



FELICIAN
UNIVERSITY

The Franciscan University of New Jersey

2024-2025

Undergraduate Catalog



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Students at Felician University are regulated by the degree requirements of the catalog in effect at the time of their 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.

General Information

Academic Calendar

Traditional Fall 2024	
Fall Semester Begins	Monday, August 26, 2024
Last Day to Drop/Add	Tuesday, September 3, 2024
Labor Day (University closed)	Monday, September 2, 2024
Advising begins for Winter, Spring & Summer 2025	Monday, September 30, 2024
Midterm Exams	Monday, October 14 - Saturday, October 19, 2024
Registration begins for Winter, Spring & Summer 2025	Monday, October 21, 2024
Election Day (University Closed)	Tuesday, November 5, 2024
Last day to Withdraw (WD)	Friday, November 15, 2024
Thanksgiving Break (University closed)	Wednesday, November 27 - Sunday, December 1, 2024
Final Exams	Monday, December 9 - Saturday, December 14, 2024
All Grades Due	Tuesday, December 17, 2024

Grades Released to Students	Wednesday, December 18, 2024
Winter 2025	
Winter Semester Begins	Wednesday, December 18, 2024
Last Day to Withdraw (WD)	Thursday, January 2, 2025
Winter Semester Ends	Tuesday, January 7, 2025
Traditional Spring 2025	
Spring Semester Begins	Monday, January 13, 2025
Martin Luther King Day (University closed)	Monday, January 20, 2025
Last Day to Drop/Add	Monday, January 20, 2025
Presidents' Day (University closed)	Monday, February 17, 2025
Advising Begins for Fall	Monday, February 24, 2025
Spring Break	Monday, March 3, 2025 - Sunday, March 9, 2025
Midterm Exams	Monday, March 10 - Saturday, March 15, 2025
Registration Begins for Fall	Monday, March 17, 2025
Last day to Withdraw (WD)	Thursday, April 10, 2025
Easter Break	Thursday, April 17 - Sunday, April 20, 2025
Final Exams	Monday, May 5, 2025 - Saturday, May 10, 2025
All Grades Due	Tuesday, May 13, 2025
Grades Released to Students	Wednesday, May 14, 2025
Commencement	TBD
Summer 2025 (All summer courses are offered in a 6-week format)	
Summer I	Monday, May 19 - Sunday, June 29, 2025
Memorial Day (University closed)	Monday, May 26, 2025
Juneteenth (University closed)	Thursday, June 19, 2025
Summer II	Monday, June 30 - Sunday, August 10, 2025
Independence Day (University closed)	Friday, July 4, 2025

8-Week Calendar

Fall 2024 (8-Week)	
Start of Fall I	Monday, August 26, 2024
End of Fall I	Sunday, October 20, 2024
Start of Fall II	Monday, October 21, 2024
End of Fall II	Sunday, December 15, 2024
Spring 2025 (8-Week)	
Start of Spring I	Monday, January 13, 2025
End of Spring I	Sunday, March 16, 2025
Start of Spring II	Monday, March 17, 2025
End of Spring II	Sunday, May 11, 2025

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

The above calendar applies to the traditional 16-week fall and spring semesters. Students enrolled non-traditional programs should seek scheduling information from their program director.

University Directory Administrative Offices Office of the President

Dr. Mildred A. Mihlon, President

Stephanie Cachez, Executive Assistant to the President and Secretary to the Board of Trustees

Janet Centanni, Administrative Assistant to the President

Student Affairs

Janel Owens, Vice President of Student Affairs and Dean of Students
Rutherford Campus, Student Union, Main Floor, (201) 559-3565

Academic Affairs

Dr. Michael Markowitz, VP of Academic Affairs
Lodi Campus – Albin Obal Hall (1st floor)
(201) 559-6096

Enrollment Management & Marketing

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

Cynthia Montalvo, Assistant Vice President of Enrollment Management - 201-559-6036

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

Office of Admissions

Office of Admissions Rutherford Campus, Iviswold Castle 201-355-1465 admissions@felician.edu

Kelsey Dennehy, Director of Undergraduate Admissions dennehyk@felician.edu 201-559-3071

Olga Velasquez, Director of Graduate Admissions velasquez@felician.edu 201-355-1449

Brianna Grausso, Director of Transfer and Adult Admissions graussob@felician.edu 201-355-1451

Alumni Office

Rutherford Campus – Iviswold Castle
(201) 355-1427

Athletic Office

Department of Athletics, (201) 559-3333
Student Center (Rutherford Campus) – Lower Level

Center for Career and Academic Success

Blessed Mary Angela:

- Dr. Jeffery Blanchard, Dean of Student Success, Retention, and Assessment
- Dr. Sharon Towler, Associate Dean of Academic Achievement & Performance
- Barbara Rosatelli, Associate Dean of Advising & Success Initiatives
- Geraldine Perret, Assistant Dean of Career & Experiential Learning
- Pam Garvey – Academic Advisor, Career Path
- TBD – Academic Advisor, Career Path

- Dinelia Garland – EOF Director
- Carolyn Leonardi – EOF Counselor
- Kelly Fronte – EOF Administrative Assistant

Albin Obal Hall - First Floor:

- Phlaine Toliao – Academic Advisor, Career Path
- Annette Rycharski – Academic Advisor, Career Path
- Caitlin Baard – Title V Navigator Manager
- Elizabeth Burke – Title V Project Manager
- Michelle Markowicz – Career Advisor

Computer Labs

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

Community Rights and Responsibilities

Dr. Simone Taylor
Rutherford Campus – Student Union Main Floor,
(201) 559-3082

Counseling and Wellness Center

Kathy Murray, MSW, LCSW-Director
murrayk@felician.edu , 201-559-3529
Colleen Mulligan-Moran, BSN-RN- Assistant Director
wellness@felician.edu, 201-559-3559
April Lennon, MSW, LSW- Counselor,
lennona@felician.edu , 201-559-3503
Christine Panepinto, MA, CAGS, LAC- Counselor,
panepintoc@felician.edu, 201-559-3587
Lisa Peña- Administrative Assistant,
counselingcenter@felician.edu 201-559-3337

Educational Opportunity Fund

Dinelia Garland, Director of 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 Vice President of
Enrollment Management

Lodi Campus – Albin Obal Hall (1st floor)
Office of Financial Aid (201) 559-6010
Office of Student Accounts (201) 559-6045

Global Academic Initiatives

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

Honor Council

Rutherford Campus

Human Resources

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

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

Roxana Hayda, Assistant Director of Human
Resources and Employee Relations
Lodi Campus - Albin Obal Hall (first floor) (201)
559-6107

Angela Miaoulis, Manager of Onboarding and
Training
Lodi Campus - Alban Obal Hall (first floor) (201)
559-6048

Student Information Systems

Craig Savino - Director of Information Systems,
Office Phone: 201-559-6123
Cynthia Vincenti - Assistant Director of
Information Systems, Office Phone: 201-559-1920,
Derek Bioh - Systems Analyst, Office Phone:
201-559-3038

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

Help Desk, Lodi Campus – Albin Obal Hall (ground floor), (201) 554-0240

Institutional Communications Office

Maura DeNicola, Vice President for External Relations and Communications
Rutherford Campus – Iviswold Castle (201) 355-1433

University Advancement

Rutherford Campus - Iviswold Castle, (201) 355-1464

Institutional Research

Albin Obal Hall (ground floor) (201) 559-6152

Center for Academic Technology

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

Rebecca DeVita, MBA, Associate Dean for the Center of Academic Technology
Education Commons, Rutherford Campus (201) 559-3195

Jaclyn Moreno, MBA, Director for the Center of Academic Technology Education Commons,
Rutherford Campus (201) 559-3514

Joseph Russo, MA, LMS Coordinator for the Center of Academic Technology Education Commons,
Rutherford Campus (201) 559-3313

Library Services

Felician University Library, Lodi
Campus. library@felician.edu, (201) 559-6071, <https://felician.libguides.com/libraries>

Jodi Shelly, MLIS, MBA, Director of Library Services,
Felician University Library, (201) 559-6070

Kaitlyn Clohosey, MSLIS, Assistant Director of Library Services,
Felician University Library, (201) 559-6026

Jennifer Correia, Technical Services and Electronic Resources Manager,
Felician University Library, (201) 559-6132

Research and Instruction Librarian (TBD), Felician University Library. (201) 559-3063

Maria Spina, B.A., Library Manager, Felician University Library, (201) 559-6133

Mission Integration

Fr. Thomas H. Franks, OFM Cap., M.S., MDiv., STL.
Vice President for Mission Integration
Albin Obal Hall-First Floor-Lodi Campus (201) 559-1913
FranksT@felician.edu

Blessed Mary Angela Institute

Director of the Blessed Mary Angela Institute
Mara Zukowski, Ph.D.
ZukowskiM@felician.edu

Campus Ministry

Director of Campus Ministry
Noreen Shea MA, MAPM
Albin Obal Hall-First Floor-Lodi Campus
(201) 559-6037 SheaN@felician.edu

Professor of Religious Studies-Campus Minister
Reverend John O'Neill, I.V. Dei, PhD
Albin Obal Hall-Lower Level-Lodi Campus
(201)559-6156 OneillJ@felician.edu

University Chaplain
Reverend Thomas Ruckert, SDB

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

Ermindia Velez-Quinones, Director of Registration & Records
Lodi Campus – Albin Obal Hall (1st floor)
(201) 559-6043

Residence Life – Rutherford Campus

Romario Dacosta, Associate Director Housing Operations
Katiuzca Loaiza, Associate Director, Residential and Development

Rutherford Campus – Elliott Terrace, Lower Level
(201) 559-3506

School of Arts & Sciences

Sr. Honorata Grzeszczuk, Acting Dean of the School of Arts and Sciences and Associate Dean of Mathematics and Natural Sciences
Lodi Campus – Kirby Hall 201 (201) 559-6166

Jennifer Ulman, 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. 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

Dr. Robert Doyle, Director of MA in Religious Studies
Lodi Campus - Kirby Hall 413,
201-559-6146

School of Business and Information Sciences

Dr. Marilú Marcillo, Dean of the School of Business and Information Sciences
Rutherford Campus- Martin Hall 104, (201) 559-3326

Dr. Anthony Scardino, Associate 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. Brian Conners, Dean of the School of Education
Rutherford Campus - Sammartino Hall Rm. 15
(201) 559-3629

Director of Internships and Assessment & Certification Officer
School of Education
Lauren Eakin
Rutherford Campus - Sammartino Hall Rm. 13
(201) 559-3544

School of Nursing and Health Sciences

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

Dr. Elizabeth Van Dyk, Associate Dean, Department of Graduate Nursing
Lodi Campus – Albin Obal Hall (2nd floor)
(201) 559-6140

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

Dr. Erin Vitale- Hybrid ABSN Program, Parsippany

Jennifer Kostic, Associate Dean of Strategic Planning & Student Success, Department of Prelicensure Nursing Lodi Campus-Albin Obal Hall (2nd floor)
201-559-6090

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

Student Development and Engagement

Shakira Adams, Rutherford Campus – Student Union Building, 2nd floor

Security Office

Rutherford Campus, 201-559-3561
Director - James Hosie

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

Web Site: [Welcome to Felician University - Felician University of New Jersey](#)

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 Accreditations:

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

(215) 662-5606

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

An online version of the College's Statement of Accreditation Status from the Middle States Commission on Higher Education is available at: [Felician University - Statement of Accreditation Status \(msche.org\)](#)

Council for the Accreditation of Educator Preparation
CAEP
1140 19th St NW, Suite 400
Washington, DC 20036 (202) 223-0077

[Council for the Accreditation of Educator Preparation \(caepnet.org\)](#)

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

(913) 631-3009

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

The baccalaureate degree program in nursing/ master's degree program in nursing/Doctor of Nursing Practice program and post-graduate APRN certificate program at Felician University is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791

State Licensures:

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

The baccalaureate degree in nursing program (Prelicensure) at Felician University is approved 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>

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 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
 Lyrrasis
 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)

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 also was established at this 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), of 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 initiated 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; 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; and the Division of Teacher Education began the TEAC national accreditation process, while also expanding 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.

In May of 2008, the first East Orange General Hospital off-campus cohort of RN/BSN Fast Track nurses graduated, and 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. 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. That semester, 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.

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.

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 includes 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.

On April 14, 2014, the Commission on Collegiate Nursing Education accredited the School of Nursing's Doctor of Nursing Practice Program in for a full five years, the Post-Graduate APRN Certificate Program for a full ten years, and the Master's Degree Program in Nursing for a full ten years.

The first cohorts of the Saint Barnabas Medical Center RN/BSN Fast Track and MSN Executive Leadership programs graduated in May 2014.

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.

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

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

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.

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.

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

The first Clara Maass 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 program 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.

In 2019, the Nursing Education track of the Master of Science in Nursing program was suspended.

In 2022, the Nursing Administration track of the Master of Science in Nursing program was suspended.

On May 19, 2023, the School of Nursing split from the Mu Theta at-Large Chapter and chartered its own Chapter of Sigma Theta Tau International Honor Society of Nursing called Alpha Beta Chi.

In August 2023, the RN to BSN Program, DNP, and Post Master's Certificate in Adult Oncology Nurse Practitioner program were suspended.

In October 2023, CCNE conducted an onsite visit for the BSN, MSN, DNP, and Post-Master's Certificate programs.

In May 2024, the RN to MSN Program was taught out and closed.

In July 2024, the School of Nursing was renamed the School of Nursing and Health Sciences.

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 University's Lodi campus is located on 27 bucolic acres along the banks of the Saddle River 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.

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.

Kirby Hall, a five story 48,000 square foot 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.

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, Felician University Library houses the print collections for each of the Schools (Arts & Science, Business and Information Sciences, Education, and Nursing and Health Sciences). The curriculum collection, a special collection of children's educational and literary materials, is held in the Audrey Toron Room. Its three levels contain a circulation service desk, reference service desk, information commons, reading room, book stacks, spaces for group as well as quiet study and a computer laboratory. All electronic resources can be accessed through the Felician University Library's website ([Library - Home](#)) on-campus and off-campus, by entering the Felician University network ID and password.

The University's Computer facilities include an academic and administrative network, five computerized 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 and 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 office. 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 is located in Sammartino Hall. The School of Business is located in Martin Hall.

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

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

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:

- Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act
- Higher Education Amendments of 1965, as amended
- Family Education Rights and Privacy Act (FERPA)
- The Student Right-to-Know Act
- Drug-free Workplace Act of 1988
- Drug-free Schools and Communities Act

The website on which consumer information resides is below:

- [Campus Safety - Felician University of New Jersey](#)

Admission Information

Applicant Questions

Applicants to Felician University should address questions to the Office of Admission at 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. Traditional undergraduate students may not begin classes during the summer terms.

Application Deadlines: Admission decisions are made on a rolling basis except for the Nursing (BSN) program. 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 three to four weeks.

Other Application Deadlines Fall Semester:

Nursing (BSN) Program: February 15

Notification of Admission Decisions

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

1. All undergraduate students who enroll must submit a non-refundable \$150 Confirmation of Enrollment deposit.
2. If a student intends to reside on campus, an additional \$100 non-refundable housing deposit is due. 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. 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. Please note that students applying to the Nursing (BSN) program with a 3.4 weighted GPA or higher do not need to submit test scores. Admission to Nursing as a freshman takes place in the Fall semester of each academic year

4. A personal statement and/or interview may be required. It is strongly suggested that students submit a personal statement and any letters of recommendation with their application.

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. Results of CLEP examinations to be considered for credit.

Nursing Transfer Applicant Requirements (See [School of Nursing and Health Sciences 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

Applicants applying directly out of high school:

1. A completed application for admission with a non-refundable \$40.00 application fee.
2. Successful completion of either 6 college credits or 6 AP credits is required.
3. Official high school transcript is required. If you have earned college credit, you will need to submit an official transcript from the post-secondary institution you attended.
4. AP exam reports (if applicable)
5. An interview, personal statement, and resume are required.
6. Letters of recommendation (may be required for specific programs).

Applicants who have been out of high school for at least two years:

1. A completed application for admission with a non-refundable \$40.00 application fee.
2. Official transcripts from any post-secondary institutions attended. If an applicant has not

attended any post-secondary institutions, they will be required to submit their official high school transcript.

3. A personal statement, interview, or resume may be required.
4. Letters of recommendation (may be required for specific programs).
5. Results of CLEP or other challenge exams to be considered for credit (if applicable).
6. Military applicants should include an ACE evaluated transcripts or their joint services transcript.

Please note that some health-related programs may have different requirements for admission. Please check with the Office of Admission at admissions@felician.edu or (201) 355-1446 on the requirements for your program of interest. Admission criteria are subject to change.

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 admissions counselor 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 admissions counselor 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 admissions counselor 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 admissions counselor 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.

Information for International Students English Proficiency

An international student whose native language is not English will be required to submit his/her score on an English-proficiency exam that was taken within two years of his/her application to Felician University. The following is a list of accepted, exam scores:

- 70 – TOEFL iBT
- 6.5 -- IELTS
- 50 – PTE
- 100 - Duolingo

A student may be exempt from submitting a score on an English-proficiency exam if he/she satisfies one of the following criteria:

- Has earned at least thirty non-remedial credits from an accredited institution of higher education inside of the United States or other native-English-speaking country
- Has graduated from a U.S. high school or a high school in another native-English-speaking country -- [List](#) of Native-English-Speaking Countries

- Has Earned a letter grade of “C” or better in an English 101 course from a U.S. university or received a score of four or higher on the AP English exam
- Has achieved an ELS English for Academic Purposes Level 112 Completion Certificate within two years of his/her application to Felician University

Foreign Academic Credentials

An international student whose academic credentials are from an institution of higher education that is located outside of the United States will be required to have any undergraduate or graduate credentials screened by an evaluation service that is an official member of the National Association of Credential Evaluation Services (www.naces.org).

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 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 to the university before they will be permitted to register for classes. A student can pay their enrollment deposit using their application portal.

Transfer Credit upon Admission

Felician University will grant transfer credit only for previous college work disclosed at the time of admission. Transfer credits are accepted on the following basis:

1. Entire Associate in Arts and Sciences degrees 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 C+ and a cumulative GPA of 3.0.

3. 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).
4. Evaluation by the Transfer Evaluator and approval of the School Dean and the Department Chair must be completed.
5. The last 30 credits for any Bachelor or Associate degree program must be earned at Felician University.

Prior Learning Assessment

Prior Learning Assessment (PLA) provides a pathway for non-traditional students to expedite completion of an academic-degree program. PLA acknowledges and honors the college-level learning that these students have accrued outside the confines of the regular classroom.

Incidentally, PLA will encourage departmental faculty to adopt more nuanced learning outcomes across all subject areas as a result of a rigorous approach to the examination of prior learning on the performance of non-traditional students inside the confines of the regular classroom.

PLA is based on college-level knowledge and skills that satisfy the learning outcomes of an academic course. The college-level knowledge and skills that a non-traditional student may possess could have been obtained in the context of:

- corporate training
- business ownership
- professional work
- volunteer work
- civic leadership

PLA is beneficial to non-traditional students in several ways:

- emphasis on practical competence via certifications, licenses, and credentials
- elimination of redundancies in mastered material
- savings in time and money spent on degree completion

Eligibility

In order to qualify for Prior Learning Assessment (PLA) as a non-traditional student, at least one of the following criteria must be met by the student:

- been out of high school for 4+ years at the time of initial registration into an undergraduate program
- had at least a 2-year interruption in higher education
- been forced to enroll in less than 12 credits each semester due to significant, non-academic commitments

In order to earn academic credit via PLA, a non-traditional student must comply with the following steps:

1. submit Felician's undergraduate/graduate application (along with all relevant materials)
2. submit a PLA Interest Form
3. submit a PLA Portfolio
4. if applicable, submit the transfer-credit application
5. if applicable, maintain the minimum grade point average (GPA) for courses taken to date within a Felician, academic program/school

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 apply for readmission. 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 grade point 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 grade point average, the student can apply for Academic Amnesty, forgiving the prior Felician University cumulative grade point average.
3. The Amnesty Form should be filled out and presented to the Office of the Registrar.

4. When Amnesty is granted, the cumulative grade point 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

Office Hours

The Office of Student Financial Services is open Monday 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, 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 (Do not mail Cash) can be mailed to:
 - Felician University
262 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.
- Felician University assesses a \$50 returned payment fee for each declined payment, including installment payments that are part of a payment plan and payments made by check. A returned payment hold (NSF) is placed on the account until the declined payment and assessed fee have been paid.
The Office of Student Accounts reserves the right to refuse personal checks from students, whose previous check payments have been returned more than once. These students will be required to submit payment by money order, credit card, or certified check.

Credit Card

- Credit Card payments can be made online through the Felician Payment Center. 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.
- All credit card transactions will have a non-refundable service fee of 2.85% added to each payment, minimum charge of \$3.00.
- Save time and pay online. 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 Payment Center. 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 Self-Service, 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 2.85% added to each payment, minimum charge of \$3.00. Payment can also be made by Electronic Check; 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 instituted a monthly payment plan, which 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:

- Students in traditional or cohort undergraduate or graduate programs are allowed to participate, with the exception of ABSN students.
- 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 enroll for each year and each semester. Enrolling in a payment plan for one term does not mean a student is enrolled for the following term.
- To enroll in a payment plan, please visit the Felician Payment Center.

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 and 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 occurs 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 180 days. Un-cashed refund checks after the 180-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 the Felician Payment Center 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 Self-Service. Students who do not consent to receiving an electronic copy will receive a hardcopy of their 1098T form mailed to the address on file with the 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.

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.

IRS Form 8300

Felician University is required by law to report receipt of more than \$10,000 in cash over the course of a twelve-month period to the IRS by filing IRS Form 8300. Money orders, cashier's checks, and traveler's checks are considered cash payments.

Personal and corporate checks are not considered cash payments. The Office of Student Financial Services will notify students once a Form 8300 has been filed for them.

For additional information and instructions on Form 8300, please see IRS Publication 1544 or visit irs.gov.

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 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 [Withdrawal Process](#) 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, payment must be made immediately. Students will first make payment directly to the University. If students do not respond to our attempts to collect their balance, their account will be referred to our Recovery Agency, ECSI. ECSI allows students to enroll in long-term payment plans to resolve their balance. After 180 days, if the student fails to set up a payment plan with ECSI, their account moves to an outside collection agency. Should an outside collection agency receive the account, the student becomes responsible for the outstanding balance plus the collection fees. At this point, students will no longer be permitted to make payments directly to Felician University; they will be required to interact directly with the collection agency. All diplomas will be withheld until the student has satisfied their balance in full and all funds have been cleared. The University no longer holds transcripts, if you need to obtain your official transcript, please log into www.parchment.com; if you have any questions, please contact the Office of Student Accounts at 201.559.6045.

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 2024	
Last Day for 100% Refund (Drop/Add Period)	September 2, 2024

Last Day for 75% Refund	September 9, 2024
Last Day for 50% Refund	September 16, 2024
Last Day for 25% Refund	September 23, 2024
Withdrawal on or after September 24, 2024 is 0% Refund	

Winter 2025

Last Day for 100% Refund (Drop/Add Period)	December 18, 2024
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Withdrawal on or after December 19, 2024 is 0% Refund

Spring 2025

Last Day for 100% Refund (Drop/Add Period)	January 20, 2025
Last Day for 75% Refund	January 27, 2025
Last Day for 50% Refund	February 3, 2025
Last Day for 25% Refund	February 10, 2025
Withdrawal on or after February 11, 2025 is 0% Refund	

Summer I – 2025

Last Day for 100% Refund (Drop/Add Period)	May 19, 2025
Last Day for 75% Refund	May 20, 2025

Withdrawal on or after May 20, 2025 is 0% Refund

Summer II – 2025

Last Day for 100% Refund (Drop/Add Period)	June 30, 2025
Last Day for 75% Refund	July 1, 2025

Withdrawal on or after July 1, 2025 is 0% Refund

Non-Traditional Refund Policy

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

Employer Sponsored Tuition Assistance Programs

Tuition Reimbursement

Students who receive tuition reimbursement directly from their employers are required to pay their term bill in the same manner as all other students based on posted tuition and fee due dates. Reimbursement agreements are solely between the student and their employer. Payments cannot be postponed until students receive their reimbursement from their employers.

Letter of Credit and Vouchers

Students participating in an employer tuition assistance program should obtain the appropriate paperwork from their employers. The documentation should be emailed to studentaccounts@felician.edu. All documentation presented to the University for the purposes of assisting with tuition should contain the student's name, the semester of payment and terms of the agreement. If there are tuition and fees that are not covered by the agreement, the student must pay the remaining semester term bill based on posted tuition and fee due dates.

Challenge Examinations Charges

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.

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 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.

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.

For all tuition discounts, the discount will 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.

Financial Information

Tuition and Fees: 2024-2025 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.

Undergraduate Tuition	Per Credit (unless otherwise noted)
Undergraduate Full Time (12 to 18 credits)	\$18,275.00 flat rate
Undergraduate Part time (less than 12 credits)	\$1,215.00
Associate and Select Bachelors Completion Program for Adult Learners	\$550.00
Graduate Tuition	
Master of Science in Nursing	\$766
Master of Business Administration	\$1,190
Online Master of Business Administration	\$520
Executive Leadership MBA	\$520
Master of Science in Health Care Administration	\$1,190
Master of Arts in Religious Studies	\$350
Master of Science in Computer Science	\$725
Master of Counselling Psychology	\$925
Master of Arts in Education	\$725
Graduate Certification Programs	\$299
Master of Science in Data Science	\$795
Master of Science in Cybersecurity	\$795
Doctoral Tuition (per credit)	
Doctor of Business Administration	\$1,065
Doctorate in Counselling Psychology	\$1,160
Doctor in Nursing	\$1,190
Certificate Tuition *	
Certificate Tuition	\$299

Non-Matriculated*	
Project Forward (Lodi, Paterson, Queen Of Peace)	\$75
DUAL Enrollment	\$60
Jumpstart (Incoming Freshman, transfer students)	\$75
Non-Matriculated TUG	\$1,175
Non-Matriculated AUG	\$550
Non- Matriculated GRAD	
Audit Tuition	
Undergraduate	1/3 of the course tuition
Graduate	1/2 of the course tuition
Mandatory Fees	
Comprehensive Fees Full Time	\$1,050
Comprehensive Fees Part Time/Graduate	\$340
Mandatory Fee Full Time	\$325
Mandatory Fee Part Time	\$210
Mandatory Fee No Comp Fee	\$62
Housing and Food	
Room & Board (Super Single)	\$11,625
Room & Board (Single)	\$9,438
Room & Board (Double)	\$7,370
Room & Board (Triple)	\$6,585
Course Fees	
Art Studio Fee	\$210
Art Special Fee (Art 362)	\$350
Graphic Arts Lab	\$345
Music Course Fee	\$365
Music Lesson Fee	\$305
Computer Science Lab	\$345
MBA Fee	\$255
All Lab Science Course Fees	\$395
ED 100-200-300-304-400	\$145
ED 404	\$365
Nursing Clinical Lab UG Course	1170 per course
Nursing Clinical Lab GR Course	1200 per course
DUAL Program Instructor Fee	\$70

ABS N ATI Fee	\$1009.00
Other Fees	
Challenge Examinations (Per Credit Testing Fee)	\$25
Challenge Examinations (Credits)	1/3 of the course tuition
Transcript Fee	\$10 plus processing fee
Late Tuition Payment Fee	Up to \$200
Graduate Nursing Doctoral Project Fees (NURS 800, NURS 810, NURS 815, NURS 820)	\$535
Graduation Fee	\$150
Orientation Fee	\$125
Late Tuition Payment Fee	Up to \$200 per semester
Non-Refundable Application Fee	\$ 30.00 - TUG \$ 40.00 - Adult UG, Grad
Enrollment Deposit	\$ 150.00
ABS N Enrollment Deposit	\$ 350.00
Non-Refundable Housing Deposit	\$ 100.00
ID Replacement Card	\$ 25.00

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 \$100 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.

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. 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 2023 applicants, information from the families' 2021 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 who have demonstrated need and who 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 who 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. The maximum loan limits for each 12 month period of enrollment are as follows:

Undergraduate Students	Dependent*	Independent (Over 24 Years Old)
Freshman (0 to 29 credits earned)	\$5,500	\$9,500
Sophomore (30-61 credits earned)	\$6,500	\$10,500
Junior & Senior (62 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 specific lenders. Felician University strongly recommends that each parent and/or student research each lender and payment requirements before making a decision. Please visit <https://www.elmselect.com/v4/school/703/program-select> to apply for an alternative student loan. 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 and 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 outlined 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 New Jersey County Community 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.

Felician Pledge Tuition Grant Program: [The Pledge Grant Program is Felician's commitment to making a college degree accessible and affordable by reducing out-of-pocket costs for students and their families. With the Pledge Grant, eligible students can graduate from Felician University and begin their careers debt-free! Admitted students are automatically considered for the Pledge Grant upon the university's receipt of their Free Application for Federal Student Aid \(FAFSA\) by May 1st, for the applicable award year.](#)

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 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.

Athletic Scholarships: Athletic Scholarships in both men's and women's sports are awarded by the 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 Department of Athletics 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 and 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's 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 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 and fees, books and 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 and 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. 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 and board, if applicable. (Felician University Aid does not apply to programs that are already discounted).
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.

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 <https://njfams.hesaa.org/NJFAMS/login.aspx?ReturnUrl=%2fNJFAMS%2fint%2fFinAid%2findex.aspx>, 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 in 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 Office of Student Accounts.

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 earns 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 be received is earned. Once a student completes more than 60% of the payment period, all of the financial aid scheduled to be received 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 [Home | Federal Student Aid](#).

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 which portion of your financial aid package must be repaid and which 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 Office of Student Accounts 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

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 Studies; 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

Felician University is committed to providing a nurturing and empowering educational environment, which is reflected in our comprehensive set of regulations and provisions. Students can find code of conduct guidance in the current catalog, university student handbook, and the handbook specific to their respective school.

In addition, Felician University upholds a college-wide Honor Code that applies to all students. By adhering to these policies and procedures, students at Felician University demonstrate their commitment to personal and academic growth, while also contributing to a vibrant and inclusive campus community. We believe that a shared understanding of these regulations helps create an environment where every student can thrive, pursue their passions, and reach their full potential.

Felician University Honor Code³

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.

³ *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, or 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 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 whose accounts have been placed on hold for any reason must resolve the problem within the first one-fifth of the semester. Holds on students who are enrolled in fully on-line courses must be resolved prior to the beginning of the course. Students who do not settle their holds 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 review process begins with the [Application](#) located on the [IRB page](#) under the University website. 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. Instructions, forms, and templates may be also obtained directly from the Felician IRB Chairperson. Any questions or concerns about human subject research should be directed to the IRB Chair, Sister H. Grzeszczuk, Kirby Hall 212 (ext. 6162).

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 they are 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 section 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 Self-Service (Hub) account to view courses for which you are officially registered. Contact the Registrar's Office or the Office of Student Accounts if you do not see a course for which you are registered. Cohort students should contact their 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;
4. User will not copy the course delivery system used in the website for any commercial or noncommercial purpose;
5. User will not copy any codes or graphics contained in this site, except those graphics used in courses, subject to the above terms;
6. User will not share any information about the functionality of the courses in this web site with any party outside of the University system;
7. 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;
8. 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 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 Vice President for Academic Affairs to the President for approval.

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 [University Residency Requirement](#)) 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). The student must:

1. Obtain a description of the intended course from the most recent edition of the university catalog of the visiting institution. 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.

University Residency Requirement

The last thirty (30) credits for any bachelor or associate degree program must be earned at Felician University.

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	4.000
A-	Excellent	90-94	3.670
B+	Very Good	87-89	3.330
B	Good	83-86	3.000
B-	Above Average	80-82	2.670
C+	Average	77-79	2.330
C	Acceptable	70-76	2.000
D	Poor	65-69	1.000
F	Failure	64 or below	0.000
FA	Failure due to non-attendance	64 or below	0.000

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 [Financial Information](#) section).
- **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 and 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

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

and faculty member to document clearly the communication that occurred with the course Instructor in Step 1, including the perceived grounds for the grade appeal.	must occur within 3 days of the email being sent to the Associate Dean.	
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.	This email must be received within 10 business days after the grades are officially released by the Registrar's office. A meeting must occur within 3 business days of the email being sent to the Dean.	If a mutually agreed upon resolution occurs with the Dean, Associate Dean, course faculty and student no further steps are necessary. <i>If no resolution occurs the student continues to step 4.</i>
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). <i>(The Grade Appeal Request Form can be found in the Registrar's Office.)</i>	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. All parties involved now continue to Step 5.
5. Faculty Documentation Submission: The Instructor must submit, via email, a written	All documentation must be submitted, via email, to the VPAA within 3	No additional materials will be accepted after this step. All parties involved now continue to Step 6.

<p>response to support the instructor's position in upholding the grade and all relevant, supporting documentation to substantiate the instructor's position to the VPAA.</p>	<p>business days of receiving the notification from the VPAA that a Grade Appeal Hearing panel has been requested.</p>	
<p>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.</p>	<p>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.</p>	<p>No additional materials will be accepted after this step.</p> <p>All parties involved now continue to Step 7.</p>
<p>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.</p> <p>The Chair of the Hearing Panel will notify all parties of the date, time and location of the Grade Appeal Hearing.</p> <p>The student may enroll in the next semester courses while the grade appeal is being heard but may need to withdraw</p>	<p>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.</p>	<p>All parties now continue to the Grade Appeal Hearing.</p>

<p>from the course/ courses if the student fails to demonstrate the need to reverse the grade of record.</p>		
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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.

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 resolved 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 3.000 is required for graduation from the School of Education Programs. The GPA requirement for the Bachelor of Science Degree in Nursing is 2.750, and a 3.000 is required for the Master of Science in Nursing degree program

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 and will not fulfill

the prerequisite requirements for higher-level courses. Additionally, students cannot participate in examinations, nor will students 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.

Enrollment 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 is 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 and the 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 August 15 to August 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 locations 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, in which case 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 authorization of the student. Students can request enrollment verifications through their Felician Hub accounts, Enrollment Verification Request tab.

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 (201-559-6043 or Registrar@felician.edu) 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 register through Self-Service 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 Office of Student Accounts.

Cancellation of Courses

Courses may be cancelled from the semester or term schedule because of insufficient enrollment or other reasons determined by the Vice President of Academic Affairs. Students will be notified if a course for which they have registered has been cancelled.

Change of Registration

After registration is complete, a student may make changes in their schedule (dropping or adding a course, changing a section) on the dates assigned for that action; for the traditional fifteen-week schedule, Drop/Add occurs during the first week of classes, for terms of different lengths, the Drop/Add period is prorated. This process must be approved by the Advisor. Students must inform the Office of Registration and Records in writing of the exact change(s) they want in their schedules, which is usually done through email to registrar@felician.edu. See [Drop/Add Period and Process](#) section.

Change of Status/Second Degree

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

Course Attempts and Repeats

Course Attempt:

Courses are considered an “attempt” the day after the close of the initial Add/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.”
2. Students must repeat attempted major courses from which they have withdrawn.
3. A second attempt at the same course is considered a “Repeat.”
4. Students cannot repeat elective courses in which grades other than a “D” or an “F” have been earned.
5. Credits for a repeated course are counted only once.
6. The grade for the “Repeat” course 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.
7. 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.
8. A student may attempt a course no more than three times.
9. 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

A student may drop a course up to the final day of the Drop/Add period. All courses will appear on the transcript after this date. A grade of “WD” will be assigned to students who withdraw from a course before the last date to withdraw officially without academic penalty.

The last day to withdraw officially or take a Leave of Absence is three weeks after Mid-Term Exams for semester-long courses. Specific dates will be posted each semester. Dates for withdrawing from courses running in Summer Sessions I and II will be posted each term.

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

Students who do not withdraw officially, drop a course during the Drop/Add period, or take a Leave of Absence, will have a grade of “FA” assigned for any course they have stopped attending (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) an Official Withdrawal 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.

Change of Major

Matriculated students who wish to change degree programs must complete the Change of Major Form available in the Office of the Registrar or the School Dean’s Office. The form is then delivered to the Dean of the School into which the student wishes to gain acceptance. The Dean, or his/her designee, will render a decision and inform the student of this

decision. The form will be forwarded to the Office of the Registrar for processing. The student will receive a copy of the signed form upon completion of processing.

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.

Transcript of Records

The University regards the student's transcript as a personal and private document, which is released only upon authorization of the student and payment of the required fee. Parchment, a third-party vendor, handles the University's transcript requests; their platform can be reached through the Office of the Registrar [web page](#) on felician.edu. Transcripts are \$10 for electronic delivery. Mailed paper transcripts are \$12.50. Parchment also offers expedited overnight delivery options available at additional costs.

Official transcripts are transmitted or mailed between institutions or are released to students or graduates in a sealed envelope (unofficial student copies are available, as well). 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 transcripts during periods of commencement, registration, and examination/grade preparation. Transcripts are maintained by the institution in perpetuity.

Official Withdrawal and Leave of Absence

Leave of Absence

Felician expects its students to maintain continuous enrollment 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 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, therefore a conversation with the Retention Specialist is important. We can be reached by email at 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 required by Federal Regulations), from their academic program. 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 your status will be considered an Unofficial Withdrawal.

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

Procedures:

1. The student should discuss a leave of absence with his or her Academic Advisor and the Retention Specialist.
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 from the University. An Official Withdrawal is granted to a matriculated student in good standing. An application must be completed and signed by the student during the mandatory exit interview with the University's Retention Specialist. The effective date is the date the student signs the Official Withdrawal form.

We can be reached by email at LOA@felician.edu.

Unofficial Withdrawal

1. Matriculated students who stop attending classes and are denied a Leave of Absence 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.

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 Office of Student Accounts, owe a book or library fine, or have incurred 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.

Withdrawal Policy: Cohorts/Non-Traditional Programs

This policy is for all programs scheduled for other than the traditional sixteen-week semester. Comprehensive fees and course/lab fees will only be

refundable during the 100% withdrawal period. It is extremely important that students contact the Office of Registration and Records to ensure that official withdrawals are carried out. 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

Withdrawal for Extenuating Circumstances

Medical, psychological, and compassionate withdrawals are initiated within Health Services and Counseling Services or at the discretion of the administration based on recommendation. 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 extenuating 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.

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 Office of Student Accounts and the Financial Aid Office to identify and understand the monetary implications of processing a withdrawal.

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 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 SAP 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 Reinstate 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 and may cover up to four payment periods .
- 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 them 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.

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 this form signifies authorization to release information.

Study Abroad and Exchange

Study Abroad

The Office of International Programs (OIP) provides assistance to students who wish to spend a semester, an academic year, or a summer term abroad in furtherance of their higher education.

Eligibility for Study Abroad

Freshman students (who have successfully completed at least twenty-four credits) as well as sophomores, juniors and first-semester seniors are eligible to study abroad for a semester, an academic year, or a summer term. All students are required to have a minimum, cumulative GPA of 2.75 at the time of application. Under special circumstances, students with a cumulative GPA under 2.75 can petition the Office of International Programs for a waiver. However, most host institutions abroad require a foreign student to possess a cumulative GPA of 3.0 or higher prior to admission and a designation of "in good standing" from the home institution.

Requirements for Study Abroad

A student who wishes to study abroad is required to meet with his/her academic advisor and with the study abroad coordinator in OIP in order to confirm eligibility and options for study-abroad programs (i.e. exchange or third-party provider). A student who participates in a study abroad program must fulfill Felician University's full-time-student requirement, which means registering for courses in the study abroad program that equate to at least twelve credits per semester.

Approval of Course Schedule Prior to Study Abroad

A student must consult his/her academic advisor as well as the associate dean of his/her school for approval of courses in which he/she intends to enroll while participating in the study abroad program. A student must then complete the Study Abroad Credit Transfer Form. The completed form must be forwarded to the study abroad coordinator in OIP so that the student may receive official clearance to study abroad. Failure to complete this form prior to the start of the study abroad program means that credits from any registered courses at the student's host institution will not be awarded by his/her home institution (Felician University).

Upon completion of the study abroad program, a student must request that an official transcript from the host institution be sent to Felician's Office of the Registrar. A student must obtain a minimum letter grade of "C" in a course at the host institution for the transfer of credits to be awarded by Felician University.

Financial Aid Eligibility for Study Abroad

A student's enrollment in a study abroad program with a schedule of courses that has been approved for transfer of credits is considered to be a full-time student at Felician University for the purpose of applying for financial assistance under Title IV federal-aid programs (i.e. Federal Pell grants, Federal Stafford loans). It is important to note that scholarships awarded by Felician University are not available for study abroad programs from a third-party provider. Any specific questions regarding payment options for study abroad programs should be directed to the Office of Student Financial Services.

