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

Announcements contained in this publication are subject to change without notice and may not be regarded in the nature of binding obligations on the College. The College reserves the right to change any provisions, policies, or requirements when deemed appropriate. The College reserves the right to withdraw or modify the courses of instruction or to change the instructors at any time.

The College 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 College publications. This catalog is issued every year.
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This catalog is dedicated to the memory of our friends:

Karen A. Polonkay (class of 1989)

and

Diana Ham
# ACADEMIC CALENDAR

## Fall 2006 – Spring 2007

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<tr>
<th>Fall 2006</th>
<th>Spring 2007</th>
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<tbody>
<tr>
<td>Fall Semester Begins</td>
<td>Spring Semester Begins</td>
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<tr>
<td>September 5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>January 18&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Columbus Day (College closed)</td>
<td>Presidents’ Day (College closed)</td>
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<tr>
<td>October 9&lt;sup&gt;th&lt;/sup&gt;</td>
<td>February 19&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Monday Schedule</td>
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<td>October 10&lt;sup&gt;th&lt;/sup&gt;</td>
<td>February 20&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Mid-Term Examinations</td>
<td>Spring Break (no classes)</td>
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<tr>
<td>October 23&lt;sup&gt;rd&lt;/sup&gt; – 28&lt;sup&gt;th&lt;/sup&gt;</td>
<td>March 4&lt;sup&gt;th&lt;/sup&gt; – 10&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Advising</td>
<td>Mid-Term Examinations</td>
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<tr>
<td>November 13&lt;sup&gt;th&lt;/sup&gt; – December 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>March 19&lt;sup&gt;th&lt;/sup&gt; – 24&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Thanksgiving Recess</td>
<td>Easter Recess (no classes)</td>
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<td>November 22&lt;sup&gt;nd&lt;/sup&gt; – 26&lt;sup&gt;th&lt;/sup&gt;</td>
<td>April 5&lt;sup&gt;th&lt;/sup&gt; – 8&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Final Examinations</td>
<td>Advising</td>
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<tr>
<td>December 14&lt;sup&gt;th&lt;/sup&gt; – 20&lt;sup&gt;th&lt;/sup&gt;</td>
<td>April 9&lt;sup&gt;th&lt;/sup&gt; – 27&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>Final Examinations</td>
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<td>Commencement</td>
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Summer Session I runs from May 21<sup>st</sup> – June 21<sup>st</sup>

Summer Session II runs from June 25<sup>th</sup> – July 26<sup>th</sup>

## Fall 2007 – Spring 2008

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<tr>
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<td>March 10&lt;sup&gt;th&lt;/sup&gt; – 15&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Advising</td>
<td>Spring Break (no classes)</td>
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<td>November 12&lt;sup&gt;th&lt;/sup&gt; – November 30&lt;sup&gt;th&lt;/sup&gt;</td>
<td>March 16&lt;sup&gt;th&lt;/sup&gt; – 23&lt;sup&gt;rd&lt;/sup&gt;</td>
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<tr>
<td>Thanksgiving Recess</td>
<td>Advising</td>
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<td>November 21&lt;sup&gt;st&lt;/sup&gt; – 25&lt;sup&gt;th&lt;/sup&gt;</td>
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</table>

Summer Session I runs from May 27<sup>th</sup> – June 26<sup>th</sup>

Summer Session II runs from June 30<sup>th</sup> – July 31<sup>st</sup>

Dates may be subject to change at the discretion of the College authorities.
COLLEGE DIRECTORY

Administrative Offices
8:30 a.m. to 4:30 p.m. (unless otherwise noted)

Academic Affairs
Dr. David Rice, Vice President for Academic Affairs and Professor of History
Lodi Campus – Albin Obal Hall (1st floor)
(201) 559-6024

Ann Verrett Guillory, Assistant Vice President for Academic Affairs: Retention and Academic Support, and Professor of Psychology

Academic Support Services
Dr. John Iuculano, Director of Advising and Academic Support Services
Jo-Ann Fondanarosa, Associate Director of Academic Advising and Testing
8:30 a.m. to 4:30 p.m. Monday through Friday
Lodi Campus – Albin Obal Hall (3rd floor)
(201) 559-6043

Adult and Graduate Admission (see below: Admission Office)

Administrative Services
Meggan O’Neill, Director of Administrative Services
Lodi and Rutherford Campuses
(201) 559-6147
(201) 559-6199 (FAX)

Administration - Rutherford Campus
Susan M. Chalfin, Vice President for Student Services and Chief Administrator of the Rutherford Campus
8:30 a.m. to 4:30 p.m. Monday through Friday
Rutherford Campus - Toscano Hall (formerly Becton Hall)
(201) 559-3564

Ann Califf, Coordinator of Rutherford Administrative Services
(201) 559-3563

Admission Office
Alexander Scott, Director of Undergraduate Admission
Lodi Campus – Kirby Hall (1st floor)
8:30 a.m. to 7:00 p.m. Monday
8:30 a.m. to 4:30 p.m. Tuesday through Friday
(201) 559-6187

Wendy Lin-Cook, Director of Adult and Graduate Admission
Lodi Campus – Kirby Hall (1st floor)
8:30 a.m. to 7:00 p.m. Monday and Thursday
8:30 a.m. to 4:30 p.m. Tuesday, Wednesday and Friday
(201) 559 - 6051
Alumni Office
Lori A. Walker, Director of Alumni Relations
Lodi Campus – Albin Obal Hall (1st floor)
(201) 559-3314

Athletic Office
Benjamin DiNallo
Director of Athletics
(201) 559-6119

Business and Finance Office
Elizabeth Touw, Controller
8:30 a.m. to 4:30 p.m. Monday - Friday
The office is open until 7:00 pm one night per week on a rotating basis
Lodi Campus – Albin Obal Hall (1st floor)
(201) 559-6028 (Treasurer/Billing)

Campus Ministry
Lodi and Rutherford campuses
Rev. Damian Colicchio, I.V. Dei, Director of Campus Ministry
Lodi and Rutherford campuses
(201) 559-6021

Career Services
Cristina Damiao, Director of Career Services
Lodi Campus – Albin Obal Hall
(201) 559-6240

Center for Learning
Ann Babilot, Coordinator of Tutoring Services
8:30 a.m. to 5:00 p.m. Monday through Friday (Additional Hours by appointment)
Lodi Campus, Kirby Hall, 2nd Floor, Room 222
(201) 559-6023

Child Care Center
Sr. Rose Mary Sauchelli, CSSF, Director of Child Care Center
7:45 a.m. to 5:30 p.m. Monday through Friday (September through July)
Lodi Campus
(201) 559-6033

Computer Labs
Labs available at Lodi and Rutherford (weekdays & weekends) - hours posted each semester
(201) 559-6165

CORE Curriculum
Dr. Don Casey, Coordinator of CO 250 Sections
Lodi Campus – Kirby Hall
(201) 559-6221
Dr. Anthony Demarest, Coordinator of CO 300 Sections
Lodi Campus – Kirby Hall
(201) 559-6128

Dr. Robert Ingoglia, Coordinator of CO 200 Sections
Lodi Campus – Kirby Hall
(201) 559-6135

Dr. Kevin Smith, OSF, Coordinator of CO 400 Sections
Lodi Campus – Kirby Hall
(201) 559-6180

Counseling Services (see below: Student Wellness Center)

Division of Arts and Sciences
Lodi Campus - Kirby Hall (4th floor)
(201) 559-6166

Dr. Alberto La Cava, Associate Dean
Lodi Campus – Kirby Hall (2nd floor)

Dr. Yvonne Raley, Associate Dean
Lodi Campus – Kirby Hall (4th floor)

Division of Business and Management Science
Dr. William Morgan, Dean of the Division of Business and Management Science
Lodi Campus – Albin Obal Hall (ground floor)
(201) 559-6140

Dr. Beth Castiglia, Associate Dean
Lodi Campus – Albin Obal Hall (ground floor)
(201) 559-6171

Anthony Scardino
Associate Dean
Lodi Campus – Albin Obal Hall (ground floor)
(201) 559-6047

Division of Nursing and Health Management
Dr. Muriel M. Shore, Dean of the Division of Nursing and Health Management
Lodi Campus – Albin Obal Hall (2nd floor)
(201) 559-6030

Dr. Christine Mihal, Associate Dean for Accelerated BSN Programs for RN’s
Lodi Campus – Albin Obal Hall
(201) 559-6090

Dr. Mary E. Norton, Associate Dean for Graduate Nursing Programs
Lodi Campus – Albin Obal Hall
(201) 559-6093
Elizabeth Zweighaft, Associate Dean for Undergraduate Nursing Programs
Lodi Campus – Albin Obal Hall
(201) 559-6104

Division of Teacher Education
Dr. Donna M. Barron-Baker, Dean of the Division of Teacher Education
Rutherford Campus - Sammartino Hall (ground floor)
(201) 559-3548

Dr. Rosemarie Liebmann, Associate Dean for Curriculum and Assessment
Rutherford Campus - Sammartino Hall

Dr. Julie Norflus-Good, Associate Dean for Faculty and Staff
Rutherford Campus - Sammartino Hall

Professor Mary Anne Witowski, Associate Dean for Students
Rutherford Campus - Sammartino Hall

Adriana Gallagher, Director of Placement - Division of Teacher Education
Rutherford Campus - Sammartino Hall
(201) 559-3548

Educational Opportunity Fund
Lodi Campus - Kirby Hall, Rooms 208-211
(201) 559-6054

E-Learning Program
Dr. Fahmi Abboushi, E-Learning Program Coordinator
Lodi Campus - Kirby Hall (ground floor)

Enrollment Management Office
Alyssa McCloud-Long, Vice President for Enrollment Management
Lodi Campus - Kirby Hall (1st floor)
(201) 559-6049

Faculty Excellence Center
Dr. Michael Sanford, Director of the Faculty Excellence Center
Hours as posted each semester
Lodi Campus - Kirby Hall 201
(201) 559-6098

Financial Aid Office
Janet Mariano Merli, Director
Lodi Campus – Albin Obal Hall (1st floor)
(201) 559-6010

Graduate Admission (see above: Admission Office)

Health Services (see below: Student Wellness Center)
Honors Program
Dr. Maria Vecchio, Director of the Honors Program
Lodi Campus – Kirby Hall (4th floor)
(201) 559-6017

Information Technology
Jason Ostrowski, Director of Information Technology
Lodi Campus – Albin Obal Hall (2nd floor)

Institutional Advancement Office
Celeste A. Oranchak, Vice President for Institutional Advancement
Lodi Campus, Albin Obal Hall (1st floor)
(201) 559-3328

Institutional Research
Bryon Brown, Director of Institutional Research
Lodi Campus – Albin Obal Hall (1st floor)
(201) 559-6185
(201) 559-6199 (FAX)

Institutional Review Board
Dr. Richard Burnor, Chairperson (4th floor)
(201) 559-6143

Library
Dr. Stephen Karetzky, Director of the Library
8:45 a.m. to 8:00 p.m. Monday through Thursday
8:45 a.m. to 3:30 p.m. Friday
11:00 a.m. to 4:00 p.m. Saturday
Lodi Campus
(201) 559-6071

(The Curriculum Library, located on the Rutherford Campus, can be contacted by dialing 201-559-3187)

Mission Integration
Sister Mary Antonelle Chunka, CSSF, Vice President for Mission Integration
Rutherford Campus, Student Center Building
(201) 559-3517

Nursing Resource Center
Diane Holobrow, B.S.N., Director of the Nursing Resource Center
Lodi Campus – Nursing Resource Center
(201) 559-6009

Office of 504 Services
Carolyn Kehayan, Coordinator
Hours by appointment
Lodi Campus – Albin Obal Hall (3rd floor)
(201) 559-6043
Office of International Programs
Jeffrey Sinding, Director
Lodi Campus – Albin Obal Hall (ground floor)
(201) 559-6196

Public Relations Office
Barbara Lynch, Director of Public Relations
Lodi Campus – Albin Obal Hall (1st floor)
(201) 559-3313

Registrar
June Finn, Registrar
8:30 a.m. to 4:30 p.m. Monday through Friday
The office is open until 7:00 pm one night per week on a rotating basis.
Lodi Campus – Albin Obal Hall (1st floor)
(201) 559-6038/6173/6037

Residence Life - Rutherford Campus
Elizabeth A. Demetrician, Director
Rutherford Campus - Elliott Terrace, Suite 3C7
(201) 559-3506

Rutherford Campus
(see Administration - Rutherford Campus)

Students Opting for Success (S.O.S.) Program
Michele La Jeunesse, Coordinator of Students Opting for Success
Rutherford Campus - Toscano Hall (formerly Becton Hall)
(201) 559-3564

Student Services Office
Sr. Mary Tarcilia Juchniewicz, CSSF, Vice President for Student Affairs
Lodi Campus – Albin Obal Hall (ground floor)
(201) 559-6086

Student Wellness Center
   Health Services
      Carolyn A. Lewis, Director of Health Services
      Rutherford Campus
      (201) 559-3559
      (201) 559-3579 (fax)

      Counseling Services
      Mary E. Reilly, Director of Counseling Services
      Rutherford Campus
      (201) 559-3587
Success at Felician (Accelerated Degree Program)
Anthony Scardino, Director of the Accelerated Program
Lodi Campus – Albin Obal Hall (ground floor)
(201) 559-6092

Ms. Kathy Lloyd, Assistant Director
Rutherford Campus – Blessed Mary Angela Hall
(201) 559-3569

Teaching Partners Program
Dr. Maria Vecchio, Director of the Teaching Partners Program
Lodi Campus – Kirby Hall (4th floor)
(201) 559-6017

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

Web Site: www.felician.edu
ACCREDITATION AND APPROVALS

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

The College is accredited by:

The Middles States Association of Colleges of Schools
3624 Market Street
Philadelphia, PA 19104-2680
(215) 662-5606
http://www.msche.org/

The Commission on Collegiate Nursing Education (CCNE)
One Dupont Circle, NW
Suite 530
Washington, DC 20036-1120
(202) 887-6791
FAX (202) 887-8476
http://www.aacn.nche.edu/Accreditation/

The New Jersey State Board of Nursing
124 Halsey Street
Newark, New Jersey 07102
(973) 504-6430
FAX (973) 504-6302
http://www.state.nj.us/lps/ca/medical/nursing.htm

The National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
8410 W Bryn Mawr Ave - Suite 670
Chicago, IL 60631
(773) 714-8880
http://www.naacls.org/

The International Assembly for Collegiate Business Education (IACBE)
PO Box 25217
Overland Park, KS 66225
(913) 631-3009
http://www.iacbe.org/

The College is approved by:

New Jersey Commission on Higher Education
National Association of State Directors of Teacher Education and Certification (NASDTEC).
New Jersey Bureau of Teacher Education and Academic Credentials
State of New Jersey Department of Education
The State Approving Agency for Veterans’ Benefits
Sloan-C Consortium for Asynchronous Learning
MEMBERSHIPS

American Association for Higher Education
American Association of Colleges of Nursing
American Association of Collegiate Registrars and Admissions Officers
American Library Association
American Nurses Association
Association for Computing Machinery
Association of Catholic Colleges and Universities
Association of College and Research Libraries
Association of Franciscan Colleges and Universities
Association of Independent Colleges and Universities of New Jersey
Catholic Campus Ministry Association
Catholic College Admissions Association
Catholic Health Association - U.S.
Catholic Library Association
Commerce and Industry Association of Northern New Jersey
Conference Board
Council for Advancement and Support of Education
Council of Colleges of Arts and Sciences
Council of Independent Colleges
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 Assembly for Collegiate Business Education
Mathematical Association of America
Mid-Atlantic Regional Archives Conference
Middle States Association of Colleges and Schools
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 College Book Stores
National Association of Student Financial Aid Administrators
National Association of Independent Colleges and Universities
National Association of Student Financial Aid Administrators
National Association of Intercollegiate Athletics
National Catholic Education Association
National Collegiate Honors Council
National Institute of Independent Colleges and Universities
National League for Nursing
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 Universities
New Jersey Association of Student Financial Aid Administrators
New Jersey Association of Colleges of Teacher Education
New Jersey Collegiate Business Administration Association
New Jersey College Fund Association
Felician College, a coeducational liberal arts college, is a Catholic, private, independent institution for students representing diverse religious, racial, and ethnic backgrounds. The College operates on two campuses in Lodi and Rutherford, New Jersey.

