluated by the cooperating teacher, supervisor, and seminar instructor.

A different supervisor will be assigned for the second attempt. The student will be required to pay the cooperating teacher's stipend for Clinical Practice I and/or II.

At any point during the second attempt in any professional sequence course/field experience the student may be removed from the placement for deficiencies noted by members of the Committee. The student will receive a grade of "F" and will be dismissed from the program.

If the student fails his/her second attempt, Felician University will not find another placement and will issue a grade of "F" on the student's transcript.

If the Director of Field Placement and the supervisor determine that the placement is unsatisfactory, the student may be removed from that setting. The Office of Field Placement will obtain a suitable placement and the appropriate number of days or weeks will be added to the new assignment.

All students are required to complete the Clinical Competency Inventory (CCI) during their Clinical Internships. The CCI will be done by the intern, cooperating teacher and university supervisor during the 4th and 8th observation during EDU 403/404. Candidates must achieve a cumulative average of 3.0 or better (Proficient) by the University supervisor on the 8th observation to successfully pass the student internship. Candidates who do not achieve a 3.0 (Proficient Score) will be required to repeat EDU 403/404 for another semester. Candidates who are unable to meet the Proficient requirement after one semester extension will be removed from the program and a grade of "F" will be given for EDU 404.

## Withdrawal from any Professional Sequence course with embedded or attached field experiences:

- If a student withdraws from any professional sequence course with embedded or attached field experiences after the add/drop period has expired, the Office of Field Placement will not obtain another field placement for the student. This student will receive a grade of "F" on his/her transcript and will be dismissed from the program. Exceptions to this procedure would be determined by the Committee.

## Dismissal for other than Academic Reasons:

- If a student is removed for other than academic reasons, the student will receive a grade of "F" and will be dismissed from the program. The student may appeal the decision following the guidelines in the Felician University catalog.

## Internship Education Program

Parochial, private and public-school systems are used for clinical experience in the following counties: Bergen, Essex, Hudson, Hunterdon, Passaic, Sussex, Morris, and Warren. The Office of Field Placement provides and secures all pre-service and student teaching placements. School of Education students are not permitted to secure and/or pursue their own clinical experience and/or Clinical Practice II assignment. The student may not contact school personnel, i.e. superintendent of schools, principal, cooperating teacher, school board member, etc. for a placement. This contact includes an in-person meeting, telephone, written, or email communication. If a student secures a placement via personal contact or communication, the placement will not be accommodated, or the assignment will be terminated. The School of Education student will be placed in appropriate field experiences in accordance to the course sequence being taken.

## Field Experience/Seminar Policies and Requirements

All School of Education students are required to:

1. Submit the required Personal Data Form (PDF) one year prior to the requested field placement. Candidates in EDU 290 should be submitting their PDFs for the next two semesters. PDFs received after that timeline will not be guaranteed a field placement and may be removed from the corresponding coursework causing a delay in completing their degree on time. Due to the challenges with securing appropriate placements, students who meet this time request will be placed first.
2. Submit the required Clinical Experience Attendance Form at designated intervals throughout the semester. The cooperating teacher's (CT) signature is required for each student-attended clinical experience day.
3. Submit, at the end of the current semester, the required cooperating teacher Field Evaluation Form. The CT signature is required on the Clinical Experience Evaluation Form and the Clinical Experience Attendance Form.
4. Submit all required clinical experience documentations during posted timelines during the current semester. A student who fails to submit all or one of the required documentations will receive a grade of "Incomplete." The "Incomplete" grade will remain until all the required documentation has been properly completed and submitted by the student. An incomplete grade must be reconciled within the proper time frame in accordance with Felician policy. Please note, candidates cannot continue in the professional sequence of courses with any outstanding incompletes or grades below a "B."
5. Students are required to complete all field hours as determined by each professional sequence course for the duration as expected/required. EDU 400/401 requires a minimum of 2 days per week and EDU 403/404 require 5 days per week (full time) for a minimum of 15 weeks.
6. Athletes must consult and get approval from the Associate Dean regarding the timing of the year-long internship due to scheduling of sport.



Based on season, candidates may need to adjust the semesters to accommodate the required field experiences.

7. Attend seminar class during the entire semester for all levels.
8. Meet with their seminar professor for a mid-term and final conference for all levels.
9. Achieve a grade of "B" or better in all clinical experiences. If a student does not achieve a grade of "B" or better on the first attempt, he/she will need to repeat the entire course, both the clinical experience and seminar components. The student will not be permitted to register for the subsequent level clinical experience course until he/she has repeated and successfully achieved a grade of "B" or better in the repeated clinical experience course. The repeating of a clinical experience course will impact the student's status in the School of Education Program by requiring an additional semester in order to complete the repeated clinical experience course. As stated in the Felician University Catalog: "The Repeat grade becomes the official grade. The original grade and repeat grade appear on the academic transcript." A student who does not achieve a grade of "B" or better after the repeat of the clinical experience/seminar course will be dismissed from the School of Education program.
10. Complete all make-up field absences by the end of the current semester. Candidates who do not satisfy the field hours within the semester will need to repeat the course/field experience. A candidate may submit an appeal regarding this decision due to extenuating circumstances to the Associate Dean.

## Field Experience/Seminar Attendance Policies

### For Seminar:

1. Any unexcused absence will result in an F for the attendance portion of the seminar grade.
2. A student who is absent more than 20% of the required class time during the semester may be withdrawn from the course (Seminar and Clinical Experience).

### For Field:

1. One excused absence is permitted which must be made up in collaboration with the cooperating teacher and seminar professor. More than one field absence results in an "F" for the attendance portion of the field grade. A student who is absent more than 20% of the required number of clinical experience days during the semester may be withdrawn from the course (seminar and clinical experience).
2. No clinical experience is to be made-up at the expense of scheduled course time, as is policy for all School of Education students.

**\* Extenuating circumstances will be evaluated on a case-by-case basis at the discretion of the Dean of the School.**

## School of Education Student Athlete

Student athletes are not permitted to miss scheduled class time or field due to practices and/or scrimmages.

All full or half day absences from the clinical experience must be made up before the end of the current semester. This must meet the approval of the Cooperating Teacher (CT), school principal and university supervisor.

Student athletes must provide the Clinical Practice and Seminar professor with their game schedule. The University supervisor/seminar professor and the student athlete will review the schedule for away and home games that may conflict with field and seminar class. Make up possibilities will be discussed between the University supervisor and the student. Final decisions regarding a candidate's ability to remain in the field course/experience will be at the discretion of the Associate Dean.

Student athletes are not permitted to leave their clinical experience for home games without the approval of their college supervisor/seminar professor. Education student athletes are placed in field assignments close to the University. The proximity of the clinical experience to the University will dictate the field placement departure time.

No clinical experience is to be made-up at the expense of scheduled course time, as is policy for all School of Education students.

Student athletes must notify their Cooperating

Teacher and University supervisor/seminar professor in advance of away games. Notification the day of an away game is unprofessional. The Associate Dean can remove an athlete from a course/experience if the school experience is compromised because of scheduling.

## Clinical Experience Procedures

The Office of Field Placement provides and secures all pre-service and student teaching field placements/ assignments. School of Education students are required to complete and submit a Personal Data Form (PDF) to the Office of Field Placement. A current PDF is submitted one year in advance and should be updated if a situation arises requiring them to be updated between time of submission and field experience. The clinical experience placements and settings are varied and complement the student's academic level and program.

1. All teacher education students must have field experience in an urban and special education setting (if possible).
2. Field experience cannot be waived.
3. Toddler and day-care experience cannot be accepted in lieu of the field experience.
4. A student, who is employed in an accredited educational site, may request a change of class setting within the employment site for one field course. An appropriate grade-level setting will be obtained for the student by the Office of Field Experiences of the School of Education. Location and program suitability will be reviewed before approval is granted. The school must be an accredited educational site. Day-care and toddler employment sites cannot qualify for a change of class setting.

**\* Extenuating circumstances will be evaluated on a case-by-case basis at the discretion of the Dean of the School of Education.**

## Clinical Practice I & II Placement Policy for School of Education Programs

A candidate will not be assigned to a school; /town/ district if the following criteria apply:

1. A candidate has or currently resides in a requested school/town/district and has family members currently employed for said district.
2. A candidate has been or is currently employed in a requested school/town/district.\*
3. A candidate has been or is currently an aide/ assistant, board member (or related to one) or a PTA/PTO executive member in a requested school/town/district.\*\*
4. A candidate has children attending a school in a requested school/town/district.
5. A candidate has a relative attending/ employed in a requested school/town/district
6. A candidate has any other affiliation with any of the requested schools/towns/districts.
7. A candidate who fails to indicate any of the above information on the Clinical Practice Application Form/Clinical Practice I & II Request for Placement Form which is processed by the Office of Field Experiences may be removed from this placement.

**\* A candidate working in a private school that does not require certification will have their situation reviewed on a case by case basis.**

**\*\* A candidate who has been an aide or a paraprofessional may complete CP I and II in their school of employment with the approval of the Dean and/or Associate Dean.**

## CoMajor in Mathematics and Education

This program in conjunction with the School of Education is designed to prepare future teachers of mathematics. The program is designed to promote the student's understanding of mathematical concepts and their interrelations and applications; provide a symbolic language as a tool for precise reasoning, expression and computation; and lay a foundation for graduate work in Mathematics or

Mathematics Education. The School of Education requires that all majors complete all math courses prior to Student Teaching or any Internship.

**Type:** Bachelor of Arts

## Professional Sequence K-6 Middle School 5-8 General Education Curricular Commons (GECC) and Professional Sequence K-6 Middle School 5-8 with the following co-majors Art, English, Math, Science, Social Studies

### Program Degree Requirements

1. Complete a program of 120-130 semester hours.
2. Register for EDU 290 Transition into Teaching once the student has entered 2nd semester Sophomore year.\*
3. Successfully complete all required professional sequence of courses required for teacher certification receiving a grade of "B" or better in these courses.
4. Successfully complete the required Clinical Practices.
5. All teacher education students are required to register and successfully pass the appropriate PRAXIS II exams prior to EDU 400/401.
6. Students who are enrolled in the K-6/5-8 education preparation program are required to register for the appropriate elementary Praxis II and the appropriate middle school subject matter specialization Praxis II. A student must pass the K-6 required Praxis II as well as the 5-8 content area specialization Praxis II in order to enroll in EDU400/401. Candidates who pass the Praxis II for Elementary Education may continue into their Clinical Internship but must demonstrate passing scores to be recommended for the 5-8 endorsement upon successful completion of the program.
7. Obtain a New Jersey Substitute Teaching Certificate in order to continue his/her upper level clinical practice. The substitute teaching certificate requires 60 credits or more to be eligible for this certificate.

8. Follow all School of Education undergraduate policies and requirements as stated in previous sections.
9. Maintain a grade of "B" or better in education and professional related courses.
10. A student must maintain a minimum of 3.0 cumulative GPA throughout the teacher education program.
11. All candidates must follow the procedures listed previously regarding field policies and expectations of successfully completing edTPA during EDU 403/404 to be recommended for licensure per the NJDOE.

Students who are enrolled in this program are subject to the policies and guidelines of the School of Education Program as stated in the current Felician University Catalog and Student Handbook. Also, subject to New Jersey Department of Education revisions for courses, and New Jersey Licensing Codes)

\* All students must complete as a part of this course the **Stewards of Children** training and the **Recognizing and Reporting Child Abuse and Neglect** training to meet New Jersey's new requirement for teacher certification.

**Type:** Bachelor of Arts

### Developmental Courses

Item #	Title	Credits
ENG 001	Developmental Writing I	5
ENG 002/101	Reading and Writing Workshop	3
ENG 005	Reading Comprehension	3
MATH 001	Basic Skills in Mathematics (Pre-Algebra)	4-0
MATH 002	Basic Skills in Mathematics (Algebra)	3

### General Education Commons GECC I: Faith and Reason

Item #	Title	Credits
	GECC I Faith & Reason 100/2003 Elective	
	GECC I Faith & Reason 300/4003 Elective	

## GECC II: Ethics, Values, and Truth

\* PHIL 250 is the suggested course to fulfill GECC II requirements.

Item #	Title	Credits
	GECC II Ethics, Values, and Truth Elective	3
PHIL 250	Making Moral Decisions	3

## GECC III: Communication and Expression

Item #	Title	Credits
ENG 101	College Writing and Research I	3
EDU 102	Communication in Educational Settings	3

## GECC IV: Critical and Analytical Thinking

\* ENG150 or PHIL100 are the suggested choice to complete GECC IV requirements.

Item #	Title	Credits
	GECC IV Critical & Analytical Thinking Elective	3
ENG 150	Critical Thinking for Persuasion	3
PHIL 100	The Art and Practice of Critical Thinking	3

## GECC V: Information Literacy

Item #	Title	Credits
	GECC V Information Literacy	4

## GECC VI: Technological Acumen

(Satisfied within Major)

Item #	Title	Credits
CS 102	Digital Technology for Educators	4

## GECC VII: Quantitative and Scientific Reasoning

Item #	Title	Credits
MATH 114	Mathematical Explorations	4
GSCI 105	Earth Science	4

## GECC VIII: Global Consciousness

\* Complete HIST 110 + an additional GECC VIII approved elective.

Item #	Title	Credits
HIST 110	World Geography and Culture (also Honors Section)	3
	GECC VIII Global Consciousness Elective	3

## GECC: Liberal Arts Concentration

- No courses within the student's Major may be used to satisfy the nine credit Liberal Arts Concentration.

Item #	Title	Credits
PHIL 200	Philosophical Foundations of Education	3
PSYC 201	Introduction to Child Development	3
PSYC 301	Educational Psychology	3

## Related Courses

Item #	Title	Credits
FYE 100	First Year Experience (part 1)	1

## Professional Courses

Item #	Title	Credits
EDU 290	Transition into Teaching	3
EDU 220	Understanding Special Populations & Building Collaborative Relationships Across Home, School & Community for All	3
EDU 214	Mathematical Explorations II & 2 Field	
EDU 303	Reading/Language Arts & Field 2	
EDU 308	Reading Diagnosis and Remediation for Diverse Learners	3
EDU 320	Educational Assessment Development and Evaluation Models	3
EDU 302	Curriculum Integration and Thematic Teaching through Social Studies and Language Arts	2
EDU 304	Inquiry Based Learning through STEM	2
SPED 410	Universal Design and Assistive Technology	3
EDU 400	Clinical Practice I Seminar	1
	EDU 314 A-E	4
EDU 401	Clinical Practice I	2
SPED 401	Supporting the Success of the Uniquely-Abled Learner	3
EDU 403	Clinical Internship Seminar	1
EDU 404	Clinical Internship	8

## Non-Required Electives

*\* These courses are required electives unless exempt from Praxis CORE*

Item #	Title	Credits
MATH 120	Praxis Review	1
ENG 121	Praxis Review	1
<b>Total credits:</b>		<b>120-130</b>

**Professional Sequence K-6/TOSD General Education Curricular Commons (GECC) and Professional Sequence K-6/TOSD with the following co-majors Art, English, Math, Psychology, Science, Social Studies**

## Program Degree Requirements

1. Complete a program of 120-130 semester hours.
2. Register for EDU 290 Transition into Teaching once the student has entered 2nd semester Sophomore year.\*
3. Successfully complete all required professional sequence of courses required for teacher certification receiving a grade of "B" or better in these courses.
4. Successfully complete the required Clinical Practices.
5. All teacher education students are required to register and successfully pass the appropriate PRAXIS II exams prior to EDU 400/401.
6. Students who are enrolled in the K-6/5-8 education preparation program are required to register for the appropriate elementary Praxis II and the appropriate middle school subject matter specialization Praxis II. A student must pass the K-6 required Praxis II as well as the 5-8 content area specialization Praxis II in order to enroll in EDU400/401. Candidates who pass the Praxis II for Elementary Education may continue into their Clinical Internship but must demonstrate passing scores to be recommended for the 5-8 endorsement upon successful completion of the program.
7. Obtain a New Jersey Substitute Teaching Certificate in order to continue his/her upper level clinical practice. The substitute teaching certificate requires 60 credits or more to be eligible for this certificate.
8. Follow all School of Education undergraduate policies and requirements as stated in previous sections.
9. Maintain a grade of "B" or better in education and professional related courses.
10. A student must maintain a minimum of 3.0 cumulative GPA throughout the teacher education program.

11. All candidates must follow the procedures listed previously regarding field policies and expectations of successfully completing edTPA during EDU 403/404 to be recommended for licensure per the NJDOE.

Students who are enrolled in this program are subject to the policies and guidelines of the School of Education Program as stated in the current Felician University Catalog and Student Handbook. Also, subject to New Jersey Department of Education revisions for courses, and New Jersey Licensing Codes)

\* All students must complete as a part of this course the **Stewards of Children** training and the **Recognizing and Reporting Child Abuse and Neglect** training to meet New Jersey's new requirement for teacher certification.

**Type:** Bachelor of Arts

### Developmental Courses

Item #	Title	Credits
ENG 001	Developmental Writing I	5
ENG 002/101	Reading and Writing Workshop	3
ENG 005	Reading Comprehension	3
MATH 001	Basic Skills in Mathematics (Pre-Algebra)	4-0
MATH 002	Basic Skills in Mathematics (Algebra)	3

### General Education Commons

#### GECC I: Faith and Reason

Item #	Title	Credits
	GECC I Faith & Reason 100/2003 Elective	
	GECC I Faith & Reason 300/4003 Elective	

#### GECC II: Ethics, Values, and Truth

\* PHIL 250 is the suggested course to fulfill GECC II requirements.

Item #	Title	Credits
	GECC II Ethics, Values, and Truth Elective	3
PHIL 250	Making Moral Decisions	3

### GECC III: Communication and Expression

Item #	Title	Credits
ENG 101	College Writing and Research I	3
EDU 102	Communication in Educational Settings	3

### GECC IV: Critical and Analytical Thinking

\* ENG150 or PHIL100 are the suggested choice to complete GECC IV requirements.

Item #	Title	Credits
	GECC IV Critical & Analytical Thinking Elective	3
ENG 150	Critical Thinking for Persuasion	3
PHIL 100	The Art and Practice of Critical Thinking	3

### GECC V: Information Literacy

Item #	Title	Credits
	GECC V Information Literacy	4

### GECC VI: Technological Acumen

(Satisfied within Major)

Item #	Title	Credits
CS 102	Digital Technology for Educators	4

### GECC VII: Quantitative and Scientific Reasoning

Item #	Title	Credits
MATH 114	Mathematical Explorations	4
GSCI 105	Earth Science	4

### GECC VIII: Global Consciousness

\* Complete HIST 110 + an additional GECC VIII approved elective.

Item #	Title	Credits
HIST 110	World Geography and Culture (also Honors Section)	3
	GECC VIII Global Consciousness Elective	3

## GECC: Liberal Arts Concentration

- No courses within the student's Major may be used to satisfy the nine credit Liberal Arts Concentration.

Item #	Title	Credits
PHIL 200	Philosophical Foundations of Education	3
ENG 220	Children's Literature	3
	Free Elective within Arts/Sciences	3

## Related Courses

Item #	Title	Credits
FYE 100	First Year Experience (part 1)	1

## Professional Courses

Item #	Title	Credits
EDU 290	Transition into Teaching	3
EDU 220	Understanding Special Populations & Building Collaborative Relationships Across Home, School & Community for All	3
EDU 214	Mathematical Explorations II & 2 Field	
EDU 303	Reading/Language Arts & Field 2	
EDU 308	Reading Diagnosis and Remediation for Diverse Learners	3
EDU 320	Educational Assessment Development and Evaluation Models	3
EDU 302	Curriculum Integration and Thematic Teaching through Social Studies and Language Arts	2
EDU 304	Inquiry Based Learning through STEM	2
SPED 410	Universal Design and Assistive Technology	3
EDU 400	Clinical Practice I Seminar	1
EDU 401	Clinical Practice I	2
SPED 410	Universal Design and Assistive Technology	3
EDU 403	Clinical Internship Seminar	1
EDU 404	Clinical Internship	8

## Non-Required Electives

*\* These courses are required electives unless exempt from Praxis CORE*

Item #	Title	Credits
MATH 120	Praxis Review	1
ENG 121	Praxis Review	1
<b>Total credits:</b>		<b>120-130</b>

Professional Sequence K-12/TOSD General Education Curricular Commons (GECC) and Professional Sequence K-12/TOSD with the following co-majors Art, English, Math, Science, Social Studies

## Program Degree Requirements

- Complete a program of 120-130 semester hours.
- Register for EDU 290 Transition into Teaching once the student has entered 2nd semester Sophomore year.\*
- Successfully complete all required professional sequence of courses required for teacher certification receiving a grade of "B" or better in these courses.
- Successfully complete the required Clinical Practices.
- All teacher education students are required to register and successfully pass the appropriate PRAXIS II exams prior to EDU 400/401.
- Students who are enrolled in the K-6/5-8 education preparation program are required to register for the appropriate elementary Praxis II and the appropriate middle school subject matter specialization Praxis II. A student must pass the K-6 required Praxis II as well as the 5-8 content area specialization Praxis II in order to enroll in EDU400/401. Candidates who pass the Praxis II for Elementary Education may continue into their Clinical Internship but must demonstrate passing scores to be recommended for the 5-8 endorsement upon successful completion of the program.
- Obtain a New Jersey Substitute Teaching Certificate in order to continue his/her upper

level clinical practice. The substitute teaching certificate requires 60 credits or more to be eligible for this certificate.

8. Follow all School of Education undergraduate policies and requirements as stated in previous sections.
9. Maintain a grade of "B" or better in education and professional related courses.
10. A student must maintain a minimum of 3.0 cumulative GPA throughout the teacher education program.
11. All candidates must follow the procedures listed previously regarding field policies and expectations of successfully completing edTPA during EDU 403/404 to be recommended for licensure per the NJDOE.

Students who are enrolled in this program are subject to the policies and guidelines of the School of Education Program as stated in the current Felician University Catalog and Student Handbook. Also, subject to New Jersey Department of Education revisions for courses, and New Jersey Licensing Codes)

\* All students must complete as a part of this course the **Stewards of Children** training and the **Recognizing and Reporting Child Abuse and Neglect** training to meet New Jersey's new requirement for teacher certification.

**Type:** Bachelor of Arts

## Developmental Courses

Item #	Title	Credits
ENG 001	Developmental Writing I	5
ENG 002/101	Reading and Writing Workshop	3
ENG 005	Reading Comprehension	3
MATH 001	Basic Skills in Mathematics (Pre-Algebra)	4-0
MATH 002	Basic Skills in Mathematics (Algebra)	3

## General Education Commons GECC I: Faith and Reason

Item #	Title	Credits
	GECC I Faith & Reason 100/2003 Elective	
	GECC I Faith & Reason 300/4003 Elective	

## GECC II: Ethics, Values, and Truth

\* PHIL 250 is the suggested course to fulfill GECC II requirements.

Item #	Title	Credits
	GECC II Ethics, Values, and Truth Elective	3
PHIL 250	Making Moral Decisions	3

## GECC III: Communication and Expression

Item #	Title	Credits
ENG 101	College Writing and Research I	3
EDU 102	Communication in Educational Settings	3

## GECC IV: Critical and Analytical Thinking

\* ENG150 or PHIL100 are the suggested choice to complete GECC IV requirements.

Item #	Title	Credits
	GECC IV Critical & Analytical Thinking Elective	3
ENG 150	Critical Thinking for Persuasion	3
PHIL 100	The Art and Practice of Critical Thinking	3

## GECC V: Information Literacy

Item #	Title	Credits
	GECC V Information Literacy	4

## GECC VI: Technological Acumen

(Satisfied within Major)

Item #	Title	Credits
CS 102	Digital Technology for Educators	4



## GECC VII: Quantitative and Scientific Reasoning

Item #	Title	Credits
MATH 161	Precalculus	4
GSCI 105	Earth Science	4

## GECC VIII: Global Consciousness

\* Complete HIST 110 + an additional GECC VIII approved elective.

Item #	Title	Credits
HIST 110 (also Honors Section)	World Geography and Culture	3
	GECC VIII Global Consciousness Elective	3

## GECC: Liberal Arts Concentration

- No courses within the student's Major may be used to satisfy the nine credit Liberal Arts Concentration.

Item #	Title	Credits
PHIL 200	Philosophical Foundations of Education	3
PSYC 201	Introduction to Child Development	3
PSYC 301	Educational Psychology	3

## Related Courses

Item #	Title	Credits
FYE 100	First Year Experience (part 1)	1

## Professional Courses

Item #	Title	Credits
EDU 290	Transition into Teaching	3
EDU 220	Understanding Special Populations & Building Collaborative Relationships Across Home, School & Community for All	3
EDU 312	Thematic Curriculum Integration: ELA & the Content Area	4
EDU 308	Reading Diagnosis and Remediation for Diverse Learners	3
EDU 320	Educational Assessment Development and Evaluation Models	3
	EDU 314 A-E	4
SPED 410	Universal Design and Assistive Technology	3
EDU 400	Clinical Practice I Seminar	1
EDU 401	Clinical Practice I	2
SPED 401	Supporting the Success of the Uniquely-Abled Learner	3
EDU 403	Clinical Internship Seminar	1
EDU 404	Clinical Internship	8

## Non-Required Electives

\* *These courses are required electives unless exempt from Praxis CORE*

Item #	Title	Credits
MATH 120	Praxis Review	1
ENG 121	Praxis Review	1

## Related Requirements

Item #	Title	Credits
	PSYC 105 or 202	3
<b>Total credits:</b>		<b>120-130</b>

**Professional Sequence P-3/TOSD  
General Education Curricular Commons  
(GECC) and Professional Sequence P-3/  
TOSD with the following co-majors  
Art, English, Math, Psychology,  
Science, Social Studies**

**Program Degree Requirements**

1. Complete a program of 120-130 semester hours.
2. Register for EDU 290 Transition into Teaching once the student has entered 2nd semester Sophomore year.\*
3. Successfully complete all required professional sequence of courses required for teacher certification receiving a grade of "B" or better in these courses.
4. Successfully complete the required Clinical Practices.
5. All teacher education students are required to register and successfully pass the appropriate PRAXIS II exams prior to EDU 400/401.
6. Students who are enrolled in the K-6/5-8 education preparation program are required to register for the appropriate elementary Praxis II and the appropriate middle school subject matter specialization Praxis II. A student must pass the K-6 required Praxis II as well as the 5-8 content area specialization Praxis II in order to enroll in EDU400/401. Candidates who pass the Praxis II for Elementary Education may continue into their Clinical Internship but must demonstrate passing scores to be recommended for the 5-8 endorsement upon successful completion of the program.
7. Obtain a New Jersey Substitute Teaching Certificate in order to continue his/her upper level clinical practice. The substitute teaching certificate requires 60 credits or more to be eligible for this certificate.
8. Follow all School of Education undergraduate policies and requirements as stated in previous sections.
9. Maintain a grade of "B" or better in education and professional related courses.
10. A student must maintain a minimum of 3.0 cumulative GPA throughout the teacher education program.

11. All candidates must follow the procedures listed previously regarding field policies and expectations of successfully completing edTPA during EDU 403/404 to be recommended for licensure per the NJDOE.

Students who are enrolled in this program are subject to the policies and guidelines of the School of Education Program as stated in the current Felician University Catalog and Student Handbook. Also, subject to New Jersey Department of Education revisions for courses, and New Jersey Licensing Codes)

\*\* All students must complete as a part of this course the **Stewards of Children** training and the **Recognizing and Reporting Child Abuse and Neglect** training to meet New Jersey's new requirement for teacher certification.

**Type:** Bachelor of Arts

**Developmental Courses**

Item #	Title	Credits
ENG 001	Developmental Writing I	5
ENG 002/101	Reading and Writing Workshop	3
ENG 005	Reading Comprehension	3
MATH 001	Basic Skills in Mathematics (Pre-Algebra)	4-0
MATH 002	Basic Skills in Mathematics (Algebra)	3

**General Education Commons  
GECC I: Faith and Reason**

Item #	Title	Credits
	GECC I Faith & Reason 100/2003 Elective	
	GECC I Faith & Reason 300/4003 Elective	

**GECC II: Ethics, Values, and Truth**

\* PHIL 250 is the suggested course to fulfill GECC II requirements.

Item #	Title	Credits
	GECC II Ethics, Values, and Truth Elective	3
PHIL 250	Making Moral Decisions	3

## GECC III: Communication and Expression

Item #	Title	Credits
ENG 101	College Writing and Research I	3
EDU 102	Communication in Educational Settings	3

## GECC IV: Critical and Analytical Thinking

\* ENG150 or PHIL100 are the suggested choice to complete GECC IV requirements.

Item #	Title	Credits
	GECC IV Critical & Analytical Thinking Elective	3
ENG 150	Critical Thinking for Persuasion	3
PHIL 100	The Art and Practice of Critical Thinking	3

## GECC V: Information Literacy

Item #	Title	Credits
	GECC V Information Literacy	4

## GECC VI: Technological Acumen

(Satisfied within Major)

Item #	Title	Credits
CS 102	Digital Technology for Educators	4

## GECC VII: Quantitative and Scientific Reasoning

Item #	Title	Credits
MATH 114	Mathematical Explorations	4
GSCI 105	Earth Science	4

## GECC VIII: Global Consciousness

\* Complete HIST 110 + an additional GECC VIII approved elective.

Item #	Title	Credits
HIST 110 (also Honors Section)	World Geography and Culture	3
	GECC VIII Global Consciousness Elective	3

## GECC: Liberal Arts Concentration

- No courses within the student's Major may be used to satisfy the nine credit Liberal Arts Concentration.

Item #	Title	Credits
PHIL 200	Philosophical Foundations of Education	3
PSYC 201	Introduction to Child Development	3
PSYC 301	Educational Psychology	3

## Related Courses

Item #	Title	Credits
FYE 100	First Year Experience (part 1)	1

## Professional Courses

Item #	Title	Credits
EDU 290	Transition into Teaching	3
ECED 201	Introduction to Early Childhood	2
EDU 220	Understanding Special Populations & Building Collaborative Relationships Across Home, School & Community for All	3
EDU 214	Mathematical Explorations II & 2 Field	
EDU 305	The Young Child and Emergent Literacy and Language for Diverse Learners	3
EDU 308	Reading Diagnosis and Remediation for Diverse Learners	3
EDU 320	Educational Assessment Development and Evaluation Models	3
ECED 307	Nurturing the Expressive Arts in Young Children	3
EDU 304	Inquiry Based Learning through STEM	2
SPED 410	Universal Design and Assistive Technology	3
EDU 400	Clinical Practice I Seminar	1
EDU 401	Clinical Practice I	2
SPED 401	Supporting the Success of the Uniquely-Abled Learner	3
EDU 403	Clinical Internship Seminar	1
EDU 404	Clinical Internship	8

## Non-Required Electives

\* **These courses are required electives unless exempt from Praxis CORE**

Item #	Title	Credits
MATH 120	Praxis Review	1
ENG 121	Praxis Review	1

## Related Requirements

Item #	Title	Credits
ENG 220	Children's Literature	3
<b>Total credits:</b>		<b>120-130</b>

## Undergraduate Major in Behavior Analysis and Autism Studies

### Undergraduate Major in Applied Behavior Analysis and Autism Studies

#### BACB Required Content Areas of Study

All students entering the program starting Fall 2021 will participate in undergraduate courses that meet the BCaBA Task List V Requirements.

([https://www.bacb.com/wp-content/uploads/2020/11/BCaBA-2022EligibilityRequirements\\_210513.pdf](https://www.bacb.com/wp-content/uploads/2020/11/BCaBA-2022EligibilityRequirements_210513.pdf))

Current students completing their program of studies based on the Behavior Analyst Certification Board (BACB) Task List V requirements and must ensure that all requirements are met and documents are submitted to the BACB in time to sit for the Task List V Examination prior to it changing on January 1, 2026.

**Please note that the Behavior Analyst Certification Board (BACB®) and/or the Applied Behavior Analysis International (ABAI®) can make changes to eligibility requirements for certification at any time.** Current and future students are required to review information from the BACB and remain current with updates <https://www.bacb.com/bcaba/>

Students must also have a co-undergraduate major and satisfy all undergraduate requirements to obtain the Bachelor Degree. Students are responsible for successfully completing all undergraduate requirements (Minimum of 120 credits).

Students must complete a core set of ten lecture-based courses (30 credits) and one required practicum (3 credits) in ABA. The total major program involves a minimum of 33 undergraduate credits in ABA, a minimum of 30 credits in a co-major, and a minimum of 60 General Education credits.

Six core ABA classes have been approved by the Association for Behavior Analysis International (ABAI) and is a registered ABAI Verified Course Sequence (VCS) meets the BACB Task List V Requirements. The students must maintain a "B" in all of the VCS core ABA courses. **Candidates who need additional remediation in areas may be encouraged to take non-credit developmental courses.**

**\*\*Courses are subject to change as per NJ State Department of Education revisions for courses, NJ Licensing Codes, & BACB requirements.**

The courses are listed below:

Course #	Course Title	Credits
EDU 220	Understanding Special Populations and the Building Collaborative Relationships across Home School and Community for All	3
EDU 290	Transition into Teaching	3
EDU 491	Educational Programming for Students with ASD and DD	3
EDU 492	Basic Applied Behavior Analysis for Students with ASD and DD	3
EDU 493	Team-Based Beh Assess and Implementation	2
EDU 494	Professional and Ethical Compliance Code and Disciplinary Systems in ABA	1
EDU 498	Behavioral Assessment and Supports for Students with ASA & DD	3
EDU 499	Professional Practices in ABA & ASD	3
EDU 210 S	Seminar Component of Practicum in ABA	1
EDU 210 F	Field Component of Practicum in ABA	2
SPED 401	Supporting the Success of the Uniquely Abled Learner	3
SPED 410	Universal Design and Assistive Technology	3
<b>Optional Electives</b>		
<b>EDU 310 S</b>	<b>Practicum Seminar</b>	1
<b>EDU 310 F</b>	<b>Field Components of Practicum in ABA</b>	2
<b>EDU 415 S</b>	<b>Practicum Seminar</b>	1

EDU 415 F	Field Components of Practicum in ABA	2
EDU 420 S	Practicum Seminar	1
EDU 420 F	Field Components of Practicum in ABA	2

Students will participate in a practicum experience that will follow the experience guidelines of the Behavior Analysis Certification Board. Small group supervision will be provided on a weekly basis. Students will apply the content of the ABA program courses and the Behavior Analyst Certification Board Task List while directly working with individuals with ASD and other Developmental Disabilities in their supervision experience. Students will receive the supervision and feedback needed to develop the professional repertoire of a Board Certified Behavior Analyst.

\* Felician University cannot guarantee practicum placement or Fieldwork supervisor. However, we will help assist those students who need to find placements and supervisors.

The VCS set of six courses covers the required BCaBA content areas for Task List V. Please review the information located on the BACB website (<https://www.bacb.com/wp-content/uploads/2020/05/170113-BCBA-BCaBA-coursework-requirements-5th-ed.pdf>).

Students who are enrolled in this program are subject to the policies and guidelines of the School of Education Program as stated in the current Felician University Catalog and Student Handbook.

\*Students are responsible for successfully completing all undergraduate requirements.

\*\*To be eligible to sit for the BCaBA exam, students are also responsible for accumulating 1300 supervised fieldwork hours, submit all documents that are required. **Completing 1300 hours is not a requirement for graduation.**

\*\*\*To become a BCaBA students must pass the BACB Task List V BCaBA Examination.

\*\*\*\*Passing the BCaBA exam is not a requirement for graduation.

**Additional practicum are offered. If additional practicum not taken, the student will be required to**

**complete additional supervised fieldwork hours outside of the practicum course independently to qualify to sit for the examination.**

Though we strive to find placements and BCaBA fieldwork supervisors for all students, Felician University cannot guarantee practicum placement.

### **BEHAVIOR ANALYST CERTIFICATION BOARD**

As is further described by the Board ([www.bacb.com](http://www.bacb.com)), the BACB is a nonprofit 501(c)(3) corporation established in 1998 to meet professional credentialing needs identified by behavior analysts, governments, and consumers of behavior analysis services. On a regular basis, the BACB's certification requirements, exam content, and procedures undergo a review according to international standards for organizations that grant professional credentials. Content experts in the discipline. Content experts in the discipline establish the BACB requirements and examination content. Students are required to thoroughly review the BCBA requirements and associated documents. The VCS Program Coordinator serves as a liaison between the students and the BACB. Each student must schedule a meeting with the VCS Coordinator during the first semester in the program.

**Type:** Bachelor of Arts

Item #	Title	Credits
EDU 491	Educational Programming for Students with Autism Spectrum Disorders and other Developmental Disabilities	3
EDU 492	Basic Applied Behavior Analysis for Students with Autism Spectrum Disorders and other Developmental Disabilities	3
EDU 498	Behavioral Assessment and Supports for Students with Autism Spectrum Disorders and other Developmental Disabilities	3
EDU 499	Professional Practices in ABA and Autism Spectrum Disorders	3
EDU 220	Understanding Special Populations & Building Collaborative Relationships Across Home, School & Community for All	3
EDU 290	Transition into Teaching	3
SPED 401	Supporting the Success of the Uniquely-Abled Learner	3
SPED 410	Universal Design and Assistive Technology	3
<b>Total credits:</b>		<b>24</b>

## Undergraduate Minor in Behavior and Autism Studies

### Undergraduate Minor in Applied Behavior Analysis and Autism Studies.

#### BACB Required Content Areas of Study

All students entering the program starting Fall 2021 will participate in undergraduate courses that meet the BCaBA Task List V Requirements. ([https://www.bacb.com/wp-content/uploads/2020/11/BCaBA-2022EligibilityRequirements\\_210513.pdf](https://www.bacb.com/wp-content/uploads/2020/11/BCaBA-2022EligibilityRequirements_210513.pdf))

Current students completing their program of studies based on the Behavior Analyst Certification Board (BACB) Task List V requirements and must ensure that all requirements are met and

documents are submitted to the BACB in time to sit for the Task List V Examination prior to it changing on January 1, 2026.

**Please note that the Behavior Analyst Certification Board (BACB®) and/or the Applied Behavior Analysis International (ABAI®) can make changes to eligibility requirements for certification at any time.** Current and future students are required to review information from the BACB and remain current with updates <https://www.bacb.com/bcaba/>

Students must also have a co-undergraduate major and satisfy all undergraduate requirements to obtain the Bachelor Degree. Students are responsible for successfully completing all undergraduate requirements (Minimum of 120 credits).

Students must complete a core set of six ABAI Verified Course Sequence (VCS) lecture-based courses (15 credits) and one required practicum (3 credits). The total minor program involves 18 undergraduate credits. The student must also have an undergraduate major and satisfy all undergraduate requirements to obtain the Bachelor Degree. The core ABA set of six classes has been approved by the Association for Behavior Analysis International (ABAI) and is a registered ABAI Verified Course Sequence (VCS) meets the BACB Task List V Requirements. The students must maintain a "B" in all of the VCS core ABA courses.

**\*\*Courses are subject to change as per NJ State Department of Education revisions for courses, NJ Licensing Codes, & BACB requirements.**

The courses are listed below:

Course #	Course Title	Credits
EDU 491	Educational Programming for Students with ASD and DD	3
EDU 492	Basic Applied Behavior Analysis for Students with ASD and DD	3
EDU 493	Team-Based Beh Assess and Implementation	2
EDU 494	Professional and Ethical Compliance Code and Disciplinary Systems in ABA	1
EDU 498	Behavioral Assessment and Supports for Students with ASA & DD	3
EDU 499	Professional Practices in ABA & ASD	3

EDU 210 S	Seminar Component of Practicum in ABA	1
EDU 210 F	Field Component of Practicum in ABA	2

Students will participate in a practicum experience that will follow the experience guidelines of the Behavior Analysis Certification Board. Small group supervision will be provided on a weekly basis. Students will apply the content of the ABA program courses and the Behavior Analyst Certification Board Task List while directly working with individuals with ASD and other Developmental Disabilities in their supervision experience. Students will receive the supervision and feedback needed to develop the professional repertoire of a Board Certified Assistant Behavior Analyst.

\* Felician University cannot guarantee practicum placement or Fieldwork supervisor. However, we will help assist those students who need to find placements and supervisors.

The VCS set of six courses covers the required BCaBA content areas for Task List V. Please review the information located on the BACB website (<https://www.bacb.com/wp-content/uploads/2020/05/170113-BCBA-BCaBA-coursework-requirements-5th-ed.pdf>).

Students who are enrolled in this program are subject to the policies and guidelines of the School of Education Program as stated in the current Felician University Catalog and Student Handbook.

\*Students are responsible for successfully completing all undergraduate requirements.

\*\*To be eligible to sit for the BCaBA exam, students are also responsible for accumulating 1300 supervised fieldwork hours, submit all documents that are required. **Completing 1300 hours is not a requirement for graduation.**

\*\*\*To become a BCaBA students must pass the BACB Task List V BCaBA Examination.

\*\*\*\*Passing the BCaBA exam is not a requirement for graduation.

**Additional practicum are offered. If additional practicum not taken, the student will be required to**

**complete additional supervised fieldwork hours outside of the practicum course independently to qualify to sit for the examination.**

Though we strive to find placements and BCaBA fieldwork supervisors for all students, Felician University cannot guarantee practicum placement.

### BEHAVIOR ANALYST CERTIFICATION BOARD

As is further described by the Board ([www.bacb.com](http://www.bacb.com)), the BACB is a nonprofit 501(c)(3) corporation established in 1998 to meet professional credentialing needs identified by behavior analysts, governments, and consumers of behavior analysis services. On a regular basis, the BACB's certification requirements, exam content, and procedures undergo a review according to international standards for organizations that grant professional credentials. Content experts in the discipline. Content experts in the discipline establish the BACB requirements and examination content. Students are required to thoroughly review the BCBA requirements and associated documents. The VCS Program Coordinator serves as a liaison between the students and the BACB. Each student must schedule a meeting with the VCS Coordinator during the first semester in the program.

**Type:** Minor

### Required Courses

Item #	Title	Credits
EDU 491	Educational Programming for Students with Autism Spectrum Disorders and other Developmental Disabilities	3
EDU 492	Basic Applied Behavior Analysis for Students with Autism Spectrum Disorders and other Developmental Disabilities	3
EDU 498	Behavioral Assessment and Supports for Students with Autism Spectrum Disorders and other Developmental Disabilities	3
EDU 499	Professional Practices in ABA and Autism Spectrum Disorders	3
<b>Total credits:</b>		<b>12</b>

# Education Course Descriptions

## **EDU 102: Communication in Educational Settings**

\* Fulfills GECC requirements for Communication & Expression

**Credits:** 3

## **EDU 210 F: Field Component of Practicum in ABA**

Students will participate in a practicum experience that will follow the experience guidelines of the Behavior Analysis Certification Board. Small group supervision will be provided on a weekly basis. Students will apply the content of the ABA program courses and the Behavior Analyst Certification Board Task List while directly working with individuals with ASD and other Developmental Disabilities in their supervision experience. Students will receive the supervision and feedback needed to develop the professional repertoire of a Board Certified Behavior Analyst.

\* Felician University cannot guarantee practicum placement or Fieldwork supervisor. However, we will help assist those students who need to find placements and supervisors.

**Credits:** 2-2

## **EDU 210 S: Seminar Component of Practicum in ABA**

Students will participate in a practicum experience that will follow the experience guidelines of the Behavior Analysis Certification Board. Small group supervision will be provided on a weekly basis. Students will apply the content of the ABA program courses and the Behavior Analyst Certification Board Task List while directly working with individuals with ASD and other Developmental Disabilities in their supervision experience. Students will receive the supervision and feedback needed to develop the professional repertoire of a Board Certified Behavior Analyst.

\* Felician University cannot guarantee practicum placement or Fieldwork supervisor. However, we will help assist those students who need to find placements and supervisors.

**Credits:** 1-1

## **EDU 214: Mathematical Explorations II & Field**

This course is designed for mathematical instruction through learning theories, instructional techniques and effective pedagogical practices specific to addressing the following topics: Constructivism, concept development, problem solving, use of manipulatives, analysis of student's mathematical reasoning, technology, assessment development and differentiation of instruction to address diverse and special education populations. Candidates are required to demonstrate proficiency of skills through assigned field assignments focused one effective planning for instruction and completion of small-group instructional field observation.

**Credits:** 2

## **EDU 220: Understanding Special Populations & Building Collaborative Relationships Across Home, School & Community for All**

This course examines the nature of children (uniquely abled, English Language Learners), their family structures and challenges specific to professional interaction with community agencies and advocacy regarding the transition of special populations (planning, implementation and collaboration with agencies). Candidates will investigate the nature, needs and implications for education programming, curriculum, and instruction for children identified as "special populations" including: physical disabilities, cognitive impairments, Autism and other developmental disabilities in both inclusive and out-of-district placements; as well as challenges for English Language Learners. Topics will be presented in broad terms addressing both typical and special populations served in schools and viewed through the lens of the lifecycle of the school-aged learner, as well as, addressing the person-centered transition planning model for special populations transitioning to adult service agencies.

**Credits:** 3



**EDU 290: Transition into Teaching**

This course is an introduction to regular and special education as a profession through the examination of the historical and philosophical foundations of education in the United States and the impact of educational policy and implementation on current school structures and the profession of teaching.

The course will explore the following topics: educational standards, school law (IDEA, 504, topics specific to professional dispositions and case studies), introduction and overview of the characteristics of students with unique abilities and Autism and appropriate professional dispositions and expectations such as: lesson planning, classroom management, understanding the role of teacher (Early Childhood-Secondary) and the connectivity between school structures and the evolution of the schools for tomorrow (traditional/charter/private/special education settings).

**Credits:** 3

**EDU 302: Curriculum Integration and Thematic Teaching through Social Studies and Language Arts**

This course is designed to provide teacher candidates with an opportunity to review Social Studies curriculum frameworks and theories through instructional techniques and effective pedagogical practices specific to addressing the following topics: current events, diversity in the classroom, Social Constructivism, Inquiry Based Problem Solving, Problem Based Learning, effective questioning techniques, Socratic Method and the utilization of Primary and Secondary Sourcing to support the development and differentiation of instruction to address diverse populations. Candidates are required to demonstrate proficiency of skills through assigned field assignments focused on effective planning for instruction and completion of small-group instructional field observation.

**Credits:** 2

**EDU 303: Reading/Language Arts & Field**

This course is designed to provide teacher candidates with an opportunity to review Language Arts curriculum frameworks and theories, instructional techniques and effective pedagogical practices specific to addressing the following topics: text and material selections spanning kindergarten through grade 6, effective questioning techniques, reading/writing workshop, grammar and communication development/support and assessment development and differentiation of instruction to address diverse populations.

Candidates are required to demonstrate proficiency of skills through assigned field assignments focused on effective planning for instruction and completion of small-group instructional field observation.

**Credits:** 2

**EDU 304: Inquiry Based Learning through STEM**

This course is designed to provide teacher candidates with an opportunity to review methods, theories, activities and pedagogy supporting inquiry-based learning through Science, Technology, Engineering and Mathematics. Candidates will explore how to integrate technology applications to support engaging instructional practice, support instructional environments focused on differentiation of instruction and modified technology applications to promote thematic learning, scientific theory, and discovery learning management through problem-based learning modules. Candidates are required to demonstrate proficiency of skills through assigned field assignments focused on effective planning for instruction and completion of small-group instructional field observation.

**Credits:** 2

**EDU 305: The Young Child and Emergent Literacy and Language for Diverse Learners**

**Credits:** 3

**EDU 306: Reading in the Content Areas**

\* May fulfill Honors Program Requirements

**Credits:** 3

**EDU 308: Reading Diagnosis and Remediation for Diverse Learners**

This course is designed to introduce and reinforce necessary strategies for general and special student populations and to promote student achievement as a basis for planning instruction as well as document student proficiencies in reading. This course explores informal and formal assessment procedures used for diagnostic purposes and instructional strategies that reinforce strengths and address remediation for reading and comprehension deficiencies.

**Credits:** 3

**EDU 310 F: Field Component of Practicum in ABA**

Students will participate in a practicum experience that will follow the experience guidelines of the Behavior Analysis Certification Board. Small group supervision will be provided on a weekly basis. Students will apply the content of the ABA program courses and the Behavior Analyst Certification Board Task List while directly working with individuals with ASD and other Developmental Disabilities in their supervision experience. Students will receive the supervision and feedback needed to develop the professional repertoire of a Board Certified Behavior Analyst.

\* Felician University cannot guarantee practicum placement or Fieldwork supervisor. However, we will help assist those students who need to find placements and supervisors.

**Credits:** 2-2

**EDU 310 S: Seminar Component of Practicum in ABA**

Students will participate in a practicum experience that will follow the experience guidelines of the Behavior Analysis Certification Board. Small group supervision will be provided on a weekly basis. Students will apply the content of the ABA program courses and the Behavior Analyst Certification Board Task List while directly working with individuals with ASD and other Developmental Disabilities in their supervision experience. Students will receive the supervision and feedback needed to develop the professional repertoire of a Board Certified Behavior Analyst.

\* Felician University cannot guarantee practicum placement or Fieldwork supervisor. However, we will help assist those students who need to find placements and supervisors.

**Credits:** 1-1

**EDU 312: Thematic Curriculum Integration: ELA & the Content Area**

This course is designed to emphasize the foundations of lesson planning by creating skill, inquiry, and concept lessons for a specific content area utilizing the appropriate content standards for planning instruction. Additionally, candidates will model techniques for integrating English Language Arts into content area instruction and thematic lesson development for cross-curricular instructional opportunities that serve special and diverse populations. Candidates will focus on developing culturally responsive classroom opportunities and content. Candidates are required to demonstrate proficiency of skills through assigned field assignments focused on effective planning for instruction and completion of small-group instructional field observation

**Credits:** 4

**EDU 314a: Inquiry Based Learning for Content Methods (314a: K12 English)**

This course is designed to provide teacher candidates with an opportunity to review methods, theories, activities and pedagogy supporting inquiry-based learning through their identified area of curriculum and licensure. Candidates will explore how to integrate technology applications to support engaging instructional practice, support instructional environments focused on differentiation of instruction and modified technology applications to promote thematic learning, and discovery learning management through problem-based learning modules. Candidates are required to demonstrate proficiency of skills through assigned field assignments focused on effective planning for instruction and completion of small-group instructional field observation (\*Candidates can embed this experience during their 180 Clinical Practice Field Hours if being used for Middle School Endorsement)

**Credits:** 4

**EDU 314b: Inquiry Based Learning for Content Methods (314b: Social Studies)**

This course is designed to provide teacher candidates with an opportunity to review methods, theories, activities and pedagogy supporting inquiry-based learning through their identified area of curriculum and licensure. Candidates will explore how to integrate technology applications to support engaging instructional practice, support instructional environments focused on differentiation of instruction and modified technology applications to promote thematic learning and discovery learning management through problem-based learning modules. Candidates are required to demonstrate proficiency of skills through assigned field assignments focused on effective planning for instruction and completion of small-group instructional field observation (\*Candidates can embed this experience during their 180 Clinical Practice Field Hours if being used for Middle School Endorsement)

**Credits:** 4

**EDU 314c: Inquiry Based Learning for Content Methods (314c: Mathematics)**

This course is designed to provide teacher candidates with an opportunity to review methods, theories, activities and pedagogy supporting inquiry-based learning through their identified area of curriculum and licensure. Candidates will explore how to integrate technology applications to support engaging instructional practice, support instructional environments focused on differentiation of instruction and modified technology applications to promote thematic learning, and discovery learning management through problem-based learning modules. Candidates are required to demonstrate proficiency of skills through assigned field assignments focused on effective planning for instruction and completion of small-group instructional field observation (\*Candidates can embed this experience during their 180 Clinical Practice Field Hours if being used for Middle School Endorsement)

**Credits:** 4

**EDU 314d: Inquiry Based Learning for Content Methods (314d: Science)**

This course is designed to provide teacher candidates with an opportunity to review methods, theories, activities and pedagogy supporting inquiry-based learning through their identified area of curriculum and licensure. Candidates will explore how to integrate technology applications to support engaging instructional practice, support instructional environments focused on differentiation of instruction and modified technology applications to promote thematic learning, and discovery learning management through problem-based learning modules. Candidates are required to demonstrate proficiency of skills through assigned field assignments focused on effective planning for instruction and completion of small-group instructional field observation (\*Candidates can embed this experience during their 180 Clinical Practice Field Hours if being used for Middle School Endorsement)

**Credits:** 4

**EDU 314e: Inquiry Based Learning for Content Methods (314e: Art)**

This course is designed to provide teacher candidates with an opportunity to review methods, theories, activities and pedagogy supporting inquiry-based learning through their identified area of curriculum and licensure. Candidates will explore how to integrate technology applications to support engaging instructional practice, support instructional environments focused on differentiation of instruction and modified technology applications to promote thematic learning, and discovery learning management through problem-based learning modules. Candidates are required to demonstrate proficiency of skills through assigned field assignments focused on effective planning for instruction and completion of small-group instructional field observation (\*Candidates can embed this experience during their 180 Clinical Practice Field Hours if being used for Middle School Endorsement)

**Credits:** 4

**EDU 320: Educational Assessment Development and Evaluation Models**

This course is designed to introduce teacher candidates the elements of designing and implementing valid and reliable assessments and to explore to role of instructional planning, reviewing assessment outcomes, modifications to instruction based on assessment outcomes and reflection for continued instructional growth as a practitioner. Candidates will become familiar with both the development of instruments and rubrics, explore the validity/reliability process, review and utilize models required under Achieve NJ and explore the professional expectations of in-service teachers through effective evaluative tools such as Danielson, Strong and Marzano.