Billing Procedure for Study Abroad

A student will be billed by the Office of Student Financial Services for the cost of a study abroad program as well as for the administrative fee (\$100). The administrative fee covers the cost of services rendered by staff in both the Office of the Registrar and the Office of Student Financial Services, on behalf of the student, in preparation for the study abroad program.

Health Insurance for Study Abroad

In most cases, the host institution or third-party provider of the study abroad program will supply health insurance or will require a student himself/herself to purchase coverage. If no health insurance is supplied by the host institution or third-party provider and there is no requirement for insurance, OIP strongly encourages that a student still purchase coverage for the duration of his/her study abroad program. OIP has information on how to apply for third-party, health-insurance coverage for a student who intends to study abroad.

Academic Services

Advising Felician's Shared Model Advising Center

- **First-Year Advising:** Every first-year student is assigned an Academic Advisor who remains with the student through sophomore year. The advisors 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.
- Advisors assist the student to adjust to University life, understand University policies and procedures, go over 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, Barbara Rosatelli, MACP, Associate Dean of Advising and Success Initiatives at rosatellib@felician.edu

Testing

Basic Skills Testing: Incoming students' course placement for Math and English is based on placement tests in Math, Reading, and Writing. Felician also accepts SAT/ACT scores, if submitted. All incoming freshmen must be tested for reading, writing, and mathematics, unless they are exempt from all or part of this testing.

The criteria for exemption are as follows:

- Received Admission into the Honors Program
- Completed college-level English and Math (submit your official transcripts to the Admissions office for review)
- Completed an ACT (20 composite score) or SAT (560 EBRW, 550 Math) (submit your official scores to the Admissions office for review)

Placement Testing is available both on-site (at Felician University) as well as online through a Brightspace testing shell with Honorlock remote proctoring. To test remotely, you need to a computer with a webcam as well as the Honorlock Chrome extension (i.e. testing must be run through Google Chrome).

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 Technology (CAT)

Mission Statement

Reporting directly to the Vice President of Academic Affairs, the Center for Academic Technology supports the academic achievement of both the faculty and students through technological innovation.

Objectives

The Center for Academic Technology will:

- Promote a culture of excellence and innovation in teaching and learning through conversation, action, and the integration of learning technologies.
- Provide an array of professional learning opportunities to faculty that promote the design and implementation of creative learning environments for all modalities of learning.
- Provide learning opportunities to students through online workshops.
- Provide learning opportunities for faculty and adjuncts through immersive workshops on ground and online.
- Promote a community forum through the Academic Standing Committee of eLearning with seasoned eCertified faculty and create a mentorship program for Schools.
- Monitor the use of instructional technology to ensure that resources and activities used for eLearning enhance robust academic content along with the University's mission.
- Ensure quality control through the 50-point rubric usage across all four Schools, aligning with MSCE Interregional Guidelines.
- Serve as the Regis/OCIU Consortium liaison office to ensure the creation of new and existing fully online courses to be continuously added to the consortium for external student enrollment.
- Provide administrative support for academic technology through online workshops overseeing the usage of Microsoft Office Suite and Apple Apps for Education.
- Facilitate the use of the D2L Brightspace (the University Learning Management System).

- Ensure all instructional technology contractual obligations are continuously met with cost effective budgeting.
- Ensure the eLearning ecosystem is always up to date, with full functionality for faculty and adjuncts, fostering collaboration through all four Schools.
- Collaborate with the four Schools by promoting external community outreach for technological innovation.

Types of Online Courses

- eCompanion – is a learning aid to an on-ground course but the entire course is taught face to face.
- Hybrid Course – is taught both on-ground and online.
- eCourse – is fully online; Undergraduate eCourses require an on-ground proctored final exam.
- [Online Exam Policy](#)
- [Student Verification Policy for Undergraduate Fully Online Courses](#)
- If you are registered and have no financial or health holds the Datatel system will automatically enroll you into Brightspace/D2L. You will receive access on the morning of the first day of class, unless otherwise noted by your instructor.
- Check your Felician Hub account for the courses for which you are officially registered.
- Check your Felician email account for your logon instructions to Brightspace/D2L.
- Students cannot be added to a fully online course after the add/drop period for traditional 15-week courses.
- Students cannot be added to a fully online course after the first day the course begins for nontraditional semesters.
- Students cannot be added to a hybrid or eCompanion course after the add/drop period for traditional 15-week courses.
- Students cannot be added to a hybrid course after the first day the course begins for nontraditional semesters
- Cohort students should contact their Program Coordinator directly for registration issues.

Need Help?

What is my Felician University email account?

What is my Felician Hub information?

- [Contact the Felician University Help Desk or call 201.559.6165.](#)

What is my Brightspace/D2L ID and password?

- [Contact the Brightspace/D2L HelpDesk or call 877.325.7778.](#)

What is my Brightspace/D2L login?

- [Visit the Brightspace/D2L website.](#)

Felician University is approved by the State of New Jersey to participate in the [National Council for State Authorization Reciprocity Agreements.](#)

Felician University's Learning Management System
Accessibility Standards D2L Statement

Accessibility Standards Compliance

- D2L is committed to reporting our web accessibility compliance openly and transparently. We believe that accessibility standards and laws are more than checklists and work with our client-led Accessibility Interest Group to ensure our Section 508 VPATs and WCAG 2.0 checklists are descriptive and accurate.
- Brightspace Core Web Content Accessibility Guidelines (WCAG 2.0) Checklist
Brightspace Core – Extended Voluntary Product Accessibility Template (VPAT)

Under the Accessibility for Ontarians with Disabilities Act (AODA) 2005, we also have a Multi-Year Accessibility Plan (2014 – 2021) for D2L's public-facing websites.

If you are having problems using this website, please email accessibility@D2L.com for assistance.

Library Services

The Felician University Library 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 Library is located on the Lodi campus and provides the information sources and services to Felician's undergraduate students, graduate students, faculty and staff.

The Library offers group study spaces, quiet study spaces, computers and printers, as well as print collections for each of the Schools (Arts & Science, Business and Information Sciences, Education, and Nursing and Health Sciences). Designated librarians serve as subject-specific liaisons to each of the Schools.

The libraries' combined information sources include over 51,000 print and 243,000 electronic books and over 20,000 electronic periodicals. Electronic resources can be accessed through the Felician University Library's website (<https://felician.libguides.com/libraries>) on-campus and off-campus, by entering the Felician University network ID and password. Material not owned by the Felician University Library 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 the Lodi and Rutherford Campuses; reference and one-on-one research assistance is provided in-person, by phone, via email, through "Zoom" or "Teams" and via chat. Research appointments are encouraged and can be made through the Felician University Library's website (<https://felician.libguides.com/libraries>).

For hours of operation, check the Felician University Library's website, or call (201)559-6071.

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. (Liaison to the School of Business and Information Sciences & School of Education). B.A., Thomas Edison State College; M.L.I.S., Rutgers, The State University of New Jersey; M.B.A., Felician University.
- **Kaitlyn Clohosey**, Research & Instructional Services Librarian. (Liaison to the School of Business and Health Sciences). B.A., Stonehill College; M.S.L.I.S., Pratt Institute School of Information.
- Research and Instruction Librarian and Assistant Professor. (Liaison to the School of Arts and Sciences). TBD.
- **Jennifer Correia**, Technical Services and Electronic Resources Manager
- **Maria Spina**, Library Manager; B.A. Felician University

Information Technology, Information Systems and University Helpdesk General Information

Information Technology, Information Systems and Audio-Visual Services at Felician University strives to provide state-of-the-art technology solutions that meet the needs of our university community, and we are committed to providing the best user support possible.

User Services consists of the Help Desk, Enterprise Desktop Support, Information Service Reporting, and Audio-Visual Services. In coordination, they resolve technology-related requests, resolve technical problems, maintain, and develop technology infrastructure, and more.

For Helpdesk assistance contact helpdesk@felician.edu 201-559-6165. If you are experiencing any issues in the classroom and/or in your office, please be sure to immediately place a helpdesk ticket so that we can address the issue. Website access: <https://felician.atlassian.net/servicedesk/customer/portals>

Tutorials for Office365 & Additional assistance: <https://felician.atlassian.net/wiki/spaces/HELP/overview>

New Locations: Lodi Helpdesk is now located on the second floor of Obal Hall: Room 204. Rutherford Helpdesk is now located in Ed Commons: 1st Level.

Who We Are

Information Technology:

Christopher Finch- Assistant VP, Office Phone: 201-559-6084 (Location: Lodi-Obal Hall 2nd Floor Room 204)

Kelly Burke- IT Help Desk Coordinator, Office Phone: 201-559-6165 (Location: Lodi-Obal Hall 2nd Floor Room 204)

Cody Hildebrand- Help Desk Support Tech (Location: Rutherford Ed Commons)

Brady Fernandez- IT Help Desk Specialist (Location: Lodi-Obal Hall 2nd Floor Room 204)

Henry Rutland- IT Help Desk, Office Phone: 201-559-6058

Information Systems:

Craig Savino - Director of Information Systems, Office Phone: 201-559-6123, Lodi Campus – Albin Obal Hall (ground floor)

Cynthia Vincenti - Assistant Director of Information Systems, Office Phone: 201-559-1920, Lodi Campus – Albin Obal Hall (ground floor)

Derek Bioh - Systems Analyst, Office Phone: 201-559-3038, Lodi Campus – Albin Obal Hall (ground floor)

Audio Visual:

Audio Visual and AV set up – contact Hendrick Cuadro cuadroh@felician.edu 1 month prior to your scheduled event.

Hendrick Cuadro- Director of Audio and Visual Office, Office Phone: 201-559-6100 (Location: Lodi-Obal Hall Cafeteria Level-AV Room)

Dr. Deanna Valente, Dean of Information Technology, Academic Technology and Learning & Development. valented@felician.edu

E Mail and Internet Policy

Every employee of Felician University is responsible for using the electronic mail (E-mail) system properly and in accordance with this policy. Any questions about this policy should be addressed in writing to the Assistant Vice President of Information Technology.

The E-mail system is the property of Felician University. It has been provided by the University for use in conducting the University's business. All communications and information transmitted by, received from or stored in this system, are the records and property of Felician University. The E-mail system is to be used for business of the University only. Use of the E-mail system by employees for personal purposes is prohibited, such as advertising apartments for rent, tickets for sale, pets for adoption, etc.

Employees have no right of personal privacy in any matter stored in, created, received, or sent over the Felician University E-mail system.

Felician University, in its discretion as owner of the E-mail system, reserves and may exercise the right to monitor, access, retrieve and delete any matter stored in, created, received or sent over the E-mail system for any reason without the permission of any employee and without notice.

Even if employees use a password to access the E-mail system, the confidentiality of any message stored in, created, received or sent from the Felician University E-mail system still cannot be assured. Use of passwords or other security measures does not in any way diminish the University's rights to access materials on its system or create any privacy rights of employees in the messages and files on the system. Any password used by employees must be revealed to Felician University, as E-mail files may need to be accessed by the University in an employee's absence.

Employees should be aware that deletion of any E-mail messages or files will not truly eliminate the messages from the system. All E-mail messages are stored on a central back-up system in the normal course of data management. Assume that any E-mail message you send may remain in the University's records forever.

Even though Felician University has the right to retrieve and read any E-mail messages, those messages should still be treated as confidential by other employees and accessed only by the intended recipient. Employees are not authorized to retrieve or read any E-mail messages that are not sent to them. Any exception to this policy must receive the prior approval of the Assistant Vice President of Information Technology.

Felician University's employment opportunity policy and its policies against sexual or other harassment apply fully to the E-mail system and any violation of those policies is grounds for discipline, up to and including discharge. Therefore, no E-mail messages should be created, sent or received if they contain intimidating, hostile or offensive material concerning sex, race, color, national origin, religion, sexual

orientation, age, marital status, disability, status as a Vietnam-era or special disabled veteran or any other classification protected by law.

Felician University's employment opportunity policy and its policies against sexual or other harassment apply fully to the E-mail system and any violation of those policies is grounds for discipline, up to and including discharge. Therefore, no E-mail messages should be created, sent or received if they contain intimidating, hostile or offensive material concerning sex, race, color, national origin, religion, sexual orientation, age, marital status, disability, status as a Vietnam-era or special disabled veteran or any other classification protected by law.

The E-mail system may not be used to solicit for any non-job-related solicitations or in any other way that violates the University's non-solicitation policy.

The E-mail system shall not be used to send (upload) or receive (download) copyrighted materials, trade secrets, proprietary financial information or similar materials without prior authorization from the Assistant Vice President of Information Technology. Employees, if uncertain about whether certain information is copyrighted, proprietary or otherwise inappropriate for transfer, should resolve all doubts in favor of not transferring the information and consult the Assistant Vice President of Information Technology.

Although the University recognizes that the Internet may have useful applications to its business, employees may only engage in Internet use for a specific business purpose which requires such use. Absent such specific business purpose, employees may not access the Internet using the University's computer systems at any time or for any reason. "Surfing the Net" is not a legitimate business activity.

Also notice that browser based E-mail such as hotmail, yahoo, msn, etc. should abide by this policy and can be tracked by user or computer.

The approval of the Assistant Vice President of Information Technology is required before anyone can post any information on commercial on-line systems or the Internet. Any approved material that is posted should obtain all proper copyright and trademark notices. Absent prior approval from Felician University, to act as an official representative

of the University, employees posting information must include a disclaimer in that information stating that "Views expressed by the author do not necessarily represent those of the University."

Users should routinely delete outdated or otherwise unnecessary E-mails and computer files. These deletions will help keep the system running smoothly and effectively, as well as minimize maintenance costs. All users have a storage quota assigned to their mailbox and if exceeded you will no longer be able to send mail until reduced.

Employees are reminded to be courteous to other users of the system and always to conduct themselves in a professional manner. E-mails are sometimes misdirected or forwarded and may be viewed inadvertently by persons other than the intended recipient. Users should write E-mail communications with no less care, judgment and responsibility than they would use for letters or internal memoranda written on the University's letterhead.

Because E-mail records and computer files may be subject to discovery in litigation, Felician University employees are expected to avoid making statements in E-mail or computer files that would not reflect favorably on the employee or the University if disclosed in litigation or otherwise.

Any employee who discovers misuse of the E-mail system should immediately contact the Assistant Vice President of Information Technology.

Violations of the Felician University E-mail policy may result in disciplinary action up to and including discharge.

The University reserves the right to modify this policy at any time, with or without notice. Use of any aspect of the University's computer system constitutes consent by the user to all of the terms and conditions of this policy.

Employee accounts are deactivated upon separation from the university unless otherwise agreed upon by the institution.

Employee Email Accounts

· Employee email accounts are created for all employees at time of hire.

- New full-time employees receive their email account information during their employee orientation. Adjunct and part-time employees can contact the Helpdesk for assistance with accessing their accounts.

- Employee accounts are deactivated upon separation from the university unless otherwise agreed upon by the institution.

Student Email Accounts

- Student email accounts are created for all students at the time of acceptance.

- Students receive their email account information in their acceptance letters.

- Student accounts are kept active for approximately one year from graduation or the last semester of attendance. Accounts for accepted prospective students who elected not to attend Felician University are deactivated.

Center for Career and Academic Success

Center for Academic Success and Effectiveness General Information

[CASE – Now CCAS](#)

The Center for Academic Success & Experiential Learning (CASEL) has a personalized approach to supporting student development at Felician. Our team collaborates with all areas of the university to advocate for and empower students across their entire collegiate experience, ensuring excellence and persistence to graduation through a variety of services and supports. Our goal is to assist students in creating pathways – both educational and career – that position them to thrive at our university and beyond. Finally, our team strives to empower students by providing the necessary academic resources and services that help build a foundation for lifelong success.

Felician’s Shared Model– Academic Advising Center

- First-Year Advising: Every first-year student is assigned an Academic Advisor who remains with the student through sophomore year. The advisors 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.
- Advisors assist the student to adjust to University life, understand University policies and procedures, go over 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, Barbara Rosatelli, MACP, Associate Dean of Advising and Success Initiatives at rosatellib@felician.edu

The 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

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

Career and Experiential Learning

The Center for Career and Academic Success provides resources and programs to help students explore and define their academic and career interests, gain related experience, and prepare for employment or graduate school. The Center supports the Felician Franciscan mission of the University by promoting experiential learning, encouraging reflection and ongoing skills development, and connecting students with a network of employers and alumni.

The Center assists graduate students as they explore career pathways, develop career plans and goals, prepare targeted job search documents, and build a professional network. Students may visit the Center in Falcon Commons on both the Rutherford and Lodi campuses for an overview of our services and one-on-one meetings with career advisors. Students may also schedule virtual appointments with career advisors.

The Center offers career programs for students, including workshops, employer information tables, industry panels, and career fairs. Students also have access to a full portfolio of online career resources, including:

- [Simplicity](#), an online hub for jobs (full-time, part-time, student employment, graduate assistant positions), internships, and resume reviews;
- [BigInterview](#): Get hands-on practice with interview questions tailored to your major and area of interest, and benefit from AI feedback!
- [FOCUS-2](#): Students can assess academic strengths and career readiness and learn how skills, interests, values, and personality relate to majors and career pathways;

- [What Can I Do with This Major?](#) to help students connect majors to career pathways, employers, and strategies to maximize opportunities.

Students are encouraged to contact us or stop by Falcon Commons with any questions.

Staff: Geri Perret, Assistant Dean for Career & Experiential Learning, perretg@felician.edu
Michelle Markowicz, Career and Internship Advisor, markowiczm@felician.edu

Academic Success Coaching

- **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.

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

3-D Felician Experience Initiative

- **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

Office of Accessibility Services

- **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

Student Affairs

Alumni Association

The Felician University Alumni Association was formed in 1966 to provide a method by which graduates could deepen and continue the friendships and momentum developed during their student days. In 1990, the Alumni Association broadened its horizons to provide and coordinate programs, services, and outreach that support Felician University and their students and engage all Alumni. Under the guidance of the Office of University External Relations, Alumni Engagement directs all Alumni events and activities.

Upon graduation and at no cost, you automatically become part of the Alumni Association. Benefits of being a Felician University Alumni member include:

- Serve as a mentor to a Felician Student.
- Use of Felician's Library services in Lodi and online.
- Use of Felician's Fitness Center located in the Wellness and Recreation Center in Rutherford (upon prior request and approval).
- Use of Computer lab on both Lodi and Rutherford campuses.
- Opportunity to join an Alumni Advisory Board Meeting held quarterly.
- Opportunity for nomination as a candidate for Alumni Advisory Board member seat.
- Free admission to all home athletic events.

Athletics

Felician University's athletic philosophy emphasizes the development of the total person - the student as well as the athlete. It is essential that all student-athletes be provided with the direction, assistance and guidance needed to reach their goals in all areas of college life: academic, spiritual, and social.

Student-athletes are urged to focus on the incentives, knowledge, and skills essential to attaining their full potential. The athletic program seeks to help each participant understand the close correlation between sports and life, toward the ultimate goal of encouraging a well-adjusted, contributing member of the college and the larger society.

Felician University Golden Falcons participate in Division II of the National Collegiate Athletic Association (NCAA) and the Central Atlantic Collegiate Conference (CACC).

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

Child Care Services

CHILD CARE SERVICES

The Felician University School of Education has established Pre-K 3 and Pre-K 4 programs committed to providing a nurturing environment focused on best practices in early childhood education. The students enjoy a variety of hands-on learning center activities and receive specialized instruction in the areas of art, music, and physical education. The preschool also offers a safe state of the art playground and the services of a full-time nurse. The hours of operation are from 8:00am to 4:00pm, Monday through Friday. Tuition is \$780.00 per month. Children must be fully potty trained before entering the program.

For further information, please email the Director, Frank Quatrone: quatronef@felician.edu or call 201-559-6033.

Preschool Staff Members:

- **Frank Quatrone** – Executive Director, School of Education Preschool; B.A., Bridgewater College; M.A., New Jersey City University
- **Gina Michalski** – Lead Teacher, School of Education Preschool; B.A., SUNY Potsdam; M.A., Montclair State University
- **Melissa Karcic** – Associate Teacher, School of Education Preschool; B.S., St. Peter's University
- **AnneMarie Barone** – Assistant Teacher, School of Education Preschool

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 participate in remedying human problems. Community Service is a requirement of the University's Honors program.

Counseling and Wellness Services (CAWS)

The mission of Counseling and Wellness Services is to put students' health and wellbeing first. CAWS provides educational opportunities as well as prevention and intervention services with compassion. Counseling and Wellness Services

believe that individuals have the best chance of reaching their greatest potential when they are happy and healthy within their environment. Therefore, the primary goal of CAWS is to keep our students well.

WELLNESS SERVICES

Wellness Services promotes total wellness through our focus on holistic principles and practices in a caring environment. Wellness Services offers free preventive and acute health care for all Felician students.

Wellness Services are located in the Lower Level of Milton Court, Rutherford and is open Monday through Friday 8:30 am-4:30 pm during Fall and Spring Semesters. Contact us for non-semester hours.

Staffed by a Registered Nurse, appointments can be made by calling (201) 559-3559, stopping by the office in Milton or emailing: wellness@felician.edu.

Urgent care on evenings, weekends, and holidays is available at the AFC Urgent Care located at 560 New York Ave, Lyndhurst (201) 345-3839. Students can use their school email address to access free 24/7 medical services online through TimelyCare at timelycare.com/felician. 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 nursing and occupational therapy students, are required to submit a completed Enrollment Prerequisite Health Form. Forms can be obtained through Wellness Services online at <https://felician.edu/campus-life/wellness-services/> and submitted through the online portal. Physical (paper) forms are not accepted. 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 Wellness Services for specific requirements.

Any student who takes a leave of absence or withdraws and later re-enters the University should contact Wellness Services upon their return.

Felician University understands that having health insurance is critical for maintaining your health and well-being. As a result of the Student Health Insurance Legislative S-2291 passage, New Jersey colleges and universities no longer require full-time students to show proof that they are covered by health insurance policies; however, with the passage of the federal Patient Protection and Affordable Care Act (PPACA), all citizens must have insurance coverage through a PPACA compliant plan or they will be subject to tax fines beginning January, 2014.

Students who wish to purchase insurance are encouraged to visit the following federal exchange websites: · Healthcare.gov · Individual Health Insurance Plans offered by the State of New Jersey https://www.nj.gov/dobi/division_insurance/ihcseh/shop_ihc.htm

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 contacting Wellness Services at wellness@felician.edu.

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.

COUNSELING SERVICES

Counseling Services is committed to providing confidential quality mental health services to students dealing with concerns, as well as students experiencing more difficult, challenging circumstances. The professional clinicians are committed to helping students:

- Learn problem solving and decision making
- Enhance their self esteem
- Engage in healthy relationships

- Meet personal goals
- Appreciate the consequences of their thought and actions
- Achieve their educational and career goals

Some common issues that University students present in counseling include: adjusting to college, self-esteem, feeling stressed or overwhelmed, anxiety, depression, academic concerns, anger management, substance use, eating and sleeping concerns, gender and sexual identity, and relationships concerns.

Counseling Services provides:

- Short-term, solution focused individual counseling, in person or by tele-counseling for Felician students
- Couples counseling if both partners are Felician students
- Therapy groups on a variety of issues, determined by student need and interest
- Educational programs that encourage personal growth
- Referrals for additional or specialized services and/or medication off-campus
- Consultations with others concerned about students
- Crisis response

Counseling Services are located in the Student Center, Room 4C on the Rutherford Campus and is open Monday through Friday 8:30 am-4:30 pm during Fall and Spring Semesters. Contact us for non-semester hours.

Appointments can be made by calling (201) 559-3337, stopping by the office in the Student Center or emailing: CounselingCenter@felician.edu.

As detailed in the Student Handbook, Counseling Services implements the University policies regarding Harmful Behavior, Personal Grooming and Hygiene, Alcohol and Drugs, Substance Abuse and Medical Amnesty, and Overdose Protocol.

The clients' rights to privacy and confidentiality are taken seriously at Counseling Services.

Communications between the clinician and client are privileged, confidential, and safeguarded. Counseling records do not become part of the educational record. Confidentiality is guaranteed within legal and ethical guidelines. Exceptions to confidentiality exist to ensure the safety of the client and others in rare cases.

The following off-campus hotlines/services are available 24 hours a day, seven days a week:

Crisis and Suicide Lifeline 24/7; Call, text or chat: 988

For veteran's services, dial 988, press 1.

Care Plus 24/7 hotline at 201-262-4357

Healing Space is a sexual violence resource center with a 24/7 hotline at 201-487-2227.

NJ Domestic Violence Hotline is 1-800-572-7322.

The Trevor Project offers 24-hour lifeline support for those with LGBTQ+ concerns at 866-488-7386.

Cultural Opportunities

Felician University is committed to providing a diverse and inclusive environment where students can engage in a wide range of cultural opportunities both inside and outside the classroom. We recognize the importance of fostering a sense of belonging among our students by celebrating and representing various cultures on campus.

To promote inclusivity and cultural awareness, Felician University offers a multitude of activities through the JEDI Council and the Center for Student Development and Engagement. These initiatives create platforms for students to share and learn about different cultures. On-campus activities such as Diversity Week, Cultural Explosion, workshops, lectures, and the JEDI Awards provide engaging opportunities for students to explore different cultures, traditions, and perspectives. These events celebrate diversity and facilitate meaningful conversations that enhance cultural understanding and appreciation within our community. In addition to on-campus activities, Felician University extends cultural experiences beyond the campus borders.

At Felician University, we believe that fostering cultural awareness and creating an inclusive environment go hand in hand. By providing diverse cultural opportunities, we empower our students to embrace their own heritage while fostering a climate of respect, curiosity, and understanding among all members of our university community.

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 - Friday
 - Breakfast: 7:30 AM - 10:30 AM
 - Lunch: 11:00 AM - 2:30 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 - 3:30 PM
 - Dinner: 4:30 PM - 7:30 PM
- Saturday and Sunday
 - Brunch: 10:00 AM - 3:30 PM
 - Dinner: 4:30 PM - 7:00 PM
- Castle Café (Starbucks) Monday - Friday
 - 7:30 AM - 2:30 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

Orientation

Orientation at Felician University plays a crucial role in ensuring a successful transition for incoming students into the vibrant Felician community. Our comprehensive orientation program introduces new students to a wide range of academic and co-curricular services and programs that are essential to their collegiate journey.

The orientation program consists of two parts. The first part is the pre-orientation portal, which allows

students and their families to review and familiarize themselves with the abundant resources available to them. This ensures that new students have a solid understanding of the key services and opportunities even before stepping foot on campus. The second part is an in-person orientation on campus, where students have the opportunity to engage directly with faculty, staff, and fellow students.

Through collaboration with various university departments, the orientation program provides a structured and holistic introduction to the collegiate environment. Students and their families are informed about educational opportunities, campus services, and their responsibilities both inside and outside the classroom. Interactive and engaging sessions help new students establish connections with their peers, fostering a sense of community and belonging right from the start.

Orientation aims to create a positive and engaging experience for new students and their families. By feeling connected, confident, proud, and excited about their college choice, students are motivated to actively participate in campus life and fully embrace the Felician University community.

Organizations and Clubs

Students with special interests will find the following organizations and clubs currently available on campus.

- Acting Club
- Active Minds
- Alpha Beta Chi Chapter of Sigma Theta Tau International Honor Society of Nursing
- Artemisia Chapter of Mu Sigma Upsilon Sorority Inc
- Association of LatinX Students
- Best Buddies Club
- Black Student Union (BSU)
- Commuter Student Organization
- Felician Programming Board
- Gaming Club
- Graduate Nursing Student Academy
- International Students' Association
- Italian Club Student Organization
- National Society of Leadership and Success (NSLS)
- Omega Phi Chi Multicultural Sorority Inc.
- Residence Hall Association

- Relay for Life
- STEAM Club
- Student Alumni Association
- Student Government Association
- Student Government Association Allocations Board
- Student Nurses' Association
- Transfer Student Organization
- Wings of Pride

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). Additionally, candidates with the appropriate grade point average (3.25 undergraduate or 3.5 for graduate) are eligible for the Kappa Delta Pi International Honor Society.

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.
[\[http://www.sigmabetadelta.org/\]](http://www.sigmabetadelta.org/)

Felician University is a member of the New Jersey Student Nurses Association. Undergraduate nursing students are encouraged to join both the state and national organizations and to participate fully.

Felician University is chapter member of Alpha Beta Chi (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 and 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

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

Felician University strongly supports military veterans, active duty service members and their families, offering programs, personnel and educational benefits designed around military and veteran students. Please contact the [Veterans Services office](#) for a complete overview of the University's services including Felician University Military Grant and other support services. Please also refer to [Veteran Educational Benefits](#) for information.

The Veterans Club offers students an opportunity to learn about the various support services and resources available at the University. For many veterans, the organization provides opportunities for members to socialize, study, and connect with students of a similar background.

Veterans are granted Priority Registration and should contact their Advisors and Veteran Services for specific information.

In accordance with Title 38 US Code 3679(c), Felician University (the University) adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post-9/11 G.I.

Bill® (Ch.33) or Vocational Rehabilitation & Employment (Ch. 31) benefits, while payment to the institution is pending from the VA.

The University will not:

- Prevent the student's enrollment;
- Assess a late penalty fee;
- Require the student to secure alternative or additional funding
- Deny the student access to any resource (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such student may be required to

- Produce the VA Certification of Eligibility (COE) (or its equivalent) or for Chapter 31, VA VR&E's contract with the school on VA Form 28-1905 by the first day of class.
 - **Note:** Chapter 33 students can register at the VA Regional Office to use E-Benefits to get the equivalent of a Chapter 33 Certificate of Eligibility. Chapter 31 students cannot get a completed VA Form 28-1905 (or any equivalent) before the VA VR&E case-manager issues it to the school
- Provide a written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

Mission Integration

Campus Ministry

Reflecting our Catholic value that all people are created in the image and likeness of God, Campus Ministry strives to be a home for all students to integrate faith into the whole of their lives from an intellectual and spiritual perspective. We are a home where all people are welcome. It does not matter who you are, where you are from, what you study, or what you believe - whether you are already deeply engaged in a faith tradition or are exploring new ideas and questions - we are all on the same journey

of faith, and we are here to walk that journey with you throughout your time at Felician University. The Campus Ministry team accompanies students and campus members on the journey to knowing, loving, and serving God through our Felician Core Values and Franciscan Spirituality. Mass is celebrated on the Lodi and Rutherford campus chapels during the week, and on Sunday evenings at the Rutherford campus. With Campus Ministry, you'll encounter opportunities to pray, play, serve, learn, and worship together. The Campus Ministry team also works with students on interreligious programs. Through individual direction, events, programs, and initiatives that encourage faith-filled personal growth and commitment to loving and serving others, Felician University endeavors to build a strong faith community.

Director of Campus Ministry
Noreen Shea MA, MAPM
Albin Obal Hall-First Floor-Lodi Campus
(201)559-6037 shean@felician.edu

Professor of Religious Studies/Campus Minister
Reverend John O'Neill I.V. Dei, Ph.D., Professor of Religious Studies (1998),
Albin Obal Hall-Lower Level-Lodi Campus (201)
559-6156 Oneillj@felician.edu

University Chaplain
Reverend Thomas Ruckert SDB
Rutherford Campus

Blessed Mary Angela Institute

Rooted in Contemplative-Active Spirituality, the purpose of the Institute is to respond to the concerns and needs of the Church and Society through **Contemplative Dialogue**, which leads to a deeper reflective understanding that guides practical Action resulting in Transformation of the person and society.

Degrees and Special Programs

Degrees, Minors, and Certificates

Bachelor's Degree:

- B.A. — Art
 - Fine Arts
 - Graphic Design
 - Photography & New Media
 - Painting & Drawing
- B.A. — Communications
 - Journalism
 - Digital Media and Culture
- B.A. — Education
- B.A. — Gaming and Interactive Media
- 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. -- Business Analytics
- 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. -- Finance
- B.S. — Health Information Management (joint degree program with the Rutgers-SHP)
- B.S. — Healthcare Administration
- B.S. — Health Promotion and Wellness
- 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.N. — Nursing
- B.S. — Psychiatric Rehabilitation and Psychology (joint degree program with the Rutgers-SHP)

Associate's Degree:

- A.A. - Liberal Arts
- A.A.- Liberal Arts: Business Administration
- A.A.S. - Occupational Therapy Assistant

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
- Exercise Sports Science
- Global Peace & Justice
- Humanities & Humanistic Studies “Prism Paterson”
- International Business
- Mathematics
- Music
- Philosophy
- Political Science
- Pre-Law
- Psychology
- Religious Studies
- Sociology

Certificates:

- Applied Behavior and Autism
- Criminal Profiling (Law Enforcement Investigation & Interviewing)
- Cybersecurity
- Digital Marketing
- Digital Media and Culture
- Forensics
- General Studies
- Graphic Design
- Humanities & Humanistic Studies (Prism Paterson)
- Liberal Arts
- Photography
- Religious Studies
- Elementary Education/P-3 Option
- Elementary Education
- Mathematics Education (K12)
- Special Education
- Supply Chain Management

Concentrations:

- Biochemistry
- Chemistry
- Criminology

Special Academic Programs

Felician’s Educational Opportunity Fund Program:

The Educational Opportunity Fund (EOF) 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 are unable to attend college because of inadequate 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:

The JumpStart Program offers newly accepted students the opportunity to take classes during the summer at an extreme tuition discount before starting their first Fall semester. This program allows students to accelerate their academic journey with completed college level credits or to satisfy remediation that may be necessary prior to beginning their major program of study.

Certain students must participate in the JumpStart program based on their college admission status.

The Second Baccalaureate Degree Program:

This 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

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 or higher 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:

The 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.

FALCONS Connect (Felician Advising Learning Communication On-boarding Navigating Supporting)

FALCONS Connect promotes the academic, social, and emotional well-being of Hispanic students through the expansion of Summer Bridge courses to ensure college preparedness, strengthens the GRIT (Goals, Resiliency, Integrity, and Tenacity) Program

for students on academic probation, and enhances mentoring through a peer-lead team model. The Developing Hispanic-Serving Institutions Program (DHSI) funds support these new and existing services as well as the creation of student services hubs called FALCONS Commons on both campuses in Lodi and Rutherford. In this way, the award ensures that Felician students realize their goals and reach degree completion. Hispanic student organizations, and faculty and staff training that allows for a better understanding of student life experiences, are also available.

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, Sister H. Grzeszczuk (201-559-6162).

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 stated 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 and 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. We promote 'Understanding Hearts' 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 an 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.
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 Felician University Honors Program challenges and enriches high-achieving students with exceptional learning academic experiences. Designed for motivated individuals pursuing intellectual rigor and personal growth, the program offers research, mentorship, civic engagement, and community service opportunities to enhance students' college education. Exercising the Felician Core Values and the Franciscan mission of Felician University, the Honors Program curriculum combines specialized coursework integrating

learning, transformational and servant leadership, intercultural and global perspectives, and career development.

Honors Program Goals

Goal 1. Servant Leadership

- An intellectually agile critical thinker and problem-solver who can demonstrate and apply knowledge across disciplines.
- A skilled communicator who can clearly discuss what they mean in written communication.
- A skilled public speaker who can create and construct compelling presentations and spoken arguments.
- In line with the Felician mission, develop leaders who serve others.

Goal 2: Community Service

- A globally engaged citizen who can synthesize cross-cultural knowledge of politics, art, music, culture and ethics across borders.
- A person committed to the growth of others.

Goal 3. Research

- Foster research experiences at Felician University throughout careers and across each discipline.
- Demonstrate research in the individual major.

Goal 4. Career Development

- Externships and Internships
- Career Portfolio

Honors Program Success Outcomes

I. Integration of Learning: Research

- Relate their learning -- curricular and co-curricular -- to multiple fields and realms of experience.
- Make connections among ideas and experiences to synthesize and transfer learning to daily practice.
- Design, develop, and execute a significant intellectual research project.

II. Servant Leadership

- Articulate their skills and knowledge and represent themselves to external audiences.

III. Community Service: Intercultural and global perspectives

- Participation in civic engagement and service-learning projects, on and off campus.

IV. Career Development: Intellectual and professional

- Demonstrate ability to build Career Pathway with university mentor.

Honors Program Requirements

To successfully complete the Honors Program and receive the Honors designation on their transcript, students must fulfill the following requirements:

1. **Credit Requirements:** Students are required to complete a minimum of 30 credits of Honors coursework. These credits must be distributed across various disciplines to encourage interdisciplinary learning and broaden students' intellectual horizons. See [Honors Program Courses](#) for classes with Honors options.
2. **Service Hours:** As part of their academic journey, Honors Program students are expected to engage in meaningful community service. Students must complete a minimum of 20 service hours by participating in the junior seminar and practicum, where they will have the opportunity to apply their knowledge and skills to benefit their community.
3. **Honors Classes:** Honors Program participants have the flexibility to convert two traditional classes into Honors classes with the permission of the faculty member teaching the course and the approval of the Honors Program Director. This option allows students to delve deeper into their areas of interest and engage in advanced study and research.
4. **Honors Program Check-In:** To ensure personalized guidance and support, Honors Program students are required to meet with the Honors Program Director every semester. These check-in meetings provide an

opportunity for students to discuss their academic progress, seek advice on course selection, and explore potential research or internship opportunities.

5. **Limited Enrollment:** Honors classes are exclusively available to students enrolled in the Honors Program. This limited enrollment ensures a highly motivated and intellectually vibrant learning environment where students can engage in lively discussions, collaborative projects, and rigorous academic pursuits.

Benefits of the Honors Program

The Honors Program at Felician University is designed to provide motivated and talented students with an enriched academic experience that fosters intellectual growth, personal development, and a strong sense of community. Through a combination of challenging coursework, community service, and individualized attention, the program equips students with the skills and knowledge necessary to excel in their chosen fields and become leaders in their communities.

By participating in the Honors Program, students can expect to:

- Engage in intellectually challenging coursework that encourages critical thinking, analytical reasoning, and creativity.
- Enjoy small class sizes and close interaction with faculty members who are dedicated to their success.
- Develop strong research, writing, and presentation skills through independent projects and collaborative assignments.
- Cultivate a sense of civic responsibility and community engagement through service-learning opportunities.
- Network and connect with other high-achieving students, faculty, and professionals in various fields.
- Enhance their academic transcript and stand out in graduate school applications and future career opportunities.

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 and Sciences,

Business, Education, and Nursing and Health Sciences). 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.

Honors Program Curriculum

Scholars completing all Honors Program requirements (30 credits, 90 service hours, meetings, events) will be awarded the Distinguished Honors Scholar certificate. Scholars must complete their degree with a minimum overall GPA of 3.2 and complete the required honors courses.

Required Courses (18 credits)

Year 1 (Second semester) Theme 1 Respect for Humanity

- · Mentorship Seminar (3 credits)
- · 10 Services hours

Year 2 Theme II Compassion

- Civic Engagement/Peer Tutoring Seminar (3 credits)
- 20 Services hours

Year 3 Theme III Transformation Total: 6 credits

- Servant Leadership: 10 Characteristic of Franciscan Servant Leadership Seminar (3 credits)
- Research & Portfolio Part 1 (3 credits)
- 25 Service hours

Year 4 Theme IV Solidarity with People in Need Total: 6 credits

- Community Service: Local & Global Seminar (3 credits)
- Final Research and Portfolio Presentation Symposium 3 (3 credits)
- 35 Service Hours

*Students will receive a certificate for completing each seminar (badging each on their transcript)

All third- and fourth-year Honors students will attend and/or present at the National Honors Conference in the Spring semester.

Electives (Choose 4 for the following list) 12 credits.

ENG/ Research 101 HON (3 credits)

ENG/Research 102 HON (3 credit)

PHIL-100-HON Art/Prac. of Critical Thinking

RELS-102-HON Jewish Sacred (3 credits)

RELS-405-HON-EL God, Suffering, & Evil (3 credits)

BIO-103-HON General Biology I

BIO-205L-HON Anatomy and Physiology I Lab

MUS-103-HON Basic Piano Practicum

Total: 30 credits

School of Arts and Science

School of Art and Sciences 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.

School of Arts and Sciences 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.

School of Arts and Sciences Educational Options

The School of Arts and Sciences offers students six educational credentials:

1. Doctor of Psychology in Counseling Psychology with 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, Mathematics, Natural Sciences and Mathematics, Psychology, and Social and Behavioral Sciences
4. Bachelor of Science in Biology, Clinical Laboratory Sciences, Criminal Justice, Exercise Sports Science, 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, Criminal Justice, Exercise Science, Sports Management, and Humanities.

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. 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.

School of Arts and Sciences 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](#);
 - 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.

School of Arts and Sciences 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.