The College 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.

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

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

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

In 1987, Academic support services became available through the Center for Learning. In 1987, the College dedicated a newly constructed facility housing a Child Care Center and a Nursing Resource Center.

In collaboration with the University of Medicine and Dentistry of New Jersey, a program of Cytotechnology, Medical Technology, and Toxicology was established in 1988.

In 1989, Felician College was authorized by the New Jersey Department of Higher Education to offer a Bachelor of Science degree in Business Administration. At this time, the Office of Continuing Education was restructured into a Division of Evening and Weekend Programs.

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

In 1990, the College expanded its offerings to include an Honors program and 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.

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

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

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

In September 1994, the College inaugurated Kirby Hall, 48,000 square feet of renovated convent space.
In 1995, the New Jersey Commission on Higher Education approved the College’s amended mission to include the offering of graduate programs and authorized the implementation of a Master of Science degree program in Nursing, the College’s first Master’s degree program.

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

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

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

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

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

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

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

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

The President’s Council formally constituted the Felician College Institutional Review Board (IRB) for the Protection of Human Subjects on February 12, 1998.

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

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

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

In 1999, the Master of Science in Nursing Advisory Committee was established.
In 1999, the Commission on Collegiate Nursing Education 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.

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

In the spring of 2000, a record number of students - 1328 - were attending Felician College. By the fall of 2001, the College’s steadily increasing enrollment had reached a new record of 1724 students.

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 first online degree program, the Master of Arts in Religious Education, was offered in 2001. In 2001, the title of “Division Director” was changed to “Division Dean.”

In 2002, the college received approval from the New Jersey State Board of Nursing to phase out the Associate Degree in Nursing Program by December 2004. Students seeking a nursing career enroll in the BSN Program. RN’s seeking a BSN degree enroll in the Upper Division RN-BSN Program. BSN graduates enroll in the MSN 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 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.

In Fall 2005 the College received State approval for a B.A. in Education with an Instructional Certificate: Elementary Endorsement (K-5) and Elementary Endorsement with Specialization (K-8 Science).

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.

The Clinical Nursing Residency Program for senior nursing students was implemented in spring 2006 in conjunction with the Saint Barnabas Medical Center in Livingston.

In the fall of 2006, the College began offering a Bachelor of Science degree in Criminal Justice.
In the fall of 2006, the Division of Nursing and Health Management expanded its Departments to include an Undergraduate Nursing Program, Accelerated BSN Programs from RN’s, and a Graduate Nursing Program.

III

The seal of Felician College reflects the history that gave the College 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 College, to establish a province in the Diocese of Newark.

Our Lady of the Immaculate Conception is the College patroness and “Immaculate Conception” is the former name of the College. 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 College.
MISSION STATEMENT
Revised October 2003

Felician is an independent co-educational Catholic/Franciscan College 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 College is to promote a love for learning, a desire for God, self-knowledge, service to others, and respect for all creation.

To accomplish this mission, Felician College has identified six goals:

1. To offer academic and professional programs within the Liberal Arts tradition that promote learning, integrity, competence, and service.

2. To ensure a quality learning experience for a diverse student population through strong student development and academic support systems.

3. To provide faculty, staff, and administrative development programs that promote professional and personal growth, the sensitivity to the diverse needs of all members of the College community, and the quality of student learning.

4. To develop and implement assessment strategies which measure learning, integrity, competence, and service and strengthen confidence in the College and its programs.

5. To implement advancement, enrollment, and fiscal management programs that ensure and enhance viability, visibility, quality, and growth.

6. To affirm, uphold, and perpetuate the centrality of the Catholic, Franciscan, Felician tradition.

VISION STATEMENT

To be a pre-eminent Catholic Franciscan College 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.

CAMPUS FACILITIES

Lodi Campus

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

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

Kirby Hall, a five story 48,000 sq. ft. structure completed in 1994, houses academic classrooms, seminar rooms, laboratories, the Center for Learning, new 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. A well-equipped exercise facility is available on the lower level. It is a barrier-free facility.

The John J. Breslin Theatre and the Cafeteria 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 Theatre also functions as a conference center for various college and community activities. Beneath the Theatre is a cafeteria with a fully-equipped kitchen.

A center for childcare and simulated nursing practice was dedicated in the fall of 1987. The first floor of the building is devoted to a well-equipped Child Care Center for the convenience of students and faculty. The upper floor houses a state of the art clinical laboratory resource center where nursing students practice their clinical skills with high tech patient simulators and other equipment.

The College Library is a two-story building that serves the needs of students, faculty, staff, and alumni. It contains 110,000 books; 400 periodical subscriptions in print form; 12,000 journals online; and 80,000 microfiche. Like the other buildings at Felician, it is air-conditioned. A multitude of resources is available via the Library’s numerous computers, such as EBSCOhost, Proquest, CINAHL, ABI/INFORM, ACCESS, Historical Abstracts, Academic Universe, ATLA Religion, and the American National Biography. Almost all of these can also be conveniently accessed by students from their homes at any time of the day or night. The automated catalog (which uses SIRSI software) is also available from anywhere via the Internet. Experienced staff members are available to assist users. They will also help obtain books, journal articles, and information not available through the Library’s own resources from places throughout the country.

The Audio-Visual Center is located in Albin Obal Hall and contains thousands of video and audio tapes and regularly updated equipment for classroom use.

The Business Resource Center is located on the ground floor of Albin Obal Hall. The Center contains administrative offices, study stations, computer resources, and seminar/classrooms.

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

Rutherford Campus

The Felician College 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, and a gymnasium.

Students are housed in two dormitories: Milton and Elliott Halls. Both buildings have housing organized around student suites containing semi-private baths. Residence Life is located in Suite 3C7 of Elliot Terrace. The Student Center contains the Falcon’s Nest, weight room, lounge and meeting spaces, and the Office for Mission Integration. The Joe and Joal Job Gymnasium (the JJJ Gym) building also contains the Campus Cafeteria on its lower level. Classes are offered in both Toscano
(formerly Becton) Hall and Sammartino Hall. A computer lab for students is located on the first floor of Toscano Hall. The Division of Teacher Education is located on the first floor of Sammartino Hall. Blessed Mary Angela Hall also contains classrooms, offices, and the Curriculum Library. Parking is available in several large lots.

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

ADMISSION INFORMATION

Applications for degree seeking candidates to Felician College are considered for fall, spring, or summer admission. Admission decisions are made on a rolling basis. This means that once an application to the College has been filed and all necessary credentials have been received, the applicant is notified by letter of an admission decision, usually within two to three weeks.

Applicants should feel free to address questions to the Office of Admission at any time. All candidates are encouraged to visit the College for a personal informational interview or tour of campus.

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

Requirements for Freshman Applicant

1. A completed application for admission with a non-refundable $30.00 application fee.
2. Proof of high school graduation, transcripts, GED or copy of HS diploma. (Official copies may be required)
3. SAT or ACT scores. If the applicant has been out of high school for more than one year from the date of entry, SAT or ACT scores are not required.
4. A personal statement and or interview may be required.

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 units</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2-3 units</td>
</tr>
<tr>
<td>Science</td>
<td>2-3 units</td>
</tr>
<tr>
<td>Social Science</td>
<td>2-3 units</td>
</tr>
<tr>
<td>Electives</td>
<td>3-6 units (in foreign language or other academic subjects)</td>
</tr>
</tbody>
</table>

Applications will be considered on the basis of the applicant’s high school record, performance on SAT or ACT examination, and other pertinent information. The Office of Admission may admit students based on the quality of the applicant’s overall records and the potential to succeed on the college level.
Requirements for Transfer Applicant

A transfer applicant is considered any who has attended any post-secondary institution since leaving high school. In order to complete the process, 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 previously attended post-secondary institutions (official copies may be required).
3. Applicants who have graduated from high school more than 1 year or have more than 30 college credits from date of enrollment are not required to submit SAT results.
4. Results of CLEP exams to be considered for credit.

Adult and Graduate Admission Information

Applications for admission to Felician College’s Adult and Graduate programs are considered for admission on a rolling basis. This means that once an application to the College has been filed and all necessary credentials have been received, the applicant is notified by 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.

Felician College does not discriminate on the basis of race, color, sex, age, religion, national origin, marital status, gender or any physical, mental, or education disability.

Requirement for Adult and Graduate Applicants

1. A completed application for admission with a non-refundable $40.00 application fee.
2. Transcripts from previously attended post secondary institutions (official copies may be required).
3. Results of CLEP exams to be considered for credit.
4. Letters of recommendation (May be required for specific programs).
5. GMAT scores (Master of Business Administration applicants only).
6. MAT scores (Master of Education applications only).
7. A copy of current license (if applicable).
8. A personal statement, interview or resume may be required.

Please check with the admission office for any additional requirements.
Transfer Credit upon Admission

Felician College will not grant transfer credit for previous college work not disclosed at the time of admission. Transfer credits to be awarded by the transfer Evaluator are accepted on the following basis:

1. Entire Associate in Arts and Sciences degree earned elsewhere, assuming credits are compatible with Felician College curriculum.

2. Up to 90 credits earned elsewhere, assuming credits are compatible with Felician College’s curriculum, to be applied toward a bachelor’s degree. No credit for grades below a “c” (except for transfer students already in possession of a degree). Grades below C for students who have an Associates Degree will be counted as elective credit. For students who have already earned a bachelor’s degree, please refer to the Post Baccalaureate Degree program on page 72.

3. Credits earned elsewhere, assuming these credits are compatible with Felician College’s curriculum may be applied toward and Associates degree (but there is an 30 credit residency requirement).

4. No more than half of the credits required for the major (acceptance of transfer credit in major is entirely at the discretion of the Department Chair).

5. Evaluation by the Transfer Evaluator and approval of the Division Dean and the Department Chair.

6. The last 30 credits for any bachelor or associate degree program must be earned at Felician College.

Advanced Placement

Students who present 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. Students who present a score of three may be granted advanced standing with approval of the appropriate Department Chair.

Readmission

A degree-seeking student who was enrolled at Felician College and then has withdrawn must reapply for admission. A special application form is available in the Admission Office. In order to complete the process, applicants for readmission:

1. Must submit a completed application for readmission with a non-refundable $30.00 application fee.

2. Must submit transcripts of any college-level or post secondary work attempted since withdrawing from Felician College.

3. Are asked to submit a 500 word personal statement.

4. Must contact the Student Wellness Center for any readmission requirements.
Readmission decisions are made by the Office of Admission and the appropriate Division Dean. Students are notified of the decision by letter.

**Academic Amnesty**

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

Eligibility and Guidelines

1. Any Felician student reapplying for admission following a minimum two year absence is eligible for Academic Amnesty (forgiveness of prior cumulative average). The student should receive a copy of the Amnesty Policy and form at the time of reapplication.

2. Following the completion of a minimum of twelve new college level credits with a minimum 2.75 new cumulative average, the student can apply for Academic Amnesty, forgiving the prior Felician College cumulative average.

3. The Amnesty Form should be filled out and presented to the Office of the Registrar.

4. When Amnesty is granted, the cumulative average prior to readmission will be forgiven, but the student will keep all passing credits as credits earned. The transcript will remain the same - no grades will be removed.

5. The granting of Amnesty will be posted and dated on the student’s transcript.

**Admission Decisions**

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

1. All undergraduate students who enroll must submit a $100.00 non-refundable deposit. If a student intends to reside on campus, an additional $200.00 non-refundable housing deposit is due.

2. Felician College health forms must be completed and returned.
FINANCIAL INFORMATION

Tuition and Fees – Fall 2006 and Spring 2007

Tuition:
- Undergraduate (less than 12 credits per semester) $625/Credit
- Undergraduate Full Time (12 to 18.5 credits) *** $9,450/Semester
- Graduate (less than 12 credits per semester) $675/Credit

Audit Tuition:
- Undergraduate 1/3 of the course tuition
- Graduate 1/2 of the course tuition

Fees:
- Room and Board Double $4,250/Semester
- Room and Board Triple $3,716/Semester
- Comprehensive Fee:
  - Residential Student $688/Semester **
  - Commuter Student $525/Semester **
  - Part-Time Student $190/Semester *

* Student Health Insurance is not included in this fee
** Student may waive Health Insurance by providing proof of coverage. Comprehensive fees will be reduced by $125 in the fall semester only.
*** With an exception for education majors whose fall semester junior year requires 19.5 credits.

A non-refundable tuition deposit of $100 is required to reserve a student’s place on the College roster. This deposit will be credited to the student's account.

Course Fees:
- Art Studio Fee $100
- Art Special Fee (Art 362) $195
- Graphic Arts Lab Fee $190
- Music Fee (MU 103-104) $200
- Computer Science Lab Fee $190
- Distance Learning Fee $100

Education Fees:
- ED 100-200-300-304-400 $70
- ED 404 $210

Nursing Clinical Lab Fees:
- Each 4 credit undergraduate course $220
- Each 5 or 6 credit undergraduate course $450
- Each 4 credit graduate course $310
- Each 5 or 6 credit graduate course $510

Science Fees:
- All Science Lab Courses $220

In addition to the general tuition and fees described above, students should anticipate the following estimate of annual expenses associated with attending the College during the 2006-2007 school year.

<table>
<thead>
<tr>
<th></th>
<th>Commuter Student</th>
<th>Resident Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>$1,000</td>
<td>$1,000</td>
</tr>
<tr>
<td>Transportation</td>
<td>$1,000</td>
<td>$1,000</td>
</tr>
<tr>
<td>Personal Expenses</td>
<td>$1,500</td>
<td>$1,500</td>
</tr>
</tbody>
</table>

The College reserves the right to change any of the above charges for tuition and special fees when in the judgment of the administration it becomes necessary to do so.
Other Fees:

<table>
<thead>
<tr>
<th>Service</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Challenge Examinations</td>
<td>$25/Credit</td>
</tr>
<tr>
<td>Late Registration Fee</td>
<td>$35</td>
</tr>
<tr>
<td>Transcript Fee (immediate)</td>
<td>$10</td>
</tr>
<tr>
<td>Drop/Add Fee</td>
<td>$5</td>
</tr>
<tr>
<td>Non-Refundable Application Fee</td>
<td>$30</td>
</tr>
<tr>
<td>Late Tuition Payment Fee</td>
<td>$100</td>
</tr>
<tr>
<td>Change of Enrollment Status Fee</td>
<td>$10</td>
</tr>
</tbody>
</table>

A $200 room deposit payable to Felician College Residence Life is required to reserve a residential room in the College's dormitories. Contact the Residence Life office for more information concerning dormitory requirements.

**Tuition Discounts**

**Family Discounts** – Felician College offers a 10% tuition discount to family members of a full time student under the following criteria:

- The family member must be a spouse, sibling, or dependent child.
- All family members must reside at the same address.
- The discount received by the family member will be deducted from the cost of attendance, and calculated into the individuals’ financial aid package.
- If the family member is eligible for additional Felician College discounts, the individual will only receive the highest % tuition discount, and not the aggregate of multiple discounts.

**Religious Discounts** – Felician College offers selected discounts on several academic programs to those involved in religious ministries or affiliated with religious orders or institutes.

**Financial Policies**

**Disbursement Policy**

Students who qualify for any Federal or State aid, grants or loans, will receive an award letter prior to settling payment with the Business office. The award letter will indicate the various sources of aid for which the student is eligible per semester. The student is made aware that the award will be applied directly to his/her account as the funds are received by the Business office.

Loan recipients are notified by the Business Office when their funds have been credited to their student account.

In the event that a credit amount will result, the student indicates (in a signed form provided to the Business office) the disposition of the credit dollars (refund to student, or retention of funds for subsequent term(s) of study).

**Payment Policies**

Tuition and fees as well as any required deposits are *due in full by the beginning of each semester*. The amount due is calculated by subtracting the total financial aid per semester (as indicated on the students financial aid award letter) from the total tuition and fees billed.