**Credits:** 3

**EDU 400: Clinical Practice I Seminar**

This seminar is designed to emphasize themes and guidelines as it relates to the instructional planning, modality of instruction, assessment design and promoting a successful and inclusive learning environment during the Clinical Practice experience. Candidates work with the seminar instructor in preparation for the submission of the required teaching performance portfolio required for licensure.

**Credits:** 1

**EDU 401: Clinical Practice I**

This clinical experience is designed to provide the Clinical Intern with an assigned Cooperating Teacher. Candidates are required to be actively engaged in the planning, instruction and assessment of their assigned learning environment. Formal assessments will be conducted to assess the candidate's skills, knowledge and professional dispositions. All candidates in Clinical Practice are required to complete a minimum of 2 full-days per week over fifteen weeks (180 hours) and be observed formally by a University Supervisor.

**Credits:** 2

**EDU 403: Clinical Internship Seminar**

This seminar is designed to emphasize themes and guidelines as it relates to the instructional planning, modality of instruction, assessment design and promoting a successful and inclusive learning environment during the Clinical Internship experience. Candidates work with the seminar instructor in preparation for the submission of the required teaching performance portfolio required for licensure.

**Credits:** 1

**EDU 404: Clinical Internship**

This clinical experience is designed to provide the Clinical Intern with an assigned Cooperating Teacher and to assume the role and demonstrate ability to serve as the lead instructor. Candidates are required to be actively engaged in the planning, instruction and assessment of their assigned learning environment. Formal assessments will be conducted to assess the candidate's skills, knowledge and professional dispositions. All candidates in the Clinical Internship experience are required to complete a full-time instructional experience for fifteen weeks (525 hours) and be observed formally by a Cooperating Teacher and University Supervisor. All candidates must successfully submit a completed teacher performance portfolio and secure the required passing score determined by the NJDOE to be eligible for teacher licensure upon program completion.

**Credits:** 8

**EDU 415 F: Field Component of Practicum in ABA**

Students will participate in a practicum experience that will follow the experience guidelines of the Behavior Analysis Certification Board. Small group supervision will be provided on a weekly basis. Students will apply the content of the ABA program courses and the Behavior Analyst Certification Board Task List while directly working with individuals with ASD and other Developmental Disabilities in their supervision experience. Students will receive the supervision and feedback needed to develop the professional repertoire of a Board Certified Behavior Analyst.

\* Felician University cannot guarantee practicum placement or Fieldwork supervisor. However, we will help assist those students who need to find placements and supervisors.

**Credits:** 2-2

**EDU 415 S: Seminar Component of Practicum in ABA**

Students will participate in a practicum experience that will follow the experience guidelines of the Behavior Analysis Certification Board. Small group supervision will be provided on a weekly basis. Students will apply the content of the ABA program courses and the Behavior Analyst Certification Board Task List while directly working with individuals with ASD and other Developmental Disabilities in their supervision experience. Students will receive the supervision and feedback needed to develop the professional repertoire of a Board Certified Behavior Analyst.

\* Felician University cannot guarantee practicum placement or Fieldwork supervisor. However, we will help assist those students who need to find placements and supervisors.

**Credits:** 1-1

**EDU 420 F : Field Component of Practicum in ABA**

Students will participate in a practicum experience that will follow the experience guidelines of the Behavior Analysis Certification Board. Small group supervision will be provided on a weekly basis. Students will apply the content of the ABA program courses and the Behavior Analyst Certification Board Task List while directly working with individuals with ASD and other Developmental Disabilities in their supervision experience. Students will receive the supervision and feedback needed to develop the professional repertoire of a Board Certified Behavior Analyst.

\* Felician University cannot guarantee practicum placement or Fieldwork supervisor. However, we will help assist those students who need to find placements and supervisors.

**Credits:** 2-2

**EDU 420 S: Seminar Component of Practicum in ABA**

Students will participate in a practicum experience that will follow the experience guidelines of the Behavior Analysis Certification Board. Small group supervision will be provided on a weekly basis. Students will apply the content of the ABA program courses and the Behavior Analyst Certification Board Task List while directly working with individuals with ASD and other Developmental Disabilities in their supervision experience. Students will receive the supervision and feedback needed to develop the professional repertoire of a Board Certified Behavior Analyst.

\* Felician University cannot guarantee practicum placement or Fieldwork supervisor. However, we will help assist those students who need to find placements and supervisors.

**Credits:** 1-1

**EDU 491: Educational Programming for Students with Autism Spectrum Disorders and other Developmental Disabilities**

Evidenced based educational practices for students with ASD and other developmental disabilities are explored. Students examine research based Positive Behavioral Supports for increasing academics, communication, and social skills, and for decreasing disruptive behaviors.

**Credits:** 3

### **EDU 493: Team-Based Behavioral Assessment and Implementation**

Students acquire knowledge and skills for implementing team based behavioral assessments with professionals and parents. Emphasis will be on methods to identify socially significant behaviors, relevant skill strengths and deficits, and preferred items and tasks. In addition, students will gain information of specific methods to supervise, manage, and support others involved in assessment and intervention programs.

**Credits:** 2-2

### **EDU 494: Professional and Ethical Compliance Code and Disciplinary Systems in ABA**

This course will emphasize professional practices based on the BACB Professional and Ethical Compliance Code for Behavior Analysts and the BACB Code-Enforcement Procedures. Students will be provided with an overview of the codes and procedures used for promoting and maintaining standards of professional conduct in the practice of behavior analysis.

**Credits:** 1-1

### **EDU 498: Behavioral Assessment and Supports for Students with Autism Spectrum Disorders and other Developmental Disabilities**

Direct observational methods and functional assessment procedures are explored for individuals with ASD and other DD for the purpose of planning educational and positive behavioral supports. Students learn the process of designing behavioral and educational supports based on information gathered from objective behavioral data collection.

**Credits:** 3

### **EDU 806: Practicum in Applied Behavior Analysis**

**Credits:** 3

### **EDU 807: Advanced Practicum in Applied Behavior Analysis**

**Credits:** 3

## **English**

Students interested in English may also opt for an English Focus within the Humanities Interdisciplinary Studies Major. (See Humanities section.)

\* ENG 101 is a co-requisite for 100 level English courses. ENG 102 is a co-requisite for 200 level English courses.

\* Both ENG 101 and 102 are pre-requisites for 300 and 400 level English courses.

## **Bachelor of Arts in English**

Graduates in the English major at Felician University will be able to:

1. Relate to the text as a means of gaining a deeper understanding of themselves and of the world.
2. Apply critical reading and thinking skills to the analysis and explication of the literary text.
3. Interpret texts from a variety of genres using literary critical approaches.
4. Incorporate scholarly research in the interpretation and analysis of literature.
5. Refine skills in written and oral communication.

English majors are prepared for graduate school by exposure to a variety of literary forms, works, and historical periods as well as by practice in critical analysis. The curriculum is also designed to produce literate, well-spoken persons who can enter professional studies in law or medicine as well as to provide communication and thinking skills highly valued in the business and professional world. Independent study, internships, seminars, and a senior research project help the student acquire intellectual maturity and a wide range of practical and scholarly experience.

**Type:** Bachelor of Arts

### **Required Courses**

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
ENG 201	Literatures in English I	3
ENG 202	Literatures in English II	3
ENG 203	Literatures in English III	3
ENG 315	Shakespeare	3
ENG 480	Critical Perspectives on Literature	3
ENG 490	Research in English	3

## Course Selections

Select three credits from each of the following areas:

\* Area studies may be taken in any sequence.

### Area 1: Medieval

\* Select a course from the following:

Item #	Title	Credits
ENG 300	Medieval Literature	3
ENG 301	King Arthur in History and Myth	3
ENG 305	Chaucer	3
ENG 310	History of the English Language: Old and Middle English	3
ENG 312	The Literature of the Saints	3
ENG 347	Myths, Fairy Tales and Medieval Romances	3

### Area 2: Renaissance

\* Select a course from the following:

Item #	Title	Credits
ENG 215	The Drama	3
ENG 320	Seventeenth Century Literature: Politics, Passion, and Prayer	3
ENG 325	Milton	3
ENG 347	Myths, Fairy Tales and Medieval Romances	3

### Area 3: Eighteenth and Nineteenth Centuries

\* Select a course from the following:

Item #	Title	Credits
ENG 210	History of the Novel	3
ENG 302	Themes in Literature: From Classic to Modern	3
ENG 313	Two American Poets: Dickinson and Frost	3
ENG 330	Eighteenth Century Literature	3
ENG 340	The Romantic Rebellion	3
ENG 345	Nineteenth Century Studies: The Victorian Age	3
ENG 365	American Romantic Writers	3
ENG 371	Autobiography	3

### Area 4: Modern to Postmodern

\* Select a course from the following:

Item #	Title	Credits
ENG 313	Two American Poets: Dickinson and Frost	3
ENG 366	Magic and Empire Around the World: Colonial to Post-Colonial Literature	3
ENG 370	Twentieth Century Studies: The Crises of Values A Prose Statement	3
ENG 371	Autobiography	3
ENG 372	Cinema and Literature	3
ENG 375	Twentieth Century Poetry: The Crises of Form	3
ENG 380	Twentieth Century Studies: Postmodern Literature	3
ENG 381	Multi-Ethnic Literature: America's Many Cultures	3
ENG 383	African-American Literature	3
ENG 385	Women in Literature	3
ENG 390	Modern Continental Authors	3
ENG 395	Modern Drama	3
ENG 396	Contemporary Drama	3

### English Electives

\* Complete two additional English electives

**Total credits: 120**

### Minor in English

Type: Minor

### Required Courses

Item #	Title	Credits
ENG 201	Literatures in English I	3
ENG 202	Literatures in English II	3
ENG 203	Literatures in English III	3
ENG 315	Shakespeare	3

### English Electives

Students must complete an additional 6 credits of English electives, at least 3 credits of which must be at the 300/400 level.

**Total credits: 18**

## Minor in Theater Studies

The Joint minor in Theater Studies is offered by the Department of Communications and the Department of English and Foreign Languages

In this minor the student explores theater as a practical craft and an intellectual discipline combining the hands-on courses of the Department of Communication's Theater Concentration with the in-depth studies of specific playwrights and of periods in dramatic styles of specific periods of theater history in courses offered by the Department of English and Foreign Languages.

**Type:** Minor

## Department of Communications Requirements

Item #	Title	Credits
COMM 140	Introduction to Theatre	3
COMM 247	Acting I	3
COMM 248	Acting II	3

## Department of English and Foreign Languages Requirements

\* Complete nine credits from the following courses:

Item #	Title	Credits
ENG 215	The Drama	3
ENG 315	Shakespeare	3
ENG 395	Modern Drama	3
ENG 396	Contemporary Drama	3
<b>Total credits:</b>		<b>18</b>

## Minor in Writing

**Type:** Minor

## Five Course Selection

\* Complete 15 credits from the following list:

\* ENG 400 and ENG 452 will depend upon the nature of the agreement between a faculty member or, possibly, an outside body relevant to the writing/publishing field.

Item #	Title	Credits
ENG 109	Crafting a Life: Biographies, Autobiographies, Diaries, Journals	3
ENG 130	Travel Writing	3
ENG 150	Critical Thinking for Persuasion	3
ENG 212	Creative Writing	3
ENG 240	Technical Writing for the Professions	3
ENG 335	Community Writing	3
ENG 371	Autobiography	3
ENG 400	Independent Study	3
ENG 452	Internship in English	3
<b>Total credits:</b>		<b>15</b>

## Theater Studies

The Joint minor in Theater Studies is offered by the Department of Communications and the Department of English and Foreign Languages.

In this minor the student explores theater as a practical craft and an intellectual discipline combining the hands-on courses of the Department of Communication's Theater Concentration with the in-depth studies of specific playwrights and of periods in dramatic styles of specific periods of theater history in courses offered by the Department of English and Foreign Languages.

The minor requires the completion of eighteen (18) credits, 9 from the Department of Communications and 9 from the Department of English and Foreign Languages:

**Type:** Minor



## Communication Requirements

Item #	Title	Credits
COMM 140	Introduction to Theatre	3
COMM 247	Acting I	3
COMM 248	Acting II	3

## English Requirements

\* Complete 9 credits from the following course offerings:

Item #	Title	Credits
ENG 215	The Drama	3
ENG 315	Shakespeare	3
ENG 395	Modern Drama	3
ENG 396	Contemporary Drama	3
<b>Total credits:</b>		<b>18</b>

## English Course Descriptions

### ENG 001: Developmental Writing I

The focus of this course is the intensive study of English fundamentals of reading and writing that will enable students to develop an expanded vocabulary and critical reading skills. Emphasis in writing will be placed on mastery of grammar, sentence structure, and paragraphing. Writing lab tutorials are required. Note: a "C" is the minimal acceptable grade in this course.

**Credits:** 5

### ENG 002/101: Reading and Writing Workshop

A single, linked reading and writing intensive course that looks like two courses when the student enrolls. There is one English professor assigned to both classes running back-to-back, in which students are doing the same work as any other student taking ENG 101. Because of this, students receive three credits that count towards graduation once they pass the course. The course is designed to give students with weaker backgrounds or greater difficulties in writing and reading the extra time and instruction they need to succeed in ENG 101. Emphasis is placed on increasing the level of writing skills and reading comprehension. The use of the thesis sentence and patterns of organization in reading and writing are stressed, as is further study of grammar, sentence structure, and essay writing. Writing lab tutorials are required. Note: A "C" is the minimum acceptable grade in this course.

**Credits:** 3

### ENG 005: Reading Comprehension

This three-credit course is designed to give students with weaker backgrounds or greater difficulties in reading added skills and an exposure to readings across the curriculum. It is designed to equip students with the skills needed to become effective readers and critical thinkers. Emphasis will be placed on developing the reading techniques essential for mastering the comprehension of college reading materials, acquiring a fundamental knowledge of vocabulary in various disciplines, and applying reading skills to expand proficiency in college writing. (Students are placed in this class by their Accuplacer reading scores). Note: A "C" is the minimum acceptable grade in this course.

**Credits:** 3

**ENG 101: College Writing and Research I**

This course reinforces the methods of writing college-level expository prose, with emphasis on the following: revision techniques, paragraph coherence, grammatical and structural clarity, patterns of organization, and thematic development. Students write several essays utilizing writing methods acquired in the course. Students will learn and apply the fundamentals of college research using MLA and APA research formats.

Note: A "C" is the minimum acceptable grade for this course.

\* Partially satisfies the GECC Area III Communication & Expression requirement.

**Credits:** 3

**ENG 102: College Writing and Research II**

This is a research and writing course designed to develop students' ability to locate, evaluate, and incorporate a variety of sources of information into a text of their own. Students will construct persuasive arguments incorporating their research in a variety of papers and writing assignments including the research paper. Critical reading and analysis of selections of literature (fiction, poetry, drama, and nonfiction) will provide examples of sophisticated strategies of writing to enhance the student's effectiveness in written communication. These readings will focus on themes and issues that will then serve as the topic of student essays. Refining the research and writing skills developed in ENG-101 will be part of each paper assignment, including the research paper, allowing the student to demonstrate competency in the correct use of APA or MLA citation, the processes of revision and editing, and the correct use of style, grammar, and punctuation. Note: A "C" is the minimum acceptable grade for this course. (Taken in tandem with LS-100 and partially satisfies the GECC Area V Information Literacy requirement.)

**Credits:** 3

**Prerequisites:**

ENG 101

**ENG 109: Crafting a Life: Biographies, Autobiographies, Diaries, Journals**

A study of major writers of personal nonfictional prose. Students will analyze the characteristics of the genres of biography, autobiography, letters, journals, and diaries. This course will develop writing and critical skills while introducing writers of varied historical times, styles, ethnic groups, sexes, and classes.

**Credits:** 3

**Prerequisites:**

ENG 101

**ENG 110: Science Fiction**

The course will provide opportunities to study the more popular science fiction of the nineteenth and twentieth centuries and to relate the selections of science fiction to Victorian, Modern, and post-Modern literature and critical theory. Emphasis will be placed on understanding science fiction as a reflection on and reaction to developing technologies and modernist philosophies. Students will study the works of Wells, Verne, Heinlein, Clarke, Bradbury, Vonnegut, King, and Shatner.

**Credits:** 3

**Prerequisites:**

ENG 101

**ENG 111: Detective Fiction**

The course studies the evolution of the detective novel from Edgar Allan Poe and Sir Arthur Conan Doyle to the present. It examines the genre's presentation of 19th century society's image of civility, propriety, and stability which the detective supports with his wits and moral authority. The course traces the genre's evolution through the 20th century's increasing incivility and instability against which the detective now often a knight errant struggles with increasingly compromised moral success. The divergent strains of American and British detective fiction will be compared.

**Credits:** 3

**Prerequisites:**

ENG 101

**ENG 121: Praxis Review**

This course is designed to familiarize the student with the structure and content of the Praxis I Core Reading (5712) and Writing (5722) tests. These CORE exams measure reading and writing competencies needed to prepare for a career in education. The course focuses on key concepts of language arts and the ability to effectively read and write before enrolling in a teacher education program. The course includes detailed instruction and hands-on practice through quizzes and practice tests.

**Credits:** 1

**ENG 122: Literature of Paterson**

This course examines significant literary works by the following writers who have used Paterson in their major literary works: William Carlos Williams, John Updike, Allen Ginsberg, Junot Diaz, Rosa Alcala, Judith Ortiz Cofer, Emma Goldman, Maria Gillan, and others. Students will learn techniques of close reading, literary interpretation, and will enhance their writing and speaking skills. Williams is a major poet whose urban imagism transformed modern poetry while Ginsberg's poetry added an anguished lyricism to themes of madness, sexuality, and protest. Updike's and Diaz's novels center on conflicts of identity and immigration. Poets Maria Gillan, Judith Ortiz Cofer, and Rosa Alcala use intimate female voices to describe ethnicity and family. Emma Goldman writes about politics, freedom, and feminism. Texts for the course include various genres, genders, and time periods. Field trips to sites in Paterson will be arranged.

**Credits:** 3

**ENG 130: Travel Writing**

"Travel Writing" is a creative essay-writing course, an introduction to both the theory and practice of travel writing. We will read both contemporary and classics of travel writing that use poetry, historical analysis, narrative and description to engage readers in the experience of the journey. Rather than following a lectured program around historic sites, students will engage in research and actively pursue a knowledge of art, history, and culture, with which to contextualize their own experience. Students will evaluate both the literary and ethical value of the texts they read. The class will serve as a creative writing workshop, and the student will finish the course with a polished, creative, and expressive essay in a popular and publishable genre. (This class is a study abroad course. The first part of the course takes place two days a week during the spring semester at FC; the second part takes place during late spring/summer for five weeks abroad.)

**Credits:** 3

**Prerequisites:**

ENG 102 or concurrent enrollment

**ENG 131: Travel Writing: About Paterson and the world**

This course is an introduction to writing creative nonfiction about journey and sense of place. Students will keep journals detailing their experiences of Paterson, emphasizing clear and sensual writing. Visiting parks, the Great Falls, and the historic district, students will practice combining historical research with descriptive narratives. Visiting local restaurants and businesses, students will capture the city's culture. The classic writers of travel writing use poetry, history, and description to engage readers with cultures they are then enticed to visit in person or in imagination. Students will read and evaluate travel writing of the past, and then revise their own journals into formal travel essays with a sense of genre and audience. This is an interdisciplinary course that develops critical reading skills and creative composition.

**Credits:** 3

**ENG 150: Critical Thinking for Persuasion**

The essay is a laboratory of thought. Logical thinking and valid evidence are key to effective essay writing but also to any kind of writing intended to persuade. This course builds on the skills practiced in ENG 101, with self-reflexive examination of the students' own writing processes. Students will examine logical fallacies and effective arguments in their own work and in the world. Students will write to experiment with critical thinking in a variety of persuasive modes, including oral presentations, essays, and hypertext. Students will write reasoned and creative non-fiction for a variety of audiences in and beyond the academy. (Satisfies the GECC Area IV Critical & Analytical Thinking requirement.)

**Credits:** 3

**Prerequisites:**

ENG 101

**ENG 201: Literatures in English I**

An in-depth survey of representative literary selections from British and American literature from the Middle Ages to 1699. Students will examine in detail major writers and texts, and will acquire knowledge of the significant historical, intellectual, and cultural events of the period.

**Credits:** 3

**ENG 202: Literatures in English II**

An in-depth survey of representative literary selections from British and American literature from 1700 to 1899. Students will examine in detail major writers and texts and will acquire knowledge of the significant historical, intellectual, and cultural events of the period.

**Credits:** 3

**ENG 203: Literatures in English III**

An in-depth survey of representative literary selections from British, American, and European literature from 1900 to the present. Students will examine in detail major writers and texts and will acquire knowledge of the significant historical, intellectual, and cultural events of the period.

**Credits:** 3

**ENG 209: The Short Story**

This course focuses on English and American short stories and literary analysis of the genre through examples of short stories from various writers and historical periods.

**Credits:** 3

**ENG 210: History of the Novel**

Students analyze the elements of the novel and categories within this genre. A critical evaluation of major English and American novels concentrates on those exemplifying historical and aesthetic development of this literary form. [AREA 3]

**Credits:** 3

**ENG 211: Community Writing: The Great Falls**

Through this course, students will read a variety of thinkers (historians, journalists, citizens) in a workshop format with in-class discussion and frequent reading and writing assignments. Students will be paired with individuals to interview from Paterson. They will complete a variety of research and writing tasks, including articles, interviews, profiles, histories, reports, fact sheets, reviews, and web-based writing of use to audiences outside of the University. Most of the writing for the course will be published and distributed to a much larger audience and to different kinds of readers than the student is accustomed to, allowing them to experience how their writing affects the community.

**Credits:** 3

**ENG 212: Creative Writing**

This course will develop students' creative abilities in writing poetry, short stories, plays, and non-fictional prose. An analysis of types of literature and the writing, revising, criticizing, and marketing of one's own work will be covered.

**Credits:** 3

**ENG 213: Paterson Texts & Contexts: Social and Cultural History of Paterson**

**Credits:** 3

**ENG 215: The Drama**

The course begins with the *Quem Quaeritis* trope and the development of drama in its religious and liturgical settings. It proceeds from this development through an examination of the medieval cycle plays, moralities, and early Tudor comedies. The course continues with a study of Elizabethan and Jacobean comedy and tragedy and its religious, classical, and folk backgrounds, considers the closing of the theaters in 1643 and the reappearance of theatrical entertainment with the Restoration in 1660. The course continues with a consideration of Restoration and Eighteenth-Century comedy and tragedy and closes with brief examination of Romantic "closet" drama. [AREA 2]

**Credits:** 3

**ENG 220: Children's Literature**

An exploration of the types and categories of children's literature with emphasis on oral tradition, critical analysis of specific literary pieces, and a study of the illustrations in children's books.

**Credits:** 3

**ENG 240: Technical Writing for the Professions**

Technical Writing for the Professions is an advanced writing course that emphasizes workplace and technical communication and editing appropriate to diverse professions. You will study and practice selected types of discourse employed in professional writing situations—including summaries, descriptions, instructions, visuals, reports, and proposals—preparing you for different systems of writing during your professional lives. You will examine and analyze examples from the writing of workplace professionals and use them as models to demonstrate the transition from academic to professional writing. Ultimately, the course is designed to recognize and address the relationship between effective communication and professional success by applying the skills of writing in a professional context.

**Credits:** 3

**ENG 300: Medieval Literature**

Students study in-depth the major texts and authors from the Middle Ages. [AREA 1]

**Credits:** 3

**ENG 301: King Arthur in History and Myth**

This course traces the origins of the historical Arthur from the early histories of Gildas, Nennius, and Geoffrey of Monmouth through the beginnings of the mythic Arthur in the Arthurian Romances of Chretien de Troyes, Marie de France, and Thomas Malory. We will look briefly at the presence of Arthur in contemporary literature as well. The course will conclude with readings and analysis of the Grail legends to gain an understanding of how a literary archetype is born. [AREA 1]

**Credits:** 3

**ENG 302: Themes in Literature: From Classic to Modern**

This course explores paired readings from classical and modern literary works and introduces students to the inter-textual nature of literary interpretation and to such common concerns as self, identity, and community. Students read ancient texts from the classical Greek and Roman worlds, the Judeo-Christian tradition, and modern works. Homer, Sophocles, Aeschylus, Euripides, Dante, Shakespeare and others may be included. Students will read deeply and critically in multiple genres, disciplines, and themes to understand how "great works" remain in dialogue with one another over time and how the legacy of western thought can be understood through the prism of contemporary literature. Each work read describes a series of choices that leave the main characters changed by their encounters as they construct their identity and what they learn on their way. [AREA 3]

**Credits:** 3

**ENG 305: Chaucer**

This course is designed as an introduction to the Canterbury Tales of Geoffrey Chaucer. Students will learn to read, translate, and recite the original Middle English while becoming familiar with Chaucer's life and times and the social and political climate of late medieval England. This course will also examine various manuscript illustrations of his works as well as some modern electronic means for studying Chaucer and the Middle Ages more generally. No previous knowledge of Middle English is necessary. [AREA 1]

**Credits:** 3

**ENG 310: History of the English Language: Old and Middle English**

A study of the grammar and the pronunciation of Old and Middle English, with emphasis on translation of selected texts and a brief study of the origins and development of the English language. Representative Medieval selections include the New Testament, Caedmon by Bede, The Whale, Piers Plowman, The Owl and the Nightingale, and sections of Chaucer's The Canterbury Tales. [AREA 1]

**Credits:** 3

**ENG 312: The Literature of the Saints**

Students examine the literature of the saints from the early Church Fathers to contemporary figures in order to understand the human relationship to God and quest for ultimate happiness. Authors studied include St. Augustine, St. Francis, St. Thomas Aquinas, St. Thomas More, St. Ignatius, St. Felix of Cantalice, St. Damian, and St. Therese among others. [AREA 1]

**Credits:** 3

**ENG 313: Two American Poets: Dickinson and Frost**

This course gives students an opportunity to study closely two of the most important American poets: Emily Dickinson and Robert Frost. Emphasis is upon the technical and lyric characteristics of the poetry, as well as an understanding of the thematic construction. [AREA 3 or 4]

**Credits:** 3

**ENG 315: Shakespeare**

A study of selected comedies, historical plays and tragedies of Shakespeare to illustrate the development of his art and thought in relation to the Elizabethan period.

**Credits:** 3

**ENG 320: Seventeenth Century Literature: Politics, Passion, and Prayer**

A study of the major poetry and prose of the seventeenth century in England including an examination of the intellectual and political events of the period and a detailed analysis of significant works by Milton, Donne, Herbert, Herrick, and others. The student will understand the development of the prose, poetry, and thought of this era. [AREA 2]

**Credits:** 3

**ENG 325: Milton**

This course includes the major works in poetry and prose of John Milton, with emphasis on *Paradise Lost*, the sonnets, and other selected works, such as *Paradise Regained* and *Samson Agonistes*. Milton's cultural, intellectual, and political contexts are also covered. [AREA 2]

**Credits:** 3

**ENG 330: Eighteenth Century Literature**

The course develops an appreciation for distinctively eighteenth-century forms that include the "heroic couplet," "mock-heroic," and satire. The course also considers the novel and its "rise," the development of theories of the sublime and the picturesque, and the discipline of aesthetics. The course includes coverage of Pope, Fielding, Swift, Johnson, and Gray, as well as a significant focus on the rise of a "woman's tradition" exemplified in the work of Finch, Montagu, and their successors. [AREA 3]

**Credits:** 3

**ENG 335: Community Writing**

This is a theme-based reading and writing course that gives students the opportunity to read a variety of non-fiction texts and write for an audience outside of the academic context. It integrates service learning by focusing on having students write and do research for a non-profit organization.

**Credits:** 3

**Prerequisites:**

Permission of the instructor, which will include a face-to-face meeting and the submission of a brief writing sample.

**ENG 340: The Romantic Rebellion**

A critical analysis of poetry and prose with attention to historical and intellectual background from approximately 1780 to 1830. Focus on works of Blake, Wordsworth, Coleridge, Byron, Shelley and Keats. [AREA 3]

**Credits:** 3

**ENG 345: Nineteenth Century Studies: The Victorian Age**

A critical analysis of representative poetry and prose from approximately 1830 to 1900. Focus will be on the relationship between literary art and the intellectual and social history of the period. Writers included are Tennyson, the Brownings, the Rossettis, Hopkins, and others. [AREA 3]

**Credits:** 3

**ENG 347: Myths, Fairy Tales and Medieval Romances**

An in-depth examination of selected myths, fairy tales and medieval romances in English. Students will examine in detail major writers and texts and will acquire knowledge of these genres and the significant historical, intellectual, and cultural events surrounding them. This course is taught through electronic delivery and is on-line. [AREAS 1 or 2]

**Credits:** 3

**ENG 350: Special Topics in English**

This course varies by semester and instructor and allows students to pursue an area not addressed by other courses in the Department.

**ENG 365: American Romantic Writers**

A study of the major writers of the American romantic period including Emerson, Thoreau, Poe, Hawthorne, Melville, and Dickinson. The course also includes a brief treatment of the nature and beginnings of Romanticism. [AREA 3]

**Credits:** 3

**ENG 366: Magic and Empire Around the World: Colonial to Post-Colonial Literature**

Essential to understanding contemporary global culture, colonial literature of the nineteenth and early twentieth century justified the rule of colonies from Europe, particularly Britain's empire. Postcolonial literature of the late twentieth and twenty-first centuries highlights the lingering traumas of colonialism and imperialism which were left behind by the clash of cultures with unequal distributions of power. This course is designed to acquaint students with significant colonial and postcolonial narratives from around the world. Themes of identity, language, race, religion, and gender will inform readings of magical realism and representations of exotic others. [AREA 4]

**Credits:** 3

**ENG 370: Twentieth Century Studies: The Crises of Values A Prose Statement**

An examination of some major works of prose fiction by writers in British and American literature from the turn of the century to World War II. Emphasis upon Conrad, Joyce, Lawrence, Woolf, Fitzgerald, Hemingway, Stein, Orwell and O'Connor. [AREA 4]

**Credits:** 3

**ENG 371: Autobiography**

Students examine major English and American authors from 17th to 21st century who have written autobiographies. Through an analysis of style, form, and theme, autobiography will be seen as a literary genre expressing self and self-consciousness, and combining fictive and factual elements. [AREA 3 or AREA 4]

**Credits:** 3

**ENG 372: Cinema and Literature**

Students examine the language and grammar of film, the history and development of style, film criticism and aesthetics, international cinema, and engage in a comparative study of the screen arts and literary adaptations. [AREA 4]

**Credits:** 3

**ENG 375: Twentieth Century Poetry: The Crises of Form**

An examination of the major poets in British and American literature from W.B. Yeats to World II. Emphasis upon Yeats, Millay, T.S. Eliot, Moore, Pound, Stevens, Frost, Williams, and Plath. [AREA 4]

**Credits:** 3

**ENG 380: Twentieth Century Studies: Postmodern Literature**

An examination of major writers of the postWorld War II era whose works are centered upon the themes of loneliness, human intimacy and the realization of self. Includes American, British and Continental writers in English. [AREA 4]

**Credits:** 3

**ENG 381: Multi-Ethnic Literature: America's Many Cultures**

This course is about the literature and experiences of the varied ethnic groups found in American culture. It includes the writings and cultures of Native American, Latino, Asian, African-American, Jewish, and various White American authors. [AREA 4]

**Credits:** 3

**ENG 383: African-American Literature**

This course acquaints the student with both prose and poetry written by African Americans as an integral part of the American literary tradition. Beginning with mythical, symbolic, and oral traditions in Africa, the course explores their influence on African American literature from 1750 to the present, with a particular focus on 20th century literature. The importance of literature as a reflection of the African experience in America will be stressed. [AREA 4]

**Credits:** 3

**ENG 385: Women in Literature**

A thematic study of the female image created by male and female writers, focusing on major authors who are women, and on the practice of feminist literary analysis. It explores women's and men's creation of identity within social structures that define acceptable feminine and masculine images. [AREA 4]

**Credits:** 3

**ENG 390: Modern Continental Authors**

A study of the masterpieces of selected modern continental authors who address historical and humanistic issues particular to Germany, Russia, and France. Authors studied include Kafka, Hesse, Mann, Tolstoy, Dostoyevsky, Flaubert, and Camus. [AREA 4]

**Credits:** 3

**ENG 395: Modern Drama**

This course concentrates on the authors and movements in continental, British, and American drama from Ibsen and Strindberg to the present. [AREA 4]

**Credits:** 3

**ENG 396: Contemporary Drama**

This course concentrates on selected authors and movements in contemporary drama from the 1980's to the present. [AREA 4]

**Credits:** 3

**ENG 400: Independent Study**

With instructor's approval, a student may arrange to pursue a course of study in a specific area of literature or communications. The course involves tutorial meetings with the instructor, independent readings, and an in-depth research project. Normally restricted to juniors or seniors, this course may be taken when a schedule conflict precludes taking a scheduled literature elective.

**Credits:** 3

**ENG 452: Internship in English**

This course offers English majors the opportunity to work in the field of English for a minimum of 120 hours during the semester. Students must complete all paperwork to register for the Internship at least one semester before; students will meet with the Career Center and complete the application to be sent to their advisor and site supervisor. This application will then be filed in the Career Center. Students must register for the class with the Registrar as well. They will be required to write a paper that is relevant to the Internship and maintain a journal that reflects their experience; the site supervisor will complete an evaluation form on their performance. This is a Pass/Fail course.

**Credits:** 3

**Prerequisites:**

Junior or senior status in the English major and permission of instructor.

**ENG 480: Critical Perspectives on Literature**

A study of, and practice in, the methods of researching critical sources of literature, including studies in authenticity, editing, and attribution approaches. The course will discuss both traditional Structuralist approaches and contemporary Post-Structuralist approaches to the analysis and interpretation of literary texts.

**Credits:** 3

**ENG 490: Research in English**

Students examine selected readings of an author, genre, or historical period, and do research to prepare and present a major original paper. Particular topics are chosen with the advice of the professor and a close tutorial relationship is continued throughout the semester. For graduating Seniors who are English majors.

**Credits:** 3

**Prerequisites:**

ENG 480 or permission of instructor.



# Environmental Science

## ENV 101: Introduction to Environmental Science

Application of scientific principles to understanding ecosystem function and biodiversity, human impacts on the biosphere, and strategies for sustainability of environmental quality. Includes classroom discussions, case studies, and laboratory/field investigations of local ecosystems and biodiversity, land analysis and land use management, assessment of soil and water quality, analysis of resource consumption and waste production, and scientific evaluation of articles and policies pertaining to local, regional, and global environmental issues. Course includes three lecture-hours and one 2 ½ hour laboratory session per week.

**Credits:** 4

### Prerequisites:

Competence in math and English skills, indicated by a grade of "C" or higher in MATH 002 and EN 002, or their equivalents.

# Exercise Sports Science

## B.S. in Exercise Sports Science

The mission of the Bachelor's degree in Exercise Sports Science is to provide a quality undergraduate education in the field of Exercise Sports Science that prepares students for meaningful engagement in work experiences and/or a furthering of their education in a graduate program. Students majoring in Exercise Sports Science explore how the body functions during physical activity and exercise. Principles and concepts taught in human anatomy and physiology, exercise physiology, biomechanics, chemistry, physics, and nutrition are mastered to help understand how the body responds to acute bouts of exercise and how it adapts to chronic physical activity and exercise. The impact that physical activity and exercise have on one's capacity to do work, physical performance, health, and disease, makes study of this discipline rewarding, both individually and for society at large.

### Program Learning Outcomes

Upon completion of the program requirements, students will be able to:

1. Demonstrate a sound foundational knowledge and understanding of the principles of biology, chemistry, and nutrition, and an advanced understanding of human anatomy and physiology as they relate to responses and adaptations to physical activity, exercise, health, and disease.
2. Demonstrate basic laboratory skills pertaining to assessments, laboratory methods, sound experimental and analytical practices, data acquisition, and reporting in the Exercise Sports Sciences.
3. Demonstrate knowledge of the importance and influence of physical activity, kinesiology, nutrition and exercise on health and be an advocate for physically active lifestyles as a means to improve quality of life and reduce the risk and prevalence of lifestyle related diseases.
4. Plan, administer, and evaluate wellness and fitness programs, nutrition projects, and exercise physiology tracks based in sport, clinical, and/or corporate environments.
5. Demonstrate requisite skills and abilities for meaningful employment in Exercise Sports Science related areas and/or pursue graduate studies in an Exercise Sports Science related area.

**Type:** Bachelor of Science

## Freshman Year Fall

Item #	Title	Credits
	GECC I Faith & Reason 100/2003 Elective	
ENG 101	College Writing and Research I	3
BIO 103	General Biology I	4
EXSC 101	Introduction to the Field of Exercise Science	3
UNIV 101	Dream	1

## Freshman Year Spring

Item #	Title	Credits
	GECC V Information Literacy	4
CS 103	Introduction to Advanced Computer Applications	3
MATH 160	College Algebra	4
EXSC 202	Principles of Health Nutrition and Weight Management	3

## Sophomore Year Fall

Item #	Title	Credits
	GECC II Ethics, Values, and Truth Elective	3
	GECC IV Critical & Analytical Thinking Elective	3
MATH 161	Precalculus	4
EXSC 140	Health and Fitness	3
BIO 205	Anatomy and Physiology I	4

## Sophomore Year Spring

Item #	Title	Credits
	GECC VIII Global Consciousness Elective	3
	GECC Liberal Arts Concentration Elective	3
	GECC III Communications & Expression Elective	3
EXSC 418	Principles of Strength Training and Conditioning	3
BIO 206	Anatomy and Physiology II	4
UNIV 201	Dare	1

## Junior Year Fall

Item #	Title	Credits
	GECC I Faith & Reason 300/4003 Elective	
PHYS 103	General Physics I	4
EXSC 305	Exercise Physiology w/ Lab	4
CHEM 103	General Chemistry I	4

## Junior Year Spring

Item #	Title	Credits
CHEM 104	General Chemistry II	4
	GECC VIII Global Consciousness Elective	3
	Major Related Elective	3
	GECC Liberal Arts Concentration Elective	3
UNIV 301	Do	1

## Senior Year Fall

Item #	Title	Credits
MGT 230	Sports Management	3
	Major Related Elective	3
EXSC 310	Exercise Biomechanics	3
EXSC 340	Therapeutic Principles	3
EXSC 330	Motor Learning and Skill Performance	3

## Senior Year Spring

\* The Free Elective is optional if credits have been met through internship.

Item #	Title	Credits
EXSC 320	Stress Assessment and Exercise Prescriptions w/Lab	4
EXSC 450	Research in Exercise Sports Science	3
EXSC 452	Internship	3-6
	Major Related Elective	3
	Free Elective	3
<b>Total credits:</b>		<b>120</b>

## Minor in Exercise Sports Science

The Exercise Sports Science (EXSC) Minor is designed for students who desire a greater understanding of the physiological and biomechanical principles of exercise and fitness. The Minor provides coursework in biomechanical principles, prevention and treatment of athletic injuries, exercise leadership, and health behavior.

The Exercise Sports Science Minor provides fundamental course and essential laboratory experience for students interested in pursuing employment in the field of Exercise and Sports Sciences. Students completing the Minor will be able to implement preventative health programs in private, corporate, commercial, and community settings. The Minor also prepares interested students for graduate work in Exercise Physiology, Exercise Science, Sports Medicine, Kinesiology, Physical Therapy, or Athletic Training. The student interested in the Minor must also complete the following core science courses: Anatomy & Physiology I and II, Physics I, and Introduction to Psychology.

**Type:** Minor

## Required Courses

Item #	Title	Credits
EXSC 101	Introduction to the Field of Exercise Science	3
EXSC 202	Principles of Health Nutrition and Weight Management	3
EXSC 305	Exercise Physiology w/ Lab	4
EXSC 310	Exercise Biomechanics	3
EXSC 320	Stress Assessment and Exercise Prescriptions w/Lab	4
EXSC 330	Motor Learning and Skill Performance	3
<b>Total credits:</b>		<b>20</b>

## Exercise Sports Science Course Descriptions

### **EXSC 101: Introduction to the Field of Exercise Science**

This course provides an introduction to the field of exercise and sport science, and is recommended for anyone considering a career in this area. Students will be exposed to the history of sport, philosophy of sport and other issues and challenges related to exercise and sport sciences. Exploration of career opportunities and pathways will be emphasized.

**Credits:** 3

### **EXSC 140: Health and Fitness**

This course introduces students to a variety of topics related to health and wellness. Topics include, but are not limited to, wellness and lifestyle management, basic principles of physical fitness, nutrition, weight management, stress management, sexually transmitted diseases, substance use and abuse, and chronic diseases.

**Credits:** 3

### **EXSC 175: First Aid and Emergency Response**

This course will teach students to respond to emergencies and give first aid. Students will learn to recognize and respond to cardiac, breathing and first aid emergencies by learning the skills needed to give immediate care to an injured or ill person and to decide whether advanced medical care is needed.

**Credits:** 3

### **EXSC 202: Principles of Health Nutrition and Weight Management**

This course emphasizes the fundamental concepts of nutrition with a focus on the relationships of nutrients to health, fitness, and athletic performance. Topics include basic dietary constituents, principles of body function, considerations for disease prevention and management, dietary regulation, dietary myths, food safety and weight management.

**Credits:** 3

### **EXSC 203: Athletic Injuries**

This course is a study of the prevention and treatment of specific sport injuries resulting from activities in the home, recreational, intramural, and extramural settings. Areas addressed include the identification of injuries, proper treatment after they occur, and preventative measures. Students learn how to create a safe environment for athletes.

**Credits:** 3

### **EXSC 216: Kinesiology and Functional Anatomy**

#### **EXSC 216: Kinesiology and Functional Anatomy**

A study of the functional anatomy and basic biomechanics, focused on musculoskeletal system and its efficiency in various human movements (sports activities). Prerequisite: BIO 205, Recommended prerequisite or corequisite: PHYS 103

**Credits:** 3

#### **Prerequisites:**

BIO 205

Recommended prerequisite or corequisite: PHYS 103

### **EXSC 245: Essentials of Coaching**

This course provides the foundation for coaching sports at any level of performance. It reviews differences in the levels of competitive sport, emphasizes professional and personal development, and offers methods for constructing plans for meeting coaching goals. It addresses issues specific to child, youth, and collegiate coaching.

**Credits:** 3

**EXSC 305: Exercise Physiology w/ Lab**

This course studies basic principles of human physiology and metabolic processes used to produce and store energy with direct application to acute and chronic exercise. Students will develop an understanding of the structure, function, and measurement of the cardiovascular, pulmonary, and neuromuscular systems with respect to human activity and athletic performance. The course and lab utilize this information to focus on how the body and its systems respond to the differing types of intensities of exercise. Understanding the interactions of metabolism, circulation, and structural adaptations in response to exercise and training are required to be an effective exercise sports physiologist.

**Credits:** 4

**Prerequisites:**

BIO 205 and BIO 206

**EXSC 310: Exercise Biomechanics**

This course provides students the opportunity to study advanced techniques in the analysis of mechanical factors related to human movement. Specific areas of human movement include: sports, aquatics, ergonomics, rehabilitation, disability sport, exercise/fitness, and gait. Students gain an understanding of the mechanical and anatomical principles that govern human motion and develop the ability to link the structure of the human body with its function (motion, rotation, force, etc.) from a mechanical perspective.

**Credits:** 3

**Prerequisites:**

PHYS 103 or equivalent and EXSC 216

**EXSC 320: Stress Assessment and Exercise Prescriptions w/Lab**

This course incorporates laboratory and field tests used to assess physical fitness components as well as principles of exercise prescription. Test results are used to develop individualized exercise prescriptions to improve cardiorespiratory fitness, muscular fitness, body weight and composition, and well as flexibility and stress levels

**Credits:** 4

**EXSC 330: Motor Learning and Skill Performance**

This course will examine the theoretical and applied concepts relating to performance and learning of perceptual-motor skills in everyday lifestyle, recreational, and sport tasks. Through this content, students will be provided an opportunity to explore how motor skills are developed and controlled, and how methods of instruction can be used to assist relearning of motor skills.

**Credits:** 3

**EXSC 340: Therapeutic Principles**

This course is designed to prepare students to safely, legally, ethically, and appropriately apply physical agents and modalities such as heat, cold, light, sound, water, wrapping/taping, mechanical compression, and mechanical traction as components of physical therapy intervention. Course content includes interactive case studies designed to assist the student in applying concepts of evidence-based practice, clinical reasoning, stages of tissue healing/repair, and pain mechanisms while making treatment intervention decisions in the appropriate use of these procedures.

**Credits:** 3

**EXSC 418: Principles of Strength Training and Conditioning**

This course is intended to prepare future professionals in various fitness fields to apply scientifically sound principles to strength and conditioning programs. We will study strength, speed, cardiovascular, and flexibility training through the use of concepts learned in physiology, anatomy, kinesiology, and psychology. You will learn appropriate exercise program design, safe exercise technique, and the ways to assess physical improvement in your clients. This course is designed to prepare students for the nationally accredited Certified Strength and Conditioning Specialist (CSCS) certification exam. Prerequisites: EXSC216 and EXSC320.

**Credits:** 3

**Prerequisites:**

EXSC 320

**EXSC 450: Research in Exercise Sports Science**

This is a senior capstone course that integrates the knowledge, concepts, as well as professional skills gained from prior coursework in the exercise sports science undergraduate program. Students will be able to choose from two different options in this capstone course: an applied project in which the student will develop a hypothetical applied case and intervention program for a client/team in order to synthesize and demonstrate their ability to understand, develop, and advance the principles of applied physiology; or b) a research project in which the student will apply research techniques, including the ability to define a research problem, write hypotheses, review the literature, apply a research design, collect and analyze data, and interpret the results.

**Credits:** 3

**EXSC 452: Internship**

The internship component introduces Exercise Sports Science majors to real-world applications of what they have learned through coursework in the program, providing comprehensive practical experience in a selected Exercise Science environment. Students are expected to apply and register for the internship at least one semester prior and will need to visit the Career Center to complete the application, which will then be sent to the advisor and site supervisor. They will then spend at least 120 hours interning at their site, and are required to write a paper that is relevant to the internship and maintain a journal reflecting on their experience. The site supervisor will complete an evaluation form on the student's performance upon completion of the internship experience. This is a Pass/Fail course. Prerequisites: Junior or Senior status and CPR certification is necessary (accepted from American Red Cross or American Heart Association only).

**Credits:** 3-6

**Prerequisites:**

Junior or Senior status and CPR certification (only from either American Red Cross or American Heart Association)

## Finance

See the program for School of Business for more information.

**FIN 110: Personal Finance and Money Management**

An introduction to the theory and practice of personal financial management and planning. Strategies for the small investor and principles of financial plans and long-term wealth accumulation are emphasized. Specific topics include principles of portfolio decision-making; investment in securities, insurance, real-estate, public and private pensions, and retirement and estate planning.

**Credits:** 3

**FIN 300: Corporate Financial Management**

This course examines the important questions of capital budgeting and short-term and long-term financing. Topics include evaluation of risk and value; capital budgeting, cost of capital, capital structure, and dividend policy; financial planning and long-term financing; short-term financial planning cash management and audit management. Also included is the study of mergers and acquisitions, pension plans and international corporate finance.

**Credits:** 3

**Prerequisites:**

ACC 100

ACC 200

MATH 160

**FIN 310: Financial Markets and Institutions**

A survey of the fundamental concepts of finance, including sources and uses of short-term and long-term funds. Topics include the demand for funds in the business sector, sources of capital, risk management, the selection of alternative investments, and the term structure of interest rates. Also included is the study of financial institutions, particularly the monetary and credit systems of the United States.

**Credits:** 3

**Prerequisites:**

ACC 100

ECON 220

### **FIN 320: Intermediate Topics in Corporate Financial Management**

This course builds upon the basics learned in Corporate Finance to develop skills inherent in the managerial finance function. Using the case study method, this course will give students a solid background in the long-term financial decision-making of the firm, including capital investment, particularly with regard to capital budgeting, and financing, as it deals with the cost of capital and ramifications for capital structure. This course will also delve into short-term financial decision-making as it relates to working capital and current assets and liabilities management. Finally, special topics in hybrid and derivative securities will be explored.

**Credits:** 3

#### **Prerequisites:**

ACC 100

ACC 200

FIN 300

## **First Year Experience**

### **FYE 100: First Year Experience (part 1)**

This course will enable students to acquire strategies useful for their academic and personal success as a member of the Felician College community. It will provide the students and faculty with an organized opportunity for engagement in the college community while addressing issues related to being a first year student. This will be done by incorporating college success strategies as well as other experiences that will enable students to know more about what it means to be part of the Felician College community. The course will deliver a unique college experience, incorporating and introducing the students to Franciscan values, Felician values, and how these values come together to make the unique Felician University mission. Students will be encouraged to discuss the mission and its meaning in their lives as students. They will also explore decision-making and their own personal values. (every fall)

**Credits:** 1

### **FYE 101: First Year Experience (part 2)**

A continuation of FYE 100. This course will assist students in acquiring information that will enhance their knowledge and understanding of the process of choosing a major and career. Students will further investigate strategies to be successful learners. In addition, issues concerning maintaining personal wellness and effective communication will be addressed. Issues relating to the concepts of developing a broader understanding of ethics and integrity in academic life and incorporating these values into their own lives as part of the Franciscan tradition will also be addressed. (every spring)

**Credits:** 1

## **French**

### **FREN 101: French Language and Culture I**

These courses introduce students to the French language using the basic components of French grammar in order to engage in spoken, interpersonal communication. In conjunction with language learning students will examine the ideological and cultural differences of countries where French is spoken. The course develops students' awareness of the global challenges experienced in these countries and an appreciation of their artistic and social contributions.

**Credits:** 3

### **FREN 102: French Language and Culture II**

These courses introduce students to the French language using the basic components of French grammar in order to engage in spoken, interpersonal communication. In conjunction with language learning students will examine the ideological and cultural differences of countries where French is spoken. The course develops students' awareness of the global challenges experienced in these countries and an appreciation of their artistic and social contributions.

**Credits:** 3

# General Science

## B.A. in Natural Science and Mathematics Concentration in General Science

The general science concentration provides the flexibility of majoring in the sciences without the need to specialize in a specific field of science. The program provides a selection of representative laboratory courses in the biological and physical sciences, and an opportunity for students to write and present an original paper synthesizing current research on a specific topic of interest. Important objectives are for students to develop a scientific and quantitative approach to problem solving, develop skills in accessing and evaluating scientific information, and enhance their skills in written and oral communication. The program also seeks to foster an appreciation of Catholic/Franciscan values as they relate to the practitioner of science.

Students preparing to teach science in grades K-8 have the option of pursuing a double major in education and NSM general science.

At the end of their program in Natural Science and Mathematics (NSM) students will:

1. Apply scientific reasoning in their approach to the fundamental principles and laboratory methods in general sciences.
2. Analyze scientific quantitative data through the use of current information technology.
3. Create and carry out a valid, independent laboratory research project and literature review.
4. Apply written, graphical and oral communications in their scientific findings.
5. Evaluate and understand the ethical challenges and responsibilities of applying scientific knowledge, the Franciscan values to the practice of science.
6. Understand the contributions of science-related professions to human and environmental sustainability.

**Type:** Bachelor of Arts

## Required Courses

Biological Science Requirement - BIO103 General Biology I, plus 12 credits minimum from among the following: BIO 104 General Biology II, BIO 202 Microbiology, BIO 205 Anatomy and Physiology I, BIO 206 Anatomy and Physiology II

Item #	Title	Credits
BIO 103	General Biology I	4
	Biological Science Requirement	4
	Biological Science Requirement	4
	Biological Science Requirement	4

## Physical Science Requirements

Physical Science requirement - 12 credits minimum from among the following: CHEM103 General Chemistry I, CHEM 104 General Chemistry II, CHEM 105 Principles of Chemistry, ENV 101 Environmental Science, GSCI 105 Earth Science, PHYS 103 General Physics I, PHYS 104 General Physics II

Item #	Title	Credits
GSCI 105	Earth Science	4
	General Physics Requirement	4
	Chemistry Science Requirement	4

## Senior Research

Item #	Title	Credits
GSCI 409	General Science Seminar	1
GSCI 450	General Science Research	3

## Science Electives

Science Electives - 12 credits minimum from courses not already taken as biology or physical science requirements from BIO, CHEM, ENV, PHY, GSCI 101, GSCI105, and/or PSYC 311. At least one course must be a 300 or 400 level course.