School of Arts and Sciences 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/](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 in which 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. Therefore, 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 the 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: Mathematics 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)

Candidates can complete Teacher Certification through traditional or cohort models. 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 courses 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 is 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 apply 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 with 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 ([Grade Point Average \(GPA\) and Praxis Flexibility \(nj.gov\)](#)) 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.

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.

Students wishing to complete clinical experiences in Catholic schools will be required to attend the Archdiocesan Protecting God's Children program offered on campus.

4. 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.
5. 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 [Center for Health - Felician University of New Jersey](#). Results can be brought to the Center for Health, mailed, or faxed to (201) 559-3579.
6. Transfer students only (second semester sophomores and first semester juniors) are required to take EDU 290 (Transition into Teaching). 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.
7. Complete a minimum of 20 field hours of supervised contact with children in a special education environment by the end of EDU 290.

8. All candidates entering the School of Education Teacher Certification tracks must meet all admission criteria listed above prior to the completion of EDU 290.
9. To complete the program the following is required: Clinical Practice I and Clinical Practice II (with minimum grade of B); passing Praxis II exams, and a minimum cumulative GPA of 3.0.
10. 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.
11. 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.
12. Areas of study open to Education majors are Art, Biology, 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.
13. PRAXIS 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.**
14. 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. All 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. 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 Internships and Assessments, 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 Internships and Assessments, 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 Internships and Assessments and the supervisor determine that the placement is unsatisfactory, the student may be removed from that setting. The Office of Internships and Assessments 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 7th 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 Internships and Assessments 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 semester 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 the end of 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 the semester prior 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 and Health Sciences

About the School of Nursing and Health Sciences

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)

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) : 70 Credits

The Accelerated BSN Program is a full-time nursing program designed for adults seeking a career change. The cohort-based program is a 16-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) : 70 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.

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 and Health Sciences Mission

The Felician University School of Nursing and Health Sciences, within the framework of Catholic tradition and commitments to Franciscan values, strives to educate innovative health care practitioners, leaders, and scholars dedicated to promoting access to safe, evidence-based, high-quality, equitable, and inclusive health care for diverse populations. Graduates of the Felician School of Nursing and Health Sciences are prepared to advance health and practice as integral interprofessional team members to meet the challenges of the 21st century in an evolving global and technologically advanced health care environment.

School of Nursing and Health Sciences Goals

School of Nursing Goals

- Create, with intentionality, a caring, diverse, equitable, and inclusive learning environment that is responsive to individual learning needs and is based on the principles of social justice and human rights.
- Use informatics, and information and communication technology ethically to support safe, high quality, equitable healthcare processes to positively impact healthcare outcomes.
- Develop students' core (leveled) disciplinary nursing knowledge, grounded in liberal education, integrating current evidence, clinical expertise, and patient preferences as the basis for clinical judgment.
- Facilitate ongoing professional identity development for academic mobility and career advancement.
- Develop and maintain academic-practice partnerships that ensure student's clinical preparation and competency in healthcare delivery in the four spheres of care across the lifespan.
- Contribute to the improvement of access and care quality for the vulnerable, underrepresented, and medically underserved through the provision of healthcare for individuals, families, and populations across a variety of settings.
- Advocate for the profession of nursing within a global perspective.
- Foster student preparation for systems-based practice in complex systems of care.
- Advance the Scholarship of Nursing.

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 and Health Sciences Policies

Programs in the School of Nursing and Health Sciences 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 and Health Sciences 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 and Health Sciences asserts that members of the nursing 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 ANA 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 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.

Administration, Faculty, and Staff

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Office of the President

- **Stephanie Cachez**, Chief of Staff and Secretary to the Board of Trustees; B.S., Felician University, M.B.A., Felician University
- **Janet Centanni**, Administrative Assistant to the President; B.A., William Paterson College

Academic Affairs

- **Michael W. Markowitz**: Vice-President of Academic Affairs, Temple University, Ph.D., Temple University, M.A., Rutgers University, M.A., Stockton College, B.A.

- **Sr. Honorata Grzeszczuk**, Acting Dean of the School of Arts and Sciences and Associate Dean of Mathematics and Natural Sciences, B.S./M.S., University of Lodz, Poland, Post-graduate Certificate, Jesuit University Ignatianum, Poland; Ph.D., Seton Hall University, NJ
- **Marilu Marcillo**, Dean of the School of Business and the Center for Innovation and Professional Studies; D.M.D., Colorado Tech University; M.B.A., Centenary University; B.A. Alfred University
- **Christine Mihal**, R.N., Associate Professor of Nursing (2002); Dean of the School of Nursing and Health Sciences; B.S.N. Russell Sage College; M.S.N. and Ed.D., Seton Hall University
- **Brian Conners**, Dean of the School of Education, B.A. in Psychology, Montclair State University; M.A. in Psychological Studies; Ed.S. in School Psychology; Ph.D. in Higher Education Leadership, Management, and Policy, Seton Hall University; Post-MA Certificate in Applied Behavior Analysis, Pennsylvania State University
- **Jeffery C. Blanchard**, Dean of the Center for Academic Success & Excellence, Ph.D., Drew University; M.A., University of Rochester; B.A., SUNY Cortland
- **Deanna Valente**, Dean of Information Systems, Academic Technology and Learning and Development, D.B.A., M.B.A. and B.S., Felician University
- **Katherine Christie**, Administrative Assistant, Office of the Vice-President of Academic Affairs
- **Debra Iacona**, Administrative Assistant, Office of the Vice-President of Academic Affairs
- **Jennifer Ulman**, Administrative Assistant, School of Arts and Sciences
- **Joann Bonardi**, Coordinator, School of Business and Information Sciences
- **Jacqueline Dykhouse**, Administrative Assistant, School of Nursing and Health Services
- **Adriana Gallagher**, Administrative Assistant, School of Education
- **Patricia McTaggart**, Coordinator, School of Business and Information Sciences

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
- **Marie A. Cueman**, Professor of Nursing; B.S.N., Gwynedd-Mercy College; M.S.N., Rutgers, The State University; Ph.D., Seton Hall University
- **Margaret A. Daingerfield**, Professor of Nursing; B.S.N., Seton Hall University; M.A., New York University; Ed.D., Rutgers, The State 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
- **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
- **Patricia O'Brien-Barry**, Professor of Nursing; B.S.N., Seton Hall University; M.S.N., University of Pennsylvania; Ph.D., New York University
- **Julie O'Connell**, Associate Professor of English (2010); B.A., Georgetown University; M.A., Brown University; D.Litt., Drew University
- **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
- **Mara Zukowski**, Professor of Religious Studies (1993); B.A., University of Massachusetts; M.A., Ph.D., Fordham University

Full Time Faculty

Year indicates the year of Appointment to College

- **Ligia V. Alberto**, Assistant Professor, School of Education (2022); BA in Spanish Literature, Lehman College; MS in Counseling, Mercy College; Ed.D., in Educational Leadership, Policy and Management, Seton Hall 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, of the School of Business and Information Sciences 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 A. J. Blevis**, Assistant Professor of Biology (2020), B.S., M.A., M.B.A., Catholic University of America; M.S., St. Peter's University,
- **Kimberly Burrows**, R.N., Instructor of Nursing (2010); B.S.N., Saint Peter's College; M.S.N., William Paterson University
- **Diana Casianos**, R.N., Assistant Professor of Nursing (2020); Director of BSN and ABSN; B.S., Ramapo College; B.S.N., M.S.N., Pace University; AGPCNP-BC and DNP, William Paterson University
- **Alfredo Castro**, Associate Professor of Chemistry (1995), B.Chem., University of Costa Rica; M.S., Clark Atlanta University; Ph.D., University of Delaware
- **Balwant S. Chohan**, Assistant Professor of Chemistry (2018); B.Sc., University of Leicester (UK); M.S., Ph.D., University of Massachusetts, Amherst
- **Jordan Cola**, Associate Professor, Exercise Sport Science (2022), B.S./M.S., East Stroudsburg University, PA; Ph.D., Seton Hall University, NJ
- **Brian Connors**, Ph.D., BCBA, Professor, Dean of the School of Education, (2023) B.A. in Psychology, Montclair State University; M.A. in Psychological Studies; Ed.S. in School Psychology; Ph.D. in Higher Education Leadership, Management, and Policy, Seton Hall University; Post-MA Certificate in Applied Behavior Analysis, Pennsylvania State University
- **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
- **Marissa Cruise**, R.N., Assistant Professor of Nursing (2022); B.S.N Seton Hall University; M.S.N William Paterson University; DNP Grand Canyon 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, Ed.D., Gwynedd Mercy University
- **Robert Doyle**, Associate Professor of Religious Studies and Director of MA in Religious Studies (2022); BA, Canisius College, MA, Loyola Marymount University, MA, Gonzaga University, Ph.D., Claremont Graduate University
- **Evan Drake**, Assistant Professor of Biology (2022), BS, Stockton University; Ph.D., Rutgers University (pending)
- **Gaby Fahmy**, Associate 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
- **Michelle Gilbert**, R.N., Assistant Professor of Nursing (2020); A.A.S; Helene Fuld College of Nursing; B.S.N., M.S.N-Ed University of Texas at El Paso; Ph.D., Medical University of South Carolina.
- **Aimee Giordano**, R.N., Instructor of Nursing (2019); B.S.N., East Stroudsburg University; M.S.N., Ramapo College
- **Mary Jane Genuino**, R.N., Assistant Professor of Nursing (2021); D.N.P. (Rutgers University), M.S.N.(Regis University), Post-Masters in Adult Gerontology Primary Care Nurse Practitioner (William Paterson University), B.S.N. (Chinese

- General Hospital College of Nursing, Philippines); Graduate certificate in Healthcare Education (Regis University)
- **Jeffrey Goldberg**, MS OTR/L, Assistant Professor, OTA Fieldwork Coordinator, M.S. SUNY Downstate
 - **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
 - **Sister M. Honorata Grzeszczuk**, CSSF, Associate Dean of Natural Sciences and Mathematics, Associate Professor of Physics (2012); Chair, Institutional Review Board; B.S./M.S., University of Lodz, Poland, Post-graduate Certificate, Jesuit University Ignatianum, Poland; Ph.D., 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
 - **Donna Hicks**, OTR/L, MSHA, OTA Program Director, OTA Instructor, B.S., Dominican University, M.S., Felician University
 - **Holly Hutchinson**, RN (2023), Instructor, BSN, Felician University; MSN, Felician University
 - **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
 - **Robert L. Keesey**, Associate Professor of Chemistry (2021), M.S., University of Oklahoma; Ph.D., Marquette University
 - **Sister Mary Patricia Kennedy**, CSSF, R.N., Lab Instructor, Barbara J. Toscano Nursing Resource and Simulation Center; Chaplain of School of Nursing; A.A.S., Felician College; B.S.N., La Salle University; M.S.N., Felician College
 - **Amber L. Lassiter**, Assistant Professor in the School of Education (2022); BA in Political Science, Montclair State University; MA in Elementary Education, Montclair State University; M.A.T. in Reading, Montclair State University; EdS in Educational Leadership, Management and Policy, Seton Hall University; EdD in Educational Leadership, Trident University

- **Christine Lawrence**, D.N.P., R.N., Assistant Professor of Nursing; B.S.N. Fairfield University, M.S.N. Columbia University, D.N.P., Monmouth University
- **Eliza Leszczynski**, Assistant Professor of Mathematics (2021); B.S., M.S., Ed.D., Montclair State 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
- **Melissa Londregan-Walker**, RN, Instructor of Nursing (2021); BS, Bucknell University; BSN, Fairleigh Dickinson University; MSN, Rutgers University, APN, Pediatric Nurse Practitioner
- **Janice Louro-Rama**, Assistant Professor (2021); D.N.P. Grand Canyon University (2021); M.S.N. William Paterson University (2006); B.S.N. Rutgers University (2001)
- **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
- **Theoni Mantzoros**, Ph.D., BCBA-D, Assistant Professor in the School of Education & ABA Program Coordinator (2023); B.A. in Psychology, Ramapo College; M.Ed. in Special Education, Penn State University; Ph.D. in Special Education, Penn State University
- **Marilú Marcillo**, Professor, Dean of the School of Business and Information Sciences, B.S. Alfred University; MBA, Centenary; D.M. Colorado Technical University Concentrated in Environmental and Social Sustainability
- **Yuliya Markiv**, R.N., Instructor 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., Instructor of Nursing (2020) Diploma in Nursing, Holy Name Hospital School of Nursing; B.S.N. St. Peter's University; M.S.N. Thomas Edison State University
- **Samantha Mattheiss**, Assistant Professor, B.S., The College of New Jersey, M.A., Ph.D., Rutgers 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
- **Denise Menonna-Quinn**, Assistant Professor of Nursing (2021); Prelicensure Program, BSN, Saint Peters College; MSN, Seton Hall University; DNP, William Paterson University
 - **Joan Merz**, Instructor, M.S.N., RN, Faculty Hybrid ABSN (2022), BSN -Seton Hall University, MSN Walden University
 - **Christine Mihal**, R.N (2002) Dean of the School of Nursing and Health Sciences, Professor of Nursing; B.S.N. Russell Sage College; M.S.N. and Ed.D., Seton Hall University
 - **Jose Montalvo**, Associate Professor of Biology (2022), BA, Rutgers University; M.D., Universidad Central del Este, Dominican Republic
 - **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, CNE, 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
 - **Michael L. Omansky**, Associate Professor of Business and Chairperson of the Business Graduate Programs of the School of Business and Information Sciences 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.
 - **Emmanuel Pierre-Louis** (2022), Assistant Professor, Department of Criminal Justice; B.S./M.S./D.Sc., New Jersey City University
 - **Janice Rama**, R.N., Assistant Professor of Nursing (2022); BSN, Rutgers University; MSN, William Paterson University; DNP, Grand Canyon University
 - **Warren Reich**, Associate Professor of Psychology, Ph.D., Rutgers 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**, Professor, of the School of Business and Information Sciences, 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**, Professor, and Associate Dean of Graduate Programs of the School of Business and Information Sciences; B.A., Montclair State University; M.P.P. Pepperdine University; Ph.D., Antioch University
 - **Lavina Sequeira**, Associate Professor of Philosophy (2018) and Associate Dean of Humanities: B.S., M.Ed., Karnatak University, Ed.D., Montclair State University
 - **Jodi Shelly**, Assistant Professor and Director of Library Services; B.A., Thomas Edison State College; M.L.I.S., Rutgers, The State University of New Jersey, M.B.A. Felician University
 - **Caren Sheng-Wong**, Assistant Professor of Biology (2022), B.S./M.S., The Hong Kong Polytechnic University; Ph.D., City University of New York
 - **Victoria Simon**, Assistant Professor of Communications (2021), Ph.D. McGill University
 - **Aleksandra Sinkowsky**, Associate Dean of Social & Behavioral Sciences and Professor of Sociology (1979); B.A., M.A., Montclair State University; Ed.D. Rutgers 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
- **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
- **Stathene Varvisotis**, Assistant Professor of Education (2021); B.A. in Elementary Education/Reading, Wittenberg University; M.Ed. in Reading/Learning Disabilities, William Paterson University; Ph.D. in Special Education Leadership, Capella University
- **Erin Vitale**: R.N., Assistant Professor of Nursing (2023); B.S.N., James Madison University; M.S.N., Ramapo College of New Jersey; D.N.P., Post University
- **Kathryn R. Wagner**, Assistant Professor in the School of Education, Applied Behavior Analysis (2023). BS in Psychology, Liberty University; MA Special Education: Severe Affective Needs, University of Northern Colorado; Advanced Graduate Certificate in Applied Behavior Analysis, Arizona State University.
- **Melissa Walker**, RN (2020), Instructor, BSN, Fairleigh Dickinson University; MSN, Rutgers University
- **Sherida Loertz Yoder**, Professor of English (1980); B.A., M.A., Ph.D., Rutgers University
- **Songmei Yu**, Professor of Computer Science of the School of Business and Information Sciences; 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

- **Samira Ziaei**, Ph.D., Associate Professor of Biology (2022), BS, Montclair State University; MS, William Paterson University; Ph.D., The City University of New York

Half Time Faculty

- **Jessica Brown**, R.N., Assistant Professor of Nursing (2023); B.S.N. Virginia Commonwealth University; M.S.N., Adult-Geriatric Primary Care Nurse Practitioner, New York University; D.N.P., Sacred Heart University
- **Jasmine Garces-King**, R.N., Associate Professor of Nursing (2019); Diploma in Nursing, Christ Hospital; B.S.N, Felician University; M.S.N., APN, UMDNJ; DNP, Chatham University

Center for Academic Technology

- **Dr. Deanna Valente, DBA**, Dean for Center for Academic Technology; DBA, Felician University; M.B.A., Felician University; B.A., Felician University; eCertified
- **Rebecca DeVita, MBA**, Associate Dean for Center for Academic Technology; B.A., Montclair State University, eCertified
- **Jaclyn Moreno**, MBA, Director for Center for Academic Technology; B.A., Felician University, eCertified
- **Joseph Russo**, MA, LMS Coordinator for Center for Academic Technology; B.A., Felician University, eCertified
- **Felipe Jaccomo**, BS, Training Integration Specialist; BS., William Paterson 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 Administrative Assistant
- **Carolyn Leonardi**, EOF Counselor; B.A., William Paterson University

Library Services

The Felician University Library 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 Library is located on the Lodi campus and provides the information sources and services to Felician's undergraduate students, graduate students, faculty and staff.

The Library offers group study spaces, quiet study spaces, computers and printers, as well as print collections for each of the Schools (Arts & Science, Business and Information Sciences, Education, and Nursing and Health Sciences). Designated librarians serve as subject-specific liaisons to each of the Schools.

The libraries' combined information sources include over 51,000 print and 243,000 electronic books and over 20,000 electronic periodicals. Electronic resources can be accessed through the Felician University Library's website (<https://felician.libguides.com/libraries>) on-campus and off-campus, by entering the Felician University network ID and password. Material not owned by the Felician University Library 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 the Lodi and Rutherford Campuses; reference and one-on-one research assistance is provided in-person, by phone, via email, through "Zoom" or "Teams" and via chat. Research appointments are encouraged and can be made through the Felician University Library's website (<https://felician.libguides.com/libraries>).

For hours of operation, check the Felician University Library's website, or call (201)559-6071.

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. (Liaison to the School of Business and Information Sciences & School of Education). B.A., Thomas Edison State College; M.L.I.S., Rutgers, The State University of New Jersey; M.B.A., Felician University.
- **Kaitlyn Clohosey**, Research & Instructional Services Librarian. (Liaison to the School of Business and Health Sciences). B.A., Stonehill College; M.S.L.I.S., Pratt Institute School of Information.
- Research and Instruction Librarian and Assistant Professor. (Liaison to the School of Arts and Sciences). TBD.
- **Jennifer Correia**, Technical Services and Electronic Resources Manager
- **Maria Spina**, Library Manager; B.A. Felician University

Barbara J. Toscano Nursing Resource and Simulation Center (BJTNRSC)

The Barbara J. Toscano Nursing Resource and Simulation Center (BJTNRSC) at Felician University School of Nursing and Health Sciences is an 11,000-square-foot state-of-the-art facility that offers students opportunities to enhance learning and develop clinical judgment needed for clinical practice through the application of complex simulation technologies that simulate patient care in a safe learning environment. Designed for Felician Nursing students, the Toscano NRSC aims to create a life-like simulated care environment that mirrors current practice. The center includes three human patient simulation rooms, two physical exam laboratories, five-bed, hospital-like acute care laboratory, a medication room, a telehealth center, and two debriefing classrooms. The space is outfitted with life-like, high-fidelity adult and pediatric manikins, including a premature infant and a birthing simulator. Students can practice delivering safe care with authentic patient care technologies and equipment, including an electronic medical record for documentation and simulated medication administration. Among the many resources available, BJTNRSC staff and faculty offer skills demonstrations and workshops, such as dosage calculations, safe medication administration, and physical assessment skills. BJTNRSC Location: 227 Montross Avenue, Education Commons Building, on the Rutherford Campus, Third Floor.

Hours of Operation: Hours vary during the academic year.

- **Mary Clare Smith, MSN, RN, CHSE**- Director, The Barbara J. Toscano Nursing Resource and Simulation Center, and Instructor, Prelicensure Nursing Program
- **Holly Hutchinson, MSN, RN, CHSE** Assistant Director, The Barbara J. Toscano Nursing Resource and Simulation Center

- **Kristen Centinaro, BA, MSHA**-Administrative Director for Technology and Resources, Barbara J. Toscano Nursing Resource and Simulation Center
- **Sister Mary Patricia Kennedy, CSSF, MSN, RN**-Lab Instructor, Barbara J. Toscano Nursing Resource and Simulation Center
- **Monica Szczech, BSN, RNC-NIC**, Lab Instructor Barbara J Toscano Nursing Resource and Simulation Center

Nursing Support

- **Luis Barrigan**, Administrative Coordinator: Prelicensure Nursing Program, MSHA, Rutgers University
- **Kristen Centinaro**, Administrative Director for Technology and Resources; Barbara J. Toscano Nursing Resource and Simulation Center, B.A., Bloomfield College, MSHA, Felician University
- **Karen Cucuzza**, Director of Graduate Nursing Clinical Placement and Compliance, B.S., Fairfield University
- **Jamie Bohn**, Director, Clinical Compliance, B.S.N., R.N.
- **Jacki Dykhouse**, Administrative Assistant to the Dean of the School of Nursing
- **Eve Laba**, Coordinator: Graduate Nursing Program; B.A., Montclair University
- **Jose Pombo**, Administrative Coordinator Hybrid ABSN and Campus ABSN Program

Computer and Audio- Visual Services Information Technology

- **Dr. Deanna Valente**, DBA, Dean of Information Systems, Academic Technology and Learning and Development
- **Christopher Finch**, Assistant Vice President for Information Technology; CNA, (MCP) Microsoft Certified Professional, MCSA, MCS
- **Carlos Caldero**, Systems Administrator
- **Cody Hildebrand**, Assistant Director of Helpdesk and Information Technology, B.S., Felician University
- **Brady Fernandez**, IT Helpdesk Specialist, MBA

- **Shaf Sachdeva**, IT Helpdesk Specialist
- **John Marousis**, IT Helpdesk Coordinator,
- **Kelly Burke**, IT Help Desk Coordinator, BS in History

Audio-Visual Services

- **Hendrick Cuadro**, Executive Director of Meeting and Event Technology

Student Information Systems

- **Craig Savino**, Director of Information Systems, B.S., New Jersey Institute of Technology
- **Cynthia Vincenti**, Assistant Director of Information Systems, B.S., University of Scranton
- **Derek Bioh**, Systems Analyst, B.S., Felician University

Felice Grant

- **Felipe Jaccomo**, Specialist
- **Serina Sebbio**, Coordinator, B.S., Felician University

Athletics

- **Andrew Toriello**, Director of Athletics; B.A., Felician University, M.S., Liberty University
- **Brendan Bonacum**, Assistant Director of Athletics - External Relations; B.A., Dominican College (NY), M.A., Canisius College
- **Nicole Aumack**, Assistant Director of Athletics, NCAA Compliance, Senior Women's Athletics Administrator; B.A., Felician University, M.S., Felician University
- **Samantha Flecker**, Director of Athletics Communications, Coordinator of Intramurals; B.S., College of Staten Island, M.S., Southern New Hampshire University
- **Kayla Jones**, Athletics Administrative Assistant, B.S., Kutztown University

Enrollment Management and Marketing

- **Priscilla Klymenko**, Vice President of Enrollment Management and Marketing, B.A., Felician University, M.A., Montclair State University

- **Carol Lee Martinez**, Administrative Assistant to VP of Enrollment Management and Marketing, Veterans School Certifying Official, B.A., Rutgers University
- **Tiffany Hartwig**, Executive Director of Enrollment Management Operations, B.A., Felician University
- **Selma Jasarevic**, Associate Director of Admissions Operations, Enrollment Management, B.A., Felician University, MBA, Felician University
- **Gema Duran**, Assistant Director of Admissions Operations, Enrollment Management, B.A., Felician University, MBA, Felician University
- **Helen Torebka**, Receptionist, B.A., Felician University
- **Regina Meyers**, Receptionist

Marketing

- **Azra Buljko**, Associate Director of Marketing, M.B.A., B.A., Felician University
- **Christine Albano**, Associate Director of Marketing, M.B.A., B.A., Felician University
- **Abigail Letson**, Marketing Manager, B.A., Pace University

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 (Undergraduate) Traditional Undergraduate

- **Kelsey Dennehy**, Director of Undergraduate Admissions, BA, William Paterson University, MA, William Paterson University, EdD, Saint Peter's University (in progress)

- **Will Mahon**, Assistant Director of Undergraduate Admissions, BA, Rutgers University
- **Tom Lang**, Assistant Director of Undergraduate Admissions, BA, Kean University, MA, Georgian Court University
- **Anandaji Cruz Rosario**, Assistant Director of Undergraduate Admissions, BA, Montclair State University
- **Caitlin Aristizabal**, Assistant Director of Undergraduate Admissions, BA, Montclair State University, MA, Montclair State University (in progress)

Transfer and Adult Undergraduate

- **Brianna Grausso**, Director of Transfer & Adult Enrollment, BA, University of Pennsylvania
- **Gina DeFalco**, Assistant Director of Transfer Admissions, BA, Montclair State University, MBA, Centenary University
- **Matthew Powell**, Assistant Director of Enrollment Management Services, BA, Rutgers University—New Brunswick

Admissions (Graduate)

- **Olga Velasques**, Director of Graduate Admissions, B.S., Moscow State University, M.A., New York University
- **Oliver Rosas**, Assistant Director of Graduate Admissions, B.S., Montclair State University

Office of International Programs

- **Dennis Graham**, Director of International Programs; B.S. International Affairs, Georgetown University; M.A. Philosophy and Education, Columbia 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

- **Mariela Henriquez**, Director of Student Accounts; B.S., Nova Southeastern University
- **Chloe Christen**, Associate Director of Financial Aid; B.A., Montclair State University, M.B.A., Felician University
- **Aurora Regondola**, Associate Director of Student Accounts; B.S., New Jersey City University, M.A., Felician University
- **Nicholas Delahanty**, Assistant Director of Financial Aid; B.A., Felician University
- **Winston Watt**, Assistant Director of Financial Aid; B.S., William Paterson University, M.A., Rider University
- **Nicholas Leonardo**, Assistant Director of Financial Aid Operations; B.S., Felician University
- **Alyssa Bishop**, Assistant Director of Student Accounts; B.A., M.B.A., Felician University
- **Nina Jackson**, Collections Specialist Student Financial Services
- **Mouhamadou Kane**, Account Receivable Coordinator

Registrar

- **Erminda Velez-Quinones**, Director of Registration & Records, School Certifying Official for Veterans, B.S. Felician University
- **Marybeth O’Flanagan**, Associate Director of Registration & Records, School Certifying Official for Veterans, B.A. Marymount College
- **Lauren Venechanos**, Assistant Director of Registration & Records, School Certifying Official for Veterans
- **Jo-Ann Fondanarosa**, Coordinator of Placement Testing and Transfer Evaluation; A.A. Bergen Community College; B.A., M.A., Felician College
- **Maureen Artuso**, Cohort Coordinator
- **Sophia Marino**, Staff Assistant, B.A., Kings College
- **Lynne Richardson**, Colleague Specialist, B.A. Haverford College, M.A. William Paterson University

Conference and Event Services

- **Joel Superville**, Event and Sales Coordinator.

Business and Finance

- **Thomas Truchan**, Chief Financial Officer, VP for Business and Finance, CPA, B.S., St. Peter's College
- **Virginia Topolski**, Director of Human Resources; B.S., M.A., Montclair State University; M.A., Felician College
- **Diane DePadova**, Assistant Director of Human Resources and Benefits Coordinator; B.A., Felician College, M.B.A., Felician College
- **Aimee Gonzalez**, Payroll Coordinator
- **Roxana Hayda**, Assistant Director of Human Resources/Employee Relations, B.A., B.S., American University
- **Angela Miaoulis**, Manager of Onboarding and Training, B.A., Felician University
- **Mary Marino**, Administrative Assistant to CFO, B.S., King's College
- **Shalini Patel**, Controller, B.S., Montclair State University, M.B.A., Felician University
- **Marian Mugavero**, Budget Analyst, B.S. B.A. Felician University, M.A.R.E. Felician University
- **Linda Kastenbaum**, Accounts Payable Coordinator
- **Eileen Meneghin**, Bookkeeper
- **Lillian Garay**, Accounts Payable Clerk
- **Dolores Rouse-Cooper**, Mailroom, Printery Clerk - Lodi
- **Christine Thibault**, Mailroom - Rutherford

Physical Plant and Maintenance

- **Meggan Oneill**, Director, Buildings and Grounds
- **David Lopez, Sr.**, Maintenance Supervisor for the Rutherford Campus
- **Tadeusz Tyszka**, Maintenance Supervisor for the Lodi Campus
- **Skyler Hennessey**, Administrative Assistant

University Advancement

- **Maura DeNicola**, Vice President of External and University Relations, M.S., Columbia University, B.S., Boston College
- **Jonathan Azzara**, Director of Communications
- **Diane Sedlmeir**, Director of Alumni Relations, B.A., M.B.A., Felician University

- **Noelle Agosta**, Assistant Director of Alumni Relations
- **John Cross**, University Writer and Researcher, B.A. Felician University, M.A. Rutgers-University Newark
- **Ben Dinallo, Jr.**, Director, University Advancement, B.A. Columbia School of Broadcasting
- **Edward Robinson**, Manager, Felician Radio
- **Alyssa Molarz**, Coordinator, External Relations, B.S., Virginia Polytech Institute State University, M.B.A., Felician University
- **Aneta Wygonik**, Administrative Assistant

Student Affairs

Student Affairs Leadership

- **Janel Owens**, Vice President Student Affairs
- **Mehtap Ferrazzano**, Assistant Vice President, Student Life
- **Onya Brown**, Associate Dean of Students & Title IX Coordinator

Community Rights and Responsibilities

- **Dr. Simone Flowers-Taylor**, Director of Community Rights and Responsibilities

Counseling and Wellness Services

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- **Colleen Mulligan-Moran**, BSN-RN- Assistant Director
- **April Lennon**, MSW, LSW- Counselor
- **Christine Panepinto**, MA, CAGS, LAC- Counselor
- **Lisa Peña**, B.A, Administrative Assistant

Center for Student Development and Engagement

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- **Ashley Gregory**, Assistant Director
- **David Crawford**, Coordinator, Student Life & First Year Experience

Safety and Security

- **James Hosie**, Director

Dining Services

- **Rick Freudenfels**, Dining Manager, Chartwells Higher Ed

Housing and Residence Life

- **Romario Dacosta**, Associate Director Housing Operations
- **Katiuzca Loaiza**, Associate Director, Residential and Development

Attitudes Against Violence

- **Taylor Levine**, Project Coordinator, Attitudes Against Violence

Transportation Services

- **Kamal Tawadros**, Transportation Manager, University Transportation

Center for Career and Academic Success

Center for Career and Academic Success

- **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
- **Geri Perret**, Assistant Dean for Career & Experiential Learning,
- **Sharon Towler**, Assistant Professor and Associate Dean of Academic Achievement, Performance, and Honors, B.A., Fairleigh Dickinson University, M.A., William Paterson University, Ed.D., Capella 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
- **Elizabeth Noreika**, Administrative Assistant and Coordinator; Center for Academic Success and Effectiveness; A.A., B.A., Felician College
- **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
- **Michelle Markowicz**, Career and Internship Advisor, M.A., Felician University, B.A., Montclair State University

Mission Integration

- **Fr. Thomas H. Franks**, OFM Cap., M.S., MDiv., STL, Vice President for Mission Integration, B.S., Fordham University, M.S., Manhattan College, M.Div., Weston Jesuit School of Theology, S.T.L., The Pontifical University of St. Thomas Aquinas.
- **Mara Zukowski**, Ph.D., Director of the Blessed Mary Angela Institute, B.A., in English and Religious Studies, University of Massachusetts at Boston, M.A. in Biblical Studies, Fordham University, PhD in Systematic Theology, Fordham University
- **Noreen Shea**, MA, MAPM, Director of Campus Ministry
- **Reverend John O'Neill**, I.V. Dei, PhD., Professor of Religious Studies-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.

- **Reverend Thomas Ruekert**, SDB, University Chaplain

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- **Gina Michalski** – Lead Teacher, School of Education Preschool; B.A., SUNY Potsdam; M.A., Montclair State University
- **Melissa Karcic** – Associate Teacher, School of Education Preschool; B.S., St. Peter’s University
- **AnneMarie Barone** – Assistant Teacher, School of Education Preschool

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- **Emily Espin**, Associate Director of Academic Partnership Enrollment; B.S., Felician University
- **Isabella Hughes**, Assistant Director of Registration and Records for Academic Partnership Enrollment
- **Shannon Pinchinat**, Assistant Director of Student Financial Services for Academic Partnership Enrollment

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- **Jennifer L. Fischer**, Associate Director, Cloud Trust Services | Office of CISO, KPMG
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- **Sandesh Sadalge**, Vice President of Analytics, Education Dynamics
- **Gregory Scott Thomas, Esq.**, Senior Vice President, General Counsel & Corporate Secretary, Cirrus Logic

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- **Linda Gural**, RN, American Nurses Association Board of Directors, Staff Nurse; Past President, New Jersey State Nurses Association
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- **Judith Padula**, MSN, RN, Vice President of Patient Care Services/ Chief Nursing Officer, St. Joseph's Healthcare System
- **Gayle Pearson**, DrPH, RN, Consultant
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- **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, Barnabas Health; Director of Nursing Education and Research, Saint Barnabas Medical Center
- **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

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- **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

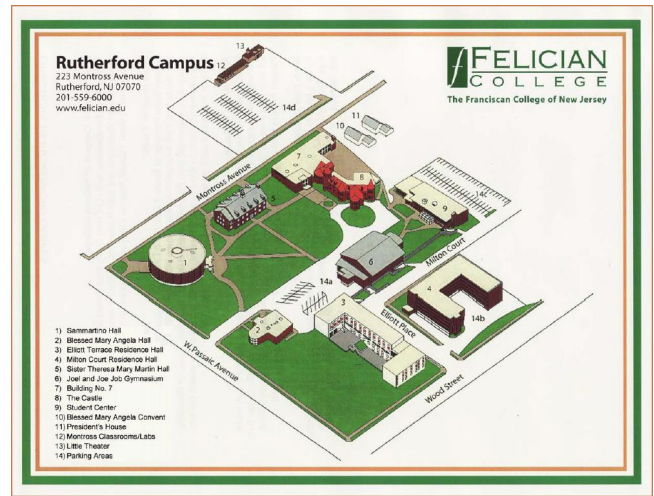
Lodi Campus

- 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

- **Hybrid ABSN Program**
- 300 Kimball Drive Suite 502,
Parsippany, NJ 07054
- **Mercer County Community College**
1200 Old Trenton Road
West Windsor, New Jersey 08550
- **Middlesex County College**
2600 Woodbridge Avenue
Edison, NJ 08818
- **Raritan Valley Community College**
118 Lamington Road
Branchburg, New Jersey 08876
- **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 page for School of Business for more information.

B.S. in Accounting

Degree Type

Bachelor of Science

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.

Program length: 48 months (based on full-time enrollment)

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
ACC 200	Principles of Managerial Accounting	3
ECON 200	Macroeconomics	3
ECON 220	Microeconomics	3
FIN 300	Corporate Financial Management	3
BUS 300	Ethics in the Corporate Environment	3
BUS 310	Business Law I	3
BUS 341	An Introduction to Research and Analysis Using Statistics	3
MGT 410	International Business	3
MGT 490	Business Policy	3
BUS 499	Business Capstone	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 315	Business Law II	3
FIN 320	Intermediate Topics in Corporate Financial Management	3

Additional Requirements:

* These requirements apply to traditional students only. Internship is highly recommended.

Item #	Title	Credits
	Business 300/400 Level Elective	3
	Total Credits	120

Accounting Combined B.S./M.B.A. Program

Degree Type

Bachelor's + Master's

Accounting requirements include courses that provide essential career skills, including critical thinking and reasoning, effective communication, ethical decision-making, quantitative reasoning, teamwork, and more. This expertise fully prepares you to join the workforce immediately following graduation from the Accounting degree program. No matter the field or industry, every organization needs accredited accountants to navigate rapidly changing technology, new tax laws, and economic globalization.

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.

Admission

Acceptance into this selective program is automatic for students however it is contingent upon those who demonstrate academic excellence by achieving one of the following:

- Maintaining a 3.0 GPA during their first three years at Felician University
- Good academic standing
- Scoring in the top 10% of their class in the ETS Major Field Test in business
 - As a final step, you must apply to the program your final year

Program length: 60 months

Business Core – Required Required Courses

* In addition to the [general education requirements](#):

Item #	Title	Credits
MKT 100	Fundamentals of Marketing	3
MGT 100	Fundamentals of Management	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
BUS 300	Ethics in the Corporate Environment	3
BUS 310	Business Law I	3
BUS 341	An Introduction to Research and Analysis Using Statistics	3
MGT 410	International Business	3
MGT 490	Business Policy	3

Major Requirements

Item #	Title	Credits
ACC 220	Principles of Financial Accounting II	3
ACC 310	Intermediate Accounting I	3
ACC 330	Federal Taxation I	3
ACC 320	Intermediate Accounting II	3
ACC 340	Federal Taxation II	3
ACC 410	Accounting Problems and Practices	3
ACC 430	Auditing	3
ACC 572	Advanced Accounting	3
FIN 300	Corporate Financial Management	3
BUS 315	Business Law II	3

MBA Requirements

Item #	Title	Credits
MBA/ENT 510	Leadership for the 21st Century	3
MBA/ENT 550	Special Topics in Innovation and Entrepreneurial Leadership	3
MBA/ENT 530	Organizational Performance and Ethics	3
MBA/QUAN 571	Statistical Analysis for Business	3
MBA/ENT 540	Innovation and Adaptation	3
MBA/FIN 572	Financial Tools and Techniques	3
MBA/ENT 520	Entrepreneurial Leadership and Strategy Formulation	3
MBA/ENT 502	Corporate Entrepreneurship and Creativity	3
MBA/ECON 571	Economic Reasoning for Managers	3
MBA/ENT 595	Competency Portfolio Review and Assessment	3
MBA/ENT 599	Capstone Experience	3
Total Credits		156

Concentration in Accounting

Degree Type

Concentration

Required Courses

* In addition to the [general education requirements](#):

Item #	Title	Credits
ACC 100	Principles of Financial Accounting I	3
ACC 220	Principles of Financial Accounting II	3
ACC 200	Principles of Managerial Accounting	3
ACC 310	Intermediate Accounting I	3
ACC 320	Intermediate Accounting II	3
	300/400 Upper Level Accounting Elective	3
Total Credits		18

Accounting for Non-Business Majors Minor

Degree Type

Minor

* Students must meet special admittance criteria.

Required Courses

* In addition to the [general education requirements](#):

Item #	Title	Credits
ACC 100	Principles of Financial Accounting I	3
ACC 200	Principles of Managerial Accounting	3
ACC 220	Principles of Financial Accounting II	3
ACC 310	Intermediate Accounting I	3
ACC 320	Intermediate Accounting II	3
	300/400 Upper Level Accounting Elective	3
	Total Credits	18

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

Prerequisite Courses

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

Prerequisite Courses

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

Prerequisite Courses

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

Prerequisite Courses

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

Prerequisite Courses

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

Prerequisite Courses

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

Prerequisite Courses

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

Prerequisite Courses

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

Prerequisite Courses

ACC 320

Art

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.

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.

Mission Statement

The mission of the Felician Art Department is to produce graduates 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, New Media, and Art History, the Art program supports the University community by promoting the personal, social, and spiritual development of our students through creative exploration and problem-solving.

Learning Outcomes

Graduates of the Art Program will be able to:

- Implement a variety of creative skills and techniques.
- Critique artworks based on a survey knowledge of diverse historical and contemporary examples.
- Produce a body of work encompassing a range of forms and styles.
- Synthesize ideas and techniques into strategies for creative problem-solving.
- Create and present work suitable for exhibition and publication.