Payment can be made by cash, bank certified check, Visa, Mastercard, American Express, or money order made payable to “Felician College.” Please note that payments made by personal check may be
subject to a waiting period for clearance. A $50.00 fee is charged for checks returned for any reason. Payments by mail should be addressed to the Treasurer's Office. Payments can be made in person at the Treasurer's Office, Monday through Friday 8:00 am to 4:30 pm. The office is open one night per week until 7:00 pm. Please call the office for summer hours and late night hours.

For the convenience of students who prefer a deferred payment plan, detailed information and forms are available in the Treasurer's Office, or at www.afford.com. Upon Approval, the Tuition Management Deferred Payment Plan allows a student to defer payments into ten payments per school year (12 for returning students who wish to begin making payments in June). Students who wish to use the payment plan must first obtain approval from the Treasurer's Office. Please note that along with a $90 service fee the account payments must be made current at the beginning of the school year.

**Tuition Hold**

Any outstanding balance from a prior semester that is not funded by financial aid must be paid before registration for the next semester. If a student is in arrears, he/she will be barred from all classes and will have his/her registration canceled. Payments for prior balances must be made in cash, by credit card, or by certified check. In the event of a cancellation of registration and subsequent payment of prior balance, a place in previously registered courses cannot be guaranteed.

**Financial Liability**

Failure to remit payment for course registration or attend classes does not automatically remove financial liability. A student must use the formal withdrawal procedures in order to remove financial liability for classes for which the student has registered. If the official withdrawal does not take place before the course begins, the student will be eligible only for a pro-rata refund in accordance with the established refund policy. Delinquent balances resulting from either failure to pay or loss of financial aid will be forwarded to a Collection Agency. Students will be held responsible for the unpaid balance plus any collection fees and court costs incurred by the College.

Even though tuition is due upon registration and arrears are due as described in the student handbook, should a student attend classes or otherwise use any of the facilities or services of the College even though as of registration the student owes a delinquent balance, certain financial consequences occur, and the student agrees they shall have occurred.

The following shall apply in addition to the tuition balance, withdrawal and delinquency provisions of this section. Unless the student has entered into a TMS (Tuition Management Systems) payment plan arrangement, an amount equal to the delinquent balance shall be deemed to have been loaned from the College to the student, shall be due upon demand by the College and shall bear interest at a rate of 10% per annum (the “Loan”). Even if a Loan is made as provided in this paragraph, the student will continue to have no right to enroll at the College, attend classes or otherwise use any of the facilities or services of the College. Any student who even though lacking any such right attends classes or otherwise uses any of the facilities or services of the College agrees to repay the Loan upon demand by the College.

A TMS payment plan arrangement shall be and shall be deemed to be a loan from the College to the student for the amounts equal to those required to be paid under the TMS payment plan. It is intended that any Loan and any TMS payment plan be deemed and considered a loan made by the College for an educational benefit and an obligation of the student to repay funds received as an
educational benefit, so as to render the Loan and/or the TMS payment plan obligations not dis-
charged should the student subsequently file for bankruptcy relief under United States law.

Failure to repay a Loan or any other delinquent balance (including a TMS payment plan balance) on
demand may result in the student's account being forwarded to a collection agency. Students will be
responsible for the Loan, interest on the Loan and all collection and other costs and fees incurred by
the College in collecting the Loan.

Delinquent Balances

Delinquent balances resulting from either failure to pay or loss of Financial Aid will be forwarded to
a collection agency. Students will be held responsible for the unpaid balance plus any collection fees
and court costs incurred by the College.

Refund Policy

In case of official withdrawal or dismissal, the College, at its discretion, may grant tuition re-

1. Refund for all courses canceled by the College .............................................. 100 %
2. Withdrawal on or before the first day of classes (less $100.00 cancellation fee) .......... 100 %
3. Withdrawal during the first week of classes ..................................................... 75 %
4. Withdrawal during the second week of classes ................................................. 50 %
5. Withdrawal during the third week of classes .................................................... 25 %
6. Withdrawal during the fourth week of classes .................................................. 0 %

* Non traditional students will be prorated according to specific program calendars.

Appeals

If individual circumstances warrant exceptions from the published refund policy, a student must
submit a letter to the Controller requesting exemption from the established refund policy. This letter
must include a statement of the individual circumstances and reasons for exemption. If the cause for
appeal is a medical one, a letter from the attending physician should also be submitted. A letter of
acceptance or denial will be returned to the student after review of the circumstances.

Changes In Financial Policies

The College reserves the right to change any of the above policies and charges for tuition and special
fees when, in the judgment of the Administration, it becomes necessary to do so.
FINANCIAL AID AND SCHOLARSHIPS

General Information

Felician College recognizes that many families may need assistance in meeting the cost of a college education. The Financial Aid Office 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 College for admission to a degree or certificate program, and
- File the Free Application for Federal Student Aid (FAFSA). The application is available on the web at www.fafsa.ed.gov or at any high school Guidance Office or college Financial Aid Office. (The Felician College 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 Financial Aid Office determines all 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 College may request additional information from the family to confirm the information reported on the FAFSA. The FAFSA collects information about the student and student’s family including demographic information (name, address, citizenship status, residency status), the number in the family, the number in college, income, assets, etc. The form requests information from the most recent tax year (for example, for September 2006, you will include information from the 2005 tax returns).

Total educational debt is considered in awarding loans so that no student accumulates an excessive amount of debt. Stafford Loans, PLUS Loans and alternative loans are offered as part of a financial aid package to cover direct educational expenses. Direct expenses include tuition, fees, books and supplies, and housing charges if the student lives in College housing. Additional funds may be borrowed for indirect expenses with documentation from the student.

Sometimes a family suffers a change of circumstances in their financial situation. A student should inform the Financial Aid Office 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 Financial Aid Office 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 ability. 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. Each loan program has different eligibility and application requirements. Felician College currently participates in the Federal Family Educational Loan (Stafford and PLUS), the NJ CLASS Program and a variety of alternative loans from several lenders.
Jobs are available to students through the Federal Work Study or Felician College Student Employment programs. Students who are offered jobs have the opportunity to work on or off campus to earn money to help pay educational expenses.

Felician College 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 Grants: Grants are awarded to needy undergraduate students. Eligibility is based on the Estimated Family Contribution (EFC) calculated by filing the FAFSA. Individual award amounts are based on federal appropriations and enrollment status.

Federal Supplemental Educational Opportunity Grant (FSEOG): This grant program is awarded to needy students with the lowest EFC levels as determined by the federal needs analysis. Individual award amounts may range from $100 to $4000 based on federal appropriations, allocations to the College 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 College 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 Financial Aid Office. Students interested in obtaining employment on campus should contact the Career Services Office.

Federal Family Education Loans (FFEL): All students applying for any loan under the FFEL programs must file the Free Application for Federal Student Aid (FAFSA). Students may borrow money at low interest rates to meet educational expenses. Loan amounts are determined by formula and are based on student's cost of education, Effective Family Contribution (EFC), other financial aid received, and the student's grade level.

- Federal Stafford Loan Program
  Students must be a U.S. citizen or an eligible non-citizen attending at least half-time to apply for a Stafford Loan. Those students demonstrate financial need may receive a subsidized loan; however, loans may be offered regardless of financial need. With a subsidized loan, the federal government will pay the interest that accumulates on the loan while the student is enrolled at least half-time in college, during grace periods and during periods of authorized deferment. With an unsubsidized Stafford Loan, borrowers agree to begin repaying interest immediately, or the lender will capitalize interest during the in-school and grace periods. Maximum loan limits are:

  Undergraduate Students (per year)

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st year (0 – 29 credits earned)</td>
<td>$2,625</td>
</tr>
<tr>
<td>2nd year (30 – 59 credits earned)</td>
<td>$3,500</td>
</tr>
<tr>
<td>3rd and 4th years (over 60 credits earned)</td>
<td>$5,500</td>
</tr>
</tbody>
</table>

  Independent students and dependent students whose parent does not qualify for a PLUS loan (see below) may also qualify for an additional unsubsidized loan up to $4,000 annually (0- 59 credits earned) or $5,000 (over 60 credits earned).
Graduate Students (per year)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Subsidized</td>
<td>$8,500</td>
</tr>
<tr>
<td>Unsubsidized</td>
<td>$10,500</td>
</tr>
</tbody>
</table>

GradPLUS – Amounts up to the cost of attendance minus all other aid.

Students must have exhausted subsidized and unsubsidized Stafford Loan eligibility prior to receiving funds from the GradPLUS program.

All first time borrowers are required to complete an Entrance Interview at www.mapping-your-future.org prior to disbursement of Stafford Loan funds. All borrowers are required to complete an Exit Interview when they leave the college or drop below half-time. The Financial Aid Office will send information about this process when a student first receives a loan or when he/she leaves the institution.

- Federal PLUS Loans

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 repayment begins within 60 days of disbursement. Loans are paid in two or more disbursements and are co-payable to the institution and the borrower.

Advanced Education Federal Nursing Traineeship Program: Students in the Master of Science in Nursing degree program should contact the MSN chair regarding eligibility criteria for this program.

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 Programs

Tuition Aid Grants (TAG): Provides grants to New Jersey residents enrolled as full-time undergraduates with demonstrated financial need. TAG awards range from $720 to approximately $9026 per year and may not exceed the cost of tuition.

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 College based upon specific income guidelines. For more information, contact the EOF Office at the college.

Edward J. Bloustein Distinguished or Urban Scholars Program: Students demonstrating the highest level of academic achievement based on their secondary school records and SAT scores will be selected for consideration by their high schools. Award amount is $1000 per academic year and is renewable for four years. Additional information can be obtained at the student’s high school guidance office.

New Jersey Loan Program

New Jersey Class Loans: The New Jersey College Loans to Assist State Students (NJCLASS) is a loan program intended for families of college undergraduate or graduate students. Under the program, a student, parent, legal guardian, spouse, or relative may borrow up to the student’s cost of education. Loan information and application are available at www.hesaa.org.
FELICIAN COLLEGE FUNDS

Felician College Admission Scholarships: Admission Scholarships are designed to reward academic achievement and help pay for college. Both high school students enrolling as first time, full-time freshman and transfer students are automatically considered for scholarship assistance upon acceptance into the college. For specific scholarship criteria, students should contact the Admission Office. Awards are renewable for up to 4 years if the student maintains full-time enrollment status and a 3.00 cumulative grade point average. Financial need is not a criteria, but students are required to file the Free Application for Federal Student Aid (FAFSA) before funds are disbursed.

Felician College Scholarships: A limited number of non-renewable scholarships are awarded to students who have earned 24 or more credits. Students must be attending at least half-time (6 credits and have a cumulative grade point average of 3.00 or better. Filing of the FAFSA is required. Applications are available in the Financial Aid Office during the spring semester of each academic year.

Athletic Scholarships: Athletic Scholarships in both men’s and women’s sports are awarded based on recommendations made by the Athletic Director. Students who have proven their athletic skill for participation in one or more sports should contact the athletic division for more information. Students are required to file the FAFSA before funds are disbursed.

Restricted Scholarships Awarded by Felician College

The following restricted scholarships are administered by the Financial Aid Office and are subject to the conditions specified by the donors. Upperclassmen (students who have successfully completed 24 credits or more at Felician College) may obtain a Felician College Scholarship Application from the Financial Aid Office during the spring semester of each academic year. The filing deadline for scholarship applications is usually June 1st. By filing the Scholarship Application, the applicant will be considered for each of the scholarships listed below for which they qualify.

Switzer Foundation Scholarship for Professional Nursing Students  
Switzer Foundation Scholarships for Business Program Students  
Alumni Association Student Scholarship  
Edward Golda Scholarship Fund  
Linda M. Sylvester Memorial Scholarship  
Dina M. Luna Memorial Scholarship  
New Jersey Food Council Scholarship  
Lisa Ann Briggs Memorial Scholarship  
Edward C. Furst, Sr. Scholarship Fund  
Franciscan Scholarship  
Frances Howells Keeney Memorial Scholarship  
Lawrence J. Pizzo, M.D. Scholarship Fund  
The Provident Foundation Business Scholarship Fund

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 College. (For additional scholarship opportunities offered by the ICFNJ please go the ICFNJ web site at icfnj@njcolleges.org)

C.R. Bard Nursing Scholarships  
Hackensack Hospital Nurses Alumni  
BD Scholarship  
Wachovia Scholarship for Business  
UPS Scholarship  
Engelhard Scholarship

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SUPPLEMENTAL ASSISTANCE PROGRAMS

**Veteran's Benefits:** Educational benefits for veterans and dependents of certain deceased/disabled veterans are available for those who qualify. For eligibility and approval information, contact the Veterans Administration under the U.S. Government telephone directory listing.

**Vocational Rehabilitation Educational Benefits:** Funds may be available for students with physical or mental disabilities that result in substantial handicaps to employment. Contact 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 College. Please check with the Personnel office at one’s place of employment.

**Financial Aid Policies**

- Students receiving financial aid must be making satisfactory academic progress according to the College’s policy. See Academic section of catalog.
- Students who are United States citizens (including U.S. nationals) or permanent residents of the U.S. (possessing an alien registration, Form I-551) may be considered for financial aid. Other individuals who may be eligible for aid are those possessing a conditional permanent resident (I-551C) or an Arrival-Departure Record (I-94) from the Department of Homeland Security showing any one of the following designations: “Refugee,” or “Asylum Granted,” or “Parolee” (I-94 confirms paroled for a minimum of one year and status has not expired) or “Cuban-Haitian Entrant.” Students on F1 or F2 student visa, or only a J1 or J2 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 any assistance. Documentation of permanent residency status may be required prior to the awarding of financial aid.
- Students must not owe refunds on a Federal Pell Grant, a Federal Supplemental Educational Opportunity Grant, or a New Jersey Tuition Aid Grant in order to receive financial aid.
- 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 Stafford Loan, and/or Federal PLUS Loan).
- Students awarded grants/scholarships from Felician College may not receive total grants/scholarships from all sources (institutional, federal, state and external aid) in excess of the total cost of tuition, fees, and room and board, if applicable.
- 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.
- 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 or state agency or the College for verification will be required to provide additional documentation which demonstrates the accuracy of the data which was previously provided 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.
**Study Abroad Student Financial Aid Eligibility**

A student's enrollment in a program of study abroad that is approved for credit by the College may be considered enrolled at Felician for the purpose of applying for student financial assistance under the Title IV, HEA programs (e.g., Federal Pell grants, Federal Stafford loans, etc.). Institutional grants and scholarships awarded by the College may be used to pay for expenses related to the study abroad program(s) as long as the student is billed by Felician College and a consortium agreement has been established with the study abroad institution. Eligibility for aid from the State of New Jersey is considered on a case-by-case basis based on regulations established by the NJ Higher Education Assistance Authority.

**Financial Aid Refund Policies**

Felician College 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. The federal and state government agencies mandate that the college perform appropriate refund calculations based upon the student’s registration and financial aid status at the time of withdrawal. Each category is described below:

**Official Withdrawals**

Students who submit notification to the Registrar’s Office of their intent to withdraw from all courses are considered to be “officially” withdrawn from the college and are subject to the following policies:

**Students NOT Receiving Funding From Any Source**

Students who take a leave of absence or withdraw for any reason during the first three weeks of the semester are eligible to receive a refund under the tuition refund policy as describe in the Financial Information section of the catalog.

**Students Receiving Funding From Felician College**

The amount of a Felician College scholarship or grant a student retains will be based on the same percentage applied in the institutional refund policy. (Example: A student who is billed 80% of tuition for the semester will receive 80% of the Felician College semester award.)