Item #	Title	Credits
	Science Elective	4
	Science Elective	4

## Free Electives

**Total credits: 120**

# General Science Course Descriptions

## **GSCI 101: Forensic Science**

An introduction to common forensic methods including bloodstain, fingerprint, fiber and chemical analysis. Students will develop an appreciation of the scientific principles of forensic analysis and its limitations and uncertainties. This course is designed for the nonscience major. Three lecture hours and two seventy-five minute laboratory sessions weekly. (fall and spring)

**Credits:** 3

### **Prerequisites:**

Competency in mathematical and English basic skills, as shown by a grade of at least "C" in ENG 002 and MATH 002 or equivalent

## **GSCI 105: Earth Science**

An introduction to the sciences, including Geology, Oceanography, Meteorology, and Astronomy, that seek to understand earth and its neighbors in space. Emphasis is placed on the dynamic interactions among the earth systems, including the human impact on the planet. This course is open to non-science majors and General Science majors. It is recommended for future science teachers. Two seventy-five minute lecture periods and two seventy-five minute lab periods weekly. (fall and spring)

**Credits:** 4

### **Prerequisites:**

Competency in mathematical and English skills, as shown by a grade of at least "C" in ENG 002 and in MATH 002, or their equivalents

## **GSCI 409: General Science Seminar**

Critical review of selected current research topics utilizing library and on-line resources. Students develop an ability to effectively retrieve, summarize, and analyze information from primary sources. Students also develop skills in writing and oral presentation of a literature review on a topic of interest. GSCI 409 is normally taken in the semester preceding GSCI 450. (fall and spring)

**Credits:** 1

### **Prerequisites:**

Two semesters of laboratory courses in the sciences, or permission of the instructor

## **GSCI 450: General Science Research**

Students pursue library research projects under faculty supervision. Each student must submit an oral and written report at the close of GSCI 450. (fall and spring)

**Credits:** 3

### **Prerequisites:**

Permission of the instructor and approval of a proposal submitted to the mentor during the previous semester

# Healthcare Administration

See the program for School of Business for more information.

## **B.S. in Healthcare Administration Program Learning Outcomes:**

Upon completion of this program, students should be able to:

- Demonstrate content mastery in the functional areas of our business core (accounting, economics, management, quantitative business analysis, finance, marketing, legal and social environment, information systems, and international issues)
- Demonstrate the School of Business core competencies (critical reasoning, quantitative reasoning, ethical decision making, teamwork, personal accountability, effective communication)
- Demonstrate appropriate content knowledge in the area of population health and status assessment
- Demonstrate appropriate content knowledge in the area of health policy formulation
- Demonstrate appropriate content knowledge in the area of structural analysis of healthcare organizations
- Demonstrate appropriate content knowledge in the area of patient care improvement



## Degree Requirements

Candidates for the Associate in Arts, Business Concentration and Bachelor of Sciences degrees in Business must:

1. satisfy all entrance requirements (Formal acceptance into the Business major, usually in the sophomore year, requires a 2.500 cumulative GPA.)
2. satisfy the specific requirement in a major or concentration.
3. fulfill a residence requirement of the last 30 credit-hours at Felician University.
4. maintain an average GPA of 2.500 throughout the program.
5. earn a minimum grade of "C" in all courses in the major.

**Type:** Bachelor of Science

## Required Courses

\* In addition to the general education requirements:

### Business Core:

Item #	Title	Credits
MKT 100	Fundamentals of Marketing	3
MGT 100	Fundamentals of Management	3
MATH 160	College Algebra	4
ACC 100	Principles of Financial Accounting I	3
ACC 200	Principles of Managerial Accounting	3
ECON 200	Macroeconomics	3
ECON 220	Microeconomics	3
FIN 300	Corporate Financial Management	3
MGT 410	International Business	3
BUS 300	Ethics in the Corporate Environment	3
BUS/LAW 310	Business Law I	3
BUS 341	An Introduction to Research and Analysis Using Statistics	3
MGT 490	Business Policy	3

## Major Requirements:

Item #	Title	Credits
HCA 200	HEALTHCARE ADMINISTRATION (HCA) Principles of Healthcare Administration	3
HCA/MGT 300	Organizational Behavior in Healthcare Settings	3
HCA/MGT 310	Human Resource Management in Healthcare	3
HCA 330	Ethics and Legal Issues in Healthcare	3
CS/HCA 427	Healthcare Information Systems, Management of Data Protection and Regulatory Compliance	3
HCA 440	Delivery of Quality Care	3
HCA 490	Healthcare Policy	3
BUS 499	Business Capstone	3

## Additional Requirements:

\* These requirements apply to traditional students only

Item #	Title	Credits
BUS 110	Business, Organizations & Management	3
BUS 200	Professional Development I	1
BUS 210	Professional Development II	1
BUS 220	Professional Development III	1
<b>Total credits:</b>		<b>120</b>

# Healthcare Administration Course Descriptions

## **CS/HCA 427: Healthcare Information Systems, Management of Data Protection and Regulatory Compliance**

This course is an introduction to the various Information Technology, Regulatory and Administrative aspects of Informatics, Information Privacy and Security as it pertains to a modern health care electronic environment. An important area of this course covers HIPAA, the Healthcare Insurance Portability and Accountability Act, and subsequent modifications introduced by the more recent ARRA-HITEC laws. This very important regulatory component of the healthcare industry is composed of the Transactions, Privacy and Security Rules, which are studied in depth in this course, including the key issues associated with protecting information privacy, determining the levels of protection and response to privacy and security incidents, and the different forms, policies and procedures to be used in a health care environment. The study and practice of Electronic Health Records, important Information Systems used in the healthcare industry, as taught as part of this course, is a timely subject, since the U.S. Government is motivating the use of such enterprise systems in all level of the healthcare provider system and there is a national expansion in the use of such electronic systems, from large hospitals to small clinics. (fall)

**Credits:** 3

## **HCA/MGT 300: Organizational Behavior in Healthcare Settings**

This course introduces the student to the notion of the healthcare organization as a social system. We will examine how individual and group behavior relates to organizational structure, task achievement, and goal attainment. Students will gain an understanding of the role of organizational culture in shaping individual and group behavior and the linkage of culture to leadership.

**Credits:** 3

### **Prerequisites:**

MGT 100

## **HCA/MGT 310: Human Resource Management in Healthcare**

As healthcare organizations strive to be high performers, the human resources function is a key player in achieving that goal. Thus, we study the human resources function from its administrative and strategic perspectives, including the line manager's human resources role. Specifically, we examine its role in strategic planning along with the traditional roles of wage and salary administration, training and development, employee and labor relations, performance appraisal, and its ever expanding role due to legislative enactments.

**Credits:** 3

### **Prerequisites:**

MGT 100

## **HCA 200: HEALTHCARE ADMINISTRATION (HCA) Principles of Healthcare Administration**

An assessment of the health of the US population coupled with the design of healthcare systems and structures, including governance mechanisms and an evaluation of same. Thus, we will study the basic structures and operations of the healthcare system in the US from its origins to current times, including analysis of cost and quality.

**Credits:** 3

## **HCA 330: Ethics and Legal Issues in Healthcare**

The student examines current legal issues occurring within healthcare. This course will allow the student to gain an understanding of what health care providers need to be aware of the void of legal pitfalls. Case studies will be presented for review and analysis.

**Credits:** 3

## **HCA 440: Delivery of Quality Care**

In this course, students will examine evidence-based best practices and other research on the delivery of quality healthcare. Mandates for reporting and the use of government issued healthcare report cards will be examined. Standards published by authoritative organizations such as ANCC (Magnet Hospitals) and IOM National Quality Forum will be examined.

**Credits:** 3

### **Prerequisites:**

HCA 330

## HCA 490: Healthcare Policy

This course will focus on the role and function of healthcare policy and how healthcare policy guides social and behavioral change. Students will learn how managers use policy to identify, define and produce service delivery alternatives and revenue streams. Consideration will be given to the varied (and sometimes conflicting) motivations of policymakers, payers, providers and patients. The course will investigate the policies surrounding the World Health Organization's (WHO) public health policies on mental health and contagious diseases as well as on the United States Federal policies on the Affordable Care Act (Obama care), Medicaid, Medicare, and HIPPA. Students will review and prepare evidence-based policy briefs that bring together global and local research evidence to inform policy dialogues about the advantages and disadvantages of a policy as well as the costs of alternative healthcare interventions. Values and preferences for making policies within a pluralistic society will be considered.

**Credits:** 3

### Prerequisites:

All courses in the major (senior status)

## History

### B.A. in History

The History Department provides students a vigorous academic and intellectual experience. It enables them to analyze the major circumstances and events that have shaped today's world. Completing the History major prepares students for graduate studies, teaching, research, as well as archival, museum, and business careers. It is expected that students will embark on their chosen career paths with an understanding and appreciation of Catholic Franciscan values and their application to their professional and personal lives.

### Learning Outcomes for the History Major

Students completing the History major will have attained:

- Mastery of the narrative of European History
- Mastery of the narrative of American History
- Competence in oral and written communication

- Competence in critical and analytical skills
- Technological literacy

**Type:** Bachelor of Arts

## Survey Courses — Western Civilization

The survey courses in World and European History, study the major political, social, intellectual and economic forces that have shaped Western society. Each course emphasizes a specific period in Ancient and European History and studies the problems of that era.

\* Complete at least nine credits from the following:

Item #	Title	Credits
HIST 101	Ancient Societies through the Middle Ages	3
HIST 102	Renaissance, Reformation to the French Revolution	3
HIST 103	The Age of Nationalism	3
HIST 104	World War I to the Present	3

## Survey Courses — Development of American Society

The survey courses in American History, study the major political, social, intellectual and economic forces that have shaped the American nation. Each course emphasizes a specific period in our history and critically examines the problems of that period.

Item #	Title	Credits
HIST 201	From Colonies to Nation	3
HIST 202	From the Civil War to a World Power	3
HIST 203	From the Jazz Age to the Computer Age	3

## Required Courses

Item #	Title	Credits
HIST 440	Historiography and Historical Methods	3
HIST 450	Senior Seminar in History	3

## History Electives

Fifteen additional credits from history course offerings (at least six credits of which must be courses at the 300/400 level), including a minimum of one non-western history or political science course (any level).

## Related Courses

Twelve credits to be determined in consultation with advisor.

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<b>Total credits:</b>	<b>120</b>
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## Minor in History

A Minor in History consists of 18 credits, including a 100-level course selected from HIST 101, 102, 103 or 104; a 200-level American History course; and 300 and 400-level courses selected in consultation with the advisor.

**Type:** Minor

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<b>Total credits:</b>	<b>18</b>
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## History Course Descriptions

### **HIST 101: Ancient Societies through the Middle Ages**

This course surveys Paleolithic and Neolithic societies, Ancient Egypt, the Near East, Israel, Persia, Greek and Roman civilizations, the rise of Christianity, Byzantium, and medieval history, including feudalism, manorialism, the life of St. Francis of Assisi, and the rise of towns and universities.

**Credits:** 3

### **HIST 102: Renaissance, Reformation to the French Revolution**

A study of the political, religious, social and economic forces of the Renaissance, Reformation, Age of Absolutism and Enlightened Despotism.

**Credits:** 3

### **HIST 103: The Age of Nationalism**

An analysis of the developments and differing historical interpretations of the French Revolution, Napoleonic Europe, The Congress of Vienna, the rise of Industrialism, and the fin de siecle to 1914.

**Credits:** 3

### **HIST 104: World War I to the Present**

A study of both World Wars, the Treaty of Versailles settlement, the rise of communism, Nazism and fascism, together with postWorld War II developments, and the recent changes in Eastern Europe.

**Credits:** 3

### **HIST 110 (also Honors Section): World Geography and Culture**

This course employs the study of physiographic, cultural, and regional geography, and natural resources in order to understand societies, resources, and economies of the world's regions. Special attention is given to global problems and proposed solutions. (every semester)

**Credits:** 3

### **HIST 120: African-American History**

This course gives an overview of the experience of Africans in America beginning with their forced removal from Africa through the time of slavery and slave rebellions, the Civil War Reconstruction, Jim Crow, the back-toAfrica movements, the Harlem Renaissance, and the Civil Rights movement. The lives and work of Africans who made major contributions to these historical periods will be discussed.

**Credits:** 3

### **HIST 130 (Honors): The Enlightenment**

An Honors-level history of the Scientific Revolution, the Enlightenment, and the impact of the eighteenth-century revolutions in British North America. This course uses, extensively, the primary source documents and the writings of Enlightenment thinkers. (every spring)

**Credits:** 3

**HIST 164-170: Mini Courses**

An exploration of selected topics in European and American history. Topics will vary from semester to semester and will be announced in the course bulletin. Past topics have included: The Great Depression, De Tocqueville's Democracy, World War II in Europe, the Russian Revolution, and Fascism. (every semester) Note: successful completion of three one-credit "Mini Courses" can be counted as fulfilling the College's General Education history requirement.

**Credits:** 1

**HIST 201: From Colonies to Nation**

This course surveys the period from African, Native American, and European contact in North America to the Mexican War. Topics include the origin of slavery and the southern plantation system, Puritanism and the New England town, the American Revolution, the Federalist era, Jeffersonian and Jacksonian Democracy.

**Credits:** 3

**HIST 202: From the Civil War to a World Power**

This course will emphasize the period from the sectional crisis to the Versailles Treaty. Topics include slavery and Civil War; Reconstruction and racism; Industrialization, urbanization, and immigration; Populism, Progressivism, and turn of the century American imperialism.

**Credits:** 3

**HIST 203: From the Jazz Age to the Computer Age**

This course will emphasize the period from the 1920s to the present. Topics include Coolidge prosperity, the Great Depression, and the New Deal; the international crisis of the 1930s and WW II; the Cold War; the 1960s, Civil Rights, and Vietnam; the Nixon era and Watergate; the U.S. in the years from Carter to Clinton.

**Credits:** 3

**HIST 210: The Family in American History**

Students study the origins and changing nature of American family structure and domestic life from the 17th Century to the present. Emphasis is on the development of the roles of parents and children in American history, recent scholarship, and interpretations and techniques in the study of the family.

**Credits:** 3

**HIST 220: Latin America: Pre-Columbian to Current Day**

This course will trace the political, social, religious, economic and diplomatic history of Latin America from pre-Columbian times to the present. Included will be both a topical discussion of common characteristics and a study of individual countries from the time of independence to the present.

**Credits:** 3

**HIST 250: Special Topics**

**Credits:** 3

**HIST 260-280: Mini Courses**

An exploration of selected topics in American history. Topics will vary from semester to semester and will be announced in the course bulletin.

**Credits:** 1

**HIST 300: Medieval History**

This course is an introduction to Western European History between the fall of the Roman Empire and the beginning of the Protestant Reformation. The focus is more on breadth than depth, as necessitated by an attempt to cover the most important developments within the religious, political, social, economic, and military spheres.

**Credits:** 3

**HIST 310: Personality in History: A Biographical Approach to the Study of the Past**

Students investigate the relationship between great men and women and the events around them. Students explore the possibilities and problems of micro-versus macro-history and the use of psychology and other social sciences in historical explanation. (as needed)

**Credits:** 3

**Prerequisites:**

HIST 104 or HIST 202 or HIST 203

**HIST 315: Women in History**

Students analyze source materials on the roles and experiences of women from the classical eras through the twentieth century.

**Credits:** 3

**Prerequisites:**

HIST 101, 102, 103, 104, 201, 202, or 203

**HIST 320: History of Modern Japan**

This course examines the history, economy, and culture of Japan since the Meiji Restoration of 1868, with particular emphasis on the post-World War II era and Japanese-American relationships.

**Credits:** 3

**Prerequisites:**

HIST 110 or permission of instructor

**HIST 340: Aging in America**

A study of the history of aging from PreColumbian civilizations to the present. Emphasis on the roles and status of the older American governmental legislation and its effects, how historical developments have affected older Americans, familial relationships, and the current "graying" of the United States.

**Credits:** 3

**Prerequisites:**

HIST 201, 202, or 203

**HIST 390: The Eastern European Immigrant Experience in America**

A survey of the impact of America on Eastern European immigrants and their contribution to the American experience. This interdisciplinary course will involve the history of these ethnic communities together with a study of their artistic, cultural and social contributions.

**Credits:** 3

**Prerequisites:**

HIST 202 or HIST 203

**HIST 420: The Renaissance**

Students analyze the economic, political, social and religious developments in Italy and Northern Europe from the fourteenth to the sixteenth centuries. Emphasis is on changing cultural values and forms of interpretation of the Renaissance.

**Credits:** 3

**Prerequisites:**

HIST 101 or HIST 102

**HIST 430: The American Revolution**

Students study the causes and results of the American Revolution and its pivotal role in shaping the American experience. The role of both ideas and individuals will be explored.

**Credits:** 3

**Prerequisites:**

HIST 201

**HIST 440: Historiography and Historical Methods**

This course introduces students to the historical method, from the identification of evidence to employment of scholarly style. It prepares students to write an original historical research paper. This course is designed for History majors in anticipation of HIST 450. (every semester as needed)

**Credits:** 3

**Prerequisites:**

15 credits in History or permission of the instructor

**HIST 450: Senior Seminar in History**

Students engage in completing an original historical research project with extensive written research of primary sources and presenting the paper orally at a University-wide event at the end of the semester. (every semester as needed)

**Credits:** 3

**Prerequisites:**

HIST 440

**HIST 452: Internship in History**

This course offers History majors the opportunity to work in the field of History for a minimum of 120 hours during the semester. Students must complete all paperwork to register for the Internship at least one semester before; students will meet with the Career Center and complete the application that will be sent to their advisor and site supervisor. This application will then be filed in the Career Center. Students must register for the class with the Registrar as well. They will be required to write a paper that is relevant to the Internship and maintain a journal that reflects their experience; the site supervisor will complete an evaluation form on their performance. This is a Pass/Fail course. (as needed)

**Credits:** 3

**Prerequisites:**

Junior or senior status in the History major.

## Humanities

The Humanities Studies Major is designed to allow students to cross traditional disciplinary boundaries while pursuing a carefully integrated curriculum. Majors may elect to follow either the Interdisciplinary Studies Concentration or the Global Peace and Justice Studies Concentration. The Major is designed as a highly individualized course of study of particular themes, movements, and schools of

thought within the Humanities. For example, a student may explore the evolution of Western culture as manifested in its artistic, literary, musical, philosophical, and/or religious expressions. Or, a student may pursue a multidisciplinary major in preparation for addressing the historical, institutional, political, and social challenges of an increasingly globalized humanity.

## B.A. in Humanities Global Peace and Justice Concentration

Graduates with the Humanities Global Peace and Justice Studies Concentration will be able to:

- Recognize the complexity and diversity of human experience.
- Identify the pressing social issues of the global community.
- Critically evaluate proposed solutions to social issues.
- Integrate knowledge from various disciplines.
- Interpret data that can be used to educate others.
- Articulate clearly and persuasively our obligation to act on the global stage.

Felician University takes seriously the responsibility to contribute to world peace and global solidarity. Inherent in this charge is the promotion of human dignity, respect for all human rights, sustainable economic and social development, international peace and security, as well as ensuring equality between men and women, fostering democratic participation by educating responsible citizens, and the advancement of understanding, tolerance, and solidarity.

As reflected in its mission and objectives, the University believes that its students have the potential to change the world in significant ways. Students graduating with this particular major are able to identify the importance of social, racial, economic, and gender equality, and locate concern over these issues within the Catholic and Franciscan traditions of the University. Students also explore basic issues of war, peace, justice, and nonviolence, and apply the necessary skills needed for active involvement in these areas, as well as for the integration of a long-term commitment to these concerns within their personal lives.

The Major consists of 39 total credits, made up of a 15-credit Core in either Humanities Interdisciplinary Studies or Social and Behavioral Sciences, an 18-credit Multidisciplinary Focus (see course selection below), and a 6-credit Senior United Nations Sequence. (A maximum of 18 credits allowed within any specific discipline and at 100/200 level.)

Our program prepares graduates for exciting and challenging careers. Some continue education at the graduate level, while many move into careers in government, business, international organizations, NGOs, and non-profits. Whether handling issues of commerce, human security, intelligence, and peace-making; engaging in international trade, working with global corporations, or humanitarian organizations, our alumni engage in promoting peace and justice, and building a better world at home and abroad.

**Type:** Bachelor of Arts

### Multidisciplinary Core

Complete either of the Humanities Core or Social and Behavioral Sciences Core.

### Humanities Core

\* Complete either Humanities Core or Social and Behavioral Sciences Core.

Item #	Title	Credits
ART 151	Art History I: Paleolithic to Gothic	3
	ENG 201, 202, or 203	3
MUS 101	Music Foundations Re-Mixed	3
PHIL 101	Introduction to Philosophy	3
RELS 104	Introduction to Basic Themes in Theology	3

### Social and Behavioral Sciences Core

\* Complete either Humanities Core or Social and Behavioral Sciences Core.

Item #	Title	Credits
CRIM 110	Criminal Justice I	3
	HIST 101 or 201	3
	PSCI 101 or 102	3
PSYC 101	Introduction to Psychology	3
SOC 201	Sociological Theory	3

## Multidisciplinary Focus

Complete 18 credits selected from the following courses, in consultation with faculty advisor:

Item #	Title	Credits
BIO 306	Ecology	4
BUS 300	Ethics in the Corporate Environment	3
CRIM/PHIL 380	Philosophical Issues in Criminal Justice	3
ENG 350	Special Topics in English	
ENG 366	Magic and Empire Around the World: Colonial to Post-Colonial Literature	3
ENV 101	Introduction to Environmental Science	4
GSCI 105	Earth Science	4
HIST 110 (also Honors Section)	World Geography and Culture	3
HUM 201	Introduction to the United Nations: International Relations & Global Affairs	3
HUM 202	Hurricane Katrina: Tragedy and Triumph	3
HUM 250	Global Citizenship in the Franciscan Tradition	3
NURS 235	Global Issues in Health and Social Policy	3
PHIL 214	Franciscan Philosophical Thought	3
PHIL 301	Moral Philosophy	3
PSCI/PHIL 305	History of Ancient Political Thought	3
PSCI/PHIL 306	RB51 History of Modern Political Thought	3
PHIL 308	Business Ethics	3
PHIL 320	Philosophy of Law	3
PSCI 303	International Relations	3
PSCI 402	The Developing World	3
SOC 407	The Dynamics of Urban Society	3
PSYC 317	Psychological Principles of Intercultural Communication	3
PSYC 330	Multicultural Perspectives in Psychology	3
RELS 301	Comparative World Religions	3
RELS 305	The Holocaust: History and Theology	3

RELS 306	Peace, Justice and Contemporary Social Issues	3
RELS 400	The Franciscan Vision: Self, Service, and Society	3
RELS 404	A Walk with Francis and Friends	3
RELS 408	Genocide: Past, Present, and Future	3
SOC 200	Cultural Diversity	3
SOC 220	Social Stratification and Inequality in the United States	3
SOC 305	Global Problems and Perceptions of Capitalism	3
SOC 310	Social Change	3
SOC 315	Terrorism and Political Violence	3
SOC 320	Social Movements	3

## United Nations Sequence

\* 6 credits, w/permission of UN Fellows Program Director

Item #	Title	Credits
HUM 451	United Nations Seminar	3
HUM 453	United Nations Fellows Program	3
<b>Total credits:</b>		<b>39</b>

## B.A. in Humanities Interdisciplinary Studies Concentration

Graduates with the Humanities Interdisciplinary Studies Concentration will be able to:

- develop reading, writing, communication, and critical thinking skills necessary for the analysis of information and research;
- explore unique methods of analysis through their exposure to various aesthetic forms of expression of cultural imagery (e.g., narrative, visual, musical, etc.);
- synthesize traditional areas of knowledge, using the resources from more than one area (Art, Music, Literature, Philosophy, and Religious Studies) to develop their ability to apply knowledge and skills to a wide variety of contexts.



**Type:** Bachelor of Arts

## Required Courses

Item #	Title	Credits
ART 151	Art History I: Paleolithic to Gothic	3
	ENG 201, 202, or 203	3
MUS 101	Music Foundations Re-Mixed	3
PHIL 101	Introduction to Philosophy	3
RELS 104	Introduction to Basic Themes in Theology	3

## Focus Area

Choose One of the following Focus Areas. Select courses in consultation with a faculty advisor.

### Art Focus

Item #	Title	Credits
ART 152	Art History II: Renaissance to Baroque	3
ART 153	Art History III: Modernism to Contemporary	3
	Art 300 Elective	3
	Art 300 Elective	3

### English Focus

\* The English Elective can be any course in English Areas 1–4.

\* If Focus is ENG, student takes ENG-201 in Core, then 202 and 203 in Focus Area.

Item #	Title	Credits
ENG 202	Literatures in English II	3
ENG 203	Literatures in English III	3
ENG 315	Shakespeare	3
	English Elective	3

### Music Focus

Item #	Title	Credits
MUS 102	Music Appreciation	3
MUS 203	Basic Piano II	3
	MUS 225, 309, or 455	3
	MUS 225, 309, or 455	3

## Philosophy Focus

Item #	Title	Credits
	PHIL 206 or 305	3
	PHIL 207 or 306	3
	PHIL 200/300 Level	3
	PHIL 300 Level	3

## Religious Studies Focus

Item #	Title	Credits
	RELS 102 or 103	3
RELS 205	Varieties of Religious Experience	3
	RELS 300/400 Level	3
	RELS 300/400 Level	3

## Religious Studies Focus For MARE Program Consideration/Admission

Item #	Title	Credits
	Religion Selection for MARE Consideration	9
RELS 503	Religious Education Through the Scriptures	3

## Interdisciplinary Electives

Any 2 courses at 300 or 400 level from within Humanities Disciplines NOT Focus Area

## Senior Research Sequence

Any set of Research Methods & Seminar courses corresponding to chosen Focus Area

Item #	Title	Credits
	Senior Research Course	3
	Senior Research Course	3

## Free Electives

\* Complete approximately 32 credits to reach the total of 120 credits required for graduation.

**Total credits: 120**

## Global Peace and Justice Studies Minor

**Type:** Minor

## United Nations Sequence

\* 6 credits, w/permission of UN Fellows Program Director

Item #	Title	Credits
HUM 451	United Nations Seminar	3
HUM 453	United Nations Fellows Program	3

## Multidisciplinary Focus

Complete 9 credits selected from the following courses, in consultation with faculty advisor:

Item #	Title	Credits
BIO 306	Ecology	4
BUS 300	Ethics in the Corporate Environment	3
CRIM/PHIL 380	Philosophical Issues in Criminal Justice	3
ENG 350	Special Topics in English	
ENG 366	Magic and Empire Around the World: Colonial to Post-Colonial Literature	3
ENV 101	Introduction to Environmental Science	4
GSCI 105	Earth Science	4
HIST 110	World Geography and Culture (also Honors Section)	3
HUM 201	Introduction to the United Nations: International Relations & Global Affairs	3
HUM 202	Hurricane Katrina: Tragedy and Triumph	3
HUM 250	Global Citizenship in the Franciscan Tradition	3
NURS 235	Global Issues in Health and Social Policy	3
PHIL 214	Franciscan Philosophical Thought	3
PHIL 301	Moral Philosophy	3
PSCI/PHIL 305	History of Ancient Political Thought	3
PSCI/PHIL 306	RB51 History of Modern Political Thought	3
PHIL 308	Business Ethics	3
PHIL 320	Philosophy of Law	3
PSCI 303	International Relations	3
PSCI 402	The Developing World	3
SOC 407	The Dynamics of Urban Society	3
PSYC 317	Psychological Principles of Intercultural Communication	3
PSYC 330	Multicultural Perspectives in Psychology	3
RELS 301	Comparative World Religions	3
RELS 305	The Holocaust: History and Theology	3

RELS 306	Peace, Justice and Contemporary Social Issues	3
RELS 400	The Franciscan Vision: Self, Service, and Society	3
RELS 404	A Walk with Francis and Friends	3
RELS 408	Genocide: Past, Present, and Future	3
SOC 200	Cultural Diversity	3
SOC 220	Social Stratification and Inequality in the United States	3
SOC 305	Global Problems and Perceptions of Capitalism	3
SOC 310	Social Change	3
SOC 315	Terrorism and Political Violence	3
SOC 320	Social Movements	3
<b>Total credits:</b>		<b>15</b>

## Humanities Interdisciplinary Minor

The minor consists of 15 credits (at least 2 courses at 300/400 level):

**Type:** Minor

### Required Courses

Item #	Title	Credits
	Art Elective	3
	Music Elective	3
	Literature Elective	3
	Philosophy Elective	3
	Religious Studies Elective	3
<b>Total credits:</b>		<b>15</b>

## Minor in Prism Paterson — Texts and Contexts

This minor provides an immersive study of the arts, music, literature, and history of Paterson, New Jersey. Students will not only investigate the arts and literature of this city as an academic discipline but also gain a hands-on experience of the arts and humanities through field trips, interviews, writing, and studio work. Students will visit Paterson, read about it and write about it, learning about the

famous people who have walked on the same streets they have and have been inspired by their same emotions and aspirations.

This minor will prepare students for a variety of careers in the liberal arts, urban studies and urban education, non-profits, and for graduate study. Adding a minor gives students a unique area of specialization in addition to their major. Students will develop reading, writing, critical thinking, and analytic and research skills through their study of the arts and humanities.

**Type:** Minor

### Required Courses

The Minor consists of all 18 credits (Certificate requires only 12 credits) from the following:

Item #	Title	Credits
ART 276	Art/Photography in Paterson	3
ENG 122	Literature of Paterson	3
ENG 131	Travel Writing: About Paterson and the world	3
ENG 211	Community Writing: The Great Falls	3
ENG 213	Paterson Texts & Contexts: Social and Cultural History of Paterson	3
MUS 206	Popular Sounds: Paterson and Beyond	3
<b>Total credits:</b>		<b>18</b>

## Certificate in Humanities and Humanistic Studies – Prism Paterson

“Prism Paterson: Texts and Contexts” is a Certificate in the Humanities and Humanistic Studies, which is a program that focuses on combined studies and research in the humanities subjects as distinguished from the social and physical sciences, and emphasizes languages, literatures, art, and music.

Often students study the humanities only by looking at the arts from the distant past, created in distant places, but Paterson itself has many significant

writers, poets, artists, and musicians inspired by the City. "Prism Paterson" offers students the experience of visiting historic and artistic sites in Paterson and meeting some of Paterson's important artists, musicians, poets, and writers while studying their widely acclaimed works and discovering the complexity, relevance, and richness of the humanities and arts in Paterson.

Students complete 12 credits from the program in order to achieve a Certificate in diverse but interconnecting humanities courses. The Certificate provides students coursework that can be applied to, or is transferable towards, an Associate's or Bachelor's degree at Felician or other institution.

**Type:** Technical Certificate of Credit

## Required Courses

Complete 12 credits from the following (or complete all 18 to fulfill requirements for a Minor in Prism Paterson):

Item #	Title	Credits
ART 276	Art/Photography in Paterson	3
ENG 122	Literature of Paterson	3
ENG 131	Travel Writing: About Paterson and the world	3
ENG 211	Community Writing: The Great Falls	3
ENG 213	Paterson Texts & Contexts: Social and Cultural History of Paterson	3
MUS 206	Popular Sounds: Paterson and Beyond	3
<b>Total credits:</b>		<b>12</b>

## Humanities Course Descriptions

### **HUM 150: Emerging Leadership**

This course is designed to acquaint students with 21st-century models of leadership, and to expose them to the multiple opportunities for active participation in leadership. Through readings, class presentations, experiential exercises, journal reflections, and small group discussions, students will be challenged to map their path of leadership development.

**Credits:** 3

### **HUM 200: Special Topics**

**Credits:** 1-3

### **HUM 201: Introduction to the United Nations: International Relations & Global Affairs**

This course introduces students to the formation of the international organization (history, structure, and function) known as The United Nations, through which they will explore, identify, and live the United Nations' role in a multi-cultural and sectoral world. In an international setting, students have the opportunity to learn about international relations and global affairs, encounter perspectives that literally and figuratively lie outside the borders of the U.S. and that translate the interdependency of the world. This progressive learning experience will promote the building of bridges across cultures and allow students to develop a realistic and responsible understanding of how local actions can impact the world. Opportunities are provided to visit and participate in activities at the UN Headquarters in New York City. The course is open to all majors.

**Credits:** 3

### **HUM 202: Hurricane Katrina: Tragedy and Triumph**

This course invites students to analyze historical, literary, and artistic elements present in contemporary works of poetry, fiction, essay, short story, memoir, film, photography, and art. All of the conceptual knowledge examined in class will culminate in an optional trip to New Orleans for one week during Spring Break to do community service, interview people who survived the storm, and use social media platforms like Instagram and Tumblr to create a book about their experiences.

**Credits:** 3

### **HUM 250: Global Citizenship in the Franciscan Tradition**

This course promotes global citizenship in its philosophy and practice by referring to a deeply human meaning of global citizenship. This approach is different from that presented in political, activism, or business-oriented definitions, is closer to the Franciscan Tradition, and can build on its rich foundation. Topics discussed in the course are: global issues, civic engagement, sustainable development, nonviolence, peacemaking, Franciscan culture of dialogue, styles of leadership, and justice and peace issues. The capstone of the course is a service-learning program offered abroad, or in local settings.

**Credits:** 3

### **HUM 400: Special Topics**

**Credits:** 1-3

### **HUM 451: United Nations Seminar**

This course introduces the learner to the structure and function of the United Nations. Learners explore the issues of the world body, how they are identified and dealt with in a multicultural, multi-sectoral organization. Opportunities are provided to attend selected lectures and conferences at the United Nations and other colleges and universities. Knowledge of two languages preferred, not required. The course is open to all majors. Permission of Director of UN Fellows program is required.

**Credits:** 3

### **HUM 453: United Nations Fellows Program**

This course requires the learner to attend weekly briefings and conferences. In addition, learners work with representatives of various UN NGO's and committees. Learners are required to be at the United Nations one day a week. Knowledge of two languages preferred, not required. The course is open to all majors. Permission of Director of UN Fellows program is required.

**Credits:** 3

## **International Business**

See the program for School of Business for more information.

## **Concentration in International Business**

### **Program Learning Outcomes:**

Upon completion of this program, students should be able to:

- Demonstrate content mastery in the functional areas of our business core (accounting, economics, management, quantitative business analysis, finance, marketing, legal and social environment, information systems, and international issues)
- Demonstrate the School of Business core competencies (critical reasoning, quantitative reasoning, ethical decision making, teamwork, personal accountability, effective communication)
- Evaluate the management related challenges and opportunities of business practices

### **Degree Requirements**

Candidates for the Associate in Arts, Business Concentration and Bachelor of Sciences degrees in Business must:

1. satisfy all entrance requirements (Formal acceptance into the Business major, usually in the sophomore year, requires a 2.500 cumulative GPA.)
2. satisfy the specific requirement in a major or concentration.
3. fulfill a residence requirement of the last 30 credit-hours at Felician University.
4. maintain an average GPA of 2.500 throughout the program.
5. earn a minimum grade of "C" in all courses in the major.

\* Students must meet special admittance criteria.

**Type:** Concentration

## Required Courses:

\* In addition to the general education requirements:

Item #	Title	Credits
ECON 440	Comparative Economic Systems	3
ECON 450	International Trade and Finance	3
PSCI 303	International Relations	3
SOC/PSCI 404	Living and Working Overseas	3
	PSCI 404 or SS 305	3

## Concentration Electives

- Complete any combination of six credits from the following:
- Studying Abroad is strongly recommended

Item #	Title	Credits
	Foreign Language	3-6
HUM 451	United Nations Seminar	3
HUM 453	United Nations Fellows Program	3
<b>Total credits:</b>		<b>21</b>

## Minor in International Business for Non-Business Majors

\* Students must meet special admittance criteria.

**Type:** Minor

## Required Courses

\* In addition to the general education requirements:

Item #	Title	Credits
ECON 200	Macroeconomics	3
MGT 410	International Business	3
ECON 440	Comparative Economic Systems	3
ECON 450	International Trade and Finance	3
PSCI 303	International Relations	3
	PSCI 404 or SS 305	3

## Minor Electives

- Complete any combination of six credits from the following:
- Studying Abroad is strongly recommended

Item #	Title	Credits
	Foreign Language	3-6
HUM 451	United Nations Seminar	3
HUM 453	United Nations Fellows Program	3
<b>Total credits:</b>		<b>24</b>

## Italian

### ITAL 101: Italian Language and Culture I

These courses introduce students to a communicative approach to the fundamentals of the Italian language, with emphasis on listening comprehension, speaking, and cultural awareness, and designed to enable students to communicate in Italian in everyday situations. They incorporate global perspectives into the study of language, dealing primarily with language and the communication necessary to identify cross-cultural issues, perspectives and contributions of Italian speaking cultures.

**Credits:** 3

### ITAL 102: Italian Language and Culture II

These courses introduce students to a communicative approach to the fundamentals of the Italian language, with emphasis on listening comprehension, speaking, and cultural awareness, and designed to enable students to communicate in Italian in everyday situations. They incorporate global perspectives into the study of language, dealing primarily with language and the communication necessary to identify cross-cultural issues, perspectives and contributions of Italian speaking cultures.

**Credits:** 3

# Latin

## **LAT 101: Elementary Latin I**

An introduction to Classical Latin that focuses on the basics of syntax and grammar. Since the emphasis is on reading and writing (as opposed to conversation), both the acquisition of a vocabulary, as well as an understanding of sentence structure, will augment the student's command of both Latin and English.

**Credits:** 3

## **LAT 102: Elementary Latin II**

A continued exploration of Classical Latin that builds upon the skills learned in Latin 101. Emphasis will be threefold: 1) the acquisition of a larger vocabulary, 2) a deepened understanding of Latin grammar, and 3) more practice in sight translations and composition.

**Credits:** 3

### **Prerequisites:**

LT 101 or at least two years of high school Latin.

# Leadership

## **LS 100: Architecture of Information**

Explore information and the role it plays within our society. The course will focus on how to locate and use existing knowledge and data. Using a research assignment from a simultaneous course, you will leave the course with a competency in research that will ensure that you can ask the right questions and find the answers to them. (This course is taken in tandem with ENG-102: Strategies in Research and Rhetoric II, which together satisfy the GECC Theme Area V: Information Literacy requirement.)

**Credits:** 1

## **LS 105: Veterans' Transition to College**

This course is designed to help veterans newly-enrolled in the College make a successful transition from a military culture to the rather different culture of an institution of higher education. The course is offered in three four-hour modules. The first module, "Pathways," offers veterans a "map" of the College's organization and the resources available to assist them in navigating the system. In the second module, "Personal Assessment," veterans assess their educational goals, their personal resources, possible impediments to attaining their goals, and the coping skills needed to succeed. They will also assess the effect of military service on their personal development, especially as it influences their coping strategies for facing the challenges presented in an academic institutional environment. "My Career Goals," the final module, offers tools for assessment of the knowledge, skill, and personality traits needed to make an effective choice of both an academic major and, eventually, career.

**Credits:** 1

## **LS 201: HC Academic Tutor Training Across the Disciplines: Hybrid Course**

This course has been designed to provide training for individuals who will work as peer tutors on campus and online. It focuses on tutoring principles found universal to effective tutoring across different disciplines and settings. Because these principles are flexible, each tutor will be applying them in practice to his or her own major, exploring and adapting strategies as they suit specific tutoring situations. At the completion of the course, tutors will have basic knowledge of tutoring skills and techniques needed to work with students in our diverse campus environment. This is an eight-week hybrid course: weeks 1, 4, and 8 on campus, and weeks 2, 3, 5, 6, and 7 online.

**Credits:** 1

### **Prerequisites:**

A GPA of 3.0 or better; a referral or recommendation from at least one faculty member; availability of two-hour blocks of time to schedule tutoring per week for a total of 16 hours per semester for two consecutive semesters following course completion.

# Liberal Studies

## Certificate in General Studies

The Certificate in General Studies provides an undifferentiated program that includes instruction in the General Arts, General Sciences, or Unstructured Studies. Students complete one (1) course within each Theme Area and one (1) additional course in any Theme Area of their choice, for a total of 18/19 credits. The Certificate provides students with coursework that can be applied to, or is transferable towards, an Associate's or Bachelor's degree at Felician or other institution.

**Type:** Technical Certificate of Credit

### Required Theme Areas:

\* Select one course from each of the following, plus one additional course from any Theme Area.

#### Ethics

Item #	Title	Credits
PHIL 250	Making Moral Decisions	3

#### Technological Acumen

Item #	Title	Credits
CS 103	Introduction to Advanced Computer Applications	3
CS 110	Introduction to Programming I	4
CS 120	Introduction to Computer Science	3

# Visual & Performing Arts

Item #	Title	Credits
ART 101	Drawing and Composition	3
ART 102	Design and Color	3
ART 103	Form, Space, and Time	3
ART 236	Ceramics I	3
ART 237	Stained Glass	3
ART 272	Painting I	3
ART 273	Photography I	3
ART 274	Color and Digital Photography	3
COMM 140	Introduction to Theatre	3
MUS 103	Basic Piano	3
MUS 109	Basic Guitar	3
MUS 112	Felician Choir I	3
MUS 115	Basic Singing	3
MUS 225	Beat Mixing and Composing at the Computer	3

### Global Consciousness

Item #	Title	Credits
ARAB 101	Arabic Language and Culture I	3
ARAB 102	Arabic Language and Culture II	3
FREN 101	French Language and Culture I	3
FREN 102	French Language and Culture II	3
ITAL 101	Italian Language and Culture I	3
ITAL 102	Italian Language and Culture II	3
MUS 105	World Music	3
SOC 104	The Sociology of Race and Ethnicity	3
SOC 200	Cultural Diversity	3
SPAN 101	Spanish Language and Culture I	3
SPAN 102	Spanish Language and Culture II	3

### Business/Entrepreneurship

Item #	Title	Credits
BUS 110	Business, Organizations & Management	3
ECON 100	Economics for the Non-Major	3
ECON 200	Macroeconomics	3
ECON 220	Microeconomics	3
FIN 110	Personal Finance and Money Management	3
MGT 100	Fundamentals of Management	3
MKT 100	Fundamentals of Marketing	3
<b>Total credits:</b>		<b>18-19</b>



# Management

See the program for School of Business for more information.

## B.S. in Management

### Program Learning Outcomes:

Upon completion of this program, students should be able to:

- Demonstrate content mastery in the functional areas of our business core (accounting, economics, management, quantitative business analysis, finance, marketing, legal and social environment, information systems, and international issues)
- Demonstrate the School of Business core competencies (critical reasoning, quantitative reasoning, ethical decision making, teamwork, personal accountability, effective communication)
- Evaluate the management related challenges and opportunities of business practices

### Degree Requirements

Candidates for the Associate in Arts, Business Concentration and Bachelor of Sciences degrees in Business must:

1. satisfy all entrance requirements (Formal acceptance into the Business major, usually in the sophomore year, requires a 2.500 cumulative GPA.)
2. satisfy the specific requirement in a major or concentration.
3. fulfill a residence requirement of the last 30 credit-hours at Felician University.
4. maintain an average GPA of 2.500 throughout the program.
5. earn a minimum grade of "C" in all courses in the major.

**Type:** Bachelor of Science

## Required Courses

\* In addition to the general education requirements:

### Business Core:

Item #	Title	Credits
MKT 100	Fundamentals of Marketing	3
MGT 100	Fundamentals of Management	3
MATH 160	College Algebra	4
ACC 100	Principles of Financial Accounting I	3
ACC 200	Principles of Managerial Accounting	3
ECON 200	Macroeconomics	3
ECON 220	Microeconomics	3
FIN 300	Corporate Financial Management	3
MGT 410	International Business	3
BUS 300	Ethics in the Corporate Environment	3
BUS/LAW 310	Business Law I	3
BUS 341	An Introduction to Research and Analysis Using Statistics	3
MGT 490	Business Policy	3

### Major Requirements:

Item #	Title	Credits
BUS 499	Business Capstone	3
MGT 300	Organizational Behavior	3
MGT 310	Human Resource Management	3
MGT 340	Project and Program Management	3
MGT 440	Production and Operation Management	3
MGT 450	Leadership and Strategy	3

### Additional Requirements:

\* These requirements apply to traditional students only.

Item #	Title	Credits
BUS 110	Business, Organizations & Management	3
BUS 200	Professional Development I	1
BUS 210	Professional Development II	1
BUS 220	Professional Development III	1
<b>Total credits:</b>		<b>120</b>

## Supply Chain Management Professional Certificates

The School of Business offers a variety of certificate programs designed to introduce learners to a new field of study or to advance careers by expanding expertise and upgrading skillsets. Each certificate program offers in-depth knowledge and unique insights in specific fields of study. Successfully completing a sequence of required courses will result in a certificate of completion.

### Admissions Requirements

Felician University certificate programs are open to individuals who hold a high school diploma (for undergraduate certificates and non-credit courses) or a bachelor's degree (for advanced certificates and courses). Matriculated undergraduate students taking graduate-level courses must obtain permission from the Dean of the School of Business prior to enrolling in the course.

## Supply Chain Management Certificate

The certificate in Supply Chain Management teaches students about the sourcing, procurement, conversion, quality, and logistics concepts associated with production, coordination, and delivery of goods and services. The program will prepare students to perform functions in the modern logistics and supply chain environment.

### Learning Outcomes

Upon completion of the program, students should be able to:

- Analyze the manufacturing operations of a firm
- Apply sales and operations planning, MRP and lean manufacturing concepts
- Apply logistics and purchasing concepts to improve supply chain operations
- Apply quality management tools for process improvement

**Type:** Technical Certificate of Credit

## Required Courses

Item #	Title	Credits
MGT 221	Introduction to Materials Management	3
MGT 222	Introduction to Continuous Improvement Methodologies	3
MGT 340	Project and Program Management	3
MGT 440	Production and Operation Management	3
<b>Total credits:</b>		<b>12</b>

## Management Course Descriptions

### HCA/MGT 300: Organizational Behavior in Healthcare Settings

This course introduces the student to the notion of the healthcare organization as a social system. We will examine how individual and group behavior relates to organizational structure, task achievement, and goal attainment. Students will gain an understanding of the role of organizational culture in shaping individual and group behavior and the linkage of culture to leadership.

**Credits:** 3

**Prerequisites:**

MGT 100

### HCA/MGT 310: Human Resource Management in Healthcare

As healthcare organizations strive to be high performers, the human resources function is a key player in achieving that goal. Thus, we study the human resources function from its administrative and strategic perspectives, including the line manager's human resources role. Specifically, we examine its role in strategic planning along with the traditional roles of wage and salary administration, training and development, employee and labor relations, performance appraisal, and its ever expanding role due to legislative enactments.

**Credits:** 3

**Prerequisites:**

MGT 100

**MGT 100: Fundamentals of Management**

A study of the principles underlying business behavior and organizational theory as they relate to managerial functions such as planning, organizing, staffing, directing and controlling business organizations. Also examines the contributions made by research in the fields of management, decision-making, organizational effectiveness, and interpersonal relations. Case-study methods and review of current literature are integrated.

**Credits:** 3

**MGT 210: Supervision**

Enhance your personal and professional learning agenda and welcome the challenges of supervision. In this course, you will learn about the roles and responsibilities of supervisors. The course builds from a foundation of fundamental skills through a pyramid of understanding the expanded scope of responsibilities for first-time, first-line supervisors through the chairman of the board in private, service, or public organizations.

**Credits:** 3

**Prerequisites:**

MGT 100

**MGT 221: Introduction to Materials Management**

This course provides an introduction to materials management. It covers all aspects of materials management, including inventory control, material requirements planning (MRP), receiving, and warehousing. Students will apply the theories and concepts of materials management to demonstrate their understanding of the impact of improved materials management on business.

**Credits:** 3

**MGT 222: Introduction to Continuous Improvement Methodologies**

This course introduces several different continuous improvement methodologies utilizing three different business novels as the primary texts. Theory of Constraints, Lean Manufacturing, and the combined methodology of TLS (Theory of Constraints, Lean Manufacturing, Six Sigma) are explored. Students will demonstrate their understanding of material learned throughout the entire course by developing a 1-day workshop that is suitable for corporate training.

**Credits:** 3

**MGT 230: Sports Management**

This introduction to the professional area of athletic administration discusses business principles and procedures as they are applied within the field of athletics. The course also examines the theories and principles of Sports Management as they relate to planning, staffing, organizing and controlling within a sports organization.

**Credits:** 3

**Prerequisites:**

MGT 100

**MGT 300: Organizational Behavior**

The course is designed to provide an understanding of the social system in organizations. To be studied and understood are the relationship of individual and group behavior patterns to organizational structure and task requirements, the role of the individual, and the human factors confronting the manager laboring to establish the necessary environment and motivation for the appropriate functioning of the organization. People problems, the work environment, and the interaction between the two are a major concern of the course.

**Credits:** 3

**Prerequisites:**

MGT 100

**MGT 310: Human Resource Management**

This course discusses the theory and practice of personal management in business and public organizations. It emphasizes the formulation and application of personnel policies, procedures and practices, particularly concerning employment, wage and salary administration, training and development, employee and labor relations, performance evaluation, termination, promotion, compensation, pensions and benefits. The finding of the behavioral sciences are integrated, especially in exploring issues of labor-management interaction and cooperation on mutual issues of organizational planning, industrial counseling, and work performance and compensation.

**Credits:** 3

**Prerequisites:**

MGT 100

**MGT 320: Small Business Management**

This course examines the practices and problems of starting and operating a small business. Topics including capital accumulation, the assessment of local markets, site location, and decision-making techniques of the small business entrepreneur are explored, and the role of small business in the United States economy is evaluated. Case study and problem solving techniques are used, as students interact with local small business owners to analyze real world business conditions.

**Credits:** 3

**Prerequisites:**

MKT 100, MGT 100, ACC 100

**MGT 325: Entrepreneurship**

This course introduces students to the challenges and opportunities of entrepreneurship. It includes sound academic theory, success stories, case studies, and exercises in critical thinking to help students develop the understanding, skills, and plans needed to start a successful new business.

**Credits:** 3

**Prerequisites:**

MGT 100

**MGT 340: Project and Program Management**

Many good ideas fail because projects are not completed on time or fail to produce results. Avoiding these traps requires a clear understanding of a project's requirements and objectives and strong project management. This course helps prepare management students for the complexity of project and program management by providing them with the skills they need to properly define a project's scope, adequately plan for resource allocation, build and manage the project team, and successfully track the progress of the project to a successful completion.

**Credits:** 3

**Prerequisites:**

MGT 100

**MGT 410: International Business**

This course explores the behavioral patterns of business activity influenced by national borders and different institutional environments. A comparative study of national environments provides a sound basis for discriminatory application of management theory. The international monetary systems, regional trade groups, home and host country policies in trade and international investments are examined.

**Credits:** 3

**Prerequisites:**

MGT 100

ACC 100

ECON 200

ECON 220

FIN 300

**MGT 420: Business Dimensions of Healthcare**

This course is designed for healthcare professionals who are continuing their education and for students who are otherwise planning to pursue a career in healthcare. The course focuses on introductory business theory, principles, and practices as they relate to the healthcare industry, including leadership, motivation, communication, decision-making, budgeting, and other issues related to the healthcare industry. Students will be introduced to the economic forces that shape today's healthcare delivery system. The course provides a framework for understanding healthcare as a business system. The course also consists of a series of application exercises designed to equip students with a basic understanding of business management practices.

**Credits:** 3

**Prerequisites:**

MGT 100

**MGT 430: Advanced Sports Management**

In this integrative and comprehensive capstone course the student pursuing an education in sport will be expected to bring together the various aspects of their previous education in business and sports management. The course will emphasize strategic management and competitive planning based upon a clear understanding of internal and external environmental factors. Case analysis and development of an actual sports organizational plan will be given primary emphasis as course learning tools.

**Credits:** 3

**Prerequisites:**

MGT 100

**MGT 440: Production and Operation Management**

A study of the production process from procurement and allocation of production factors (including raw materials, human resources, and machinery and equipment), to obtaining of final goods and services. This course emphasizes the role of management in utilizing planning, organizing, scheduling, and controlling techniques to define problems and seek optimum solutions.

**Credits:** 3

**Prerequisites:**

ACC 200, ECON 220, MKT 100, MGT 100, FIN 300, QUAN 341 or equivalent

**MGT 450: Leadership and Strategy**

Effective leadership is mandatory for transforming a strategic vision into reality. In this course, students will explore the essential elements that enable strong leaders to turn strategy into action. Students will practice the techniques of strategic planning, and learn to harness and apply leadership skills to prevent the strategy from being derailed.

**Credits:** 3

**Prerequisites:**

ACC 200, ECON 220, MKT 100, MGT 100, MGT 300, FIN 300, MATH 160 or equivalent

**MGT 490: Business Policy**

In this integrative course the student has the opportunity to bring together prior knowledge of the various fields of business. Emphasis is on policy-making and implementation, including long-range planning efforts, and how the firm operates as a whole from within the parameters of the strategic management process. Assessment of the environment, choosing from among different strategic alternatives, and implementing and then evaluating the strategies are major components of the course. The case-study method is used extensively.