Bachelor of Arts in Art

Degree Type

Bachelor of Arts

Students majoring in Art should choose one or more of the following concentrations listed below:

- Fine Arts
- Graphic Design
- Photography & New Media
- Painting & Drawing

Program length: 48 months (based on full-time enrollment)

Total Credits 120

Course Sequencing

First Year Semester I

- ENG 101 meets GECC AREA III requirements

Item #	Title	Credits
ART 101	Drawing and Composition	3
ART 102	Two-Dimensional Design	3
ENG 101	College Writing and Research I	3
	GECC VII Quantitative & Scientific Reasoning (Math)	3-4
	GECC Liberal Arts Concentration Elective	3
UNIV 101	Dream	1

First Year Semester II

- ART 104 meets GECC Area VI requirements
- LS 100 meets GECC AREA V requirements

Item #	Title	Credits
ART 103	Form, Space, and Time	3
ART 151	Art History I: Paleolithic to Gothic	3
	GECC V Information Literacy	4
LS 100	Information Literacy	1
ART 104	Introduction to Computer Graphics	3

Second Year Semester I

Item #	Title	Credits
ART 152	Art History II: Renaissance to Baroque	3
	Art Concentration Elective	3
	GECC I Faith & Reason 100/2003 Elective	
	GECC IV Critical & Analytical Thinking Elective	3
UNIV 201	Dare	1

Second Year Semester II

Item #	Title	Credits
ART 153	Art History III: Modernism to Contemporary	3
	Art Concentration Elective	3
	Art Concentration Elective	3
	GECC III Communications & Expression Elective	3
	GECC Liberal Arts Concentration Elective	3

Third Year Semester I

Item #	Title	Credits
	Art History Elective	3
	Art Concentration Elective	3
	GECC II Ethics, Values, and Truth Elective	3
	GECC VII Quantitative & Scientific Reasoning (Lab Science)	4
	GECC Liberal Arts Concentration Elective	3

Third Year Semester II

Item #	Title	Credits
ART 301	Junior Seminar	3
	GECC VIII Global Consciousness Elective	3
	GECC VIII Global Consciousness Elective	3
	Suggested Elective	3
UNIV 301	Do	1

Fourth Year Semester I

Item #	Title	Credits
ART 449	Senior Seminar	3
	GECC I Faith & Reason 300/4003 Elective	
	Suggested Elective	3

Fourth Year Semester II

Item #	Title	Credits
	Suggested Elective	3

Gaming and Interactive Media

Degree Type

Bachelor of Arts

Gaming and Interactive Media

The Gaming and Interactive Media (GAIM) Program at Felician University educates students in the necessary skills, knowledge, as well as aesthetic and critical sensibilities, to effectively communicate ideas through video games and related interactive media. Our interdisciplinary approach offers a variety of courses in computer science and the humanities. The objective of the GAIM Program is to emphasize an understanding of the field, both as an academic discipline as well as a profession, teaching hard science skills in concert with critical thought and creative forms of expression. Courses include Scripting Languages, Game Development, Animation, Screenwriting, Videomaking, New Media History, and more.

Mission Statement

Through this rigorous and dynamic curriculum, graduates of the GAIM Program will have an understanding of aesthetic and critical issues in the design of computer graphics and interactive media, effectively use appropriate technology tools, and have an appreciation for the ethics of the creative process.

Graduates will also be able to implement a variety of creative skills and techniques, as well as produce games and interactive media in a range of forms and styles. In terms of specifically technical skills, graduates will be able to analyze gaming and interactive media requirements, design and develop different games by using the best principles of the game design process, such as graphics attributes, geometric transformation, 2-Dimensional and 3-Dimensional viewing, lighting, shading, texture, and animation. Through survey knowledge of the field, they will be able to critique existing and new works, while also being able to recognize trends and understand the impact of gaming and interactive media on individuals and society.

Ultimately, GAIM graduates will be able to integrate and synthesize their skills, techniques, knowledge, and experience into a powerful career strategy.

Evaluation and Learning Outcomes Assessment Plan

- i. Faith & Reason:** Analyze the local and global impact of gaming design and interactive media technologies on individuals, organizations, and society through a Franciscan lens.
- ii. Ethics, Values, and Truth:** Judge situations and be willing to take a lead role concerning ethical, legal, social, and technology-based issues and responsibilities as a professional in the Gaming and Interactive Media industries.
- iii. Communication and Expression:** Communicate graphically, orally, visually, and in writing, while employing the professional skills and techniques used in the design, development, and documentation of games, within a team environment to accomplish a common goal.
- iv. Critical and Analytical Thinking:** Critically assess and analyze game requirements, specific design challenges, and the principles of visual organization as expressed through projects and presentations utilizing traditional media, graphics software, and Web design elements.

Program Criteria

Students must meet the following requirements:

1. Satisfy Felician University admission requirements.
2. Completion of Program application by deadline.
3. Maintain an Institutional GPA of 2.75 or better.
4. Achieve a minimum grade of "C" in each required course.

Once admitted to the GAIM program, students falling below the required 2.75 Institutional GPA will be required to improve their Institutional GPA to a 2.75 in order to be readmitted to the program. Also, as per University policy, students must earn a grade of 'C' or better in all major required coursework. The 2.75 GPA minimum will be evaluated each semester by the Dean's Office.

Gaming and Interactive Media – General Education

Item #	Title	Credits
RELS 105	Why Be Good? Religion and Morality	3
RELS 301	Religions of the World	3
PHIL 250	Making Moral Decisions	3
ENG 101	College Writing and Research I	3
ART 101	Drawing and Composition	3
PHIL 100	The Art and Practice of Critical Thinking	3
ENG 102	College Writing and Research II	3
LS 100	Information Literacy	1
CS 120	Introduction to Computer Science	3
MATH 160	College Algebra	4
PHYS 103	General Physics I	4
	GECC VIII Global Consciousness Elective	3
	GECC VIII Global Consciousness Elective	3
MATH 161	Precalculus	4
PHIL 204	Philosophy of Technology: Computer Ethics and Social Responsibility	3
	GECC Liberal Arts Concentration Elective	3
UNIV 101	Dream	1
UNIV 201	Dare	1
UNIV 301	Do	1

Gaming and Interactive Media – Computer Science Required Courses

Item #	Title	Credits
CS 104	Python I	3
CS 120	Introduction to Computer Science	3
CS 205	Web Development and Scripting Languages	3
CS 299	Introduction to Mobile Application Development	3
CS 389	Foundations of Game Design and Development	3
CS 391	Game Development	3
CS 392	Game Development II	3
CS 497	Advanced Computer Graphics	3
CS 498	HC Advanced Programming with Java	3

Gaming and Interactive Media – Art Required Courses

Item #	Title	Credits
ART 103	Form, Space, and Time	3
ART 104	Introduction to Computer Graphics	3
ART 265	Animation	3
ART 274	Color and Digital Photography	3
ART 364	New Media History	3

Gaming and Interactive Media – Communication Required Courses

Item #	Title	Credits
COMM 230	Screenwriting I	3
COMM 240	Videomaking I	3
COMM 241	Videomaking II	3
COMM 120	Film Analysis	3

Gaming and Interactive Media – Interdisciplinary Senior Project

Item #	Title	Credits
GAIM 400	Gaming and Interactive Media Project	3

Gaming and Interactive Media – Free Electives

Take 12 or more credits of Free Electives to reach total of 120 credits for program

Total Credits 121

Course Sequencing

First Year – Fall

Item #	Title	Credits
ENG 101	College Writing and Research I	3
RELS 105	Why Be Good? Religion and Morality	3
CS 120	Introduction to Computer Science	3
MATH 160	College Algebra	4
UNIV 101	Dream	1

First Year – Spring

Item #	Title	Credits
ART 101	Drawing and Composition	3
CS 104	Python I	3
ENG 102	College Writing and Research II	3
LS 100	Information Literacy	1
MATH 161	Precalculus	4

Second Year – Fall

Item #	Title	Credits
ART 103	Form, Space, and Time	3
ART 104	Introduction to Computer Graphics	3
CS 205	Web Development and Scripting Languages	3
PHIL 250	Making Moral Decisions	3
PHIL 100	The Art and Practice of Critical Thinking	3
UNIV 201	Dare	1

Second Year – Spring

Item #	Title	Credits
ART 274	Color and Digital Photography	3
COMM 120	Film Analysis	3
COMM 230	Screenwriting I	3
CS 299	Introduction to Mobile Application Development	3
PHIL 204	Philosophy of Technology: Computer Ethics and Social Responsibility	3

Third Year – Fall

Item #	Title	Credits
ART 265	Animation	3
CS 389	Foundations of Game Design and Development	3
CS 391	Game Development	3
COMM 240	Videomaking I	3
PHYS 103	General Physics I	4

Third Year – Spring

Item #	Title	Credits
ART 364	New Media History	3
CS 392	Game Development II	3
RELS 301	Religions of the World	3
COMM 241	Videomaking II	3
	GECC VIII Global Consciousness Elective	3
UNIV 301	Do	1

Fourth Year – Fall

Item #	Title	Credits
CS 497	Advanced Computer Graphics	3
CS 498	HC Advanced Programming with Java	3
	GECC VIII Global Consciousness Elective	3
	GECC Liberal Arts Concentration Elective	3

Fourth Year – Spring

Item #	Title	Credits
GAIM 400	Gaming and Interactive Media Project	3
	Free Elective	3
	Free Elective	3
	Free Elective	3

Fine Art Minor

Degree Type

Minor

Fine Art Minor

The Minor is designed for students who are not majoring in Art but want to take Art classes to complement their studies. Students wishing to Minor in Fine Art need to complete 18 credits in Art as follows:

Required (12 credits)

- ART-101 Basic Drawing
- ART-236 Ceramics I or ART-237 Stained Glass
- ART-272 Painting I
- ART-273 Photography I

Elective (choose one, 3 credits)

- Any ART offering

After completing the above five courses, students enroll in the following required capstone course:

- ART-301 Junior Seminar

Consultation with an Art faculty advisor is recommended.

Art Required Courses

Item #	Title	Credits
ART 101	Drawing and Composition	3
ART 236	Ceramics I	3
ART 272	Painting I	3
ART 273	Photography I	3

Art Elective Course

Item #	Title	Credits
	Art Elective	3

Art Junior Seminar

Item #	Title	Credits
ART 301	Junior Seminar	3
	Total Credits	18

Graphic Design Minor

Degree Type

Minor

Graphic Design Minor

The Minor is designed for students who are not majoring in Art, but want to take Art classes to complement their studies. Students wishing to Minor in Graphic Design need to complete 18 credits in Art as follows:

Required (12 credits)

- ART-104 Introduction to Computer Graphics
- ART-246 Computer Graphics: Image
- ART-247 Computer Graphics: Type
- ART-248 Computer Graphics: Layout

Elective (choose one, 3 credits)

- ART-260 Film Video Art
- ART-265 Animation
- ART-274 Color and Digital Photography
- ART-275 IVS: Photograph
- ART-322 Photography II
- ART-362 History of Graphic Design
- ART-364 New Media History
- Any ART offering

After completing the above five courses, students enroll in the following required capstone course:

- ART-388 Graphic Design Practicum

Consultation with an Art faculty advisor is recommended.

Graphic Design Required

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

Graphic Design Elective

Choose 1 course from the following:

Item #	Title	Credits
ART 260	Film Video Art I	3
ART 265	Animation	3
ART 274	Color and Digital Photography	3
ART 275	SA International Visual Studies:3 Photography	3
ART 322	Photography II	3
ART 362	History of Graphic Design	3
ART 364	New Media History	3
	Art Elective	3

Graphic Design Capstone

Item #	Title	Credits
ART 388	Graphic Design Practicum	3
	Total Credits	18

Painting and Drawing Minor

Degree Type

Minor

Painting and Drawing Minor

The Minor is designed for students who are not majoring in Art, but want to take Art classes to complement their studies. Students wishing to Minor in Painting and Drawing need to complete 18 credits in Art as follows:

Required (15 credits)

- ART-101 Basic Drawing
- ART-272 Painting I
- ART-280 Advanced Drawing
- ART-331 Painting II
- ART-281 Life Drawing or ART-333 Watercolor

After completing the above five courses, students enroll in the following required capstone course:

- ART-301 Junior Seminar

Consultation with an Art faculty advisor is recommended.

Painting and Drawing Required Courses

Item #	Title	Credits
ART 101	Drawing and Composition	3
ART 272	Painting I	3
ART 280	Advanced Drawing	3
ART 331	Painting II	3
ART 281 or ART 333	ART 281 or ART 333	3
ART 333		

Graphic Design Junior Seminar

Item #	Title	Credits
ART 301	Junior Seminar	3
	Total Credits	18

Photography & New Media Minor

Degree Type

Minor

Photography and New Media Minor

The Minor is designed for students who are not majoring in Art, but want to take Art classes to

complement their studies. Students wishing to Minor in Photography/New Media need to complete 18 credits in Art as follows:

Required (9 credits)

- ART-245 Introduction to Web Design
- ART-273 Photography I
- ART-274 Color & Digital Photography

Electives (choose two, 6 credits)

- ART-101 Basic Drawing
- ART-104 Introduction to Computer Graphics
- ART-248 Computer Graphics: Layout
- ART-260 Film Video Art
- ART-265 Animation
- ART-275 IVS: Photography
- ART-322 Photography II
- ART-363 History of Photography
- ART-364 New Media History
- Any ART offering

After completing the above five courses, students enroll in the following required capstone course:

- ART-301 Junior Seminar

Consultation with an Art faculty advisor is recommended.

Photography and New Media Required

Item #	Title	Credits
ART 245	Introduction to Web Design	3
ART 273	Photography I	3
ART 274	Color and Digital Photography	3

Photography and New Media Electives

Choose 2 courses (6 credits)

Item #	Title	Credits
ART 101	Drawing and Composition	3
ART 104	Introduction to Computer Graphics	3
ART 248	Computer Graphics: Layout	3
ART 260	Film Video Art I	3
ART 265	Animation	3
ART 275	SA International Visual Studies:3 Photography	3
ART 322	Photography II	3
ART 363	History of Photography	3
ART 364	New Media History	3
	Art Elective	3

Photography and New Media Junior Seminar

Item #	Title	Credits
ART 301	Junior Seminar	3
	Total Credits	18

Certificate in Graphic Design

Degree Type

Technical Certificate of Credit

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.

Program length: 12 months (based on full-time enrollment)

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 388	Graphic Design Practicum	3
	Total Credits	18

Certificate in Photography

Degree Type

Technical Certificate of Credit

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.

Program length: 12 months (based on full-time enrollment)

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 275	SA International Visual Studies:3 Photography	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
	Total Credits	18

Art 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 : Two-Dimensional Design

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, selfexpression, 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 indepth 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 studiobased 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 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 281 or ART 333 : ART 281 or ART 333

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

Prerequisite Courses

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

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

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

Prerequisite Courses

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

Prerequisite Courses

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

CS 497 : Advanced Computer Graphics

This course covers the basic principles of design, use, and understanding of computer graphics systems. The covered topics include animation, visualization, image processing, coordinate systems and transformations, rudimentary shapes, the representation of gray and colors, modeling three-dimensional objects, introduction to effects of lightening and shading, ray tracing, radiosity, visualization, simulating falling objects, playing sound effect and music.

Credits 3

Prerequisites

Recommended to take CS-391 or CS-392 previously or concurrently.

Prerequisite Courses

CS 120

GAIM 400 : Gaming and Interactive Media Project

Advanced IMD majors will complete the design and implementation of one of the following products on digital computer-based systems: application software as a tool for users such as a knowledge management platform; application software for mobile devices; games; virtual reality; pervasive games; interactive video; publications such as websites that allow users to navigate, communicate and participate; social media; interactive art; interactive advertisement; interactive cinema; etc. As the capstone experience, all products should demonstrate the student's mastery of the interdisciplinary aspects of GAIM, from programming skills to conceptual and artistic sensibilities.

Credits 3

Biochemistry

Biochemistry

Degree Type

Concentration

Biochemistry 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 312	Molecular and Cell Biology	4
BIO 360	Biochemistry I	4
BIO 361	Biochemistry II	3
BIO 405	Genetics	4
BIO 409	Biology Seminar	1
	Total Credits	48

Biochemistry Course Descriptions

BIO 200 : Toxicology

Toxicology is an interdisciplinary scientific discipline that overlaps biology, chemistry, biochemistry, pharmacology, and medicine. It helps us understand the adverse effects that chemical substances have on living things and the environment. It involves the practice of diagnosing and treating exposures to toxins and toxicants. Examples from medical, clinical, forensic, computational, occupational, and environmental toxicology are included. The course incorporates the use of case studies to support problem-based and evidence-based learning.

Credits 3

Prerequisite Courses

BIO 104

CHEM 104

BIO 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 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 450 : Undergraduate Research in Biology I

Required for biology majors during their senior year. Students pursue a two-semester individual research project to evaluate the hypothesis. During the first semester (BIO 450) students review recent literature on a research topic of interest, propose a testable hypothesis, and design a laboratory or field project to evaluate the hypothesis.

Credits 2

Prerequisites

Grade of C or higher in all prerequisites

Prerequisite Courses

BIO 104

CHEM 104

BIO 409

BIO 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

A grade of C or higher is required in all prerequisite courses.

Prerequisite Courses

BIO 409

BIO 450

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, and 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), Pharmacy (Touro University, NYC), 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 Master's 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 in subsequent pages.

Please check the 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

Degree Type

Articulated Program

The Audiology Program is an articulated program between Felician University and Bloomsburg University of Pennsylvania (Audiology and Speech-Language Pathology (B.S.) | Bloomsburg University (bloomu.edu)).

An Audiologist is an independent health care practitioner who provides diagnosis of disorders of

the auditory and 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.

Program length: 48 months (based on full-time enrollment)

Major Requirements

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
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Course Sequencing

First Year Fall

Item #	Title	Credits
BIO 103	General Biology I	4
	GECC I Faith & Reason 100/2003	
	Elective	
ENG 101	College Writing and Research I	3
CS 103	Introduction to Advanced Computer Applications	3

First Year Spring

Item #	Title	Credits
BIO 104	General Biology II	4
	GECC V Information Literacy	4
	GECC IV Critical & Analytical Thinking Elective	3
	GECC Liberal Arts Concentration Elective	3

Second Year Fall

Item #	Title	Credits
CHEM 103	General Chemistry I	4
	GECC VIII Global Consciousness Elective	3
MATH 161	Precalculus	4
BIO 205	Anatomy and Physiology I	4

Second Year Spring

Item #	Title	Credits
CHEM 104	General Chemistry II	4
	GECC II Ethics, Values, and Truth Elective	3
BIO 202	Microbiology	4
BIO 206	Anatomy and Physiology II	4

Third Year Fall

Item #	Title	Credits
CHEM 201	Organic Chemistry I	4
	GECC III Communications & Expression Elective	3
PHYS 103	General Physics I	4
	GECC I Faith & Reason 300/4003 Elective	
	GECC Liberal Arts Concentration Elective	3
BIO 409	Biology Seminar	1

Third Year Spring

Item #	Title	Credits
	BIO/CHEM 360 or CHEM 202	4
PSYC 101	Introduction to Psychology	3
PHYS 104	General Physics II	4
BIO 405	Genetics	4
	GECC VIII Global Consciousness Elective	3

Fourth Year

Begin 4 years at Bloomsburg University, PA.

Bachelor of Science in Biology

Degree Type

Bachelor of Science

Includes Pre-Med, Pre-PA, and Pre-Veterinary advising tracks.

Program length: 48 months (based on full-time enrollment)

Required Biology Courses

A grade of C or better is the minimum passing grade for all math and science courses in this degree.

**BIO-103 is taken to fulfill one of the Quantitative & Scientific Reasoning GECC requirements.*

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

Experiential Learning

Item #	Title	Credits
	Biology Experiential Learning	3-4

Related Requirements

A grade of C or better is the minimum passing grade for the math and science courses in this degree.

**MATH 122 is taken to fulfill one of the Quantitative & Scientific Reasoning GECC requirements.*

Item #	Title	Credits
MATH 122	Statistics I	3
MATH 160	College Algebra	4
MATH 161	Precalculus	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
PHYS 103	General Physics I	4
PHYS 104	General Physics II	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

Category 2 — Health-Related Biology

Item #	Title	Credits
BIO 200	Toxicology	3
BIO 307	Pathophysiology	3
BIO 330	Epigenetics	2
BIO 403	Immunology	4

Category 3 — Molecular Biology

Item #	Title	Credits
BIO 312	Molecular and Cell Biology	4
BIO 360	Biochemistry I	4

Category 4 — Ecology/ Evolutionary Biology

Item #	Title	Credits
BIO 209	Evolution	3
BIO 306	Ecology	4
	Total Credits	120

Course Sequencing

First Year Semester I

Item #	Title	Credits
BIO 103	General Biology I	4
MATH 160	College Algebra	4
ENG 101	College Writing and Research I	3
	GECC I Faith & Reason 100/2003 Elective	
UNIV 101	Dream	1

First Year Semester II

Item #	Title	Credits
BIO 104	General Biology II	4
CS 103	Introduction to Advanced Computer Applications	3
CHEM 103	General Chemistry I	4
ENG 102	College Writing and Research II3	
LS 100	Information Literacy	1

Second Year Semester I

Item #	Title	Credits
BIO 202	Microbiology	4
CHEM 104	General Chemistry II	4
MATH 161	Precalculus	4
	GECC II Ethics, Values, and Truth Elective	3

Second Year Semester II

Item #	Title	Credits
MATH 122	Statistics I	3
PHYS 103	General Physics I	4
	GECC VIII Global Consciousness Elective	3
	GECC III Communications & Expression Elective	3
UNIV 201	Dare	1

Third Year Semester I

Item #	Title	Credits
BIO 409	Biology Seminar	1
CHEM 201	Organic Chemistry I	4
PHYS 104	General Physics II	4
	GECC I Faith & Reason 300/4003 Elective	
	GECC Liberal Arts Concentration Elective	3

Third Year Semester II

Item #	Title	Credits
CHEM 202	Organic Chemistry II	4
	Biology Electives for Categories	3-4
	GECC Liberal Arts Concentration Elective	3
	GECC VIII Global Consciousness Elective	3
UNIV 301	Do	1

Fourth Year Semester I

* 2nd elective may not be necessary depending on the credit total of students entering their fourth year.

Item #	Title	Credits
BIO 405	Genetics	4
BIO 450	Undergraduate Research in Biology I	2
	Biology Electives for Categories	3-4
	Biology Electives for Categories	3-4

Fourth Year Semester II

Item #	Title	Credits
	Experiential Biology Courses (Sequencing)	2-3
	Biology Electives for Categories	3-4
	Biology Electives for Categories	3-4
	GECC Liberal Arts Concentration Elective	3

Biology Minor

Degree Type

Minor

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.

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 450, and BIO 451.

Total Credits 19

Chiropractic Program

Degree Type

Articulated 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.

Program length: 45 months (based on full-time enrollment)

Major Requirements:

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

Course Sequencing

First Year Fall

Item #	Title	Credits
BIO 103	General Biology I	4
	GECC I Faith & Reason 100/2003 Elective	
ENG 101	College Writing and Research I	3
CS 103	Introduction to Advanced Computer Applications	3

First Year Spring

Item #	Title	Credits
BIO 104	General Biology II	4
	GECC V Information Literacy	4
	GECC IV Critical & Analytical Thinking Elective	3
	GECC Liberal Arts Concentration Elective	3

Second Year Fall

Item #	Title	Credits
CHEM 103	General Chemistry I	4
	GECC VIII Global Consciousness Elective	3
MATH 161	Precalculus	4
BIO 205	Anatomy and Physiology I	4

Second Year Spring

Item #	Title	Credits
CHEM 104	General Chemistry II	4
	GECC II Ethics, Values, and Truth Elective	3
BIO 202	Microbiology	4
BIO 206	Anatomy and Physiology II	4

Third Year Fall

Item #	Title	Credits
CHEM 201	Organic Chemistry I	4
	GECC III Communications & Expression Elective	3
PHYS 103	General Physics I	4
	GECC I Faith & Reason 300/4003 Elective	
	GECC Liberal Arts Concentration Elective	3
BIO 409	Biology Seminar	1

Third Year Spring

Item #	Title	Credits
	BIO/CHEM 360 or CHEM 202	4
PSYC 101	Introduction to Psychology	3
PHYS 104	General Physics II	4
BIO 405	Genetics	4
	GECC VIII Global Consciousness Elective	3

Fourth Year

Begin 3+ years at NYCC

Concentration in Biochemistry

Degree Type

Concentration

The Concentration in Biochemistry consists of 49 credits. Students must have a minimum grade of "C" in each of the following courses:

* This is a concentration within the [B.S. in Biology](#)

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 312	Molecular and Cell Biology	4
BIO 360	Biochemistry I	4
BIO 361	Biochemistry II	3
BIO 405	Genetics	4
BIO 409	Biology Seminar	1
	Total Credits	44

Master of Science in Occupational Therapy

Degree Type

Articulated Program

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 - Program length: 45 months (based on full-time enrollment)

* Revised: June 2018

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

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
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	Molecular and Cell Biology	4
BIO 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
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Course Sequencing

First Year Fall

Item #	Title	Credits
UNIV 101	Dream	1
BIO 103	General Biology I	4
MATH 160	College Algebra	4
ENG 101	College Writing and Research I	3
	GECC III Communications & Expression Elective	3

First Year Spring

Item #	Title	Credits
CS 103	Introduction to Advanced Computer Applications	3
BIO 104	General Biology II	4
	GECC I Faith & Reason 100/2003 Elective	
	GECC V Information Literacy	4

Second Year Fall

Item #	Title	Credits
CHEM 103	General Chemistry I	4
	GECC VIII Global Consciousness Elective	3
MATH 161	Precalculus	4
BIO 205	Anatomy and Physiology I	4

Second Year Spring

Item #	Title	Credits
CHEM 104	General Chemistry II	4
	GECC II Ethics, Values, and Truth Elective	3
BIO 206	Anatomy and Physiology II	4
PSYC 101	Introduction to Psychology	3
UNIV 201	Dare	1

Third Year Fall

Item #	Title	Credits
CHEM 201	Organic Chemistry I	4
PHYS 103	General Physics I	4
PSYC 105	Lifespan Development	3
	GECC I Faith & Reason 300/4003 Elective	
	GECC IV Critical & Analytical Thinking Elective	3
UNIV 301	Do	1

Third Year Spring

Item #	Title	Credits
CHEM 202	Organic Chemistry II	4
BIO 202	Microbiology	4
BIO 409	Biology Seminar	1
PHYS 104	General Physics II	4
	GECC VIII Global Consciousness Elective	3

Fourth Year Fall

Item #	Title	Credits
SOC 101	Principles of Sociology	3
PSYC 303	Statistics for Psychological Research	3
	Biology Course	4
	GECC Liberal Arts Concentration Elective	3

Fourth Year Spring

Item #	Title	Credits
	Biology Course	4
BIO 405	Genetics	4
PSYC 406	Abnormal Psychology	3
	GECC Liberal Arts Concentration Elective	3

Medical Imaging Sciences (MIS) Degree

Degree Type

Bachelor of Science

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 Cardiovascular 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). 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).

Cardiovascular 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 dynamically. Cardiac Sonographers are specially trained professionals who are an integral part of the cardiovascular medical management team in today's healthcare 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 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 worth 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 biology, chemistry, math, and physics. 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 2.85 and have met or be scheduled to complete all prerequisite requirements before 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, Algebra, General Physics, English I and II, and Medical Terminology.
3. These prerequisites must be completed prior to the application. Applications with transcripts that do not contain grades for the above courses will not be considered.
4. APPLICATION DEADLINE: January 15th. Students are strongly encouraged to check the Rutgers School of Health Professions website for the latest announcements regarding the application and acceptance processes.
5. Students admitted to the 4th year professional phase are selected by an Admissions Committee from among those applicants meeting these minimum standards.
6. Students who meet the requirements will have an interview scheduled at Rutgers SHP. This is an important step toward acceptance.

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.

Program length: 45 months (based on full-time enrollment)

Required Biology Courses

Item #	Title	Credits
BIO 104	General Biology II	4
BIO 111	Medical Terminology	3
BIO 202	Microbiology	4
BIO 205	Anatomy and Physiology I	4
BIO 206	Anatomy and Physiology II	4
BIO 409	Biology Seminar	1

Related Requirements

Item #	Title	Credits
CHEM 103	General Chemistry I	4
CHEM 104	General Chemistry II	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 86-90

Course Sequencing

First Year Fall

Item #	Title	Credits
BIO 103	General Biology I	4
ENG 101	College Writing and Research I	3
MATH 160	College Algebra	4
	GECC I Faith & Reason 100/2003 Elective	
UNIV 101	Dream	1

First Year Spring

Item #	Title	Credits
BIO 104	General Biology II	4
CHEM 103	General Chemistry I	4
MATH 161	Precalculus	4
	GECC IV Critical & Analytical Thinking Elective	3

Second Year Fall

Item #	Title	Credits
BIO 205	Anatomy and Physiology I	4
CHEM 104	General Chemistry II	4
ENG 102	College Writing and Research II	3
LS 100	Information Literacy	1
CS 103	Introduction to Advanced Computer Applications	3

Second Year Spring

Item #	Title	Credits
BIO 202	Microbiology	4
BIO 206	Anatomy and Physiology II	4
MATH 122	Statistics I	3
PHYS 103	General Physics I	4
UNIV 201	Dare	1

Third Year Fall

December: Apply to Rutgers School of Health Professions.

Applications are accepted by January 15, but students are strongly recommended to apply as soon as Fall grades are posted.

**Minimum GPA for consideration is 2.85.*

Item #	Title	Credits
BIO 111	Medical Terminology	3
PHYS 104	General Physics II	4
	GECC III Communications & Expression Elective	3
	GECC VIII Global Consciousness Elective	3

Third Year Spring

Item #	Title	Credits
BIO 409	Biology Seminar	1
	GECC II Ethics, Values, and Truth Elective	3
	GECC I Faith & Reason 300/4003 Elective	
	GECC VIII Global Consciousness Elective	3
	GECC Liberal Arts Concentration Elective	3
UNIV 301	Do	1

Fourth Year

Continue program at Rutgers-SHP

Medical Laboratory Science (MLS) Degree

Degree Type

Bachelor of Science

The Bachelor of Science degree program in Medical 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 MLS, 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/>).

MLS Degree Requirements

Candidates for the Bachelor of Science degree in Medical Laboratory Science are required to:

1. Satisfy all entrance requirements;
2. Complete all pre-professional curriculum requirements prior to enrollment at the RutgersSHP;

- Maintain an overall 2.85 GPA with a grade of "C" or better in all required science and math courses; and
- Earn a minimum of 550 on TOEFL Exam for applicants with foreign credentials who are transferring into MLS programs.
- Complete an interview with the MLS Program Director.

Notes: 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. Students are strongly encouraged to check the Rutgers School of Health Professions website for the most up-to-date information.

Program length: 45 months (based on full-time enrollment)

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	Molecular and Cell Biology	4
BIO 403	Immunology	4

Related Requirements

Item #	Title	Credits
CHEM 103	General Chemistry I	4
CHEM 104	General Chemistry II	4
CHEM 201	Organic Chemistry I	4
BIO 360	Biochemistry I	4
BIO 409	Biology Seminar	1
MATH 122	Statistics I	3
MATH 161	Precalculus	4

Professional Courses at Rutgers-SHP

* Complete the following:

- Medical Laboratory Sciences**
 - 15 months

Total Credits	90-94
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Course Sequencing

First Year Semester 1

Item #	Title	Credits
BIO 103	General Biology I	4
MATH 160	College Algebra	4
ENG 101	College Writing and Research I	3
	GECC IV Critical & Analytical Thinking Elective	3
UNIV 101	Dream	1

First Year Semester 2

Item #	Title	Credits
BIO 104	General Biology II	4
CHEM 103	General Chemistry I	4
ENG 102	College Writing and Research II	3
LS 100	Information Literacy	1
	GECC I Faith & Reason 100/2003 Elective	3

Second Year Semester 1

Item #	Title	Credits
BIO 205	Anatomy and Physiology I	4
CHEM 104	General Chemistry II	4
	GECC III Communications & Expression Elective	3
	GECC VIII Global Consciousness Elective	3
	GECC Liberal Arts Concentration Elective	3

Second Year Semester 2

Item #	Title	Credits
BIO 202	Microbiology	4
BIO 206	Anatomy and Physiology II	4
CS 103	Introduction to Advanced Computer Applications	3
MATH 122	Statistics I	3
UNIV 201	Dare	1

Third Year Semester 1

After the application period opens on November 1, **apply to Rutgers-SHP**. The first round of acceptance letters will be sent out in mid-December, before **the application deadline of February 15**. It is recommended that applicants apply when the application period opens due to the program's competitiveness.

Item #	Title	Credits
BIO 403	Immunology	4
CHEM 201	Organic Chemistry I	4
MATH 161	Precalculus	4
	GECC II Ethics, Values, and Truth Elective	3

Third Year Semester 2

Item #	Title	Credits
BIO 312	Molecular and Cell Biology	4
BIO 360	Biochemistry I	4
BIO 409	Biology Seminar	1
	GECC VIII Global Consciousness Elective	3
	GECC I Faith & Reason 300/4003 Elective	
UNIV 301	Do	1

Fourth Year

Finish remaining 45 credits at Rutgers-SHP.

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, takes 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. 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 if they 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.

Program length: 45 months (based on full-time enrollment)

First Year Semester 1

Item #	Title	Credits
ENG 101	College Writing and Research I	3
BIO 103	General Biology I	4
	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 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	100
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Physical Therapy Program

Degree Type

Articulated 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 Skills Tests.
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 overall GPA of 3.2 and a minimum GPA of 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;
8. Have basic computer literacy, including file management, use of word processing and spreadsheet programs, use of e-mail and the Internet.

Notes:

A. Students whose applications are successful will have an interview scheduled by Rutgers-SHP. This step is very important in the decision involving acceptance or rejection to the professional portion.

B. This is a highly competitive program. Applicants therefore must maintain high grades, have strong application materials ready, and must prepare for the interview. It is recommended that students work with Career Services to sharpen interview skills.

Program length: 45 months (based on full-time enrollment)

Pre-Professional Requirements:

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 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

Course Sequencing

First Year Fall

Item #	Title	Credits
BIO 103	General Biology I	4
	GECC I Faith & Reason 100/2003 Elective	
ENG 101	College Writing and Research I	3
	GECC VI Technological Acumen4 Elective (4)	
	GECC Liberal Arts Concentration Elective	3

First Year Spring

Item #	Title	Credits
BIO 104	General Biology II	4
	GECC V Information Literacy	4
PSYC 101	Introduction to Psychology	3
	GECC Liberal Arts Concentration Elective	3

Second Year Fall

Item #	Title	Credits
CHEM 103	General Chemistry I	4
	GECC VIII Global Consciousness Elective	3
MATH 161	Precalculus	4
BIO 205	Anatomy and Physiology I	4

Second Year Spring

Item #	Title	Credits
CHEM 104	General Chemistry II	4
	GECC II Ethics, Values, and Truth Elective	3
BIO 202	Microbiology	4
BIO 206	Anatomy and Physiology II	4

Third Year Fall

Item #	Title	Credits
CHEM 201	Organic Chemistry I	4
	GECC III Communications & Expression Elective	3
PHYS 103	General Physics I	4
	GECC I Faith & Reason 300/4003 Elective	
	GECC IV Critical & Analytical Thinking Elective	3
BIO 409	Biology Seminar	1

Third Year Spring

Item #	Title	Credits
BIO 360	Biochemistry I	4
MATH 262	Calculus I	4
PHYS 104	General Physics II	4
BIO 405	Genetics	4
	GECC VIII Global Consciousness Elective	3

Fourth Year At the Rutgers-SHP

Physician Assistant Program

Degree Type

Articulated 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.

Program length: 48 months (based on full-time enrollment)

Major Requirements

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	Molecular and Cell 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 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

Total Credits	53
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Course Sequencing

First Year Fall

Note: MATH 160 University Algebra or its equivalent must be completed before MATH 161 Pre-Calculus.

Item #	Title	Credits
BIO 103	General Biology I	4
	GECC I Faith & Reason 100/2003 Elective	
ENG 101	College Writing and Research I	3
MATH 161	Precalculus	4

Second Year Spring

Item #	Title	Credits
BIO 104	General Biology II	4
	GECC V Information Literacy	4
PSYC 101	Introduction to Psychology	3
	GECC III Communications & Expression Elective	3

Third Year Fall

Item #	Title	Credits
CHEM 103	General Chemistry I	4
	GECC VIII Global Consciousness Elective	3
CS 103	Introduction to Advanced Computer Applications	3
BIO 205	Anatomy and Physiology I	4
PHYS 103	General Physics I	4

Second Year Spring

Item #	Title	Credits
CHEM 104	General Chemistry II	4
	GECC II Ethics, Values, and Truth Elective	3
BIO 202	Microbiology	4
BIO 206	Anatomy and Physiology II	4
PHYS 104	General Physics II	4

Third Year Fall

Item #	Title	Credits
CHEM 201	Organic Chemistry I	4
BIO 403	Immunology	4
	GECC IV Critical & Analytical Thinking Elective	3
	GECC I Faith & Reason 300/4003 Elective	
	GECC Liberal Arts Concentration Elective	3
BIO 409	Biology Seminar	1

Third Year Spring

Item #	Title	Credits
BIO 360	Biochemistry I	4
	GECC Liberal Arts Concentration Elective	3
BIO 312	Molecular and Cell Biology	4
BIO 405	Genetics	4
	GECC VIII Global Consciousness Elective	3

Podiatry Program

Degree Type

Articulated 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).

Program length: 45 months (based on full-time enrollment)

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

- 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

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

Total Credits	49
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Course Sequencing

First Year Fall

Item #	Title	Credits
BIO 103	General Biology I	4
	GECC I Faith & Reason 100/2003 Elective	
ENG 101	College Writing and Research I	3
	GECC VI Technological Acumen4 Elective (4)	
PSYC 101	Introduction to Psychology	3

First Year Spring

Item #	Title	Credits
BIO 104	General Biology II	4
	GECC V Information Literacy	4
	GECC Liberal Arts Concentration Elective	3
	GECC IV Critical & Analytical Thinking Elective	3

Second Year Fall

Item #	Title	Credits
CHEM 103	General Chemistry I	4
	GECC VIII Global Consciousness Elective	3
MATH 161	Precalculus	4
BIO 205	Anatomy and Physiology I	4

Second Year Spring

Item #	Title	Credits
CHEM 104	General Chemistry II	4
	GECC II Ethics, Values, and Truth Elective	3
BIO 202	Microbiology	4
BIO 206	Anatomy and Physiology II	4

Third Year Fall

Item #	Title	Credits
CHEM 201	Organic Chemistry I	4
	GECC III Communications & Expression Elective	3
PHYS 103	General Physics I	4
	GECC I Faith & Reason 300/4003 Elective	
	GECC Liberal Arts Concentration Elective	3
BIO 409	Biology Seminar	1

Third Year Spring

Item #	Title	Credits
CHEM 202	Organic Chemistry II	4
PSYC 101	Introduction to Psychology	3
PHYS 104	General Physics II	4
BIO 405	Genetics	4
	GECC VIII Global Consciousness Elective	3

Fourth Year At NYCPM

- 4 years

Biology Course Descriptions

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.

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 200 : Toxicology

Toxicology is an interdisciplinary scientific discipline that overlaps biology, chemistry, biochemistry, pharmacology, and medicine. It helps us understand the adverse effects that chemical substances have on living things and the environment. It involves the practice of diagnosing and treating exposures to toxins and toxicants. Examples from medical, clinical, forensic, computational, occupational, and environmental toxicology are included. The course incorporates the use of case studies to support problem-based and evidence-based learning.

Credits 3

Prerequisite Courses

BIO 104

CHEM 104

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

A biology elective course focused on the study of evolution. Students will learn the basics of evolutionary theory, the mechanisms of evolution, The ecological context of evolutionary adaptations, and the nuances of the study of evolution. This course will supplement knowledge of these topics using case studies and discussions of primary sources.

Credits 3

Prerequisites

A grade of "C" or higher in BIO-104

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

Prerequisite Courses

BIO 103

BIO 104

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 biology elective course introducing the study of ecology. Students will learn the basics of field studies, the ecosystem, and the organisms that reside in it. The course will explore three different scales of ecological study: 1) organismal ecology, 2) population ecology, and 3) community ecology. Laboratory activities will provide demonstrations and numerical evidence of core ecological concepts.

Credits 4

Prerequisites

Grades of "C" or higher in BIO 104 and MATH 122, 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

BIO 312 : Molecular and Cell 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 104 and CHEM 104 or CHEM 105 or permission of the instructor.

CHEM 201 is highly recommended.

BIO 330 : Epigenetics

Epigenetics is a science that studies the modification of gene expression and its effects on the human body. This course includes the history of epigenetics and its development over the years. Forms of epigenetic modifications and their effect on the expression of genes are discussed and the environmental factors that lead to it are analyzed. The impact on diseases as well as their prevention through a reversal of the epigenetic changes are taught.

Credits 2

Prerequisites

The prerequisites are BIO 104 General Biology II or BIO 307 Pathophysiology.