**Students Receiving Funding From Federal Sources (Pell, FSEOG, Stafford Loans and/or Plus Loans)**

Current federal regulations require that a student who withdraws from school prior to the completion of 60% of the enrollment period is subject to the federal government Return to Title IV Refund (R2T4) formula. The college is allowed to retain only that portion of federal aid which corresponds to the actual length of attendance in the enrollment period. The calculation is as follows:

1. The percentage of federal aid earned is calculated as the number of days completed in the enrollment period divided by the total number of days in the enrollment period.
2. The amount of federal aid earned is calculated as the amount of federal aid that was disbursed plus the amount of federal aid that could have been disbursed multiplied by the percentage of the enrollment period completed as determined by regulation.
3. The formula will calculate the amount of earned federal aid and determine if the student is entitled to receive a post-withdrawal disbursement.
4. Federal fund will be returned in the following order: Unsubsidized Stafford Loans, Plus Loans, Subsidized Stafford Loans, Federal Pell Grant, Federal SEOG Grant, other federal sources of aid.
Financial Aid and Scholarships

Students Receiving Funding From the State of New Jersey Higher Education Assistance Authority (Tuition Aid Grants, EOF, Bloustein Distinguished Scholarships, etc.)

If a cash refund is due a student under the institutional refund policy, the college 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 college 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.

1. If an eligible recipient changes his/her enrollment status after the end of the institutional refund period, a refund to the State is not required if 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 College for the payment period.

Unofficial Withdrawals

Federal aid recipients whose final semester record indicates “0” credits earned due to any combination of F, W, WD or “blank grades” will be considered to have unofficially withdrawn from the college. The Federal Return to Title IV (R2T4) regulations will consider that 50% of the student’s federal aid is unearned and will require repayment to the federal aid programs.

Students are encouraged to contact the Financial Aid Office immediately if it becomes necessary to cease attendance in all courses in any semester.

Student's Rights and Responsibilities

The rights and responsibilities of financial aid recipients are listed below:

Student Rights:

- To have complete information regarding fees, payment, and refund policies available to you.
- To have all personal and family financial information treated with sensitivity and confidentiality.
- To have aid awards credited to their account in a timely manner;
- To know the source(s) and amount(s) of aid for which they are eligible;
- To submit an appeal or request a reevaluation if circumstances change.
- To know what portion of your financial aid package must be repaid and what portion does not.
- To request an explanation of the funds in your financial aid package and decline any portion of your award.

Student Responsibilities:

- Meet your financial obligations to the college
- Know and comply with the rules governing all financial aid you receive.
- Read and understand all materials sent by the Financial Aid Office.
- Accept responsibility for all agreements signed by you and keep copies of all materials for your records.
- To provide the Financial Aid Office with all verification materials requested within the time frame given.
- Complete the Free Application for Federal Student Aid (FAFSA) each year prior to the college’s established priority deadline.
Advise the Financial Aid Office if you change your housing status from the original application and/or change your enrollment status at any time.

Respond promptly to any information requests from external organizations, including the NJ Higher Education Assistance Authority (NJ HESAA)

Notify the Financial Aid Office immediately if you expect to withdraw or take a leave of absence from the college.

Advise the Financial Aid Office of any additional aid (outside sources) received which are not indicated on your financial aid award letter.

Maintain good standing and satisfactory academic progress as defined in the academic section of this catalog.

Report to the Internal Revenue Service (IRS) any grants and scholarships which are in excess of tuition, fees and books which completing your federal tax return.

Web sites with additional financial aid information:

1. www.finaid.org
2. www.fastweb.com
3. www.mapping-your-future.org
4. www.hesaa.org
5. www.ifap.ed.gov

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 College 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.

Classification by Credit-Hours

<table>
<thead>
<tr>
<th>Classification</th>
<th>Credit-Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>0-29</td>
</tr>
<tr>
<td>Sophomore</td>
<td>30-61</td>
</tr>
<tr>
<td>Junior</td>
<td>62-93</td>
</tr>
<tr>
<td>Senior</td>
<td>94 or more</td>
</tr>
</tbody>
</table>

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 Business, Clinical Laboratory Science, Criminal Justice, or Nursing; Master of Arts in Education or Religious Education; Master of Science in Nursing; Associate in Arts in Liberal Arts.

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 12 credits 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.
Code of Conduct

Students at Felician College are governed by the regulations and provisions printed in this catalog and in the annually issued Student Handbook, as well as those regulations promulgated during the course of the academic year. The College expects every student to uphold the highest standards of conduct and reserves the right at any time to suspend or dismiss a student whose conduct is unethical, inappropriate, or in violation of College policy. As of fall 1999, all students are governed by the policies and procedures of a college-wide Honor Code policy.

FELICIAN COLLEGE HONOR CODE

The policies and procedures of the Honor Code apply to all members of the college community. This includes all students whether undergraduate or graduate, full-time or part-time, regularly enrolled, non-matriculated, or cross-registered from a neighbor 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 college community are required to acquaint themselves with the provisions of the Honor Code through the information on the college’s eCompanion page, the Student Handbook, and the college 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 any professors involved.

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.

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.

† 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.
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 electronic devices such as pagers, cell phones or PDAs to transmit information,
  - 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 of papers prepared by commercial or noncommercial agents and submitted as a student's own work.
- Submission of work downloaded from the internet. This includes entire essays or partial downloads if the source is not cited properly.
- Submission of work prepared for another course without specific prior authorization of the instructors in both courses. Use of a student's own work, whether prepared in the relevant class or in another, is governed by all the rules of scholarship mentioned in the above section on plagiarism. A student may use citations, sources, whole sections of a paper so long as proper acknowledgement is made and the written permission of any instructors involved has been secured.

Falsification of results of study and research.

Penalties for Violation of the Honor Code

The actual penalty for a violation of the Honor Code is determined by the course instructor. Neither the Honor Council nor the Faculty Advocate enters into any consideration of grading. The Council’s sole function is to determine if a code violation has occurred once an appeal is brought before it by a student.

Sanctions Imposed by the College for Violations of the Honor Code

Students suspected of violating 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 letter will result in suspension for one semester. A third letter shall result in dismissal from the College.
Responsibility of the Individual

Without the support and cooperation of the entire Felician College 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 College. 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 student body is represented by two students from each division. These students are named by the deans of each division in consultation with the division's department chairs. The student members of the Council serve one year terms and can be re-appointed for as long as they are enrolled as full-time students, maintain at least a 2.00 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.

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

The Honor Pledge

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

The written pledge signifies that the work submitted is the student's own and that it has been completed in accordance with the requirements of the course as specified by the instructor. In addition, each student and faculty member is expected to establish a clear understanding of the requirements in each course. Any student uncertain about the application of the Code in a particular course requirement should consult the instructor. The Honor Code pledge, should be included in all written work completed by the student and submitted for a grade. Any work handed in for credit, however, will be considered pledged unless exempted by the instructor.
HOLD POLICY

Students who have been placed on hold for any reason must resolve the problem within the first three weeks of the semester. Should they fail to do this, they must wait until the next semester to resume their studies. Any exceptions to this policy must be cleared through the Dean of the Division for which the student is registering and the office of the Vice President for Academic Affairs.

INSTITUTIONAL REVIEW BOARD

The Felician College Institutional Review Board for the Protection of Human Subjects (IRB) reviews all College research proposals involving human subjects. Any such research taking place at the College, or carried out by faculty, staff, or students of the College, must be reviewed and approved by the IRB. The primary responsibility of the IRB is to safeguard the rights and welfare of research subjects. In addition, the IRB charged with protecting the researcher and the College by ensuring that all human subject research conforms to the requirements of the Code of Federal Regulations, Title 45, part 46 (45 CFR 46), together with any other applicable federal, state, or local codes and revisions. The IRB holds periodic workshops providing information to the campus community regarding IRB application procedures, informed consent, and IRB review and approval. In addition, a complete application form together with instructions and examples is available on the College web pages, on reserve at the library, and in each division office. Questions or concerns should be addressed to the Chair of the IRB.

E-LEARNING PROGRAM

The E(lectronic)-Learning Program was established in the spring semester of 2001. In fall 2001 a Standing Committee for E-Learning was established to assist in formulating policy and directions for the Program. Felician College contracted eCollege as its portal to deliver online courses.

Mission Statement: In accordance with the Felician College mission statement of promoting professionalism and quality education, the Distance Learning Program seeks to provide Felician College faculty with the necessary tools, skills, and knowledge needed to deliver and teach online courses. This mission is achieved by integrating the necessary tools and technologies to enhance the online learning experience.

Use Policy: All students enrolled in an online course or courses using the eCollege platform should abide by the terms of this document.

Ethics: A student of Felician College will abide by all rules and regulations published by the College, and agree that he/she is subject to the jurisdiction of all-disciplinary panels and procedures established by the College to address violations of rules or the honor code. All assignments submitted to the professor, as well as all tests taken, shall be solely performed by the student, except where the professor has requested participation in a group project. Students will not submit work that is plagiarized or otherwise violates copyright laws of the United States of America.

As a user of the Internet courses of Felician College, a student will respect the privacy of other users, respect the integrity of the computer systems and other user’s data. It is the student’s responsibility to respect the copyright protection of licensed computer software. Students will not intentionally obstruct, disrupt or interfere with the teaching and learning occurring on the web site, through computer “hacking” or any other nefarious methods. Users understand that they will be held liable for monetary damages for any such wrongful actions undertaken, and agree to the venue located in the State of New Jersey. Students will not harass, stalk, threaten, abuse, insult, or humiliate any student, professor or administrator using the College computer system or any other computer system utilized by Felician College. This includes, but is not limited to demeaning written or oral comments of an ethnic, sexist, or racist nature, and unwanted sexual advances or intimidation.
As a member of the College community, users are held accountable not only for upholding civil and criminal laws, but the Felician College standards as well. Enrollment does not confer either immunity or special consideration with reference to civil and criminal laws. Disciplinary action by the College will not be subject to postponement on the grounds that criminal charges involving the same incident have been dismissed, reduced, or are pending in a civil or criminal court. In addition, Felician College reserves the right to pursue disciplinary action if a student violates a standard and withdraws from the College before administrative action is final.

**Copyright**

Courses offered online comprise and contain copyrighted materials. All course material is the exclusive property of Felician College. The course delivery system is the property of eCollege.com, Inc. The eCollege website is provided solely for the use of students and prospective students of Felician College. No one may distribute, publish, or use the materials, audio files, images or design, or any part of the materials, audio files, images, or design of the website whatsoever. Users are only authorized to view, copy, and print documents contained within the website, subject to the agreement that:

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

**CONFERRING OF DEGREES**

**Graduation**

Degrees are conferred by the President of the College 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 with the Office of the Registrar no later than the first week of the final semester. 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 College for a four-year program (49 credits for those in the Accelerated Degree Program, 30 credits for those in a two-year program), have no grade below a “C,” and no grade below a “C+” in the major, will qualify to graduate with Honors. The degree is conferred with honors based on the following GPA:

<table>
<thead>
<tr>
<th>Honors Degree</th>
<th>with a GPA average of</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cum Laude</td>
<td>3.500 to 3.690</td>
</tr>
<tr>
<td>Magna Cum Laude</td>
<td>3.700 to 3.890</td>
</tr>
<tr>
<td>Summa Cum Laude</td>
<td>3.900 to 4.000</td>
</tr>
</tbody>
</table>

Valedictorian

The Valedictorian is 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 College.
5. Completion of a Baccalaureate degree program.

Final Selection and Approval of the Valedictorian

The name of the candidate selected for Valedictorian is submitted by the Vice President for Academic Affairs to the President for approval.

GRADES AND GRADING POLICY

Grading System

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Equivalent</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
<td>4.000</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
<td>3.670</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.333</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>3.000</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>2.670</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>2.333</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>2.000</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>1.670</td>
</tr>
<tr>
<td>D</td>
<td>65-69</td>
<td>1.000</td>
</tr>
<tr>
<td>F</td>
<td>64 or below</td>
<td>0.000</td>
</tr>
</tbody>
</table>

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:

- **Fall:** February 1st
- **Spring:** June 15th
- **Summer I:** August 1st
- **Summer II:** September 15th

**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, or audit to credit once the course is in progress. Auditors may not participate in mid-term and final examinations. There is a fee for auditing courses (please see page 23).

**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.

**A** Indicates distinction based upon superior mastery and application of content of the course. The student must manifest originality and independence of thought as well as critical analysis and a superior degree of intellectual initiative. It equates to a grade of 95-100.

**A-** Evidences mastery of course content and somewhat manifests originality. The degree of accomplishment is below the level of grading of 95-100 and equates to a grade of 90-94.

**B+** Indicates excellent academic performance through clear comprehension of the foundations of the discipline as well as exploration of scholarly issues. The student must show deep interest, enthusiasm, and integration of theoretical and practical application of the course with personal growth and development. It equates to a grade of 87-89.

**B** Indicates above average or very good academic performance through the integration of scholarly and practical application of the foundations of the discipline. It equates to a grade of 83-86.

**B-** Evidences a level of achievement above average and equates to a grade of 80-82.

**C+** Indicates better than satisfactory or good attainment of the objectives of the course, completion of all assignments and demonstration of college-level competence in oral and written comprehension of subject matter. It equates to a grade of 77-79.

**C** Indicates a satisfactory level of academic achievement, marked by a clearly demonstrated understanding of college-level foundations of the course. It equates to a grade of 73-76.

**C-** Indicates a marginal level of achievement and a minimal meeting of course standards and equates to a grade of 70-72.

**D** Indicates a less than satisfactory or poor level of academic performance in the discipline, characterized by minimal mastery of subject matter. It equates to a grade of 65-69.

**F** Indicates deficiency in academic performance and incomplete understanding of the foundations of the course. The student must repeat the course to receive credit. It is equates to a grade of 0-64.

**P** Indicates satisfactory academic performance and a general understanding of all course material without a specifically assigned grade.
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 College’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 grade points). The semester GPA is based upon only those courses attempted during a given semester. The cumulative GPA is based on all courses completed at the College.

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

Grades for courses that carry in-house credits are not included in the grade point average.

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

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

Audit Policy

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

Credit Load

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

Students whose academic record gives evidence of their ability to do outstanding work may register for twenty credits or more with the permission of the Vice President for Academic Affairs.

**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,” “F” or INC. All freshmen 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 Division Dean. Students who receive Mid-Term Warning letters should confer, without delay, with the course instructor(s).

**Final Examinations and Grades**

All final examinations are held on the dates and in the places designated on the Examination Schedule issued by the Office of the Registrar. No student is excused from these examinations. Illness or other substantive reasons may lead to a deferment of an examination. The Instructor must be notified and supporting documentation must be submitted. (See “Incomplete” grade on page 40.)

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 College 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.

Unexcused absence or failure to withdraw officially will result in an “F” grade. Students who process registrations, never attend class, and never officially withdraw will receive a grade of “F” and are not eligible for tuition refunds.

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

For optimal student development, it is recommended that students attend all academic, religious and social activities.

**Prolonged Absences**

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

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

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

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

Academic Probation, Dismissal, and Suspension

Failure to maintain established standards of academic performance will result in probation, dismissal or suspension from Felician College. Academic Probation carries with it a possible reduction in course load, the repetition of required courses, and more frequent conferences with Department Chairs, Advisors, and an Academic Counselor. No student may be on Academic Probation for more than three semesters. If a student must be placed on Academic Probation a fourth time, he or she will be dismissed from the College. Failure to demonstrate improvement may result in dismissal.

Felician College reserves the right to request, at any time, the withdrawal or suspension of a student who does not meet academic and/or ethical standards, who cannot observe the social regulations or standards of conduct at both the College and off-campus practicum sites, and who exhibits inappropriate behavior. 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 Division 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 Division 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 College 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 Division from which the student was dismissed, or by the Vice President for Academic Affairs.

Disciplinary Dismissal

Felician College reserves the right to dismiss, at any time, a student who does not observe the social regulations or standards of conduct at the College and/or an off-campus practicum site. The final decision concerning all matters of disciplinary dismissal rests with the Vice President for Academic Affairs, in consultation with the appropriate Department Chair and Division Dean and Vice President for Student 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 published date will not be eligible for the Dean’s List.

REGISTRATION POLICIES AND PROCEDURES

Students at Felician College are advised and registered on the dates scheduled in the College calendar. Payment of tuition and fees must occur according to the policies set by the Business Office. Upon payment, students receive an authorized class admit slip showing courses for which they are registered. An admit slip must be shown to the instructor of each course at the first class meeting.

Cancellation of Courses

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

Change of Registration

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

Change of Status

Students who have completed Associate Degree programs at Felician College may apply to a Bachelor’s Degree program by applying through the Admission office.