**Credits:** 3

**Prerequisites:**

All lower level Business courses, senior status

**MGT 499: Selected Topics in Business Analytics**

An in-depth study of specific topics in business analytics designed to enhance understanding of areas of data management and analysis. Emphasis will be placed on simulation analytics and, when possible, instruction will incorporate the expertise of professionals in the field of business analytics.

**Credits:** 3

**Prerequisites:**

Permission of advisor

## Marketing

See the program for School of Business for more information.

### B.S. in Marketing Program Learning Outcomes:

Upon completion of this program, students should be able to:

- Demonstrate content mastery in the functional areas of our business core (accounting, economics, management, quantitative business analysis, finance, marketing, legal and social environment, information systems, and international issues)
- Demonstrate the School of Business core competencies (critical reasoning, quantitative reasoning, ethical decision uniting, teamwork, personal accountability, effective communication)
- Evaluate the marketing related challenges and opportunities of business practices

### Degree Requirements

Candidates for the Associate in Arts, Business Concentration and Bachelor of Sciences degrees in Business must:

1. satisfy all entrance requirements (Formal acceptance into the Business major, usually in the sophomore year, requires a 2.500 cumulative GPA.)
2. satisfy the specific requirement in a major or concentration.
3. fulfill a residence requirement of the last 30 credit-hours at Felician University.
4. maintain an average GPA of 2.500 throughout the program.

5. earn a minimum grade of "C" in all courses in the major.

**Type:** Bachelor of Science

## Required Courses

\* In addition to the general education requirements:

### Business Core:

Item #	Title	Credits
MKT 100	Fundamentals of Marketing	3
MGT 100	Fundamentals of Management	3
BUS 499	Business Capstone	3
ACC 100	Principles of Financial Accounting I	3
ACC 200	Principles of Managerial Accounting	3
ECON 200	Macroeconomics	3
ECON 220	Microeconomics	3
FIN 300	Corporate Financial Management	3
MGT 410	International Business	3
BUS 300	Ethics in the Corporate Environment	3
BUS/LAW 310	Business Law I	3
BUS 341	An Introduction to Research and Analysis Using Statistics	3
MGT 490	Business Policy	3

### Major Requirements

Item #	Title	Credits
MKT 230	Sales Management	3
MKT 300	Consumer Behavior	3
MKT 310	New Product Development	3
MKT 330	Social Media Marketing	3
MKT 410	Marketing Research	3
MKT 420	Product Management	3

## Additional Requirements:

\* These requirements apply to traditional students only

Item #	Title	Credits
BUS 110	Business, Organizations & Management	3
BUS 200	Professional Development I	1
BUS 210	Professional Development II	1
BUS 220	Professional Development III	1
<b>Total credits:</b>		<b>120</b>

## B.P.S. Marketing Minor

A Bachelor of Professional Studies (B.P.S.) Minor is to be completed in accordance with a Business Major (120 credits).

### Program Learning Outcomes:

- Demonstrate content mastery in the functional areas of our business core (accounting economics, management, quantitative business analysis, finance, marketing, legal and social environment, information systems, and international issues)
- Demonstrate the School of Business core competencies (critical reasoning, quantitative reasoning, ethical decision making, teamwork, personal accountability, effective communication)
- Evaluate the management related challenges and opportunities of business practices

## Degree Requirements

Candidates for the Associate in Arts, Business Concentration and Bachelor of Sciences degrees in Business must:

1. satisfy all entrance requirements (Formal acceptance into the Business major, usually in the sophomore year, requires a 2.500 cumulative GPA.)
2. satisfy the specific requirement in a major or concentration.
3. fulfill a residence requirement of the last 30 credit-hours at Felician University.
4. maintain an average GPA of 2.500 throughout the program.

- earn a minimum grade of "C" in all courses in the major.

**Type:** Minor

## Required Courses

\* In addition to the general education requirements

### Professional Studies Option — Marketing:

Item #	Title	Credits
MKT 100	Fundamentals of Marketing	3
MKT 230	Sales Management	3
MKT 300	Consumer Behavior	3
MKT 310	New Product Development	3
MKT 410	Marketing Research	3
MKT 420	Product Management	3

### Major Concentration or Professional Focus:

Complete the required credits in one of the following:

- Major Concentration — AAS degree major courses;or
- Professional Focus — Courses based on personal and/or career goals selected in consultation with an adviser

### Additional Requirements:

Free upper level electives (300/400 Level)

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**Total credits:** **120**

## Digital Marketing Certificate Professional Certificates

The School of Business offers a variety of certificate programs designed to introduce learners to a new field of study or to advance careers by expanding expertise and upgrading skillsets. Each certificate program offers in-depth knowledge and unique insights in specific fields of study. Successfully completing a sequence of required courses will result in a certificate of completion.

## Admissions Requirements

Felician University certificate programs are open to individuals who hold a high school diploma (for undergraduate certificates and non-credit courses) or a bachelor's degree (for advanced certificates and courses). Matriculated undergraduate students taking graduate-level courses must obtain permission from the Dean of the School of Business prior to enrolling in the course.

## Digital Marketing Certificate

This program leads to a certificate of completion in Digital Marketing with coursework containing active learning and experiences that will prepare early and mid-career marketing, public relations, advertising managers, and other digital marketing related professionals to meet the challenges of effectively leading and managing within the industry. This program is ideal for students interested in business who wish to learn more about the usage of digital marketing tools and strategies as a new and/or supplemental way to attract, relationship-build, inform, persuade, and maintain customers.

## Learning Outcomes

Upon completion of the program, students should be able to:

- Explore the growing world of social media marketing
- Demonstrate practical knowledge of the social media landscape, platforms, tools, and technologies
- Apply course knowledge to real-world business opportunities
- Analyze and evaluate the development and execution of social campaigns
- Utilize success metrics associated with digital marketing
- Understand SEO, Keywords & PPC Advertising, including Google Analytics and tools like Adobe Spark Post
- Critically evaluate various digital marketing channels, and determine their uses, limitations, and drawbacks
- Utilize the power of brand storytelling to create an emotional connection

**Type:** Technical Certificate of Credit

## Required Courses

Item #	Title	Credits
MKT 301	Social Media Marketing and Mobile Marketing	3
MKT 305	Digital Marketing	3
MKT 402	Content Marketing and Storytelling	3
MKT 405	Capstone: Digital Marketing Integration and Personal Branding	3
<b>Total credits:</b>		<b>12</b>

## Marketing Course Descriptions

### **MKT 100: Fundamentals of Marketing**

The relevant areas of marketing are applied to sport. Special emphasis is placed upon the principles, policies, and strategies utilized to market the unique product of sport. Course attention is paid to numerous topics including public attitudes about sports; sports marketing research; identification, targeting, and understanding of sports customers; and development, implementation, and control of sports marketing programs.

**Credits:** 3

**Prerequisites:**

MKT 100

### **MKT 220: Marketing Communication Strategy**

Covers the theory and management of the different elements of the integrated marketing communication mix of firms. Includes an introduction to the marketing communication process and an overview of customer psychology including models of motivation, persuasion, learning, and behavior modification. Communication issues relating to brand building and corporate image is discussed. Each of the elements of the promotion mix advertising, sales, promotion, public relations, personal selling, and direct marketing (including communications and promotions on the web) are examined.

**Credits:** 3

**Prerequisites:**

MKT 100

### **MKT 230: Sales Management**

This course examines the role of the sales manager in the planning, development, implementation, and control of sales force activities. Selection, training, supervision, and motivation of sales force personnel is examined as well as the interaction and coordination of the sales function with other organizational functions.

**Credits:** 3

**Prerequisites:**

MKT 100

### **MKT 276: Sports Marketing**

A survey of the essential marketing theory, policies, and practices concerning the performance of marketing functions and the institutions involved in the flow of goods and services from the producer to the ultimate consumer. Emphasis is on the development of the marketing mix for consumer and industrial goods, wholesale and retail marketing patterns, and marketing planning and strategy. Current practices in product development, pricing, promotion, physical logistics and other marketing characteristics are explored.

### **MKT 300: Consumer Behavior**

A study of the actions and decision-making process of individuals and organizations involved in discovering, evaluating, acquiring, consuming, and disposing of products and services. This course applies the concepts, principles, and theories from the various social sciences to the study of how buyers think and act. In illustrating the importance of understanding consumer behavior by business managers and public policy makers, special emphasis is placed the factors that influence consumer buying patterns.

**Credits:** 3

**Prerequisites:**

MKT 100 or equivalent



### **MKT 301: Social Media Marketing and Mobile Marketing**

Social media has disrupted traditional marketing communications channels. With control shifting from brands to social consumers, companies are focused on how to operate in this new social world. This course will explore the exciting and ever-changing world of social media marketing. Students will learn fundamental social media concepts and how to apply new skills to business problems. The course will also highlight the importance of mobile marketing. Students will learn how to analyze how various brands use social media. The final course project will give students an opportunity to develop a social media marketing plan, including mobile marketing, and a framework for monitoring and measuring the effectiveness of social media campaigns.

**Credits:** 3

**Prerequisites:**

MKT 100 or equivalent

### **MKT 305: Digital Marketing**

This course takes the perspective that the digital revolution is changing the way consumers are reached and impacted by communication channels. The consumption of traditional media continues to decline. New digital video and streaming video platforms are growing. We are moving from a campaign-centric view to a more consumer-centric view. The move toward an information-based economy is dramatically changing the way products are marketed and sold. To succeed in this new environment, students need to understand what is changing, how to use the new tools, and how to measure success in the digital world.

**Credits:** 3

**Prerequisites:**

MKT 100

### **MKT 310: New Product Development**

The ability to develop new and innovative products is the lifeblood of any company. This course examines the entire process of New Product Development including brainstorming, idea evaluation and screening, business analysis, product testing and prototypes, test marketing, and commercialization. Additional focus is placed upon the methods, tools, and techniques utilized to carry out the steps in the process.

**Credits:** 3

**Prerequisites:**

MKT 100

### **MKT 320: Distribution Management**

Efficient management of the supply and distribution systems of a firm provides an important source of competitive advantage in today's global marketplace. This course will examine the topics of logistics management, inventory management, procurement, warehousing, physical distribution methods, and use of information systems.

**Credits:** 3

**Prerequisites:**

MKT 100

### **MKT 330: Social Media Marketing**

Digital social media, such as Facebook, Twitter, Spotify, and YouTube, have become increasingly important elements of the marketing channel for engagement and information sharing, and promotions for marketers. The course is designed to help students understand and assess brands' successful or unsuccessful practices of social media marketing by focusing on applications of social media and digital marketing. Application of the concepts is emphasized in this course, as students will analyze and learn how to navigate social networks and social media platforms as marketers. Students in this course will develop relevant knowledge about social media platforms through practices, demonstrations, and analyses of social media business applications. An introduction to a social media certification program, such as Hootsuite, will be incorporated in the course with the ability to voluntarily take a Hootsuite certification test at the end of the course at the expense and desire of the student.

**Credits:** 3

**Prerequisites:**

MKT 100

**MKT 402: Content Marketing and Storytelling**

This course takes the perspective that traditional communications methods via TV, print, and radio, etc., once the only way to reach an audience with a brand or product message, are changing dramatically. The sales pitch has fallen on deaf ears. Today, people are consuming and sharing content that is valuable and useful. Authentic content becomes an extremely valuable resource for consumers, which leads to brand trust. Consumers can access the information they need from their smart phones. A content marketing strategy can actually make a consumer stop and consider one brand versus another. Today, via an approach called "brand storytelling," a company can create emotional connections with consumers that are meaningful, memorable, and persuasive. This course will help students to understand why brands are moving away from traditional marketing to content marketing to focus on engaging the consumers' hearts and minds. Content marketing is the new way to create meaningful and lasting relationships with customers. To succeed in this new content marketing environment, students need to understand what is changing, how to create a viable content marketing strategy, and how to measure success in the digital world.

**Credits:** 3

**Prerequisites:**

MKT 100

**MKT 405: Capstone: Digital Marketing Integration and Personal Branding**

This course is the culmination of the Digital Marketing certificate program, melding learning from the three previous courses into a capstone course focused on developing an integrated digital marketing communications plan. Today's evolving media landscape has resulted in a new omni-channel consumer who uses traditional, digital, and social media channels. By understanding the target audience's particular media consumption habits, marketers can leverage the best of available channels to create and share engaging content. The course utilizes a ten-step integrated digital marketing framework designed to deliver the right message to the right target at the right time and place in the customer decision journey. Students will learn to develop a personal brand to help them "think like a brand" and stand out in a competitive job market.

**Credits:** 3

**Prerequisites:**

MKT 301; MKT 305; MKT 402

**MKT 410: Marketing Research**

This course introduces marketing research as an important tool of management. The subject is defined and a number of examples are given to illustrate major uses of marketing research (providing a basic understanding of what this research can and cannot do). It also presents the most important market research techniques. A discussion of cases encourages the student to think creatively about the application of research techniques to marketing problems and opportunities.

**Credits:** 3

**Prerequisites:**

MKT 100, MKT 300, MKT 310, QUAN 341 (or permission of Associate Dean), and MATH 160 or equivalent.

### **MKT 410: Marketing Research**

This course covers the tools and techniques used to gather information in order to:

- Identify Market Opportunities, Monitor Marketing Performance, Evaluate Changes in the Market

Special attention is given to matching the characteristics of products and services with the needs of businesses and individual buyers. The marketing research function adds value to the marketing process as it provides direction to help in the formulation of marketing strategy. The tools and techniques of marketing research covered in this course help to answer the questions pertaining to the application of the marketing mix.

**Credits:** 3

### **MKT 420: Product Management**

This course examines the role of the product manager and product management strategies in response to a wide array of uncontrollable business environmental factors. Particular focus is placed upon the product manager's effective utilization of the four P's of the marketing mix to achieve desired goals. This course will utilize case analysis as a means of sharpening one's skills in strategy formulation and implementation.

**Credits:** 3

#### **Prerequisites:**

Junior or senior status and all courses in marketing major (except BUS 499), or permission of Associate Dean.

### **MKT 440: Marketing Strategy**

This course will introduce you to the principles of advanced marketing strategy and how firms such as Procter & Gamble, Coca-Cola, Apple, Cirque du Soleil, and Sephora practice them today. We will assume that one size does not fit all, and the value creation involves understanding and catering to different consumer segments. Blue Ocean Strategy will be the primary strategic lens that students will use. This course will utilize Harvard business school cases, as well as a marketing simulation that is widely used in corporate training programs, with a certificate of completion to be earned at the end of the course.

**Credits:** 3

## Mathematics

### Mission Statement of the Mathematics Department

The Department of Mathematical Sciences supports the mission of Felician University to provide rigorous mathematics courses to students in all majors and at all levels. The mathematics curriculum is designed to promote the student's ability to think critically, understand mathematical concepts, their interrelations, and applications; and provide a symbolic language as a tool for precise reasoning, expression, and computation.

The mathematics curriculum is designed to promote the student's understanding of mathematical concepts and their interrelations and applications; and provide a symbolic language as a tool for precise reasoning, expression, and computation. Mathematics major graduates will demonstrate the ability to reason critically and logically through problem solving, the ability to communicate effectively through oral and written presentations of solutions, and the ability to apply mathematical knowledge to novel situations. Such abilities lay a foundation for graduate work in mathematics and/or related fields, and prepare the student for employment in a wide range of math-science related fields such as business, computer science, education, insurance, and industry.

### Mathematics Learning Outcomes

At the end of their program in Mathematics students will be able to:

1. Apply mathematical concepts and their interrelations and applications.
2. Apply a symbolic language as a tool for precise reasoning, expression, and computation.
3. Apply critical reasoning and logic in their problem solving.
4. Understand and utilize effective communication both orally and in their written presentations of solutions.
5. Apply mathematical knowledge skills required for personal development and ethical living.

- Evaluate and use mathematical information obtained from a variety of sources.

## B.A. in Mathematics

### Rules and guidelines for majors in Mathematics:

- Students who wish to be admitted into the mathematics major need a minimum grade of "C+" in Precalculus (MATH 161).
- Math majors must meet with a member of the Mathematics Department every semester during registration to discuss their progress in the program. The signature on the registration form of a faculty member who is not a member of the mathematics department is not sufficient.
- No student may take more than two mathematics courses in a single semester without the approval of the associate dean for the Mathematics Department. This approval will be given only in exceptional circumstances.
- Mathematics majors are cautioned that some of the required courses are linked by prerequisites into two sequences. The sequences are:
  - Calculus I-III and Differential Equations
  - Geometry I, Discrete Mathematics, Matrix Theory & Linear Algebra, and Abstract Algebra.
    - The courses are given in at most one semester each year and in some cases (Abstract Algebra and Differential Equations) only in alternate years. But they are arranged so that a student can take all 8 courses in 5 consecutive semesters by taking the courses in each sequence in consecutive semesters, and by taking Geometry I and Discrete Mathematics in consecutive semesters. Failing to follow this order can delay graduation.

**Type:** Bachelor of Arts

## Required Courses

Item #	Title	Credits
MATH 161	Precalculus	4
MATH 231	Geometry I	3
MATH 241	Discrete Mathematics	3
MATH 262	Calculus I	4
MATH 263	Calculus II	4
MATH 343	Matrix Theory and Linear Algebra	4
MATH 364	Calculus III	4
MATH 423	Probability with Statistics	4
MATH 495	Senior Capstone in Mathematics	4

## Required Electives

\* Choose two from the following:

Item #	Title	Credits
MATH 324	Number Theory	3
MATH 332	History of Mathematics	3
MATH 434	Abstract Algebra	4
MATH 365	Differential Equations	4

## Required Related Courses

Item #	Title	Credits
PHYS 103	General Physics I	4
PHYS 104	General Physics II	4
<b>Total credits:</b>		<b>120</b>

## CoMajor in Mathematics and Education

This program in conjunction with the School of Education is designed to prepare future teachers of mathematics. The program is designed to promote the student's understanding of mathematical concepts and their interrelations and applications; provide a symbolic language as a tool for precise reasoning, expression and computation; and lay a foundation for graduate work in Mathematics or Mathematics Education. The School of Education requires that all majors complete all math courses prior to Student Teaching or any Internship.

**Type:** Bachelor of Arts

## Sample Degree

Description

**Type:** Bachelor of Arts

### Semester 1

Item #	Title	Credits
ACC 100	Principles of Financial Accounting I	3
ACC 200	Principles of Managerial Accounting	3
<b>Total credits:</b>		<b>6</b>

### Minor in Mathematics

Students must complete 18 credits in mathematics not already required by their major with at least a "C" in all courses.

Note that MATH 122 (Statistics) does not count toward a minor in mathematics. Students who are interested in the mathematics minor should consult with the associate dean for mathematics for more information.

**Type:** Minor

### Required Courses

Item #	Title	Credits
MATH 262	Calculus I	4
MATH 263	Calculus II	4
	MATH 300 Level	3-4

### Acceptable Math Electives:

\* Complete the required credits with any of the following options.

\* Note: MATH 210 (Applied Calculus) does not fulfill requirements for a Math Minor.

Item #	Title	Credits
MATH 161	Precalculus	4
	MATH 200 Level	3-4
	MATH 300 Level	3-4
	MATH 400 Level	3-4
<b>Total credits:</b>		<b>18</b>

## Mathematics Course Descriptions

### **MATH 001: Basic Skills in Mathematics (Pre-Algebra)**

This course provides a refresher in basic arithmetic. The criterion for placement in the course is failure to pass the pre-algebra portion of the college's Basic Skills Placement Test (Accuplacer). Topics include fractions, decimals, ratio and proportion, percentages, rational numbers and solving equations. A "C" is the minimum acceptable grade to progress to the next course. (fall)

**Credits:** 4-0

### **MATH 002: Basic Skills in Mathematics (Algebra)**

The principal objective of this course is to bring students up to college proficiency in basic algebra skills. The criterion for placement in the course is failure to pass the algebra portion of the college's Basic Skills Placement Test (Accuplacer). This course presumes mastery of the basic computational skills covered in MATH 001. Topics include solving equations (with applications), polynomials, factoring, graphing linear equations and inequalities, solving systems of linear equations, and radical expressions. A "C" is the minimal acceptable grade to progress to the next course. (every semester). 3 credits (in-house)

**Credits:** 3

### **MATH 110: Mathematics for Financial Decision-Making**

This course emphasizes the practical application of mathematical concepts and calculations essential to making modern business decisions. Topics include payroll, interest, consumer credit, home ownership, taxes, insurance, investment, discounts, and markups. (every semester)

**Credits:** 3

**MATH 112: Quantitative Reasoning**

This course examines various aspects of quantitative literacy such as data representation and interpretation, relationships of numbers, variables and functions, unit analysis, spatial reasoning, uncertainty, probability, and coincidence. Integration of numeracy and literacy skills will be stressed. (every semester)

**Credits:** 3

**MATH 114: Mathematical Explorations**

This course focuses on the conceptual understanding of basic mathematics topics through student exploration and investigation. Topics covered will include: the fundamental operation of arithmetic, number theory, functions, proportional reasoning, data analysis, geometry, measurement, and historical perspectives. Oral and written communication will be emphasized. (every semester)

**Credits:** 4

**Prerequisites:**

MATH 002 or equivalent

**MATH 120: Praxis Review**

This intensive 13-hour hybrid review course (8 hours in class and 5 hybrid) is designed to familiarize the student with the structure and content of the Praxis I Core Math test. The Praxis I Math exam measures mathematical skills and concepts needed to prepare for a career in education. It focuses on key concepts of mathematics and the ability to reason in a quantitative context to determine aptitude before enrolling in a teacher education program or obtaining teacher licensing. The course includes detailed instruction and hands-on practice in math review.

(Pass/Fail)

**Credits:** 1

**MATH 122: Statistics I**

This introductory course covers descriptive statistics and most of the fundamental concepts of inferential statistics. Topics include populations, random samples, measures of central tendency and variability, probability, binomial and normal distributions, standard scores, confidence intervals, hypothesis testing, student's "t," Chi-squared, analysis of variance, linear regression, and correlation. (every semester)

**Credits:** 3

**MATH 160: College Algebra**

This course aims to develop the idea of a function and its graph. Using linear functions, quadratic functions, general polynomials, rational functions, and logarithmic and exponential functions, the course will cover topics such as but not limited to domain and range, increasing and decreasing, concavity, intercepts and zeros, and maxima and minima. This course will model situations in natural and social sciences and business with appropriate functions. (every semester)

**Credits:** 4

**Prerequisites:**

MATH 002 or equivalent

**MATH 161: Precalculus**

This course aims to help the student develop an appreciation for mathematics and provides a preparation for calculus. Topics include the real number system, basic concepts of algebra and analytic geometry, equations of the first and second degree and their graphs, algebraic, logarithmic, trigonometric and exponential functions and their applications. (every semester)

**Credits:** 4

**Prerequisites:**

MATH 160 or equivalent

**MATH 210: Applied Calculus**

This course, designed for students who are not majoring in math, will introduce techniques of calculus. Students will use differentiation and integration in solving application problems such as optimization, related rates, and accumulation in the areas of science, economics, and other fields. (as needed)

**Credits:** 3

**Prerequisites:**

Math 160 College Algebra or higher

**MATH 212: Topics in Contemporary Mathematics**

This course explores mathematical aspects of real-life political, economic, and social systems and contemporary mathematical ideas. (as needed)

**Credits:** 3

**Prerequisites:**

MATH 002 or equivalent and honors status or permission of instructor.

**MATH 231: Geometry I**

This course deals with the historical evolution of geometric concepts and Euclidean geometries. This course will also introduce an axiomatic system; students will learn to read and write proofs using this system of axioms and postulates. Topics include inductive and deductive reasoning, symmetry, tessellations, congruence, similarity, and coordinate and transformational geometry. (spring)

**Credits:** 3

**Prerequisites:**

MATH 114 or MATH 160 or equivalent

**MATH 241: Discrete Mathematics**

An overview of ideas and strategies in discrete (non-continuous) mathematics, this course introduces enumeration techniques including factorials, and Pascal's triangle. Students will become familiar with abstraction in Mathematics via graph theory and will learn to use tools for mathematical reasoning in the discrete setting, including the pigeonhole principle and bijections. (fall)

**Credits:** 3

**Prerequisites:**

MATH 231

MATH 231 or Permission of instructor

**MATH 250: Special Topics I**

This course varies by semester and instructor. Topics may include using new or current technology; new or current software; and new and exciting innovations in mathematics, statistics, or mathematics education. This course may augment an already existing course. This course is intended to run for a group and not for a single student. (as needed)

**Credits:** 1-4

**Prerequisites:**

Permission of instructor

**MATH 262: Calculus I**

The first of a three-semester sequence in Calculus, this course is designed to develop the basic concepts of differential Calculus and their applications. Topics include continuous and discontinuous functions; analytic geometry; slope of a curve; rate of change of functions; limit theorems; derivations of algebraic, exponential, logarithmic, trigonometric, and implicitly defined functions; the mean value theorem; curve sketching; optimization problems; Newton's Method, anti-derivatives (fall)

**Credits:** 4

**Prerequisites:**

MATH 161 or equivalent

**MATH 263: Calculus II**

Continuing Calculus I, this course is designed to develop the concepts of integral Calculus and their applications. Topics include the integral, techniques of integration, applications of the definite integral to physical problems, integration involving inverse trigonometric and hyperbolic functions, infinite series, Power Series, Taylor polynomials and series, and parametric and polar equations. (spring)

**Credits:** 4

**Prerequisites:**

MATH 262

**MATH 323: Statistics II**

This course introduces the concepts of Bayesian Analysis. Statistical decision-making under conditions of uncertainty is also covered. The chi-square and F-distributions are introduced. Additional topics include analysis of variance, linear correlation, linear regression, contingency tables, time series analysis involving seasonal and cyclic trends, index numbers, and cross-tabulations. (as needed)

**Credits:** 3

**Prerequisites:**

MATH 122

**MATH 324: Number Theory**

This course deals with basic concepts of number theory and proof. Topics covered include mathematical induction, properties of integers, Diophantine equations, the division algorithm, Euclid's algorithm, prime numbers, modular arithmetic, and congruences. (as needed)

**Credits:** 3

**Prerequisites:**

MATH 241

**MATH 332: History of Mathematics**

This course is an examination of the development of mathematics. Themes include comparative mathematical systems; the origin of whole, rational, irrational, complex, and transfinite numbers; the evolution of geometry, number theory, algebra, calculus, probability theory; and modern innovations such as chaos theory. (spring)

**Credits:** 3

**Prerequisites:**

MATH 231 or permission of instructor

**MATH 333: Geometry II**

This course will cover advanced topics in Euclidean Geometry and topics in non-Euclidean Geometry. The topics covered in geometries other than Euclidean geometry are such things as finite geometries, geometric transformations, convexity, projective geometry, topological transformations, and brief excursions into point set topology, knot theory, orientable and non-orientable surfaces, and fractal geometry. (as needed)

**Credits:** 3

**Prerequisites:**

MATH 231

**MATH 343: Matrix Theory and Linear Algebra**

An introductory course in Linear Algebra, from computational, theoretical, and geometric perspectives. Topics include linear independence, matrix operations, determinants, bases, eigenvalues and eigenvectors. This course develops the idea of abstract vector spaces and linear transformations on these spaces, drawing examples from calculus. This course also provides the foundation for the further study of abstract structures in MATH 434 (Abstract Algebra). (spring)

**Credits:** 4

**Prerequisites:**

MATH 263

MATH 241

**MATH 350: Special Topics II**

This course varies by semester and instructor. Topics may include using new or current technology; new or current software; and innovations in mathematics, statistics, or mathematics education. This course may also be used for subjects not yet offered such as topology, algebraic topology, dynamical system, partial differential equations, applied statistics, applied calculus, and advanced linear algebra, among others. This course may augment an already existing course. (as needed)

**Credits:** 1-4

**Prerequisites:**

Permission of instructor

**MATH 364: Calculus III**

This course completes the sequence of topics begun in MATH 262 and MATH 263: polar coordinates, parametric equations, elements of solid and analytical geometry, vectors, functions of several variables, partial differentiation, multiple integrals, line integrals including Green's Theorem, Divergence and Curl. (fall)

**Credits:** 4

**Prerequisites:**

MATH 263

**Co-Requisites:**

MATH 343



**MATH 365: Differential Equations**

This is a course in ordinary differential equations with technical applications. Topics may include differential equations of the first order, approximation methods, linear differential equations, non-homogeneous equation, Laplacian transforms, systems of differential equations, power series methods, and partial differential equations. (spring)

**Credits:** 4

**Prerequisites:**

MATH 364

**MATH 423: Probability with Statistics**

This course covers Probability from both discrete and continuous points of view, using techniques from elementary Combinations and Calculus. Topics include well-known probability distributions such as binomial, geometric, normal, and Poisson, and the expectation and variance of random variables with these distributions. The interplay between discrete and continuous is emphasized, particularly in the applications of the Central Limit Theorem and hypothesis testing. (fall).

**Credits:** 4

**Prerequisites:**

MATH 241

MATH 263

**MATH 434: Abstract Algebra**

This course develops the introductory theory of groups, rings and fields from an axiomatic point of view. Topics include the fundamental concepts of set and group theory, rings, fields and integral domains. (as needed)

**Credits:** 4

**Prerequisites:**

MATH 343

**MATH 452: Internship in Mathematics**

This course offers mathematics majors the opportunity to work in the field of mathematics for a minimum of 120 hours during the semester. Students must complete all paperwork to register for the Internship at least one semester before; students will meet with the Career Center and complete the application that will be sent to their advisor and site supervisor. This application will then be filed in the Career Center. Students must register for the class with the Registrar as well. They will be required to write a paper that is relevant to the Internship and maintain a journal that reflects their experience; the site supervisor will complete an evaluation form on their performance. This is a Pass/Fail course. (as needed)

**Credits:** 3

**Prerequisites:**

Junior or senior status in the mathematics major

**MATH 464: Introduction to Complex Analysis**

This course provides a comprehensive introduction to complex variable theory and its applications, including an introduction to the techniques of complex analysis frequently used by scientists and engineers. Topics include complex numbers, analytic functions, Taylor and Laurent expansions, Cauchy's theorem, evaluation of integrals by residues, Laplace transforms and Fourier series. (as needed)

**Credits:** 4

**Prerequisites:**

MATH 364

**MATH 466: Advanced Calculus I**

This course examines topics in calculus from an advanced standpoint. It develops calculus topics from creation of the real numbers, functions, and their properties, to differentiation. Students will be required to write proofs and solve generalizations of problems as seen in calculus. (as needed)

**Credits:** 3

**Prerequisites:**

MATH 364

**MATH 467: Advanced Calculus II**

This course examines topics in calculus from an advanced standpoint. It continues the topics that began in Advanced Calculus I from differentiation to integration and infinite series. Students will be required to write proofs and solve generalizations of problems as seen in calculus. (as needed)

**Credits:** 3

**Prerequisites:**

MATH 466

**MATH 490: Independent Study 1**

With the approval of the instructor, a student may arrange to pursue a course of independent study in a specific area of Mathematics, Statistics, or Mathematics Education. The course will involve tutorial meetings with the instructor, independent reading and work, and an in-depth research project. The course is normally taken by seniors or juniors and may be taken in situations when a schedule conflict prevents a student from taking a regularly scheduled mathematics elective. (as needed)

**Credits:** 4

**Prerequisites:**

Permission of instructor

**MATH 491: Mathematics Project**

This is a research project designed to integrate the abstract concepts of mathematics with applications in business; the biological, physical, or social sciences; or education. The student pursues an individual research project under faculty supervision and submits written and oral reports at the close of the academic year. (as needed)

**Credits:** 2

**Prerequisites:**

Permission of instructor

**MATH 492: Mathematics Project**

This is a research project designed to integrate the abstract concepts of mathematics with applications in business; the biological, physical, or social sciences; or education. The student pursues an individual research project under faculty supervision and submits written and oral reports at the close of the academic year. (as needed)

**Credits:** 2

**Prerequisites:**

Permission of instructor

**MATH 495: Senior Capstone in Mathematics**

In this course, students will explore methods of solving mathematical problems. Students will focus on understanding their own problem-solving processes and on understanding how these processes develop in learners of mathematics. (spring)

**Credits:** 4

**Prerequisites:**

Permission of instructor

## Medieval Studies

### Minor in Medieval Studies

Struggles within (and between) religions, Eastern influences on Western music, curricula revisions in the universities, conflicts between church and state, buildings soaring towards the heavens, trial by jury, and people struggling to blend the old ways with new knowledge: all very modern, yes? NO. Students willing to throw away the pre-college roadmap labeled "Dark Ages" and embark on an intellectual journey will be richly rewarded for their participation in the Medieval Studies minor. Through an interdisciplinary approach to the period between 500 and 1500, students will plot their own course to discover the complexity and richness of medieval life.

A member of the English Department will provide advising for those minoring in Medieval Studies.

**Type:** Minor

# Medieval Studies Course Descriptions

## MS 200: Introduction to Medieval Studies

This is the portal course for the Medieval Studies Minor and is required for all students within the minor. The course will touch upon many of the major aspects of the Middle Ages, focusing on important people, events, institutions, and culture. Students will work with primary documents, and have the opportunity to study one particular area in depth, and to produce their own interpretation and assessment of the selected area. Although History and English are the primary foundation disciplines, this will be an interdisciplinary course that combines art, architecture, music, literature, and philosophy into a continuum whose primary goal is an integrated understanding of not just a historical period, but of a once vibrant world, its people, and its achievements. Note: this course satisfies the General Education HIST requirement

**Credits:** 3

## Music

The goal of the Music Program is to promote creativity, intellectual pursuit, and musicianship through the study of multiple genres and eras of music. The Music Program is designed to foster understanding of music's syntax and how it is organized. The program encourages experiential learning through performance that furthers self-knowledge and an awareness of diverse cultural perspectives. Students learn to appreciate the importance of the performing arts at all levels of education and in society at large, recognizing music's contributions to the broader community and its impact in the development of freedom of expression.

Students interested in studying music may pursue the Music Focus in partial fulfillment of the Humanities Interdisciplinary Studies major (see Humanities program). Students who focus on music learn to be creative thinkers, developing the ability to "think outside the box." This has proven to be a valuable asset sought by employers in all fields.

The University also offers a Minor in Music in which students take a minimum of 18 credits in music in

conjunction with their chosen major. Courses reflect theoretical practices, music business and history, and performance.

## Minor in Music

Students take a minimum of 18 credits in music in conjunction with their chosen major. Courses reflect theoretical practices, music business and history, and performance.

Students are invited to take additional music courses as electives or those that fulfill GECC requirements upon the completion of the required courses below.

## Requirements:

**Type:** Minor

### Theory:

Item #	Title	Credits
MUS 101	Music Foundations Re-Mixed	3
MUS 225	Beat Mixing and Composing at the Computer	3

### Performance Skills

\* Choose one of the following:

Item #	Title	Credits
MUS 103	Basic Piano	3
MUS 109	Basic Guitar	3
MUS 115	Basic Singing	3

### Music and Culture

\* Choose one of the following:

Item #	Title	Credits
MUS 102	Music Appreciation	3
MUS 105	World Music	3

### Performance

\* Choose one of the following:

Item #	Title	Credits
MUS 110	Felician Jazz Band	3
MUS 112	Felician Choir I	3

## Music and Business

Item #	Title	Credits
MUS 309	Beatles to Beyoncé: Exploring the Business of Music	3
<b>Total credits:</b>		<b>18</b>

## Music Course Descriptions

### **MUS 101: Music Foundations Re-Mixed**

A study of music notation, rhythm, scales, keys, intervals, triads and inversions. Skill development in sight-singing, ear training, and dictation is included.

**Credits:** 3

### **MUS 102: Music Appreciation**

The elements of music are examined in each of the major periods of Western music from Medieval to Contemporary in order to recognize and understand the inherent similarities and differences. Comparisons with today's popular music are explored throughout the semester. In addition, non-Western music is studied in an effort to understand the unique characteristics of a culture's music, and to seek out common denominators with our own.

**Credits:** 3

### **MUS 103: Basic Piano**

This course provides group piano instruction in order to develop the ability to play or accompany simple melodies. Emphasis is placed on basic musicianship, including sight reading and counting, as well as on rudimentary theory, including scales and chords. Note: No prior piano background or training necessary.

**Credits:** 3

### **MUS 105: World Music**

A study of the musical traditions of peoples from across the world, examining the influence of individual history and culture on the evolution of a society's music.

**Credits:** 3

### **MUS 109: Basic Guitar**

This class is designed to teach beginning students the basic elements of guitar performance. Person with some experience with the instrument can also benefit from the areas of technique and musical understanding that will be covered in class.

**Credits:** 3

### **MUS 110: Felician Jazz Band**

This all-college instrumental group is committed to the study and performance of the instrumental repertoire from many cultures, in classical and popular forms. Performances will occur during the semester.

**Credits:** 3

### **MUS 112: Felician Choir I**

This all-college choral ensemble is committed to the study and performance of sacred and secular music from many cultures, in classical and popular forms. No choral experience is required, but the ability to match and sing on pitch is recommended. The work of the course is applied to performances during the semester.

**Credits:** 3

### **MUS 115: Basic Singing**

Students will develop healthy vocal technique for singing all genres of music. A discussion throughout the semester of past and current singing styles is supplemented with listening examples by well-known artists. Students sing songs in group as well as in solo performances, exploring music from the classical, musical theater, pop, gospel, and jazz repertoires.

**Credits:** 3

### **MUS 116: String Ensemble**

String Ensemble is designed for students who want to develop their musicianship and performance skills while playing in a string ensemble. Emphasis is placed on learning and performing string repertoire from various periods and in different styles. This includes standard works of the chamber music literature and non-standard transcriptions.

**Credits:** 1

#### **Prerequisites:**

placement audition; Students must supply own instruments

**MUS 117: Wind and Percussion Ensemble**

The Wind and Percussion Ensemble is focused on chamber music, orchestral and/or concert band literature of all periods. The ensemble is open to all who perform either a wind or percussion instrument. All rehearsals are mandatory and will meet once a week; there will be a performance at the end of the semester.

**Credits:** 1

**Prerequisites:**

placement audition; Students must provide own instruments

**MUS 118: Guitar Ensemble**

Guitar Ensemble is designed for students who want to develop musicianship and performance skills while playing in a guitar ensemble. Emphasis is placed on learning and performing guitar repertoire from various periods and in different styles. This includes standard works of the chamber music literature and non-standard transcriptions.

**Credits:** 1

**Prerequisites:**

placement audition; Students must provide own instrument

**MUS 121–122: Vocal Ensemble I–II**

Vocal ensemble performing representative repertoire encompassing diverse styles and periods. These courses must be taken sequentially. These courses are for Music Majors only.

**Credits:** 0

**MUS 130: Theory I**

A study of harmony from diatonic triads through the dominant seventh chord; harmonic cadences, non-harmonic tones, fundamentals of melodic and rhythmic organization.

**Credits:** 3

**Prerequisites:**

MUS 101

**MUS 131: Theory II**

An examination of binary and tertiary forms, non-harmonic tones, and modulation. Analysis of secondary dominants and chromatic chords including an introductory study of Neapolitan and augmented sixth chords.

**Credits:** 3

**Prerequisites:**

MUS 130

**MUS 132: Aural Skills I**

Sight-singing of melodies based on diatonic scales, and melodic, rhythmic and elementary harmonic dictation. Exploration of partwriting and harmonic analysis of diatonic music.

**Credits:** 1

**Co-Requisites:**

Must be enrolled in MUS 130

**MUS 133: Aural Skills II**

Continued development of sight-singing and dictation skills, including an exploration of four-part choral writing.

**Credits:** 1

**Prerequisites:**

MUS 132

**Co-Requisites:**

Must be enrolled in MUS 131

**MUS 135: Keyboard Skills I**

An introduction to elementary keyboard skills and reading ability as related to the study of music harmony and theory.

**Credits:** 1

**Co-Requisites:**

Must be enrolled in MUS 101

**MUS 136: Keyboard Skills II**

A continuation of keyboard skill development with an emphasis on harmony and theory concepts.

**Credits:** 1

**Prerequisites:**

MUS 135

**Co-Requisites:**

Must be enrolled in MUS 130

**MUS 141–142: Instrumental Ensemble I–II**

Instrumental ensemble performing representative repertoire encompassing diverse styles and periods. These courses must be taken sequentially. These courses are for Music Majors only.

**Credits:** 0

**MUS 150–151: Applied Music I–II**

Development of technique and interpretative skills on the student's primary instrument in a private lesson setting. These courses must be taken sequentially. These courses are for Music Majors only.

**Credits:** 1

**MUS 203: Basic Piano II**

A continuation of MUS 103, this course focuses on developing greater proficiency in playing the Piano. Advanced scale work, chord usage, and more complex meters and rhythms are explored, as well as opportunities for composing original songs.

**Credits:** 3

**Prerequisites:**

MUS 103 or past piano experience, or permission from the instructor

**MUS 205: History of the Broadway Musical**

An examination of the forms of musical theater from the 18th century to the present, tracing the development of the minstrel show, operetta, vaudeville, and the musical play. This course will also explore the traditional musicals of Broadway, both on and off, the rock musical, and recent hybrids, with an on-going analysis of how these genres reflect cultural and socio-economic change.

**Credits:** 3

**Prerequisites:**

MUS 105 or permission of the instructor

**MUS 206: Popular Sounds: Paterson and Beyond**

**Credits:** 3

**MUS 210: Felician Jazz Band**

This course brings together an instrumental ensemble for the purpose of rehearsal technique and performance. Literature will cover both jazz and popular genres of music.

**Credits:** 3

**MUS 212: Felician Choir II**

A continuation of MUS 112, the course focuses on the study and performance of the sacred and secular choral repertoire in both classical and popular forms. More challenging choral works including those in different languages are explored as students' singing and reading skills develop. The work of the course is applied to performances during the semester as well as the presentation of a concert near the end of the semester.

**Credits:** 3

**Prerequisites:**

MUS 112 or past choral experience, or permission of the instructor

**MUS 216: Woodwind Practicum**

Basic instruction in woodwind technique, including tone production, embouchure, fingering, and articulation. Examination of methods and techniques for teaching woodwinds.

**Credits:** 1

**Prerequisites:**

MUS 101 or permission of the instructor

**MUS 217: String Practicum**

Basic instruction in string technique. Examination of teaching methods including the Suzuki approach.

**Credits:** 1

**Prerequisites:**

MUS 101 or permission of the instructor

**MUS 218: Percussion/Brass Practicum**

Basic rudiments of drumming applicable to percussion instruments. Fundamental instruction of brass instruments with an emphasis on embouchure, tone production, and fingering. Examination of methods and techniques for teaching percussion, and brass.

**Credits:** 1

**Prerequisites:**

MUS 101 or permission of the instructor

**MUS 221-222: Vocal Ensemble III-IV**

Vocal ensemble performing representative repertoire encompassing diverse styles and periods. These courses must be taken sequentially. These courses are for Music Majors only.

**Credits:** 0

**MUS 225: Beat Mixing and Composing at the Computer**

Introduction to Computer Music covers basic concepts related to MIDI, digital audio, music composition and production. Topics include file management, acoustics, digital audio, recording techniques, MIDI, digital signal processing, sound mixing, and music production. Student will get hands-on experience using Pro Tools, and related software applications. Emphasis is placed on creativity: fundamentals of composition and song writing. No formal music training is necessary.

**Credits:** 3

**MUS 230: Theory III**

Exploration of sixteenth and eighteenth century forms including the fugue, sonata, rondo, and theme variations. Study of chromatic harmony with a further focus on secondary dominants and leading-tone chords, borrowed chords, and Neapolitan and augmented sixth chords. Introduction to chromatic mediant and extended harmony.

**Credits:** 3

**Prerequisites:**

MUS 131

**MUS 232: Aural Skills III**

Continuation of sight-singing skill development with an introduction to the alto and tenor clefs and more advanced dictation involving seventh chords and more complex melodic and rhythmic patterns. Harmonic analysis and continued exploration of fourpart choral writing.

**Credits:** 1

**Co-Requisites:**

Must be enrolled in MUS 230

**MUS 235: Piano Proficiency/Improvisation**

Continued development of piano skills, transposition and an examination of techniques for improvisation and accompaniment.

**Credits:** 1

**Prerequisites:**

MUS 136

**MUS 241-242: Instrumental Ensemble III-IV**

Instrumental ensemble performing representative repertoire encompassing diverse styles and periods. These courses must be taken sequentially. These courses are for Music Majors only.

**Credits:** 0

**MUS 250-251: Applied Music III-IV**

Development of technique and interpretative skills on the student's primary instrument in a private lesson setting. These courses must be taken sequentially. These courses are for Music Majors only.

**Credits:** 1

**MUS 260: Diction/Performance Practice**

Instruction and practice of English, Italian, French, and German diction with application to standard vocal literature. Examination of fundamentals of performance practice in vocal repertoire.

**Credits:** 1

**Prerequisites:**

four semesters of Applied Music For Voice Minors

**MUS 261: Instrumental Performance Practice**

An examination of instrumental performance practice in all major historical eras. Exploration of appropriate embouchure, articulation, and interpretation.

**Credits:** 1

**Prerequisites:**

four semesters of Applied Music

**MUS 309: Beatles to Beyoncé: Exploring the Business of Music**

In this course, we will explore the development and current state of the music and entertainment industries in the United States. Students will gain an understanding of the fundamental business principles, practices, and terminology used in the 20th and 21st century music industries. Specifically, we will pay special attention to the structure of the major and independent music record companies, do-it-yourself (DIY) marketing and promotional strategies, and how music, politics, race, gender, and technology intersect in the music industry. Overall, this course aims to provide conceptual and practical ways of interacting with the contemporary US music industry to students of all musical skills levels, interests, and knowledge.

**Credits:** 3

**MUS 310: Felician Jazz Band**

This course brings together an instrumental ensemble for the purpose of rehearsal technique and performance. Literature will cover both jazz and popular genres of music.

**Credits:** 3

**MUS 312: Felician Choir III**

Students study and perform the sacred and secular masterpieces of the choral repertoire, with emphasis on works that reflect cultural diversity. The work of the course is applied to performances during the semester as well as the presentation of a concert near the end of the semester.

**Credits:** 3

**Prerequisites:**

MUS 212 or permission of the instructor.

**MUS 321–322: Vocal Ensemble V–VI**

Vocal ensemble performing representative repertoire encompassing diverse styles and periods. These courses must be taken sequentially. These courses are for Music Majors only.

**Credits:** 0

**MUS 325: Music Technology**

Music Technology provides students with an understanding of music technology and its application in areas such as teaching, composing, arranging, and performance. Topics include file management, acoustics, digital audio, recording techniques, MIDI, digital signal processing, sound mixing, music production, and music notation.

**Credits:** 3

**Prerequisites:**

MUS 130 Theory I, or permission of the instructor.

**MUS 326: Music in the Elementary School**

An examination of teaching methods and techniques applicable to elementary school-aged children, including Dalcroze, Kodaly, and Orff. Development of interdisciplinary curricula with a focus on effective, creative, and culturally responsive teaching.

**Credits:** 3

**Prerequisites:**

MUS 230

**MUS 330: Twentieth-Century Form and Analysis**

This course is concerned with compositional techniques and analytical methods in twentieth-century music. The subject is approached from an aesthetic, theoretical, and practical perspective. Students will study a diverse body of musical literature, which begins in the latenineteenth century and concludes with more recent trends in the twenty-first century. Particular attention is given to major composers who are credited with helping to shape the musical landscape of the twentieth-century.

**Credits:** 3

**Prerequisites:**

MUS 230

**MUS 332: Aural Skills IV**

Continued development of sight-singing skills, ear training, and dictation.

**Credits:** 1

**Co-Requisites:**

Must be enrolled in MUS 330

**MUS 335: Introduction to Conducting**

Fundamentals of reading, interpreting, and conducting scores through an examination of choral and instrumental literature and acquisition of choral/instrumental practices.

**Credits:** 1

**Prerequisites:**

MUS 330

**MUS 341–342: Instrumental Ensemble V–VI**

Instrumental ensemble performing representative repertoire encompassing diverse styles and periods. These courses must be taken sequentially. These courses are for Music Majors only.

**Credits:** 0

**MUS 345: Orchestration/Arranging**

An exploration of orchestral and band instruments including relevant topics of their instrumentation and orchestration. Study of scores for band, orchestra, and chamber ensembles.

**Credits:** 2

**Prerequisites:**

MUS 330



**MUS 350–351: Applied Music V–VI**

Development of technique and interpretative skills on the student's primary instrument in a private lesson setting. These courses must be taken sequentially. These courses are for Music Majors only.

**Credits:** 1

**MUS 401: Instrumental Conducting**

Development of conducting skills applicable to small and large instrumental ensembles. Score-reading and interpreting music are emphasized.

**Credits:** 1

**Prerequisites:**

MUS 330 or permission of the instructor

**MUS 402: Choral Conducting**

An introduction to the principles and techniques of conducting small and large vocal performance groups. Reading and interpreting choral scores are emphasized.

**Credits:** 1

**Prerequisites:**

MUS 330 or permission of the instructor

**MUS 410: Felician Jazz Band**

This course brings together an instrumental ensemble for the purpose of rehearsal technique and performance. Literature will cover both jazz and popular genres of music.

**Credits:** 3

**MUS 412: Felician Choir IV**

Students study and perform the sacred and secular masterpieces of the choral repertoire, with emphasis on works that reflect cultural diversity. The work of the course is applied to performances during the semester as well as the presentation of a concert near the end of the semester.

**Credits:** 3

**Prerequisites:**

MUS 212 or permission of the instructor.

**MUS 421–422: Vocal Ensemble VII–VIII**

Vocal ensemble performing representative repertoire encompassing diverse styles and periods. These courses must be taken sequentially. These courses are for Music Majors only.

**Credits:** 0

**MUS 430: Independent Study: Special Topics in Music I**

With instructor's approval a student may arrange to pursue a course of study in a specific area of Music Composition. The course involves tutorial meetings with the instructor and independent work on the chosen topic that demonstrates in-depth understanding. Open to juniors and seniors. These courses must be taken in sequence.

**MUS 431: Independent Study: Special Topics in Music II**

With instructor's approval a student may arrange to pursue a course of study in a specific area of Music Composition. The course involves tutorial meetings with the instructor and independent work on the chosen topic that demonstrates in-depth understanding. Open to juniors and seniors. These courses must be taken in sequence.

**MUS 432: Independent Study: Special Topics in Music III**

With instructor's approval a student may arrange to pursue a course of study in a specific area of Music Composition. The course involves tutorial meetings with the instructor and independent work on the chosen topic that demonstrates in-depth understanding. Open to juniors and seniors. These courses must be taken in sequence.

**MUS 441–442: Instrumental Ensemble VII–VIII**

Instrumental ensemble performing representative repertoire encompassing diverse styles and periods. These courses must be taken sequentially. These courses are for Music Majors only.

**Credits:** 0

**MUS 450–451: Applied Music VII–VIII**

Development of technique and interpretative skills on the student's primary instrument in a private lesson setting. These courses must be taken sequentially. These courses are for Music Majors only.

**Credits:** 1

### **MUS 452: Internship in Music**

This course offers music minors the opportunity to work in the field of Music for a minimum of 120 hours during the semester. Students must complete all paperwork to register for the Internship at least one semester before; students will meet with the Career Center and complete the application that will be sent to their advisor and site supervisor. This application will then be filed in the Career Center. Students must register for the class with the Registrar as well. They will be required to write a paper that is relevant to the Internship and maintain a journal that reflects their experience; the site supervisor will complete an evaluation form on their performance. This is a Pass/Fail course.

**Credits:** 3

**Prerequisites:**

Junior or senior status in the Music minor

### **MUS 455: Music History and Literature I**

A detailed analysis and concentrated investigation of music's development from the Middle Ages through the Baroque Era. In-depth examination of musical scores and concurrent listening of recordings from each era.

**Credits:** 3

**Prerequisites:**

MUS 330 or permission of the instructor

### **MUS 456: Music History and Literature II**

A detailed analysis and concentrated investigation of music's development from the Classical Era through the present day. In-depth examination of musical scores and concurrent listening of recordings from each era.

**Credits:** 3

**Prerequisites:**

MUS 455

### **MUS 460: Senior Symposium: Final Project/ Recital**

A synthesis of the student's musical study manifested through a final music or music education project (lecture or thesis) or vocal/instrumental recital on the student's primary instrument. This course must be taken in the senior year.

**Credits:** 3

## **Nursing**

Felician University is recognized globally as a nursing education leader. The following degree programs prepare nurses to assume leadership roles within the global society of professional nursing and health care. The nursing programs are fully accredited by the Commission on Collegiate Nursing Education.

### **Undergraduate Programs**

- Bachelor of Science Degree in Nursing for High School Graduates and Transfer Students (Prelicensure)
- Accelerated Bachelor's Degree in Nursing (ABSN) : Cohort Based
- RN/BSN Fast Track program: Cohort Based
- Hybrid Accelerated Bachelor's Degree in Nursing (Hybrid ABSN): Cohort Based

### **BSN Degree : High School Graduates and Transfer Students (Prelicensure): 120 credits**

The Four-Year full time BSN Program provides students with a broad education grounded in the liberal arts, sciences, nursing theory and practice. As a nursing major, you will apply your nursing knowledge in a variety of laboratory and health care facilities under the guidance of qualified faculty. The curriculum culminates with a Senior Clinical Immersion in your senior year. Graduates of the program are eligible to apply to the State Board of Nursing to take the RN-NCLEX examination and qualify for admission to graduate study.