BIO 350 : Advanced Special Topics in Biology

Credits 3

BIO 355 : Advanced Special Topics in Biology with Lab/Field Component

Credits 4

BIO 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 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 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 312, and CHEM 201 are 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 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 450 : Undergraduate Research in Biology I

Required for biology majors during their senior year. Students pursue a two-semester individual research project to evaluate the hypothesis. During the first semester (BIO 450) students review recent literature on a research topic of interest, propose a testable hypothesis, and design a laboratory or field project to evaluate the hypothesis.

Credits 2

Prerequisites

Grade of C or higher in all prerequisites

Prerequisite Courses

BIO 104

CHEM 104

BIO 409

BIO 451 : Undergraduate Research in Biology II

Required for biology majors during their senior year. Students pursue a two-semester individual research project to evaluate 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

A grade of C or higher is required in all prerequisite courses.

Prerequisite Courses

BIO 409

BIO 450

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)

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.

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 in which 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 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, 2.00 for the Associate in Arts degree program (addendum as of January 2, 2025).
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.

Associate in Arts – Business Administration

Degree Type

Associate in Arts

General Education Courses

Item #	Title	Credits
	GECC I Faith & Reason 100/2003 Elective	
PHIL 250	Making Moral Decisions	3
ENG 101	College Writing and Research I	3
	GECC III Communications & Expression Elective	
ENG 102	College Writing and Research II	3
LS 100	Information Literacy	1
CS 140	Management Information Systems	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
UNIV 101	Dream	1
UNIV 201	Dare	1
	GECC Liberal Arts Concentration Elective	3
	GECC Liberal Arts Concentration Elective	3

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
ECON 200	Macroeconomics	3
	Business Elective	3

Business Electives

Item #	Title	Credits
	A.A. Business Related Electives	6
	Total Credits	62

B.P.S. Management Track

Degree Type

Bachelor of Science

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.

Program length: 48 months (based on full-time enrollment)

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

18 Credits Free upper level electives (300/400 Level)

Total Credits	120
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B.P.S. Marketing Track

Degree Type

Bachelor of Science

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.

Program length: 48 months (based on full-time enrollment)

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:

18 Credits Free upper level electives (300/400 Level)

Total Credits	120
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B.S. Business Administration

Degree Type

Bachelor of Science

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.

Program length: 48 months (based on full-time enrollment)

Required Courses

* In addition to the [general education requirements](#):

Item #	Title	Credits
MKT 100	Fundamentals of Marketing	3
MGT 100	Fundamentals of Management	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
BUS 300	Ethics in the Corporate Environment	3
BUS 310	Business Law I	3
BUS 341	An Introduction to Research and Analysis Using Statistics	3
MGT 410	International Business	3
MGT 490	Business Policy	3
BUS 499	Business Capstone	3

Major Requirements

Item #	Title	Credits
BUS 315	Business Law II	3
MGT 300	Organizational Behavior	3
	Business Elective	3
	Business 300/400 Level Elective	3
	Business 300/400 Level Elective	3

Additional Requirements

* These requirements apply to traditional students only. Internship required.

Item #	Title	Credits
BUS 120	Business Communication	3
Total Credits		120

B.S. Finance

Degree Type

Bachelor of Science

Program Learning Outcomes:

Upon completion of this program, students should be able to:

- The overarching objective of this proposed program is to develop ethical financial professionals with the mindset and practical skills needed to address today's most pressing environmental, social and governance challenges.
- The curriculum, courses, and related class activities focus on the intersection of business and sustainability, social responsibility, strong corporate governance, and the fostering of ethical business professionals.

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.

Program length: 48 months (based on full-time enrollment)

* 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
ACC 200	Principles of Managerial Accounting	3
ECON 200	Macroeconomics	3
ECON 220	Microeconomics	3
FIN 300	Corporate Financial Management	3
BUS 300	Ethics in the Corporate Environment	3
BUS 310	Business Law I	3
BUS 341	An Introduction to Research and Analysis Using Statistics	3
MGT 410	International Business	3
MGT 490	Business Policy	3
BUS 499	Business Capstone	3

Finance Major Requirement 18 Credits

Additional Course Requirements

* These requirements apply to traditional students only. Internship required.

Item #	Title	Credits
BUS 120	Business Communication	3
Total Credits		120

B.S. in Accounting

Degree Type

Bachelor of Science

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.

Program length: 48 months (based on full-time enrollment)

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
ACC 200	Principles of Managerial Accounting	3
ECON 200	Macroeconomics	3
ECON 220	Microeconomics	3
FIN 300	Corporate Financial Management	3
BUS 300	Ethics in the Corporate Environment	3
BUS 310	Business Law I	3
BUS 341	An Introduction to Research and Analysis Using Statistics	3
MGT 410	International Business	3
MGT 490	Business Policy	3
BUS 499	Business Capstone	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 315	Business Law II	3
FIN 320	Intermediate Topics in Corporate Financial Management	3

Additional Requirements:

* These requirements apply to traditional students only. Internship is highly recommended.

Item #	Title	Credits
	Business 300/400 Level Elective	3

B.S. in Business Analytics

Degree Type

Bachelor of Science

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.

Program length: 48 months (based on full-time enrollment)

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
MGT 490	Business Policy	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. Internship is highly recommended.

Item #	Title	Credits
	Business 300/400 Level Elective	3
	Total Credits	120

B.S. in Healthcare Administration Degree Type

Bachelor of Science

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.

Program length: 48 months (based on full-time enrollment)

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
ACC 200	Principles of Managerial Accounting	3
ECON 200	Macroeconomics	3
ECON 220	Microeconomics	3
FIN 300	Corporate Financial Management	3
BUS 300	Ethics in the Corporate Environment	3
BUS 310	Business Law I	3
BUS 341	An Introduction to Research and Analysis Using Statistics	3
MGT 410	International Business	3
MGT 490	Business Policy	3
BUS 499	Business Capstone	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
CS/HCA 427	Healthcare Information Systems, Management of Data Protection and Regulatory Compliance	3
HCA 440	Delivery of Quality Care	3
HCA 480	Legal Issues in Healthcare	3
HCA 490	Healthcare Policy	3

Additional Requirements:

* These requirements apply to traditional students only. Internship required.

Item #	Title	Credits
BUS 120	Business Communication	3
	Total Credits	120

B.S. in Management

Degree Type

Bachelor of Science

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.

Program length: 48 months (based on full-time enrollment)

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
ACC 200	Principles of Managerial Accounting	3
ECON 200	Macroeconomics	3
ECON 220	Microeconomics	3
FIN 300	Corporate Financial Management	3
BUS 300	Ethics in the Corporate Environment	3
BUS 310	Business Law I	3
BUS 341	An Introduction to Research and Analysis Using Statistics	3
MGT 410	International Business	3
MGT 490	Business Policy	3
BUS 499	Business Capstone	3

Major Requirements:

Item #	Title	Credits
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. Internship required.

Item #	Title	Credits
BUS 120	Business Communication	3
	Total Credits	120

B.S. in Marketing

Degree Type

Bachelor of Science

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.

Program length: 48 months (based on full-time enrollment)

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
ACC 200	Principles of Managerial Accounting	3
ECON 200	Macroeconomics	3
ECON 220	Microeconomics	3
FIN 300	Corporate Financial Management	3
BUS 300	Ethics in the Corporate Environment	3
BUS 310	Business Law I	3
BUS 341	An Introduction to Research and Analysis Using Statistics	3
MGT 410	International Business	3
MGT 490	Business Policy	3
BUS 499	Business Capstone	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. Internship required.

Item #	Title	Credits
BUS 120	Business Communication	3
	Total Credits	120

Accounting Combined B.S./M.B.A. Program

Degree Type

Bachelor's + Master's

Accounting requirements include courses that provide essential career skills, including critical thinking and reasoning, effective communication, ethical decision-making, quantitative reasoning, teamwork, and more. This expertise fully prepares you to join the workforce immediately following graduation from the Accounting degree program. No matter the field or industry, every organization needs accredited accountants to navigate rapidly changing technology, new tax laws, and economic globalization.

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.

Admission

Acceptance into this selective program is automatic for students however it is contingent upon those who demonstrate academic excellence by achieving one of the following:

- Maintaining a 3.0 GPA during their first three years at Felician University
- Good academic standing
- Scoring in the top 10% of their class in the ETS Major Field Test in business
 - As a final step, you must apply to the program your final year

Program length: 60 months

Business Core – Required Required Courses

* In addition to the [general education requirements](#):

Item #	Title	Credits
MKT 100	Fundamentals of Marketing	3
MGT 100	Fundamentals of Management	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
BUS 300	Ethics in the Corporate Environment	3
BUS 310	Business Law I	3
BUS 341	An Introduction to Research and Analysis Using Statistics	3
MGT 410	International Business	3
MGT 490	Business Policy	3

Major Requirements

Item #	Title	Credits
ACC 220	Principles of Financial Accounting II	3
ACC 310	Intermediate Accounting I	3
ACC 330	Federal Taxation I	3
ACC 320	Intermediate Accounting II	3
ACC 340	Federal Taxation II	3
ACC 410	Accounting Problems and Practices	3
ACC 430	Auditing	3
ACC 572	Advanced Accounting	3
FIN 300	Corporate Financial Management	3
BUS 315	Business Law II	3

MBA Requirements

Item #	Title	Credits
MBA/ENT 510	Leadership for the 21st Century	3
MBA/ENT 550	Special Topics in Innovation and Entrepreneurial Leadership	3
MBA/ENT 530	Organizational Performance and Ethics	3
MBA/QUAN 571	Statistical Analysis for Business	3
MBA/ENT 540	Innovation and Adaptation	3
MBA/FIN 572	Financial Tools and Techniques	3
MBA/ENT 520	Entrepreneurial Leadership and Strategy Formulation	3
MBA/ENT 502	Corporate Entrepreneurship and Creativity	3
MBA/ECON 571	Economic Reasoning for Managers	3
MBA/ENT 595	Competency Portfolio Review and Assessment	3
MBA/ENT 599	Capstone Experience	3
Total Credits		156

Business Administration Combined B.S./M.B.A. Program

Degree Type

Bachelor's + Master's

At Felician University, as a Business Administration major, you will discover how to tackle issues both strategically and creatively, lead by example, and manage with the highest level of organization and confidence. Both experiential projects and case studies will lead you to develop strong presentation and collaboration skills. You will take courses in marketing, micro- and macroeconomics, business ethics and law, organizational behavior, international business, and more.

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.

Admission

Acceptance into this selective program is automatic for students however it is contingent upon those who demonstrate academic excellence by achieving one of the following:

- Maintaining a 3.0 GPA during their first three years at Felician University
- Good academic standing
- Scoring in the top 10% of their class in the ETS Major Field Test in business
 - As a final step, you must apply to the program your final year

Business Core – Required Required Courses

* In addition to the [general education requirements](#):

Item #	Title	Credits
MKT 100	Fundamentals of Marketing	3
MGT 100	Fundamentals of Management	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
BUS 300	Ethics in the Corporate Environment	3
BUS 310	Business Law I	3
BUS 341	An Introduction to Research and Analysis Using Statistics	3
MGT 410	International Business	3
MGT 490	Business Policy	3
BUS 499	Business Capstone	3

Business Administration Major Requirements

Item #	Title	Credits
BUS 315	Business Law II	3
MGT 300	Organizational Behavior	3
	Business Elective	3
	Business 300/400 Level Elective	3
	Business 300/400 Level Elective	3

MBA Requirements

Item #	Title	Credits
MBA/ENT 510	Leadership for the 21st Century	3
MBA/ENT 530	Organizational Performance and Ethics	3
MBA/ENT 550	Special Topics in Innovation and Entrepreneurial Leadership	3
MBA/ENT 502	Corporate Entrepreneurship and Creativity	3
MBA/QUAN 571	Statistical Analysis for Business	3
MBA/ENT 540	Innovation and Adaptation	3
MBA/FIN 572	Financial Tools and Techniques	3
MBA/ENT 520	Entrepreneurial Leadership and Strategy Formulation	3
MBA/ACC 571	Applied Managerial Accounting and Data Analysis	3
MBA/ECON 571	Economic Reasoning for Managers	3
MBA/ENT 595	Competency Portfolio Review and Assessment	3
MBA/ENT 599	Capstone Experience	3
	Total Credits	156

Healthcare Administration Combined B.S./M.B.A. Program

Degree Type

Bachelor's + Master's

Conducting business within the healthcare system demands a unique blend of strategic skills and compassionate leadership. As a pioneer in offering Healthcare Administration education in New Jersey, Felician University has curated a distinctive curriculum to prepare you for success within the healthcare system or in industries influencing healthcare.

Benefiting from our renowned Nursing School, the School of Business and Information Sciences has collaborated with top healthcare professionals to create a program aligned with the evolving needs of the healthcare system. Delve into courses covering healthcare policy, human resources, organizational

performance and ethics, healthcare information systems, and more, gaining the knowledge and skills to handle complex real-life situations.

Admission

Acceptance into this selective program is automatic for students; however it is contingent upon those who demonstrate academic excellence by achieving one of the following:

- Maintaining a 3.0 GPA during their first three years at Felician University
- Good academic standing
- Scoring in the top 10% of their class in the ETS Major Field Test in business
 - As a final step, you must apply to the program your final year

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

Program length: 60 months (based on full-time enrollment)

Required Courses

* In addition to the general education requirements:

Business Core – Required

Item #	Title	Credits
MKT 100	Fundamentals of Marketing	3
MGT 100	Fundamentals of Management	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
BUS 300	Ethics in the Corporate Environment	3
BUS 310	Business Law I	3
BUS 341	An Introduction to Research and Analysis Using Statistics	3
MGT 410	International Business	3
MGT 490	Business Policy	3
BUS 499	Business Capstone	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
CS/HCA 427	Healthcare Information Systems, Management of Data Protection and Regulatory Compliance	3
HCA 440	Delivery of Quality Care	3
HCA 480	Legal Issues in Healthcare	3
HCA 490	Healthcare Policy	3

MBA Requirements

Item #	Title	Credits
MBA Elective	Any MBA Course	3
MBA/ENT 530	Organizational Performance and Ethics	3
MBA/ENT 502	Corporate Entrepreneurship and Creativity	3
MBA/ENT 510	Leadership for the 21st Century	3
MBA/ENT 550	Special Topics in Innovation and Entrepreneurial Leadership	3
MBA/QUAN 571	Statistical Analysis for Business	3
MBA/ENT 540	Innovation and Adaptation	3
MBA/ENT 520	Entrepreneurial Leadership and Strategy Formulation	3
MBA/FIN 572	Financial Tools and Techniques	3
MBA/ACC 571	Applied Managerial Accounting and Data Analysis	3
MBA/ECON 571	Economic Reasoning for Managers	3
MBA/ENT 595	Competency Portfolio Review and Assessment	3
MBA/ENT 599	Capstone Experience	3
Total Credits		162

Management Combined B.S./M.B.A. Program

Degree Type

Bachelor's + Master's

Students in the Management major learn how to innovate and manage in all business domains from large corporations to small family-owned operations to non-for-profit organizations to small start-up companies.

You'll learn how to think strategically and critically, make crucial decisions, lead staff members, and operate with a high degree of organization that enhances your team's performance. By taking courses in marketing, micro- and macroeconomics, business ethics and law, organizational behavior,

leadership strategy, and more, you'll quickly become aware of the many ways to best manage in a wide range of settings.

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.

Admission

Acceptance into this selective program is automatic for students however it is contingent upon those who demonstrate academic excellence by achieving one of the following:

- Maintaining a 3.0 GPA during their first three years at Felician University
- Good academic standing

- Scoring in the top 10% of their class in the ETS Major Field Test in business
 - As a final step, you must apply to the program your final year

Program length: 60 months (based on full-time enrollment)

Business Core – Required Required Courses

* In addition to the [general education requirements](#):

Item #	Title	Credits
MKT 100	Fundamentals of Marketing	3
MGT 100	Fundamentals of Management	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
BUS 300	Ethics in the Corporate Environment	3
BUS 310	Business Law I	3
BUS 341	An Introduction to Research and Analysis Using Statistics	3
MGT 410	International Business	3
MGT 490	Business Policy	3
BUS 499	Business Capstone	3

Management Major Requirements

Item #	Title	Credits
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

MBA Requirements

Item #	Title	Credits
MBA/ENT 510	Leadership for the 21st Century	3
MBA/ENT 530	Organizational Performance and Ethics	3
MBA Elective	Any MBA Course	3
MBA/ENT 550	Special Topics in Innovation and Entrepreneurial Leadership	3
MBA/ENT 502	Corporate Entrepreneurship and Creativity	3
MBA/QUAN 571	Statistical Analysis for Business	3
MBA/ENT 540	Innovation and Adaptation	3
MBA/FIN 572	Financial Tools and Techniques	3
MBA/ENT 520	Entrepreneurial Leadership and Strategy Formulation	3
MBA/ACC 571	Applied Managerial Accounting and Data Analysis	3
MBA/ECON 571	Economic Reasoning for Managers	3
MBA/ENT 595	Competency Portfolio Review and Assessment	3
MBA/ENT 599	Capstone Experience	3
	Total Credits	160

Marketing Combined B.S./M.B.A. Program

Degree Type

Bachelor's + Master's

Marketing is the central hub of every business and a necessity for any entrepreneur. Students majoring in Marketing have increased job opportunities, as trends in job growth continue to rise, particularly in social media marketing. The experiential opportunities provide students with practical knowledge and skillsets directly transferrable to the business world.

Admission

Acceptance into this selective program is automatic for students however it is contingent upon those who demonstrate academic excellence by achieving one of the following:

- Maintaining a 3.0 GPA during their first three years at Felician University
- Good academic standing
- Scoring in the top 10% of their class in the ETS Major Field Test in business
 - As a final step, you must apply to the program your final year

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

Program length: 60 months (based on full-time enrollment)

Business Core – Required Required Courses

* In addition to the [general education requirements](#):

Item #	Title	Credits
MKT 100	Fundamentals of Marketing	3
MGT 100	Fundamentals of Management	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
BUS 300	Ethics in the Corporate Environment	3
BUS 310	Business Law I	3
BUS 341	An Introduction to Research and Analysis Using Statistics	3
MGT 410	International Business	3
MGT 490	Business Policy	3
BUS 499	Business Capstone	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 440	Marketing Strategy	3

MBA Requirements

Item #	Title	Credits
MBA/ENT 510	Leadership for the 21st Century	3
MBA/ENT 530	Organizational Performance and Ethics	3
MBA/ENT 550	Special Topics in Innovation and Entrepreneurial Leadership	3
MBA/ENT 502	Corporate Entrepreneurship and Creativity	3
MBA/ENT 540	Innovation and Adaptation	3
MBA/QUAN 571	Statistical Analysis for Business	3
MBA/FIN 572	Financial Tools and Techniques	3
MBA/ENT 520	Entrepreneurial Leadership and Strategy Formulation	3
MBA/ACC 571	Applied Managerial Accounting and Data Analysis	3
MBA/ECON 571	Economic Reasoning for Managers	3
MBA/ENT 595	Competency Portfolio Review and Assessment	3
MBA/ENT 599	Capstone Experience	3
Total Credits		156

Concentration in Accounting

Degree Type

Concentration

Required Courses

* In addition to the [general education requirements](#):

Item #	Title	Credits
ACC 100	Principles of Financial Accounting I	3
ACC 220	Principles of Financial Accounting II	3
ACC 200	Principles of Managerial Accounting	3
ACC 310	Intermediate Accounting I	3
ACC 320	Intermediate Accounting II	3
	300/400 Upper Level Accounting Elective	3

Concentration in Business Administration

Degree Type

Concentration

Required Courses

* In addition to the [general education requirements](#):

Item #	Title	Credits
ACC 100	Principles of Financial Accounting I	3
MGT 100	Fundamentals of Management	3
MKT 100	Fundamentals of Marketing	3
MGT 300	Organizational Behavior	3
MKT 300	Consumer Behavior	3
	300/400 Upper Level Business Elective	3
	Total Credits	18

Concentration in International Business

Degree Type

Concentration

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.

Program length: 12 months (based on full-time enrollment)

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
	Total Credits	21

Concentration in Management

Degree Type

Concentration

Required Courses

* In addition to the [general education requirements](#):

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
	Total Credits	18

Concentration in Marketing

Degree Type

Concentration

Required Courses

* In addition to the [general education requirements](#):

Item #	Title	Credits
MKT 100	Fundamentals of Marketing	3
MKT 300	Consumer Behavior	3
MKT 310	New Product Development	3
MKT 330	Social Media Marketing	3
MKT 410	Marketing Research	3
MKT 440	Marketing Strategy	3
	Total Credits	18

Accounting for Non-Business Majors Minor

Degree Type

Minor

* Students must meet special admittance criteria.

Required Courses

* In addition to the [general education requirements](#):

Item #	Title	Credits
ACC 100	Principles of Financial Accounting I	3
ACC 200	Principles of Managerial Accounting	3
ACC 220	Principles of Financial Accounting II	3
ACC 310	Intermediate Accounting I	3
ACC 320	Intermediate Accounting II	3
	300/400 Upper Level Accounting Elective	3
	Total Credits	18

Business Administration for Non-Business Majors Minor

Degree Type

Minor

* Students must meet special admittance criteria.

Required Courses

* In addition to the [general education requirements](#):

Item #	Title	Credits
ACC 100	Principles of Financial Accounting I	3
MGT 100	Fundamentals of Management	3
MKT 100	Fundamentals of Marketing	3
MGT 300	Organizational Behavior	3
MKT 300	Consumer Behavior	3
	300/400 Upper Level Business Elective	3
	Total Credits	18

International Business for Non-Business Majors Minor

Degree Type

Minor

* Students must meet special admittance criteria.

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
	Total Credits	24

Management for Non-Business Majors Minor

Degree Type

Minor

* Students must meet special admittance criteria.

Required Courses

* In addition to the [general education requirements](#):

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
	Total Credits	18

Marketing for Non-Business Majors Minor

Degree Type

Minor

* Students must meet special admittance criteria.

Required Courses

*In addition to the [general education requirements](#):

Item #	Title	Credits
MKT 100	Fundamentals of Marketing	3
MKT 300	Consumer Behavior	3
MKT 310	New Product Development	3
MKT 330	Social Media Marketing	3
MKT 410	Marketing Research	3
MKT 440	Marketing Strategy	3
	Total Credits	18

Cybersecurity Certificate

Degree Type

Technical Certificate of Credit

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

Program length: 12 months (based on full-time enrollment)

Required Courses

Take 16 credits from the following courses:

Item #	Title	Credits
CSEC 225	Principles of Information Assurance and Security	3
CSEC 315	Digital Forensics and Investigations	3
CS 320	Networks and Telecommunications	4
CSEC 325	Network Security	4
CSEC 365	Cryptography Technologies	4
CSEC 425	Managing Information Security3 in Information Systems	3
CRIM 340	Cyber Crime	3
CSEC 355	Operating Systems Security	3
	Total Credits	16

Digital Marketing Certificate

Degree Type

Technical Certificate of Credit

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

Program length: 12 months (based on full-time enrollment)

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
Total Credits		12

Supply Chain Management

Degree Type

Technical Certificate of Credit

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

Program length: 12 months (based on full-time enrollment)

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
Total Credits		12

Business Course Descriptions

BUS 120 : Business Communication

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, 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 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 decision-makers 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 corporation and their relationship to sound leadership qualities. The course also encompasses a survey of professional codes of business ethics. Prerequisite: MGT 100

Credits 3

Prerequisite Courses

MGT 100

BUS 310 : Business Law I

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 decision-makers 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 corporation and their relationship to sound leadership qualities. The course also encompasses a survey of professional codes of business ethics. Prerequisite: MGT 100

Credits 3

BUS 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 decision. 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. Prerequisite: BUS Law 310

Credits 3

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. Prerequisites: CS 140; MGT 100

Credits 3

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. Prerequisite: MATH 160 or equivalent

Credits 3

Prerequisites

or equivalent

Prerequisite Courses

MATH 160

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.

Prerequisite: Permission of the Dean

Credits 1

-6

BUS 499 : Business Capstone

This capstone experience in business assesses students' mastery of the principal 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.

Credits 3

Prerequisites

senior status and all business and related courses

Prerequisite Courses

MGT 490

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

Prerequisite Courses

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

Prerequisite Courses

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

Prerequisite Courses

ECON 200

ECON 220

ECON 410 : 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

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

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

Prerequisite Courses

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

Prerequisite Courses

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

Prerequisite Courses

ACC 100
ACC 200
FIN 300

MBA/ACC 571 : Applied Managerial Accounting and Data Analysis

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

MBA/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

Successful completion of intermediate level accounting courses.

MBA/ECON 571 : Economic Reasoning for Managers

The purpose of this course is to shift the mental positioning of the subject of economics from outside the organization to inside the organization. Economics is much more than a study of GDP and price indexes; it is, instead, a way of thinking. Students who develop the ability to “think like an economist” and bring such thinking into their work environments will help develop organizations that can weather economic storms and ensure organizational survivability.

Credits 3

MBA/ENT 502 : Corporate Entrepreneurship and Creativity

In their quest to adapt to the ever-changing business environment, organizations seek faster, more flexible, more aggressive, and more innovative techniques to maintain the competitive edge. Organizations must find ways to set the entrepreneurial spirit free within each employee, develop innovative organizational strategies to re-energize the company, and work to create corporate start-ups that can transform the entire organization. This course is designed for just such purposes.

Credits 3

MBA/ENT 510 : Leadership for the 21st Century

In any managerial setting, some individuals immediately devise creative plans and effortlessly mobilize the work of others toward organizational goals. In the past, the leadership qualities demonstrated by these individuals was viewed as unteachable. Management theory has progressed beyond this such that successful companies have discovered ways to harness leadership and promote it at every level of the organization. This course provides an overview of the ways leadership can be infused throughout an organization and how students can develop leadership and entrepreneurial qualities in others.

Credits 3

MBA/ENT 520 : Entrepreneurial Leadership and Strategy Formulation

This course serves as a bridge between the realms of entrepreneurship and strategy. The connection is an easy one: Entrepreneurship involves all of the activities involved in seizing the opportunities inherent in new ventures while strategic planning provides the tools by which these opportunities might be discovered. Strategic planning is routinely performed by large organizations, but is often overlooked by start-up or entrepreneurial firms. Conversely, entrepreneurship is rarely a problem for new companies, but is sometimes ignored by larger, mature organizations. The premise underlying this course is that both entrepreneurship and strategic analysis are required for all firms, regardless of their size and maturity.

Credits 3

MBA/ENT 530 : Organizational Performance and Ethics

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 in relationship to sound leadership qualities. The course also encompasses a survey of professional codes of business ethics. The goal is for students to incorporate Franciscan values into the work-place and assist in the creation and maintenance of a business setting that consists of core ethical values.

Credits 3

MBA/ENT 540 : Innovation and Adaptation

This course provides an examination of the role of innovation in sustainable marketplace advantage. Students will investigate the process of converting ideas, technologies, and customer needs into new products, services and processes, as well as explore disruptive and sustaining technologies. Particular attention is given to the nature and types of innovation, and the implications of different innovation types for new product/service development processes.

Credits 3

MBA/ENT 550 : Special Topics in Innovation and Entrepreneurial Leadership

This course is designed to examine current issues and trends in business that are brought about by the domestic and international economic climate, the continuing and more frequent developments of disruptive technologies, business models, corporate cultures, internal corporate environments, and the impact of other external forces. Exact content of the course will vary, based on a combination of the needs of the students in the program at the time.

Credits 3

MBA/ENT 595 : Competency Portfolio Review and Assessment

Throughout the course of their participation in the program, students are expected to build mastery of the MBA in Innovation and Entrepreneurship core competencies of ethical decision making, creativity, teamwork, critical reasoning, effective communication, and emotional intelligence. In lieu of a culminating thesis paper, the MBA student demonstrates this mastery in a portfolio. The portfolio is composed of the student's reflections on his/her growth in each of the core competencies as well as samples of assignments and projects that demonstrate the student's application of each core competency. In addition, students may also include specific leadership, marketing, and management projects they have developed for use outside of the classroom. As part of the MBA Capstone course, ENT 599, students present their portfolio to Business School's faculty and members of the business community for review and assessment. This course is required for graduation.

Credits 3

MBA/ENT599 : Capstone Experience

The course focuses on the opportunities and challenges involved in the management of growth in entrepreneurial settings, either in an individual company or as part of a larger corporation. Growth is the ultimate resource constrainer, stretching all systems in a company to the limit and often beyond. This course will emphasize management "at the limit" of what students may have already learned in other functional courses.

Integrated into this course is the student's defense of their portfolio to faculty of the School of Business and representatives of the business community. The portfolio is a demonstration of the student's mastery of the six core competencies built into the MBA curricula.

Credits 3

MBA/ENT 599 : Capstone Experience

The course focuses on the opportunities and challenges involved in the management of growth in entrepreneurial settings, either in an individual company or as part of a larger corporation. Growth is the ultimate resource constrainer, stretching all systems in a company to the limit and often beyond. This course will emphasize management "at the limit" of what students may have already learned in other functional courses.

Integrated into this course is the student's defense of their portfolio to faculty of the School of Business and representatives of the business community. The portfolio is a demonstration of the student's mastery of the six core competencies built into the MBA curricula.

Credits 3

MBA/FIN 572 : Financial Tools and Techniques

Combining theory with analytical tools, the course provides the background needed for developing and managing major corporate financial decisions. The course covers a variety of topics including financial statement analysis, financial forecasting, time value of money, valuation of financial securities, management of risk and return, and cost of capital. Students will also estimate and analyze cash flows in the capital budgeting process and examine capital structure, dividend policies and long-term financial planning.

Credits 3

MBA/QUAN 571 : Statistical Analysis for Business

Statistics is becoming the language of business and the well-equipped manager must be conversant in it in order to make good decisions. This course focuses not only on the basic statistical methods used in the analysis of business problems, but places emphasis on the appropriate use of statistical techniques, the correct interpretation of statistical data, and how to assess data with a healthy dose of skepticism

Credits 3

MBA Elective : Any MBA Course

Credits 3

MBS/ENT 520 : Entrepreneurial Leadership and Strategy Formulation

This course serves as a bridge between the realms of entrepreneurship and strategy. The connection is an easy one: Entrepreneurship involves all of the activities involved in seizing the opportunities inherent in new ventures while strategic planning provides the tools by which these opportunities might be discovered. Strategic planning is routinely performed by large organizations, but is often overlooked by start-up or entrepreneurial firms. Conversely, entrepreneurship is rarely a problem for new companies, but is sometimes ignored by larger, mature organizations. The premise underlying this course is that both entrepreneurship and strategic analysis are required for all firms – regardless of their size and maturity.

Credits 3

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

Degree Type

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 18. 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.

Specific Requirements

* Complete all of the following:

Item #	Title	Credits
CHEM 104	General Chemistry II	4
CHEM 201	Organic Chemistry I	4
CHEM 303	Analytical Chemistry	4

Electives

Complete at least two of the following:

Item #	Title	Credits
CHEM 202	Organic Chemistry II	4
BIO 200	Toxicology	3
BIO 360	Biochemistry I	4
BIO 361	Biochemistry II	3
	Total Credits	18-20

Chemistry Course Descriptions

BIO 200 : Toxicology

Toxicology is an interdisciplinary scientific discipline that overlaps biology, chemistry, biochemistry, pharmacology, and medicine. It helps us understand the adverse effects that chemical substances have on living things and the environment. It involves the practice of diagnosing and treating exposures to toxins and toxicants. Examples from medical, clinical, forensic, computational, occupational, and environmental toxicology are included. The course incorporates the use of case studies to support problem-based and evidence-based learning.

Credits 3

Prerequisite Courses

BIO 104
CHEM 104

BIO 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 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 450 : Undergraduate Research in Biology I

Required for biology majors during their senior year. Students pursue a two-semester individual research project to evaluate the hypothesis. During the first semester (BIO 450) students review recent literature on a research topic of interest, propose a testable hypothesis, and design a laboratory or field project to evaluate the hypothesis.

Credits 2

Prerequisites

Grade of C or higher in all prerequisites

Prerequisite Courses

BIO 104

CHEM 104

BIO 409

BIO 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

A grade of C or higher is required in all prerequisite courses.

Prerequisite Courses

BIO 409

BIO 450

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 the lecture. 2 lecture hours 2.5 hour laboratory session weekly. (fall/summer)

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 high school chemistry or CHEM 105; MATH 160 (College Algebra) or higher; ENG 002 with a minimum of "C"

CHEM 104 : General Chemistry II

A continuation of CHEM 103. Topics include chemical kinetics, acid-base theory, elementary thermodynamics, electrochemistry, and nuclear chemistry. This course together with CHEM 103 is designed for all science majors and those in related fields. 2.5 lecture hours and one 2.5 hour laboratory session weekly. (spring)

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 study of the chemistry of organic compounds and their transformations, including stereochemistry, reaction mechanisms and spectroscopy (IR, MS, and NMR). The laboratory section of the course provides training both in-person and virtually in some basic techniques of organic chemistry, such as different methods of purification and separation of organic compounds.

Credits 4

Prerequisites

CHEM 104 with a minimum grade of "C"

CHEM 202 : Organic Chemistry II

This course is a continuation of Organic Chemistry I (CHEM 201). A study of the chemistry of several relevant functional groups and biomolecules. The study of reaction mechanisms and the examination of intermediates, such as carbocations, is used extensively in order to explain reactivities. The laboratory section of the course provides hands-on training in organic synthesis and reinforces the use of modern spectroscopic analyses for structure determination.

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 Digital Media and Culture Concentration

Degree Type

Bachelor of Arts

Digital media such as social media, artificial intelligence, big data, podcasts, mobile apps, software, and video games have dramatically shifted society, offering new opportunities to communication and marketing specialists, redefining what it means to be a media creator. The primary objective of the Digital Media and Culture concentration is for students to learn how to navigate the shifting digital media landscape, explore the creative possibilities of these technologies, and gain professional marketing experience successfully and ethically. Students will evaluate critically and historically the cultural values at play in digital media. Further, students will understand the impact digital media has on individual identity and society, stay current with the latest digital technologies and trends, and ultimately influence the future of digital media and culture.

The proposed interdisciplinary concentration in Digital Media and Culture will enable students to cultivate the necessary skills of critical thinking, creative production, and cultural curiosity through rigorous analysis of issues related to power, politics, representation, and identity. The innovative concentration offers a variety of courses at the nexus of culture studies, digital marketing, critical data studies, and creative media production.

Coursework will include Social Media Marketing, Music and Podcast Production, Critical Internet Studies, Sound and Game Studies, and Consumer Behavior. Students will gain a variety of technical skills in digital software environments, sound production, and social media marketing campaigns. Further, students will obtain real-world experience through an internship in a digital media field of their choice and graduate with a certificate in digital media marketing.

In addition to the General Education requirements, students complete the following courses.

Program length: 48 months (based on full-time enrollment)

Required Communications Major Courses

Item #	Title	Credits
COMM 106	Mass Media	3
COMM 150	Media Analysis	3
COMM 220	Writing for Media	3
COMM 300	Research Methods in Communications	3
COMM 460	Senior Project	3
COMM 452	Internship in Communications	3

Digital Media and Culture Concentration

Item #	Title	Credits
COMM 250	Data and Society	3
COMM 125	Digital Skills	3
COMM 115	Introduction to Digital Media Studies	3
COMM 205	Sounding Off: Culture and Production	3
MKT 300	Consumer Behavior	3
MKT 330	Social Media Marketing	3

Related Course Work Required of All Majors (Choose 3 courses–9 credits)

Item #	Title	Credits
BUS 120	Business Communication	3
ART 104	Introduction to Computer Graphics	3
ART 245	Introduction to Web Design	3
ART 260	Film Video Art I	3
SOC 220	Social Stratification and Inequality in the United States	3
ENG 212	Creative Writing	3
MKT 305	Digital Marketing	3
PSCI 101	Introduction to Political Science	3
MUS 105	World Music	3
ENG 240	Technical Writing for the Professions	3
PHIL 204	Philosophy of Technology: Computer Ethics and Social Responsibility	3
ART 273	Photography I	3
ART 274	Color and Digital Photography	3
ART 388	Graphic Design Practicum	3
MKT 250	Sports Marketing	3

Free Electives

Take 27-29 Free Electives (total program credits must add up to 120)

Total Credits	120
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Communications Major with Journalism Concentration

Degree Type

Bachelor of Arts

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.

Program length: 48 months (based on full-time enrollment)

In addition to the General Education requirements, students complete the following courses.

Required Communication Major Courses

Item #	Title	Credits
COMM 106	Mass Media	3
COMM 150	Media Analysis	3
COMM 220	Writing for Media	3
COMM 300	Research Methods in Communications	3
COMM 460	Senior Project	3
COMM 452	Internship in Communications	3

Journalism Concentration

Take 18 credits from the following courses:

Item #	Title	Credits
COMM 110	Writing for Media	3
COMM 210	Journalism	3
COMM 215	Broadcast Journalism	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

Related Course Work Required of All Majors (Choose 3 courses–9 credits)

Item #	Title	Credits
BUS 120	Business Communication	3
ART 104	Introduction to Computer Graphics	3
ART 245	Introduction to Web Design	3
ART 260	Film Video Art I	3
SOC 220	Social Stratification and Inequality in the United States	3
ENG 212	Creative Writing	3
MKT 305	Digital Marketing	3
PSCI 101	Introduction to Political Science	3
MUS 105	World Music	3
ENG 240	Technical Writing for the Professions	3
PHIL 204	Philosophy of Technology: Computer Ethics and Social Responsibility	3
ART 273	Photography I	3
ART 274	Color and Digital Photography	3
ART 388	Graphic Design Practicum	3
MKT 250	Sports Marketing	3

Free Electives

Take 27-29 Free Electives (total program credits must add up to 120)

Total Credits	120
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Gaming and Interactive Media

Degree Type

Bachelor of Arts

Gaming and Interactive Media

The Gaming and Interactive Media (GAIM) Program at Felician University educates students in the necessary skills, knowledge, as well as aesthetic and critical sensibilities, to effectively communicate ideas through video games and related interactive media. Our interdisciplinary approach offers a variety of courses in computer science and the humanities. The objective of the GAIM Program is to emphasize an understanding of the field, both as an academic discipline as well as a profession, teaching hard science skills in concert with critical thought and

creative forms of expression. Courses include Scripting Languages, Game Development, Animation, Screenwriting, Videomaking, New Media History, and more.

Mission Statement

Through this rigorous and dynamic curriculum, graduates of the GAIM Program will have an understanding of aesthetic and critical issues in the design of computer graphics and interactive media, effectively use appropriate technology tools, and have an appreciation for the ethics of the creative process.

Graduates will also be able to implement a variety of creative skills and techniques, as well as produce games and interactive media in a range of forms and styles. In terms of specifically technical skills, graduates will be able to analyze gaming and interactive media requirements, design and develop different games by using the best principles of the game design process, such as graphics attributes, geometric transformation, 2-Dimensional and 3-Dimensional viewing, lighting, shading, texture, and animation. Through survey knowledge of the field, they will be able to critique existing and new works, while also being able to recognize trends and understand the impact of gaming and interactive media on individuals and society.

Ultimately, GAIM graduates will be able to integrate and synthesize their skills, techniques, knowledge, and experience into a powerful career strategy.

Evaluation and Learning Outcomes Assessment Plan

- i. Faith & Reason: Analyze the local and global impact of gaming design and interactive media technologies on individuals, organizations, and society through a Franciscan lens.
- ii. Ethics, Values, and Truth: Judge situations and be willing to take a lead role concerning ethical, legal, social, and technology-based issues and responsibilities as a professional in the Gaming and Interactive Media industries.
- iii. Communication and Expression: Communicate graphically, orally, visually, and in writing, while

employing the professional skills and techniques used in the design, development, and documentation of games, within a team environment to accomplish a common goal.

iv. Critical and Analytical Thinking: Critically assess and analyze game requirements, specific design challenges, and the principles of visual organization as expressed through projects and presentations utilizing traditional media, graphics software, and Web design elements.

Program Criteria

Students must meet the following requirements:

1. Satisfy Felician University admission requirements.
2. Completion of Program application by deadline.
3. Maintain an Institutional GPA of 2.75 or better.
4. Achieve a minimum grade of "C" in each required course.

Once admitted to the GAIM program, students falling below the required 2.75 Institutional GPA will be required to improve their Institutional GPA to a 2.75 in order to be readmitted to the program. Also, as per University policy, students must earn a grade of 'C' or better in all major required coursework. The 2.75 GPA minimum will be evaluated each semester by the Dean's Office.