Course Attempt

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

Course Repeat Policy

1. Students must repeat Core, major or major-related courses in which they earn a “D” or an “F.” Nursing majors, moreover, must repeat major courses in which the grade is a “C” or lower. Students must also repeat attempted major courses from which they have withdrawn.

2. A second attempt at the same course is considered a “Repeat.”

3. Students cannot repeat elective courses in which grades other than a “D” or an “F” have been earned.

4. Credits for a repeated course are counted only once.

5. The “Repeat” grade becomes the official grade. Quality points from the original grade are replaced by the repeat grade. The original grade and repeat grade appear on the academic transcript.

6. Students who pre-register for the second half of a sequential course, but who do not successfully complete the first half when it is a pre-requisite for the second half, must officially withdraw from the second half before the semester begins.
7. A student may repeat a failed course no more than twice. More restrictive requirements within a specific major may supersede this policy.

8. “Repeat” courses must be labeled as such on the registration form.

**Drop/Add**

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

1. A student may withdraw from 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 drop a course before the last date to withdraw without academic penalty.

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

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

3. Dates for withdrawing from a mini-course, from courses in Summer Sessions I and II and Weekend Classes will be posted each semester.

   Note: Students who fail to withdraw officially (i.e. drop the course using the forms obtainable in the Office of the Registrar) may receive the grade of “F” and/or unofficial withdrawal.

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

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

**In-House Credits**

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

**Internal Transfer**

Matriculated students who wish to change degree programs must complete the Change of Major Form available in the Office of the Registrar. This declaration must be completed in its entirety and returned to the Registrar’s office. This procedure is followed only if the student has already been accepted into a degree program through the Office of Admission.

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

**Leave-Of-Absence**

The College grants a Leave-of-Absence for up to one year to a matriculated student in good standing. The Office of the Registrar can provide an application which must be completed and signed during the mandatory exit interview with the Division Dean or Department Chair. The student must return the signed applications to the Office of the Registrar for processing and distribution. The signature of the Vice Presi-
dent for Academic Affairs indicates approval of the Leave-of-Absence, which becomes effective on the date the Vice President for Academic Affairs approves the action. A $10.00 (non-refundable) fee is payable in the Office of the Registrar at the time the form is returned for processing.

A Leave-of-Absence is included in the total time the student has to complete the degree program. The re-entry date will be indicated on the application form. A Leave-of-Absence becomes an unofficial withdrawal if the student does not officially withdraw or apply for an extension on or before the above dates, or if the leave is denied and the student does not continue studies.

College credits earned at any institution during a Leave-of-Absence will not be accepted for transfer at Felician College.

The Registrar will distribute copies of the application after approval.

A Leave-of-Absence will be granted only before the Official Withdrawal date of the semester in which the student is registered.

Students applying for a Leave-of-Absence or Official Withdrawal - and are indebted to the College (have an outstanding balance with the Treasurer, owe a book or library fine or parking fees) - must clear the debt within two weeks from the date of application. Students cannot return to Felician College until all debts have been cleared.

Leave-Of-Absence Extension

Leave-of-Absence Extension applications may be obtained in the Office of the Registrar. The signature of the Vice President for Academic Affairs indicates approval of the Leave-of-Absence. A $5.00 fee is payable in the Office of the Registrar at the time the form is returned for processing.

The Office of the Registrar will distribute copies of the application upon approval. Any student denied a Leave-of-Absence extension must return on the original re-entry date or officially withdraw. Failure to do so results in an Unofficial Withdrawal.

Official Withdrawal

An Official Withdrawal is granted to a matriculated student in good standing. An application is available (for a nonrefundable $10.00 fee) in the Office of the Registrar. The application must be completed and signed during the mandatory exit interview with the Division Dean or Department Chair who then forwards it, for approval, to the Vice President for Academic Affairs.

The Time Policy stated in the Drop/Add section applies to Official Withdrawals that become effective on the date the Vice President for Academic Affairs signs the application.

A student denied a Leave-of-Absence must file an Official Withdrawal application. The Office of the Registrar will distribute copies of the application upon approval.

A student's permanent record will indicate an Unofficial Withdrawal if the above procedure is not followed.

Unofficial Withdrawal

1. Matriculated students who are denied a Leave-of-Absence and do not file an Official Withdrawal application are considered unofficially withdrawn.

2. Matriculated students who leave the College 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.

**STANDARDS OF ACADEMIC PROGRESS (SAP)**

Undergraduate students seeking a degree or certificate are expected to complete coursework and attain a cumulative Grade Point Average based on the chart below:

<table>
<thead>
<tr>
<th>Percent of credits completed vs. credits attempted</th>
<th>Cumulative Grade Point Average (GPA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon Completion of 2 full-time equivalent semesters/terms (24 attempted credits)*</td>
<td>30%</td>
</tr>
<tr>
<td>Upon completion of 4 full-time equivalent semesters/terms (48 attempted credits)*</td>
<td>50%</td>
</tr>
<tr>
<td>Beyond 4 full-time equivalent semesters/terms (49 attempted credits or more)*</td>
<td>67%</td>
</tr>
</tbody>
</table>

* Enrollment in less than 12 credits will be prorated based on an individual student's enrollment status.

- Determination of a student's academic progress is reviewed once each academic year, prior to the start of the fall semester.
- All courses taken during the preceding academic year, including summer courses, are counted.
- Courses taken at another college as a visiting student and accepted by Felician College are counted toward credits completed.
- Once a student has attempted 180 credits or more s/he 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**

- 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. The F grade is also factored into the GPA calculation per institutional policy.
- Repeated courses are included in credits attempted for each occurrence. The impact on GPA will reflect institutional policy.
- An Incomplete grade will not be counted towards the number of courses completed until the student has successfully met the requirements of the course and/or received a final grade.
- Courses graded on a pass/fail basis will be counted in credits attempted but will not count in the GPA 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 SAP will be reviewed for that student.
- 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.
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.

**Students Who Change Their Major**

A student who changes his/her major will have the SAP formula calculated based on the number of equivalent full-time semesters from the previous major that fulfill course requirements for the new major.

**Students Who Leave and Return**

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

**Transfer Students**

Transfer students must meet the percentage requirement based on the number of equivalent full-time semesters accepted in transfer. Every 12 credits accepted by Felician College will constitute one full-time equivalent semester.

A student, who withdraws from Felician College, enrolls at another college and then returns to Felician must meet the same standards as a transfer student.

**Second Undergraduate Degree**

Students pursuing a second degree must complete 67% of their coursework and maintain a 2.00 minimum cumulative grade point average.

**Graduate Students**

A student pursuing a degree or certificate at the Master’s level must meet the minimum requirements for their program as stated in the college catalog.

**Appeals**

Students who fail to meet the academic progress standards will have their financial aid eligibility terminated. A student may submit an appeal based on mitigating circumstances. 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 of the student
- Other unusual circumstances

Special consideration will be given if late grade changes or course corrections occur. One factor in the acceptance of an appeal will be the determination that the situation has been resolved and the student can now be expected to make normal progress and will meet the standards in the future.
• A student whose appeal has been accepted will have his/her financial aid eligibility reinstated for the entire academic year.
• An appeal based on mitigating circumstances will be approved only once during a student’s enrollment at Felician College.
• Requests for an appeal can be submitted to the Financial Aid Office.
• All decisions of the Appeals Committee (comprised of multidisciplinary members of the staff and faculty) are final.

In order to establish and retain eligibility for Title IV Federal, State and institutional financial aid funds, students must be making Satisfactory Academic Progress (SAP) (see 34 CFR 668.16(c), 34 CFR 668.32 (f), 3f CFR 668.34). The Felician College SAP policy is consistent with the institution’s requirements for graduation.

Withdrawal for Specific Circumstances

Medical, psychological, and compassionate withdrawals are initiated at the Student Wellness Center. Specific circumstances include:

1. Withdrawal from classes for medical or psychological circumstance: When an enrolled student experiences illness, injury, or psychological/psychiatric disorders, a student, parent, or guardian may request a medical withdrawal from school. Appropriate documentation must accompany the withdrawal request.

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

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

Student Wellness Center designees, in consultation with the Vice President for Student Services/Rutherford Campus Administrator, determine the appropriateness of the withdrawal. Students who are granted withdrawals receive grades of WD (withdrawal) in courses in progress at the date of the withdrawal.

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

NOTE: The student is strongly encouraged to consult with the Business Office and the Financial Aid Office to identify and understand the monetary implications of processing a withdrawal. If student health insurance is provided by an agency for the college, the student health insurance coverage will terminate on the date of the withdrawal.

Family Educational Rights and Privacy Act of 1974 (FERPA)

Students who desire access to their official College 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 College cannot release a student’s records, in other than emergencies, without a student’s written consent. These records may be released, however, to other College 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 College as Directory Information: name, address, major, field of study, class level and status (full-time, part-time), dates of attendance, degrees and awards received.

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

Residency Requirement

All matriculated students must complete the last thirty credits of their degree program at Felician College.

Transcript of Records

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

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

Transfer Credit After Matriculation

Only in extraordinary cases will the College permit matriculated students to register for coursework at another institution. A request form for Course Work at Another Institution is available in the Office of the Registrar and must be completed and filed by deadlines published by the Registrar. Before registering at another institution, a matriculated student must obtain permission from the appropriate Advisor, Department Chair, Division Dean, and the Vice President for Academic Affairs. Within two weeks of completion of the course, the student must forward official transcripts for these grades to the Office of the Registrar. Students are responsible for satisfying academic policies regarding Transfer Credit and major requirements as stated in this catalog. A student must earn the last 30 credits of any degree program at Felician College.
STUDENT SERVICES

ACADEMIC SUPPORT SERVICES

CENTER FOR ACADEMIC SUPPORT SERVICES

Academic counseling with respect to course selection, degree requirements, and choice of academic major(s)/minor(s) for matriculated and non-matriculated undergraduate students is provided at the Center. The staff of the Center also administers the Nurse Entrance Test (NET), basic skills placement tests, and information regarding challenge exams and CLEP testing.

Advising

Students must see their Advisor(s) during the Advising Period specified in the brochure of course offerings. Students are responsible for the selection of courses that will satisfy graduation requirements. It is also the students’ responsibility to repeat required courses that they have dropped, failed, or in the case of transfer students, which were incomplete at the time of transfer. Current students who do not register during the specified Advising period will be charged a $35.00 late fee.

All registration materials are completed during the Advising Period and are forwarded by the student to the Office of the Registrar for processing. Processing will occur only if the student has met all of his or her obligations (health compliance, monetary, financial aid, and admissions) to the College. Only upon completion of these procedures is the student registered.

Non-matriculated students must consult with a staff member in the Center for Academic Support Services.

Testing

Advanced Placement (AP) Credit

Students who present an Advance Placement Test of the College Entrance Examination with a score of four or five will be granted appropriate College credit, depending upon subject area.

Nurse Entrance Test (NET) is designed as a diagnostic instrument to assist nursing programs in evaluating the academic potential of applicants.

Essential Math Skills tests basic mathematical ability (addition, subtraction, multiplication and division of whole numbers, decimals and fractions, the use of proportions and ratios, and algebraic equations. Calculators are not allowed. Students are allowed 60 minutes to complete 60 math problems.

Reading Comprehension for Science Textbooks evaluates reading comprehension at the inferential level for science related material. The reading selections are at the tenth grade level of difficulty for vocabulary and sentence syntax. This reading ability is considered the normal adult reading ability level for applicants to college-level courses. Students are allowed 30 minutes to complete 33 questions.

For information about test dates and/or to reserve a seat for the test contact the Center for Academic Advising & Testing at 201-559-6043. It is the student's decision as to when to take the test. There is a $30.00 non-refundable fee for taking the test.

The Director of Academic Support Services will notify students, in writing, of their test results. Students have two attempts at passing. NET scores taken within the last three years will be accepted. Students who have tested somewhere other than the Felician College Center for Academic Advising & Testing must make their request directly to Educational Resources Incorporated (ERI) 1-800-292-2273 to have their
scores sent to the Division of Nursing and Health Management, 262 S. Main Street, Lodi, NJ 07644, Attention: Chair, BSN/Generic Program.

Students who have a documented learning or physical disability may request accommodations; however, the process of receiving, reviewing, and recording the information takes time so please begin the process as soon as possible. The entire process is outlined in a brochure titled “Office of Services for Students with Disabilities” which can be obtained from either the Center for Academic Support Services or the Office of Admission. When scheduling an appointment for the test please request the accommodation.

**Basic Skills Placement Testing in English** is mandatory for any student who has not earned a grade of “C” or better in a College level English course, has not taken the SAT or scored below 450 on the Verbal SAT. The Placement Exam in English requires students to produce a 350 to 500-word response to an essay. The responses are evaluated on content, structure, grammar, and basic mastery of English idiom. The results of this test are used to enroll students in the appropriate level courses.

**Basic Skills Placement Testing in Mathematics** is mandatory for any student who has not earned a grade of “C” or better in a College level mathematics course. The Felician College Mathematics Department Placement Test is used to determine a student’s level of preparedness for college mathematics. This paper and pen test covers two levels of pre-college mathematics: arithmetic computation and elementary algebra. The results of the test are used to enroll students in the appropriate level mathematics course for their skill level. The possibilities include MT 001 (Prealgebra), MT 002 (Algebra), or a College level course appropriate for the student’s major area of study.

Students may re-test once for a fee of $10.00 but they must do so prior to the start of the academic semester.

Transfer students who have attempted developmental/remedial courses at previous institutions will be advised based on their academic progress in these courses.

If you have a learning or physical disability that would prevent you from taking the test under standard conditions, you may request special accommodations. No charge is made for these arrangements, but you must have documentation supporting the need. For details, please contact the Section 504 Coordinator at 201-559-6110.

**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 Division Deans.

Upon passing the Challenge Examination students apply to have examination credits awarded by the College, 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 College’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 College 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 15 CLEP credits will be accepted toward an associate degree and 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 College is available in the Center for Academic Support Services. Students should consult with their advisor(s) and program requirement before taking a CLEP exam.

**Center for Learning**

The Center for Learning provides services to assist students meet the demands of college life so that they can achieve academic success. The tutors are dedicated individuals who can help students develop the strategies, knowledge, and skills needed to be successful with their course work. The Staff of the Center for Learning provides weekly tutoring assistance in English, math, and other selected academic disciplines. The tutorial staff consists of both professional and peer tutors.

**Services for Students with Disabilities**

In compliance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973, the College seeks to provide reasonable accommodations to students with documented disabilities. Felician College does not offer a separate program for students with disabilities, but strives to help these students within the existing curriculum. Accommodations may include, but are not limited to, untimed testing, tape recording lectures or special seating.

To receive a copy of the policy and procedures for providing services to students with disabilities, contact the Coordinator of Services for students with disabilities in the Center for Academic Support Services.

**Developmental Studies**

The Developmental Studies program helps under prepared students develop basic writing, computation and critical reasoning skills, as well as to acquire an understanding of the fundamental responsibilities and expectations that are part of student life. Students who do not demonstrate proficiency in English automatically become part of the program.

**ATHLETICS**

The Rutherford Campus houses the Felician Gymnasium and the Lodi Campus boasts a state-of-the-art Fitness Center for students, faculty, and staff. The College offers intramural and recreational sports activities. The intercollegiate sports program includes men’s and women’s basketball, men and women’s cross country and track, men and women’s soccer, women’s softball and men’s baseball. Felician College participates in Division II of the National Collegiate Athletic Association (NCAA), Division II of the National Association of Intercollegiate Athletics (NAIA), and the Central Atlantic Collegiate Conference (CACC).

**ALUMNI ASSOCIATION**

The Felician College Alumni Association was formed in 1966 to provide an organization through which graduates could deepen and continue the friendships and associations developed during their student days. In 1990, the Association broadened its horizons to provide and coordinate programs and services that
support Felician College and benefit its alumnae/i. The Director of Alumni Relations supervises and directs all alumnae/i activities.