### **Accelerated Bachelor's Degree in Nursing (ABSN) : 73 Credits**

The Accelerated BSN Program is a full-time nursing program designed for adults seeking a career change. The cohort-based program is a 19-month program intended for adults who have a bachelor or master's degree and work experience. Graduates of the program are eligible to apply to the State Board of Nursing to take the RN-NCLEX examination and qualify for admission to graduate study.

## Hybrid Accelerated Bachelor's Degree in Nursing(Hybrid ABSN): 73 Credits

The Hybrid Accelerated BSN program is a full-time nursing program designed for adults seeking a career change and wish to learn in a hybrid format. The program combines online coursework in a modular format with clinical practicums at the Nursing Resource and Simulation Center in Parsippany NJ as well as affiliate health partner institutions. The cohort-based program is a 16 month 4 semester program intended for adults who have a bachelor or master's degree and/or 60 college credits with required prerequisite courses and work experience. Graduates of the hybrid program are eligible to apply to the State Board of Nursing to take the RN-NCLEX examination and qualify for admission to graduate study.

## Fast Track RN/BSN Program : 48 Credits

Building on your education, Felician offers a program for RNs seeking to increase their leadership role in nursing by earning a BSN Degree. The cohort-based RN/BSN Fast Track is designed for working nurses who seek to complete the program in 15-months. This innovative program combines in-class courses with hybrid course work. The program is also offered fully on-line as an option for those students who do not wish to attend class in person. Students with a cumulative GPA of 3.00 are automatically accepted into Felician University's MSN program.

## Accreditation/Approvals

The baccalaureate degree in nursing program, master's degree in nursing program, the Doctor of Nursing Practice program, and post graduate APRN certificate programs at Felician University are accredited by the Commission on Collegiate Nursing Education.

- The Commission on Collegiate Nursing Education
  - 655 K Street, NW, Suite 750
  - Washington, DC 20001
  - Phone: 202-887-6791

## Mission

The Felician University School of Nursing, within the framework of Catholic tradition and commitments to Franciscan values, strives to educate futuristic health care practitioners, leaders and scholars dedicated to providing high quality health care services to clients/families and the community at large. Felician nurses are prepared to practice in the evolving global and technologically advanced health care environment in order to meet the challenges of the 21st century and enhance societal health.

## School of Nursing Goals

- Create a caring environment
- Respond to the learning needs of a diverse population of students
- Utilize electronic technology effectively in program delivery
- Develop students' critical thinking skills
- Promote evidence based nursing practice
- Foster culturally congruent health care
- Instill in students a desire for life-long learning
- Provide health care for vulnerable and underserved client populations
- Facilitate academic mobility for students
- Promote global understanding

## Baccalaureate Nursing Program Outcomes: Graduates of the program will:

- Formulate a philosophy of nursing which is holistic and focused from a health perspective. **(Nursing Practice)**
- Provide health care to clients and support for colleagues which demonstrate a personal commitment to the value of caring. **(Caring)**
- Evaluate knowledge from sciences, humanities and nursing to form a framework for nursing practice. **(Critical Thinking)**
- Implement the nursing process with clients (individuals, families, groups in community) presenting complex health problems in structured and unstructured health care settings, using concepts of selfcare. **(Self-Care)**

- Incorporate therapeutic interpersonal processes when interacting with clients, communities and colleagues. **(Interpersonal Processes)**
- Provide health care rooted in the concepts of altruism, autonomy, human dignity, integrity and social justice. **(Ethics)**
- Adhere to legal standards of practice. **(Legal Dimensions)**
- Design and manage professional nursing care as a member of the interdisciplinary health care team. **(Professionalism/Leadership)**
- Integrate cultural competence into the delivery of nursing care. **(Sociocultural Influences)**
- Effect change in health care delivery within specific health care systems. **(Health Care Systems)**
- Integrate economic, political, technological, and social trends that influence health care policy. **(Political Influences)**
- Apply evidence based findings to nursing practice. **(Evidenced Based Practice)**
- Actualize a commitment to professionalism and lifelong learning. **(Teaching Learning)**

## Policies

Programs in the School of Nursing follow the general University policies and regulations in addition to academic policies and regulations consistent with professional standards of nursing education and practice. It is the student's responsibility to know and comply with all current academic policies and regulations of the University, School, and the Department. Programs in the School of Nursing reserve the right to change, modify or improve program requirements or policies at its discretion without prior notice.

## Professional Conduct Policy

The School of Nursing asserts that members of the nursing profession must adhere to standards in order to insure quality, safety and maintain the trust of the public we serve. The Felician University Community asserts that students must adhere to the **Franciscan Values** of respect, honesty, and integrity and the ANA Professional Code of Conduct to insure high standards in our academic and everyday lives.

Faculty and students have a cooperative responsibility to insure that these standards are upheld by everyone.

Felician University nursing students shall abide by and be held accountable for maintaining the high standards of "**professionalism**" as determined by personal responsibility, Felician University, and the Health Care System. Any single student incident or pattern of "**unprofessional behavior**" across courses may be referred to the "**Professional Nursing Development Committee**" for review and potential disciplinary action.

## New Jersey Board of Nursing Requirements

The New Jersey Board of Nursing requires that all applicants to the Nursing Program be informed of the following:

- 13:37-1.11 Any complaints regarding the program may be sent to the NJ Board of Nursing at 124 Halsey Street, Newark, NJ 07102.

The New Jersey Board of Nursing requires that applicants to the Prelicensure Nursing Program be informed of the following:

- 13:37-1.8 (h) Before an individual is admitted to a nursing education program, the program shall inform the individual that a criminal history background check is a prerequisite for licensure as a registered professional nurse or a licensed practice nurse.

## Accelerated Bachelor's Degree in Nursing Program (ABSN) Course of Study

The cohort-based program is a 24 month program intended for adults who have a bachelor or master's degree and work experience in a discipline other than nursing. There are six 12-week sessions that are fast-paced and intense. The curriculum is full-time and requires the student provide complete attention to the demands and requirements for successful completion. It is not recommended that students work while completing the program.

## Admission Requirements

- A completed application.
- A resume including recent work experience in their field.
- Submission of official academic transcripts from all institutions of higher education.
- C+ or higher in all required prerequisite courses.
- Students must pass all sciences with a C+ or better. Students who have taken the required science level prerequisite courses more than seven years prior to the acceptance to the ABSN program are required to pass a challenge examination in order to receive University credit and thereby be admitted to the program.
- B(80) or higher in high school or college-level laboratory chemistry.
- 350 word essay describing their academic abilities.
- Personal interview may be required.

## Prerequisite Courses

(Must be completed prior to starting nursing sequence)

- Anatomy and Physiology I & II — 8 Credits
- Microbiology — 4 Credits
- Statistics — 3 Credits
- Life Span Development — 3 Credits
- Pathophysiology — 3 Credits
  - Total Credits 21

## Transfer Credits

An evaluation regarding the transferability of credits in nursing courses is done on a case-by-case basis. The official transcript must be on file with the Admissions Office or the Registrar. It is the responsibility of the student to provide the Associate Dean of the Program a copy of the course syllabus. A grade of B or higher is required in the course in which transfer credit is being requested. The Associate Dean shall make the final decision regarding the awarding of nursing credits.

## Requirements for Accelerated Bachelor's Degree in Nursing (ABSN)

### Degree Requirements

- Successful completion of 70 credits of nursing and Liberal Arts courses.
- Maintenance of a cumulative GPA 2.75 throughout the program.
- A grade of C+ or higher in all nursing courses. A grade of C or higher in all non-nursing.
- Degree requirements must be completed within 5 years from the start of the program. This time limit includes leaves-of-absence. Students who do not complete the program requirements within this time frame may be required to complete additional coursework.

### Program Requirements

Students are required to follow the policies and professional standards established by the Prelicensure BSN Program. If a student withdraws from the program and is readmitted at a later date, the requirements in effect at the time of readmission will apply.

Students must comply with the following requirements:

- Proof of current CPR certification from the American Heart Association BLS for the HealthCare Provider.
- Proof of professional liability/malpractice insurance with a minimum coverage of 1,000,000/6,000,000.
- Proof of current health clearance issued by the Felician University Center for Health.
  - A positive drug test will result in the student being denied entry into clinical practice. Student shall be withdrawn from the nursing program until such time as the issue has been satisfactorily resolved.
- Adherence to a criminal history background check as required by a clinical agency. The agency reserves the right to exclude a student from their site, based on the result of their Criminal History Background Check. Such exclusion shall result in the student being dismissed from the nursing program.

- Proof of membership in the National Student Nurses Association (NSNA) and New Jersey Nursing Student Association (NJNS).
- Standardized testing is used throughout the curriculum. Specifics in the use of standardized testing are contained within individualized course syllabi.
- Students may be required to participate in remediation throughout the program.
- Students are financially responsible for the cost of all computerized testing.
- Students are required to complete a NCLEX Review Course following completion of their last semester.
- A letter of program completion shall be sent by the Associate Dean of the Program to the New Jersey State Board of Nursing at the time the student has completed all program requirements and has submitted proof that they have applied to the Board of Nursing to take the NCLEX Examination.

Graduates are strongly encouraged to sit for the State Board of Nursing Registered Nurse licensing examination (NCLEX) no later than 6 months after program completion. Graduates who opt to take the exam beyond this are advised to contact the Associate Dean of the Prelicensure Program who can recommend mentoring and remediation activities to prepare for the NCLEX exam.

## Academic Probation and Dismissal

- Students are required to maintain a 2.75 cumulative GPA throughout the program. Students whose Cumulative GPA falls below 2.75 will be placed on academic probation for one semester. Failure to raise the cumulative GPA to a 2.75 by the end of that semester shall result in dismissal from the BSN Program without a chance of readmission.
- A student is permitted to repeat only one nursing course for a grade less than a C+ or a WD. A second nursing course grade of less than a C+ or a WD shall result in dismissal from the BSN Program. The courses not included in this policy are NURS 215, NURS 225, NURS 235, NURS245, NURS380, and NURS450. These courses can be repeated only once, but do not count toward the dismissal policy.

## Clinical Experience

Students apply their nursing knowledge and skills in a variety of settings including an on-campus nursing resource center and a state-of-the-art simulation laboratory. Additionally, students practice in a variety of health care facilities and clinical settings. All students will have a rotation in a population focused under-served area. Students are responsible for providing their own transportation to and from clinical agencies.

Students practice in a variety of health care settings including acute care agencies and community settings. Sites are accredited by the Joint Commission. Most of the agencies have Magnet recognition from the American Nurses Credentialing Center (ANCC).

**Type:** Bachelor of Science

## Required Courses Session 1

Item #	Title	Credits
NURS 215	Nursing Theory, Role Development and Innovation	3
RELS 310	Moral and Spiritual Dimensions of Healthcare	3
NURS 305	Health Assessment	3
NURS 306	Practicum: Health Assessment 2	2

## Session 2

Item #	Title	Credits
NURS 350	Pharmacological Therapeutics	3
NURS 225	Health Literacy & Informatics (GEC VI)	3
NURS 325	Fundamentals of Nursing	4
NURS 326	Practicum: Fundamentals of Nursing	2

## Session 3

Item #	Title	Credits
NURS 245	Geriatrics and Health Care	3
NURS 355	Adult Nursing I	4
NURS 356	Practicum: Adult Nursing I	2
NURS 450	Critique and Evaluation of Nursing Research	3

## Session 4

Item #	Title	Credits
NURS 235	Global Issues in Health and Social Policy	3
NURS 250	Nutrition	1
NURS 345	Mental Health Nursing	3
NURS 346	Mental Health Nursing Practicum	2
NURS 435	Adult Nursing II	4
NURS 436	Practicum: Adult Nursing II	2

## Session 5

Item #	Title	Credits
NURS 415	Maternal-Newborn Nursing	3
NURS 416	Practicum: Maternal-Newborn Nursing	1
NURS 420	Pediatric Nursing	3
NURS 422	Practicum: Pediatric Nursing	1
MGT 420	Business Dimensions of Healthcare	3

## Session 6

Item #	Title	Credits
NURS 380	Ethical/Legal Issues in Health Care	3
NURS 460	Senior Immersion	5
NURS 485	Public Health and Disaster Management	3
NURS 486	Public Health and Disaster Management Practicum	2
<b>Total credits:</b>		<b>74</b>

## BSN Degree : High School Graduates and Transfer Students (Prelicensure) Course of Study

The BSN Degree Program is a full-time four-year course of study designed for high school graduates and transfer students. The 120-credit curriculum includes 53 of Liberal Arts and 67 of Nursing. The theory courses run concurrently with clinical practice experiences to facilitate student's ability to apply theory in actual practice settings. The curriculum prepares you to be a competent baccalaureate prepared nurse proficient in managing patient care in a variety of health care settings and a leader within the Health Care System. The program

prepares you for eligibility to take the RN-NCLEX Licensure Examination. A Bachelor of Science Degree in Nursing is awarded upon successful completion of the program.

## Admission Requirements

Students seeking admission to the Prelicensure Program must meet the following requirements upon applying to the program:

## Admission Requirements for High School Seniors

- A completed application to the University.
- Proof of high school graduation, transcripts, GED/IGCSE or copy of High School diploma.
- 3.0 or higher GPA required.
- Minimum 920 or higher on the new SAT.
- Minimum ACT composite score of 17 or higher on the newly concorded ACT
- A grade of C+ or higher in high school laboratory biology and chemistry
- A grade of C+ in Algebra I and one of the following courses (Geometry, Algebra II, Calculus).

***Please note: If you do not meet the admission requirements you may consider the 5 year PREBSN Program, which provides additional support and coursework for recent high school graduates with no prior university experience needing to strengthen their academic abilities to meet the eligibility requirements for admission to the Felician University nursing program. The prescribed coursework includes educational remediation and developmental work.***

## Admission Requirements for I Transfer Students

- A completed application to the University.
- Official copies of all transcripts.
- C+ (77) or higher in high school or College level laboratory chemistry.
- C+ (77) or higher in two years of College preparatory math or a University level math course, including at least one year of Algebra.
- Completion of at least 30 University credits which must include the following prerequisite courses (**with a C+ or better and a 3.00 or higher GPA**)
  - English I & II

- Lifespan Development
- Anatomy & Physiology I & II
- Statistics
- Microbiology
- Global Consciousness Elective or Faith and Reasoning Elective
- Critical and Analytical Thinking Elective
- Students who have taken the required science courses more than seven years prior to beginning the junior year clinical nursing sequence are required to either pass a challenge examination to receive College credit or retake the course/s and achieve a grade of C+ or higher.
- No non-nursing course with a grade less than a C will be accepted for transfer credit.
- An evaluation regarding the transferability of credits in nursing courses is done on a case-by-case basis. The official transcript must be on file with the Admissions Office or the Registrar. It is the responsibility of the student to provide the Associate Dean of the Program a copy of the course syllabus. A grade of B or higher is required in the course in which transfer credit is being requested. The Associate Dean shall make the final decision regarding the awarding of nursing credits.

## Degree Requirements

- Successful completion of 120 credits.
- Students must maintain an overall cumulative GPA average of 2.75.
- A grade of C+ in all nursing and science courses.
- A grade of C or higher in all other courses.

## Program Requirements

Students are required to follow the policies and standards established by the Prelicensure BSN Program. If a student withdraws from the program and is readmitted at a later date, the requirements in effect at the time of readmission will apply.

Students must comply with the following requirements:

- Proof of current CPR certification from the American Heart Association BLS for the Health Care Provider.

- Proof of professional liability/malpractice insurance with a minimum coverage of 1,000,000/6,000,000.
- Proof of current health clearance issued by the Felician University Center for Health.
  - A positive drug test will result in the student being denied entry into clinical practice. Student shall be withdrawn from the nursing program until such time as the issue has been satisfactorily resolved.
- Adherence to a criminal history background check as required by a clinical agency. The agency reserves the right to exclude a student from their site, based on the result of their Criminal History Background Check. Such exclusion shall result in the student being dismissed from the nursing program.
- Proof of membership in the National Student Nurses Association (NSNA) and New Jersey Nursing Student Association (NJNS).
- Standardized testing is used throughout the curriculum. Specifics in the use of standardized testing are contained within individualized course syllabi.
- Students are financially responsible for the cost of all computerized testing.
- Students are required to complete a ATI NCLEX Review Course following completion of their last semester.
- Degree requirements must be completed within 7 years from the start of the program. This time limit includes leaves-of-absence. Students who do not complete the program requirements within this time frame may be required to complete additional coursework.
- A letter of program completion shall be sent by the Associate Dean of the Program to the New Jersey State Board of Nursing at the time the student has completed all program requirements and has submitted proof that they have applied to the Board of Nursing to take the NCLEX Examination.

Graduates are strongly encouraged to sit for the State Board of Nursing Registered Nurse licensing examination (NCLEX) no later than 6 months after program completion. Graduates who opt to take the exam beyond this are advised to contact the Associate Dean of the Prelicensure Program who can recommend mentoring and remediation activities to prepare for the NCLEX exam.



## Progression Prerequisites for Junior Year Clinical Nursing Sequence

Prior to enrolling in courses in the Junior Year Clinical Nursing Sequence, all nursing students must first satisfy the following requirements.

- Satisfactory completion of 60 credits of all required coursework as identified by the Program in the University Catalog with a cumulative GPA of 2.75
- A grade of C+ or higher in all nursing courses.
- A grade of C+ or higher in all science courses
- A grade of C or higher in all other courses.
- Proof of CPR (American Heart Association BLS for the Health Care Provider.), Liability Insurance, and Health Clearance on file with the Clinical Compliance Coordinator
- Adherence to a criminal history background check as required by a clinical agency. The Agency reserves the right to exclude a student from their site based on the result of their Criminal History Background Check. Such exclusion shall result in the student being dismissed from the nursing program

## Academic Probation and Dismissal

- Students are required to maintain a 2.75 cumulative GPA throughout the program. Students whose Cumulative GPA falls below 2.75 will be placed on academic probation for one semester. Failure to raise the cumulative GPA to a 2.75 by the end of that semester shall result in dismissal from the BSN Program without a chance of readmission.
- A student is permitted to repeat only one nursing course for a grade less than a C+ or a WD. A second nursing course grade of less than a C+ or a WD shall result in dismissal from the BSN Program. The courses not included in this policy are NURS 215, NURS 225, NURS 235, NURS245, NURS380, and NURS450. These courses can be repeated only once, but do not count toward the dismissal policy.

## Advisement

Upon enrolling, nursing students are assigned a faculty advisor to assist with course selection and registration. Every effort will be made to keep the

same advisor each semester to promote continuity. Faculty advisors serve as mentors and guides to assist student navigation through the program. Students will receive a letter and can look on Web Advisor to determine the name of their faculty advisor. It is your responsibility to contact your advisor prior to each registration period and if you are experiencing any academic difficulty. Advisors are available during posted office hours or by appointment.

## Clinical Experience

Students apply their nursing knowledge and skills in a variety of settings including an on-campus nursing resource center and a state-of-the-art simulation laboratory. Additionally, students practice in a variety of health care facilities and clinical settings. All students will have a rotation in a population focused underserved area. Students are responsible for providing their own transportation to and from clinical agencies.

Clinical sections are assigned by the course coordinator for each course and finalized by the Associate Dean. The program will not be able to accommodate individual student requests, therefore the clinical section assignments are non-negotiable. Clinical sections may meet during the day, evening or weekends, and students should be prepared to attend during these times. Clinical hours may be in 6, 8 or 12 hour blocks, dependent on the course requirements.

Students practice in a variety of health care settings including acute care agencies and community settings. Sites are accredited by the Joint Commission. Most of the agencies have Magnet recognition from the American Nurses Credentialing Center (ANCC).

## Clinical Nursing Immersion

The Clinical Nursing Immersion program occurs in the final semester of the senior year. It consists of structured learning and clinical experiences with nurse preceptors designed to assist the student in the transition to their first professional nursing role. Clinical Nursing students work in a health care setting and provide care to individuals and groups of patients as a fully integrated member of the health care team. Clinical Nursing students work one-on-

one with a variety of Registered Nurse Preceptors in executing the nursing regime under the supervision of nursing faculty. The Immersion Program bridges the gap between the role of the nursing student transitioning to the role of staff nurse.

**Type:** Bachelor of Science

## Curriculum Plan for Admitted Prelicensure Nursing Students Freshman Year Fall Semester

Item #	Title	Credits
ENG 101	College Writing and Research I	3
BIO 205	Anatomy and Physiology I	4
PSYC 105	Lifespan Development	3
FYE 100	First Year Experience (part 1)	1
	GECC IV Critical & Analytical Thinking Elective	3

## Freshman Year Spring Semester

Item #	Title	Credits
	GECC V Information Literacy	4
BIO 206	Anatomy and Physiology II	4
MATH 122	Statistics I	3
NURS 215	Nursing Theory, Role Development and Innovation	3

## Sophomore Year Fall Semester

\* NURS 215 is taken this Fall Semester for transfer students

Item #	Title	Credits
NURS 225	Health Literacy & Informatics (GEC VI)	3
NURS 305	Health Assessment	3
NURS 306	Practicum: Health Assessment	2
BIO 202	Microbiology	4
BIO 307	Pathophysiology	3

## Sophomore Year Spring Semester

Item #	Title	Credits
NURS 245	Geriatrics and Health Care	3
NURS 325	Fundamentals of Nursing	4
NURS 326	Practicum: Fundamentals of Nursing	2
NURS 350	Pharmacological Therapeutics	3
	GECC I Faith & Reason 100/2003 Elective	

## Junior Year Fall Semester

Item #	Title	Credits
NURS 345	Mental Health Nursing	3
NURS 346	Mental Health Nursing Practicum	2
NURS 355	Adult Nursing I	4
NURS 356	Practicum: Adult Nursing I	2
NURS 235	Global Issues in Health and Social Policy	3
	GECC III Communications & Expression Elective	3

## Junior Year Spring Semester

Item #	Title	Credits
NURS 435	Adult Nursing II	4
NURS 436	Practicum: Adult Nursing II	2
NURS 450	Critique and Evaluation of Nursing Research	3
RELS 310	Moral and Spiritual Dimensions of Healthcare	3
	Free Elective	3

## Senior Year Fall Semester

Item #	Title	Credits
NURS 415	Maternal-Newborn Nursing	3
NURS 416	Practicum: Maternal-Newborn Nursing	1
NURS 420	Pediatric Nursing	3
NURS 422	Practicum: Pediatric Nursing	1
NURS 380	Ethical/Legal Issues in Health Care	3
	GECC VII Quantitative & Scientific Reasoning (Lab Science)	4

## Senior Year Spring Semester

Item #	Title	Credits
NURS 460	Senior Immersion	5
NURS 485	Public Health and Disaster Management	3
NURS 486	Public Health and Disaster Management Practicum	2
MGT 420	Business Dimensions of Healthcare	3
	Free Elective	3
<b>Total credits:</b>		<b>121</b>

## Fast Track RN/BSN Program Course of Study

The Fast Track RN/BSN program provides a course of study specifically designed for the working RN. Based on the principles of adult learning theory, and an emphasis on expanding professional knowledge, the program prepares RNs for leadership roles in patient care and management. The program is 15 months in length and includes 48 credits: 27 credits of nursing and 21 credits of liberal arts. A Bachelor of Science Degree in Nursing is awarded upon successful completion of the program. This cohort-based program is primarily offered fully online. Additionally, we currently have 1 cohort that meets in person for class at Middlesex County College.

### Admission Requirements

- Licensure as a Registered Professional Nurse
- Applicants who are licensed in a state outside of New Jersey will be evaluated on an individual basis
- The licensee cannot have any pending or current disciplinary action against their nursing license from any Board of Nursing.
- Students who are pursuing licensure as a Registered Nurse after graduation from their original nursing program are eligible for "conditional acceptance". Students may take a maximum of 12 credits in the Fast Track program while awaiting licensure.
- Submission of all official academic transcripts
- Completion of 33 credits of liberal arts or science courses at an accredited institution with a grade of "C" or better
- Students who have completed less than "33 credits" in liberal arts or science are eligible for "conditional acceptance". Courses needed to complete the "33 credits" may be taken at Felician University or any other accredited institution of higher education, however a course previously taken cannot be repeated. This coursework may be completed while enrolled in the Fast Track curriculum or after completion, but the B.S.N. is not awarded until these credits are satisfactorily completed.

### Transfer Credit

- If you have completed more than 33 credits in liberal arts courses before enrolling at Felician

College, the Program Director will evaluate these credits for transfer into the RN/BSN program.

- If you have taken baccalaureate nursing credits at another accredited college or university, the Program Director will evaluate these credits for transfer into the RN/BSN program.

## Degree Requirements

- Successful completion of 120 credits, including transfer credits
- Maintenance of a cumulative GPA of 2.50 throughout the program
- A grade of "C+" or better in all nursing courses
- A grade of "C" or better in all non-nursing courses.

## Program Requirements

- Proof of current licensure as a Registered Professional Nurse in New Jersey.
- Proof of current CPR certification.
- Proof of professional liability/malpractice insurance with a minimum coverage of 1,000,000/6,000,000.
- Proof of current health clearance issued by the Felician University Center for Health.
- Adherence to a criminal history background check as required by the clinical agency. The Agency reserves the right to exclude a student from their site based on the findings of the background check. Such exclusion shall result in a dismissal from the nursing program.

## Academic Policies

- If a student receives less than a C+ in a nursing course, only one repetition of this course is permitted.
- Degree requirements must be completed within 7 years from the start of the program. This time limit includes leaves-of-absence. Students who do not complete the program requirements within this time frame may be required to complete additional coursework.
- If a student leaves the program and re-enrolls at a later date, the curriculum requirements at the time of re-admission must be completed

- There is a residency requirement that the last 30 credits of the BSN degree must be earned at Felician University.

## Curriculum Plan

- Sessions: 8 weeks in length / 6 credits per session
- The order in which the courses are offered is subject to change

**Type:** Bachelor of Science

### Session 1

Item #	Title	Credits
NURS 330	Issues & Trends in Professional Nursing	3
CS 318	Computer Informatics, Privacy 3 and Security for Health Care Professionals	

### Session 2

Item #	Title	Credits
NURS 340	Health Assessment for RNs	3
ENG 240	Technical Writing for the Professions	3

### Session 3

Item #	Title	Credits
NURS 380	Ethical/Legal Issues in Health Care	3
MATH 122	Statistics I	3

### Session 4

Item #	Title	Credits
NURS 385	Health Care Policy and Politics	3
MGT 420	Business Dimensions of Healthcare	3

### Session 5

Item #	Title	Credits
NURS 412	Public Health and Disaster Management for RNs	6

### Session 6

Item #	Title	Credits
NURS 450	Critique and Evaluation of Nursing Research	3
ART 315	Experiencing the Arts	3

### Session 7

Item #	Title	Credits
NURS 426	Leadership and Management for RNs	6

### Session 8

Item #	Title	Credits
BIO 307	Pathophysiology	3
RELS 310	Moral and Spiritual Dimensions of Healthcare	3
<b>Total credits:</b>		<b>48</b>

## 5 Year PREBSN Program

The 5 year PREBSN Program is a 29 credit 1st-year full time Pathway that gives students an opportunity to work on their academics and study skills to raise their level of proficiency and intellectual readiness for the nursing program. Based on individual student growth and expected performance, students may opt to continue in their pursuit of a nursing career while others may decide nursing is not for them and select other career options.

The curriculum is designed to provide additional support and coursework for recent high school graduates with no prior University experience needing to strengthen their academic abilities to meet the eligibility requirements for admission to the Felician University nursing program. The prescribed coursework includes educational remediation and developmental work.

With the exception of 9 credits of prescribed remediation, developmental course work and additional faculty engagement experiences, students in the 5 year PREBSN Program follow the same general education curriculum as students admitted to the traditional undergraduate baccalaureate nursing program.

Following successful completion of the first year, students continue to be mentored and advised as they enter the 2nd freshman year. Upon successful completion of the 2nd freshman year, students who meet the admission criteria for the Felician University undergraduate baccalaureate nursing program will be accepted into the program.

## Admission Requirements for 5 year PREBSN Program

Recent high school graduates with no prior college experience interested in applying for 5 year PRE BSN program must meet all Felician University admission requirements in addition to the following:

1. Completed application for admission selecting the 5 year PREBSN Program
2. Typed personal statement (250 words) why you believe you will be successful in the nursing program.
3. 3.0 or higher high school GPA.
  - Minimum grades of C or higher in high school laboratory biology, chemistry and two years of college preparatory mathematics, including one year of Algebra.
  - Minimum 930 or higher on the new SAT
  - Minimum ACT composite score of 17 or higher.

Admission to the 5 year PREBSN Program **does not guarantee admission** to the traditional undergraduate baccalaureate nursing program. Only those students successfully completing the 5 year PREBSN Program are **eligible to apply for admission** to the nursing program at the end of the 2nd freshman year.

## Progression Requirements for 5 year PREBSN Program :

- Maintain a cumulative GPA of 2.75 throughout the 5 year PREBSN program
- Achieve a grade of C+ or higher in all science and nursing courses.
- Achieve a grade of C or higher in all General Education courses. Complete the program as prescribed. Students who cannot complete the sequence as prescribed in accordance with grading requirements (students cannot repeat a course), etc. shall be withdrawn from the program and are ineligible to reapply to the program. In accordance with the Department of Prelicensure Nursing Program policies outlined in the University Catalog, students who cannot achieve the required grades will be dismissed from the program. These students, with the

assistance of an advisor, can select a different major at the University to continue their studies.

## Curriculum Plan

**Type:** Pathway

### Year 1 Fall

\* NOTE: If MATH 002 needed, MATH 112 will move to Spring

Item #	Title	Credits
NURS 251	Academic Excellence PREBSN I 2	
FYE 100	First Year Experience (part 1)	1
MATH 112	Quantitative Reasoning	3
PHIL 100	The Art and Practice of Critical Thinking	3
ENG 101	College Writing and Research I	3
	GECC I Faith & Reason 100/2003 Elective	

### Year 1 Spring

Item #	Title	Credits
NURS 252	Academic Excellence PREBSN II2	
FYE 101	First Year Experience (part 2)	1
MATH 122	Statistics I	3
BIO 102	Human Biology	4
	GECC V Information Literacy	4

### Year 2 Fall

Item #	Title	Credits
BIO 205	Anatomy and Physiology I	4
ENG 240	Technical Writing for the Professions	3
MATH 160	College Algebra	4
PSYC 105	Lifespan Development	3

## Year 2 Spring

NOTE: After this term — Automatic admission into NURSING if CGPA 2.75 or higher AND Minimum grades achieved: NURS courses: C+; All other courses: C

Item #	Title	Credits
BIO 202	Microbiology	4
BIO 206	Anatomy and Physiology II	4
CS 103	Introduction to Advanced Computer Applications	3
NURS 215	Nursing Theory, Role Development and Innovation	3

## Year 3 Fall

Item #	Title	Credits
NURS 225	Health Literacy & Informatics (GEC VI)	3
NURS 305	Health Assessment	3
NURS 306	Practicum: Health Assessment	2
BIO 307	Pathophysiology	3
	Free Elective	3

## Year 3 Spring

Item #	Title	Credits
NURS 245	Geriatrics and Health Care	3
NURS 325	Fundamentals of Nursing	4
NURS 350	Pharmacological Therapeutics	3
NURS 326	Practicum: Fundamentals of Nursing	2

## Year 4 Fall

Item #	Title	Credits
NURS 235	Global Issues in Health and Social Policy	3
NURS 345	Mental Health Nursing	3
NURS 346	Mental Health Nursing Practicum	2
NURS 355	Adult Nursing I	4
NURS 356	Practicum: Adult Nursing I	2

## Year 4 Spring

Item #	Title	Credits
NURS 435	Adult Nursing II	4
NURS 436	Practicum: Adult Nursing II	2
NURS 450	Critique and Evaluation of Nursing Research	3
RELS 310	Moral and Spiritual Dimensions of Healthcare	3

## Year 5 Fall

Item #	Title	Credits
NURS 380	Ethical/Legal Issues in Health Care	3
NURS 415	Maternal-Newborn Nursing	3
NURS 416	Practicum: Maternal-Newborn Nursing	1
NURS 420	Pediatric Nursing	3
NURS 422	Practicum: Pediatric Nursing	1
	GECC VIII Global Consciousness Elective	3

## Year 5 Spring

Item #	Title	Credits
NURS 485	Public Health and Disaster Management	3
NURS 486	Public Health and Disaster Management Practicum	2
MGT 420	Business Dimensions of Healthcare	3
NURS 460	Senior Immersion	5
<b>Total credits:</b>		<b>136</b>

# Nursing Course Descriptions

## **NURS 215: Nursing Theory, Role Development and Innovation**

This course explores the history of nursing. Theories of role development, professional behaviors and clinical judgment will be examined. Students will be introduced to the American Association of Colleges of Nursing Essentials of Baccalaureate Nursing, New Jersey Board of Nursing regulations, Healthy People 2020 Objectives, and Quality and Safety Education in Nursing and Patient Safety. The roles of designer of care, provider of care, manager of care, and member of the profession will be explored within the larger health care system.

**Credits:** 3

## **NURS 225: Health Literacy & Informatics (GEC VI)**

Students will learn the importance of integrating technology in health care. Informatics, telehealth and simulation technology will be explored. Students will explore the importance and consideration of culture, diversity and linguistic issues for health providers. Patient, Family and Community Education introduces the principles and theories of teaching and learning with a health context. Through a variety of activities students learn how to assess the teaching-learning environment, develop a teaching plan, apply specific teaching strategies and evaluate the effectiveness of teaching. Students apply teaching and learning concepts, theories and principles through the completion of a teaching project. Critical assessment of teaching resources is also a component of this course. By the completion of this course students have a beginning understanding of the complexities and realities of health teaching from a personal and theoretical perspective.

**Credits:** 3

### **Co-Requisites:**

NURS 305

NURS 306

Nursing students cannot take NURS 225 prior to taking NURS 305 Primary Care: Health Assessment Across the Lifespan and NURS 306 Practicum.

## **NURS 235: Global Issues in Health and Social Policy**

This course examines complex issues of global health. Students discuss the worldwide impact of global health and social policy over the past two decades including U.S., Healthy People 2020, United Nations and International Council of Nurses initiatives; health disparities within the U.S. and globally.

**Credits:** 3

### **Co-Requisites:**

NURS 355

NURS 356

## **NURS 245: Geriatrics and Health Care**

The focus of this course is healthful aging. Active life styles, the importance of finding meaning and continued socialization are emphasized. Issues related to chronic illness, frailty, and mental health are explored. Psychosocial, economic and policy perspectives, advanced illness, palliative and end of life care, death and dying, loss, grief, and bereavement are discussed. The American Association of Colleges of Nursing Essentials, Recommended Baccalaureate Competencies and Curricular Guideline for the Nursing Care of Older Adults, Healthy People 2020 Objectives, and Quality and Safety Education for Nurses are discussed.

**Credits:** 3

### **Prerequisites:**

PSYC 105

### **Co-Requisites:**

PSYC 105

## **NURS 250: Nutrition**

(New Course)

**Credits:** 1

## **NURS 251: Academic Excellence PREBSN I**

**Credits:** 2

## **NURS 252: Academic Excellence PREBSN II**

**Credits:** 2

**NURS 305: Health Assessment**

This course is designed for the beginning nursing students to learn the knowledge and skills in obtaining and recording a systematic health assessment on individuals throughout the life span. The focus of this course is on Primary Care and Healthy People 2020. Parameters of health; normal ranges, and variations are discussed. Healthy behaviors in relation to health promotion, health maintenance and disease prevention are emphasized.

**Credits:** 3

**Prerequisites:**

BIO 205 and BIO 206, PSYC 105

**Co-Requisites:**

NURS 215

BIO 306

**NURS 306: Practicum: Health Assessment**

The focus of this course is on the assessment of clients across the lifespan through the utilization of simulation technology. Clinical experiences will include; Community Based Settings, Schools, Clinics, underserved population settings, and federally funded Health Clinics.

**Credits:** 2

**Prerequisites:**

BIO 205, and BIO 206, PSYC 105

**Co-Requisites:**

NURS 305

ART 215

**NURS 325: Fundamentals of Nursing**

This course provides the foundation for beginning nursing students to learn health care skills that are integral to providing safe and effective nursing care. Emphasis is placed on wellness, physiological, psychological, social cultural and spiritual factors which contribute to the well-being of the individual and family are integrated throughout the course

**Credits:** 4

**Prerequisites:**

NURS 215, 305, 306, BIO 202 and BIO 307

**Co-Requisites:**

NURS 326, 350

**NURS 326: Practicum: Fundamentals of Nursing**

Clinical experiences occur in a variety of health care settings, and will include simulation, lab and clinical practice. Nursing homes, assisted living facilities, and hospitals will be utilized.

**Credits:** 2

**Prerequisites:**

NURS 215, 305, 306, BIO 202, and BIO 307

**Co-Requisites:**

NURS 325

BIO 350

**NURS 330: Issues & Trends in Professional Nursing**

This course provides the foundation for professional nursing practice by introducing learners to the history, theory, concepts, and processes essential to the development of professional behaviors. Selected philosophies and theories of nursing are introduced and discussed. Socialization into the professional role of studies and psychosocial concepts are discussed.

**Credits:** 3

**NURS 340: Health Assessment for RNs**

This course is designed to refine the student's knowledge and skills in obtaining and recording a systematic health assessment on individuals throughout the life span. The course involves the synthesis of nursing, biological, psychological, sociological and cultural knowledge and theories as they apply to findings obtained in the comprehensive health appraisal.

**Credits:** 3



**NURS 345: Mental Health Nursing**

The focus of this course is on individuals with mental health disorders across the life-span, and along the mental health-illness continuum. The role of the nurse as designer, provider, manager of care and member of the profession, will be explored. The nurse/patient relationship, therapeutic communication skills, and psychobiologic treatment strategies are emphasized as well as the nurse's role in advocacy with this vulnerable population.

**Credits:** 3

**Prerequisites:**

NURS 305

BIO 306

CSEC 325

MUS 326

BIO 350

**Co-Requisites:**

NURS 346

**NURS 346: Mental Health Nursing Practicum**

This clinical course provides students with experiences to design, provide, manage and advocate for the quality care of individuals with mental health disorders. The role of the nurse and the health care team in various treatment settings across the mental health/illness continuum will be the focus of practice. Populations will include children, adolescents, adults and older adults.

**Credits:** 2

**Prerequisites:**

NURS 305

BIO 306

CSEC 325

MUS 326

BIO 350

**Co-Requisites:**

NURS 345

**NURS 350: Pharmacological Therapeutics**

The course is an introduction to the nurse's role in pharmacotherapeutics and the use of the nursing process in drug therapy. It will provide a basis for understanding pharmacokinetics and Pharmacodynamics of drug therapy. The course will focus on the major drug classifications and provide examples for each category to provide a theoretical framework for continued selfstudy and integration of new drug information. Emphasis is on the nurses role in drug therapy, the Importance of the IOM recommendations on reducing medication errors, electronic documentation, and technology for order/entry.

**Credits:** 3

**Prerequisites:**

NURS 215, 305, 306, BIO 202 and BIO 307

**Co-Requisites:**

NURS 325

MUS 326

**NURS 355: Adult Nursing I**

This course will assist the student in developing into the role of the professional nurse, as it applies to nursing care of the adult/geriatric client. Principles of health promotion, disease prevention, and genetics, as well as economic, and sociocultural influences, are integrated in the development, implementation and evaluation of evidence-based plans of care. Students will function as members of the interdisciplinary health care team with a focus on the provision of safe and competent nursing care.

**Credits:** 4

**Prerequisites:**

NURS 305

BIO 306

CSEC 325

MUS 326

BIO 350

**Co-Requisites:**

NURS 356

**NURS 356: Practicum: Adult Nursing I**

In this course the nursing process is utilized in caring for the adult and elderly client in a variety of settings to ensure safe, evidence based, collaborative nursing care. Simulation and Clinical Practice experiences are required. Workplace, community ambulatory and acute care settings, churches, clinical, assisted living settings, and physicians' offices will be used. All students will have a rotation in an urban underserved area.

**Credits:** 2

**Prerequisites:**

NURS 305

BIO 306

CSEC 325

MUS 326

BIO 350

**Co-Requisites:**

NURS 355

**NURS 380: Ethical/Legal Issues in Health Care**

This course explores the relationship between ethical and legal aspects of Nursing/Health care within the larger health care system. Students discuss cultural, social, ethical, psychosocial, and legal aspects of complex health issues and the effects on individuals, families, and society as well as interdisciplinary team members. Emphasis is on core nursing and health care values, ethical comportment and an objective approach to ethical decision making.

**Credits:** 3

**Prerequisites:**

Junior Standing is required for "non Registered Nurse" students.

**NURS 385: Health Care Policy and Politics**

This course offers an introduction to policy and politics in nursing and health care. A historical perspective will be offered as will an overview of health care delivery and financing. Emphasis will be placed on the role of the nurse in the process of analyzing, developing, and evaluating health policies and their effect on health disparities among populations

**Credits:** 3

**NURS 412: Public Health and Disaster Management for RNs**

The focus of this course is community health nursing with a transcultural nursing framework. Community health is viewed from the perspective of the community as client, and the student examines problems of health disparities and other factors affecting populations at risk. Clinical experiences are provided within a variety of settings reflecting the multifaceted role of the community health nurse

**Credits:** 6

**NURS 415: Maternal-Newborn Nursing**

This course focuses on the nursing care of childbearing clients and families during the preconception, antepartum, intrapartum, and postpartum periods, as well as women's gynecological health throughout the lifespan. Students identify physiological, psychological, developmental appropriate changes and deviations. Students discuss a wide range of political and bioethical dilemmas, and explore ethical-legal issues in women's health, obstetrical, and neonatal nursing practice in this era of rapid technological advancement.

**Credits:** 3

**Prerequisites:**

NURS 355

NURS 356

ENG 345

NURS 346

**Co-Requisites:**

NURS 416

**NURS 416: Practicum: Maternal-Newborn Nursing**

This clinical course utilizes the nursing process to plan and provide comprehensive care for the Childbearing family. Collaborative, interdisciplinary approaches are discussed in the provision of care with special considerations to the family's sociocultural and developmental attributes. Community resources are explored to provide continuity of care from the acute care setting to the home for the promotion of health and prevention of disease for the childbearing family. Students are exposed to various, simulations, and clinical observations in the following areas: antepartum, labor and delivery, postpartum, and nursery. Observational opportunities in perinatal clinics and community-based health education programs for childbearing families are accessed to enhance student learning experiences. All students will have a rotation in an urban underserved area.

**Credits:** 1

**Prerequisites:**

NURS 355

NURS 356

ENG 345

NURS 346

**Co-Requisites:**

NURS 415

**NURS 420: Pediatric Nursing**

This course focuses on the development and theoretical understanding of the family as a whole, its patterns, organizations, and common and complex health issues from newborn through adolescence. The course focus is on the management of health care of children, and their families in acute care and community environments. Concepts address prevention, health promotion, disease management and therapeutic interventions for children, and their families. General concepts focus on the family systems theory, introducing the family as a whole, from the healthy, acutely ill, and chronically ill newborn, and child.

**Credits:** 3

**Prerequisites:**

NURS 355

NURS 356

ENG 345

NURS 346

**Co-Requisites:**

NURS 422

**NURS 422: Practicum: Pediatric Nursing**

The nursing process is utilized in caring for children, and their families with health problems in a variety of settings to ensure safe, comprehensive and collaborative nursing care. Students develop the knowledge and skills to deliver evidence based, patient centered care for all ages. Application of strategies for high risk populations is emphasized. Simulation, lab, community and hospital clinical practice experiences with pediatric clients and families will be required. All students will have a rotation in an urban underserved area.

**Credits:** 1

**Prerequisites:**

NURS 355

NURS 356

ENG 345

NURS 346

**Co-Requisites:**

NURS 420

**NURS 426: Leadership and Management for RNs**

Through the use of an interdisciplinary model, this course provides a theoretical knowledge base for preparing an individual to function in a leadership role and/or management role. The student gains a basic understanding of organizational theory and behavior, role theory, and management models which are integral to professional practice. Emphasis is placed on decision making strategies and the application of power and influence as critical processes underlying leadership strategies. A practicum is used to analyze leadership/management theories and aid the student in developing the knowledge and skills for effective leadership and management.

**Credits:** 6

**NURS 435: Adult Nursing II**

This course is designed to further develop the student's acquisition of the professional nursing role as it applies to adult and geriatric clients. Utilizing a holistic perspective, students will refine the ability to assess, plan, implement, and evaluate collaborative evidencebased nursing care. Application of nursing intervention strategies and diagnostic reasoning skills will be emphasized. Students will function as an active member of the interdisciplinary health care team with an emphasis on positive patient outcomes.

**Credits:** 4

**Prerequisites:**

NURS 355

NURS 356

ENG 345

NURS 346

**Co-Requisites:**

NURS 436

**NURS 436: Practicum: Adult Nursing II**

The nursing process is utilized in caring for the adult and elderly client with health issues in a variety of settings to ensure safe, comprehensive and team based care. Students continue to develop the knowledge and skills to deliver evidence based, patient centered care. Application of strategies for high risk populations is emphasized. Simulation and Clinical Practice experiences occur in a variety of settings. All students will have a rotation in an urban underserved area.

**Credits:** 2

**Prerequisites:**

NURS 355

NURS 356

ENG 345

NURS 346

**Co-Requisites:**

NURS 435

**NURS 450: Critique and Evaluation of Nursing Research**

This course focuses on the professional nurse as research consumer. Students are introduced to the research process with emphasis placed on the development of the critical appraisal skill used to evaluate nursing research findings for their validity and applicability to practice.

**Credits:** 3

**Prerequisites:**

MATH 122

NURS 305

NURS 325

(for RN's) MATH 122

**Co-Requisites:**

NURS 355

**NURS 460: Senior Immersion**

The Senior Clinical Immersion program consists of a series of structured learning and work experiences with nurse experts designed to assist senior level nursing students in their transition to their first professional nursing role. Nursing residents work in a structured health care setting and provide care to individuals and groups of patients as a fully integrated member of the health care team. Nursing residents work one-on-one with a variety of Registered Nurse Preceptors in executing the nursing regime. Seminars focus on topics such as prioritization, delegation, clinical emergencies, organization of work, documentation, physician-nurse communication, change theory, resume preparation and problem solving. Health care experts may be invited to participate in seminars to enhance the discussion of patient outcomes.

**Credits:** 5

**Prerequisites:**

NURS 435

NURS 436

CRIM 415

NURS 416

COMM 420

MUS 421-422

CS 380

**Co-Requisites:**

NURS 485, 486

### **NURS 485: Public Health and Disaster Management**

Public health concepts are studied in light of the core functions of public health: access to care, policy development, and assurance of quality. The course addresses environmental and epidemiological issues that impact health of the population. Students will consider cultural diversity and vulnerability of populations in addressing needs for policy development and/or change, disaster planning, and community health education. Emergency preparation and the role of the team will also be explored.

**Credits:** 3

**Prerequisites:**

NURS 435

NURS 436

CRIM 415

NURS 416

COMM 420

MUS 421-422

**Co-Requisites:**

NURS 486, 450

### **NURS 486: Public Health and Disaster Management Practicum**

Students practicum provides hands-on and observational opportunities in organizations and institutions that focus on enhancing health of the population. Each student will engage in a quality improvement project in an agency for in-depth understanding of the impact of health policy on agency function. Students conduct community assessment to examine strengths and needs of local communities. Students participate in a simulated disaster scenario; including, assessment, coordination, and evaluation of performance role of the nurse in an emergency and/or disaster situation.

**Credits:** 2

**Prerequisites:**

NURS 435

NURS 436

CRIM 415

NURS 416

COMM 420

MUS 421-422

**Co-Requisites:**

NURS 485

ART 450

## **Occupational Therapy Assistant**

Occupational Therapy is a client-centered health profession. A certified Occupational Therapy Assistant collaborates with the supervising occupational therapist to facilitate the use of those occupations which are meaningful to an individual. Occupational therapy assistants work with clients to maximize their physical, and cognitive abilities and then identify which components (physical, mental, or social) that are impaired and then adapt the task and or environment, empowering the person to resume their meaningful activities. Recognizing the individual is whole person, mind, body and spirit that interacts with the environment within various contexts, occupational therapy assistants use a holistic approach when working with clients across the age-span in the areas of ADL's (Activities of Daily Living, IADL's (Instrumental Activities of Daily Living ), work, play, rest, and leisure. Occupational therapy assistants are employed in a variety current and emerging practice areas which include, but are not limited to schools, hospitals, home health agencies, out-patient rehabilitation centers, assisted living facilities, skilled nursing facilities, behavioral health programs and community-based programs.

### **Occupational Therapy Assistant, Associate of Applied Science**

Occupational Therapy is a client-centered health profession. A certified Occupational Therapy Assistant collaborates with the supervising occupational therapist to facilitate the use of those occupations which are meaningful to an individual. Occupational therapy assistants work with clients to maximize their physical, and cognitive abilities and then identify which components (physical, mental, or social) that are impaired and then adapt the task and or environment, empowering the person to resume their meaningful activities. Recognizing the individual is whole person, mind, body and spirit that interacts with the environment within various contexts, occupational therapy assistants use a holistic approach when working with clients across the age-span in the areas of ADL's (Activities of Daily Living, IADL's (Instrumental Activities of Daily Living ), work, play, rest, and leisure. Occupational therapy assistants are employed in a variety current and

emerging practice areas which include, but are not limited to schools, hospitals, home health agencies, out-patient rehabilitation centers, assisted living facilities, skilled nursing facilities, behavioral health programs and community-based programs.

Upon successful completion of both the classroom and fieldwork components, students are awarded an Associate of Applied Science Degree (AAS). In order to practice as an Occupational Therapy Assistant, a student must graduate from a program accredited by the Accreditation Council for Occupational Therapy Education (ACOTE), of the American Occupational Therapy Association (AOTA) located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929 (previously 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814) Their phone number is (301) 652-AOTA, and the web address is [www.acoteonline.org](http://www.acoteonline.org). The Occupational Therapy Assistant Program at Felician University has applied for accreditation by ACOTE which begins with a Candidacy Application on December 16, 2019. Upon receipt of Candidacy Status from ACOTE, students can be admitted into the program, which will begin in the fall of 2020.

After review of a self-study and on-site evaluation the University would be granted full accreditation in Spring 2022, prior to student graduation in May 2022. A program must be granted accreditation status before it's graduates will be eligible to sit for the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of the exam the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

### **Mission of the Occupational Therapy Assistant Program**

The Felician University Occupational Therapy Assistant Program, within the framework of Catholic tradition and commitments to Franciscan values, strives to prepare a diverse student population with a customized education that provides the technical knowledge and professional skills required by

current and emerging local, state and national occupational therapy markets. The program has established high educational standards to facilitate the development of the professions future leaders to provide collaborative, effective, client-centered, outcome-based occupational therapy services within the ever-changing environments and demands in healthcare.

### **Curricular Design**

The courses in the OTA program are based on analysis and synthesis of evidence associated with a) adult learning theory, experiential learning model, evidence-based practice, and ability- based outcomes, b) national and international trends in occupational therapy and healthcare, population health initiatives, evidence-based practice guidelines and knowledge translation and practice framework and official documents, philosophical principles, theoretical perspectives, supporting the practice of occupational therapy. The Accreditation Council for Occupational Therapy Education standards for entry-level occupational therapy assistant programs were also considered, since graduates of our program should achieve equivalent knowledge and skills and be prepared to meet the current and future needs of the occupational therapy practice.

As a graduate of Felician University's occupational therapy assistant associates of applied science (AAS) degree students will:

- demonstrate the ability to deliver occupational therapy assistant services at entry-level competency under the supervision of an occupational therapist,
- demonstrate the ability to collect, report, and apply information relevant to the delivery of services as an entry-level occupational therapy assistant,
- demonstrate values, attitudes, and behaviors congruent with the occupational therapy profession's philosophy, standards, and ethics,
- recognize the importance of evidence in professional practice, and consistently seek to improve therapeutic skills through professional development activities,
- recognize the importance of and demonstrates the ability to effectively utilize occupations

- identified by the client, group, or population for intervention development, therapeutic interventions, health promotion, and disease prevention,
- evaluate positive and adverse effects on occupational performance throughout the lifespan and demonstrate the ability to explore and use community resources to promote occupational function of clients in least-restrictive environments, and
- appreciate and adapt to diverse and alternative cultures, processes, and ideas.

## Policies

The Occupational Therapy Assistant program follows the general University policies and regulations in addition to academic policies and regulations consistent with professional standards of OTA education and practice. It is the student's responsibility to know and comply with all current academic policies and regulations of the University, School, and the Department. The OTA Programs reserves the right to change, modify or improve program requirements or policies at its discretion without prior notice.