Gaming and Interactive Media – General Education

Item #	Title	Credits
RELS 105	Why Be Good? Religion and Morality	3
RELS 301	Religions of the World	3
PHIL 250	Making Moral Decisions	3
ENG 101	College Writing and Research I	3
ART 101	Drawing and Composition	3
PHIL 100	The Art and Practice of Critical Thinking	3
ENG 102	College Writing and Research II	3
LS 100	Information Literacy	1
CS 120	Introduction to Computer Science	3
MATH 160	College Algebra	4
PHYS 103	General Physics I	4
	GECC VIII Global Consciousness Elective	3
	GECC VIII Global Consciousness Elective	3
MATH 161	Precalculus	4
PHIL 204	Philosophy of Technology: Computer Ethics and Social Responsibility	3
	GECC Liberal Arts Concentration Elective	3
UNIV 101	Dream	1
UNIV 201	Dare	1
UNIV 301	Do	1

Gaming and Interactive Media – Computer Science Required Courses

Item #	Title	Credits
CS 104	Python I	3
CS 120	Introduction to Computer Science	3
CS 205	Web Development and Scripting Languages	3
CS 299	Introduction to Mobile Application Development	3
CS 389	Foundations of Game Design and Development	3
CS 391	Game Development	3
CS 392	Game Development II	3
CS 497	Advanced Computer Graphics	3
CS 498	HC Advanced Programming with Java	3

Gaming and Interactive Media – Art Required Courses

Item #	Title	Credits
ART 103	Form, Space, and Time	3
ART 104	Introduction to Computer Graphics	3
ART 265	Animation	3
ART 274	Color and Digital Photography	3
ART 364	New Media History	3

Gaming and Interactive Media – Communication Required Courses

Item #	Title	Credits
COMM 230	Screenwriting I	3
COMM 240	Videomaking I	3
COMM 241	Videomaking II	3
COMM 120	Film Analysis	3

Gaming and Interactive Media – Interdisciplinary Senior Project

Item #	Title	Credits
GAIM 400	Gaming and Interactive Media Project	3

Gaming and Interactive Media – Free Electives

Take 12 or more credits of Free Electives to reach total of 120 credits for program

Total Credits 121

Course Sequencing

First Year – Fall

Item #	Title	Credits
ENG 101	College Writing and Research I	3
RELS 105	Why Be Good? Religion and Morality	3
CS 120	Introduction to Computer Science	3
MATH 160	College Algebra	4
UNIV 101	Dream	1

First Year – Spring

Item #	Title	Credits
ART 101	Drawing and Composition	3
CS 104	Python I	3
ENG 102	College Writing and Research II	3
LS 100	Information Literacy	1
MATH 161	Precalculus	4

Second Year – Fall

Item #	Title	Credits
ART 103	Form, Space, and Time	3
ART 104	Introduction to Computer Graphics	3
CS 205	Web Development and Scripting Languages	3
PHIL 250	Making Moral Decisions	3
PHIL 100	The Art and Practice of Critical Thinking	3
UNIV 201	Dare	1

Second Year – Spring

Item #	Title	Credits
ART 274	Color and Digital Photography	3
COMM 120	Film Analysis	3
COMM 230	Screenwriting I	3
CS 299	Introduction to Mobile Application Development	3
PHIL 204	Philosophy of Technology: Computer Ethics and Social Responsibility	3

Third Year – Fall

Item #	Title	Credits
ART 265	Animation	3
CS 389	Foundations of Game Design and Development	3
CS 391	Game Development	3
COMM 240	Videomaking I	3
PHYS 103	General Physics I	4

Third Year – Spring

Item #	Title	Credits
ART 364	New Media History	3
CS 392	Game Development II	3
RELS 301	Religions of the World	3
COMM 241	Videomaking II	3
	GECC VIII Global Consciousness Elective	3
UNIV 301	Do	1

Fourth Year – Fall

Item #	Title	Credits
CS 497	Advanced Computer Graphics	3
CS 498	HC Advanced Programming with Java	3
	GECC VIII Global Consciousness Elective	3
	GECC Liberal Arts Concentration Elective	3

Fourth Year – Spring

Item #	Title	Credits
GAIM 400	Gaming and Interactive Media Project	3
	Free Elective	3
	Free Elective	3
	Free Elective	3

Communications Minor

Degree Type

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.

Communications Requirements

* Students must complete the following:

Item #	Title	Credits
COMM 106	Mass Media	3
COMM 125	Digital Skills	3
COMM 115	Introduction to Digital Media Studies	3
COMM 205	Sounding Off: Culture and Production	3
COMM 220	Writing for Media	3
COMM 250	Data and Society	3
	Total Credits	18

Certificate in Digital Media and Culture

Degree Type

Technical Certificate of Credit

A certificate in Digital Media and Culture will provide students with a focused understanding of the intersections between digital technologies and contemporary culture. It allows for the development of specialized skills that are directly relevant to their career goals.

The twelve-credit certificate in Digital Media and Culture is a condensed and focused curriculum that provides students with a foundational understanding of key concepts in the intersection of digital media and culture. The four required courses result in a well-rounded understanding of the foundational aspects of digital media and its cultural implications. Students will gain insights into the historical development of digital media, the societal impact of digital technologies, the role of social media in communication, and practical skills in digital storytelling and media production.

Program length: 12 months (based on full-time enrollment)

Certificate in Digital Media and Culture

Item #	Title	Credits
COMM 115	Introduction to Digital Media Studies	3
COMM 125	Digital Skills	3
COMM 205	Sounding Off: Culture and Production	3
COMM 250	Data and Society	3
	Total Credits	12

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 Media

This course will provide 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

COMM 115 : Introduction to Digital Media Studies

This course is an interdisciplinary introduction to digital media studies, exploring the relationships between old and new media forms, and the ways that emerging technologies are reshaping industries, interpersonal relations, culture, and who we are as humans. Students will examine central debates in digital media studies related to issues of social justice, and experiment first-hand with dominant platforms and practices to better understand the shifting digital mediascape.

Credits 3

COMM 120 : Film Analysis

The 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 125 : Digital Skills

This hands-on course introduces practical skills students need to be professional and successful digital content producers and storytellers. Students will gain experience with cutting-edge multimedia tools and techniques in producing words and images, audio and video, and interactivity. Students will produce high-quality professional content and narratives suitable for publication in online contexts and reputable media sites.

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 150 : Media Analysis

This course studies the narrative structures and genre conventions of multimedia texts including but not limited to film, television, advertisement, music, and social media. The discussion focuses on the linguistic, visual, and narrative elements that shape meaning and representation in each medium. Students will develop analytical skills for interpreting and contextualizing media texts and genre.

Credits 3

COMM 205 : Sounding Off: Culture and Production

Sound is fundamental to communication and, more broadly, to our perceptions of the world around us. This class introduces students to sound studies through an interdisciplinary approach to issues of culture, power, and the practice of digital audio production. Blending theory with hands-on practice, students will learn digital audio recording, composing, and editing software and how to present and distribute audio content via the Internet. Students will apply their knowledge of sound production and technology through assignments that engage with Felician University's Radio Station as well as the I-lab.

Credits 3

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 220 : Writing for Media

This course will provide a thinking- and exercise-intensive review of rhetorical techniques and writing style, with an emphasis on persuasive communication. The mechanics of writing advertising copy, social media content, media pitches, and public relation campaigns, and the ethics behind word choice will be presented.

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

Prerequisite Courses

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

Prerequisite Courses

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 250 : Data and Society

Data practices infuse every aspect of contemporary life, from commerce and communication, to what it means to be a person in the digital age. This course will introduce students to the social and cultural forces shaping the construction and uses of data and algorithms. We will question how the datafication of society relates to broader issues of power, social justice, and inequality, and analyze ethical, emancipatory, and empowering uses of the technology. Students will leave the course with a better appreciation of the social implications associated with the use of data and algorithms. The course welcomes students with a variety of backgrounds including information science and business students, interested in learning about social, political, and ethical implications of their field, as well as students with humanistic, and communications backgrounds interested in learning about the technology behind digitally mediated experience.

Credits 3

COMM 300 : Research Methods in Communications

This course is designed to provide students with an introduction to qualitative research methods and techniques in Communications. The course will cover topics including sampling methods, multimodal content analysis, questionnaire design and implementation, interviews, focus groups, participant observation, and archival research. Students will develop their ability to review existing literature and to construct their own research. This course is ideal for students interested in pursuing careers in fields such as public relations, marketing, user experience, or media ethics.

Credits 3

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

Prerequisite Courses

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

GAIM 400 : Gaming and Interactive Media Project

Advanced IMD majors will complete the design and implementation of one of the following products on digital computer-based systems: application software as a tool for users such as a knowledge management platform; application software for mobile devices; games; virtual reality; pervasive games; interactive video; publications such as websites that allow users to navigate, communicate and participate; social media; interactive art; interactive advertisement; interactive cinema; etc. As the capstone experience, all products should demonstrate the student's mastery of the interdisciplinary aspects of GAIM, from programming skills to conceptual and artistic sensibilities.

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 part of 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.

Gaming and Interactive Media

Degree Type

Bachelor of Arts

Gaming and Interactive Media

The Gaming and Interactive Media (GAIM) Program at Felician University educates students in the necessary skills, knowledge, as well as aesthetic and critical sensibilities, to effectively communicate ideas through video games and related interactive media. Our interdisciplinary approach offers a variety of courses in computer science and the humanities. The objective of the GAIM Program is to emphasize an understanding of the field, both as an academic discipline as well as a profession, teaching hard science skills in concert with critical thought and creative forms of expression. Courses include Scripting Languages, Game Development, Animation, Screenwriting, Videomaking, New Media History, and more.

Mission Statement

Through this rigorous and dynamic curriculum, graduates of the GAIM Program will have an understanding of aesthetic and critical issues in the design of computer graphics and interactive media, effectively use appropriate technology tools, and have an appreciation for the ethics of the creative process.

Graduates will also be able to implement a variety of creative skills and techniques, as well as produce games and interactive media in a range of forms and styles. In terms of specifically technical skills, graduates will be able to analyze gaming and interactive media requirements, design and develop different games by using the best principles of the game design process, such as graphics attributes,

geometric transformation, 2-Dimensional and 3-Dimensional viewing, lighting, shading, texture, and animation. Through survey knowledge of the field, they will be able to critique existing and new works, while also being able to recognize trends and understand the impact of gaming and interactive media on individuals and society.

Ultimately, GAIM graduates will be able to integrate and synthesize their skills, techniques, knowledge, and experience into a powerful career strategy.

Evaluation and Learning Outcomes Assessment Plan

i. Faith & Reason: Analyze the local and global impact of gaming design and interactive media technologies on individuals, organizations, and society through a Franciscan lens.

ii. Ethics, Values, and Truth: Judge situations and be willing to take a lead role concerning ethical, legal, social, and technology-based issues and responsibilities as a professional in the Gaming and Interactive Media industries.

iii. Communication and Expression: Communicate graphically, orally, visually, and in writing, while employing the professional skills and techniques used in the design, development, and documentation of games, within a team environment to accomplish a common goal.

iv. Critical and Analytical Thinking: Critically assess and analyze game requirements, specific design challenges, and the principles of visual organization as expressed through projects and presentations utilizing traditional media, graphics software, and Web design elements.

Program Criteria

Students must meet the following requirements:

1. Satisfy Felician University admission requirements.
2. Completion of Program application by deadline.
3. Maintain an Institutional GPA of 2.75 or better.
4. Achieve a minimum grade of "C" in each required course.

Once admitted to the GAIM program, students falling below the required 2.75 Institutional GPA will be required to improve their Institutional GPA to a 2.75 in order to be readmitted to the program. Also, as per University policy, students must earn a grade of 'C' or better in all major required coursework. The 2.75 GPA minimum will be evaluated each semester by the Dean's Office.

Gaming and Interactive Media – General Education

Item #	Title	Credits
RELS 105	Why Be Good? Religion and Morality	3
RELS 301	Religions of the World	3
PHIL 250	Making Moral Decisions	3
ENG 101	College Writing and Research I	3
ART 101	Drawing and Composition	3
PHIL 100	The Art and Practice of Critical Thinking	3
ENG 102	College Writing and Research II	3
LS 100	Information Literacy	1
CS 120	Introduction to Computer Science	3
MATH 160	College Algebra	4
PHYS 103	General Physics I	4
	GECC VIII Global Consciousness Elective	3
	GECC VIII Global Consciousness Elective	3
MATH 161	Precalculus	4
PHIL 204	Philosophy of Technology: Computer Ethics and Social Responsibility	3
	GECC Liberal Arts Concentration Elective	3
UNIV 101	Dream	1
UNIV 201	Dare	1
UNIV 301	Do	1

Gaming and Interactive Media – Computer Science Required Courses

Item #	Title	Credits
CS 104	Python I	3
CS 120	Introduction to Computer Science	3
CS 205	Web Development and Scripting Languages	3
CS 299	Introduction to Mobile Application Development	3
CS 389	Foundations of Game Design and Development	3
CS 391	Game Development	3
CS 392	Game Development II	3
CS 497	Advanced Computer Graphics	3
CS 498	HC Advanced Programming with Java	3

Gaming and Interactive Media – Art Required Courses

Item #	Title	Credits
ART 103	Form, Space, and Time	3
ART 104	Introduction to Computer Graphics	3
ART 265	Animation	3
ART 274	Color and Digital Photography	3
ART 364	New Media History	3

Gaming and Interactive Media – Communication Required Courses

Item #	Title	Credits
COMM 230	Screenwriting I	3
COMM 240	Videomaking I	3
COMM 241	Videomaking II	3
COMM 120	Film Analysis	3

Gaming and Interactive Media – Interdisciplinary Senior Project

Item #	Title	Credits
GAIM 400	Gaming and Interactive Media Project	3

Gaming and Interactive Media – Free Electives

Take 12 or more credits of Free Electives to reach total of 120 credits for program

Total Credits 121

Course Sequencing

First Year – Fall

Item #	Title	Credits
ENG 101	College Writing and Research I	3
RELS 105	Why Be Good? Religion and Morality	3
CS 120	Introduction to Computer Science	3
MATH 160	College Algebra	4
UNIV 101	Dream	1

First Year – Spring

Item #	Title	Credits
ART 101	Drawing and Composition	3
CS 104	Python I	3
ENG 102	College Writing and Research II	3
LS 100	Information Literacy	1
MATH 161	Precalculus	4

Second Year – Fall

Item #	Title	Credits
ART 103	Form, Space, and Time	3
ART 104	Introduction to Computer Graphics	3
CS 205	Web Development and Scripting Languages	3
PHIL 250	Making Moral Decisions	3
PHIL 100	The Art and Practice of Critical Thinking	3
UNIV 201	Dare	1

Second Year – Spring

Item #	Title	Credits
ART 274	Color and Digital Photography	3
COMM 120	Film Analysis	3
COMM 230	Screenwriting I	3
CS 299	Introduction to Mobile Application Development	3
PHIL 204	Philosophy of Technology: Computer Ethics and Social Responsibility	3

Third Year – Fall

Item #	Title	Credits
ART 265	Animation	3
CS 389	Foundations of Game Design and Development	3
CS 391	Game Development	3
COMM 240	Videomaking I	3
PHYS 103	General Physics I	4

Third Year – Spring

Item #	Title	Credits
ART 364	New Media History	3
CS 392	Game Development II	3
RELS 301	Religions of the World	3
COMM 241	Videomaking II	3
	GECC VIII Global Consciousness Elective	3
UNIV 301	Do	1

Fourth Year – Fall

Item #	Title	Credits
CS 497	Advanced Computer Graphics	3
CS 498	HC Advanced Programming with Java	3
	GECC VIII Global Consciousness Elective	3
	GECC Liberal Arts Concentration Elective	3

Fourth Year – Spring

Item #	Title	Credits
GAIM 400	Gaming and Interactive Media Project	3
	Free Elective	3
	Free Elective	3
	Free Elective	3

B.S. in Business Analytics

Degree Type

Bachelor of Science

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.

Program length: 48 months (based on full-time enrollment)

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
MGT 490	Business Policy	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. Internship is highly recommended.

Item #	Title	Credits
	Business 300/400 Level Elective	3
	Total Credits	120

Bachelors in Computer Science

Degree Type

Bachelor of 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.

Program length: 48 months (based on full-time enrollment)

Development Courses (In House Credits)

Item #	Title	Credits
ENG 001	Developmental Writing I	5
ENG 002	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	Information Literacy	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 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 Electives Courses

Note: students have an option to choose one of the followings. In order to get a certificate, students need to take all five courses required for that certificate.

Required Courses for Software Developer Certificate

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 Certificate

Item #	Title	Credits
CS 398	R and Advanced Statistics	3
MATH 122	Statistics I	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 Electives

Any 15 Credits from Computer Science: Software Developer Track and Data Analyst Track.

Free Electives

17 credits to meet minimum 120 total credits.

Total Credits	117
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Course Sequencing

First Year Fall

Item #	Title	Credits
UNIV 101	Dream	1
ENG 101	College Writing and Research I	3
MATH 160	College Algebra	4
CS 110	Introduction to Programming I	4
CS 120	Introduction to Computer Science	3

First Year Spring

Item #	Title	Credits
ENG 102	College Writing and Research II	3
LS 100	Information Literacy	1
	GECC I Faith & Reason 100/2003 Elective	3
CS 104	Python I	3
CS 270	Introductions to Programming II	4

Second Year Fall

Item #	Title	Credits
UNIV 201	Dare	1
	GECC II Ethics, Values, and Truth Elective	3
	GECC IV Critical & Analytical Thinking Elective	3
MATH 161	Precalculus	4
	CS Elective	3

Second Year Spring

Item #	Title	Credits
	GECC VII Quantitative & Scientific Reasoning (Lab Science)	4
	Free Elective	3
	CS Elective	3
CS 280	Computer Architecture and Organization	3
CS 290	Theoretical Foundations and Principles of Computer Science	3

Third Year Fall

Item #	Title	Credits
UNIV 301	Do	1
	GECC I Faith & Reason 300/4003 Elective	3
	GECC VIII Global Consciousness Elective	3
	Free Elective	3
	CS Elective	3
CS 380	Data Structures and Algorithms	3

Third Year Spring

Item #	Title	Credits
	GECC VIII Global Consciousness Elective	3
	Free Elective	3
CS 320	Networks and Telecommunications	4
CS 350	Introduction to Operating Systems	3
CS 360	Database Management Systems (DBMS)	3

Fourth Year Fall

Item #	Title	Credits
	Free Elective	3
	Free Elective	3
	CS Elective	3
CS 420	Software Engineering	3

Fourth Year Spring

Item #	Title	Credits
	Free Elective	3
	Free Elective	3
	CS Elective	3
CS/CSEC 460	Senior Project Development Practicum/Cybersecurity	3

Health Information Management

Degree Type

Bachelor of Science

The School of Business and Information Sciences administers a Joint Degree program in Health Information Management. The program involves General Education, Core Curriculum and pre-professional coursework during two years at Felician University, and completing the program at the RutgersSHP, culminating in a jointly awarded Bachelor of Science degree. This program is accredited by CAHIIM; for more information, please contact info@cahiim.org.

Health Information Managers are responsible for managing patient health information and medical records, administrating computer information systems, and coding the diagnosis and procedures for healthcare services provided to patients.

The HIM Program involves four semesters and two summer sessions at Felician University, during which all general education and pre-professional courses are completed, amounting to 63 credits, followed by two years (61 credits) of coursework at the Rutgers-SHP.

Program length: 48 months (based on full-time enrollment)

Degree Requirements

1. Students file an application to the Rutgers-SHP by May 1st of the year prior to their anticipated fall enrollment.

2. Students must secure a GPA of 2.75 or above for coursework completed before the professional phase of the program and complete all courses with a grade of "C" or better. The Rutgers-SHP may require changes to the pre-professional course requirements due to changes in accreditation requirements.

3. Students admitted to the professional phase of the program are required to submit forms relating to health and immunization, technical standards-essential functions and criminal background check, and are required to attend the Rutgers-SHP orientations.

BACHELORS OF SCIENCE IN HEALTH INFORMATION MANAGEMENT JOINT DEGREE WITH THE RUTGERS-SHP

124 credits (63 credits at Felician University)
Suggested Course Sequence for HIM Majors

FIRST YEAR– FALL

Item #	Title	Credits
ENG 101	College Writing and Research I	3
MATH 160	College Algebra	4
PHIL 100	The Art and Practice of Critical Thinking	3
BIO 102	Human Biology	4
UNIV 101	Dream	1

FIRST YEAR– SPRING

Item #	Title	Credits
ENG 102	College Writing and Research II	3
	RELS 100/200 Level	3
CS 110	Introduction to Programming I	4
COMM 103	Public Speaking	3
LS 100	Information Literacy	1

SECOND YEAR– FALL

Item #	Title	Credits
PHIL 250	Making Moral Decisions	3
ACC 100	Principles of Financial Accounting I	3
MGT 100	Fundamentals of Management	3
	GECC Liberal Arts Concentration Elective	3
	GECC Liberal Arts Concentration Elective	3
UNIV 201	Dare	1

SECOND YEAR– SPRING

Item #	Title	Credits
	GECC VIII Global Consciousness Elective	3
	GECC I Faith & Reason 300/4003 Elective	
	GECC VIII Global Consciousness Elective	3

Co-Requisites (6 credits)

Item #	Title	Credits
ACC 100	Principles of Financial Accounting I	3

TWO YEARS (61 CREDITS) AT THE RUTGERS–SHP

Total Credits	57
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Bachelor + Master Degrees in CS

Degree Type

Bachelor's + Master's

(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.

Program length: 60 months (based on full-time enrollment)

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.

Computer Science Minor

Degree Type

Minor

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.

Total Credits 18-20

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 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

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 102 : Computer Applications 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 3

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, model-view-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, overloading, 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 object-oriented language (C++, Java, etc.) and object-oriented considerations for software design and reuse. The course also relates object-oriented language to GUI, databases, and realtime programming. It is a programming project-based learning course in a computer lab. (spring)

Credits 4

Prerequisite Courses

CS 110

Co-Requisite Courses

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 299 : Introduction to Mobile Application Development

Mobile computing devices have become ubiquitous in our communities. In this course, we focus on the creation of mobile solutions for various modern platforms, including major mobile operating systems. Students build apps using Swift and professional development environments, such as Xcode. In a class laboratory setting designed to mimic a real development shop, students will learn how to build apps and utilize tools such as Agile Project Management, version control, and pair programming. By the end of the course, students will not only have the skills to build their own apps, but also gain teamwork and time management skills

Credits 3

Prerequisite Courses

CS 205

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 networking 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; network 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 includes complexity analysis, linked lists, stacks and queues, recursion, binary trees, graphs, sorting, and hashing. (fall)

Credits 3

Prerequisites

CS 270 or its equivalent

CS 389 : Foundations of Game Design and Development

This course covers a complete and practical approach to game design. Students learn the essentials skills of player-centric game design from initial concept to final turning. The topics include, but are not limited to, concept of game development, gameplay design, core mechanics of games, user interfaces, storytelling and balancing, analysis of the specific design challenges of all major game genres. In the end, students will be able to define challenges and actions at the heart of gameplay; write a high-concept document and a full design script; understand the essentials of user interface design and how to define a game's look and feel; design a variety of input mechanisms; construct a game's core mechanics; develop appealing stories and game characters; make their games acceptable to a broader audience, such as children, people with disabilities, and casual players.

Credits 3

Prerequisite Courses

CS 120

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 392 : Game Development II

This is a second project-oriented course on Game Development, focusing on advanced design and programming using Unity. Students will consolidate scripting knowledge in C#, explore fundamental scripting tasks in Unity, build resolution-adapting interfaces for multiple screen-sizes, integrate 2D and 3D elements in a single scene, use the GUI features and sprite framework, explore how to find and diagnose problems in applications using MonoDevelop Debugging, as well as Visual Debugging. The course also teaches students how to manage team work-flows with Git and version control.

Credits 3

Prerequisites

CS-391 recommended be taken previously or concurrently.

Prerequisite Courses

CS 104

CS 389

CS 120

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

Prerequisite Courses

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

CS 398 : R and Advanced Statistics

Credits 3

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

Prerequisite Courses

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

Prerequisite Courses

CS 360

GAIM 400 : Gaming and Interactive Media Project

Advanced IMD majors will complete the design and implementation of one of the following products on digital computer-based systems: application software as a tool for users such as a knowledge management platform; application software for mobile devices; games; virtual reality; pervasive games; interactive video; publications such as websites that allow users to navigate, communicate and participate; social media; interactive art; interactive advertisement; interactive cinema; etc. As the capstone experience, all products should demonstrate the student's mastery of the interdisciplinary aspects of GAIM, from programming skills to conceptual and artistic sensibilities.

Credits 3

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. Overall employment of police and detectives as well as the emergency management field, is projected to grow 3 percent from 2021 to 2031, About 68,500 openings for police and detectives are projected each year, on average, over the decade. Most of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

With a new 'Criminal Profiling' Track, students enrolling in the Criminal Justice Major will have a third 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

Degree Type

Bachelor of Science

Program length: 48 months (based on full-time enrollment)

In addition to required coursework, students of Criminal Justice Majors must select one of the three included tracks.

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
	Total Credits	120

Course Sequencing

First Year Semester I

Item #	Title	Credits
	GECC VI Technological Acumen Elective (3)	3
ENG 101	College Writing and Research I	3
PHIL 100	The Art and Practice of Critical Thinking	3
CRIM 110	Criminal Justice I	3

First Year Semester II

Item #	Title	Credits
	GECC Liberal Arts Concentration Elective	3
	GECC V Information Literacy	4
GSCI 101	Forensic Science	3
CRIM 111	Criminal Justice II	3

Second Year Semester I

Item #	Title	Credits
	GECC I Faith & Reason 100/2003 Elective	
CRIM 220	Criminal Law	3
CRIM 230	Victimology	3
	CRIM Track Selection	3
	CRIM Track Selection	3

Second Year Semester II

Item #	Title	Credits
	GECC II Ethics, Values, and Truth Elective	3
	GECC III Communications & Expression Elective	3
	GECC Liberal Arts Concentration Elective	3
	CRIM Track Selection	3
	Free Elective	3

Third Year Semester I

Item #	Title	Credits
	GECC I Faith & Reason 300/4003 Elective	
	GECC VIII Global Consciousness Elective	3
	SOC 315 or CRIM 390	3
	CRIM Track Selection	3
	GECC Liberal Arts Concentration Elective	3

Third Year Semester II

Item #	Title	Credits
	SOC 315 or CRIM 390	3
	Free Elective	3
	Free Elective	3
	CRIM Elective	3
	GECC VIII Global Consciousness Elective	3

Fourth Year Semester I

Item #	Title	Credits
	Free Elective	3
	Free Elective	3
	Free Elective	3
CRIM/SOC 400	Senior Research I/Research Methods for the Social Sciences	3
	CRIM Track Selection	3

Fourth Year Semester II

Item #	Title	Credits
CRIM 415	Senior Research II/Senior Seminar in Criminal Justice	3
	Free Elective	3
	Free Elective	3
	Free Elective	3
CRIM 452	Internship in Criminal Justice	3

Combined BS Criminal Justice/MBA Program

Degree Type

Bachelor's + Master's

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 a GPA of 3.0 or higher
- 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
- Complete personal interview with MBA program director
- Submit a graduate admission application

Final approval for admission into the Masters' of Business Administration program rests with the Dean of the School of Business.

Total Credits	120
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Course Sequencing

First Year Semester I

Item #	Title	Credits
CRIM 110	Criminal Justice I	3
ENG 101	College Writing and Research I	3
PHIL 100	The Art and Practice of Critical Thinking	3
	Art History Elective	3

First Year Semester II

Item #	Title	Credits
	GECC V Information Literacy	4
CRIM 111	Criminal Justice II	3
PSCI 291	The Judicial System and Constitutional Law	3
GSCI 101	Forensic Science	3

Second Year Semester I

Item #	Title	Credits
	GECC I Faith & Reason 100/2003 Elective	
	CRIM Track Selection	3
	CRIM Track Selection	3
CRIM 220	Criminal Law	3
CRIM 230	Victimology	3

Second Year Semester II

Item #	Title	Credits
	GECC II Ethics, Values, and Truth Elective	3
	GECC III Communications & Expression Elective	3
	GECC Liberal Arts Concentration Elective	3
	Free Elective	3
	CRIM Track Selection	3

Third Year Semester I

Item #	Title	Credits
	GECC I Faith & Reason 300/4003 Elective	
	GECC VIII Global Consciousness Elective	3
	GECC Liberal Arts Concentration Elective	3
SOC 315	Terrorism and Political Violence	3
	CRIM Track Selection	3

Third Year Semester II

Item #	Title	Credits
	SOC 315 or CRIM 390	3
	CRIM Elective	3
	GECC VIII Global Consciousness Elective	3
	GECC Liberal Arts Concentration Elective	3
	Free Elective	3

Fourth Year Semester I

Item #	Title	Credits
	Free Elective	3
	Free Elective	3
CRIM/SOC 400	Senior Research I/Research Methods for the Social Sciences	3
	CRIM Track Selection	3
	Masters' in Business Administration Course	3

Fourth Year Semester II

Item #	Title	Credits
CRIM 415	Senior Research II/Senior Seminar in Criminal Justice	3
CRIM 452	Internship in Criminal Justice	3
	Masters' in Business Administration Course	3
	Free Elective	3
	Free Elective	3

Law Enforcement Investigation and Interviewing (Criminal Psychology)

Degree Type
Certificate

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 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.

Item #	Title	Credits
CRIM 403	Combined Theoretical Applications	3
	Total Credits	3

Concentration in Criminology

Degree Type
Concentration

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.

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
	Total Credits	18

Criminal Justice Minor

Degree Type

Minor

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)

Total Credits	18
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Criminal Profiling Minor

Degree Type

Minor

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.

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
	Total Credits	18

Certificate in Forensics

Degree Type

Technical Certificate of Credit

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.

Employment of forensic science technicians is projected to grow 11 percent from 2021 to 2031, much faster than the average for all occupations.

About 2,500 openings for forensic science technicians are projected each year, on average, over the decade.

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.

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
	Total Credits	20

Certificate in Law Enforcement Investigation and Interviewing

Degree Type

Technical Certificate of Credit

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.

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

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

Prerequisite Courses

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

Prerequisite Courses

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

Prerequisite Courses

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

Prerequisite Courses

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

Prerequisite Courses

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 315 : Terrorism and Political Violence

This course raises essential historical, philosophical, sociological and legal question 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.

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

Prerequisite Courses

CRIM 110

CRIM 390

CRIM 403 : Combined Theoretical Applications

Credits 3

Prerequisite Courses

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

Prerequisite Courses

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

Degree Type

Bachelor of Science

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.

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.

Program length: 48 months (based on full-time enrollment)

See the [Bachelor Completion Program](#) for information to assist the working student.

Required Courses for Degree in Cybersecurity

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.

Total Credits	120
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Cybersecurity Minor

Degree Type

Minor

The Minor in CSEC requires a minimum of 20 credits with at least a "C" in all subjects.

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
Total Credits		20

Cybersecurity Certificate

Degree Type

Technical Certificate of Credit

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

Program length: 12 months (based on full-time enrollment)

Required Courses

Take 16 credits from the following courses:

Item #	Title	Credits
CSEC 225	Principles of Information Assurance and Security	3
CSEC 315	Digital Forensics and Investigations	3
CS 320	Networks and Telecommunications	4
CSEC 325	Network Security	4
CSEC 365	Cryptography Technologies	4
CSEC 425	Managing Information Security in Information Systems	3
CRIM 340	Cyber Crime	3
CSEC 355	Operating Systems Security	3
Total Credits		16

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

Prerequisite Courses

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

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: Art, Mathematics, 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)

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 apply for readmission after the student obtains a cumulative GPA of 3.0. The student must contact either the Dean or Associate Dean to declare his/her intent to be considered. 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 complete an approved NJ DOE exit measure. Candidates who do not successfully complete this requirement will NOT be recommended for licensure upon completion of their student internship experience.
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 [Center for Health - Felician University of New Jersey](#). 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 an approved NJ DOE exit measure; 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, 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 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 Internships and Assessment, 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 Internships and Assessment 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 7th 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 semester 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 the end of 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 the semester prior 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

Degree Type

Bachelor of Arts

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.

Professional Sequence K-6 Middle School 5-8

Degree Type

Bachelor of Arts

General Education Curricular Commons (GECC) and Professional Sequence K-6 Middle School 5-8 with the following co-majors: Art, Math, and Science

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 for eligibility.

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. Completion of an approved NJ DOE exit measure is required.

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. Furthermore, students should be aware of the New Jersey Department of Education revisions for courses, and New Jersey Licensing Codes.

* All students must complete as a part of this course training on *Harassment, Intimidation, and Bullying (HIB) in the Schools* and *Recognizing and Reporting Child Abuse and Neglect* to meet New Jersey's new requirement for teacher certification.

Program length: 48 months (based on full-time enrollment)

Developmental Courses

Item #	Title	Credits
ENG 001	Developmental Writing I	5
ENG 002	Reading and Writing Workshop	3
ENG 005	Reading Comprehension	3
MATH 001	Basic Skills in Mathematics (Pre-Algebra)	4
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

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 3 Technology	
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 3 Uniquely-Abled Learner	
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
	Total Credits	120-130

Course Sequencing

Junior Year Semester I

Item #	Title	Credits
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	

Junior Year Semester II

Item #	Title	Credits
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

Senior Year Semester I

Item #	Title	Credits
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

Senior Year Semester II

Item #	Title	Credits
SPED 401	Supporting the Success of the Uniquely-Abled Learner	3
EDU 403	Clinical Internship Seminar	1
EDU 404	Clinical Internship	8

Professional Sequence K-6/TOSD

Degree Type

Bachelor of Arts

General Education Curricular Commons (GECC) and Professional Sequence K-6/TOSD with the following co-majors Art, Math, Psychology, and Science

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. Completion of an approved NJ DOE exit measure is required.

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 training on *Harassment, Intimidation, and Bullying (HIB) in the Schools* and *Recognizing and Reporting Child Abuse and Neglect* to meet New Jersey's new requirement for teacher certification.

Program length: 48 months (based on full-time enrollment)

Developmental Courses

Item #	Title	Credits
ENG 001	Developmental Writing I	5
ENG 002	Reading and Writing Workshop	3
ENG 005	Reading Comprehension	3
MATH 001	Basic Skills in Mathematics (Pre-Algebra)	4
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

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
Total Credits		120-130

Course Sequencing

Junior Year Semester I

Item #	Title	Credits
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	

Junior Year Semester II

Item #	Title	Credits
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

Senior Year Semester I

Item #	Title	Credits
SPED 410	Universal Design and Assistive Technology	3
EDU 400	Clinical Practice I Seminar	1
EDU 401	Clinical Practice I	2

Senior Year Semester II

Item #	Title	Credits
SPED 401	Supporting the Success of the Uniquely-Abled Learner	3
EDU 403	Clinical Internship Seminar	1
EDU 404	Clinical Internship	8

Professional Sequence K-12/TOSD

Degree Type

Bachelor of Arts

General Education Curricular Commons (GECC) and Professional Sequence K-12/TOSD with the following co-majors: Art, Math, and Science

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-12 secondary education preparation program are required to register for the appropriate content area Praxis II. Candidates who pass the Praxis II may continue into their Clinical Internship.
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 for eligibility.
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. Completion of an approved NJ DOE exit measure is required.

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. Furthermore, students should be aware of the New Jersey Department of Education revisions for courses, and New Jersey Licensing Codes.

* All students must complete as a part of this course training on *Harassment, Intimidation, and Bullying (HIB) in gthe Schools* and *Recognizing and Reporting Child Abuse and Neglect* to meet New Jersey's new requirement for teacher certification.

Program length: 48 months (based on full-time enrollment)

Developmental Courses

Item #	Title	Credits
ENG 001	Developmental Writing I	5
ENG 002	Reading and Writing Workshop	3
ENG 005	Reading Comprehension	3
MATH 001	Basic Skills in Mathematics (Pre-Algebra)	4
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

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
	Total Credits	120-130

Course Sequencing

Junior Year Semester I

Item #	Title	Credits
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

Junior Year Semester II

Item #	Title	Credits
EDU 308	Reading Diagnosis and Remediation for Diverse Learners	3
EDU 320	Educational Assessment Development and Evaluation Models	3
	EDU 314 A-E	4

Senior Year Semester I

Item #	Title	Credits
SPED 410	Universal Design and Assistive Technology	3
EDU 400	Clinical Practice I Seminar	1
EDU 401	Clinical Practice I	2

Senior Year Semester II

Item #	Title	Credits
SPED 401	Supporting the Success of the Uniquely-Abled Learner	3
EDU 403	Clinical Internship Seminar	1
EDU 404	Clinical Internship	8

Professional Sequence P-3/TOSD

Degree Type

Bachelor of Arts

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 for eligibility.
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. Furthermore, students should be aware of the 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.

Developmental Courses

Item #	Title	Credits
ENG 001	Developmental Writing I	5
ENG 002	Reading and Writing Workshop	3
ENG 005	Reading Comprehension	3
MATH 001	Basic Skills in Mathematics (Pre-Algebra)	4
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

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
Total Credits		120-130

Course Sequencing

Junior Year Semester I

Item #	Title	Credits
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

Junior Year Semester II

Item #	Title	Credits
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

Senior Year Semester I

Item #	Title	Credits
SPED 410	Universal Design and Assistive Technology	3
EDU 400	Clinical Practice I Seminar	1
EDU 401	Clinical Practice I	2

Senior Year Semester II

Item #	Title	Credits
SPED 401	Supporting the Success of the Uniquely-Abled Learner	3
EDU 403	Clinical Internship Seminar	1
EDU 404	Clinical Internship	8

Undergraduate Major in Behavior Analysis and Autism Studies

Degree Type

Bachelor of Arts

Undergraduate Major in Applied Behavior Analysis and Autism Studies BACB Required Content Areas of Study

****This degree is due to sunset by summer 2025, meaning that courses will no longer be offered for this major past that date.***

All students entering the program will participate in undergraduate courses that meet the Board Certified Assistant Behavior Analyst (BCaBA) Task List 5 requirements (Please see: Task Lists for BACB Certifications - Behavior Analyst Certification Board).

Current students completing their program of studies based on the Behavior Analyst Certification Board (BACB®) Task List 5 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 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/>).

For this program, 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 ABAI and is a registered ABAI Verified Course Sequence (VCS) that meets the BACB Task List 5 requirements. 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.

Program length: 48 months (based on full-time enrollment)

The courses are listed below:

Professional Courses: (30 Credits)		
EDU 220	Understanding Special Populations and the Building Collaborative Relationships across Home School and Community for All	3
PSYC 301	Educational Psychology	3
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 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 Autism Spectrum Disorders and other Developmental Disabilities	3
EDU 499	Professional Practices in Applied Behavior Analysis and Autism Spectrum Disorders	3
SPED 401	Supporting the Success of the Uniquely Abled Learner	3
SPED 410	Universal Design and Assistive Technology	3
EDU 210 S	Practicum Seminar	1

PSYCHOLOGY-ABA CO-MAJOR:

Psychology-ABA Co-Major Requirements:

21 Credits

1 of the following:		
PSYC 201		3
PSYC 202/	Introduction to Child Development	

PSYC 203	Introduction to Adolescent Development Adult Development and Aging	
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	3
PSYC 410	Undergraduate Research in Psychology	3
PSYC 490	History and Systems of Psychology	3

Psychology-ABA Co-Major Elective Requirements:

Choose 6 electives (18 Credits) in any of the following: (3 lower 200-300 level and 3 upper 400 level)

PSYC 249	Data Management for Psychologists/Fundamentals of Data Mgmt	3
PSYC 317	Intercultural Communications in Psychology *(Study Abroad-Barcelona)	3
PSYC 330	Multicultural Perspectives	3
PSYC 377	Psychology of Health & Illness	3
PSYC 380	Psychology of the Family	3
PSYC 391	Motivation and Emotion	3
PSYC 401	Psychology of the Mind	3
PSYC 405	Child & Adolescence Deviance	3
PSYC 406	Abnormal Psychology	3

Students will participate in a practicum experience that will follow the experience guidelines of the BACB. Small group supervision will be provided on a weekly basis. Students will apply the content of the ABA program courses and the BACB Task List while directly working with individuals with ASD and/or other Developmental Disabilities in their fieldwork experience. Students will receive the supervision and feedback needed to develop the professional repertoire of a BCaBA. 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.

Please note, Felician University cannot guarantee practicum placement or Fieldwork supervisor. However, we will help assist those students who need to find placements and supervisors. To be eligible to sit for the BCaBA exam, students are also responsible for accumulating 1300 supervised fieldwork hours as supervised by a qualified BCBA. Additionally, students do not earn the certification until they pass the BCaBA examination. Passing the exam is not a graduation requirement.

BEHAVIOR ANALYST CERTIFICATION BOARD

As is further described by the Board (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.