Upon graduation, a student automatically becomes an alumna/alumnus of Felician College. To become an active member of the Alumni Association, which coordinates and implements alumni events, student scholarships, mentoring, and recruitment, the alumni pay a one-time membership fee. Benefits (subject to change) include:

- Use of the computer laboratory
- Access to a broad range of online indexed journals and reference sources from within the Library
- Use of the fitness center
- Discounted tickets to athletic events
- The ability to vote, attend annual meetings, and hold an office in the Alumni Association

The Alumni Association has an active Executive Board composed of officers and committee chairpersons.

**BEHAVIORAL HEALTH AND COUNSELING SERVICES**

Behavioral health counseling services are available to help students achieve their educational goals, learn the process of problem solving, and make full use of their potential for continued growth beyond the educational experience. Individual counseling services are confidential and without fee and are offered by appointment during the office hours of the Student Wellness Center. Psychiatric referrals to appropriate specialists are made when deemed necessary. Mobile outreach services are available 24 hours a day, 365 days a year through Care Plus, 201-262-HELP (4357). While keeping within required parameters for confidentiality, the college reserves the right to terminate campus residency of any student who demonstrates harm to self or others.

**BOOKSTORE**

Students can purchase textbooks and other supplies at the Campus Bookstore located on the ground floor of Albin Obal Hall in Lodi. The Bookstore - open daily during posted hours - also provides gifts, cards, college mementos, and miscellaneous items.

**CAMPUS MINISTRY**

Moral and spiritual development is a primary component of the College’s mission. Not only does Felician College provide activities for self-oriented discovery, but offers a campus ministry program for exploring a personal relationship with God. The campus ministry team collaborates with the Religious Studies Department in conducting student forums, a lecture series, pre-marriage and marriage seminars, RCIA and ecumenical programs.

The liturgy of the Eucharist is celebrated in the Lodi College chapel daily, in the Main Lobby in Lodi on special occasions, and on Sunday evenings at the Rutherford campus. Opportunities are available for the Sacrament of Reconciliation. Search seminars, shared prayer, days of recollection, weekend retreats and liturgical programs provide extended dimensions for varied campus prayer experiences. Through individual direction, group interaction and numerous religious activities, Felician College endeavors to build a strong faith community.

**CAREER SERVICES CENTER**

The Career Services Center supports the mission and advancement of Felician College as a leading institution whose focus is to “…provide a full complement of learning experiences…designed to bring students to their highest potential and prepare them to meet the challenges of the new century…” With this in
mind, the Career Services Center uses a comprehensive collaborative approach to coordinate campus resources to meet the needs of students and alumni, serve as a liaison for institutional and faculty support, facilitate professional development programs, and strengthen relationships with the community-at-large. Ultimately, the Career Services Center seeks to assist students and alumni define their career goals well beyond the baccalaureate level by taking the steps necessary to achieving them. Moreover, the Center also works with employers, graduate and professional schools, and other members of the community interested in not only recruiting at Felician, but also developing extended relationships.

The staff of the Career Service Center strives to provide centralized well-balanced direct services, educational programs, and resource materials to help students and alumni secure employment, obtain internships, and/or pursue other educational endeavors consistent with their career goals and objectives. To actively enable students and alumni to map out a successful career planning course, the following are key services available at the Center:

<table>
<thead>
<tr>
<th>Service</th>
<th>Description</th>
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<tbody>
<tr>
<td>Choosing a Major</td>
<td>Networking Skills</td>
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<tr>
<td>Interest Inventories</td>
<td>Interviewing Skills</td>
</tr>
<tr>
<td>Researching Careers</td>
<td>Practice Interviews</td>
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<tr>
<td>Résumé Critiquing</td>
<td>Salary Negotiation</td>
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<tr>
<td>Job Search Correspondence</td>
<td>Evaluating Job Offers</td>
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<tr>
<td>Job Searching</td>
<td>Graduate School</td>
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<tr>
<td>Seminars/Workshops</td>
<td>Career Days</td>
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<tr>
<td>Career Counseling</td>
<td>Career Resource Library</td>
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</table>

The above core services are an illustration of the commitment to fulfill the mission and goals of the Career Services Center, which are:

- To value each individual as unique and part of a diverse and inclusive college community.
- To provide undergraduates, graduate students and alumni with caring, customized service, individualized to address the changing needs of current labor market trends.
- To participate in a wide range of partnerships with employers, campus and local communities, and academic and administrative departments to enhance the overall development of students and alumni.
- To employ the best tools – both human and technological – to maximize the accessibility and effectiveness of our services.
- To maintain a collection of up-to-date carefully selected resources both in our library and on-line.

Consequently, whether students are just beginning their academic careers or leaving Felician College, the Career Services Center serves as a one stop hub for coordinating career-related services and programs that help students and alumni explore a myriad of options for the future. All students and alumni are encouraged to schedule an appointment in the Career Services Center to help them manage and explore their careers pre- and post-graduation.

**CHILD CARE SERVICES**

Felician College Child Care Center services are available to College personnel and students. Faculty, staff, and fulltime students (minimum 12 credits per semester) will receive a 10% discount off the regular fees for the use of the Child Care services during its normal operating hours.

The Lodi Center is open from 7:30 a.m. till 5:30 p.m. from Monday through Friday, offering a flexible but structured full-day program from 9:00 a.m. till 11:30 a.m. or 1:00 p.m. till 3:30 p.m. Hours before 9:00 a.m. or beyond 3:30 p.m. are listed as extended hours during which children are cared for and engaged in a vari-
ety of non-structured activities. The Lodi Center offers both a drop-in program and flexible part-time arrangements.

The Child Care Center only accepts children between the ages of 2 1/2 and 5, and only those totally toilet trained.

**COMMUNITY SERVICE/SERVICE LEARNING**

Building upon the knowledge gained through the College’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 College encourages students to develop a concern about, and become a participant in remedying, human problems. Community Service/Service Learning has been piloted successfully as a requirement in the College’s Honors program and is now a requirement for all graduating seniors in the traditional academic programs. Core 400, “The Franciscan Vision: Self, Service and Society” fulfills the College-wide Community/Service/Service Learning requirement.

**CULTURAL OPPORTUNITIES**

The cultural calendar at Felician College encompasses many phases: classical recitals and popular concerts, professional drama and student productions, lectures and demonstrations, movies and art exhibits. In addition to the programs offered at the College, Felician College participates in cultural activities at nearby colleges and community centers. Opportunities are also afforded to enjoy theater parties, trips to museums and places of interest in nearby New York City. The Felician College Studies Abroad program explores the impact of life abroad within the context of its cultural heritage and its relation to American life.

**FOOD SERVICES**

Meals are served in the Lodi cafeteria, located on the lower level of Albin Obal Hall, Monday through Friday, according to the following schedule:

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<tbody>
<tr>
<td>Breakfast</td>
<td>7:30 a.m. – 9:00 a.m.</td>
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<tr>
<td>Lunch</td>
<td>11:30 a.m. – 1:30 p.m.</td>
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<tr>
<td>(Monday – Thursday) Dinner</td>
<td>5:15 p.m. – 8:30 p.m.</td>
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<tr>
<td>Friday night and Saturday service are available when Weekend Classes are in session</td>
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Meals on the Rutherford Campus - served at the cafeteria located on the lower level of the gymnasium - follow this schedule:

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<tbody>
<tr>
<td>Weekdays</td>
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</tr>
<tr>
<td>Breakfast</td>
<td>7:30 a.m. – 10:00 a.m.</td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td>11:00 a.m. – 2:00 p.m.</td>
<td></td>
</tr>
<tr>
<td>(Monday – Thursday) Dinner</td>
<td>4:00 p.m. – 7:00 p.m.</td>
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<tbody>
<tr>
<td>Weekends</td>
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<td></td>
</tr>
<tr>
<td>Lunch</td>
<td>11:00 a.m. – 1:00 p.m.</td>
<td></td>
</tr>
<tr>
<td>(Monday – Thursday) Dinner</td>
<td>4:00 p.m. – 5:00 p.m.</td>
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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.
HEALTH SERVICES

Health services are available at the Student Wellness Center on the Rutherford campus, Monday through Friday during office hours. Students under 18 years of age must have parental consent on file in order to utilize the health services. Care is provided by a certified nurse practitioner. Testing and vaccines are provided at a discounted cost. Urgent care for evenings, weekends and holidays is available at an off-campus Immedicenter located at 1355 Broad Street in Clifton (approximately 5.3 miles from campus.) Their hours are 8 a.m. to 10 p.m. and they can be reached at 973-778-5566. Emergency care and nighttime urgent care is provided by local hospital emergency rooms. If required, emergency transportation to one of the local hospitals is provided by the local rescue squad.

All students are required to submit a current health form as a prerequisite to enrollment. The Felician College Enrollment Prerequisite Health Form is the only one accepted and is available at the Student Wellness Center on the Rutherford Campus or online at http://www.felician.edu/student_wellness_center/. Certain health criteria and documentation are mandated for all students by the New Jersey State Department of Health and by Felician College 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 Wellness Center for specific requirements. Any student who takes a leave of absence or withdraws and later re-enters should contact the Student Wellness Center upon returning to classes.

Student health records are confidential and maintained under the guidelines of the Health Insurance Portability and Accountability Act (HIPAA) privacy standard. As Protected Health Information (PHI), records can only be released by written request of the student.

The college reserves the right not to enroll students (or to terminate the enrollment of those enrolled) where health status makes it impossible for them to meet the academic and practicum requirement of their respective programs.

ORIENTATION

New students are introduced to college life through an orientation program that begins with a pre-admission interview and testing series. Peer support groups welcome and meet with new students during a new student orientation day and throughout the semester. During the summer, student government officers and peer supporters correspond with each incoming student and make every effort to generate a comfortable, relaxed spirit of belonging.

An orientation committee plans an orientation program during which new students get to know the campus and its people. Administrators, faculty and peer supporters acquaint new students with the information, skills and attitudes fundamental to successful academic performance. Orientation continues during the academic year through forums, Celebrate Freshmen Days, student seminars, and social events.

ORGANIZATIONS AND CLUBS

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

Art Association Culture Club. For those who love and want to support the arts or who are active in art, the association provides a varied program of workshops, trips to New York City, exhibitions, and speakers.

Aspiring Authors. An organization of students who meet to share original pieces of creative writing and develop their writing skills.
Angelicum Club. A group of students and faculty who gather to share their reflections on scripture, Bible study and vital religious topics.

Campus Ministry. Students and faculty working to coordinate opportunities for the College community to come together in faith.

Chess Club. An organization open to all students, staff and faculty, the Chess Club provides the opportunity to learn, to enjoy and improve one's ability at chess, through a variety of related activities. The members compete in interstate championship games.

Club Presidents' Council. An organization of club officers that promotes co-curricular involvement and student leadership.

Computer Science Club. An organization of students interested in expanding their knowledge of computer hardware and software through workshops, lectures, field trips and lively discussions.

Creative Writers'/Future Authors' Club. A group of students who meet to share their written work and to discuss opportunities for publication on- and off-campus.

Teacher Education Club. A student organization offering activities and service related to the teaching profession.

Greek Organizations. Kappa Sigma Xi Sorority, Zeta Alpha Zeta Sorority, Sigma Phi Omega Fraternity: campus chartered organizations whose purpose and aim is to provide service to the community and college and to foster bonds of friendship.

History and Social Sciences Club. An organization of students who show historical and significant films of the times, have field trips and lectures on History, Sociology, and International Studies.

Honors Students Association. A club for all students interested in the Honors Program.

Kappa Gamma Pi. The National Catholic College Graduate Honor Society.

Mendel Science Club. An organization of students interested in expanding their knowledge in science-related topics through workshops, lectures and field trips, with a special interest in preserving the environment.

Music Ministry. Open to all students and faculty, this group provides music for campus liturgies and brings music to local centers for the aged and infirm.

National Student Nurses Association/New Jersey National Student Nurses members participate in state-wide student nurse activities and events. A member of the nursing faculty serves as Advisor to the Student Nurse Chapter at Felician College.

Peer Supporters. An organization of upper class students who assist new students through their initial period of adjustment into college.

Psychology Club. Open to faculty and students who are interested in exploring current academic issues and trends in psychology.

Service Learning Club. An organization sponsoring activities and events that promote an active understanding of civic responsibilities and leadership development through service. At an annual awards dinner students are recognized for their special commitments to service learning.
**Student Ambassador Program.** Working closely with the Office of Admission, Student Ambassadors serve the Felician College community by assisting with the welcoming of guests (students, parents, and distinguished alumni) and representing the College at open houses and campus tours. Participants in this program will be awarded one (1) elective credit per semester (maximum of six credits), which will count towards graduation. Please refer to course HU 452 Internship in Humanities within the Humanities Studies section of this catalog.

**Students in Free Enterprise (SIFE).** An organization whose purpose is to provide a vehicle of rapport among academic, media and business constituencies.

**PROFESSIONAL ORGANIZATIONS**

Students in the Teacher Education programs have the opportunity to join the Student National Education Association (SNEA). In so doing, they also become members of the New Jersey Education Association (NJEA).

The College’s Division of Business and Management Sciences 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.

Registered Nurse BSN and MSN students are expected to be members of their State Nurses Association and the American Nurses Association, a professional organization for registered nurses committed to standard setting and advancement of the profession.

Felician College (along with St. Peter’s College and Saint Elizabeth’s College) are chapter members of Mu Theta (the Nursing Honor Society) which is part of Sigma Theta Tau, the International Honor Society of Nursing (http://www.nursingsociety.org/). This society recognizes outstanding achievement, leadership qualities, fosters high professional standards, and encourages creative work and commitment to the ideals and purposes of the profession.

**PUBLICATIONS**

*All About Alumni* is published for alumni/i by the Office of Institutional Advancement and carries news about graduates of Felician College.

*Business and Management Sciences Division Newsletter*, published once a semester, contains current news and announcements about student, faculty, and general division activities.

The *EOF Newsletter* is published by the Equal Opportunity office with pertinent information for students within this program.

*Felician Business Review (Of Student Research)* is published once a year by the College’s Business and Management Sciences Division Chapter of Sigma Beta Delta. The editors will accept student manuscripts any time throughout the year. Specific areas of interest are business ethics, accounting issues and competencies, analytical and critical thinking in business, managerial competencies, leadership, communications, learning and development, organizational behavior, marketing and ecommerce, and human resource management topics.
FeliciaNews, a campus newsletter, is published by the Student Government Office for the Felician College community including alumnae/alumni, faculty, staff and friends.

Focus on Felician, also published by the Office of Institutional Advancement, is directed to donors, benefactors and friends of the College, as well as community leaders, alumnae/alumni, and prospective students. Its purpose is to provide readers with news about the College and its people.

The Honors Newsletter is published twice a semester and contains articles and items of interest concerning Honors Program activities.

Mathematics and Computer Science Department Newsletter is published each semester and provides information on new courses, student intern positions, and useful Internet addresses.

The Newsletter of the Dean of the Division of Nursing and Health Management is published three times a year and highlights program changes, faculty accomplishments and healthcare/professional updates.

Newsletter for the Department of Natural Sciences is published each semester and provides College community with departmental and science news.

The Newsletter of the Division of Arts and Sciences focuses, each semester, on recent scholarship, conference attendance, presentations, and professional development evidenced by both faculty and students within the Arts and Sciences Division.

Newsletter of the Division of Business and Management Sciences, published once each semester, contains current news and announcements about student, faculty, and general division 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 College faculty and staff.

SOCIAL ACTIVITIES

Social events on-campus and off-campus are coordinated by the Coordinator of Student Activities and through the Office of Residence Life. Festivities include Back-to-School Dances and Barbecues, the Halloween Dance, an All-Campus Thanksgiving celebration, an annual Charity Benefit Variety Show and Dinner, an All-Campus Christmas Party, the St. Patrick’s Day Party, the Candlelight Cocktail Hour and Buffet, Graduation Week Activities, as well as a wide variety of regular Residence Life trips and programs.