## Professional Conduct Policy

The Occupational Therapy Assistant program asserts that members of the occupational therapy profession must adhere to standards in order to ensure quality, safety and maintain the trust of the public we serve. The Felician University Community asserts that students must adhere to the **Franciscan Values** of respect, honesty, and integrity and the AOTA Professional Code of Conduct to insure high standards in our academic and everyday lives. Faculty and students have a cooperative responsibility to ensure that these standards are upheld by everyone. Felician University OTA students shall abide by and be held accountable for maintaining the high standards of **"professionalism"** as determined by personal responsibility, Felician University, and the Health Care System.

## OTA Student Guidelines and Policies Manual

The Felician University Student Handbook and the OTA Student Guidelines and Policies Manual contain important policies related to the University and the Occupational Therapy Assistant program. Students should have a current copy of both handbooks for reference at all times.

## Admission Criteria of the Occupational Therapy Assisting Program, Felician University:

The OTA program will use a holistic admission process that supports a diverse student body. In this way, the University's diversity and inclusion goals are supported. A well- developed rubric will combine quantitative data and qualitative indicators such as letters of recommendation, work experience and career goals.

Application requirements for the Occupational Therapy Assistant program include:

1. Submit a completed Application
2. Provide an official U.S. high school transcript indicating successful completion, or official documentation of a U.S. GED or provide documentation establishing successful completion of secondary school through homeschooling, as defined by the law of the State in which the homeschooling was provided.
3. Official sealed transcripts from all institutions attended.
4. Successfully completed chemistry or physics and biology at the high school or college level with a minimum of C within 3 years of initial start.
5. Attain minimum placement scores related to SAT 980 or ACT 20
6. Minimum GPA of 2.5 from the last institution attended.
7. A letter of intent providing a description of why Felician University's Occupational Therapy Assistant program was chosen by the applicant and how the program aligns with the applicant's intended career goals.

#### 8. Volunteer Hours:

1. A Minimum of 4 hours in a pediatric setting
2. A Minimum of 4 hours in a geriatric setting
3. A Minimum of 5 hours in a community setting
4. Completed Volunteer Form for each setting

9. Students will sign a disclosure documenting their knowledge that a negative background check may exclude them from clinical rotations prohibiting them from completing the program and obtaining licensure.

10. Students will sign a disclosure documenting their knowledge that the Occupational Therapy Assistant Program at Felician University is in the Initial Accreditation Process.

11. Interview with the Occupational Therapy Assistant Program Director or designee.

The Program Director will subsequently complete the OTA Program Admissions Rubric. This rubric considers GPA, SAT/ACT scores success in prerequisite courses, observation experience, writing sample, prior degrees, and work in a related field such as a Certified Nursing Assistant.

#### **Program Requirements**

Students must comply with the following requirements:

1. Proof of current CPR certification from the American Heart Association - BLS for the Health Care Provider.
2. Proof of current health clearance issued by the Felician University Center for Health.
3. A positive drug test will result in the student being denied entry into clinical practice.
4. Adherence to a criminal history background check as required by a clinical agency. The agency reserves the right to exclude a student from their site, based on the result of their
5. Proof of membership in the American Occupational Therapy Association (AOTA) and New Jersey Occupational Therapy Association (NJOTA).

6. Standardized testing is used throughout the curriculum. Specifics in the use of standardized testing are contained within individualized course syllabi.
7. Degree requirements must be completed within 3 years from the start of the program. This time limit includes leaves-of-absence. Students who do not complete the program requirements within this time frame may be required to complete additional coursework.

8. Additional proof of vaccinations required, see student handbook for details.

Graduates are strongly encouraged to sit for the National Board for Certification of Occupational Therapy (NBCOT) exam no later than 6 months after program completion. Graduates who opt to take the exam beyond this are advised to contact the Program Director who can recommend mentoring and remediation activities to prepare for the exam.

#### **Academic Probation and Dismissal**

Students are required to maintain a 2.50 cumulative GPA throughout the program. Students whose Cumulative GPA falls below 2.50 will be placed on academic probation for one semester.

Failure to raise the cumulative GPA to a 2.50 by the end of that semester shall result in dismissal from the OTA Program. Students dismissed from the program may re-apply to the program. Re-application procedures are found in the student manual.

A student is permitted to repeat only one OTA course and one BIO course for a grade less than a C. A second OTA course grade or BIO course grade less than a C shall result in dismissal from the OTA Program. Students who do not satisfy this requirement are dismissed from the OTA program. Students may appeal this decision following procedures in the student handbook.

#### **Advisement**

Upon enrolling, nursing students are assigned a faculty advisor to assist with course selection and



registration. Every effort will be made to keep the same advisor each semester to promote continuity. Faculty advisors serve as mentors and guides to assist student navigation through the program. Students will receive a letter and can look on Web Advisor to determine the name of their faculty advisor. It is your responsibility to contact your advisor prior to each registration period and if you are experiencing any academic difficulty. Advisors are available during posted office hours or by appointment.

### Clinical Experience

Students apply their professional knowledge and skills in a variety of settings including an on-campus state-of-the-art laboratory. Additionally, students practice in a variety of health care facilities and clinical settings. All students will have a rotation in a population focused on mental health. Students are responsible for providing their own transportation to and from clinical agencies. Clinical sections are assigned Academic Fieldwork Coordinator. The program will make an effort to accommodate individual student requests, however, final clinical assignments are non-negotiable. Clinical hours may vary based on the Fieldwork Educator to whom you are assigned. Students practice in a variety of health care settings including acute care agencies and community settings.

### OCCUPATIONAL THERAPY ASSISTANT APPLIED ASSOCIATE DEGREE ( 66 CREDITS)

The OTA program follows a cohort model. Due to the sequential nature of the courses, careful planning is necessary to complete the curriculum in a timely manner.

\*A grad of "C" or better is required in Science and OTA courses.

\*\* BIO 205 Anatomy & Physiology I and BIO 206: Anatomy & Physiology II will only be considered for potential transfer of credit if completed within 5 years of application.

\*\*\*Enrollment in all OTA courses is restricted to students formally admitted to the OTA program.

Planned Progression of Study:

**Type:** Associate of Applied Science, AAS

### Term 1

Item #	Title	Credits
BIO 205	Anatomy and Physiology I	4
	GECC I Faith & Reason 100/2003 Elective	
ENG 101	College Writing and Research I	3
MATH 122	Statistics I	3
OTA 110	OT Heritage and Legacy	4

### Term 2

Item #	Title	Credits
BIO 206	Anatomy and Physiology II	4
PSYC 105	Lifespan Development	3
OTA 120	Psychosocial Occupational Therapy	4
OTA 130	Purposeful Activity	3
OTA 140	Documentation for the OTA	2
OTA 145	Fieldwork I A	1

### Term 3

Item #	Title	Credits
OTA 200	Pediatric Practice	3
OTA 210	Exceptional Children	2
OTA 220	Global Practice	2
OTA 230	Human Movement for Occupation	4
OTA 240	Professional Reasoning	2
OTA 245	Fieldwork I B	1

### Term 4

Item #	Title	Credits
OTA 250	Assistive Technology	3
OTA 260	Physical Rehabilitation	2
OTA 270	Neurological Rehabilitation	2
OTA 280	Eldercare	2
OTA 290	Leadership & Service Delivery	2

### Term 5

Item #	Title	Credits
OTA 295	Fieldwork II A	4
OTA 296	Fieldwork II B	4
<b>Total credits:</b>		<b>67</b>

# Occupational Therapy Assistant Course Descriptions

## **OTA 110: OT Heritage and Legacy**

Introduction to the profession of Occupational Therapy, including history, philosophies, frames of reference, organizations, standards, ethics, legal issues, trends, supervision of aides and assistants. Introduction to methods of acquiring information such as library resources, electronics/computer bibliographic searches and utilization of professional publication and audiovisual media. Occupation as the core principle of therapeutic intervention will be critically examined. Students will be introduced to ethical dispute resolution strategies. Medical Terminology will also be covered within this course. 4 lecture hours weekly.

**Credits:** 4

## **OTA 120: Psychosocial Occupational Therapy**

This course presents the role of the Occupational Therapy Assistant in the psychosocial area of Occupational Therapy practice. This course will focus on individuals with psychosocial challenges and how they relate to occupation across the lifespan. Students will learn selected frames of reference, and the skills necessary to assess, implement and document intervention in a variety of mental health settings. Client factors, including culture and diversity, therapeutic interactions and methods are studied. Students will develop skills in administering individual and group interventions, professional communication, conflict negotiation, and advocacy. Lab activities, site visits and Level I fieldwork opportunities will enable students to participate in and apply psychosocial principles to practice. 3 lecture hours and one 3 laboratory hours weekly.

**Credits:** 4

**Prerequisites:**

OTA 110

**Co-Requisites:**

OTA 145

## **OTA 130: Purposeful Activity**

This study of activity and task analysis and the Occupational Therapy Practice Framework. Various activities including crafts and daily tasks are explored for beginning therapeutic application. Examination of the Occupational Therapy Process and its application as well as the concepts of grading and adapting. Through clinical reasoning students will select therapeutic activities with consideration of the client's performance skills, performance patterns, client factors, contexts and environment activity occupational demands and their impact to occupation-based performance. 2 lecture hours and 3 laboratory hours weekly.

**Credits:** 3

**Prerequisites:**

OTA 110

## **OTA 140: Documentation for the OTA**

This course is an ideal resource for occupational therapy clinicians to improve the critical skill of documentation. Explanations are provided in detail from a simple contact note, screening or referral, to evaluations, progress notes & discharge summaries. SOAP notes & other forms of documentation are included with sample reproducible forms. Also included are Medicare & third-party payer guidelines along with ethical, legal & language issues in relation to Occupational Therapy. Documentation requirements are included for both the clinic and school settings. Impact of OT models & frames of reference are addressed. Included in this 3rd edition is a new chapter on electronic health records, discussion on texting as a form of professional communication, and updates to Medicare standards including G-codes. 2 lecture hours weekly.

**Credits:** 2

**Prerequisites:**

OTA 110

**OTA 145: Fieldwork I A**

Fieldwork I A is designed to familiarize you with clients/populations, cultures, environments, processes and providers within health care, rehabilitation and human service organizations. It is designed to immerse you in the experience of clients so you can learn to observe and interact with clients to develop confidence, your professional identity, skills and therapeutic use of self. Students are assigned to a variety of clinical sites with opportunities to observe clients and practitioners, practice clinical skills and professional behaviors. Students will interact with clients across the life span and with various diagnoses and disabilities. Students may be assigned to non-traditional fieldwork settings at varied community sites. They will have an on-site supervisor, who is not an occupational therapist, but a leader and role model within their community setting. 1 lecture hour weekly and 40 total clinical hours.

**Credits:** 1

**Prerequisites:**

OTA 110

**Co-Requisites:**

OTA 120

**OTA 200: Pediatric Practice**

This course will provide knowledge in occupational therapy strategies and intervention techniques for individuals ranging in age from birth to age 22 that have limitations that affect their performance in areas of occupation (ADL, IADL, education, play, work, leisure, sleep and social participation). Topics include common diagnoses, assessments, treatment environments, laws and regulations that impact pediatric OT services, and treatment interventions for areas of occupation. Lab activities will focus on applying skills necessary to prevent, remediate, compensate, adapt and promote participation in the pediatric population as well as effectively communicating (verbal and written) with patients/families, caregivers, clinicians and teachers. Through guided lectures, discussions, guest speakers, simulations, small group activities and hands-on lab experiences, students will learn the role and responsibilities of the OTA in early intervention, school-based, residential, clinical, transitional and vocational settings. 2 lecture hours and 3 laboratory hours weekly.

**Credits:** 3

**Prerequisites:**

OTA 120

OTA 130

OTA 140

OTA 145

**OTA 210: Exceptional Children**

Autism Spectrum Disorders are presently being diagnosed at epidemic rates of 1/88 individuals in the general population and 1/54 males. This number has increased dramatically in the last three years and numbers continue to climb despite interventions and early diagnosis. This course offers foundational knowledge in autism spectrum disorders including high and low functioning autism, Asperger Syndrome, and Pervasive Developmental Disorder. Students will become familiar with each disorder and identify key structures for potentially recognizing specific disorders. Interventions which include therapeutic and educational and a short overview of selected medical interventions currently in use will be discussed. An overview of IDEA, least restrictive environment, and other lawful mandates will be offered. Students will implement practical strategies and specialized, scaffolded instruction in general education classrooms (elementary and secondary) designed for children with ranging autism disorders. 1 lecture hour and 3 laboratory hours weekly.

**Credits:** 2

**Prerequisites:**

OTA 120  
OTA 130  
OTA 140  
OTA 145

**OTA 220: Global Practice**

Health, technology, social, and environmental problems, impacting our world are complex. This course examines these issues at both the community and global level. Practical guidance about how best to engage in collaboration with other health care members in emerging practice areas is examined. Students will work in teams and select a community or global health care issue and present one possible solution. 2 lecture hours weekly.

**Credits:** 2

**Prerequisites:**

OTA 120  
OTA 130  
OTA 140  
OTA 145

**OTA 230: Human Movement for Occupation**

Body structures and functions of the neuromusculoskeletal system will be examined in relation to performance in areas of occupation across the life span. Training in techniques to enhance functional mobility, wheelchair management, and management of mobility devices will be examined. Analysis of activities of daily living (ADL) and instrumental activities of daily living (IADL) tasks and their upper extremity activity demands including joint range of motion, muscle strength, gross motor coordination, fine motor coordination, prehension and grasp patterns will be emphasized. Upper and lower extremity joint range of motion, goniometry, manual muscle testing, grip and pinch strength, sensation testing and functional mobility competencies are directly assessed. Therapeutic exercise and its relationship to performance skills and occupations will be examined. Documentation of occupational therapy service provision to ensure accountability will be discussed. 2 lecture hours and 3 laboratory hours weekly.

**Credits:** 4

**Prerequisites:**

OTA 120  
OTA 130  
OTA 140  
OTA 145

**OTA 240: Professional Reasoning**

Professional and clinical reasoning is increasingly recognized as a crucial component of the occupational therapy process. This course provides opportunities for students to develop more advanced clinical reasoning skills applicable to all areas of occupational therapy practice through a case method. The case method is a component of problem-based learning that emphasizes individual and small group work to solve clinical problems that are presented as case studies. Students are presented with a variety of case formulas including paper or written cases, videotape cases, simulated client cases, and real client cases to promote the development of specific types of clinical reasoning, including scientific, procedural, interactive, narrative, and pragmatic reasoning. 2 lecture hours weekly.

**Credits:** 2

**Prerequisites:**

OTA 120  
OTA 130  
OTA 140  
OTA 145

**OTA 245: Fieldwork I B**

Students will work under the supervision of a registered occupational therapist in facilities which provide experiences in psychosocial disabilities. Working with persons having various levels of psychosocial and cognitive performance deficits, the student has opportunities for synthesis, the integration and application of knowledge gained through their didactic coursework. Utilizing therapeutic use of self, the student will employ clinical reasoning and competent practice skills as they plan and lead group intervention sessions. 1 lecture hour weekly and 40 total clinical hours.

**Credits:** 1

**Prerequisites:**

OTA 120  
OTA 130  
OTA 140  
OTA 145

**OTA 250: Assistive Technology**

This course builds upon previous courses and competencies and advances student clinical reasoning skills as they create solutions to occupational performance challenges by identifying and applying preparatory methods, which include assistive technology and environmental modifications, wheeled mobility and preparatory tasks. This course will require you to design and fabricate adaptive equipment, elements of wheel chair seating and positioning, switches, ergonomic interventions, environmental controls, adapted exercise / leisure equipment, voice controls, vendor resources, community resources, adapted driving, low vision aids, accessibility solutions in the home and community, low tech and high tech options to enhance ADL and IADL performance. During this semester you will be required to select, provide, educate and train a client in use of preparatory methods which prepare a client for occupational performance. 2 lecture hours and 3 laboratory hours weekly.

**Credits:** 3

**Prerequisites:**

OTA 200  
OTA 210  
OTA 220  
OTA 230  
OTA 240  
OTA 245

**OTA 260: Physical Rehabilitation**

The course focuses on occupational therapy and physical disabilities as they pertain to the adult population. Injury, illness, and disease and the effect on the functioning of the individual in self-care, work, and leisure are explored. Students will become familiar with protocols and precautions. It provides students with knowledge, laboratory experiences, and a framework to provide services to adults with physical dysfunction. This course addresses occupational therapy values, theory and practice, including frames of reference, evaluation, treatment planning, and selection of age-appropriate occupations to support occupational performance, occupational analysis, and discharge planning. Students are provided with opportunities to demonstrate development of entry level documentation skills. 1 lecture hour and 3 laboratory hours weekly.

**Credits:** 2

**Prerequisites:**

OTA 200  
OTA 210  
OTA 220  
OTA 230  
OTA 240  
OTA 245

**OTA 270 : Neurological Rehabilitation**

This course will discuss the concepts of the physical care and evidence-based principals to create results in clinical interventions for the neurological patient. The basic concepts of PNF, NDT, motor learning, forced use, sensory and manual cueing, will be reviewed. The causes of and treatment for altered muscular tone will be explored. Hemiparesis and spasticity treatments of the UE will be covered. Documentation to advocate for a client will be addressed. The Vision Rehabilitation lab portions will cover ocular motor, visual field, and neglect testing. Functional treatment interventions will be discussed for each of the impairments. 1 lecture hours 3 laboratory hours weekly.

**Credits:** 2

**Prerequisites:**

OTA 200  
OTA 210  
OTA 220  
OTA 230  
OTA 240  
OTA 245

**OTA 280: Eldercare**

The study of contemporary issues of aging and social implications of worldwide longer lifespan. Examination of theories of aging, including physiological, psychological, and functional changes and the influence of culture, race, and gender in the experience of aging. Through clinical reasoning, students will observe, assess, and complete therapeutic interventions to develop an effective holistic approach to geriatric practice in a variety of environments, ranging from community to institutional settings. Students will demonstrate the ability to provide holistic and humanistic elder care via service-learning project. 2 lecture weekly.

**Credits:** 2

**Prerequisites:**

OTA 200  
OTA 210  
OTA 220  
OTA 230  
OTA 240  
OTA 245

**OTA 290: Leadership & Service Delivery**

This course offers students conceptual and practical knowledge and skills needed to plan and manage the delivery of evidence- and occupation-based occupational therapy services that are efficacious and cost-effective within the varying contexts of the rapidly changing health care environment. The importance of professionalism in OT, the role of regulatory agencies and the use of professional literature and research to keep the profession and the practice of OT current will be covered. Topics include the effective use of professional literature, understanding requirements for credentialing, practice management, effective and professional communication, and the importance of on-going professional development. Business planning in this course will support students in their fieldwork.

**Credits:** 2

**Prerequisites:**

OTA 200  
OTA 210  
OTA 220  
OTA 230  
OTA 240  
OTA 245

### **OTA 295: Fieldwork II A**

Each course entails two months of full-time supervised fieldwork experience with the opportunity to treat individuals with a variety of diagnoses across the life span and to complete a professional site-specific project. Students will be placed in 2 varied practice areas with differing populations. Fieldwork Level II is an in-depth experiential learning experience that is critical to occupational therapy education. In supervised settings, students apply their academically acquired body of knowledge in varied settings where occupational therapy services are provided. Under the direction and in collaboration with the OT, students will examine the application of theories and evidence to support treatment intervention in the occupational therapy process. Students will participate in all aspects of the OT process from screening to discharge planning. Students must complete a total of 640 clinical hours.

**Credits:** 4

**Prerequisites:**

The successful completion of all didactic courses.

### **OTA 296: Fieldwork II B**

Each course entails two months of full-time supervised fieldwork experience with the opportunity to treat individuals with a variety of diagnoses across the life span and to complete a professional site-specific project. Students will be placed in 2 varied practice areas with differing populations. Fieldwork Level II is an in-depth experiential learning experience that is critical to occupational therapy education. In supervised settings, students apply their academically acquired body of knowledge in varied settings where occupational therapy services are provided. Under the direction and in collaboration with the OT, students will examine the application of theories and evidence to support treatment intervention in the occupational therapy process. Students will participate in all aspects of the OT process from screening to discharge planning. Students must complete a total of 640 clinical hours.

**Credits:** 4

**Prerequisites:**

The successful completion of all didactic courses.

## **Philosophy**

Students study philosophy by engaging in the pursuit of truth and understanding through rational reflection upon all facets of human experience and concern, including knowledge, reason, reality, faith, and the significance of fundamental moral, social, and aesthetic values. At Felician, students who study philosophy (whether in Humanities Studies or as Philosophy Minors) are: prepared practically and realistically to face the challenges of the 21st century and will be able to:

- apply critical and analytical problem-solving skills, as these are exercised within the areas of their various philosophical interests;
- employ written and oral communication while engaging in the interpretation of historically significant philosophical problems and perspectives
- practice these skills and exercising their knowledge through their coursework, as well as through participation in the wider philosophical community through direct involvement in our annual ethics conference and regular department-sponsored colloquia.

Students who focus on philosophy are also prepared and encouraged to develop personal philosophical perspectives, which, along with the requisite communication and thinking skills, will prepare them for professional careers and the challenges of life. For instance, our unique Focus area within the Humanities Studies major develops the specialized skills and knowledge that prepare our graduates for success in graduate studies and various professional fields. Lastly, integral to the development of our students throughout their careers with us is their awareness of the importance of service, compassion, respect, and social responsibility generally, as personified in the Department's active commitment to the College's Catholic-Franciscan mission.

Students interested in studying philosophy may pursue the Philosophy Focus in partial fulfillment of the Humanities Interdisciplinary Studies major.

### **Minor in Philosophy**

Students who have taken one or more philosophy courses should consider adding a minor in

philosophy to their degree program. A minor in philosophy is especially desirable for pre-law students, religious studies students, and anyone considering graduate school.

**Type:** Minor

## Requirements

Item #	Title	Credits
PHIL 101	Introduction to Philosophy	3
	PHIL 100 or 211	3
	PHIL 206, 207, 305, or 306	3
	PHIL 200 Level Elective	3
	PHIL 300 Level Elective	3
<b>Total credits:</b>		<b>15</b>

## Minor in Pre-Law

Students interested in Law should consider adding the Pre-Law Minor to their Major degree program.

The Pre-Law Minor introduces students to the history of ideas : specifically the socio-political-legal underpinnings of our Western culture : and provide s them with the opportunity to reflect upon some of the most fundamental and important questions encountered within human experience. The Minor also offers courses that rigorously engage students in topics pertinent to the study of Law. In addition to content areas such as Constitutional Law, Philosophy of Law, and History of Political Thought, the Minor emphasizes writing, reading comprehension, and reasoning, which together provide particularly appropriate means for preparing students for Law School, or related fields. Additionally, the Logic course provides students the necessary reasoning tools to support the essential LSAT portion of the Law School application process.

For additional information on the Pre-Law Minor and/or applying to Law School, please contact the Pre-Law Advisor, Prof. Judith Sullivan by email at: [Sullivanj@felician.edu](mailto:Sullivanj@felician.edu).

**Type:** Minor

## Requirements

Item #	Title	Credits
PSCI 102	American Government	3
PHIL 211	Symbolic Logic	3
PSCI 291	The Judicial System and Constitutional Law	3
	PHIL/PSCI 305 or 306	3
PHIL 320	Philosophy of Law	3
CRIM/PHIL 380	Philosophical Issues in Criminal Justice	3
<b>Total credits:</b>		<b>18</b>

## Minor in Women's Studies

The Women's Studies Minor is an inter-disciplinary minor for students interested in the field of Women's Studies. It offers choices from a number of courses focusing on women's roles, family, sex and gender, and women's contributions to society. The benefits of such a minor are a greater awareness of women's issues and the role of women in general. Students pursuing the Women's Studies minor may do so with any academic major.

### Requirements:

Complete one course from each category, plus one more course from any category (a total of 15 credits):

**Type:** Minor

## Women's Issues

Item #	Title	Credits
PHIL 221	Philosophical Perspectives on Women	3

## Survey

Item #	Title	Credits
ART 361	Women in Art	3
ENG 385	Women in Literature	3
HIST 315	Women in History	3



## Family

Item #	Title	Credits
HIST 210	The Family in American History	3
PHIL 103	Applied Family Ethics	3
RELS 302	Christian Marriage in a Contemporary World	3
SOC 301	Marriage and the Family	3
CRIM/SOC 251	Family Violence /Domestic Abuse	3

## Sex and Gender

Item #	Title	Credits
PSYC 307	The Psychology of Sex and Gender	3
PSYC 403	The Psychology of Women	3
SOC 215	Sociology of Sex and Gender	3

## Elective in Women's Studies

\* Complete one additional course from any of the remaining options above.

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**Total credits:** **15**

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## Philosophy Course Descriptions

### CRIM/PHIL 380: Philosophical Issues in Criminal Justice

This course explores issues in the theory and practice of the criminal law. The class aims to raise and answer the questions about the relationship between such abstract concepts as liberty, rights and moral desert on the one hand, and the practice of judicial decisionmaking and criminal punishment on the other. Readings are drawn from journalism, philosophy, judicial decisions, and government reports. (as needed)

**Credits:** 3

**Prerequisites:**

PHIL 101

### PHIL 100: The Art and Practice of Critical Thinking

This course introduces students to the theory, application and practical art of reasoning and persuasion. Students will study the nature of sound reasoning, the patterns of reasoning (both good and bad) the use and abuse of language and how to evaluate arguments. Drawing upon a variety of resources, disciplines and perspectives, students will be challenged to apply and hone the knowledge and skills they learn by analyzing, critiquing, and defending their own points of view, as well as those found in advertising, news reports, editorials, and excerpts from fiction and nonfiction literature.

**Credits:** 3

### PHIL 101: Introduction to Philosophy

A general introduction to the nature, scope, and key problems of philosophy. Topics such as truth and knowledge, free will, the basis of morality and the good life, the existence of God, the soul, and the possibility of an afterlife will be explored.

**Credits:** 3

### PHIL 103: Applied Family Ethics

A philosophical approach to resolving ethical problems in families such as those involving the roles and responsibilities of family members, parental and children's rights, childrearing, and decision-making on behalf of incompetent, sick, or dying family members. Emphasis will be placed upon practical applications of principles to realistic problems via case studies.

**Credits:** 3

### PHIL 200: Philosophical Foundations of Education

This course is designed to provide a philosophical understanding of the goals and methods of education. Influential philosophical accounts of learning and of society, including those of Plato, Rousseau, Locke, and Dewey, will be studied and related to contemporary teaching practice. (fall, spring)

**Credits:** 3

**PHIL 203: Philosophy of Religion**

This course addresses questions of ultimate concern: Is there a God? What evidence is there for God's existence? Does evil in the world count against God's existence? What is the relation between faith and reason? Important historical and contemporary answers to these and related questions will be examined in detail.

**Credits:** 3

**PHIL 204: Philosophy of Technology: Computer Ethics and Social Responsibility**

A philosophical examination of the nature of technology, especially computer technologies (artificial intelligence, robots in the workplace, machine learning, etc.). Course topics include intellectual property, computer crime, privacy, and the impact of new technologies upon society.

**Credits:** 3

**PHIL 206: Ancient and Medieval Philosophy**

This course traces the origins and development of the Western philosophical tradition from the early Greek thinkers through several important Medieval figures. Primary source readings will include representative selections from the pre-Socratics, Plato, Aristotle, Augustine, Aquinas, and Ockham.

**Credits:** 3

**PHIL 207: Modern Philosophy**

A survey of the great philosophical traditions of seventeenth and eighteenth century Europe which laid the intellectual foundations for much of how we live and think today. Writings by Descartes, Leibniz, Locke, Berkeley, Hume, and Kant will be studied and discussed.

**Credits:** 3

**PHIL 211: Symbolic Logic**

An introduction to the use of modern symbolic methods in the analysis of reasoning, including the development of sentence logic, the relation of logical symbolism to ordinary language, truth relations, and tests for validity. Arguments from philosophy and everyday life will serve as illustrations.

**Credits:** 3

**PHIL 212: Nineteenth Century Philosophy**

This course traces some of the key issues and themes of nineteenth century philosophical thought, with a particular emphasis upon Kant, Hegel, and Marx.

**Credits:** 3

**PHIL 214: Franciscan Philosophical Thought**

This course is an in-depth consideration of the origins and character of the Franciscan philosophical legacy. Beginning with an examination of the influences of Augustine, Bonaventure, and Bacon upon the Franciscan tradition, the course also includes a study of representative works by such thinkers as Olivi, Lully, Duns Scotus, and Ockham.

**Credits:** 3

**PHIL 221: Philosophical Perspectives on Women**

A survey of influential philosophical, religious, and cultural perspectives on the status of women, from ancient times through the present. Emphasis will be placed upon women's roles in society, women's rights, and ethical issues of gender inequity.

**Credits:** 3

**PHIL 250: Making Moral Decisions**

This course introduces students to moral reasoning and to a variety of influential ethical theories.

Students reflect upon their own moral assumptions as well as how various ethical concepts and theories challenge, strengthen, or alter those assumptions.

Students are also led to evaluate culturally derived conventions and laws, distinguishing these from genuine moral claims. To practice moral decision making, students analyze and resolve a range of moral case problems, justifying their solutions by carefully reasoned arguments that appeal to key ethical principles and theories. Case problems explore moral issues arising from everyday personal experience, as well as from current social problems.

**Credits:** 3

**PHIL 260: Philosophy of Art**

This course offers an introduction to the philosophical issues that arise as we reflect upon art. For instance, what makes something a work of art? What is an aesthetic experience? What relationship is there between artists and their works? Are objective judgments of art possible? In exploring answers to these questions, we will survey the ideas of thinkers such as: Plato, Aristotle, Hume, Tolstoy, Dewey, Bell, Collingwood, Goodman, and Danto. A wide variety of illustrations: from music, literature, film, painting, etc. will also be included.

**Credits:** 3

**PHIL 301: Moral Philosophy**

This course deals with foundational philosophical theories and problems in ethics. In addition to meta-ethical topics, students will study major ethical theories (Bentham, Mill, Kant, Aristotle, Rawls, etc.) and explore important contemporary moral problems (e.g., war, animal rights, euthanasia, abortion, capital punishment, etc.).

**Credits:** 3

**PHIL 302: Metaphysics: Being and Reality**

This course examines classical and contemporary perspectives upon issues of being, including the nature of mind, existence, freedom, and time. The implications of these issues for human knowledge and religious thought will also be considered.

**Credits:** 3

**PHIL 303: Existentialism: Authenticity and Absurdity**

Students are introduced to several of the primary themes in existentialist thought, such as the primacy of the individual, authentic existence, I-Thou relationship, and estrangement. Works by Kierkegaard, Nietzsche, Buber, Sartre and Camus will be included in the study.

**Credits:** 3

**PHIL 304: Epistemology: Theories of Knowledge**

This course examines answers to questions concerning human knowledge: What is knowledge? Do we really have knowledge? How is knowledge obtained and organized? In investigating these and related themes, students will examine major classical and contemporary theories of knowledge. The course concludes with a brief consideration of moral and religious knowledge.

**Credits:** 3

**PHIL 308: Business Ethics**

This course focuses on the ethical basis of Capitalism and ethical problems relating to advertising, consumer rights, property rights, employees, the social and environmental responsibilities of businesses, and related topics. The course emphasizes the analysis of contemporary case studies.

**Credits:** 3

**PHIL 309: Morality and the Pursuit of Happiness**

This course provides a foundation for moral decision-making through the study of fundamental ethical theories, as students address the theme of 'happiness': its definition, pursuit, and attainment. Students will explore philosophical approaches to the many questions, problems, and methods associated with the pursuit of this ultimate of human goals, and how this pursuit relates to who we are as moral beings. We will be concentrating on the works of ancient and contemporary thinkers, who address topics such as: the nature of happiness, its elusiveness, expressions of its attainment, its relationship to human nature, freedom, and knowledge, and particularly its implications for and relationship to morality: generally, happiness as a conduit for moral activity that imbues human existence with meaning and value.

**Credits:** 3

**PHIL 315: 20th Century Philosophy**

This course introduces the student to some of the central issues and ideas explored by the three major philosophical traditions of the 20th century: American pragmatism, AngloAmerican (analytic) philosophy, and Continental philosophy. Study will focus upon representative works from each of these traditions, by thinkers such as James, Dewey, Russell, Wittgenstein, Austin, Quine, Hempel, Husserl, Heidegger, and Derrida.

**Credits:** 3

**PHIL 320: Philosophy of Law**

This course provides an advanced introductory survey of philosophical issues related to the nature and purpose of law. Drawing both on philosophical theory and legal cases, the course addresses such issues as the uniqueness of legal norms, their relation to morality and theories of government, problems in the interpretation of laws, and the personal traits or virtues required to adjudicate and enforce the law. Theories to be covered may include utilitarianism, legal positivism, and the natural law and natural rights traditions.

**Credits:** 3

**PHIL 360: HON Philosophy and Literature**

This course examines the philosophical themes of famous literary works. Such philosophical themes might include life and death, freedom and responsibility, war and peace, justice, racism, love, utopia, faith, evil, the nature of reality, etc. Course content will be organized thematically, historically, or by culture or society. This course is for students in the Honors Program or declared Philosophy Minors

**Credits:** 3

**PHIL 420: Independent Study**

This course offers upper-level students the opportunity to focus study on a particular philosophical topic, figure, or problem of particular interest to them. Approval is required by both the instructor and Department.

**Credits:** 3

**PHIL 445: Philosophical Method**

Students will develop the practical skills necessary for engaging in the rational analysis, criticism, and persuasive defense of philosophical claims and arguments. Students will also be introduced to some major philosophical periodicals, and to the basic procedures of philosophical research tailored to the student's particular philosophical interests. Students will complete this course by producing an outline of their proposed PHIL 450 project. (Normally taken just prior to PHIL 450; may be taken concurrently only with the permission.)

**Credits:** 3

**PHIL 450: Senior Seminar**

Students develop and complete a substantive project on a philosophical topic or problem of their choice under the guidance of a faculty mentor. An oral presentation of their investigations constitutes the capstone experience of the philosophy student.

**Credits:** 3

**Prerequisites:**

This course is normally taken right after PH 445. It may be taken concurrently only with the Department's permission.

**PSCI/PHIL 305: History of Ancient Political Thought**

A focus on the essential texts of early Western political thought by thinkers such as Plato, Aristotle, Cicero, Saints Paul, Augustine, and Aquinas. The course covers the three main traditions of thought (Greek, Hebrew, and Roman) upon which Western political thinking and philosophy is based. A diachronic analysis of these texts explore the perennial questions of the nature and purpose of the state, justice, law, political rights and obligations. (every other spring)

**Credits:** 3

**Prerequisites:**

PSCI 101 or PHIL 101

**PSCI/PHIL 306: RB51 History of Modern Political Thought**

This course surveys the major political theories that were developed from the Renaissance to the present. Students will explore the development of postReformation political thought by reading selections from Machiavelli, Thomas Hobbes, John Locke, Jean Jacques Rousseau, Karl Marx, Friedrich Nietzsche, and others. (every other fall)

**Credits:** 3

**Prerequisites:**

PSCI 101 or PHIL 101

## Physical Education

These courses provide an opportunity to enhance one's physical well-being by understanding the theory and practice of a variety of physical activity and sports while promoting a healthy lifestyle.

**PE 102: Fitness I**

This course gives students a well-balanced, self-paced program and the knowledge they need to design a customized cardio-respiratory fitness program. Knowledge of the inner working of each piece of aerobic equipment along with developing the proper technique to be used with each exercise machine at the fitness center will be emphasized.

**Credits:** 1

# Physics

The physical science courses examine specific aspects of natural phenomena on a qualitative and quantitative level, incorporating elements of natural philosophy and applied mathematics.

## **PHYS 103: General Physics I**

PHYS 103 is an introductory course of physics. Fundamental principles of Newtonian mechanics, including kinematics, dynamics, momentum, energy and work theorem, physics of rigid bodies and fluids are presented and discussed. (fall)

**Credits:** 4

**Prerequisites:**

Grade of "C" or higher in MATH 161 or equivalent

## **PHYS 104: General Physics II**

Continuation of PHYS 103. Topics discussed are waves, electricity, magnetism, and optics. (spring)

**Credits:** 4

**Prerequisites:**

PHYS 103 with a grade of "C" or better.

## **PHYS 350: Advanced Special Topics in Physical Science**

PHYS 350 is offered for students interested in physical sciences beyond the introductory physics courses. Selected topic in physical science may include but are not limited to biological physics, chemical physics, medical physics, mathematical physics, physics education, and introduction to astrophysics. Flexibility of this course allows the content to be tailored to individual student needs.

**Credits:** 3

**Prerequisites:**

PHYS 104 or equivalent with a grade of "C" or better.

## **PHYS 355: Advanced Special Topics in Physical Science with Lab Component**

PHYS 350 is offered for students interested in physical sciences beyond the introductory physics courses. Selected topic in physical science may include but are not limited to biological physics, chemical physics, medical physics, mathematical physics, physics education, and introduction to astrophysics. Flexibility of this course allows the content to be tailored to individual student needs. Laboratory schedule is determined by the research project developed with the faculty.

**Credits:** 4

**Prerequisites:**

PHYS 104 or equivalent with a grade of "C" or better.

# Political Science

Political Science is offered as a focus area for the Bachelor of Arts in Social and Behavioral Sciences.

## Learning Outcomes for the Political Science Focus Area:

Students successfully completing the Social and Behavioral Science Major with a Political Science focus will:

- Understand the theory and practice of political institutions and rule.
- Differentiate among the various forms of government : American and International
- Analyze international relations and the role of good citizenship both locally and
- Achieve competency in written and oral expression and critical thinking.

As a result of completing the requirements for the Political Science major, students will be prepared for graduate-level education, including law school, or careers in government, public administration, the United Nations, and international corporations. It is expected that students will embark on their chosen career paths with an understanding and appreciation of the Catholic Franciscan values, and their application within their professional and personal lives.

**PSCI/PHIL 305: History of Ancient Political Thought**

A focus on the essential texts of early Western political thought by thinkers such as Plato, Aristotle, Cicero, Saints Paul, Augustine, and Aquinas. The course covers the three main traditions of thought (Greek, Hebrew, and Roman) upon which Western political thinking and philosophy is based. A diachronic analysis of these texts explore the perennial questions of the nature and purpose of the state, justice, law, political rights and obligations. (every other spring)

**Credits:** 3

**Prerequisites:**

PSCI 101 or PHIL 101

**PSCI/PHIL 306: RB51 History of Modern Political Thought**

This course surveys the major political theories that were developed from the Renaissance to the present. Students will explore the development of postReformation political thought by reading selections from Machiavelli, Thomas Hobbes, John Locke, Jean Jacques Rousseau, Karl Marx, Friedrich Nietzsche, and others. (every other fall)

**Credits:** 3

**Prerequisites:**

PSCI 101 or PHIL 101

**PSCI 101: Introduction to Political Science**

This course is an introduction to the study of politics and the various methods of political analysis. Students will explore the character of politics through a systematic treatment of its fundamental issues. (every fall)

**Credits:** 3

**PSCI 102: American Government**

This course provides students with an introduction to the principles and practices of American government. As a means of helping the student understand the origins and evolution of the federal system of government, special attention is paid to the arguments of both the founding fathers and those who have provided the impetus for change. Special attention is also given to the structure of New Jersey state and local governments. (every fall or as needed)

**Credits:** 3

**PSCI 205: The Legislative Process and Electoral Politics**

This course examines the legislative branch of the United States government by focusing on the process by which laws are made and the manner in which the legislators are selected. Special attention is paid to understanding the constitutional limits of legislative power, the rules which have been established by the respective houses, and the committee and subcommittee systems. (every spring)

**Credits:** 3

**Prerequisites:**

PSCI 102

**PSCI 290: The American Presidency**

This course examines the office of the President and the men who have come to occupy it. Characteristics of great presidents, the constitutional limitations of presidential power, and recent trends in the exercise of presidential power receive special attention. (every fall or as needed)

**Credits:** 3

**Prerequisites:**

PSCI 102

**PSCI 291: The Judicial System and Constitutional Law**

This course examines the judiciary branch of the US government. Students will explore the basic structure and underlying principles of American justice, the constitutional limits of the judiciary, and the competing theories of constitutional interpretation employed by the Justices of the Supreme Court by reading landmark judicial decisions. (every fall or as needed)

**Credits:** 3

**PSCI 303: International Relations**

This course will introduce the student to the study of international relations by paying special attention to the institutions and actors of international political institutions. In addition, the student will come to understand how the policy choices of all governments are affected by the global economy, the scarcity of natural resources, and the conflicts caused by ethnic and ideological differences. (every spring or as needed)

**Credits:** 3

**Prerequisites:**

PSCI 101 or PSCI 102

### **PSCI 402: The Developing World**

This course examines problems and issues such as debt, nutrition, and modernization that confront developing nations, and on how these issues affect the developed nations, especially the United States, in an era of unprecedented interdependence.

**Credits:** 3

**Prerequisites:**

PSCI 101 or HIST 110

### **PSCI 415: Senior Seminar**

An in-depth study of an area within Political Science. The student pursues an individual research project under faculty supervision. At semester's end the student submits a written report and orally presents the findings of the research project. (every spring)

**Credits:** 3

**Prerequisites:**

7 of the 9 courses required for a PSCI concentration; SS 400

### **PSCI 452: Career Internship in Political Science**

This course offers political science majors the opportunity to work in the field of political science for a minimum of 120 hours during the semester. Students must complete all paperwork to register for the Internship at least one semester before; students will meet with the Career Center and complete the application that will be sent to their advisor and site supervisor. This application will then be filed in the Career Center. Students must register for the class with the Registrar as well. They will be required to write a paper that is relevant to the Internship and maintain a journal that reflects their experience; the site supervisor will complete an evaluation form on their performance. This is a Pass/Fail course. (as needed)

### **SOC/PSCI 404: Living and Working Overseas**

This course enables students to experience another culture through study of a selected country and culture and to explore, analyze and present issues of global significance from a non-Western perspective. In addition to these intellectual and experiential aspects of the course, students address several related issues, including the nature of traditional and modern societies; ethnocentrism and stereotyping; nationalism and interdependence; "culture shock" and "re-entry shock;" and intercultural sensitivity. (every summer)

**Credits:** 3

## Psychology

Psychology is the study of the mind and behavior. The objective of the Psychology Department is to prepare students to enter graduate or professional schools, or a variety of careers in areas related to the discipline, such as mental health, education, research, business, human resources, human services, and counseling. In accordance with Felician University's Catholic/Franciscan mission and the values underpinning the discipline of psychology, students will also learn to act ethically, and recognize, understand and respect human diversity. The Psychology Department offers a variety of courses that enable students to gain the requisite knowledge and skills, including lecture courses, research and field practicum courses, and an independent undergraduate research course in which students develop and present an individual project. Students not only have the opportunity to learn from faculty mentors, but can also enrich their experiences within the program by interacting with peers in the Psychology Club.

The learning outcomes of the major are adapted from the American Psychological Association's guidelines for undergraduate programs in Psychology.\*

## Psychology Learning Outcomes:

Students successfully completing the Psychology major will:

- Be familiar with the concepts, theoretical perspectives, empirical findings and historical trends in the field of psychology.
- Understand and apply psychological principles to personal, social, and organizational issues
- Understand and apply basic research methods in psychology, including research design, data analysis and interpretation
- Demonstrate competence in gathering, analyzing, synthesizing and evaluating information; weigh evidence
- Develop insight into their own and others' behavior and mental processes
- Apply effective strategies for self-management and self-improvement

Develop realistic ideas about how to implement their psychological knowledge, skills and values in occupational pursuits that meet personal goals and societal needs.

\* American Psychological Association. (2007). APA guidelines for the undergraduate psychology major. Washington,DC: Author. Retrieved from <http://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf> on 6/29/11.

## B.A. in Psychology

Students must complete 43 credits in Psychology as described below:

**Type:** Bachelor of Arts

### Required Courses

Item #	Title	Credits
PSYC 101	Introduction to Psychology	3
	PSYC 201, 202, or 203	3
PSYC 250	Writing and Reading in Psychology	3
PSYC 303	Statistics for Psychological Research	3
PSYC 309	Research Design in Psychology	3
PSYC 311	Biopsychology	4
PSYC 410	Undergraduate Research in Psychology	3
PSYC 490	History and Systems of Psychology	3

### Psychology Electives

Complete six additional PSYC Electives, at least three of which must be at the 300/400 level.

Electives should be selected in consultation with academic advisors to suit career goals or personal interests.

Item #	Title	Credits
	Psychology Elective	3
	Psychology Elective	3
	Psychology Elective	3
	Psychology Elective	3
	Psychology Elective	3
	Psychology Elective	3
	<b>Total credits:</b>	<b>120</b>

## Combined B.A. in Psychology / M.A. in Counseling

A combined B.A./M.A.C.P. program is available to Psychology majors who meet the admissions requirements listed below. This combined program is designed to facilitate the ongoing academic accomplishments of students who have achieved excellence in the psychology major. Acceptance into the program will allow up to 12 psychology credits to be "double-counted" toward both the

B.A. in Psychology and M.A. in Counseling Psychology. The student is awarded a Bachelor's degree upon completion of the bachelor's requirements.

The 12 graduate credits that are double-counted credits are only applicable to the Felician University Master's degree in Counseling Psychology course of studies after the student has been awarded the Bachelor's degree in Psychology and matriculates into the MACP at Felician.

The designation of "graduate credits" will be canceled if the student withdraws from the Felician University MACP program before completing the Master's degree. If this occurs, Felician University will count those credits only toward the student's undergraduate degree.

Final admission status into the MACP is contingent upon formal approval by the MACP program director or MACP faculty admissions committee. Upon admission to this combined program, students should note that grades below a B in graduate level courses will necessitate the retaking of that course. Courses may only be retaken once. Students will be limited to one graduate course per semester while still an undergraduate. Students may elect to take a course during the summer session.

### Admissions Requirements

Students may apply for admission into the combined BA/MACP program during the spring of sophomore year or thereafter provided the student has completed at least 60 undergraduate credits with a minimum 3.0 overall GPA (this minimum must be maintained also for the remainder of the undergraduate coursework).



Students applying for the combined BA/MACP program must:

At a minimum have completed PSYC 101, PSYC 105, PSYC 201 or 202 or 203, PSYC 250.

- Rising Juniors must be registered for PSYC 303 and PSYC 309.
- Submit two letters of recommendation from full time undergraduate faculty.
- Submit an APA style paper from any 200 level Psychology course.
- Personal interview with MACP program director or MACP faculty admissions committee.
- Submit a Personal Statement.
- Complete graduate application form.

**Final approval for admission into the Master's in Counseling Psychology rests with the MACP faculty.**

MACP courses that can be taken as elective undergraduate credits, double-counting toward a combined BA in Psychology and MA in Counseling Psychology:

- PSYC 505 Introduction to Counseling Psychology
- PSYC 507 Developmental Models of Personal Growth
- PSYC 510 Techniques of Counseling and Appraisal

And one or two additional courses selected in consultation with your advisor.

**Type:** Bachelor of Arts

## Freshman Year Fall

*Addendum 2/12/25: GECC VII requirement replaces MATH-114 or MATH-160*

Item #	Title	Credits
ENG 101	College Writing and Research I	3
	GECC I Faith & Reason 100/2003 Elective	
	Free Elective	3
	GECC II Ethics, Values, and Truth Elective	3
	GECC VII Quantitative & Scientific Reasoning (Math)	4
FYE 100	First Year Experience (part 1)	1

## Freshman Year Spring

Item #	Title	Credits
PSYC 101	Introduction to Psychology	3
	GECC V Information Literacy	4
	GECC VI Technological Acumen Elective (3)	3
	GECC VII Quantitative & Scientific Reasoning (Lab Science)	4
FYE 101	First Year Experience (part 2)	1

## Sophomore Year Fall

Item #	Title	Credits
	PSYC 201, 202, or 203	3
	GECC III Communications & Expression Elective	3
	Psychology Elective	3
	Psychology Elective	3
	Free Elective	3

## Sophomore Year Spring

Item #	Title	Credits
PSYC 250	Writing and Reading in Psychology	3
	GECC VIII Global Consciousness Elective	3
	GECC IV Critical & Analytical Thinking Elective	3
	Psychology Elective	3
	GECC Liberal Arts Concentration Elective	3

## Junior Year Fall

Item #	Title	Credits
PSYC 303	Statistics for Psychological Research	3
	Psychology 300/400 Level Elective	3
	GECC I Faith & Reason 300/4003 Elective	
	GECC VIII Global Consciousness Elective	3
	GECC Liberal Arts Concentration Elective	3

## Junior Year Spring

Item #	Title	Credits
PSYC 309	Research Design in Psychology	3
	Psychology 300/400 Level Elective	3
	GECC VIII Global Consciousness Elective	3
	GECC Liberal Arts Concentration Elective	3
PSYC 507	Developmental Models of Personal Growth	3

## Senior Year Fall

Item #	Title	Credits
PSYC 311	Biopsychology	4
	Psychology 300/400 Level Elective	3
PSYC 510	Techniques of Counseling and Appraisal	3
	Free Elective	3
	Free Elective	3

## Senior Year Spring

Item #	Title	Credits
PSYC 410	Undergraduate Research in Psychology	3
PSYC 490	History and Systems of Psychology	3
	Psychology 500 Graduate Level Elective	3
	Free Elective	3
	Free Elective	3
	<b>Total credits:</b>	<b>120</b>

## B.S. in Psychiatric Rehabilitation and Psychology

The Bachelor of Science Degree in Psychiatric Rehabilitation and Psychology is a Joint Degree Program with Rutgers University School of Health Related Professions (Rutgers-SHP). The program produces graduates ready to work with persons with mental illness and other disabilities. Graduates are also prepared to go on to graduate studies in counseling or social work.

The program involves five semesters (75 credits) taken at Felician University and three semesters (45

credits) at Rutgers' Scotch Plains campus for a total of 120 credits. Students accepted to the program can take course work on either a full-time or a part-time basis. For the professional phase of the program, students apply to Rutgers. A Rutgers/Felician University joint admission committee will identify candidates to whom admission will be offered. Students in the pre-professional phase of the program are advised by faculty of Felician University's Psychology Department.

Students admitted to the Joint Program must complete all required general education and psychology course with a cumulative GPA of 2.5 and a GPA of 3.0 in their psychology major requirements prior to the start of the Professional Phase of the Joint Program. Applicants must submit two letters of recommendation and a strong personal statement.

Students will be responsible for meeting all Rutgers' requirements including health and immunization requirements, completion of Technical Standards/Essential Functions form, Criminal Background Check and all additional required enrollment forms and activities. Students will be required to complete the SHP orientation online and attend a Psychiatric Rehabilitation Department orientation, which are scheduled the semester prior to the beginning of the Professional Phase of the Joint Program(s). Failure to attend or fulfill any of the Rutgers' requirements may preclude admission to classes.

## Directions to Apply for the Rutgers-Felician University Joint B.S. Degree Program in Psychiatric Rehabilitation and Psychology

You should apply in the Spring semester of your Sophomore year or in the Fall of your Junior year.

Deadline for applications: To begin Psychiatric Rehabilitation classes in the spring semester apply by October 15th; to begin Psych Rehab classes in the fall apply by May 15th.

All of the following items must be included in your admissions packet:

1. A completed SHP application form. This form is included in an application packet that you can obtain from your advisor. It can also be

downloaded and printed from the link below:  
[http://SHP.rutgers.edu/prospective\\_students/admissions/index.html](http://SHP.rutgers.edu/prospective_students/admissions/index.html)

- IMPORTANT NOTES:
  - Please do NOT submit the online version of the SHP application.
  - There is NO application fee for Rutgers-SHP Joint Degree Programs (even though it is mentioned on the application form); Please do NOT enclose payment.

2. Two (2) letters of recommendation from professors or professionals who can attest to your academic and/or work experience (at least 1 should be from a college professor). Letters must be submitted in sealed envelopes that are signed across the seal by the recommender.
3. A completed personal statement that focuses on your professional goals and your reasons for choosing the Dual Major Program in Psychiatric Rehabilitation and Psychology. Personal statements must be typed and are typically 2-3 pages (double spaced) in length.
4. An Official transcript from Felician University (for the courses completed so far) as well as any other colleges and universities that you have attended. To be admitted students should have a cumulative GPA of 2.5 and a GPA of 3.0 in their psychology major requirements prior to the start of the Professional Phase of the Joint Program.