ABA/PSYCHOLOGY Undergraduate Co-Major

ABA/PSYCHOLOGY Undergraduate Co-Major Task List 5

Item #	Title	Credits
EDU 220	Understanding Special Populations & Building Collaborative Relationships Across Home, School & Community for All	3
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 493	Team-Based Behavioral Assessment 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 Autism Spectrum Disorders and other Developmental Disabilities	3
EDU 499	Professional Practices in ABA and Autism Spectrum Disorders	3
EDU 210 F	Field Component of Practicum 2 in ABA	2
PSYC 301	Educational Psychology	3
SPED 401	Supporting the Success of the Uniquely-Abled Learner	3
SPED 410	Universal Design and Assistive Technology	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	3
PSYC 410	Undergraduate Research in Psychology	3

PSYC 490	History and Systems of Psychology	3
ABA/PSYCHOLOGY Undergraduate Co-Major Task List 5		18
Total Credits		69

Course Sequencing

Course Delivery

Course Delivery

The six VCS approved courses are offered remotely through live synchronous virtual technology through Felician University. To remotely access the courses students must adhere to the University General Guidelines that pertain to the needed technology and protocol for participating in the courses.

Required Practicum Experiences

Required Practicum Experiences

As a major qualification to sit for the BACB Examination to become a Board Certified assistant Behavior Analyst, an applicant must officially participate and document Supervised Fieldwork experience https://www.bacb.com/wp-content/uploads/2020/11/BCaBA-2022EligibilityRequirements_210513.pdf

The applicant is responsible for acquiring and documenting the fieldwork hours in accordance with the official procedures of the BACB. Students must review the BACB Fieldwork Requirements during their first semester in the program and sign a document indicating their understanding. In addition, each student will receive a Program and Practicum Handbook that delineates the requirements. Students will be required to sign a document indicating they have received the Program and Practicum Handbooks.

To assist our students in accumulating hours and advanced training, Felician requires each student to participate in one semester practicum experience. Students will participate in a practicum experience that will follow the concentrated supervised fieldwork guidelines of the BACB. During the practicum, a student will participate in a minimum of 15 hours per week of applied behavior analytic work, that involves both hands-on training as well as program planning, development and evaluation activities. The primary focus is on acquiring the skills necessary to demonstrate competence of relevant tasks on the BCaBA Task List V and the skills necessary to interact effectively with consumers, supervisors, parents, and others. Securing a supervision site and Responsible BCBA or BCBA-D is required prior to students enrolling in this course.

The practicum course experience will have two primary components: A seminar component for one credit along with a field component for two credits. Students must be enrolled in both simultaneously. Students may also participate in three additional practicum experiences as electives. Each practicum will have a one-credit seminar along with a two-credit field experience component.

For a student to participate in the practicum experience, they must have an official background

check as required by New Jersey. Students within the undergraduate major are expected to comply with the BACB Compliance Code and Disciplinary Systems for Behavior Analysts https://www.bacb.com/wp-content/uploads/2020/05/BACB-Compliance-Code-english_190318.pdf at all times. Students must sign and submit an Ethics Compliance Statement within their first semester of matriculation in the program. In addition, specific practicum sites may have additional requirements.

* Felician University **cannot** guarantee practicum placement or Fieldwork supervisor. However, we will help assist those students who need to find placements and supervisors.

**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.*

Behavior and Autism Studies

Minor

Degree Type

Minor

Undergraduate Minor in Applied Behavior Analysis and Autism Studies

BACB Required Content Areas of Study

****This Minor is due to sunset by summer 2025, meaning that courses will no longer be offered for this certificate past that date.***

All students entering the program will participate in undergraduate courses that meet the the Board Certified Assistant Behavior Analyst (BCaBA) Task List 5 Requirements (please see: 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 5 requirements and must ensure that all requirements are met and documents are submitted to the BACB in time to sit for the Task List 5 Examination prior to it changing on January 1, 2026. Please note that the 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/>).

For this program, students must also have a co-undergraduate major and satisfy all undergraduate requirements to obtain the Bachelor's 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 practicum course (3 credits) for a total of 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 ABAI and is a registered ABAI Verified Course Sequence (VCS) that meets the BACB Task List 5 requirements. The students must maintain a B- in all of the VCS core ABA courses.

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 BACB. Small group supervision will be provided on a weekly basis. Students will apply the content of the ABA program courses and the BACB Task List while directly working with individuals with ASD and/or other Developmental Disabilities in their fieldwork

experience. Students will receive the supervision and feedback needed to develop the professional repertoire of a BCaBA.

Please note, Felician University cannot guarantee practicum placement or a fieldwork supervisor. However, we will help assist those students who need to find placements and supervisors. To be eligible to sit for the BCaBA exam, students are also responsible for accumulating 1300 supervised fieldwork hours as supervised by a qualified BCBA. Additionally, students do not earn the certification until they pass the BCaBA examination. Passing the exam is not a requirement for graduation.

BEHAVIOR ANALYST CERTIFICATION BOARD

As is further described by the Board (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.

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
Total Credits		12

Course Sequencing

Course Delivery

Course Delivery

The six VCS approved courses are offered on the campus and remotely through synchronous virtual technology through Felician University. To remotely access the courses, students must adhere to the University General Guidelines that pertain to the needed technology and protocol for participating in the courses.

Required Practicum Experiences

Required Practicum Experiences

As a major qualification to sit for the BACB Examination to become a BCaBA, an applicant must officially participate and document Supervised Fieldwork experience (https://www.bacb.com/wp-content/uploads/2020/11/BCaBA-2022EligibilityRequirements_210513.pdf). The applicant is responsible for acquiring and documenting the fieldwork hours in accordance with the official procedures of the BACB. Students must review the BACB Fieldwork Requirements during their first semester.

To assist our students in accumulating hours and advanced training, Felician requires each student to participate in one semester practicum experience. During the practicum, a student will participate in a minimum of 15 hours per week of applied behavior analytic work, that involves both hands-on training as well as program planning, development and evaluation activities. The primary focus is on acquiring the skills necessary to demonstrate competence of relevant tasks on the BCaBA Task List 5 and the skills necessary to interact effectively with consumers, supervisors, parents, and others. Securing a supervision site and Responsible BCBA or BCBA-D is required prior to students enrolling in this course.

The practicum course experience will have two primary components: A seminar component for one credit along with a field component for two credits. Students must be enrolled in both simultaneously. Students may also participate in three additional practicum experiences as electives.

For a student to participate in the practicum experience, they must have an official background check as required by New Jersey. Students within the undergraduate major are expected to comply with the BACB Compliance Code and Disciplinary Systems for Behavior Analysts https://www.bacb.com/wp-content/uploads/2020/05/BACB-Compliance-Code-english_190318.pdf at all times. In addition, specific practicum sites may have additional requirements

Applied Behavior Analysis and Autism Studies Post-Baccalaureate Certificate

Degree Type

Post-Baccalaureate Certificate

BACB Required Content Areas of Study

****This certificate is due to sunset by summer 2025, meaning that courses will no longer be offered for this certificate past that date.***

All students entering the program starting will participate in Applied Behavior Analysis (ABA) and Autism Studies Post-Baccalaureate courses that meet the Board Certified Assistant Behavior Analyst (BCaBA) Task List 5 requirements. (please see: 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 5 requirements and must ensure that all requirements are met and documents are submitted to the BACB in time to sit for the Task List 5 Examination prior to it changing on January 1, 2026. Please note that the 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/>).

For this program, students must complete a core set of six ABAI Verified Course Sequence (VCS) lecture-based courses (15 credits) and one practicum course (3 credits) for a total of 18 undergraduate credits. The student must already hold a Bachelor's Degree prior to joining the program. The core ABA set of six classes has been approved by ABAI and is a registered VCS that meets the BACB Task List 5 Requirements. Students must earn a B- in all of the VCS core ABA courses and complete one competency exam, specifically the 40-hour RBT training series. Additionally, 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.

Program length: 12 months (based on full-time enrollment)

The required 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 BACB. Small group supervision will be provided on a weekly basis. Students will apply the content of the ABA program courses and the BACB Task List while directly working with individuals with ASD and/or other Developmental Disabilities in their fieldwork experience. Students will receive the supervision and feedback needed to develop the professional repertoire of a BCaBA.

Please note, Felician University cannot guarantee practicum placement or a Fieldwork supervisor. However, we will help assist those students who need to find placements and supervisors. To be eligible to sit for the BCaBA exam, students are also responsible for accumulating 1300 supervised fieldwork hours as supervised by a qualified BCBA. Additionally, students do not earn the certification until they pass the BCaBA examination. Passing the exam is not a requirement for completing this certificate.

Required Practicum Experiences

As a major qualification to sit for the BACB Examination to become a BCaBA, an applicant must

officially participate and document Supervised Fieldwork experience (https://www.bacb.com/wp-content/uploads/2020/11/BCaBA-2022EligibilityRequirements_210513.pdf). The applicant is responsible for acquiring and documenting the fieldwork hours in accordance with the official procedures of the BACB. Students must review the BACB Fieldwork Requirements during their first semester.

To assist our students in accumulating hours and advanced training, Felician requires each student to participate in one semester practicum experience. During the practicum, students will participate in a minimum of 15 hours per week of applied behavior analytic work, that involves both hands-on training as well as program planning, development, and evaluation activities. The primary focus is on acquiring the skills necessary to demonstrate competence of relevant tasks on the BCaBA Task List 5 and the skills necessary to interact effectively with consumers, supervisors, parents, and others. Securing a supervision site and Responsible BCBA or BCBA-D is required prior to students enrolling in this course.

The practicum course experience will have two primary components: A seminar component for one credit along with a field component for two credits. Students must be enrolled in both simultaneously. Students may also participate in three additional practicum experiences as electives.

For a student to participate in the practicum experience, they must have an official background check as required by New Jersey. Students within the undergraduate minor are expected to comply with the BACB Compliance Code and Disciplinary Systems for Behavior Analysts (https://www.bacb.com/wp-content/uploads/2020/05/BACB-Compliance-Code-english_190318.pdf) at all times. In addition, specific practicum sites may have additional requirements.

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 493	Team-Based Behavioral Assessment 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 Autism Spectrum Disorders and other Developmental Disabilities	3
EDU 499	Professional Practices in ABA and Autism Spectrum Disorders	3
EDU 210 S	Seminar Component of Practicum in ABA	1
EDU 210 F	Field Component of Practicum in ABA	2
Total Credits		18

Course Sequencing

Course Delivery

The six VCS approved courses are offered remotely through synchronous virtual technology through Felician University. To remotely access the courses, students must adhere to the University General Guidelines that pertain to the needed technology and protocol for participating in the courses.

Behavior Analyst Certification Board

As is further described by the Board (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.

Education Course Descriptions

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. 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

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

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

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.

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Credits 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

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.

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Credits 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

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

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

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

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 492 : Basic Applied Behavior Analysis for Students with Autism Spectrum Disorders and other Developmental Disabilities

The application of Applied Behavior Analysis with students with ASD and other developmental disabilities will be emphasized. Participants will explore strategies to conduct functional behavioral assessments and provide positive behavioral supports.

Credits 3

EDU 492 : Applied Behavior Analysis for Students on Autism Spectrum

The application of Applied Behavior Analysis with students with ASD and other developmental disabilities will be emphasized. Participants will explore strategies to conduct functional behavioral assessments and provide positive behavioral supports.

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

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

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 499 : Professional Practices in ABA and Autism Spectrum Disorders

This course will emphasize professional practices based on the BACB Task List 4 and the BACB Professional Disciplinary and Ethical Standards and the BACB Guidelines for Responsible Conduct for Behavior Analysts. Students will be provided with an overview of the Guidelines. Emphasis will be on both the importance of delivering evidenced based practices and performing in a manner consistent with the professional and ethical standards.

Credits 3

EDU 806 : Practicum in Applied Behavior Analysis

Credits 3

EDU 807 : Advanced Practicum in Applied Behavior Analysis

Credits 3

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

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

SPED 401 : Supporting the Success of the Uniquely-Abled Learner

This course is designed to provide the teacher with an understanding of programming, curriculum and instruction of children with learning disabilities, attention deficit disorder, behavioral disorders, speech delays, slow learning ability and mild autism within today's inclusive classroom. Emphasis will be on identification, referral, IEP development, methods for management, planning and evaluating instructional strategies. Emphasis will be placed on methods for differentiating instruction based upon learner characteristics, learning environment, curriculum, technology considerations, and the New Jersey Core Curriculum Content Standards.

Credits 3

SPED 410 : Universal Design and Assistive Technology

The course emphasizes an overview of curriculum development, organization and planning of instructional activities, selection and preparation of materials, use of resources and selection of Assistive Technology Resources.

Credits 3

Exercise Sports Science

B.S. in Exercise Sports Science Degree Type

Bachelor of 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.

Program length: 48 months (based on full-time enrollment)

Exercise Science Requirements

Item #	Title	Credits
EXSC 101	Introduction to the Field of Exercise Science	3
EXSC 140	Health and Fitness	3
EXSC 202	Principles of Health Nutrition and Weight Management	3
EXSC 207	Principles of Resistance Training	3
EXSC 216	Kinesiology and Functional Anatomy	3
EXSC 302	Advanced Concepts in Nutrition	3
EXSC 305	Exercise Physiology w/ Lab	4
EXSC 306	Fitness Management	3
EXSC 320	Stress Assessment and Exercise Prescriptions w/Lab	4
EXSC 450	Research in Exercise Sports Science	3
EXSC 451	Internship I	4
EXSC 452	Internship II	4

Required Cognate Courses

Item #	Title	Credits
BIO 205	Anatomy and Physiology I	4
BIO 206	Anatomy and Physiology II	4
PSYC 377	Psychology of Health and Illness	3

Depending on their career goals, students can choose one of the following options: Pre-Health Sciences track, Strength and Conditioning track, or a minor in a related field. Students should confer with their advisors to choose the proper Exercise Science track or minor.

Pre-Health Sciences Track

Item #	Title	Credits
BIO 104	General Biology II	4
CHEM 103	General Chemistry I	4
CHEM 104	General Chemistry II	4
PHYS 103	General Physics I	4
PHYS 104	General Physics II	4

Strength and Conditioning Track

For this track 2.75 GPA is required

Item #	Title	Credits
EXSC 175	First Aid and CPR	3
EXSC 203	Athletic Injuries	3
EXSC 245	Essentials of Coaching	3
EXSC 323	Sport and Exercise Psychology	3
EXSC 418	Advanced Strength and Conditioning	3
EXSC 419	Program Design for Strength & Conditioning	3
EXSC 420	Strength & Conditioning Review	1

Sports Management Track

COMM-315 to be added upon approval

Item #	Title	Credits
MGT 230	Sports Management	3
MKT 250	Sports Marketing	3
EXSC 245	Essentials of Coaching	3
SOC 204	Sociology of Sport	3
BUS 310	Business Law I	3
	Total Credits	120

Course Sequencing

First Year Fall

Item #	Title	Credits
MATH 160	College Algebra	4
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

First Year Spring

Item #	Title	Credits
	GECC I Faith & Reason 100/2003 Elective	
ENG 102	College Writing and Research II	3
LS 100	Information Literacy	1
EXSC 140	Health and Fitness	3
BIO 205	Anatomy and Physiology I	4

Second Year Fall

Item #	Title	Credits
PSYC 101	Introduction to Psychology	3
EXSC 202	Principles of Health Nutrition and Weight Management	3
BIO 206	Anatomy and Physiology II	4
	EXSC Sophomore - Fall	4-6

Second Year Spring

Item #	Title	Credits
EXSC 216	Kinesiology and Functional Anatomy	3
EXSC 207	Principles of Resistance Training	3
UNIV 201	Dare	1
	EXSC Sophomore - Spring	6-8

Third Year Fall

Item #	Title	Credits
	GECC VIII Global Consciousness Elective	3
	GECC IV Critical & Analytical Thinking Elective	3
EXSC 305	Exercise Physiology w/ Lab	4
CS 103	Introduction to Advanced Computer Applications	3
	EXSC Junior - Fall	3

Third Year Spring

Item #	Title	Credits
	GECC III Communications & Expression Elective	3
PSYC 377	Psychology of Health and Illness	3
UNIV 301	Do	1
	EXSC Junior - Spring	6-9

Fourth Year Fall

Item #	Title	Credits
	GECC VIII Global Consciousness Elective	3
	GECC II Ethics, Values, and Truth Elective	3
EXSC 450	Research in Exercise Sports Science	3
EXSC 451	Internship I	4
	EXSC Senior - Fall	

Fourth Year Spring

Item #	Title	Credits
EXSC 306	Fitness Management	3
EXSC 452	Internship II	4
RELS 303	Religion and Psychology	3
EXSC 302	Advanced Concepts in Nutrition	3
	EXSC Senior - Spring	3-4

Exercise Sports Science Minor

Degree Type

Minor

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 courses 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.

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 320	Stress Assessment and Exercise Prescriptions w/Lab	4

Exercise Science Electives

Students must complete at least one 300- or 400-level ExSc course, excluding EXSC 450, EXSC 451, and EXSC 452.

Sports Management Minor

Degree Type

Minor

The Sports Management minor will prepare students for planning and supervising sports and recreation activities. It will expose students to related competencies including marketing, communication, and sports in society.

Sports Management Minor

Item #	Title	Credits
MGT 230	Sports Management	3
MKT 250	Sports Marketing	3
EXSC 245	Essentials of Coaching	3
BUS 310	Business Law I	3
SOC 204	Sociology of Sport	3
Total Credits		15

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 CPR

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 207 : Principles of Resistance Training

Principles of Resistance training introduces theoretical concepts and scientific principles of strength and conditioning to improve overall fitness and wellness. This course will provide introductory knowledge, and the hands-on application, of basic skills needed to perform and/or supervise safe and effective strength training activities. Additionally, this class will reinforce basic anatomy and physiology and safe strength training techniques to start the preparation for the student to sit for a nationally recognized certification exam (CSCS).

Credits 3

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).

Credits 3

Prerequisites

Prerequisite: BIO 205

Recommended prerequisite or corequisite: PHYS 103

EXSC 230 : Leading Group Exercise

This course is designed to provide students with the knowledge and practical skills needed to lead a variety of styles of group exercise classes. Upon completion of this course, the student should feel confident in leading their own group exercise class. In addition, this course will prepare students to take the ACE group exercise instructor certification exam, which is one kind of certification that would be accepted in a health club setting for employment as an instructor.

Credits 3

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 250 : Special Topics in Exercise Science

This course will examine a special topic of interest within the field of Exercise Science.

Credits 3

EXSC 302 : Advanced Concepts in Nutrition

This course builds upon the foundational concepts of nutrition to apply specific nutritional needs required by special populations such as athletes, women, children, and the elderly. Topics such as the relationship between nutrition and exercise performance, nutritional supplements, hydration, and the effect of nutritional needs on the environment will be addressed.

Credits 3

Prerequisite Courses

EXSC 202

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 306 : Fitness Management

This course investigates principles, techniques, and useful applications of developing, managing, and maintaining a successful health facility and/or personal training business. By examining the functionality of program implementation, managing clients and co-workers, and promoting fitness-related strategies among various business models, the student will obtain the basic elements to design, develop, and present successful business endeavors.

Credits 3

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 323 : Sport and Exercise Psychology

Credits 3

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 : Advanced Strength 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 techniques, and 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.

Credits 3

Prerequisite Courses

EXSC 216

EXSC 320

EXSC 419 : Program Design for Strength & Conditioning

This course is designed to develop the knowledge necessary to safely design and implement an effective and individualized strength and conditioning program for various individuals. Emphasis for this course will be given to the topics of periodization and program design methods and strategies to maximize, strength, speed, and power and further prepare the student to sit for the nationally recognized CSCS exam offered through the National Strength and Conditioning Association.

Credits 3

Prerequisite Courses

EXSC 418

EXSC 420 : Strength & Conditioning Review

This course is designed to further the readiness of students who intend to take the Certified Strength and Conditioning Specialist (CSCS) certification exam. Each week, students will practice exam questions related to physiology, program design, and exercise techniques as they relate to strength and conditioning. This course is pass/fail.

Credits 1

Prerequisite Courses

EXSC 419

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 451 : Internship I

This first phase of 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. At least 160 hours at the internship site is required.

Credits 4

Prerequisites

- At least 60 credits in Exercise Sport Science major
- Valid and current CPR certification from the American Red Cross or American Heart Association (AHA) with in-person skills assessment

EXSC 452 : Internship II

This internship experience is the second phase of the internship program designed to provide the student with an immersive learning experience in an environment that was not practiced in EXSC 451. The student will have the opportunity to further develop and refine their skills in a new setting, expand professional networking opportunities, and solidify their career aspirations in a given field of Exercise Science. At least 160 hours at the internship site is required.

Credits 4

Prerequisites

Junior or Senior status and CPR certification (only from either American Red Cross or American Heart Association)

Prerequisite Courses

EXSC 451

General Science

B.A. in Natural Science and Mathematics Concentration in General Science

Degree Type

Bachelor of Arts

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, and the Franciscan values to the practice of science.
6. Understand the contributions of science-related professions to human and environmental sustainability.

Program length: 48 months (based on full-time enrollment)

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

Course Sequencing

First Year Fall

Item #	Title	Credits
BIO 103	General Biology I	4
	GECC I Faith & Reason 100/2003 Elective	
ENG 101	College Writing and Research I	3
CS 103	Introduction to Advanced Computer Applications	3
UNIV 101	Dream	1

First Year Spring

Item #	Title	Credits
	Biology Course	4
MATH 160	College Algebra	4
ENG 102	College Writing and Research II	3
	GECC IV Critical & Analytical Thinking Elective	3

Second Year Fall

Item #	Title	Credits
ENV 101	Introduction to Environmental Science	4
	GECC VIII Global Consciousness Elective	3
CHEM 103	General Chemistry I	4
	GECC II Ethics, Values, and Truth Elective	3
	GECC Liberal Arts Concentration Elective	3

Second Year Spring

Item #	Title	Credits
GSCI 105	Earth Science	4
	Biology Course	4
	GECC III Communications & Expression Elective	3
UNIV 201	Dare	1

Third Year Fall

Item #	Title	Credits
	Science Elective	4
	Biology Course	4
	GECC Liberal Arts Concentration Elective	3
UNIV 301	Do	1
	GECC I Faith & Reason 300/4003 Elective	

Third Year Spring

Item #	Title	Credits
	Free Elective	3
	Free Elective	3
GSCI 409	General Science Seminar	1
	GECC Liberal Arts Concentration Elective	3
	GECC VIII Global Consciousness Elective	3
UNIV 301	Do	1

Fourth Year Fall

Item #	Title	Credits
PHYS 103	General Physics I	4
	GECC Liberal Arts Concentration Elective	3
	Free Elective	3
	Free Elective	3
	Free Elective	3
GSCI 409	General Science Seminar	1

Fourth Year Spring

Item #	Title	Credits
GSCI 450	General Science Research	3
	Science Elective	4
	Free Elective	3
	Free Elective	3
	Free Elective	3

General Science Course Descriptions

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.

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 online 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.

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.

Credits 3

Prerequisites

Permission of the instructor and approval of a proposal submitted to the mentor during the previous semester

Prerequisite Courses

GSCI 409

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.

Health Sciences

Health Promotion and Wellness

Degree Type

Bachelor of Science

*** Note: The courses in this program are still in development. ***

The Bachelor of Science in Health Promotion and Wellness program is designed to prepare students for careers in promoting health and well-being within individuals and communities. This interdisciplinary program integrates principles from public health, psychology, nutrition, exercise science, and communication to equip students with the knowledge and skills necessary to address health challenges and promote healthy behaviors.

Throughout the program, students will develop a deep understanding of the determinants of health, including social, environmental, and behavioral factors. They will learn how to assess community health needs, develop effective health promotion strategies, and implement programs that promote physical, mental, and emotional well-being.

Key components of the curriculum include courses in health education and communication, epidemiology, nutrition science, exercise physiology, and health behavior theory. Students will also gain hands-on experience through internships and research projects, allowing them to apply their knowledge in real-world settings.

Upon completion of the program, graduates will be prepared for a variety of career paths in health promotion, wellness coaching, community health education, corporate wellness programs, public health agencies, and nonprofit organizations. Additionally, graduates may choose to pursue advanced degrees in public health, health education, or related fields.

The Bachelor of Science in Health Promotion and Wellness program provides students with a comprehensive foundation in health promotion theory and practice, preparing them to make a positive impact on the health and well-being of individuals and communities.

Program length: 48 months (based on full-time enrollment)

General Education Courses

Item #	Title	Credits
	BIO 202 or BIO 209	4
	BIO 205 or BIO 102	4
	BIO 206 or BIO 103	4
ENG 101	College Writing and Research I	3
ENG 102	College Writing and Research II	3
	GECC I Faith & Reason 100/2003 Elective	
	GECC III Communications & Expression Elective	3
	GECC IV Critical & Analytical Thinking Elective	3
	GECC VIII Global Consciousness Elective	3
HCA 330	Ethics and Legal Issues in Healthcare	3
LS 100	Information Literacy	1
MATH 160	College Algebra	4
NURS 225	Health Literacy & Informatics (GEC VI)	3
PSYC 105	Lifespan Development	3
UNIV 101	Dream	1
UNIV 201	Dare	1
UNIV 301	Do	1

Major Requirements

Item #	Title	Credits
HPW 300	Communication Strategies in Healthcare Settings	3
HPW 320	Contemporary Issues in Health Promotion	3
NURS 391	Holistic Nursing	3
EXSC 202	Principles of Health Nutrition and Weight Management	3
PSYC 101	Introduction to Psychology	3
HPW 340	Lifespan Health and Wellness	3
HPW 360	Health Promotion Program Planning	3
HPW 400	Global Healthcare Equity	3
HPW 420	Public Health Education Methods	3
HPW 440	Health Promotion and Aging	3
NURS 450	Critique and Evaluation of Nursing Research	3
HPW 480	Senior Seminar in Health Promotion and Wellness	3
MGT 420	Business Dimensions of Healthcare	3
HPW 490	Internship	3
PSYC 414	Positive Psychology	3
EXSC 320	Stress Assessment and Exercise Prescriptions w/Lab	4

Related Requirements

Item #	Title	Credits
	CHEM 105 or CHEM 101	4
	BIO 307 or BIO 111	3
MATH 122	Statistics I	3
	PSYC 280 or PSYC Elective	3
	PSYC 330 or PSYC Elective	3
	PSYC 391 or PSYC Elective	3

Free Electives

Item #	Title	Credits
	Free Elective	3
	Free Elective	3
	Total Credits	121

Course Sequencing

Freshman Year – Fall

Item #	Title	Credits
ENG 101	College Writing and Research I	3
	BIO 205 or BIO 102	4
PSYC 105	Lifespan Development	3
MATH 160	College Algebra	4
UNIV 101	Dream	1

Freshman Year – Spring

Item #	Title	Credits
ENG 102	College Writing and Research II	3
LS 100	Information Literacy	1
	BIO 206 or BIO 103	4
	Free Elective	3
	CHEM 105 or CHEM 106	4

Sophomore Year – Fall

Item #	Title	Credits
	GECC I Faith & Reason 100/2003 Elective	
	BIO 307 or BIO 111	3
	BIO 202 or BIO 209	4
	GECC IV Critical & Analytical Thinking Elective	3
NURS 225	Health Literacy & Informatics (GEC VI)	3

Sophomore Year – Spring

Item #	Title	Credits
	GECC III Communications & Expression Elective	3
MATH 122	Statistics I	3
	Free Elective	3
UNIV 201	Dare	1
	GECC VIII Global Consciousness Elective	3

Junior Year – Fall

Item #	Title	Credits
HPW 300	Communication Strategies in Healthcare Settings	3
HPW 320	Contemporary Issues in Health Promotion	3
NURS 391	Holistic Nursing	3
EXSC 202	Principles of Health Nutrition and Weight Management	3
PSYC 101	Introduction to Psychology	3

Junior Year – Spring

Item #	Title	Credits
HPW 340	Lifespan Health and Wellness	3
HPW 360	Health Promotion Program Planning	3
HPW 400	Global Healthcare Equity	3
HCA 330	Ethics and Legal Issues in Healthcare	3
	PSYC 280 or PSYC Elective	3
UNIV 301	Do	1

Senior Year – Fall

Item #	Title	Credits
EXSC 302	Advanced Concepts in Nutrition	3
HPW 420	Public Health Education Methods	3
HPW 440	Health Promotion and Aging	3
	PSYC 330 or PSYC Elective	3
NURS 450	Critique and Evaluation of Nursing Research	3

Senior Year – Spring

Item #	Title	Credits
HPW 480	Senior Seminar in Health Promotion and Wellness	3
HPW 490	Internship	3
MGT 420	Business Dimensions of Healthcare	3
	PSYC 391 or PSYC Elective	3
PSYC 414	Positive Psychology	3

Health Sciences Course Descriptions

HPW 300 : Communication Strategies in Healthcare Settings

This course focuses on effective communication strategies essential for healthcare professionals. Through case studies, role-plays, and interactive discussions, students will explore communication techniques tailored to diverse patient populations, interdisciplinary healthcare teams, and stakeholders. Topics include patient-centered communication, cultural competence, health literacy, conflict resolution, and ethical considerations in healthcare communication. By honing their communication skills, students will be better equipped to navigate complex healthcare interactions, foster therapeutic relationships, and improve patient outcomes.

Credits 3

HPW 320 : Contemporary Issues in Health Promotion

This course provides students with an overview of the fundamental concepts and principles of Public Health and Health Promotion. Through lectures, discussions, and interactive activities, students will explore topics such as epidemiology, health behavior, environmental health, and healthcare systems. Emphasis will be placed on understanding the social determinants of health and the role of public health in promoting population health and wellness. This course serves as a foundation for further study and careers in public health-related fields and health promotion.

Credits 3

HPW 340 : Lifespan Health and Wellness

This course explores health and wellness from infancy through late adulthood. Through lectures, case studies, and experiential learning, students will examine factors influencing health at different life stages, including biological, psychological, social, and environmental determinants. Topics include prenatal care, childhood development, adolescent health behaviors, adult chronic disease prevention, and geriatric health management. Emphasis will be placed on promoting holistic well-being and adopting evidence-based interventions to optimize health outcomes across the lifespan.

Credits 3

HPW 360 : Health Promotion Program Planning

In this course, students will delve into the principles and methodologies of designing effective health promotion programs. Through a combination of lectures, case studies, and hands-on exercises, students will learn to assess community health needs, set program goals and objectives, develop intervention strategies, and evaluate program effectiveness. Emphasis will be placed on utilizing evidence-based approaches, cultural competence, and stakeholder engagement to create programs that address diverse populations' health needs. By the end of the course, students will be equipped with the skills necessary to plan, implement, and evaluate health promotion initiatives aimed at improving population health outcomes.

Credits 3

HPW 400 : Global Healthcare Equity

In this course, students will explore the multifaceted dimensions of health disparities, their determinants, and potential strategies for achieving equity in global health outcomes. Through a blend of theoretical frameworks, case studies, and contemporary research, students will analyze historical trends, challenges, and prospects for addressing health disparities at local, national, and global levels. Through interactive discussions, collaborative projects, and experiential learning opportunities, students will develop a deeper understanding of the complex interplay between globalization, social justice, and health equity. By the end of the course, students will emerge with the knowledge, skills, and perspectives necessary to advocate for policies and practices that advance health equity on a global scale.

Credits 3

HPW 420 : Public Health Education Methods

In this course, students will explore the theories, strategies, and techniques used in public health education and promotion. Through a combination of lectures, hands-on activities, and practical projects, students will learn to design, implement, and evaluate effective health education programs targeting diverse populations. Topics include health communication, behavior change theories, community engagement, cultural competency, and the use of technology in health education. Emphasis will be placed on developing skills to create culturally sensitive, evidence-based interventions that address public health challenges and promote positive health behaviors.

Credits 3

HPW 440 : Health Promotion and Aging

This course explores health promotion strategies specifically tailored for aging populations. Through lectures, case studies, and practical exercises, students will examine the unique health needs and challenges faced by older adults and explore evidence-based approaches to promote healthy aging and quality of life. Topics include preventive healthcare, chronic disease management, physical activity promotion, nutrition, mental health, social support, and end-of-life care. Emphasis will be placed on understanding the psychosocial, environmental, and policy factors influencing health outcomes in older adults and developing culturally competent interventions to support healthy aging.

Credits 3

HPW 480 : Senior Seminar in Health Promotion and Wellness

This course serves as a culminating experience for students in health promotion and wellness. Through a combination of seminars, projects, and presentations, students will integrate and apply knowledge gained throughout their academic journey to address contemporary issues in health promotion. Topics may include health behavior theories, program planning and evaluation, community engagement, advocacy, and emerging trends in public health. Emphasis will be placed on critical thinking, problem-solving, and synthesizing interdisciplinary perspectives to develop innovative solutions for promoting health and wellness at individual, community, and societal levels.

Credits 3

Prerequisite Courses

HPW 420

HPW 490 : Internship

This course gives students practical, hands-on experience in health promotion and wellness through an internship placement. Under the supervision of a qualified mentor, students will engage in meaningful work related to health promotion initiatives, community outreach, program development, or research projects within public health agencies, non-profit organizations, healthcare settings, or other relevant institutions. Through experiential learning, reflective activities, and regular supervision, students will enhance their professional skills, apply theoretical knowledge to real-world scenarios, and gain insight into career pathways in health promotion and wellness.

Credits 3

Prerequisite Courses

HPW 420

Healthcare Administration

See the program for [School of Business](#) for more information.

B.S. in Healthcare Administration

Degree Type

Bachelor of Science

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.

Program length: 48 months (based on full-time enrollment)

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
ACC 200	Principles of Managerial Accounting	3
ECON 200	Macroeconomics	3
ECON 220	Microeconomics	3
FIN 300	Corporate Financial Management	3
BUS 300	Ethics in the Corporate Environment	3
BUS 310	Business Law I	3
BUS 341	An Introduction to Research and Analysis Using Statistics	3
MGT 410	International Business	3
MGT 490	Business Policy	3
BUS 499	Business Capstone	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
CS/HCA 427	Healthcare Information Systems, Management of Data Protection and Regulatory Compliance	3
HCA 440	Delivery of Quality Care	3
HCA 480	Legal Issues in Healthcare	3
HCA 490	Healthcare Policy	3

Additional Requirements:

* These requirements apply to traditional students only. Internship required.

Item #	Title	Credits
BUS 120	Business Communication	3
Total Credits		120

Healthcare Administration Combined B.S./M.B.A. Program

Degree Type

Bachelor's + Master's

Conducting business within the healthcare system demands a unique blend of strategic skills and compassionate leadership. As a pioneer in offering Healthcare Administration education in New Jersey, Felician University has curated a distinctive curriculum to prepare you for success within the healthcare system or in industries influencing healthcare.

Benefiting from our renowned Nursing School, the School of Business and Information Sciences has collaborated with top healthcare professionals to create a program aligned with the evolving needs of the healthcare system. Delve into courses covering healthcare policy, human resources, organizational performance and ethics, healthcare information systems, and more, gaining the knowledge and skills to handle complex real-life situations.

Admission

Acceptance into this selective program is automatic for students; however it is contingent upon those who demonstrate academic excellence by achieving one of the following:

- Maintaining a 3.0 GPA during their first three years at Felician University
- Good academic standing
- Scoring in the top 10% of their class in the ETS Major Field Test in business
 - As a final step, you must apply to the program your final year

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

Program length: 60 months (based on full-time enrollment)

Required Courses

* In addition to the general education requirements:

Business Core – Required

Item #	Title	Credits
MKT 100	Fundamentals of Marketing	3
MGT 100	Fundamentals of Management	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
BUS 300	Ethics in the Corporate Environment	3
BUS 310	Business Law I	3
BUS 341	An Introduction to Research and Analysis Using Statistics	3
MGT 410	International Business	3
MGT 490	Business Policy	3
BUS 499	Business Capstone	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
CS/HCA 427	Healthcare Information Systems, Management of Data Protection and Regulatory Compliance	3
HCA 440	Delivery of Quality Care	3
HCA 480	Legal Issues in Healthcare	3
HCA 490	Healthcare Policy	3

MBA Requirements

Item #	Title	Credits
MBA Elective	Any MBA Course	3
MBA/ENT 530	Organizational Performance and Ethics	3
MBA/ENT 502	Corporate Entrepreneurship and Creativity	3
MBA/ENT 510	Leadership for the 21st Century	3
MBA/ENT 550	Special Topics in Innovation and Entrepreneurial Leadership	3
MBA/QUAN 571	Statistical Analysis for Business	3
MBA/ENT 540	Innovation and Adaptation	3
MBA/ENT 520	Entrepreneurial Leadership and Strategy Formulation	3
MBA/FIN 572	Financial Tools and Techniques	3
MBA/ACC 571	Applied Managerial Accounting and Data Analysis	3
MBA/ECON 571	Economic Reasoning for Managers	3
MBA/ENT 595	Competency Portfolio Review and Assessment	3
MBA/ENT 599	Capstone Experience	3
	Total Credits	162

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

Prerequisite Courses

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

Prerequisite Courses

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

Prerequisite Courses

HCA 330

HCA 480 : 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 to avoid legal pitfalls. Case studies will be presented for review and analysis.

Credits 3

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)

Humanities

The Humanities Studies programs are designed to allow students to cross traditional disciplinary boundaries while pursuing a carefully integrated curriculum. Students may elect to follow either the Interdisciplinary Studies Concentration or the Global Peace, Law and Justice Studies Concentration. The programs are 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.

Associate in Arts – Liberal Arts

Degree Type

Associate in Arts

Program length: 24 months (based on full-time enrollment)

General Education Courses

Item #	Title	Credits
	GECC I Faith & Reason 100/2003 Elective	
PHIL 250	Making Moral Decisions	3
ENG 101	College Writing and Research I	3
	GECC III Communications & Expression Elective	3
ENG 102	College Writing and Research II	3
LS 100	Information Literacy	1
	GECC IV Critical & Analytical Thinking Elective	3
	GECC VI Technological Acumen Elective (3)	3
	GECC VII Quantitative & Scientific Reasoning (Math)	3-4
	GECC VII Quantitative & Scientific Reasoning (Lab Science)	4
	GECC VIII Global Consciousness Elective	3
	GECC VIII Global Consciousness Elective	3
UNIV 101	Dream	1
UNIV 201	Dare	1
	GECC Liberal Arts Concentration Elective	3
	GECC Liberal Arts Concentration Elective	3
	GECC Liberal Arts Concentration Elective	3

Liberal Arts

Item #	Title	Credits
	A.A. Liberal Arts	18
	Total Credits	64-65

Global Peace, Law, and Justice Concentration

Degree Type

Concentration

The Global Peace Law and Justice concentration provides students with a comprehensive understanding of the legal, political, and ethical dimensions of promoting peace and justice on a global scale. It encompasses issues such as international law, conflict resolution, human rights, and the role of international institutions in maintaining peace and addressing injustices. Students will also engage in discussions on current events, ethical dilemmas, and the practical challenges of implementing global peace and justice initiatives.

Required Courses – Global Peace, Law, and Justice

Item #	Title	Credits
LS 110	Introduction to Global Social Justice	3
UN 201	Intro to U.N.: International Relations and Global Affairs	3
HIST 110	World Geography and Culture	3

Restricted Elective – Global Peace, Law, and Justice

Choose 1 course from the following:

Item #	Title	Credits
SOC 200	Cultural Diversity	3
PSYC 330	Multicultural Perspectives in Psychology	3
RELS 301	Religions of the World	3

Electives – Global Peace, Law, and Justice

Choose 2 courses from the following:

Item #	Title	Credits
PSCI 303	International Relations	3
CRIM 405	Restorative Justice: Crime, Ethics, and Morality	3
CRIM 340	Cyber Crime	3
RELS 305	The Holocaust: History and Theology	3
SOC 305	Global Problems and Perceptions of Capitalism	3
SOC 310	Social Change	3
PSYC 290	Social Psychology	3
ECON 410	International Trade and Finance	3
CRIM 315	Terrorism and Political Violence	3
	Total Credits	18

Prism Paterson — Texts and Contexts Minor

Degree Type

Minor

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.

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
	Total Credits	18

Certificate in Humanities and Humanistic Studies – Prism Paterson

Degree Type

Technical Certificate of Credit

“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.

Program length: 12 months (based on full-time enrollment)

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
	Total Credits	12

Humanities Course Descriptions

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

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 : Reading and Writing Workshop

ENG 002 is a 3-credit course designed to enhance students' writing skills and reading comprehension. The curriculum emphasizes the development of thesis statements, mastery of organizational patterns in reading and writing, and improvement of grammar, sentence structure, and essay composition. Paired with ENG 101, this course is required for students who are placed into remedial coursework based on their performance on the English Placement Test, with both courses taken concurrently within the same semester. Serving as a complement to ENG 101, ENG 002 provides targeted instruction and additional support to help students develop the foundational skills necessary for academic success.