STUDENT GOVERNMENT ASSOCIATION (SGO)

To prepare students for responsible living in a democratic society, Felician College offers a program of active participation in campus government. By admission to the College, each student becomes a member of the Student Government Organization. Each year a special committee nominates students who have shown outstanding leadership for membership in “Who’s Who in American Colleges and Universities.” The governing body of the SGO is the Student Executive Committee, composed of elected representatives from various student groups. Its purpose is to advance the goals of Felician College by promoting cooperation among the students and by providing a channel of communication with the faculty and administration. The Committee works to create a wholesome campus climate by coordinating suitable activities: academic, social, cultural, spiritual, athletic and civic. A student constitution, published in the annually issued Student Handbook, clearly defines the responsibilities of the Executive Committee and the Student Government Organization. The Student Handbook includes College and departmental policies, academic and financial procedures, student rights within instructional context and the declaration of academic behavior.
Twice during the academic year an activity calendar is published enumerating academic, athletic, religious and social functions.

Class committees are organized to carry out functions pertaining to each class. Regular meetings are held to discuss projects.

Faculty moderators cooperate with the Vice President for Student Affairs in planning for the general welfare of the students. The Vice President for Student Affairs administers all those phases of student life and activities that are not instructional.

**CODE OF CONDUCT**

The students at Felician College are governed by the regulations and provisions printed in this catalog and in the annually issued Student Handbook and those regulations promulgated during the course of the academic year. The College expects every student to uphold the highest standards of conduct and reserves the right at any time to suspend or dismiss a student whose conduct is unethical, inappropriate, or in violation of College policy. As of fall 1998 all students will be governed by the policies and procedures of a college-wide Honor Code policy (see the *Student Handbook*).

The Felician College Student Handbook states: “Students are hereby notified that institutional officials, including faculty and staff, have the right to maintain order and respect for authority by eliminating or reducing student behavior that creates unproductive and unsafe teaching/learning environments.”

If classroom behavior does not comply with this description, the following will occur:

1. The student may be asked to leave the class. Should he or she refuse, the Security officer may be contacted;

2. The incident will be documented in a memo to the department Chair, with a copy sent to the Division Dean;

3. The student will be referred to the Chair of the department for a meeting (or directly to the Dean if the incident involves a department Chair).

If a second incident occurs the student will be sent directly to the Dean of the Division. A written record of this meeting with the student will be sent to the Vice President for Academic Affairs. If the student continues to disregard College policy, he or she will receive a dismissal warning letter from the Vice President for Academic Affairs.

Should this letter be ignored and behavior not improve, a disciplinary hearing will be held. This hearing can result in sanctions such as suspension or dismissal from Felician College.
DEGREE AND SPECIAL PROGRAMS

Masters Degrees:
M.A.  Education
      Religious Education (Online)
M.B.A. Business
M.S.  Nursing (Online)

Bachelors Degrees:
B.A.  Art
      Concentrations: Fine Arts, Graphic Design, New Media
B.A.  Biology
      Pre-M.S. in Physician Assistant Studies (articulated degree program with UMDNJ-SHRP)
      Pre-M.S. in Occupational Therapy (articulated degree program with Sage Graduate School)
      Pre-Doctorate of Physical Therapy (articulated degree program with UMDNJ-SHRP)
      Pre-Doctorate of Optometry (articulated degree program with SUNY State College of Optometry)
      Pre-Doctorate of Podiatric Medicine (articulated degree program with New York College of Podiatric Medicine)
      Pre-Doctorate of Chiropractic (articulated degree program with New York Chiropractic College)
      Pre-Doctorate of Audiology (articulated degree program with Bloomsburg University of Pennsylvania)
B.A.  Communications
B.A.  Computer and Information Systems
B.A.  Education
B.A.  English
B.A.  History
B.A.  Humanities
B.A.  Management and Marketing
B.A.  Mathematics
B.A.  Natural Sciences and Mathematics
      General Science Concentration
B.A.  Philosophy
B.A.  Psychology
B.A.  Religious Studies
B.A.  Social Sciences
      Criminal Justice Concentration
      International Education and Foreign Languages Concentration
      Political Science Concentration
      Sociology Concentration
B.S.  Allied Health Technologies (joint degree programs with UMDNJ-SHRP)
      Medical Sonography
      Nuclear Medicine Technology
      Respiratory Care
      Vascular Technology
B.S.  Business Administration
      Accounting Concentration
B.S.  Clinical Laboratory Sciences (joint degree programs with UMDNJ-SHRP)
      Cytotechnologist
      Medical Laboratory Science
B.S.  Criminal Justice
B.S.  Nursing

Associate Degrees:
A.A.  Liberal Arts

Certificates:
Religious Studies; Elementary Education/P-3 Option; Elementary Education; Mathematics Education (K-12); Special Education; Post Baccalaureate Certificate in School Nurse/Teacher of Health Education; MSN Post Master's Family Nurse Practitioner Certificate; MSN Post Master's Adult Nurse Practitioner Certificate
**SPECIAL ACADEMIC PROGRAMS**

Success at Felician, the College’s *Accelerated Degree Program*, is a nontraditional program serving adults age 25 and older who have already completed an Associate Degree or equivalent with a cumulative 2.000 GPA or better, and who would now like to complete their Bachelor’s Degree. In addition, the Division of Business and Management Sciences offers an Accelerated Associate Degree Program, serving adults 21 and older who have little or no college credits.

The *Developmental Studies Program* is designed to help under prepared students develop basic writing, computation and critical reasoning skills, as well as to acquire an understanding of the fundamental responsibilities and expectations that are part of student life.

The College’s *E-Learning Program* has both a coordinator and a standing committee. The URL for the Program’s portal is www.felicianonlinecampus.net. Online courses are delivered using the eCollege platform in two ways: 1) complete online course deliveries (called eCourses), and 2) hybrid courses using the eCompanion course shell to complement in-class instruction. The E-Learning Program offers two online programs: the Master Degree Program in Religious Education and the Master of Science Degree Program in Nursing (M.S.N.). Both programs are approved by the Middle States Association of Colleges and Universities. The Master Degree Program in Religious Education has been reviewed and approved by the prestigious Sloan-C Consortium for Asynchronous Learning. The M.S.N. program is fully accredited by the Commission on Collegiate Nursing Education, Washington D.C. The Teacher Education Division is in the process of offering some online courses in their masters program, and the Accelerated Degree Program (SUCCESS) is using eCompanion to complement the modules in its program.

Felician’s *Educational Opportunity Fund Program* provides full-time undergraduate study to disadvantaged New Jersey residents who would not be able to attend college without additional financial assistance and special services. The program is geared toward students who show potential but traditionally are unable to attend college because of poor 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. EOF applicants must file an application for admission to the College along with an EOF Financial Aid Questionnaire. In addition, applicants will complete the New Jersey Financial Aid Form (NJFAF) and forward a copy to the Financial Aid Office at Felician College. Further information may be obtained from the EOF Office at Felician College, (201) 559-6054.

The *Experiential Learning Program* may provide credit for a student’s pertinent life experiences. The College’s policy states that:

1. Students must have completed a minimum of 12 credits at Felician College before making application for life experience credits. While there is no guarantee that credits will be forthcoming, students who think they qualify should apply soon after their first semester. Prior to application, the student should make an appointment with the Vice President for Academic Affairs (VPAA) to discuss the procedure.
2. The maximum number of EL credits possible is 30.
3. EL credits obtained while at another institution may be included in transfer if the student and the college from which the credit was obtained can present adequate documentation and said credits have been earned in an area of study which Felician College offers.
4. EL credit cannot be a duplication of credit a student has earned at Felician College or another accredited institution. In other words, one cannot receive EL credit and also CLEP credit or transfer credit or regular Felician credit for the same work.
5. On the transcript, credits will be recorded as specific courses, with the notation that these credits are characterized as experiential learning credits.
6. The decision to grant EL credits will be left to the discretion of each department.
7. EL credit may be awarded in the elective area or in the Core area. In the major area an award of EL credit will be left up to the discretion of the department, not to exceed one half the credits for that particular major. In all cases where a standard challenge exam exists, these methods must be used.
8. Students must consult with the members of the department from which credit might be forthcoming in order to determine the possible number of credits they could receive.
9. Recommendations for credit will be made by the evaluators of the portfolio (see “Portfolio in Detail” section of the Experiential Learning Credit Student Handbook). Upon completing the assessment process, the portfolio with recommendations will be forwarded to the Office of the VPAA. Upon review, the VPAA will forward to the Registrar’s Office the credit information to be posted on the student’s record.
10. The student portfolio remains the property of Felician College until the student graduates. All the assessment reports, however, remain the property of the College.
11. The VPAA will request that the appropriate department appoint an evaluator to assess the portfolio.
12. There will be a charge to the student of 1/3 the regular per-credit tuition rate, on a per credit basis. For example, a student will pay one credit’s tuition for every three credits awarded.
13. No letter grades or quality points will be given for EL credits.
14. Students must be made aware that EL credits are not recognized by all undergraduate and graduate institutions.
15. Appeals: If a student believes that he/she has been unfairly evaluated, the first level of appeal is the evaluator(s). If the student is still dissatisfied, he/she may pursue the College’s Grade Appeal procedures.

Further information on, as well as an application for, the College’s Experiential Learning Program is available at the Office of the Vice President for Academic Affairs, (201) 559-6054.

The Jump-Start Pre-College Program helps those college students who lack the academic and survival skills needed to succeed and graduate. The “Jump Start” pre-college program exposes “at risk” students to the academic and study skills necessary to be successful in an academic setting. To be considered for the program students must complete an admission’s application and make a commitment to attending Felician College in the fall semester following completion of the program. Acceptance criteria include low SAT scores and/or low high school GPA, the recommendation of Felician College personnel, and referrals by high school guidance counselors. The program typically begins in July and ends in August. Students attend class Monday through Thursday from 9:00 am to 1:00 pm. Attendance is mandatory. The cost of the program is $100.00. The College will bill - for the cost of textbooks and related materials - any student who does not complete the program or does not attend Felician in the fall.

The Post-Baccalaureate Degree Program is designed to meet the needs of persons already holding a Bachelor’s degree who wish to obtain a degree in another major. Upon admission, the student is required to satisfy the requirements of the major in the second degree program, including a minimum of 30 credits, taken at Felician College for either the Bachelor’s or Associate degree; completion of Felician College’s Core requirements (or equivalencies) and major requirements; and completion of at least four upper-division courses in the new major at Felician College.

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 College. Students who plan to attend another college may be able to transfer these credits into their degree programs. Enrollment into this program is open to high school students who have completed their sophomore year with a GPA of 3.000 on a 4.000 scale,
and who have received permission from their guidance counselor and parent or guardian. Tuition for each three-credit course is equal to the cost of one credit. For more information, contact the Felician College Center for Academic Support Services (201) 559-6043.

The Service Learning Program allows students to be of service to others while learning the value of citizenship and responsibility and to improve the quality of life for everyone involved. Students provide service in hospitals, churches, senior citizen centers, nursing homes, counseling centers, community outreach centers, and environmental agencies.

Felician College 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. For instance, a student hoping to attend law school might choose the pre-law Advising Program in Philosophy. Students completing this Advising Program would graduate from the College with a major in Philosophy, and would also have completed additional coursework supporting their application to law school - in keeping with ABA recommendations.

Pre-Law Advising Program

The Pre-Law Advising Program is for students who wish to pursue a career in law. In today’s highly competitive market, however, adequate preparation for law school is essential. Admission to law school requires the student to achieve a well-balanced background in the liberal arts, strong proficiencies in writing, speaking, and reasoning, and a high grade-point average (at about 3.75 or better). Students who are serious about the possibility of a career in law should seek to begin one of these programs as soon as possible. For further information about the Pre-Law Advising Program at Felician, as well as additional information about a career in law, preparation for the LSAT, and other advising support, please contact the Philosophy Department, or the College’s Pre-Law Advisor.

Students who intend to seek admission to Law School after graduating from Felician College should choose one of the Advising Programs described below. Special Pre-Law Advising Programs are offered in Business, English, History, Philosophy, and Political Science. Students completing the recommended sequence of courses for a given Advising Program will not only graduate with a major in one of these fields, but will also have completed additional coursework specifically designed to support their application to Law School.

- **Business Major (B.A.) Four Year Course Sequence for Pre-Law Studies:** A student preparing for law with a Business Major can expect to develop competencies in oral and written communications, critical reasoning, interpersonal and team skills, and research methods. Additionally, a Business Major will gain a fundamental knowledge of management, corporate governance, business ethics, economics, accounting, marketing, finance, business law, and organizational behavior. Business Programs at Felician College have the overall goal of helping each student become a skilled professional who will successfully and ethically practice in the business world. A business degree is an appropriate foundation for those planning to practice law in a variety of corporate and business environments. For more information on either a major or minor in Business, please see the Division of Business and Management Sciences Programs in this catalog.
## RECOMMENDED COURSE SEQUENCE FOR PRE-LAW ADVISING PROGRAM, BUSINESS MAJOR (B.A.)
Revised May 2004

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<th>ENG 102</th>
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<td>MKT 220</td>
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<td>BU 310</td>
<td>HI 203</td>
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## RECOMMENDED COURSE SEQUENCE FOR PRE-LAW ADVISING PROGRAM, HISTORY MAJOR (B.A.)
Revised May 2004

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<td>RS 100-200 level</td>
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<td>HI/SS 205</td>
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<td>PSC 102</td>
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<td>HI 440</td>
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• Philosophy Major (B.A.) Four Year Course Sequence for Pre-Law Studies: A major in Philosophy, with its strong emphasis on writing, reading comprehension, and reasoning, has traditionally been recommended as a particularly appropriate means of preparing for Law School. Philosophy majors tend to score among the very highest on the LSAT exam. A major in Philosophy also offers the student a fascinating introduction to the history of ideas, together with the opportunity to reflect upon some of the most fundamental and important questions encountered within human experience. For more information on either a major or a minor in Philosophy, please see “Philosophy (PH)” within the Arts and Sciences Program in this catalog.

RECOMMENDED COURSE SEQUENCE FOR
PRE-LAW ADVISING PROGRAM, PHILOSOPHY MAJOR (B.A.)
Revised May 2004

| Freshman | Fall       | ENG 101   | Creative Arts Course | Spring | ENG 102   | RS 100-200 level |
|          |           | CIS 101   | PH 101               |        |           | MT 160 or MT 161 or MT 114 or MT 112 |
|          |           | Foreign Language |          |        | PSC 102   | Foreign Language |
| Sophomore| Fall      | CO 200    | Laboratory Science   | Spring | CO 250    | HI 104 |
|          |           | PH 206    | PH 207               |        |           | PH 203 |
|          |           | PH 203    | Elective             |        |           | Elective |
| Junior   | Fall      | CO 300    | PH 200-300 level     | Spring | PH 302    | PH 300-400 level |
|          |           | PH 301    | PH 301               |        |           | ENG 300-400 level |
|          |           | RS 300-400 level |        |        | One of HI 310, HI 315, PH/PSC 305 or 306 |
|          |           | HI 203    | Elective             |        |           | Elective |
| Senior   | Fall      | CO 400    | PH 445               | Spring | PH 450    | RS 306 |
|          |           | PH 304    | Elective             |        |           | Elective |
|          |           | Elective  | Elective             |        |           | Elective |

The Pre-Med Advising Program

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 College 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 College 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 additional 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 (BI)” or Chemistry (CH) within the Arts and Sciences Program in this Catalogue.

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 Department of Natural Sciences.
RECOMMENDED COURSE SEQUENCE FOR
PRE-MED ADVISING PROGRAM, BIOLOGY MAJOR (B.A.)
Revised April 2006

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**THE CORE AND GENERAL EDUCATION**

The Division of Arts and Sciences oversees and administers the Core and General Education curricula at Felician College. The Core offers students a vision of wholeheartedness rather than wholeness, alone - one that is rooted in an ethic of self-giving and self-sacrifice. The program calls upon learners to hallow and sanctify both their work lives and vocational choices in ways which are well described in the great Catholic and Franciscan traditions of the liberal arts and sciences, but are often absent from current discourses of careerism.

Felician College’s Core and General Education curricula are designed to inculcate seven competencies in our students. A graduate of Felician shall be able to demonstrate that he or she can:

- Communicate clearly and effectively;
- Think critically;
- Reason ethically;
- Be numerate (work with quantitative information);
- Make sound evaluative judgments;
- Respond compassionately to others, and;
- Model social excellence.