All information should be collected by the applicant and sent in a single packet to:

- Nora Barrett
- Rutgers-SHP
- Department of Psychiatric Rehabilitation & Counseling Professions : Room 323 1776 Raritan Road
- Scotch Plains, NJ 07076

If you have questions, contact Professor Barrett at:

- 908-889-2431 or [nora.barrett@SHP.rutgers.edu](mailto:nora.barrett@SHP.rutgers.edu)

**Type:** Bachelor of Science

## First Year Semester I

*Addendum 2/12/25: GECC VII requirement replaces MATH-160*

Item #	Title	Credits
PSYC 101	Introduction to Psychology	3
FYE 100	First Year Experience (part 1)	1
	GECC VII Quantitative & Scientific Reasoning (Math)	4
ENG 101	College Writing and Research I	3
	GECC VII Quantitative & Scientific Reasoning (Lab Science)	4

## First Year Semester II

Item #	Title	Credits
FYE 101	First Year Experience (part 2)	1
	PSYC 201, 202, or 203	3
	GECC V Information Literacy	4
	GECC I Faith & Reason 100/2003 Elective	
	GECC VI Technological Acumen3 Elective (3)	

## Second Year Semester I

Item #	Title	Credits
	GECC Liberal Arts Concentration Elective	3
	GECC Liberal Arts Concentration Elective	3
PSYC 250	Writing and Reading in Psychology	3
	GECC II Ethics, Values, and Truth Elective	3
	GECC VIII Global Consciousness Elective	3

## Second Year Semester II

Item #	Title	Credits
	GECC VIII Global Consciousness Elective	3
RELS 310	Moral and Spiritual Dimensions of Healthcare	3
PSYC 303	Statistics for Psychological Research	3
PSYC 406	Abnormal Psychology	3
	GECC II Ethics, Values, and Truth Elective	3

## Third Year Semester I

Item #	Title	Credits
	GECC Liberal Arts Concentration Elective	3
PSYC 311	Biopsychology	4
PSYC 490	History and Systems of Psychology	3
PSYC 309	Research Design in Psychology	3
	Free Elective	3

## Upon Acceptance to Rutgers-SHP

One and one-half years (45 credits) at the Rutgers-SHP

<b>Total credits:</b>	<b>75</b>
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## Minor in Psychology

Students who have taken one or more courses in Psychology should consider adding a minor in Psychology to their degree program. A minor in Psychology can be useful for all students, and especially desirable for those majoring in Nursing, Teacher Education or Business.

**Type:** Minor

## Requirements

Item #	Title	Credits
PSYC 101	Introduction to Psychology	3
	PSYC 105, 201, 202, or 203	3
PSYC 407	The Psychology of Personality	3
	Psychology Elective	3
	Psychology 300/400 Level Elective	3
	Psychology 300/400 Level Elective	3
	<b>Total credits:</b>	<b>18</b>

## Minor in Women's Studies

The Women's Studies Minor is an inter-disciplinary minor for students interested in the field of Women's Studies. It offers choices from a number of courses focusing on women's roles, family, sex and gender,

and women's contributions to society. The benefits of such a minor are a greater awareness of women's issues and the role of women in general. Students pursuing the Women's Studies minor may do so with any academic major.

## Requirements:

Complete one course from each category, plus one more course from any category (a total of 15 credits):

**Type:** Minor

## Women's Issues

Item #	Title	Credits
PHIL 221	Philosophical Perspectives on Women	3

## Survey

Item #	Title	Credits
ART 361	Women in Art	3
ENG 385	Women in Literature	3
HIST 315	Women in History	3

## Family

Item #	Title	Credits
HIST 210	The Family in American History	3
PHIL 103	Applied Family Ethics	3
RELS 302	Christian Marriage in a Contemporary World	3
SOC 301	Marriage and the Family	3
CRIM/SOC 251	Family Violence /Domestic Abuse	3

## Sex and Gender

Item #	Title	Credits
PSYC 307	The Psychology of Sex and Gender	3
PSYC 403	The Psychology of Women	3
SOC 215	Sociology of Sex and Gender	3

## Elective in Women's Studies

\* Complete one additional course from any of the remaining options above.

<b>Total credits:</b>	<b>15</b>
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# Psychology Course Descriptions

## **PSYC 101: Introduction to Psychology**

A survey course that explores the areas of physiological psychology, sensation and perception, consciousness, learning, memory, motivation and emotion, personality, and abnormal, developmental, and social psychology (every semester)

**Credits:** 3

## **PSYC 105: Lifespan Development**

This course explores the various stages of the lifecycle from prenatal development through late adulthood. The key biological, cognitive, social and psychological components in each stage are discussed within the lifespan perspective, in relation to the cultural context where such development occurs. (every semester)

**Credits:** 3

## **PSYC 201: Introduction to Child Development**

This course studies physiological, cognitive, emotional, social, and personality development from conception to adolescence. Historical, cultural, and environmental factors of development are discussed. (fall and spring)

**Credits:** 3

## **PSYC 202: Adolescent Psychology**

This course studies adolescence from a physiological, cognitive, social and personality developmental perspective. Contemporary issues of the changing adolescent landscape are also discussed as related to the larger social contexts (fall and spring).

**Credits:** 3

## **PSYC 203: The Psychology of Adult Development and Aging**

This course integrates social, psychological, physical and transpersonal aspects of adult developmental stages with emphasis on orientation toward family life and adjustment problems. It explores the dynamics behind growing old, as well as the nature of adulthood, as it exists in contemporary society. (fall and spring)

**Credits:** 3

## **PSYC 207: The Psychology of Consciousness**

This course examines research and theory concerning normal consciousness, the mind/brain relationship, sleep and dreaming, hypnosis, meditation, biofeedback, drug-induced states, and parapsychology. (fall)

**Credits:** 3

## **PSYC 249: Data Management**

This course is your entrée into a key feature of the *practice* of psychology. Psychology is among the most diverse disciplines in terms of what we consider to be "data," how we generate this data, and how we perform operations on this data to draw inferences and make decisions. The immediate aim of this course is to prepare you for writing and research methods courses, as well as your senior research project. The set of skills we'll cover in the course is unique to the social sciences (psychology in particular), and its value should not be underestimated. These skills are important to anyone pursuing a career in psychology. They are also valuable in any workplace that collects information on people's thoughts, attitudes, or behaviors. Furthermore, these skills support the Franciscan values of Justice and Peace, as they are fundamental to the vital work performed by psychologists, interventionists, program evaluators, grant writers, social service staff, and others involved in the operation of human service operations.

**Credits:** 3

### **Prerequisites:**

PSYC 101

## **PSYC 250: Writing and Reading in Psychology**

This course is designed to help students become familiar with searching the psychological literature, read journal articles in psychology and present ideas effectively in written form within the discipline of psychology. Students will also learn to make oral presentations of written work.

**Credits:** 3

### **Prerequisites:**

ENG 101

ENG 102

PSYC 101

**PSYC 280: The Psychology of Learning**

This course examines the principles, theories, and applications of learning with respect to classical conditioning, instrumental conditioning, and cognitive processes. Behavior and cognition in animal and human learning are considered. (offered as needed)

**Credits:** 3

**Prerequisites:**

PSYC 101 or permission of the instructor

**PSYC 290: Social Psychology**

Social Psychology provides students with an overview of the influence of the social field on the functioning of the individual. Social influences on self-perception, thought, belief systems, and behavior are examined from various theoretical perspectives. (fall, spring)

**Credits:** 3

**Prerequisites:**

PSYC 101

**PSYC 295: Psychology of Addiction**

This course covers the main theories of addiction. The main focus is on substances of misuse along with prevention and treatment implications. Behavioral addictions such as gambling, pornography, sex, eating, etc. are also addressed. (spring)

**Credits:** 3

**Prerequisites:**

PSYC 101

**PSYC 301: Educational Psychology**

This course examines the psychological principles used in education. Major theories of learning, intelligence, and motivation are covered. Discussion also emphasizes teaching issues such as setting goals and objectives and managing the classroom. (fall and spring)

**Credits:** 3

**Prerequisites:**

PSYC 201

**PSYC 302: Educational Assessment Techniques**

This course introduces students to the theory and practice of psychological testing and classroom assessment. The main focus of this course is the construction of instruments and procedures for measuring academic achievement. (fall and spring)

**Credits:** 3

**Prerequisites:**

PSYC 201

**PSYC 303: Statistics for Psychological Research**

This course provides an introduction to the statistical methods most typically used in psychological research. Specifically, this course examines the theory and uses of descriptive and univariate and bivariate statistics, as well as the basic principles of inferential statistics (fall and spring)

**Credits:** 3

**Prerequisites:**

PSYC 101 and any one of the following math courses: MATH 110, 112, 114, 160, or 161; Junior status

**PSYC 304: Advanced Statistical Methods**

This course provides an introduction to more advanced statistical methods in Psychology. Specifically, this course examines hypothesis testing with two or more samples, power analysis, and the analysis of nonparametric data. Topics to be covered in this course include sampling and causality, power analysis, independent and related sample t-tests, one factor and factorial analysis of variance (ANOVA), and the Chi Squared test for goodness of fit. Computer-based statistical exercises will be employed to provide practical examples of data analytic techniques. (offered as needed)

**Credits:** 3

**Prerequisites:**

PSYC 101 and PSYC 303

**PSYC 305: Psychometric Theory and Practice**

This course presents principles and procedures in psychological testing. It investigates test and instrument construction and standardization in the measurement of intelligence, aptitude, personality and achievement. (offered as needed)

**Credits:** 3

**Prerequisites:**

PSYC 101 or PSYC 303

**PSYC 306: Criminal Risk Assessment**

**Credits:** 3

**Prerequisites:**

PSYC 305

**PSYC 307: The Psychology of Sex and Gender**

This course introduces students to psychological research on sex and gender. This course will examine sex differences in cognitive abilities, personality and social behavior and the possible causes of these differences. The implications of gender roles for the behavior of women and men will be examined through the study of social behavior such as aggression, altruism, social influence, nonverbal behavior, and achievement. Finally, the impact of changing gender roles on attitudes and personality will be examined through a review of current literature in this field. (spring)

**Credits:** 3

**Prerequisites:**

PSYC 101 and PSYC 201 or PSYC 105

**PSYC 309: Research Design in Psychology**

This course prepares the student to understand the basic research methodology used in psychological research. Emphasis will be placed on developing a working knowledge of the designs of psychological studies. (fall and spring)

**Credits:** 3

**Prerequisites:**

PSYC 101, PSYC 250, and PSYC 303; Junior status

**PSYC 310: Experimental Methods**

This course continues the development of basic research skills in psychology. This will include emphasizing the understanding of experimental designs, their execution, and the reporting of research findings. (offered as needed)

**Credits:** 3

**Prerequisites:**

PSYC 309

**PSYC 311: Biopsychology**

This course focuses on the biological basis of behavior and experience. The course provides an overview of neuroanatomy, neurophysiology, the functions of different brain areas, and research methodology. Also studied are the relationships between brain and behavior by examining topics such as sensation and perception, waking and sleeping, hunger, reproduction, emotion, language and psychological disorders. (fall and spring)

**Credits:** 4

**Prerequisites:**

PSYC 101; Junior status

**PSYC 315: Evolutionary Psychology**

This course explores how modern evolutionary theory has the capacity to link the social sciences to each other and to the natural sciences. The focus of study is on integrating evolutionary theory into current psychological theory. (offered as needed)

**Credits:** 3

**Prerequisites:**

PSYC 101

**PSYC 317: Psychological Principles of Intercultural Communication**

\* Fulfills course requirements for GECC Global Consciousness

**Credits:** 3

**PSYC 325: Psychology of Careers**

This course examines the psychology of working and careers. The focus is to provide students with both a theoretical background of vocational psychology and to offer practical applications for exploring personal career choices. (fall)

**Credits:** 3

**Prerequisites:**

PSYC 101

ART 203

**PSYC 330: Multicultural Perspectives in Psychology**

Evidence continues to grow regarding the need to understand psychological phenomena within a cultural context. This course explores cultural variation within psychological theories. Topics to be covered include: personality, intelligence, psychopathology, and social and family issues. (fall)

**Credits:** 3

**Prerequisites:**

PSYC 101

**PSYC 377: Psychology of Health and Illness**

This course explores the ways in which psychological, social and biological factors interact in health and illness. Topics include the mind-body connection, stress and health, the effect of beliefs and social relationships on physical health, and psychosocial responses to illness. (spring)

**Credits:** 3

**Prerequisites:**

PSYC 101

**PSYC 380: Psychology of the Family**

This course explores the psychology of the family, including a discussion of the religious, cultural, ethnic, and psychological factors affecting family life. Topics to be discussed include an examination of the intergenerational functions of family dynamics. (fall, spring)

**Credits:** 3

**Prerequisites:**

PSYC 101

**PSYC 391: Motivation and Emotion**

Motivation and Emotion is a distinct subfield of psychology that has an intellectual history dating back to Classical Greek philosophy. Usually we say that it is the study of processes that influence the arousal, instigation, direction, and intensity of action. Stated this way, it is hard to pinpoint what this course is *not* about. What we will do throughout the course is to examine the individual person from several levels of analysis—biological, genetic, physiological, cognitive, personality, and social—with no prior assumption about which perspective is best. We will explore historical origins and current thinking in an array of topics, with special emphasis on critical thinking and productive dialogue. These skills are central to your university experience and are highly valued in work and other settings.

**Credits:** 3

**Prerequisites:**

PSYC 101

ENG 101

ENG 102

**PSYC 401: Psychology of the Mind: Exploring How We Think**

This course introduces cognition and memory. Topics include problem solving, types and structures of memory, judgment and decision-making, and self-regulation. (offered as needed)

**Credits:** 3

**Prerequisites:**

PSYC 101

**PSYC 403: The Psychology of Women**

This course investigates the hypothesis that there are distinct psychological characteristics of women and explores the alleged psychological sex differences attributable to biological and/or cultural factors. It considers productivity in traditional roles and contemporary work roles in order to understand the psychological dynamics of American women. (offered as needed)

**Credits:** 3

**Prerequisites:**

PSYC 101 and one of the following: PSYC 201 or PSYC 202 or PSYC 203 or PSYC 105

**PSYC 405: Childhood and Adolescence Deviance**

This course provides a background to understanding deviance from anticipated psychological development and well-being in both children and adolescents. An examination of psychopathology and developmental disabilities will be undertaken. The implications of treatment and education will be explored. (fall)

**Credits:** 3

**Prerequisites:**

PSYC 101 and one of the following: PSYC 201 or PSYC 202 or PSYC 203 or PSYC 105

**PSYC 406: Abnormal Psychology**

This course describes disorders of behavior, affect and personality. Symptomatology, diagnosis, etiology, and treatment of disorders are examined. (fall and spring)

**Credits:** 3

**Prerequisites:**

PSYC 101 and one of the following: PSYC 201 or PSYC 202 or PSYC 203 or PSYC 105

**PSYC 407: The Psychology of Personality**

This course analyzes selected theories on the development and structure of personality. Major theoretical orientations of psychology are discussed and evaluated. (fall and spring)

**Credits:** 3

**Prerequisites:**

PSYC 101 and one of the following: PSYC 201/202/203/105



**PSYC 409: Counseling Principles and Procedures**

This course presents an overview of contemporary counseling theories through a study of the basic philosophy, key concepts, role and function of the counselor, goals of therapy, counseling relationships, and therapy techniques. (spring)

**Credits:** 3

**Prerequisites:**

Junior or Senior status

**PSYC 410: Undergraduate Research in Psychology**

This is an opportunity to engage in an in-depth study of a selected area of psychology. Emphasis will be on the latest developments in research. The student pursues an individual research project under faculty supervision and submits written and oral reports at the close of the semester. Students will be encouraged to develop creative explorations of scholarly topics. (fall and spring)

**Credits:** 3

**Prerequisites:**

PSYC 101, PSYC 309, and Senior Status

**PSYC 411: Advanced Readings in Developmental Psychology**

This course is designed to allow the student to explore and examine, in significant depth, one particular area of interest in developmental psychology. This seminar entails a total immersion into the psychological literature and the production of a sophisticated research paper. (offered as needed)

**Credits:** 3

**Prerequisites:**

Permission of the instructor

**PSYC 412: Advanced Studies in Neuropsychology**

This course provides an in-depth study of neuropsychology including an acquaintance with current research and theory. (offered as needed)

**Credits:** 3

**Prerequisites:**

PSYC 311 and permission of the instructor

**PSYC 413: Psychology: East and West**

This course explores the major intersections between Western Psychology and Eastern Philosophy. Implications of this intersection include deeper insights into the nature of the mind, the nature of the self, the nature of matter versus mind, the nature of psychological illness and healing, and the characteristics of "the good life." (spring)

**Credits:** 3

**PSYC 414: Positive Psychology**

This course will explore an emerging approach in psychology which examines human strengths, positive psychological experiences, growth-enhancing individual traits and the characteristics of constructive groups and institutions. The most basic assumption that positive psychology urges is that human goodness and excellence are as authentic as disease, disorder, and distress. This approach will be contrasted to the "disease model" traditionally employed in understanding mind and behavior. Positive psychology proposes that positive institutions facilitate the development and manifestation of positive traits, which in turn facilitate positive subjective experiences.

**Credits:** 3

**Prerequisites:**

PSYC 101

**PSYC 420: Independent Study in Psychology**

Independent Study provides a student with the opportunity to study an area in greater depth than afforded by the existing curriculum. (offered as needed)

**Credits:** 1-3

**Prerequisites:**

Permission of the department chair and the endorsement of the instructor

**PSYC 425: Psychology and the Arts**

This course examines various psychological themes and the application in various literary genres. This is a course designed for advanced students. (spring)

**Credits:** 3

**Prerequisites:**

Permission of the instructor

**PSYC 445: Research Practicum**

This course allows the student to work closely with a faculty member in designing and carrying out a research project of shared interest. This course is intended for students contemplating further study in academic psychology. (offered as needed)

**Credits:** 3

**Prerequisites:**

PSYC 309 and permission of the instructor

**PSYC 446: Research Practicum II**

This course allows students to further extend their understanding of the research process by working closely with a faculty member in carrying out a research project of shared interest. It is intended for students contemplating further study in academic psychology. (offered as needed)

**Credits:** 3

**PSYC 448: Field Practicum in Psychology**

This course provides the student with an opportunity to work in a professional setting observing and/or engaging in work related to the field of psychology. The student will spend a set number of hours at a site approved by the faculty mentor and, in addition, will attend regular on-campus meetings with the faculty mentor. (fall, spring)

**Credits:** 3

**Prerequisites:**

Junior or senior status, availability of daytime hours for working at the selected site, and approval of the field supervisor and faculty mentor

**PSYC 490: History and Systems of Psychology**

This course is a historical and conceptual survey of the key figures, ideas, methods, and philosophical underpinnings and scientific presuppositions of psychology. Emphasis will be given to modern psychological theories currently influencing psychology. The course will review a variety of concepts studied during the psychology major, and thus covers a wide range of psychological subfields.

**Credits:** 3

**Prerequisites:**

Senior status

**PSYC 505: Introduction to Counseling Psychology**

**Credits:** 3

**PSYC 507: Developmental Models of Personal Growth**

**Credits:** 3

**PSYC 510: Techniques of Counseling and Appraisal**

**Credits:** 3

## Religious Education

### The Online Institute for Religious Studies and Education Ministry (ONLINE)

#### The Mission of the Institute:

In the spirit of the New Evangelization and in accordance with the guidelines set by the United States Conference of Catholic Bishops, these dynamic programs focus on educating and evangelizing in today's world. The Online Institute offers a variety of education opportunities that address the academic and practical needs of those adults who hold or seek to hold leadership roles within a variety of roles within education ministry of the Catholic Church.

In the spirit of the New Evangelization, our programs:

- Prepare leaders to share the Gospel message for the New Evangelization in a technological world
- Provide a comprehensive exploration of core elements of Catholic faith and practice in the contemporary world
- Advocate for the Church's teaching on Peace and Social Justice
- Impart an understanding and appreciation of other religious traditions
- Create a vibrant online learning environment for the Catholic adult

#### General Information on the Programs:

The programs offered at the Institute of Religious Studies and Education Ministry here at Felician

College focus on building knowledge of the Word of God, as revealed by Jesus the Christ and expressed through the teachings of the Catholic Church. These programs provide models and support for our students as they prepare to share this knowledge with others in their ministerial settings.

The combination of theological and practical knowledge results in the formation of catechistically competent and skilled education ministers who can meet the religious education challenges of today's world. In accordance with the guidelines set forth by the U.S Conference of Catholic Bishops in the pastorals on Lay Ecclesial Ministry such as Co-Workers in the Vineyard of the Lord, our programs highlight religious education and catechesis across the life span. Thus the programs:

- Provide people, who have been called to the work of education ministry of the Church, with continued theological reflection and updating as they meet their faith formation needs and requirements
- Overcome the constraints of time and geography by offering computer mediated instruction
- Bring to Catholic education the perspectives and concerns of different cultures and special pastoral needs
- Contribute to evangelization and Catholic identity by helping adults with their own faith formation and relationship with the Church

Our degree programs are taught entirely online by Felician University Faculty who hold degrees in relevant fields, and are certified in online teaching/learning. All instructors act as mentors while creating an atmosphere of collaboration and interaction.

Felician University is committed to the education ministry of the Catholic Church. In keeping with the Franciscan spirit, we offer our degree programs at a 50% tuition discount to eligible persons who share their knowledge, gifts and talents in Catholic education ministry. This includes individuals such as parish catechetical leaders, diocesan catechetical personnel, pastoral associates, clergy, vowed religious, religious education teachers (K-12), youth ministers, volunteer catechists, RCIA coordinators, youth and adult ministers and other qualified persons.

## Accredited by:

The Middle States Association of Colleges and Schools

## The Online Institute for Religious Studies and Education Ministry Undergraduate Completion Degree in Social Behavior and Sciences Focus in Religious Studies

All courses in this undergraduate completion degree are taught entirely online by Felician University Faculty who hold degrees in relevant fields and are certified in online teaching/learning. All instructors act as mentors while creating an atmosphere of collaboration and interaction.

### Undergraduate Completion Degree

Adults who seek to hold a leadership role and who wish to pursue academic study in the ministry of education may do so through Felician University by earning a Bachelor's Degree in Social Behavior and Sciences with a focus in Religious Studies **(applicants are required to have the minimum of an Associate's Degree 60 credits).**

Each fully online course runs for 15 weeks with the exception of RELED 503, a graduate level course which is 12 weeks in duration.

Religious Studies Course Descriptions can be found in this Catalog.

### Requirements for Admission:

- Students must hold an Associate's Degree (60 credits) from an accredited institution
- A completed application for admission
- Official transcripts from previously attended post-secondary institutions
- A letter of recommendation
- A personal statement
- Completed ministerial discount form
- A verification of identification in the form of either a:
  - Notarized copy of a valid passport (photo page with signature) or
  - Notarized copy of a valid government-issued photo (such as a driver's license)

**Type:** Bachelor of Arts

## SBS Core Requirements

Item #	Title	Credits
HIST 340	Aging in America	3
SOC 305	Global Problems and Perceptions of Capitalism	3
SOC 405	Living in American Society	3
PSYC 301	Educational Psychology	3
PSYC 380	Psychology of the Family	3
PSYC 409	Counseling Principles and Procedures	3
PSCI 402	The Developing World	3
RELS 410	Seminar in Religious Studies or3 Ministry	3

## Religious Studies Focus

In consultation with the program students choose 7 courses from the first 8 listed here.

\* **Required:** Religious Education Through the Scriptures (RELED 503) is a graduate course that serves as credit for both the undergraduate and graduate programs.

Item #	Title	Credits
RELS 301	Comparative World Religions	3
RELS 303	Religion and Psychology	3
RELS 306	Peace, Justice and Contemporary Social Issues	3
RELS 307	Jesus: Journey Toward a Multi-Cultural and Artistic Vision	3
RELS 316	Spirituality, Meditation and Mysticism	3
RELS 320	The Foundations of Theology	3
RELS 404	A Walk with Francis and Friends	3
RELS 405	God, Suffering, and Evil	3
RELED 503	Religious Education Through the Scriptures	3

## Electives

\* Chosen from any Arts and Sciences Courses in consultation with the program advisor.

Item #	Title	Credits
	Art and Science Elective	3
	Art and Science Elective	3
	Art and Science Elective	3
	Art and Science Elective	3
	<b>Total credits:</b>	<b>60</b>

## Graduate Certificate in Religious Education

The Graduate Certificate in Religious Education provides new career and service opportunities to students. The graduate certificate offers deepened knowledge and explores practical methods for translating this knowledge into meaningful content in an education ministerial context. Students who wish to continue their education can easily transition into our Master of Arts in Religious Education.

## Program Objectives

The Degree and Certificate Programs will enable students to:

1. Employ the principles and methods proper for scholarly research in graduate theological and ministerial studies.
2. Integrate biblical, theological, and liturgical studies with Religious Education/Faith Formation ministry.
3. Examine Church History and the history of Religious Education as it informs Religious Education/Faith Formation Practice.
4. Research the Religious Education/Faith Formation needs of culturally diverse communities.
5. Incorporate the principles of sound pedagogy and the human sciences into Religious Education/Faith Formation endeavors.
6. Investigate the role of Religious Education/Faith Formation in a time of increasing ecumenical and inter-religious family and community life.
7. Prepare leaders to meet the challenges of Religious Education/Faith Formation ministry in the Twenty-First Century.

## Admission Requirements:

1. A bachelor's degree from an accredited college or university.
2. Six undergraduate credits in theology or religious studies from a Catholic College. Equivalencies, such as diocesan certification, will be considered on a case by case basis. Years of experience in religious education ministry or having a master's degree in a research/writing project, if indicated, may be substituted at the discretion of the Executive Director.

3. Students with a baccalaureate degree that is without theology/religious studies credits may, upon the approval of the Director, participate in an online reading, research, and writing series.
4. An interview by phone or in person with the Program Director. Appointments will be at the mutual convenience of the Director and the applicant.
5. Successful completion by all applicants of a reading/writing assignment to demonstrate required abilities in comprehension, research and writing skills for graduate study.
6. A letter of recommendation from a pastor, parish catechetical leader, principal, or diocesan administrator attesting to the applicant's ability to pursue graduate studies in religious education/faith formation ministry.
7. A verification of identification in the form of either a:
  - Notarized copy of a valid passport (photo page with signature) or
  - Notarized copy of a valid government-issued photo (such as a driver's license)

### Transfer Policy:

Up to nine graduate credits may be transferred provided they are from an accredited Catholic College or university, a grade of "B" or higher was earned, and the content is similar to MARE Program core courses as determined by the program administrator. Transfer credit cannot be applied to the Graduate or Post-Masters Certificate Programs.

### Ministerial Discount:

A ministerial discount of up to 50% is available to qualified persons in both professional and volunteer ministry. A completed application signed by a pastor, principal, or diocesan administrator must be sent directly to the Graduate Admissions Office.

### Graduate Religious Education Graduation and Retention Policy:

- A grade of B or higher is required in all courses. Failure to do so results in dismissal from the program.
- A 3.0 Quality Point Index (GPA) is required throughout the program for retention and graduation
- Complete all 11 core courses for the Master's Degree

- Degree requirements must be completed in 5 years from the date of admission
- For the Graduate and Post-Masters Certificates complete six courses selected in consultation with the program administrator. One of the six courses must be RELED 506 The Psychology and Pedagogy of Religious Education.

**Type:** Graduate Certificate

## Select Six Courses including RELED 506

\* For the Graduate Certificate **complete six courses** selected in consultation with the program administrator.

\* One of the six courses must be **RELED 506 The Psychology and Pedagogy of Religious Education.**

Item #	Title	Credits
RELED 501	Leadership in Education Ministry	3
RELED 502	Sacramental Theology for the Religious Educator	3
RELED 503	Religious Education Through the Scriptures	3
RELED 504	Educating for Social Justice	3
RELED 505	A Comprehensive Approach to Moral Education	3
RELED 506	The Psychology and Pedagogy of Religious Education	3
RELED 508	The History And Heritage of the Catholic Church	3
RELED 509	Theological Issues for the Religious Educator	3
RELED 510	Religious Education for a Spiritual Life	3
RELED 511	Religious Education for Ecumenism and Inter-Religious Dialogue	3
RELED 512	Education Ministry in a Technological World	3
<b>Total credits:</b>		<b>18</b>

## Master of Arts in Religious Education

Intellectual formation is a cornerstone in developing a lay ecclesial minister's understanding and

appreciation of the Catholic faith. The role of leaders in ministry is to explore current developments and the issues raised by them. The fully online Master of Arts in Religious Education Program prepares students to be well versed in the teachings of the Church, to realize the landscape of the contemporary Church, and to create life-giving catechetical/religious education experiences.

## Program Objectives

The Degree and Certificate Programs will enable students to:

1. Employ the principles and methods proper for scholarly research in graduate theological and ministerial studies.
2. Integrate biblical, theological, and liturgical studies with Religious Education/Faith Formation ministry.
3. Examine Church History and the history of Religious Education as it informs Religious Education/Faith Formation Practice.
4. Research the Religious Education/Faith Formation needs of culturally diverse communities.
5. Incorporate the principles of sound pedagogy and the human sciences into Religious Education/Faith Formation endeavors.
6. Investigate the role of Religious Education/Faith Formation in a time of increasing ecumenical and inter-religious family and community life.
7. Prepare leaders to meet the challenges of Religious Education/Faith Formation ministry in the Twenty-First Century.

## Admission Requirements:

1. A bachelor's degree from an accredited college or university.
2. Six undergraduate credits in theology or religious studies from a Catholic College. Equivalencies, such as diocesan certification, will be considered on a case by case basis. Years of experience in religious education ministry or having a master's degree in a research/writing project, if indicated, may be substituted at the discretion of the Executive Director.

3. Students with a baccalaureate degree that is without theology/religious studies credits may, upon the approval of the Director, participate in an online reading, research, and writing series.
4. An interview by phone or in person with the Program Director. Appointments will be at the mutual convenience of the Director and the applicant.
5. Successful completion by all applicants of a reading/writing assignment to demonstrate required abilities in comprehension, research and writing skills for graduate study.
6. A letter of recommendation from a pastor, parish catechetical leader, principal, or diocesan administrator attesting to the applicant's ability to pursue graduate studies in religious education/faith formation ministry.
7. A verification of identification in the form of either a:
  - Notarized copy of a valid passport (photo page with signature) or
  - Notarized copy of a valid government-issued photo (such as a driver's license)

## Transfer Policy:

Up to nine graduate credits may be transferred provided they are from an accredited Catholic College or university, a grade of "B" or higher was earned, and the content is similar to MARE Program core courses as determined by the program administrator. Transfer credit cannot be applied to the Graduate or Post-Masters Certificate Programs.

## Ministerial Discount:

A ministerial discount of up to 50% is available to qualified persons in both professional and volunteer ministry. A completed application signed by a pastor, principal, or diocesan administrator must be sent directly to the Graduate Admissions Office.

## Graduate Religious Education Graduation and Retention Policy:

- A grade of B or higher is required in all courses. Failure to do so results in dismissal from the program.
- A 3.0 Quality Point Index (GPA) is required throughout the program for retention and graduation
- Complete all 11 core courses for the Master's Degree

- Degree requirements must be completed in 5 years from the date of admission
- For the Graduate and Post-Masters Certificates complete six courses selected in consultation with the program administrator. One of the six courses must be RELE 506 The Psychology and Pedagogy of Religious Education.

**Type:** Master of Arts

## Required Core Courses

\* Complete all 11 core courses for the Master's Degree

Item #	Title	Credits
RELED 501	Leadership in Education Ministry	3
RELED 502	Sacramental Theology for the Religious Educator	3
RELED 503	Religious Education Through the Scriptures	3
RELED 504	Educating for Social Justice	3
RELED 505	A Comprehensive Approach to Moral Education	3
RELED 506	The Psychology and Pedagogy of Religious Education	3
RELED 508	The History And Heritage of the Catholic Church	3
RELED 509	Theological Issues for the Religious Educator	3
RELED 510	Religious Education for a Spiritual Life	3
RELED 511	Religious Education for Ecumenism and Inter-Religious Dialogue	3
RELED 512	Education Ministry in a Technological World	3
<b>Total credits:</b>		<b>33</b>

## Post Masters Certificate in Religious Education

This program is for students who already hold a graduate degree in theology or related field and are looking to expand their expertise in the area of catechesis/religious education.

## Program Objectives

The Degree and Certificate Programs will enable students to:

1. Employ the principles and methods proper for scholarly research in graduate theological and ministerial studies.
2. Integrate biblical, theological, and liturgical studies with Religious Education/Faith Formation ministry.
3. Examine Church History and the history of Religious Education as it informs Religious Education/Faith Formation Practice.
4. Research the Religious Education/Faith Formation needs of culturally diverse communities.
5. Incorporate the principles of sound pedagogy and the human sciences into Religious Education/Faith Formation endeavors.
6. Investigate the role of Religious Education/Faith Formation in a time of increasing ecumenical and inter-religious family and community life.
7. Prepare leaders to meet the challenges of Religious Education/Faith Formation ministry in the Twenty-First Century.

## Admission Requirements:

1. A bachelor's degree from an accredited college or university.
2. Six undergraduate credits in theology or religious studies from a Catholic College. Equivalencies, such as diocesan certification, will be considered on a case by case basis. Years of experience in religious education ministry or having a master's degree in a research/writing project, if indicated, may be substituted at the discretion of the Executive Director.
3. Students with a baccalaureate degree that is without theology/religious studies credits may, upon the approval of the Director, participate in an online reading, research, and writing series.
4. An interview by phone or in person with the Program Director. Appointments will be at the mutual convenience of the Director and the applicant.
5. Successful completion by all applicants of a reading/writing assignment to demonstrate required abilities in comprehension, research and writing skills for graduate study.

6. A letter of recommendation from a pastor, parish catechetical leader, principal, or diocesan administrator attesting to the applicant's ability to pursue graduate studies in religious education/faith formation ministry.
7. A verification of identification in the form of either a:
  - Notarized copy of a valid passport (photo page with signature) or
  - Notarized copy of a valid government-issued photo (such as a driver's license)

### Transfer Policy:

Up to nine graduate credits may be transferred provided they are from an accredited Catholic College or university, a grade of "B" or higher was earned, and the content is similar to MARE Program core courses as determined by the program administrator. Transfer credit cannot be applied to the Graduate or Post-Masters Certificate Programs.

### Ministerial Discount:

A ministerial discount of up to 50% is available to qualified persons in both professional and volunteer ministry. A completed application signed by a pastor, principal, or diocesan administrator must be sent directly to the Graduate Admissions Office.

### Graduate Religious Education Graduation and Retention Policy:

- A grade of B or higher is required in all courses. Failure to do so results in dismissal from the program.
- A 3.0 Quality Point Index (GPA) is required throughout the program for retention and graduation
- Complete all 11 core courses for the Master's Degree
- Degree requirements must be completed in 5 years from the date of admission
- For the Graduate and Post-Masters Certificates complete six courses selected in consultation with the program administrator. One of the six courses must be RELED 506 The Psychology and Pedagogy of Religious Education.

**Type:** Post-Master's Certificate

## Select Eight Courses including RELED 506

\* For the Post-Masters Certificate **complete eight courses** selected in consultation with the program administrator.

\* One of the eight courses must be **RELED 506 The Psychology and Pedagogy of Religious Education.**

Item #	Title	Credits
RELED 501	Leadership in Education Ministry	3
RELED 502	Sacramental Theology for the Religious Educator	3
RELED 503	Religious Education Through the Scriptures	3
RELED 504	Educating for Social Justice	3
RELED 505	A Comprehensive Approach to Moral Education	3
RELED 506	The Psychology and Pedagogy of Religious Education	3
RELED 508	The History And Heritage of the Catholic Church	3
RELED 509	Theological Issues for the Religious Educator	3
RELED 510	Religious Education for a Spiritual Life	3
RELED 511	Religious Education for Ecumenism and Inter-Religious Dialogue	3
RELED 512	Education Ministry in a Technological World	3
<b>Total credits:</b>		<b>24</b>

## Religious Education Course Descriptions

### RELED 501: Leadership in Education Ministry

Recognizing specific competencies for lay ministry, the document, Co-Workers in the Vineyards of the Lord, determines the necessity for lay ecclesial ministers to be cultivated in leadership qualities. Through the facilitation of a variety of faculty, this course will allow the educational minister to study leadership qualities based on the example of Jesus the Christ in order that they may inspire and enable others to fulfill their baptismal calling.

**Credits:** 3



**RELED 502: Sacramental Theology for the Religious Educator**

The focus of this course will be sacramental preparation and meaningful rituals based on biblical, theological, and liturgical foundations. Attention will be given to the Rite of Christian Initiation for Adults (RCIA) as a core perspective for community, conversion and growth.

**Credits:** 3

**RELED 503: Religious Education Through the Scriptures**

This course will analyze both the content and context of Biblical themes, images, and personalities as they apply to the life of a Christian. Strategies to teach and use the Bible in developmentally appropriate ways will be stressed.

**Credits:** 3

**RELED 504: Educating for Social Justice**

This course will examine the theme of social wisdom in the Church: arising from biblical insights, Church writings and various philosophies, and recent experiences of the People of God animating their faith in justice. Principles of Catholic Social Teaching and their application to contemporary issues will be analyzed. Students will be challenged to think globally but to act locally via the application of Catholic Social Teaching within the local church and parochial structures.

**Credits:** 3

**RELED 505: A Comprehensive Approach to Moral Education**

Course content will focus on essential elements, distinct methodologies and overall purpose of morality to the life of a Christian. Included will be ethical models, conscience formation, the role of Scripture and the nature of Church norms. A focus will be on religious methods that help shape a moral life.

**Credits:** 3

**RELED 506: The Psychology and Pedagogy of Religious Education**

This course will investigate the psychological, philosophical and historical constructs involved in religious education/faith formation. Specifically, current research in educational and developmental psychology will be introduced to help create optimal and developmentally appropriate religious education/faith formation learning environments across the life span.

**Credits:** 3

**RELED 508: The History And Heritage of the Catholic Church**

Through a historical study of the Church, Religious Educators will have a context in which to explore the theological, devotional, sociological and political aspects of the Catholic tradition. In addition, an understanding of the heritage of the Catholic Church enables the religious educator to participate more intelligently within the life and ministry of the Church.

**Credits:** 3

**RELED 509: Theological Issues for the Religious Educator**

A study of critical theological issues such as faith, creation, redemption, resurrection, sin, grace, eschatology and the doctrine of God and the Trinity, will be examined through the lens of the Creed, other Church documents, and theologians. Approaches to teaching these foundational articles of faith will be investigated.

**Credits:** 3

**RELED 510: Religious Education for a Spiritual Life**

This course will explore the history, nature, theological and scriptural foundations of spirituality though out the history of the Church. Students will analyze how Religious Educators can inspire, support, and guide spiritual formation in ways that meet individual and community needs.

**Credits:** 3

### **RELED 511: Religious Education for Ecumenism and Inter-Religious Dialogue**

This course will study the history and theology of ecumenism and inter-religious dialogue in the Catholic Church. In response to trends such as religious pluralism and inter-faith marriages, Religious Education programs that promote respect, understanding and focus on common values will be explored. course, the student will incorporate research, application, and material from all previous courses. The student will create projects that demonstrate competence using technology to enhance and enrich education ministry culminating in scholarly project presentation.

**Credits:** 3

#### **Prerequisites:**

Completion of all required MARE courses or permission of the Executive Director of MARE

### **RELED 512: Education Ministry in a Technological World**

**Credits:** 3

### **RELED 520: Integrated Project or Thesis**

**Credits:** 3

## **Religious Studies**

The mission of the Religious Studies Department is to provide students with the opportunity to explore the universal dimensions of faith and religion and to study the Catholic Faith as a relevant world view within contemporary society. At the same time, students of other faiths and traditions are welcomed and encouraged to participate in an atmosphere of courtesy and respect for the traditions they represent.

This corresponds to the overall mission of the College : "to address the needs of students by providing a full complement of academic experiences along with a unique development and support system that brings students to their highest potential and fosters a love for learning, self-knowledge, and service to others and to God in the Felician/Franciscan tradition" : and integrates the teachings of the Catholic Church with the lived experience of the people.

It is the goal of the Religious Studies Department that those who experience its courses will be able to:

- understand and articulate the religious beliefs, practices, and value systems of the Catholic tradition within an interfaith framework;
- utilize the insights of theological and relevant scientific and humanistic disciplines in addressing religious issues and investigating the beliefs and practices of other religions of the world
- to critique contemporary moral and ethical positions in order to make educated moral and ethical decisions rooted in our Catholic Franciscan values.

Students interested in Religious Studies may opt for a Religious Studies Focus within the Humanities Interdisciplinary Studies Major. (See Humanities Program)

All students must have completed ENG 002 with a grade of "C" or better, or passed the Basic Skills English Test before enrolling in Religious Studies courses.

100 and 200 level Religious Studies courses are open to all students. ALL 300 and 400 level courses are open to Juniors or Seniors who have completed their 100/200 level requirement and 60 credits, or to those students who have prior permission from the instructor.

### **The Online Institute for Religious Studies and Education Ministry Undergraduate Completion Degree in Social Behavior and Sciences Focus in Religious Studies**

All courses in this undergraduate completion degree are taught entirely online by Felician University Faculty who hold degrees in relevant fields and are certified in online teaching/learning. All instructors act as mentors while creating an atmosphere of collaboration and interaction.

#### **Undergraduate Completion Degree**

Adults who seek to hold a leadership role and who wish to pursue academic study in the ministry of education may do so through Felician University by earning a Bachelor's Degree in Social Behavior and Sciences with a focus in Religious Studies **(applicants are required to have the minimum of an Associate's Degree 60 credits).**

Each fully online course runs for 15 weeks with the exception of RELED 503, a graduate level course which is 12 weeks in duration.

Religious Studies Course Descriptions can be found in this Catalog.

### Requirements for Admission:

- Students must hold an Associate’s Degree (60 credits) from an accredited institution
- A completed application for admission
- Official transcripts from previously attended post-secondary institutions
- A letter of recommendation
- A personal statement
- Completed ministerial discount form
- A verification of identification in the form of either a:
  - Notarized copy of a valid passport (photo page with signature) or
  - Notarized copy of a valid government-issued photo (such as a driver’s license)

**Type:** Bachelor of Arts

### SBS Core Requirements

Item #	Title	Credits
HIST 340	Aging in America	3
SOC 305	Global Problems and Perceptions of Capitalism	3
SOC 405	Living in American Society	3
PSYC 301	Educational Psychology	3
PSYC 380	Psychology of the Family	3
PSYC 409	Counseling Principles and Procedures	3
PSCI 402	The Developing World	3
RELS 410	Seminar in Religious Studies or 3 Ministry	3

### Religious Studies Focus

In consultation with the program students choose 7 courses from the first 8 listed here.

\* **Required:** Religious Education Through the Scriptures (RELED 503) is a graduate course that serves as credit for both the undergraduate and graduate programs.

Item #	Title	Credits
RELS 301	Comparative World Religions	3
RELS 303	Religion and Psychology	3
RELS 306	Peace, Justice and Contemporary Social Issues	3
RELS 307	Jesus: Journey Toward a Multi-Cultural and Artistic Vision	3
RELS 316	Spirituality, Meditation and Mysticism	3
RELS 320	The Foundations of Theology	3
RELS 404	A Walk with Francis and Friends	3
RELS 405	God, Suffering, and Evil	3
RELED 503	Religious Education Through the Scriptures	3

### Electives

\* Chosen from any Arts and Sciences Courses in consultation with the program advisor.

Item #	Title	Credits
	Art and Science Elective	3
	Art and Science Elective	3
	Art and Science Elective	3
	Art and Science Elective	3
<b>Total credits:</b>		<b>60</b>

### Religious Studies Minor

The minor in Religious Studies consists of 15 credits (above and beyond the two GECC Area I courses), including at least two courses on the lower (100/200) level and two course on the upper (300/400) level.

**Type:** Minor

## Religious Studies GECC Requirements

Item #	Title	Credits
	GECC I Faith & Reason 100/2003 Elective	
	GECC I Faith & Reason 300/4003 Elective	

## Required Courses

Item #	Title	Credits
	Religious Studies Elective	3
	RELS 100/200 Level	3
	RELS 100/200 Level	3
	RELS 300/400 Level	3
	RELS 300/400 Level	3
	<b>Total credits:</b>	<b>15</b>

## Religious Studies Certificate

Successful completion of the Religious Studies Certificate program will enable students to:

- Apply their certificate (24 credits) toward the completion of a Bachelor's degree in Humanities (Religious Studies track).
- Fulfill the prerequisites in Religious Studies for entrance into graduate programs and, in particular, for entrance into the Felician University Master of Arts in Religious Education program.
- Work in the areas of:
  - Parish Catechetical Ministry
  - Parish Pastoral Ministry
  - Youth Ministry

## Requirements for Admission

- Students must hold a secondary school diploma or equivalent.
- Students register through the designated Religious Studies Certificate advisor.
- Religious Studies/Theology credits from other institutions will be evaluated for acceptance upon application.

**Type:** Technical Certificate of Credit

## Required Courses

A grade of "C" or better is required in the courses listed below:

Item #	Title	Credits
RELS 102	Introduction to the First Testament	3
RELS 103	Introduction to the Second Testament	3
RELS 105	Exploring Contemporary Moral Issues	3
RELS 204	Christian Sacraments: Signs for Our Times	3
RELS 301	Comparative World Religions	3
RELS 303	Religion and Psychology	3
RELS 306	Peace, Justice and Contemporary Social Issues	3
RELS 307	Jesus: Journey Toward a Multi-Cultural and Artistic Vision	3
	<b>Total credits:</b>	<b>24</b>

## Religious Studies Course Descriptions

### RELS 101: Introduction to Catholic Theology and the Catholic Tradition

This course is an overview of the doctrines, rituals and traditions of the Catholic Church. It will focus on the evolution of the Catholic Church's biblical, patristic, historical, liturgical, and theological heritage. (For students enrolled in ENG 001 or 002 only.)

**Credits:** 3

### RELS 102: Introduction to the First Testament

This course is an introduction to the study of the Hebrew Scriptures as a record of God's dealings with the people of Israel. Through the study of historical, literary, and theological elements of the biblical text, students will enrich their understanding of individual books and the way in which the First Testament came to be written. The course combines the latest scholarship with sensitivity to religious issues.

**Credits:** 3

**RELS 103: Introduction to the Second Testament**

This course is an introduction to the study of the Christian Scriptures. It will familiarize the student with the general content of the Second Testament. It traces the origin of these writings in the early Christian community and shows the relevance of the Good News for our own times.

**Credits:** 3

**RELS 104: Introduction to Basic Themes in Theology**

Making use of a wide variety of selections from theologians and spiritual writers, students will be introduced to major themes in theology. These themes will include Revelation and Faith, the existence and experience of God, conversion, the Trinity, the meaning and message of Jesus, the role of the Church, fundamentals of Christian ethics and the Christian view of suffering and death. (Not open to students who have taken RELS 101.)

**Credits:** 3

**RELS 105: Exploring Contemporary Moral Issues**

This course deals with fundamental principles of Christian moral teaching as developed from Scripture, the tradition of the Church, and human experience. It explores selected moral issues, such as formation of conscience, personal freedom and law, suicide, euthanasia, and abortion.

**Credits:** 3

**RELS 204: Christian Sacraments: Signs for Our Times**

This course will investigate in what context Jesus began, and his followers continue, to celebrate rituals called sacraments. Included will be the origin, historical developments and underlying theologies of each of the seven sacraments.

**Credits:** 3

**RELS 205: Varieties of Religious Experience**

This course is an exploration of how people first came to believe in a supernatural power and the different ways in which groups have expressed this belief throughout history. The symbols and rituals associated with primitive forms of religion will be contrasted with those of more developed systems. Whenever applicable, comparisons will be made to Roman Catholicism. Also included will be an analysis of how religion affects one's life, an overview of how science has attacked traditional religion and how religion has responded, and a study of the resemblance between popular "religious" beliefs (e.g., astrology and fortunetelling) and archaic religions.

**Credits:** 3

**RELS 250: Special Topics in Religious Studies**

As announced, directed towards Freshmen and Sophomores.

**Credits:** 3

**RELS 301: Comparative World Religions**

The aim of this course is to learn about the religious diversity of the world and to develop attitudes of understanding and respect for the beliefs and practices of others. Special attention will be given to the relationship between Roman Catholicism and the other major world religions.

**Credits:** 3

**RELS 302: Christian Marriage in a Contemporary World**

This course will explore the Roman Catholic vision of marriage as a journey of two equal partners. Included will be the Christian view of mutuality, spousal responsibilities, marital love and sexuality, the evolution of sacramental marriage through the ages.

**Credits:** 3

**RELS 303: Religion and Psychology**

This course explains the religious dimensions of life as essential components of psychological health. Topics will include human, religious, moral, and spiritual development, images of God, religious experience, and theological assumptions about key life issues.

**Credits:** 3

**RELS 305: The Holocaust: History and Theology**

This course is designed to investigate the Nazi era and the Holocaust as prime examples of racial prejudice. The history is viewed from a variety of perspectives with an emphasis on theological implications. Questions considered will include how religious ideas produced justification for and complicity with Nazi policies, how religion helped some victims cope, and the impact of post-Holocaust theology on Jewish and Christian religious understanding and tradition.

**Credits:** 3

**RELS 306: Peace, Justice and Contemporary Social Issues**

This course critically examines areas of personal life, relationships and social conditions that cause alienation, egocentrism, violence and oppression. Themes include the importance of meaningful communication, the responsible exercise of freedom, the social and political dimensions of faith, nonviolent alternatives to conflict and global perspectives on current issues.

**Credits:** 3

**RELS 307: Jesus: Journey Toward a Multi-Cultural and Artistic Vision**

This course is an up to date scriptural investigation of the Jesus of History and the Christ of Faith. It will examine the Jewish socioreligious background of the Jesus Tradition and the development of different understandings of the Christ as expressed in Catholic tradition.

**Credits:** 3

**RELS 308: The Franciscan Tradition**

This course will examine the life, times, and values of Francis and Clare of Assisi. It will explore the historical expression of Franciscan values as well as their usefulness in interpreting and challenging contemporary society.

**Credits:** 3

**RELS 310: Moral and Spiritual Dimensions of Healthcare**

Viewing healthcare as a means of sharing in the healing work of God, students will explore the dignity and destiny of the human person in light of illness and suffering. This will include the meaning of "person," concerns for justice in the medical profession, obligations to the poor, material and formal cooperation regarding medical procedures, issues at the beginning and end of life, the role of conscience and the place of natural law. The dignity of the health profession in Catholic teaching, the spiritual aids available to those who are ill and the Christian understanding of sickness, suffering and death will be explored. This course is required for all Healthcare majors.

**Credits:** 3

**RELS 316: Spirituality, Meditation and Mysticism**

This is an exploration of the themes of prayer, reflection and meditation in the life of a Christian. Drawing on Scripture as well as practices of both Eastern and Western traditions, students are introduced to various forms of prayer.

**Credits:** 3

**RELS 320: The Foundations of Theology**

**Credits:** 3

**RELS 350: Special Topics in Religious Studies**

As announced, directed towards Juniors and Seniors.

**Credits:** 3

**RELS 396: Religion in the United States: Stories of Faith, Diversity and Community**

This course explores the broad landscape of religion in America, focusing on the diverse religious traditions that make up the tapestry of religious life in the United States. While special attention will be paid to the narrative of the Catholic Church in the United States, contributions made by the diverse religious traditions to the social, cultural and religious dimensions of life in the United States will also be examined. Topics include: religious and cultural diversity, pluralism, fundamentalism, ecumenism, education, interreligious dialogue and current issues in American religion. This course is conducted as a seminar.

**Credits:** 3

**RELS 400: The Franciscan Vision: Self, Service, and Society**

Relying on the American heritage of concern for the rights and dignity of the individual, coupled with the Franciscan belief in the transcendent value and communal understanding of the person, this course fosters a sense of service informed by these traditions. This course also aims to deepen civic responsibility and an understanding of the Franciscan tradition while empowering students through direct involvement with a wide array of persons. Students meet in a seminar setting to share their respective off-campus service experiences in light of assigned readings and keep journals reflecting upon their service work in dialogue with course content. Each student will serve a minimum of 20 hours in approved direct service over the course of the semester.

**Credits:** 3

**RELS 401: Death, Dying, and Religion**

This course is an investigation into various aspects of the process and reality of human death including such major ones as the psychology of dying and bereavement; types of death; cultural attitudes toward death, especially as manifested in funeral customs of various societies; concepts and evidence for an afterlife; etc. There shall be a focus on how these aspects relate to and are understood within the major religious traditions of both East and West, with special attention to the Roman Catholic tradition.

**Credits:** 3

**RELS 402: Planet Auschwitz**

During the Shoa, human beings were faced with moral dilemmas for which no one could prepare. The decisions forced upon them required immediate action and often impossible choices. Using case studies, primary sources, Responsa Literature, diaries and film, this course examines the actions of victims, perpetrators, rescuers, and bystanders in the context of the Nazi persecution.

**Credits:** 3

**RELS 403: God: Mystery and Problem**

Making use of both classical and contemporary theology this course looks at the question of the existence of God, the Trinitarian understanding of God, issues of God and suffering (theodicy) and the doctrine of God in light of religious pluralism. It will explore the themes of theism and atheism, the history and relevance of the doctrine of the Trinity, the attempts to "justify" God in light of evil and suffering and the recent dialogues between Christianity and other religious traditions on the understanding of God.