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.

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.

Credits 3

Prerequisite Courses

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

Prerequisite Courses

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

Prerequisite Courses

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

Prerequisite Courses

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

Prerequisite Courses

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 Rossetts, 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 AfricanAmericans as an integral part of the American literary tradition. Beginning with mythical, symbolic, and oral traditions in Africa, the course explores their influence on AfricanAmerican 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 indepth 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.

Credits 3

Prerequisites

ENG 480 or permission of instructor.

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

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 : World Geography and Culture

A study of the roles of geographic conditions and natural resources on the cultural and economic development of the major regions of the world as well as problems and proposed solutions. (Offered every fall)

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

Prerequisite Courses

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

Prerequisite Courses

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.

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

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

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.

LS 110 : Introduction to Global Social Justice

This course provides an introductory study of theories, concepts, and strategies of social justice, including individual action, policy, advocacy, and collective action. Emphasis will be on discussing world affairs such as climate change, conflict, technological innovation, and their impact on poverty, inequality, and the responsibility of humanitarian aid. Hand in hand with the questions of policy are the ethical questions concerning global justice: What is justice in a globally interconnected world? What is the role of human rights in securing global justice? Are our current institutions sufficient to address global challenges such as environmental degradation, health care, and immigration?

Credits 3

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

Prerequisite Courses

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

Prerequisite Courses

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

Corequisites

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

Prerequisite Courses

MUS 132

Corequisites

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

Corequisites

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

Prerequisite Courses

MUS 135

Corequisites

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

Prerequisite Courses

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

Corequisites

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

Prerequisite Courses

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

Prerequisite Courses

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

Prerequisite Courses

MUS 230

MUS 332 : Aural Skills IV

Continued development of sight-singing skills, ear training, and dictation.

Credits 1

Corequisites

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

Prerequisite Courses

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

Prerequisite Courses

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

Prerequisite Courses

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

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

UN 201 : Intro to U.N.: International Relations and 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

Leadership

The Leadership courses transcend any individual academic program, but also provide focus on specialized areas.

LS-100 offers the critical skill-building necessary to decipher and process information in a discerning manner and is a required General Education course.

LS-105 is designed to assist Felician's Veterans population with transitioning to and navigating college in the most effective manner.

LS-201 prepares students to fulfill the role of academic peer tutors.

Course descriptions appear below.

Leadership Course Descriptions

LS 100 : Information Literacy

In this course, students will navigate the stages of the research process. By recognizing a "need to know", they will discover knowledge begins with inquiry. Students will learn to effectively locate and critically evaluate information sources. They will understand the economic, legal, and social dimensions of information to use it ethically, legally, and with integrity. When students leave this course, they will be able to ask the right questions, develop research strategies to satisfy their need for information and properly utilize the information they find.

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 fourhour 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.

Management

See the program for [School of Business](#) for more information.

B.S. in Management

Degree Type

Bachelor of Science

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.

Program length: 48 months (based on full-time enrollment)

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
ACC 200	Principles of Managerial Accounting	3
ECON 200	Macroeconomics	3
ECON 220	Microeconomics	3
FIN 300	Corporate Financial Management	3
BUS 300	Ethics in the Corporate Environment	3
BUS 310	Business Law I	3
BUS 341	An Introduction to Research and Analysis Using Statistics	3
MGT 410	International Business	3
MGT 490	Business Policy	3
BUS 499	Business Capstone	3

Major Requirements:

Item #	Title	Credits
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. Internship required.

Item #	Title	Credits
BUS 120	Business Communication	3
	Total Credits	120

Management Combined B.S./M.B.A. Program

Degree Type

Bachelor's + Master's

Students in the Management major learn how to innovate and manage in all business domains from large corporations to small family-owned operations to non-for-profit organizations to small start-up companies.

You'll learn how to think strategically and critically, make crucial decisions, lead staff members, and operate with a high degree of organization that enhances your team's performance. By taking courses in marketing, micro- and macroeconomics, business ethics and law, organizational behavior, leadership strategy, and more, you'll quickly become aware of the many ways to best manage in a wide range of settings.

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.

Admission

Acceptance into this selective program is automatic for students however it is contingent upon those who demonstrate academic excellence by achieving one of the following:

- Maintaining a 3.0 GPA during their first three years at Felician University
- Good academic standing
- Scoring in the top 10% of their class in the ETS Major Field Test in business
 - As a final step, you must apply to the program your final year

Program length: 60 months (based on full-time enrollment)

Business Core – Required Required Courses

* In addition to the [general education requirements](#):

Item #	Title	Credits
MKT 100	Fundamentals of Marketing	3
MGT 100	Fundamentals of Management	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
BUS 300	Ethics in the Corporate Environment	3
BUS 310	Business Law I	3
BUS 341	An Introduction to Research and Analysis Using Statistics	3
MGT 410	International Business	3
MGT 490	Business Policy	3
BUS 499	Business Capstone	3

Management Major Requirements

Item #	Title	Credits
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

MBA Requirements

Item #	Title	Credits
MBA/ENT 510	Leadership for the 21st Century	3
MBA/ENT 530	Organizational Performance and Ethics	3
MBA Elective	Any MBA Course	3
MBA/ENT 550	Special Topics in Innovation and Entrepreneurial Leadership	3
MBA/ENT 502	Corporate Entrepreneurship and Creativity	3
MBA/QUAN 571	Statistical Analysis for Business	3
MBA/ENT 540	Innovation and Adaptation	3
MBA/FIN 572	Financial Tools and Techniques	3
MBA/ENT 520	Entrepreneurial Leadership and Strategy Formulation	3
MBA/ACC 571	Applied Managerial Accounting and Data Analysis	3
MBA/ECON 571	Economic Reasoning for Managers	3
MBA/ENT 595	Competency Portfolio Review and Assessment	3
MBA/ENT 599	Capstone Experience	3
Total Credits		160

Supply Chain Management

Degree Type

Technical Certificate of Credit

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

Program length: 12 months (based on full-time enrollment)

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
	Total Credits	12

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

Prerequisite Courses

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

Prerequisite Courses

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

Prerequisite Courses

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

Prerequisite Courses

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

Prerequisite Courses

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

Prerequisite Courses

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

Prerequisite Courses

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

Prerequisite Courses

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

Prerequisite Courses

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

Prerequisite Courses

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.P.S. Marketing Track

Degree Type

Bachelor of Science

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.

Program length: 48 months (based on full-time enrollment)

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:

18 Credits Free upper level electives (300/400 Level)

Total Credits	120
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B.S. in Marketing

Degree Type

Bachelor of Science

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.

Program length: 48 months (based on full-time enrollment)

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
ACC 200	Principles of Managerial Accounting	3
ECON 200	Macroeconomics	3
ECON 220	Microeconomics	3
FIN 300	Corporate Financial Management	3
BUS 300	Ethics in the Corporate Environment	3
BUS 310	Business Law I	3
BUS 341	An Introduction to Research and Analysis Using Statistics	3
MGT 410	International Business	3
MGT 490	Business Policy	3
BUS 499	Business Capstone	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. Internship required.

Item #	Title	Credits
BUS 120	Business Communication	3
	Total Credits	120

Marketing Combined B.S./M.B.A. Program

Degree Type

Bachelor's + Master's

Marketing is the central hub of every business and a necessity for any entrepreneur. Students majoring in Marketing have increased job opportunities, as trends in job growth continue to rise, particularly in social media marketing. The experiential opportunities provide students with practical knowledge and skillsets directly transferrable to the business world.

Admission

Acceptance into this selective program is automatic for students however it is contingent upon those who demonstrate academic excellence by achieving one of the following:

- Maintaining a 3.0 GPA during their first three years at Felician University
- Good academic standing
- Scoring in the top 10% of their class in the ETS Major Field Test in business
 - As a final step, you must apply to the program your final year

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

Program length: 60 months (based on full-time enrollment)

Business Core – Required Required Courses

* In addition to the [general education requirements](#):

Item #	Title	Credits
MKT 100	Fundamentals of Marketing	3
MGT 100	Fundamentals of Management	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
BUS 300	Ethics in the Corporate Environment	3
BUS 310	Business Law I	3
BUS 341	An Introduction to Research and Analysis Using Statistics	3
MGT 410	International Business	3
MGT 490	Business Policy	3
BUS 499	Business Capstone	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 440	Marketing Strategy	3

MBA Requirements

Item #	Title	Credits
MBA/ENT 510	Leadership for the 21st Century	3
MBA/ENT 530	Organizational Performance and Ethics	3
MBA/ENT 550	Special Topics in Innovation and Entrepreneurial Leadership	3
MBA/ENT 502	Corporate Entrepreneurship and Creativity	3
MBA/ENT 540	Innovation and Adaptation	3
MBA/QUAN 571	Statistical Analysis for Business	3
MBA/FIN 572	Financial Tools and Techniques	3
MBA/ENT 520	Entrepreneurial Leadership and Strategy Formulation	3
MBA/ACC 571	Applied Managerial Accounting and Data Analysis	3
MBA/ECON 571	Economic Reasoning for Managers	3
MBA/ENT 595	Competency Portfolio Review and Assessment	3
MBA/ENT 599	Capstone Experience	3
Total Credits		156

Digital Marketing Certificate

Degree Type

Technical Certificate of Credit

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

Program length: 12 months (based on full-time enrollment)

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
Total Credits		12

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

Prerequisite Courses

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

Prerequisite Courses

MKT 100

MKT 250 : Sports 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 sport customers; and development, implementation, and control of sports marketing programs.

Credits 3

Prerequisite Courses

MKT 300

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

Prerequisite Courses

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

Prerequisite Courses

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

Prerequisite Courses

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

Prerequisite Courses

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 omnichannel 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.

Mathematics Learning Outcomes

At the end of their program in Mathematics students will be able to:

1. Demonstrate proficiency in fundamental content in mathematics.
2. Identify the interrelationship between mathematical areas.
3. Interpret, model, and analyze real world scenarios mathematically.
4. Communicate mathematical concepts in written and oral formats.
5. Take responsibility for and exhibit passion about their personal learning of mathematics.

B.A. in Mathematics

Degree Type

Bachelor of Arts

Rules and guidelines for majors in Mathematics:

1. A student who wishes to continue as a mathematics major needs a minimum grade of C+ in Precalculus (MATH 161).
2. It is recommended that no student may take more than two mathematics courses in a single semester.
3. Mathematics majors are cautioned that some of the required courses are linked by prerequisites into a sequence. The courses are offered as needed (not every semester). Failing to follow the sequence can delay graduation.

Program length: 48 months (based on full-time enrollment)

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

Math 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
	Total Credits	120

Course Sequencing

First Year Fall

Item #	Title	Credits
MATH 161	Precalculus	4
ENG 101	College Writing and Research I	3
CS 103	Introduction to Advanced Computer Applications	3
	GECC III Communications & Expression Elective	3

First Year Spring

Item #	Title	Credits
MATH 231	Geometry I	3
	GECC I Faith & Reason 100/2003 Elective	
	GECC IV Critical & Analytical Thinking Elective	3
	GECC V Information Literacy	4

Second Year Fall

Item #	Title	Credits
MATH 241	Discrete Mathematics	3
MATH 262	Calculus I	4
PHYS 103	General Physics I	4
	GECC II Ethics, Values, and Truth Elective	3

Second Year Spring

Item #	Title	Credits
MATH 263	Calculus II	4
MATH 343	Matrix Theory and Linear Algebra	4
PHYS 104	General Physics II	4
	GECC Liberal Arts Concentration Elective	3

Third Year Fall

Item #	Title	Credits
MATH 364	Calculus III	4
	MATH 434 or 324	3-4
	GECC I Faith & Reason 300/4003 Elective	
	GECC Liberal Arts Concentration Elective	3
	Free Elective	3

Third Year Spring

Item #	Title	Credits
	MATH 332 or 365	3-4
	GECC VIII Global Consciousness Elective	3
	GECC Liberal Arts Concentration Elective	3
	Free Elective	3
	Free Elective	3

Fourth Year Fall

Item #	Title	Credits
MATH 423	Probability with Statistics	4
	GECC VIII Global Consciousness Elective	3
	Free Elective	3
	Free Elective	3
	Free Elective	3

Fourth Year Spring

Item #	Title	Credits
MATH 495	Senior Capstone in Mathematics	4
	Free Elective	3
	Free Elective	3
	Free Elective	3
	Free Elective	3

CoMajor in Mathematics and Education

Degree Type

Bachelor of Arts

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.

Mathematics Minor

Degree Type

Minor

Students must complete 18 credits in mathematics 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.

Required Courses

Item #	Title	Credits
MATH 262	Calculus I	4
MATH 263	Calculus II	4
	MATH 300 Level	3-4

Math Electives

* Note: MATH 210 (Applied Calculus) does not fulfill the 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
	Total Credits	18

Mathematics Course Descriptions

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 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

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 review course 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 or Permission of instructor

Prerequisite Courses

MATH 231

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

Prerequisite Courses

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

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

Prerequisite Courses

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**Prerequisite Courses**

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**Prerequisite Courses**

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 systems, 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**Prerequisite Courses**

MATH 263

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**Prerequisite Courses**

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**Prerequisite Courses**

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**Prerequisite Courses**

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

Prerequisite Courses

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

Prerequisite Courses

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

Prerequisite Courses

MATH 466

MATH 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 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 I

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 II

Continuation of MATH-491. 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

Prerequisite Courses

MATH 491

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

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
- 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) : 70 Credits

The Accelerated BSN Tracks are full-time nursing programs designed for those with a prior bachelors degree or 60 college credits. Graduates of both tracks to eligible apply to the State Board of Nursing to take the RN-NCLEX licensing examination and qualify for admission to graduate study.

- Campus based ABSN: Classes meet in person on our Lodi and Rutherford campuses.
- Hybrid ABSN: Classes are fully on-line with labs and testing in person on our Parsippany campus.

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 and Health Sciences, within the framework of Catholic tradition and commitments to Franciscan values, strives to educate innovative health care practitioners, leaders, and scholars dedicated to promoting access to safe, evidence-based, high-quality, equitable, and inclusive health care for diverse populations. Graduates of the Felician School of Nursing and Health Sciences are prepared to advance health and practice as integral interprofessional team members to meet the challenges of the 21st century in an evolving global and technologically advanced health care environment.

School of Nursing and Health Sciences Goals

1. Create, with intentionality, a caring, diverse, equitable, and inclusive learning environment

that is responsive to individual learning needs and is based on the principles of social justice and human rights.

2. Use informatics, and information and communication technology ethically to support safe, high quality, equitable healthcare processes to positively impact healthcare outcomes.
3. Develop students' core (leveled) disciplinary nursing knowledge, grounded in liberal education, integrating current evidence, clinical expertise, and patient preferences as the basis for clinical judgment.
4. Facilitate ongoing professional identity development for academic mobility and career advancement.
5. Develop and maintain academic-practice partnerships that ensure student's clinical preparation and competency in healthcare delivery in the four spheres of care across the lifespan.
6. Contribute to the improvement of access and care quality for the vulnerable, underrepresented, and medically underserved through the provision of healthcare for individuals, families, and populations across a variety of settings.
7. Advocate for the profession of nursing within a global perspective.
8. Foster student preparation for systems-based practice in complex systems of care
9. Advance the Scholarship of Nursing

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 and Health Sciences 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 and Health Sciences 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 and Health Sciences asserts that members of the nursing 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 ANA 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 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) Degree Type

Bachelor of Science Course of Study

The cohort-based ABSN program is intended for adults with a prior bachelors degree or 60 college credits. The curriculum is full-time and requires the student to provide complete attention to the demands and requirements for successful completion. It is not recommended that students work while completing the program as the program is fast-paced and intense. There are two options:

- Campus based ABSN program: 16 months
 - Classes in person on the Lodi / Rutherford campuses
 - Four trimesters, each 14 weeks long
- Hybrid ABSN program: 16 months
 - Classes fully online
 - Labs and testing in person at our Parsippany campus
 - Four trimesters, each 14 weeks long

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 courses more than ten years prior to beginning the program are required to either pass a challenge examination in order to receive university credit or retake the course/s and achieve a grade of C+ or higher.
- 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
- Chemistry- 4 Credits
- Microbiology — 4 Credits
- Statistics — 3 Credits
- Life Span Development — 3 Credits
- Pathophysiology — 3 Credits

- Total Credits 25

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.

- 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.
- 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 timeframe 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).

ABSN Program Semester 1

Item #	Title	Credits
NURS 215	Nursing Theory, Role Development and Innovation	3
NURS 305	Health Assessment	3
NURS 306	Practicum: Health Assessment	2
NURS 325	Fundamentals of Nursing	4
NURS 326	Fundamentals of Nursing Modalities Practicum	2
NURS 350	Pharmacological Therapeutics	3

Semester 2

Item #	Title	Credits
NURS 225	Health Literacy & Informatics (GEC VI)	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
NURS 450	Critique and Evaluation of Nursing Research	3

Semester 3

Item #	Title	Credits
NURS 415	Maternal-Newborn Nursing	3
NURS 416	Practicum: Maternal-Newborn Nursing	2
NURS 420	Pediatric Nursing	3
NURS 422	Practicum: Pediatric Nursing	2
NURS 435	Adult Nursing II	4
NURS 436	Practicum: Adult Nursing II	2

Semester 4

Item #	Title	Credits
NURS 235	Global Issues in Health	3
NURS 380	Ethical/Legal Issues in Health Care	3
NURS 485	Population and Community Health	3
NURS 486	Population and Community Health Practicum	2
NURS 460	Senior Immersion	6
Total Credits		70

BSN Degree : High School Graduates and Transfer Students (Prelicensure)

Degree Type

Bachelor of Science

Course of Study

The BSN Degree Program is a full-time four-year (48 months) 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 students to be competent baccalaureate prepared nurses proficient in managing patient care in a variety of health care settings and leaders within the Health Care System. The program also prepares students 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.
- 3.2 or higher GPA required.
- Minimum 1040 or higher on the new SAT.

- Minimum ACT composite score of 20 or higher on the newly concorded ACT
- Minimum score "Basic Proficiency" on the TEAS exam
- Students with a GPA of 3.4 or higher are not required to submit testing results.
- 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).

Admission Requirements for 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 ten years prior to beginning the program are required to either pass a challenge examination in order to receive university 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 an 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

Students are required to meet full clinical clearance criteria prior to the start of their second semester sophomore year.

- 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 Self Service 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).

Senior Immersion

The Senior 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.

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
UNIV 101	Dream	1
MATH 160	College Algebra	4

Freshman Year Spring Semester

Item #	Title	Credits
ENG 102	College Writing and Research II/3	
BIO 206	Anatomy and Physiology II	4
CHEM 105	Principles of Chemistry	4
NURS 215	Nursing Theory, Role Development and Innovation	3
	GECC IV Critical & Analytical Thinking Elective	3

Sophomore Year Fall Semester

* NURS 215 is taken this Fall Semester (**transfer students only**) 3 credits

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 325	Fundamentals of Nursing	4
NURS 326	Fundamentals of Nursing Modalities Practicum	2
NURS 350	Pharmacological Therapeutics	3
MATH 122	Statistics I	3
UNIV 201	Dare	1

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	3
	GECC I Faith & Reason 100/2003 Elective	

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
UNIV 301	Do	1
	GECC III Communications & Expression Elective	3

Senior Year Fall Semester

Item #	Title	Credits
NURS 415	Maternal-Newborn Nursing	3
NURS 416	Practicum: Maternal-Newborn Nursing	2
NURS 420	Pediatric Nursing	3
NURS 422	Practicum: Pediatric Nursing	2
NURS 380	Ethical/Legal Issues in Health Care	3
	GECC Liberal Arts Concentration Elective	3

Senior Year Spring Semester

Item #	Title	Credits
NURS 460	Senior Immersion	6
NURS 485	Population and Community Health	3
NURS 486	Population and Community Health Practicum	2
	Total Credits	120

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

Prerequisites

NURS 215 is for BSN and PPHP students only

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

Corequisites

Nursing students cannot take NURS 225 prior to taking NURS 305 Primary Care: Health Assessment Across the Lifespan and NURS 306 Practicum.

Co-Requisite Courses

NURS 305

NURS 306

NURS 235 : Global Issues in Health

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-Requisite Courses

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

Co-Requisite Courses

NURS 325

PSYC 105

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

Prerequisite Courses

BIO 205

BIO 206

PSYC 105

Co-Requisite Courses

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

Prerequisite Courses

BIO 205

BIO 206

PSYC 105

Co-Requisite Courses

NURS 305

NURS 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

CHEM 105 (TRADITIONAL BSN PROGRAM ONLY)

Prerequisite Courses

BIO 202

BIO 205

BIO 206

BIO 307

PSYC 105

MATH 160

CHEM 105

NURS 305

NURS 306

Co-Requisite Courses

NURS 326

NURS 350

**NURS 326 : Fundamentals of Nursing
Modalities Practicum**

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

CHEM 105 (TRADITIONAL BSN PROGRAM ONLY)

Prerequisite Courses

BIO 202

BIO 205

BIO 206

BIO 307

PSYC 105

MATH 160

CHEM 105

NURS 305

NURS 306

Co-Requisite Courses

NURS 325

NURS 350

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

Prerequisite Courses

NURS 305

NURS 306

NURS 325

NURS 326

NURS 350

Co-Requisite Courses

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

Prerequisite Courses

NURS 305

NURS 306

NURS 325

NURS 326

NURS 350

Co-Requisite Courses

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

**CHEM 105 (TRADITIONAL BSN PROGRAM ONLY)

Prerequisite Courses

BIO 202

BIO 205

BIO 206

BIO 307

PSYC 105

MATH 160

CHEM 105

NURS 305

NURS 306

Co-Requisite Courses

NURS 325

NURS 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

Prerequisite Courses

NURS 305

BIO 306

CSEC 325

MUS 326

BIO 350

Co-Requisite Courses

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

Prerequisite Courses

NURS 305

NURS 306

NURS 325

NURS 326

NURS 350

Co-Requisite Courses

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

Prerequisite Courses

NURS 355

NURS 356

NURS 345

NURS 346

NURS 435

NURS 436

Co-Requisite Courses

NURS 415

NURS 416

NURS 420

NURS 422

NURS 391 : Holistic Nursing

This course focuses the philosophical caring-healing framework for self and others. Selected integrative interventions, utilizing the caring-healing framework for healing and wellness are explored. Experiential activities and exercises will give the student hands on experience with the healing modalities. Current standards and research will be explored in relation to practice.

Credits 3

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

Prerequisite Courses

NURS 435

NURS 436

NURS 345

NURS 346

Co-Requisite Courses

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 2

Prerequisite Courses

NURS 435

NURS 436

NURS 345

NURS 346

Co-Requisite Courses

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

Prerequisite Courses

NURS 435

NURS 436

NURS 345

NURS 346

Co-Requisite Courses

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 2

Prerequisite Courses

NURS 435

NURS 436

NURS 345

NURS 346

Co-Requisite Courses

NURS 420

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

Prerequisite Courses

NURS 355

NURS 356

NURS 345

NURS 346

Co-Requisite Courses

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

Prerequisite Courses

NURS 355

NURS 356

NURS 345

NURS 346

Co-Requisite Courses

NURS 435

NURS 438 : Interprofessional Forensic Lab

This is a hands-on, interactive interprofessional forensic lab including students studying nursing, criminal justice, and chemistry. The nursing student will fill the role of a forensic nurse, the criminal justice student will fill the role of law enforcement, and the chemistry student will fill the role of the forensic scientist. All students will participate in a simulated, experiential, unfolding crime case and will collect evidence at the crime scenes, provide care for the victim in the Barbara J. Toscano Nursing Simulation and Resource Center, analyze evidence in the chemistry lab and explore trial skills.

Credits 1

Prerequisites

NURS 435 & NURS 436 – OR -

90 Credits in Criminal Justice and GSCI 101 Lab & Lecture – OR-

CHEM 103 OR CHEM 105

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

(for RN's) MATH 122

Prerequisite Courses

NURS 305

NURS 325

Co-Requisite Courses

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 6

Prerequisite Courses

NURS 380
NURS 435
NURS 436
NURS 415
NURS 416
NURS 420
NURS 422
NURS 450

Co-Requisite Courses

NURS 485
NURS 486

NURS 485 : Population and Community Health

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

Prerequisite Courses

NURS 435
NURS 436
NURS 415
NURS 416
NURS 420
NURS 422

Co-Requisite Courses

NURS 486

NURS 486 : Population and Community Health 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

Prerequisite Courses

NURS 435
NURS 436
NURS 415
NURS 416
NURS 420
NURS 422

Co-Requisite Courses

NURS 485

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, 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 of 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

Degree Type

Associate of Applied Science, AAS

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, 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

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, prepares a diverse student population with an education that provides the foundation for practice as an entry level occupational therapy assistant. The program curriculum utilizes a developmental approach to allow students to acquire technical knowledge and professional skills that address the occupational needs of groups, communities, and populations throughout the lifespan. **Occupation** as a determinant of health and wellness in a variety of practice settings is the basis for learning theory and **evidence-based** practice common to occupational therapy practitioners. Students will develop a sense of **professionalism** and **service to the community**, demonstrated by characteristics including respectful communication, competence, and compassion in both educational and community settings.

Philosophy:

The Felician University Occupational Therapy Assistant Program believes that humans learn through active participation and engagement in occupations, which can positively contribute to the health and wellness of individuals, groups, and populations across the lifespan. The program embraces students as professionals-in-training as well as "occupational beings who are in dynamic transaction with the teaching-learning process" (AOTA, 2018). At the core of the program's philosophy is a collaborative and inclusive approach for all types of learners, whereby students and educators are continuously engaged in a process of professional development and self-reflection.

Felician University's program strives to educate emerging practitioners as lifelong learners and advocates for the profession. By integrating

professional values, theories, evidence, ethical diversity and skills through active participation in meaningful occupations, students build a foundation of understanding the basic right of humans as occupational beings. Based on this the program's philosophy stems from the mission and curricular threads including **occupation- and evidence-based practice, service, and professionalism.**

The program's didactic and practical learning experiences, from various contextual environments, allows for students to continuously build upon the knowledge and experience to embrace the skills needed to provide quality client-centered, **occupation-based** interventions. Students acquire professional and clinical reasoning, critical thinking, and cultural understanding using **evidence-based** knowledge during classroom lectures, while simultaneously participating in active, engaging, diverse, and inclusive learning experiences such as role-plays, simulations, and practicums. Furthermore, continuous reinforcement through active repetition and hands on learning solidifies the influence of meaningful occupations and interventions across the lifespan in the development of health promotion, wellness, remediation, and restoration for developmental or acquired disease and injury.

In alliance with the mission and philosophy of Felician University, the occupational therapy assistant program emphasizes providing students with practical learning experiences to prepare them to meet the challenges of the new century with informed minds and understanding hearts, including self-knowledge, **service to others**, and respect for all creation. Simultaneously, the AOTA views education in occupational therapy as "an ongoing process that shapes a practitioner's professional identity" (AOTA, 2018). To provide students with active learning experience to develop **professionalism** the occupational therapy assistant program encourages student engagement in active collaborative inter- and intra-professional projects and volunteer hours in both traditional and emerging practice settings. In addition, didactic coursework, fieldwork education, and personalized student mentoring and advisement throughout the program focuses on self-reflection and the student's

development of professional characteristics and traits, including respect, communication, compassion, and competence.

Accreditation

The Occupational Therapy Assistant Program at Felician University is accredited by the Accreditation Council for Occupational Therapy (ACOTE) a subsidiary of the American Occupational Therapy Association (AOTA) www.acoteonline.org located at 7501 Wisconsin Ave Suite 510E Bethesda, MD 20814 (Previously **6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929**) They can be contacted by phone at (301) 652-AOTA.

A program must be granted accreditation status before the 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, which is 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.

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 for the Occupational Therapy Assisting Program

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.

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. Minimum GPA of 2.5 from high school or last institution attended.
5. Interview with the Occupational Therapy Assistant Program Director or designee.
6. Writing prompt providing a description of why applicant chose occupational therapy as a profession and intended career goals. May be linked to volunteer/observation experience.
7. A minimum of 4 volunteer/observation hours in a setting that provides occupational therapy services or alternative option (attend OTA

interactive information session or meet with an admission counselor to determine other available options).

8. A signed background and illegal drug testing disclosure for clinical fieldwork. A felony conviction may affect a graduate's ability to sit for the NBCOT certification exam or attain state licensure.

The Program Director will subsequently complete the OTA Program Admissions Rubric. This rubric considers GPA, experience in prerequisite courses (e.g. natural sciences), observation/volunteer experience, writing sample, prior degrees, work in a related field, and interview.

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. Fieldwork sites may require drug testing and a positive drug test may cause denial into entry for 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 timeframe 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, 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 Student Self Service 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.

Program length: 24 months (based on full-time enrollment)

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:

Term 1

Item #	Title	Credits
BIO 205	Anatomy and Physiology I	4
ENG 101	College Writing and Research I	3
OTA 110	OT Heritage and Legacy	4
MATH 122	Statistics I	3

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	3
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
	Total Credits	66

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

Prerequisite Courses

OTA 110

Co-Requisite Courses

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

Prerequisite Courses

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

Prerequisite Courses

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

Prerequisite Courses

OTA 110

Co-Requisite Courses

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

Prerequisite Courses

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

Prerequisite Courses

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

Prerequisite Courses

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 3

Prerequisite Courses

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

Prerequisite Courses

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

Prerequisite Courses

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

Prerequisite Courses

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

Prerequisite Courses

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

Prerequisite Courses

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

Prerequisite Courses

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

Prerequisite Courses

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; and
- practice these skills and exercise 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.

Philosophy Minor

Degree Type

Minor

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.

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
	Total Credits	15

Pre-Law Minor

Degree Type

Minor

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 provides 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.

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
	Total Credits	18

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

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, that is, 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

Degree Type

Bachelor of Arts

Program length: 48 months (based on full-time enrollment)

Students must complete 43 credits in Psychology as described below:

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	3
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
	Total Credits	120

Course Sequencing

Freshman Year Fall

*Addendum 2/5/25: 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)	3-4

Freshman Year Spring

Item #	Title	Credits
PSYC 101	Introduction to Psychology	3
	GECC V Information Literacy	4
	GECC VI Technological Acumen3 Elective (3)	
	GECC VII Quantitative & Scientific Reasoning (Lab Science)	4

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 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 Elective	3
	GECC VIII Global Consciousness Elective	3
	GECC Liberal Arts Concentration Elective	3
	Free Elective	3

Senior Year Fall

Item #	Title	Credits
PSYC 311	Biopsychology	3
	Psychology Elective	3
	Free Elective	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
	Free Elective	3
	Free Elective	3
	Free Elective	3

Combined B.A. in Psychology / M.A. in Counseling

Degree Type

Bachelor of Arts

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 program 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.

Program length: 48 months (based on full-time enrollment)

Freshman Year Fall

**Addendum 2/5/25: 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)	3-4

Freshman Year Spring

Item #	Title	Credits
PSYC 101	Introduction to Psychology	3
	GECC V Information Literacy	4
	GECC VI Technological Acumen3 Elective (3)	
	GECC VII Quantitative & Scientific Reasoning (Lab Science)	4

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	3
	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
	Total Credits	120

B.S. in Psychiatric Rehabilitation and Psychology

Degree Type

Bachelor of Science

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
 - 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

Program length: 48 months (based on full-time enrollment)

First Year Semester I

**Addendum 2/6/25: GECC VII requirement replaces MATH-160*

Item #	Title	Credits
PSYC 101	Introduction to Psychology	3
ENG 101	College Writing and Research I	3
	GECC VII Quantitative & Scientific Reasoning (Lab Science)	4
	GECC VII Quantitative & Scientific Reasoning (Math)	3-4

First Year Semester II

Item #	Title	Credits
	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	3
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

Total Credits	71-72
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Psychology Minor

Degree Type

Minor

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.

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
	Total Credits	18

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

Prerequisite Courses

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

Prerequisite Courses

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

Prerequisite Courses

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

Prerequisite Courses

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

Prerequisite Courses

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

Prerequisite Courses

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

Prerequisite Courses

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

Prerequisite Courses

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 3

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

Prerequisite Courses

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

Prerequisite Courses

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

Prerequisite Courses

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

Prerequisite Courses

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

Prerequisite Courses

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

Prerequisite Courses

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

Prerequisite Courses

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

In this course, we will explore positive psychology, or the study of practices that promote happiness, improve well-being, enhance subjective meaning in life, and increase other positive experiences and traits. The course will rely heavily on experiential learning, in which students are asked to implement various positive practices and then reflect upon the effects of such practices. Positive characteristics such as happiness, flow, creativity, compassion, grit, resilience, self-efficacy, and spirituality/ self-transcendence will be explored. Practices such as meditation, mindfulness, identification of emotions, empathizing, pursuing one's interests, forming meaningful social relationships, and spending time in beautiful nature will be discussed.

Credits 3

Prerequisite Courses

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 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

Degree Type

Bachelor of Arts

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)

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	Religions of the World	3
RELS 303	Religion and Psychology	3
RELS 306	Oppression, Liberation, and Theology	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

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
	Total Credits	60

Religious Studies Minor

Degree Type

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.

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
	Total Credits	15

Religious Studies Course Descriptions

RELS 101 : Basic Themes in Christianity

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 : Jewish Sacred Texts

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 : Christian Sacred Texts

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 : Christianity and the Big Questions

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 : Why Be Good? Religion and Morality

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 210 : Religion, Spirituality, and the Occupational Therapist

Occupational Therapy is a healthcare profession which has at its core the dignity and destiny of the human person in light of illness and suffering. This course focuses on the role of the occupational therapist as a healer, listener, spiritual companion, and instrument of God's healing. Topics include: a Catholic understanding of personhood, suffering, sickness, and the Christian understanding of death.

Credits 3

RELS 250 : Special Topics in Religious Studies

As announced, directed towards Freshmen and Sophomores.

Credits 3

RELS 301 : Religions of the World

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 : Oppression, Liberation, and Theology

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 : Franciscanism: History and 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

Degree Type

Bachelor of Arts

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.

Program length: 48 months (based on full-time enrollment)

SBS Core

Item #	Title	Credits
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 Learning Outcomes for the Sociology Focus Area:

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

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 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.

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
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Course Sequencing

First Year Fall

Item #	Title	Credits
PSYC 101	Introduction to Psychology	3
ENG 101	College Writing and Research I	3
PHIL 100	The Art and Practice of Critical Thinking	3
HIST 110	World Geography and Culture	3

(also Honors Section)

First Year Spring

Item #	Title	Credits
SOC 201	Sociological Theory	3
	GECC V Information Literacy	4
	GECC Liberal Arts Concentration Elective	3
	SBS Focus Course	3

Second Year Fall

Item #	Title	Credits
CRIM 110	Criminal Justice I	3
	GECC I Faith & Reason 100/2003 Elective	
	SBS Interdisciplinary Elective	3
	GECC VI Technological Acumen3 Elective (3)	
	SBS Focus Course	3

Second Year Spring

Item #	Title	Credits
	HIST 102 or 201	3
	GECC III Communications & Expression Elective	3
	GECC II Ethics, Values, and Truth Elective	3
SOC 200	Cultural Diversity	3
	GECC VII Quantitative & Scientific Reasoning (Lab Science)	4

Third Year Fall

Item #	Title	Credits
PSCI 102	American Government	3
	GECC Liberal Arts Concentration Elective	3
	GECC I Faith & Reason 300/4003 Elective	
	SBS Focus Course	3

Third Year Spring

Item #	Title	Credits
	SBS Interdisciplinary Elective	3
	GECC Liberal Arts Concentration Elective	3
	SBS Focus Course	3

Fourth Year Fall

Item #	Title	Credits
SS 400	Research Methods in Social Sciences	3
	Internship Elective Variable	1-3

Fourth year Spring

Item #	Title	Credits
	SBS Focus Senior Research Seminar	3

The Online Institute for Religious Studies and Education Ministry

Degree Type

Bachelor of Arts

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.

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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)

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	Religions of the World	3
RELS 303	Religion and Psychology	3
RELS 306	Oppression, Liberation, and Theology	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

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
	Total Credits	60

Combined B.A. in SBS and M.A. in Counseling Psychology

Degree Type

Bachelor's + Master's

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.

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
	Total Credits	120

Course Sequencing

Freshman Year Fall

Item #	Title	Credits
	GECC I Faith & Reason 100/2003 Elective	
ENG 101	College Writing and Research I	3
PSYC 101	Introduction to Psychology	3
	GECC IV Critical & Analytical Thinking Elective	3

First Year Spring

Item #	Title	Credits
CRIM 110	Criminal Justice I	3
	GECC V Information Literacy	4
CS 103	Introduction to Advanced Computer Applications	3
	GECC VII Quantitative & Scientific Reasoning (Lab Science)	4

Sophomore Year Fall

Item #	Title	Credits
	HIST 102 or 201	3
	PSYC 201, 202, or 203	3
	GECC II Ethics, Values, and Truth Elective	3
	GECC III Communications & Expression Elective	3
	GECC Liberal Arts Concentration Elective	3

Sophomore Year Spring

Item #	Title	Credits
PSCI 102	American Government	3
SOC 201	Sociological Theory	3
PSYC 250	Writing and Reading in Psychology	3
	GECC VIII Global Consciousness Elective	3
	GECC Liberal Arts Concentration Elective	3

Junior Year Fall

Item #	Title	Credits
	GECC I Faith & Reason 300/4003 Elective	
	GECC VIII Global Consciousness Elective	3
	GECC Liberal Arts Concentration Elective	3
PSYC 303	Statistics for Psychological Research	3

Junior Year Spring

Item #	Title	Credits
PSYC 309	Research Design in Psychology	3
PSYC 311	Biopsychology	3
PSYC 505	Introduction to Counseling Psychology	3

Senior Year Fall

Item #	Title	Credits
PSYC 409	Counseling Principles and Procedures	3
PSYC 507	Developmental Models of Personal Growth	3

Senior Year Spring

Item #	Title	Credits
PSYC 410	Undergraduate Research in Psychology	3
PSYC 510	Techniques of Counseling and Appraisal	3
	Psychology 500 Graduate Level Elective	3

Social and Behavioral Sciences 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

LS 110 : Introduction to Global Social Justice

This course provides an introductory study of theories, concepts, and strategies of social justice, including individual action, policy, advocacy, and collective action. Emphasis will be on discussing world affairs such as climate change, conflict, technological innovation, and their impact on poverty, inequality, and the responsibility of humanitarian aid. Hand in hand with the questions of policy are the ethical questions concerning global justice: What is justice in a globally interconnected world? What is the role of human rights in securing global justice? Are our current institutions sufficient to address global challenges such as environmental degradation, health care, and immigration?

Credits 3

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

Prerequisite Courses

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

Prerequisite Courses

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

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

Prerequisite Courses

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 204 : Sociology of Sport

An examination of the development and dynamics of sport in American society and an analysis of the social psychological and social structural aspects of sport. Particular emphasis is placed on the development of a critical perspective on sport, on that recognizes the positive contributions of sport but also analyzes distortions and myths.

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.

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

University

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 three courses:

DREAM– UNIV 101:

Transition successfully into Felician University Life (Freshman Year)

DARE– UNIV 201:

Persist with grit on the path to degree completion (Sophomore Year)

DO– UNIV 301:

Navigate with confidence Senior year and Life after degree completion (Junior Year)

Repeat Policy for 3–D Felician Experience:

UNIV-101 Dream: 2 attempts

UNIV-201 Dare: 2 attempts

UNIV-301 Do: no repeats permitted.

A letter grade of "D" is passing in 3-D Felician Experience. A letter grade of "F" will be computed into the Grade Point Average but will not, if repeated attempts still result in an "F," prevent a student from graduating.

University Course Descriptions

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 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

Prerequisite Courses

UNIV 101

UNIV 250 : Discover

UNIV 250: Discover is the transfer course in the 3-D Felician Experience-Dream, Dare, Do, Discover sequence. UNIV250 Discover is a series of 7-intensive, highly interactive, workshops designed to help transfer students transition successfully into Felician University while persisting with grit to degree completion. This course utilizes multiple technological resources including Brightspace e-companion. It is a suggested elective for all transfer students who have earned more than 12 credits but not to exceed 90 credits.

Credits 1

UNIV 301 : Do

UNIV 301: Do is the third course in the 3-D Felician Experience-Dream, Dare, Do sequence. UNIV301 Do is a series of 7-intensive, highly interactive, workshops designed to help third-year students navigate with confidence senior year and life after degree completion. This course utilizes multiple technological resources including Brightspace e-companion. It fulfills a Curricular Commons General Education requirement. (1 credit)

Credits 1**Prerequisite Courses**

UNIV 101

UNIV 201