**Credits:** 3

**RELS 404: A Walk with Francis and Friends**

This course invites students to journey with St. Francis of Assisi and some of the men and women who chose to join him on the Franciscan journey. Course participants will engage in a conversation with St. Francis of Assisi by examining own his writings and those of his biographers. Students will be introduced to other Franciscan women and men whose lives have given shape to the Gospel vision of peace and justice that St. Francis had for all of creation. As a Study Abroad course, students will be given the option of participating in the AFCU Pilgrimage for College and University Students at the conclusion of the fall semester.

**Credits:** 3

**RELS 405: God, Suffering, and Evil**

This course is an exploration of the theological problem raised by the experience of evil. It will consider the question of how an omnipotent and just God can allow suffering to exist in the world. Beginning with the experience of human suffering, the course will examine how the biblical traditions deal with the suffering of the innocent. Consideration will be given to contemporary problems of war, genocide, and social injustice.

**Credits:** 3

**RELS 408: Genocide: Past, Present, and Future**

The course examines the definition of genocide in its religious, legal and historical understanding. It will also investigate the nature of genocide including its origins, history, causes, global dimensions, and the ways in which religious beliefs influence attitudes and understandings.

**Credits:** 3

### **RELS 410: Seminar in Religious Studies or Ministry**

This course is for Religious Studies majors who have completed all other requirements. The student will pursue individual research based on a chosen area of ministerial or theological interest. The presentation of a research paper is required at the end of the semester.

**Credits:** 3

### **RELS 420: Independent Study**

This course is designed for upper-division Religious Studies majors who wish to pursue an area related to their theological or ministerial focus. (spring and fall as needed)

**Credits:** 3

#### **Prerequisites:**

Permission of Associate Dean of Humanities and 3.00 cumulative GPA or better; or permission of instructor.

### **RELS 452: Internship in Religious Studies**

This course offers religious studies majors the opportunity to work in the field of religious studies for a minimum of 120 hours during the semester. Students must complete all paperwork to register for the Internship at least one semester before; students will meet with the Career Center and complete the application that will be sent to their advisor and site supervisor. This application will then be filed in the Career Center. Students must register for the class with the Registrar as well. They will be required to write a paper that is relevant to the Internship and maintain a journal that reflects their experience; the site supervisor will complete an evaluation form on their performance. This is a Pass/Fail course.

**Credits:** 3

### **RELS 503: Religious Education Through the Scriptures**

**Credits:** 3

## **Social and Behavioral Sciences**

### **B.A. in Social and Behavioral Sciences**

The Social and Behavioral Science major is an interdisciplinary course of study that engages

students at the intersection of social and human behavior. Students majoring in SBS have the opportunity to draw from a broad range of disciplines in their pursuit of knowledge. Focus areas for this degree include: Sociology, Psychology, Political Science, History and Criminal Justice. Students also have the opportunity to choose free electives from various disciplines within Arts & Sciences and the School of Business. Modern social theory and methodology inform the major as students hone their skills for graduate level education and careers in social work, law, research, government or community based institutions or organizations. Competency and achievement are accompanied by Franciscan values and their application to the student's professional and personal life.

### **LEARNING OUTCOMES:**

Students successfully completing the Social and Behavioral Science degree with a Sociology focus area will:

- Understand the methodologies of sociological investigation
- Analyze contemporary society using sociological principles and theories
- Evaluate issues related to race, class, ethnicity, gender and justice within various societies

**Type:** Bachelor of Arts

### **SBS Core**

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
CRIM 110	Criminal Justice I	3
	HIST 102 or 201	3
PSCI 102	American Government	3
PSYC 101	Introduction to Psychology	3
SOC 101	Principles of Sociology	3

### **Focus Area**

Students choose a 4 course Focus Area in consultation with a faculty advisor. Course choices are made based upon the student's designated focus within the Social and Behavioral Sciences.

Possible Focus Areas seen below:



## Sociology Focus

For this option, complete any four courses from the following:

Item #	Title	Credits
SOC 104	The Sociology of Race and Ethnicity	3
SOC 201	Sociological Theory	3
SOC 220	Social Stratification and Inequality in the United States	3
SOC 301	Marriage and the Family	3
SOC 305	Global Problems and Perceptions of Capitalism	3
SOC 310	Social Change	3
SOC 405	Living in American Society	3
SOC 407	The Dynamics of Urban Society	3
SOC 452	Career Internship in Sociology	3

## Political Science Focus

For this option, complete any four courses from the following:

Item #	Title	Credits
PSCI 205	The Legislative Process and Electoral Politics	3
PSCI 290	The American Presidency	3
PSCI 291	The Judicial System and Constitutional Law	3
PSCI/PHIL 305	History of Ancient Political Thought	3
PSCI/PHIL 306	RB51 History of Modern Political Thought	3
PSCI 402	The Developing World	3
SOC/PSCI 404	Living and Working Overseas	3
PSCI 452	Career Internship in Political Science	

## Interdisciplinary Focus Area

For this Focus Option, Students can choose a 4 Course Focus Area that includes courses from the range of Social and Behavioral Sciences in consultation with their academic advisor.

## Other Focus Options

Courses in Focus Areas in PSYC, CRIM, and HIST to be determined in consultation with a faculty advisor.

**Total credits:**

**120**

## Combined B.A. in SBS and M.A. in Counseling Psychology

A combined BA/MACP program is available to Social & Behavioral Sciences (SBS) majors who meet the admissions requirements listed below. This combined program is designed to facilitate the ongoing academic accomplishments of students who have achieved excellence in the SBS major. Acceptance into the program will allow up to 12 psychology credits to be "double-counted" toward both the B.A. in SBS and M.A. in Counseling Psychology. The student is awarded a Bachelor's degree upon completion of the bachelor's requirements.

The 12 graduate credits that are double-counted credits are only applicable to the Felician University Master's degree in Counseling Psychology course of studies after the student has been awarded the Bachelor's degree in SBS and matriculates into the MACP program at Felician. The designation of "graduate credits" will be canceled if the student withdraws from the Felician MACP program before completing the Master's degree. If this occurs, Felician will count those credits only toward the student's undergraduate degree.

Final admission status into the MACP is contingent upon formal approval by the MACP program director or MACP faculty admissions committee. Upon admission to this combined program, students should note that grades below a 'B' in graduate level courses will necessitate the retaking of that course. Courses may only be retaken once. Students will be limited to one graduate course per semester while still an undergraduate. Students may elect to take a course during the summer session.

## Admissions Requirements

Students may apply for admission into the combined BA/MACP program during the spring of sophomore year, or thereafter, provided the student has completed at least 60 undergraduate credits with a minimum 3.0 overall GPA (this minimum must also be maintained for the remainder of the undergraduate coursework).

Students applying for the combined BA/MACP program must:

- At a minimum have completed PSYC 101, PSYC 201 or 202 or 203, PSYC 250, and PSYC 311.
- Juniors must successfully complete PSYC 303 and PSYC 309.
- Submit two letters of recommendation from full time undergraduate faculty.
- Submit an APA style paper from any 200 level Psychology course.
- Personal interview with MACP program director or MACP faculty admissions committee.
- Submit a Personal Statement.
- Complete the Felician graduate application form.

Final approval for admission into the MACP program rests with the MACP faculty.

**Type:** Bachelor of Arts

## Combined MACP Courses

Complete one or two Psychology Graduate Level courses in consultation with your advisor.

Item #	Title	Credits
PSYC 505	Introduction to Counseling Psychology	3
PSYC 507	Developmental Models of Personal Growth	3
PSYC 510	Techniques of Counseling and Appraisal	3
	Psychology 500 Graduate Level Elective	3
	Psychology 500 Graduate Level Elective	3
<b>Total credits:</b>		<b>120</b>

## The Online Institute for Religious Studies and Education Ministry Undergraduate Completion Degree in Social Behavior and Sciences Focus in Religious Studies

All courses in this undergraduate completion degree are taught entirely online by Felician University Faculty who hold degrees in relevant fields and are

certified in online teaching/learning. All instructors act as mentors while creating an atmosphere of collaboration and interaction.

## Undergraduate Completion Degree

Adults who seek to hold a leadership role and who wish to pursue academic study in the ministry of education may do so through Felician University by earning a Bachelor's Degree in Social Behavior and Sciences with a focus in Religious Studies **(applicants are required to have the minimum of an Associate's Degree 60 credits).**

Each fully online course runs for 15 weeks with the exception of RELED 503, a graduate level course which is 12 weeks in duration.

Religious Studies Course Descriptions can be found in this Catalog.

## Requirements for Admission:

- Students must hold an Associate's Degree (60 credits) from an accredited institution
- A completed application for admission
- Official transcripts from previously attended post-secondary institutions
- A letter of recommendation
- A personal statement
- Completed ministerial discount form
- A verification of identification in the form of either a:
  - Notarized copy of a valid passport (photo page with signature) or
  - Notarized copy of a valid government-issued photo (such as a driver's license)

**Type:** Bachelor of Arts

## SBS Core Requirements

Item #	Title	Credits
HIST 340	Aging in America	3
SOC 305	Global Problems and Perceptions of Capitalism	3
SOC 405	Living in American Society	3
PSYC 301	Educational Psychology	3
PSYC 380	Psychology of the Family	3
PSYC 409	Counseling Principles and Procedures	3
PSCI 402	The Developing World	3
RELS 410	Seminar in Religious Studies or Ministry	3

## Religious Studies Focus

In consultation with the program students choose 7 courses from the first 8 listed here.

\* **Required:** Religious Education Through the Scriptures (RELED 503) is a graduate course that serves as credit for both the undergraduate and graduate programs.

Item #	Title	Credits
RELS 301	Comparative World Religions	3
RELS 303	Religion and Psychology	3
RELS 306	Peace, Justice and Contemporary Social Issues	3
RELS 307	Jesus: Journey Toward a Multi-Cultural and Artistic Vision	3
RELS 316	Spirituality, Meditation and Mysticism	3
RELS 320	The Foundations of Theology	3
RELS 404	A Walk with Francis and Friends	3
RELS 405	God, Suffering, and Evil	3
RELED 503	Religious Education Through the Scriptures	3

## Electives

\* Chosen from any Arts and Sciences Courses in consultation with the program advisor.

Item #	Title	Credits
	Art and Science Elective	3
	Art and Science Elective	3
	Art and Science Elective	3
	Art and Science Elective	3
	<b>Total credits:</b>	<b>60</b>

## Social Sciences

### Gerontology

The Gerontology concentration focuses on acquiring the foundation and framework for understanding the aging processes. The goal is to explore aging within societies and to facilitate the continuing intellectual growth of the whole person. The emphasis is on a comprehensive integration of many disciplines.

Graduates with a gerontology concentration will be prepared to attend graduate school or apply the gerontology concentration to a variety of professions. With the continued growth in the number of older adults and the services for them, professionals from all disciplines will be seeking resource information concerning this population. This interdisciplinary program will provide a broad base of knowledge to be used in many professions.

**Type:** Minor

### Required Course

Item #	Title	Credits
SOC 452	Career Internship in Sociology	3

### Gerontology Electives

Complete five of the following courses, chosen in consultation with an advisor in the History/Social Sciences Department:

Item #	Title	Credits
ANTH 200	Anthropology of Aging	3
SOC 203	Aging: A Social Affair	3
HIST 340	Aging in America	3
NURS 245	Geriatrics and Health Care	3
PSYC 203	The Psychology of Adult Development and Aging	3
BIO 301	Biology of Aging	3
RELS 401	Death, Dying, and Religion	3
PSYC 377	Psychology of Health and Illness	3
	<b>Total credits:</b>	<b>18</b>

# Social Sciences Course

## Descriptions

### SS 305: EL Global Problems and Perspectives of Capitalism

**Credits:** 3

### SS 400: Research Methods in Social Sciences

This course will provide students with a broad understanding of discipline inquiry and analysis of methods and will focus on issues in social science research with an emphasis on sociology or history and the methodology of social science; logic and its application to specific methods; contemporary issues in social science research; and on the legal implications of sociological research for the student. (every fall)

**Credits:** 3

#### Prerequisites:

SOC 101; Junior or Senior status, or permission of instructor

## Sociology

Sociology is offered as a focus area for the Bachelor of Arts in Social and Behavioral Sciences.

### Minor in Women's Studies

The Women's Studies Minor is an inter-disciplinary minor for students interested in the field of Women's Studies. It offers choices from a number of courses focusing on women's roles, family, sex and gender, and women's contributions to society. The benefits of such a minor are a greater awareness of women's issues and the role of women in general. Students pursuing the Women's Studies minor may do so with any academic major.

#### Requirements:

Complete one course from each category, plus one more course from any category (a total of 15 credits):

**Type:** Minor

### Women's Issues

Item #	Title	Credits
PHIL 221	Philosophical Perspectives on Women	3

## Survey

Item #	Title	Credits
ART 361	Women in Art	3
ENG 385	Women in Literature	3
HIST 315	Women in History	3

## Family

Item #	Title	Credits
HIST 210	The Family in American History	3
PHIL 103	Applied Family Ethics	3
RELS 302	Christian Marriage in a Contemporary World	3
SOC 301	Marriage and the Family	3
CRIM/SOC 251	Family Violence /Domestic Abuse	3

## Sex and Gender

Item #	Title	Credits
PSYC 307	The Psychology of Sex and Gender	3
PSYC 403	The Psychology of Women	3
SOC 215	Sociology of Sex and Gender	3

## Elective in Women's Studies

\* Complete one additional course from any of the remaining options above.

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**Total credits:** 15

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# Sociology Course Descriptions

## **CRIM/SOC 250: Writing and Reading in Criminal Justice and Social Sciences**

This course is designed to help students become familiar with searching criminological and sociological literature, read journal articles in the social sciences and present ideas effectively in written form within the discipline. Students will also learn to make oral presentations of written work. By the end of this course, students will be able to demonstrate their ability to read journal articles in criminal justice, present ideas effectively in writing, use APA style, and do effective presentations. Inclass writing exercises, a critique of a research paper, a term paper, a presentation, and class participation will be used to assess achievement of these objectives.

**Credits:** 3

## **CRIM/SOC 251: Family Violence /Domestic Abuse**

This course is an introductory survey into the topic of abuse in families. It will include a synthesis and an assessment of the major theories regarding the different types of family/domestic abuse as well as an analysis of the causes, nature and types of abuse occurring in families. (every spring, or as needed)

**Credits:** 3

## **CRIM/SOC 312: Criminology**

An examination of the study of society's reaction to law-breaking behaviors, including the theories that explain the causes and outcomes of criminality, law making and crime prevention strategies. (every fall and spring as needed)

**Credits:** 3

### **Prerequisites:**

SOC 101; Junior or Senior status, or permission of instructor

## **CRIM/SOC 400: Senior Research I/Research Methods for the Social Sciences**

This course will provide students with a broad understanding of discipline inquiry and analysis of methods and will focus on issues in social science research with an emphasis on sociology or history and the methodology of social science; logic and its application to specific methods; contemporary issues in social science research; and on the legal implications of social scientific research for the student. (every fall)

**Credits:** 3

## **SOC/PSCI 404: Living and Working Overseas**

This course enables students to experience another culture through study of a selected country and culture and to explore, analyze and present issues of global significance from a non-Western perspective. In addition to these intellectual and experiential aspects of the course, students address several related issues, including the nature of traditional and modern societies; ethnocentrism and stereotyping; nationalism and interdependence; "culture shock" and "re-entry shock;" and intercultural sensitivity. (every summer)

**Credits:** 3

## **SOC 101: Principles of Sociology**

An introductory study of sociology with specific attention given to a systematic analysis of contemporary society. Topics include social organization, social groups, culture, group interaction, and status and change within the context of sociological explanations and orientations. (every semester)

**Credits:** 3

## **SOC 104: The Sociology of Race and Ethnicity**

An introductory course examining the experiences of racial and ethnic groups in American society. Emphasis will be placed on socialization, socioeconomic status, dominant/minority relations, ethnic/cultural diversity, and differential power accessibility. (every semester)

**Credits:** 3

**SOC 200: Cultural Diversity**

This course offers students an examination of at least five distinct world cultures (e.g., Namibian Kung People, Egyptian, Latin American, Asian, and/or European). The differences and similarities between these cultures, as well as between them and cultural groups living within the US, are highlighted.

**Credits:** 3

**SOC 201: Sociological Theory**

This course will introduce the students to diverse contemporary theories and interpretations of society such as Functionalism, Conflict Theory, Exchange Theory, Interactionism, Phenomenology and Ethnomethodology. Through readings and research, students will analyze and explain the dynamics of society within a theoretical framework. (every spring, or as needed)

**Credits:** 3

**Prerequisites:**

SOC 101

**SOC 203: Aging: A Social Affair**

An analysis of the social context of aging within a youth oriented society. Patterns of social habits and roles of individuals within their groups are studied in relation to a variety of problems such as economic factors, retirement, and interpersonal relationships with peers and children. (every fall, or as needed)

**Credits:** 3

**SOC 215: Sociology of Sex and Gender**

This course is an introduction to the sociology of sex and gender. It will include the sociocultural analysis of social structures, conditions and ideologies which guide, affect and change society's beliefs and attitudes about sex and gender. The major sociological theories will be analyzed vis-à-vis their application to specific substantive issues in the field of sex and gender. (every spring)

**Credits:** 3

**SOC 220: Social Stratification and Inequality in the United States**

This course will examine the stratification system in American society. Particular emphasis will be placed on the theories and patterns of inequality inclusive of class, race, and gender. Specific focus will be given to Educational, Family, Criminal, Judicial, and Political institutions

**Credits:** 3

**SOC 301: Marriage and the Family**

A critical analysis of the basic concepts of marriage and the family. Topics include the challenges, changes and problems faced by the modern family within the American system. (fall)

**Credits:** 3

**Prerequisites:**

Junior or Senior status, or permission of instructor

**SOC 303: Sociology of Deviance**

An examination of the conditions under which people conform to or deviate from social norms. Topics include an analysis of society's definition of deviance, society's reaction to and treatment of deviance, as well as probable consequences of deviance for both deviants and conformists. (every semester as needed)

**Credits:** 3

**Prerequisites:**

Junior or Senior status, or permission of instructor

**SOC 305: Global Problems and Perceptions of Capitalism**

This course will introduce students to the socio-cultural, historical and political analysis of the spread of capitalism, its consequences and interpretations among different cultures. Issues such as global poverty, ethnic conflicts, economic development, disease, environment and social protests will be examined within the context of global problems and the challenges leading to possible solutions. (every spring, or as needed)

**Credits:** 3

**Prerequisites:**

Junior or Senior status, or permission of instructor

**SOC 307: Sociology of Education**

A sociological study of education. Particular emphasis will be given to the underlying factors affecting student values and conceptions of the world as well as the relationships between schools and other institutions of society, the relationships among managers, teachers and "consumers" of education in school organizations, and the effect of the school social system and culture on learning. (every spring or as needed)

**Credits:** 3

**Prerequisites:**

Junior or Senior status, or permission of instructor

**SOC 310: Social Change**

Students will analyze the sociocultural forces that accelerate and control social change. Special attention will be given to the different theoretical perspectives of change as well as different models and patterns of change in American Society. The course will culminate with an examination of modernization and change from a global perspective. (every fall, or as needed)

**Credits:** 3

**Prerequisites:**

SOC 101 or permission of the instructor.

**SOC 315: Terrorism and Political Violence**

This course raises essential historical, philosophical, sociological and legal questions about the nature of political terrorism and political violence enacted against civilian populations by state and non-state agents. Students will study essential readings in the history of terrorism and consider media accounts of terrorism from multiple perspectives. (every fall, or as needed)

**Credits:** 3

**Prerequisites:**

SOC 101; Junior or Senior status, or permission of instructor

**SOC 320: Social Movements**

This course will examine the major theories that explain the origins, development and consequences of collective behavior and social movements. Selected American protest movements will be analyzed in terms of the complex ways in which they emerged to how they were institutionalized and subsequently altered the political, social and cultural patterns of American society. This course will primarily focus on labor protests, civil rights protests and some of the "new social movements" which included a focus on sexual behaviors and gender identity issues. (fall 2012)

**Credits:** 3

**Prerequisites:**

Junior or Senior status, or permission of instructor

**SOC 350: Advanced Special Topics in Sociology (as needed)****SOC 405: Living in American Society**

A critical analysis of contemporary American society focusing on major issues governing the lives of individuals such as culture, changing social values and norms, the role of major institutions such as religion, politics, and education in society. (every spring or as needed)

**Credits:** 3

**Prerequisites:**

SOC 101; Junior or Senior status, or permission of instructor

**SOC 407: The Dynamics of Urban Society**

A micro-sociological approach to issues of organization and disorganization in the existing urban environment, including local communities, towns, neighborhoods, suburbs, cities and metropolitan areas. Special attention is given to social "grass roots" movements in a changing social environment. (every fall or as needed)

**Credits:** 3

**Prerequisites:**

SOC 101; Junior or Senior status, or permission of instructor

**SOC 415: Senior Research II/Senior Seminar in Sociology**

Original research project by seniors majoring in Social Science with a concentration in Sociology using theory, statistics, and quantitative and qualitative data. Oral presentation of the research is the culmination of this course. (every fall and spring as needed)

**Credits:** 3

**Prerequisites:**

SOC 101, SOC 201, and SOC 304; Junior or Senior status, or permission of instructor

### **SOC 452: Career Internship in Sociology**

This course offers sociology majors the opportunity to work in the field of sociology for a minimum of 120 hours during the semester. Students must complete all paperwork to register for the Internship at least one semester before the semester of their internship; students will meet with the Career Center and complete the application that will be sent to their advisor and site supervisor. This application will then be filed in the Career Center. Students must register for the class with the Registrar as well. They will be required to write a paper that is relevant to the Internship and maintain a journal that reflects their experience; the site supervisor will complete an evaluation form on their performance. This is a Pass/Fail course. (as needed)

**Credits:** 3

#### **Prerequisites:**

Junior or senior status in the social and behavioral science major.

## Spanish

### **SPAN 101: Spanish Language and Culture I**

These courses introduce students to a communicative approach to the fundamentals of the Spanish language, with emphasis on listening comprehension, speaking, and cultural awareness, and designed to enable students to communicate in Spanish in everyday situations. This course embraces a global perspective by introducing students to the Spanish language, which is spoken in many areas of the world. It incorporates global perspectives into the study of language, dealing primarily with language and the communication necessary to identify cross-cultural issues, perspectives and contributions of Spanish speaking cultures

**Credits:** 3

### **SPAN 102: Spanish Language and Culture II**

These courses introduce students to a communicative approach to the fundamentals of the Spanish language, with emphasis on listening comprehension, speaking, and cultural awareness, and designed to enable students to communicate in Spanish in everyday situations. This course embraces a global perspective by introducing students to the Spanish language, which is spoken in many areas of the world. It incorporates global perspectives into the study of language, dealing primarily with language and the communication necessary to identify cross-cultural issues, perspectives and contributions of Spanish speaking cultures

**Credits:** 3

## Special Education

### **SPED 401: Supporting the Success of the Uniquely-Abled Learner**

**Credits:** 3

### **SPED 410: Universal Design and Assistive Technology**

**Credits:** 3

## University

### **UNIV 101: Dream**

#### **UNIV-101 Dream**

The 3-D Felician Experience-Dream Course is a series of 8 intensives, highly interactive, workshops plus 1 event designed to create an atmosphere of belonging and facilitate a smooth transition into Felician University life. In it, students begin to acquire the knowledge skills and aptitudes necessary to become a successful college student and persist to graduation. (1 credit)

**Credits:** 1



## UNIV 201: Dare

### UNIV-201 Dare

UNIV 201 Dare is the second course in the 3-D Felician Experience-Dream, Dare, Do sequence. UNIV201 Dare is a series of 8 intensive, highly interactive, workshops designed to help sophomore students persist with grit on their path to degree completion. It fulfills a Curricular Commons General Education requirement. (1 credit)

**Credits:** 1

**Prerequisites:**

UNIV 101

**UNIV 301: Do**

**Credits:** 1

**Prerequisites:**

UNIV 101

UNIV 201

## Visual Arts

The Art Program at Felician University produces artists with the skills, knowledge, and critical sensibility to effectively communicate ideas through individual forms of expression. Offering a variety of courses in Fine Art, Graphic Design, Photography and New Media, the Department's objective is to emphasize the teaching of technique in concert with the critical study of different historical forms of art production, providing a life-long reference of cultural understanding.

Graduates of the Art Program will be able to:

- Implement a variety of creative skills and techniques, as well as produce a range of forms and styles
- Critique works of art based on their survey knowledge of major historical examples and schools of thought
- Recognize trends in contemporary cultural thinking
- Understand the importance of the arts in society
- Assess their personal strengths and interests
- Create and present work suitable for exhibition and publication

- Integrate and synthesize their skills, techniques, knowledge, and experience into a powerful career strategy.

The Department of Art offers a four-year Bachelor of Arts (B.A.) with concentrations in Fine Arts, Graphic Design, Painting & Drawing, and Photography & New Media, as well as 18-credit minors and certificate programs. All studio classes are kept small, so that instructors can provide personalized attention to their students, working with them on a level appropriate for their abilities

As an Art major, you will have access to fully-equipped art studios, a traditional black-and-white darkroom, and a comprehensive graphics lab, as well as opportunities to show your work in our dedicated gallery space. There is also a unique Study Abroad program, which begins with preparatory classes on campus in the spring and concludes abroad in the summer.

Felician's proximity to New York City provides access to world-renowned museums and galleries, and numerous opportunities in the Arts. Graduates may pursue careers in studio art and illustration, graphic design, web design, photography, and art education; they may also consider pursuing a graduate degree.

## Bachelor of Arts in Art

Areas:

- Fine Arts
- Graphic Design
- Photography & New Media
- Painting & Drawing

**Type:** Bachelor of Arts

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<b>Total credits:</b>	<b>120</b>
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## Minor in Fine Arts

Complete 18 credits of Art courses selected from the Fine Arts offerings.

**Type:** Minor

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<b>Total credits:</b>	<b>18</b>
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## Minor in Graphic Design

**Type:** Minor

### Complete the following:

Item #	Title	Credits
ART 104	Introduction to Computer Graphics	3
ART 240	Introduction to Graphic Design	3
ART 246	Computer Graphics: Image	3
ART 247	Computer Graphics: Type	3
ART 248	Computer Graphics: Layout	3
ART 362	History of Graphic Design	3
<b>Total credits:</b>		<b>18</b>

## Minor in International Visual Studies

An intensive minor that provides students the opportunity to study abroad for an entire semester and experience the culture and history of a foreign country. Outstanding preparation for anyone considering a graduate degree.

**Type:** Minor

### Complete the following:

\* Art 452: A language requirement may apply.

Item #	Title	Credits
ART 275	SA International Visual Studies:3 Photography	
ART 249	SA International Visual Studies:3 Book Design	
ART 244	SA International Visual Studies:3 Web Design	
ART 367	SA International Visual Studies:3 Culture and History	
	ART 389 or ART 452	3
ART 301	Junior Seminar	3
<b>Total credits:</b>		<b>18</b>

## Minor in Painting and Drawing

Complete 18 credits of Art courses selected from painting and drawing offerings.

**Type:** Minor

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**Total credits:** 18

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## Minor in Photography & New Media

Complete 18 credits of Art courses selected from Photography & New Media offerings.

**Type:** Minor

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**Total credits:** 18

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## Certificate in Graphic Design

The Department of Art offers two 18-credit certificates: one in Graphic Design and one in Photography. These immersive learning experiences reflect the goals of the Department to produce artists who can effectively communicate ideas, as well as its objective of teaching technique in conjunction with the critical study of these fields.

The requirements for the Graphic Design and Photography Certificates are as follows:

- Register as a student in the Certificate program.
- Maintain a minimum grade of "C" in all courses.
- Complete all requirements within five years. Please note that credits from other institutions are not transferable.

The Certificate in Graphic Design provides students with the opportunity to upgrade their skills or prepare for a career in graphics, publishing, or printing. It is also excellent preparation for anyone considering the baccalaureate degree in Graphic Design, as well as those seeking admission to graduate programs in Graphic Design or related fields.

**Type:** Technical Certificate of Credit

## Required Courses

Item #	Title	Credits
ART 104	Introduction to Computer Graphics	3
ART 246	Computer Graphics: Image	3
ART 247	Computer Graphics: Type	3
ART 248	Computer Graphics: Layout	3
ART 301	Junior Seminar	3
ART 362	History of Graphic Design	3
<b>Total credits:</b>		<b>18</b>

## Certificate in Photography

The Department of Art offers two 18-credit certificates: one in Graphic Design and one in Photography. These immersive learning experiences reflect the goals of the Department to produce artists who can effectively communicate ideas, as well as its objective of teaching technique in conjunction with the critical study of these fields.

The requirements for the Graphic Design and Photography Certificates are as follows:

- Register as a student in the Certificate program.
- Maintain a minimum grade of "C" in all courses.
- Complete all requirements within five years. Please note that credits from other institutions are not transferable.

The Certificate in Photography provides students with hands-on experience in both traditional and digital photography, in addition to a solid grounding in the history of this contemporary art form. It is excellent preparation for anyone considering the baccalaureate degree in Photography and New Media, as well as those seeking admission to graduate programs in Photography or related fields.

**Type:** Technical Certificate of Credit

## Required Courses

Item #	Title	Credits
ART 273	Photography I	3
ART 274	Color and Digital Photography	3
ART 322	Photography II	3
ART 363	History of Photography	3

## Elective

Choose one of the following:

Item #	Title	Credits
ART 130	Illustrated Travel Journal	3
ART 245	Introduction to Web Design	3
ART 260	Film Video Art I	3

## Final Project

\* To be taken in the final semester of study

Item #	Title	Credits
ART 301	Junior Seminar	3
<b>Total credits:</b>		<b>18</b>

## Visual Arts Course Descriptions

### ART 101: Drawing and Composition

This course examines the fundamental elements of basic drawing: line, value, shape, proportional accuracy, and compositional design. These elements are discussed in relation to the representational rendering of visual reality. Experimental drawing techniques, working from photographs, and perspective will also be addressed. A broad range of art historical approaches to drawing will be explored. A trip to a New York museum is also planned.

**Credits:** 3

### ART 102: Design and Color

Students in this course will study the basic elements and principles of two-dimensional design through experimental projects that explore the dynamic interaction of visual form. This studio class provides a foundation for both fine arts and graphic design majors while also challenging the students' individual creativity. The students will learn the use of appropriate tools when making work. A field trip may also be organized for this class.

**Credits:** 3

**ART 103: Form, Space, and Time**

This foundation course considers art as a three-dimensional medium, an interaction of form and space that can also be time-based. Students will experiment with the physicality of art, evaluating different working methods as appropriate solutions to a variety of projects

**Credits:** 3

**ART 104: Introduction to Computer Graphics**

This course familiarizes students with the basic principles of visual communication using a digital structure. Students will become familiar with computer hardware and software as well as design principles. Projects that enhance basic skills will be assigned.

**Credits:** 3

**ART 130: Illustrated Travel Journal**

**Credits:** 3

**ART 151: Art History I: Paleolithic to Gothic**

This course will explore the history of art and architecture of the ancient and medieval worlds. Beginning with the Paleolithic period, this course will chronologically investigate the artistic creations of a diverse range of cultures from around the globe, including the art of the Ancient Near East, Ancient Egypt, Africa, and the Islamic world. Emphasizing the principle that the ideal way to experience art is to look at it in person, the class will take a museum trip during the semester.

**Credits:** 3

**ART 152: Art History II: Renaissance to Baroque**

This course provides a foundation for understanding the history of art and architecture from the Renaissance to the present. Beginning with the thirteenth century in Florence, this course will survey visual culture and artistic activity through the Italian Renaissance and conclude with the Baroque Period. In addition, this course will study a broad range of cultures from around the world. Since the ideal way to experience art is to look at it in person, the class will also take a museum trip.

**Credits:** 3

**ART 153: Art History III: Modernism to Contemporary**

This course will survey the major artistic movements of the modern era up to the present day. Beginning with Impressionism and concluding with the latest trends in contemporary art seen in New York's gallery districts, this class will enable students to understand and evaluate the art from the late 18th through 21st century globalization. In addition, students will analyze historical connections between contemporary art and the art of the past, exploring non-traditional and multicultural influences. Among the activities are lectures, discussion, projects, and student research.

**Credits:** 3

**ART 202: Introduction to Printmaking**

This is a studio-based course focusing on the collagraph as a process for creating art image. Craftsmanship, visual concern, self-expression, and concept will be emphasized during image development and studio work. Through presentation, discussion, and critiques, students will become more articulate in communicating their ideas and speaking about art. This course is designed to give students an introduction to printmaking along with in-depth experimentation in creating single and multiple-colored collagraph prints. Creative exploration of ideas and content will be encouraged. Viewing prints will be an important component to this course; this will involve a trip to an art museum or gallery.

**Credits:** 3

**ART 203: Experimenting with Monoprint**

Monotypes are made by applying ink to a changing and unprocessed surface, such as glass, acetate, wax paper or metal. These plates are then printed, creating distinctive and painterly prints. This course is a studio-based course exploring the forms of monotype and monoprint within printmaking. Experimentation with material and well-developed ideas are important in this course, as we are working with constantly evolving and unique results. Craftsmanship, visual concern, self-expression, and concept will be emphasized during image development and studio work. Through discussion and critiques, students will become more articulate in communicating their ideas and speaking about art.

**Credits:** 3

**ART 210: Installation and Performance Art**

This course asks students to look beyond the frame and gallery of traditional art making, encouraging them to consider alternative ways of creating and displaying work. Projects will consider site-specificity, temporality, and movement.

**Credits:** 3

**ART 214: The Book: Illustration, Print, and Publication**

\* Fulfills requirements for GECC Communication & Expression

**Credits:** 3

**ART 215: Art for Educators**

This course enables educators (K-8 and beyond) to bring the arts to others, while also learning to enhance arts pedagogy through an energized creative process. Although the basis of this course will be studio art, other disciplines may be integrated into the curriculum. (Also see MUS 215 Music for Educators) This class is highly recommended for Teacher Education students.

**Credits:** 3

**ART 225: Art for Non-Majors**

This course is formulated as an elective for the non-Art major. Here, the student can explore the arts on an equal footing with other students who have little experience with the development and skills related to the making of art objects. The student will be guided in creating art through a variety of art-making techniques such as drawing, painting, and printmaking as well as three-dimensional projects with materials like clay, glass and plaster. Some art historical information will be used to enrich and enhance the art work, pointing the way to quality design and appreciation of art in general.

**Credits:** 3

**ART 236: Ceramics I**

This course will introduce students to the vast range of the ceramic arts. Both functional pottery and clay sculptures will be explored. This course will focus on hand building, including coil, slab, and extruded forms. There may also be the opportunity for learning the basics of the potter's wheel.

**Credits:** 3

**ART 237: Stained Glass**

An introduction to the stained glass building techniques of the Tiffany copper foiling process, this class explores the construction of a window. The students will learn about different types of glass and their application as well as foiling and lead soldering. Students will finish two small windows and a garden stone over the course of the semester. A field trip to view historical stained glass as well as some reading of the history of glass will be included. (see ART 353 Glass Fusion)

**Credits:** 3

**ART 239: Mixed Media**

Working with a variety of materials and techniques, students will explore projects that incorporate more than one medium into its design and construction. This course will combine traditional drawing, painting, and 3-D arts techniques such as watercolor, charcoal, collage, soldering, and fired clay with less conventional materials such as beeswax, wood, cement/plaster and found objects. Beginning with observational studies as a starting point, students will examine their environment and surroundings to resource ideas and collect materials. Emphasis will be placed on creative and inventive use of materials, ability to interpret thematic subject matter, and the well-constructed object. In addition, the idea of "green art" or eco-art will be explored through the use of recycled objects and natural materials. Both representational and abstract objects will be possible.

**Credits:** 3

**ART 240: Introduction to Graphic Design**

**Credits:** 3

**ART 244: SA International Visual Studies: Web Design**

This Study Abroad course introduces students to the design and the use of websites as travelogues. While living and studying abroad, students will design a website that chronicles their experiences. Students will also consider the use of blogs and social media sites as ways to expand their web presence.

**Credits:** 3

**ART 245: Introduction to Web Design**

This course enables students to design websites that effectively communicate their ideas by combining the technical aspects of web design with the development of a personal aesthetic. Beginning with an examination of Hypertext Markup Language (HTML), the basis of current web design, different techniques for manipulating HTML will be introduced as the semester progresses. By producing a variety of websites throughout the course, students gain the practical knowledge needed to be proficient designers with their own unique visual styles. See ART 390 Advanced Web Design

**Credits:** 3

**ART 246: Computer Graphics: Image**

This course is dedicated to image construction and manipulation. Students will begin to work with traditional art materials, moving on to experiment and elaborate within the digital realm, and finally realizing their completed project in printed form.

**Credits:** 3

**ART 246: Graphic Design: Paterson**

This course is dedicated to image construction and manipulation. Students will begin to work with traditional art materials, moving on to experiment and elaborate within the digital realm, and finally realize their completed project in published form, specifically in the creation and launching of the Prism Paterson website.

**Credits:** 3

**ART 247: Computer Graphics: Type**

This class investigates both a traditional and digital approach to typography in graphic communication. Students, guided by typographic history, will develop solutions to issues of communication giving special attention to design principles.

**Credits:** 3

**ART 248: Computer Graphics: Layout**

This course integrates the skills acquired in Art 246 and 247. Projects will be created that allow students to experiment with the theories and principles of design. Each investigation will bring with it a greater understanding of the marriage of type and image.

**Credits:** 3

**ART 249: SA International Visual Studies: Book Design**

This Study Abroad course introduces students to the design and production of the photographic travel book. While living and studying abroad, students detail their experiences through photographs, utilizing readily accessible web-based software to design and publish their books.

**Credits:** 3

**ART 260: Film Video Art I**

From super-8 film to digital video, this class explores film and video as fine art. Students will experiment with different media, producing short pieces that will be edited and published using software such as Final Cut Pro and DVD Studio Pro.

**Credits:** 3

**ART 265: Animation**

To animate is to bring something to life, and this course will show students how. Students will learn the principles of animation by creating and editing short films, using as their actors everything from household objects to handmade illustrations and models.

**Credits:** 3

**ART 272: Painting I**

This studio course will address the fundamental artistic and technical issues of painting while at the same time stimulating an exploration of aesthetic diversity. These themes will be investigated in a series of three extended projects. Each project will evolve around one of the following subjects: form and design, color contrasts, and informing a painting's content. Throughout the term, various technical issues such as stretching canvases and archival technique will be addressed. A visit to a New York museum will also be scheduled.

**Credits:** 3

**ART 273: Photography I**

A creative approach to the art of photography, this course emphasizes perceptual awareness and personal expression in conjunction with the techniques and materials of this contemporary art form. The history of photography is explored through lectures and, time permitting, a New York field trip. (see ART 274 Color and Digital Photography and ART 322 Photography II)

**Credits:** 3

**ART 274: Color and Digital Photography**

This course is an introduction to digital photography and the creative use of color in image making. Using Photoshop as a digital darkroom, students will learn the technical skills needed to create meaningful photographs, while also developing a critical framework through which to understand digital imagery.

**Credits:** 3

**ART 275: SA International Visual Studies: Photography**

This Study Abroad course introduces students to the unique demands of travel photography and shooting on locations. While living and studying abroad, students detail their experiences through photographs, considering various techniques for shooting in crowds, from a distance, and in low-light conditions without a flash, among others. Expressive use of color and composition, as well as narrative concepts, will also be discussed.

**Credits:** 3

**ART 276: Art/Photography in Paterson**

**Credits:** 3

**ART 280: Advanced Drawing**

Building upon the fundamentals of drawing and design established in Basic Drawing, this course will examine advanced drawing techniques, intuitive and more personally expressive approaches to drawing, as well as contemporary art-making strategies. The topics covered include realistic drawing, figure drawing, constructing a drawing from the imagination, and informing a drawing's content. Readings relevant to contemporary artistic issues will be periodically assigned and discussed in class. A visit to a New York art museum will also be scheduled.

**Credits:** 3

**ART 281: Life Drawing**

Life Drawing is an intensive study of the anatomy and structure of the human figure as rendered in pencil, charcoal and various other drawing media. While working from the live model, this course will explore these topics, placing particular emphasis upon line, form, value, proportional accuracy, and spatial relationships. Various art historical examples of figurative drawing will be reviewed. A visit to a New York art museum may also be scheduled.

**Credits:** 3

**ART 301: Junior Seminar**

Through weekly discussions, readings, and presentations, this class provides students with the critical framework necessary for creating and presenting a meaningful, original, and professional body of work. This essential course, together with ART 449 Senior Seminar, will lead the students to pull together skills developed in previous courses in order to define a focused direction. An exhibition will be organized to present the work created during the semester.

**Credits:** 3

**Prerequisites:**

Open to Art majors only; to be taken in one's Junior year

**ART 312: Printmaking: Intaglio**

This course introduces students to the aesthetic and technical parameters of etching as a major printmaking medium in the fine arts. Students will learn how to prepare an etching plate, develop an image, revise an existing image, and print from a plate. Equal consideration will be given to both artistic concepts and technical mastery. A visit to a museum to view the collections of historic and contemporary prints will be an important feature of this class.

**Credits:** 3

**ART 314: Book Arts**

This course is an exploration of art based in narrative structures. The student will be guided in creating a variety of conventional and unconventional book structures. Some art historical information will be used to enrich and enhance the projects both in content and craft.

**Credits:** 3

**ART 315: Experiencing the Arts**

This experiential learning course provides an overview of the creative arts through its practical application, critical analysis, and historical study. Students will explore artistic expression in projects that consider how technical decisions inform the communication of ideas. Historical examples of creative expression will also be examined throughout the course; a museum visit or cultural activity may be included.

**Credits:** 3

**ART 316: Relief Printmaking: Woodcut and Linoleum Cut**

This is a studio-based course providing focused exploration on the discipline of Relief Printmaking. We will explore the rich possibilities of image production through a variety of carving and printing techniques. The ultimate goal of this course is to motivate students to engage with printmaking processes that stimulate visual interpretation and conceptual investigations in art. Students are encouraged to explore creative methods that meet individual aesthetic and conceptual needs. Drawing, concept, and image quality will be emphasized in the development of all work.

**Credits:** 3

**ART 317: Large-Scale Printmaking**

This course explores the issue of scale in printmaking. This is a studio-based course, which is both conceptual and technical in scope. Reading, discussion, and collaboration with peers will be just as important as craftsmanship and work ethic. Students will experiment with materials and processes, including monoprinting and etching, along with drawing techniques. Of equal importance, students will develop concepts and images that are original, imaginative, and expressive. Along with studio work, there will be components of discussion, critique, and writing exercises so that students become more fluent in speaking about art and working within a theme.

**Credits:** 3

**ART 318: Digital Printmaking**

Throughout history, humans have adopted and adapted technology as a means of creating art. As traditional printmaking continues to evolve, digital techniques are being used alongside and combined with hand processes. In this course, we will explore the use of the computer and digital printing along with traditional printing techniques as creative tools for making art. Demonstration of techniques and concepts will be achieved through hands-on work in the computer lab and art studio, demonstrations, presentation and discussion of examples, and class critiques. Students will make a regular commitment of time outside of class in order to create a portfolio of digital and printed artworks.

**Credits:** 3

**ART 320: Comics and Zines**

This course focuses on the development and production of comics and zines in printed and digital forms. Through a series of studio assignments and close readings of examples of comics and zines, this course aims to provide students with the necessary skills to create original edition work. The major portion of this course covers the basics of comics and zine production. However, a historical and cultural perspective will also be included. Additional critical and theoretical texts will be incorporated into class discussion.

**Credits:** 3

**ART 322: Photography II**

This course continues the skills and processes studied in Photography I. Students will concentrate on exploring personal themes and technical accomplishments on an individual basis. Students will also concentrate on mastering new technical skills related to exhibition printing, lighting control, and more sophisticated camera functions. The culmination of the course is the editing and printing of a portfolio of prints reflecting students' interests.

**Credits:** 3

**Prerequisites:**

ART 273

**ART 331: Painting II**

Building upon the fundamental artistic and technical issues addressed in Painting I, this studio course explores advanced approaches to the art of painting, focusing on translating theoretical, social, and formal concepts into painted art. In a series of projects, Painting II encourages its participants to think, experiment, and create at the outer bounds of their known experience. A trip to New York's gallery districts may also be included.

**Credits:** 3

**Prerequisites:**

ART 272 or permission of the instructor.



**ART 333: Watercolor**

This course explores the fundamental principles of watercolor technique. Color mixing, basic color theory, and paint handling will all be addressed. Topics such as depicting different lighting and atmospheric conditions, expressive color, and working from photographs will also be examined. Weather permitting, watercolor landscape paintings may also be created on the campus grounds. A visit to a New York art museum may also be scheduled.

**Credits:** 3

**ART 341: Sculpture**

This course will introduce fundamental methods, materials and concepts of sculpture. Focus will be on developing modeling and construction skills, with a particular attention to "training the eye" to see correctly and translating that into "training the hand" to make a sculpture. This will be accomplished through the student completing a self-portrait. The students will also learn about other types of sculpture. An additional project allowing for the student to explore personal ideas and expression through sculptural form will be assigned as well.

**Credits:** 3

**ART 352: Ceramics II**

This course will expand on hand-building skills (coil, slab, etc.) learned in Ceramics I. Students will make more complex and ambitious projects, both in construction and design. Both functional and abstract ceramic work will be possible, and there will be a greater variety of materials (clays and glazes) for students to use. The potter's wheel will also be available for greater exploration. Development of personal style, expression and vision will be emphasized.

**Credits:** 3

**Prerequisites:**

ART 236 or permission of the instructor.

**ART 353: Glass Fusion**

In this class, students will learn the skills to develop original glass pieces from experimentation, design, and decorative objects. Both contemporary and ancient art processes of glass fusion will be included in final original work. A field trip will be offered and a research paper will complete the course.

**Credits:** 3

**Recommended:**

ART 237 Stained Glass

**ART 361: Women in Art**

This course is an exploration of women both as the subjects and the creators of art. It is organized thematically and involves a survey of key women artists — mainly in the 20th century — and their artistic contributions, as well as an examination and analysis of feminist art practices and issues in the history of art. A field trip to the Brooklyn Museum of Art to specifically view Judy Chicago's "Dinner Party" is required.

**Credits:** 3

**ART 362: History of Graphic Design**

This course explores the history of graphic design and the impact that the field has had on social institutions and thought into the present period. Topics include pre-historic mark-making; the invention of writing and the alphabet; the medieval manuscript; the origins of printing and typography; renaissance graphic design; the development of photography; Victorian and Art Nouveau Graphics; Modern Art and its impact on design; historical and contemporary visual identity programs; conceptual images and post-modern designs; computer graphics. Emphasis will be placed on critical thinking and on written communications skills. Image study, concluding research and a field trip are included.

**Credits:** 3

**ART 363: History of Photography**

Few other inventions have created such an impact on the way we view ourselves as has photography. This course will trace the development of the photograph, from its 19th century beginnings to its current manifestations, while also examining the issues it brings into question. Through field trips and weekly assignments, students will evaluate current images within an historical context, establishing a framework for analyzing images past and present.

**Credits:** 3

**ART 364: New Media History**

In today's computer-dominated society, our perceptions and beliefs are challenged and tested daily. This course traces the development of the cyber age, from its beginnings to its current manifestations, enabling students to critically assess our dependence on the digital world.

**Credits:** 3

**ART 365: The Art of Medieval Europe**

This course is a comprehensive study of the most important examples of visual art in Western Europe from the period spanning the transformation of the late Roman Empire and Byzantium into the High Middle Ages. Emphasis will be placed on the interpretation of the artworks, their overlapping influences, symbolism, and Christianity. Among the topics discussed are: the Romanesque and Gothic Cathedrals, monasteries and castles, as well as illuminated manuscripts, stained glass, and the ecclesiastical sculpture of these structures. The class will approach these issues through the use of a textbook and supportive readings as well as electronic media images.

**Credits:** 3

**Recommended:**

ART 151 Art History I

**ART 366: Surrealism**

Surrealism was one of the most influential art movements of the last century, with practitioners working in all mediums from painting and sculpture to photography and film. Through a close study of the Surrealists and their work, this course will analyze the development of the movement and consider the evidence of its ongoing influence in today's society. Emphasis will be placed on research of source material and study of art works; as such, a museum field trip will be planned.

**Credits:** 3

**ART 367: SA International Visual Studies: Culture and History**

This Study Abroad course provides students with the opportunity for field study and experimental learning. While living and studying abroad, students will explore significant cultural and historical sites, with a particular focus on art and art history.

**Credits:** 3

**ART 368: Sacred Spaces: The History and Design of Religious Architecture**

From the caves of Lascaux in France to the Crystal Cathedral in California, human beings have created places, buildings, and landscapes for worship and religious ritual. In this course we will examine the construction of sacred spaces across cultures and historical eras. The objectives will include a heightened consciousness of the built environment and how it shapes the religious experience. Class presentations, a guest lecture, and several visits to Bergen County and New York City houses of worship are included.

**Credits:** 3

**ART 382: Color Theory**

This course will survey the physical and phenomenological aspects of color and light. In various studio art projects, this course will establish a fundamental understanding of color theory based upon its practical application. The class will begin by investigating the empirical principles of color and light then shift its focus towards color contrasts; the most essential component in the study of color theory. The class will conclude with an exploration of historical attitudes and philosophies about color and light. A visit to a New York museum may also be scheduled.

**Credits:** 3

**ART 388: Graphic Design Practicum**

This course offers students experience working within the setting of a campus-based creative agency. Students will identify potential clients, schedule and conduct meetings, research creative strategies, produce promotional materials, and launch creative campaigns. Incorporating and presenting this work into student portfolios will also be covered.

**Credits:** 3

**Prerequisites:**

Open to Junior and Senior Art majors/minors only with permission of instructor.

**ART 389: SA International Visual Studies: Video**

This Study Abroad course introduces students to the use of video as an expressive medium. While living and studying abroad, students will record their experiences through a variety of video cameras, from handheld HD to cell phones, considering the unique visual properties of each. Several video editing options will also be discussed.

**Credits:** 3

**ART 390: Advanced Web Design**

This course helps students further develop their web-design skills through dynamic animation techniques. Emphasis will be placed on learning Flash, a computer animation program used to create everything from simple web graphics to immersive interactive environments. Through assignments and readings, students will consider current design issues, as well as the impact of the computer on our society.

**Credits:** 3

**ART 431: Advanced Studio Projects**

This course extends the advanced work of the art student through a studio project developed under faculty supervision.

**Credits:** 3

**Prerequisites:**

Open to Art majors/minors only with permission of instructor.

**ART 432: Advanced Research Projects**

This course extends the advanced work of the art student through a research project developed under faculty supervision.

**Credits:** 3

**Prerequisites:**

Open to Art majors/minors only with permission of instructor.

**ART 441: Independent Study in Art**

This student-designed sequence of courses extends the advanced work of the art student in fine arts, commercial art, or interdisciplinary fields through a research-structured project developed from a previous work.

**Credits:** 3

**Prerequisites:**

Permission from the Chair of the Department of Art and Music.

**ART 442: Independent Study in Art**

This student-designed sequence of courses extends the advanced work of the art student in fine arts, commercial art, or interdisciplinary fields through a research-structured project developed from a previous work.

**Credits:** 3

**Prerequisites:**

Permission from the Chair of the Department of Art and Music.

**ART 449: Senior Seminar**

Senior Seminar completes the process of creating a representative body of work that was begun in Junior Seminar. In this course, students will develop a thesis project, or series of projects, that represents the technical and intellectual summation of their academic experience. After developing their ideas, students will mount a thesis exhibition of their work, with a written and oral defense presented to the College faculty. Regular readings will be assigned and discussed in class, and a museum or gallery field trip will also be included.

**Credits:** 3

**Prerequisites:**

ART 301

**ART 450: Senior Practicum**

This course enables students to develop an advanced project or series of projects, with particular emphasis on professional studio practice. Intended primarily for students interested in graduate study and required of B.F.A. candidates, this course serves as a bridge to their future careers. Regular readings will be assigned and discussed in class, and a museum or gallery field trip will be included as well.

**Credits:** 3

**Prerequisites:**

ART 449

**ART 451: Academic Internship in the Arts**

This course offers students experience as teaching assistants in a class within their area of specialization. Students will assist instructors with weekly classes, help maintain lab and studio space, and prepare presentations on a specified research topic, culminating in a selfstudy of their experience.

**Credits:** 3

**Prerequisites:**

Open to Junior and Senior Art majors/minors only with permission of instructor.

**ART 452: Internship in Art**

This course offers art majors the opportunity to work in the field of art for a minimum of 120 hours during the semester. Students must complete all paperwork to register for the Internship at least one semester before; students will meet with the Career Center and complete the application that will be sent to their advisor and site supervisor. This application will then be filed in the Career Center. Students must register for the class with the Registrar as well. They will be required to write a paper that is relevant to the Internship and maintain a journal that reflects their experience; the site supervisor will complete an evaluation form on their performance. This is a Pass/Fail course. (as needed)

**Credits:** 3

**Prerequisites:**

Junior or senior status in the art major