These are the distinctive traits of a Felician graduate, and justify the College’s goal of changing the world, one life at a time.
The Core and General Education curricula are designed to assist our graduates in reorganizing their priorities as a result of making wholehearted choices, and asking difficult questions: Why am I doing this? Why am I this way? Do I need this? To whom can I offer my service? Upon what justifiable principles have I based my actions?

**THE CORE**

All undergraduate students at Felician College take a twelve-credit Core sequence between the sophomore and senior years, consisting of four courses: CO 200, Culture and Diversity; CO 250, Applied Ethical Reasoning; CO 300, Journeys to Selfhood; and; CO 400, The Franciscan Vision: Self, Service and Society.

Felician’s Core sequence is based squarely upon our Catholic character, our Franciscan charisms, or gifts, and our commitment to the great tradition of liberal learning. Students learn about the importance of cultural diversity while developing an acute awareness of the importance of its accompanying virtue - hospitality. Likewise, our students cultivate an understanding of the ethical life within the context of mutuality, which the Franciscan ethicist Sister Dawn M. Nothwehr, OSF defines as “a straining toward the other” which still preserves individual identity. Our Core course in literature exposes students to the essential human theme of developing individual identity while exploring paired readings from the classical and modern canons. Finally, our senior capstone course, Core 400, allows students to reflect upon the subtle shift from selfhood to personhood as they explore the practice of the Franciscan virtues through service. A solid Core and General Education curriculum can move students from impulsiveness to self-reflection, and lead them to better understand the relation between the choices that they make, and the lives they can imagine for themselves. Our curricula are not just about preparing for work life, but crafting a life.

**Core Courses**

**CO 200**
**Culture and Diversity**
3 credits
An introduction to theories of culture and the concepts of cultural relativism and ethnocentrism. This course includes a multicultural perspective on current issues and “-isms” such as sexism, racism, and modernism. Communication and critical thinking skills are emphasized.
*Prerequisites:* ENG 101 and ENG 102 (neither can be taken concurrently with CO 200)

**CO 250**
**Applied Ethical Reasoning**
3 credits
This course seeks to provide the foundations for understanding and resolving ethical questions. The course includes an overview of the fundamental ethical theories, including those from the Catholic tradition. Applications of the insights and perspectives thus gained are explored via case studies representing issues from everyday life.
*Prerequisite:* CO 200

**CO 300**
**Journeys to Selfhood: Classic to Modern Literature**
3 credits
This course is designed to acquaint students with the continuing relevance of ancient texts and concepts from the classical Greek and Roman worlds, and the Judeo-Christian tradition, to today’s society. Students will also examine 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.
*Prerequisite:* CO 250

**CO 400**
**The Franciscan Vision: Self, Service and Society**
3 credits
The senior-year capstone experience course in the Core Curriculum. 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 under-
standing 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, including health care workers, business persons, politicians, educators, clergy, social workers, children, elderly persons, physically challenged individuals, homeless persons, community leaders and public officials. Students meet biweekly 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.

**Prerequisite:** CO 300

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### Core Policies

1. Only students who have completed 24 credits of coursework (including successful completion of ENG 101 and ENG 102) may enroll in Core courses, starting with CO 200. ENG 101 is a prerequisite for ENG 102, and the latter may not be taken concurrently with CO 200. No freshman may enroll in 200-level Core courses.

2. Core courses must be taken in sequence: CO 200, CO 250, CO 300, and CO 400.

3. Students must pass each Core course with a grade of “C” or better in order to enroll in the next course in the sequence.

4. In special circumstances, a student may be given permission to take two Core courses simultaneously, but only if one of those courses has already been attempted.

5. Transfer students are required to complete the 12-credit Core sequence during the Junior and Senior years.

6. **A minimum passing grade in all Core classes is a “C” (73 or above) - a “C-” (70-72) is not a passing grade in Core classes.**

### GENERAL EDUCATION

If our Core curriculum is the framework of a Felician education, then the thirty-two credit General Education curriculum is its foundation. Felician students complete most of their General Education requirements in the first two years of a baccalaureate program. The ten-course General Education curriculum consists of ENG 101, Writing the College Essay; ENG 102, Introduction to the Study of Literature; one Religious Studies course on the 100 or 200 level; one Religious Studies course on the 300 or 400 level; one course in Art or Music; one Laboratory Science course; a Technology course; one course in Mathematics, and; two courses (six credits) in the Social and Behavioral Sciences (History, Sociology, Anthropology, Political Science, Criminal Justice and Psychology). The Registrar’s course bulletin, published before registration each semester, indicates General Education courses with an asterisk (*).

### General Education Courses

The following courses fulfill the General Education requirements at Felician College.

**ENGLISH (6 credits)**

- ENG 101, Writing the College Essay
- ENG 102, Introduction to the Study of Literature

**HISTORY (3 credits)**

- HI 101, Ancient Societies through the Middle Ages
- HI 102, Renaissance, Reformation to the French Revolution
- HI 103, Age of Nationalism
- HI 104, World War I to the Present
- HI 110, World Geography and Culture
HI 120, Survey of African American History
HI 130 HONORS, The Enlightenment
HI 201, From Colonies to Nation
HI 202, From the Civil War to a World Power
HI 203, From the Jazz Age to the Computer Age

**RELIGIOUS STUDIES (6 credits)**
One course from the 100 or 200 levels
One course from the 300 or 400 levels

**ART AND MUSIC (3 credits)**
ART 101, Basic Drawing and Composition
ART 110, Introduction to Art
ART 122, Introduction to Graphic Design
ART 215, Art for Children
ART 225, Art for Non-Majors
ART 236, Ceramics I
ART 273, Photography I
MU 101, Music Composition
MU 112, Chorus

**MATHEMATICS (3-4 Credits)**
MT 160, College Algebra
MT 161, Precalculus (with permission of instructor)
MT 110, Mathematics for Financial Decision-Making
MT 114, Mathematical Explorations
MT 112, Quantitative Reasoning
MT 122 Statistics I

**LABORATORY SCIENCE (4 credits)**
GS 101, Forensic Science
BI 102, Human Biology
BI 120, Basic Life Science
CH 101, Food, Clothing and Shelter: Our Material World
ENV 101, Introduction to Environmental Science (requires completion of all developmental deficiencies)
BI 205, Anatomy and Physiology I (Only Nursing and Health Management students may use BI 205 to fulfill their General Education requirement in Laboratory Science)

**TECHNOLOGY (3-4 credits)**
CIS 101, Introduction to Computer Information Systems (requires successful completion of MT 001; MT 002 is a co-requisite)
HI/SS 205, Electronic Research

**SOCIAL AND BEHAVIORAL SCIENCES (6 credits)**
SO 101, Principles of Sociology
SO 104, Sociology of Race and Ethnicity
SO 110, Criminal Justice I (requires successful completion of SO 101)
SO 201, Sociological Theory (requires successful completion of SO 101)
SO 203, Aging: A Social Affair
SO 204, Sociology of Sport
HI/SS 205, Electronic Research
SO 215, Sociology of Sex and Gender
PS 101, Introduction to Psychology
PS 105, Lifespan Development
PS 201, Introduction to Child Development
ECON 221, Microeconomics (requires successful completion of MT 160)
ECON 222, Macroeconomics (requires successful completion of MT 160 and ENG 102)
PSC 101, Introduction to Political Science
PSC 102, American Government

HONORS PROGRAM

The Honors Program consists of twenty-seven credits of Honors courses. Students take Honors sections of each of the following three credit courses:

- ENG 101 – Writing the College Essay
- ENG 102 – Introduction to the Study of Literature
- CO 200 – Culture and Diversity
- CO 250 – Applied Ethical Reasoning
- CO 300 – Journey to Selfhood
- CO 400 – The Franciscan Vision – Capstone

- Three additional Honors courses clustered around a common theme

Honors Program Control Sheet

Suggested List of Courses to take to fulfill Honors Program Requirements

<table>
<thead>
<tr>
<th>Honors Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 120 Lecture/Lab – Basic Life Science</td>
<td>Spring  4</td>
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<tr>
<td>ENG 101 – Writing the College Essay</td>
<td>every Fall 3</td>
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<tr>
<td>ENG 102 – Introduction to the Study of Literature</td>
<td>every Spring 3</td>
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<tr>
<td>CO 200 – Culture and Diversity</td>
<td>every Fall 3</td>
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<tr>
<td>CO 250 – Applied Ethical Reasoning</td>
<td>every Spring 3</td>
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<tr>
<td>CO 300 – Journey to Selfhood</td>
<td>every Fall 3</td>
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<tr>
<td>CO 400 – The Franciscan Vision – Capstone</td>
<td>every Fall 3</td>
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<tr>
<td>ART 110 – Introduction to Art</td>
<td>every Spring 3</td>
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<tr>
<td>HI 130 – The Enlightenment</td>
<td>every Fall 3</td>
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<tr>
<td>LT 101 – Latin I</td>
<td>every Fall 3</td>
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<tr>
<td>LT 102 – Latin II</td>
<td>every Spring 3</td>
</tr>
<tr>
<td>PH 301 – Ethical Theory</td>
<td>Fall 2006, Spring 2008 3</td>
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<tr>
<td>PH 360 – Philosophy and Literature</td>
<td>Fall 2007 3</td>
</tr>
<tr>
<td>PS 101 – Introduction to Psychology</td>
<td>every Fall 3</td>
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<tr>
<td>PS 201 – Introduction to Child Development</td>
<td>as needed 3</td>
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<tr>
<td>PS 203 – Adult Development and Aging</td>
<td>as needed 3</td>
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<tr>
<td>PS 425 – Psychology and the Arts</td>
<td>Spring 2007 3</td>
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<tr>
<td>SOC 101 – Introduction to Sociology</td>
<td>Fall 2006, Fall 2007 3</td>
</tr>
</tbody>
</table>

The Honors Program is open to all majors. Students take two or three Honors courses each semester in their freshmen year followed by one - two Honors courses each semester thereafter, culminating with CORE 400 in Senior year. Second-semester freshman may request admission to the Honors Program with they have a 3.5 GPA and recommendations from two of their professors. Honors students complete fifteen hours of community-based volunteering each semester and may become members of the Honors Students Association, which is an extracurricular organization on campus that undertakes group service activities, sponsors films, and conducts fund-raising.
The College’s Honors Advisory Board consists of the Vice President for Academic Affairs, the Dean of the Division of Arts and Sciences, the Dean of the Division of Teacher Education, the Coordinator of the Advising Center, and three faculty members who represent each of the levels of the Core curriculum. 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, to whom the Director reports. The duties of the latter include scheduling of Honors courses each semester including summers, maintaining records, sending notices of Honors activities to the Public Relations Office, scheduling Honors-sponsored and related activities, conducting the annual awards ceremony, moderating the Honors Students Association, placing notices on the Faculty and Student Calendars, giving updates for the monthly Felicianews, writing the Annual Report for the Honors Program.

After completing the requisite Honors courses and service, seniors, who have maintained at least a 3.000 GPA, a “B” in each Honors courses, and free from any violation of the College-wide Honor Code, will graduate as Honors Scholars.

**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, they will be eligible to graduate as Honors Scholars.
- Honors students are required to maintain a cumulative GPA of 3.000 with a minimum cumulative GPA of 3.000 in their majors. “B” is considered a satisfactory passing grade for students enrolled in Honors courses.
- Students who receive a “C” or lower in one Honors course will be placed on probationary status in the program. Students who receive a grade of “C” or lower in a second Honors course will be dismissed from the program.
- Students guilty of an infraction of the College's Honor Code will be dismissed from the Honors Program.
Honors Sequence of Courses

| Year 1 | Fall | ENG 101 Honors | HI 130 Honors | Spring | ENG 102 Honors | BI 120 Honors Lec./Lab | ART 110 Honors | CIS 101 | Elective
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* Any students who cannot fit in three honors courses in the fall will register for two Honors courses in the fall and for three Honors courses in the spring.

| Year 2 | Fall | CO 200 Honors | Latin I (recommended) | Major Requirements | Spring | CO 250 Honors | Latin II (recommended) | 200 level Psychology Honors | (if Honors Social Science Gen. Ed. Courses are still needed) | Elective
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<td>Elective</td>
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<td>Nursing Students**</td>
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<td>ENG 101 Honors</td>
<td>PS 101 Honors</td>
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<td>Elective</td>
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** Other changes for Nursing students will be revised each semester.

| Year 3 | Fall | CO 300 Honors | Major Requirement | Major Requirement | Major Requirement | Major Requirement | Elective | Spring | RS 300-400 Honors | Upper Level Honors Elective | Major Requirement | Major Requirement | Major Requirement | Elective
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| Year 4 | Fall | CO 400 Honors | Major Requirements | Electives | Spring | Major Requirement/Internship | Major Requirement/Research | Elective
|-------|-----|--------------|-------------------|----------|--------|-----------------------------|-----------------------------|------|

Additional information may be obtained by contacting the Director of the Honors Program.

ARTS AND SCIENCES PROGRAM

The Division of Arts and Sciences offers students four educational options:

1. Master of Arts in Religious Education (online).


3. The two-year Associate degree in Liberal Arts with concentrations in any of the areas listed above.


Flexibility characterizes the Arts and Sciences programs. While all students share a common core of liberal studies, students may elect a single or double major or an interdisciplinary major in the Humanities, Natural Science and Mathematics, and Social Sciences, depending upon their educational goals. Formal acceptance into a major takes place at the end of the sophomore year.
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 department chairs and Division Dean(s) of 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 either follow the curriculum required for certain concentrations within these majors, or they may, in consultation with their advisor, design their own interdepartmental concentrations. 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 interdepartmental concentration shall consist of a minimum of 30 credits, at least 18 of which should be on an advanced level, and a senior-project.

Students interested in designing such a concentration will submit a proposed program, endorsed by the chair of each of the departments concerned and the advisor. The advisor will have all further responsibility for approving any modifications in the program, administering comprehensive examinations, as required, approving and reviewing the senior project, and recommending the student for graduation.

Applications for interdisciplinary majors are available in the Office of the Registrar. 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 College 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 College has created several specifically designed Pre-Professional Advising Programs to provide students with the best preparation possible for law or medical school. Please see the Pre-Professional Advising Programs listings under “Special Academic Programs” in this catalog for further information (see page 64). Students planning to pursue professional post-graduate studies should consult, as early as possible, with their major program advisors to obtain further guidance in planning their academic programs.

Internships. Qualified students are encouraged to test their career goals in museums, libraries, businesses, hospitals, social and community agencies, and other appropriate professional settings. When carefully supervised according to program guidelines, the internship qualifies for academic credit.

Degree Requirements

1. Candidates for the Bachelor of Arts or the Bachelor of Science degree are required to:
   a. satisfy all entrance requirements;
   b. satisfy the specific requirements in a major or concentration;
   c. fulfill a residence requirement of the last 30 credit-hours at the College;
   d. 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;
   e. earn a minimum grade of “C” in all courses in the major;
   f. earn a total of 120 - 129 credit-hours distributed as follows:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credit-Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Curriculum</td>
<td>12</td>
</tr>
<tr>
<td>General Education Requirements</td>
<td>31-32</td>
</tr>
<tr>
<td>Area of concentration and related requirements</td>
<td>39-81</td>
</tr>
<tr>
<td>Electives</td>
<td>9-39</td>
</tr>
</tbody>
</table>

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2. Candidates for the Associate in Arts degree are required to:

a. satisfy all entrance requirements;

b. earn a minimum of 30 credit-hours at the College;

c. achieve a minimum cumulative GPA of 2.000. Students who fail to meet this requirement are subject to the Probation and Dismissal Policy stated below;

d. earn a “C” average or better in the area of concentration;

e. complete successfully an organized program of study comprising at least 64-66 credit-hours (depending on program). Degree control sheets for each major are available in the Office of the Registrar.

**Probation and Dismissal Policy**

Students who fail to maintain a minimum overall GPA of 2.000 may be placed on academic probation or dismissed from Felician College. Academic Probation carries with it a reduction in course load, the repetition of required courses, and participation in the Probation program. The requirements of the Probation program are:

a. monthly meetings with the Academic Counselor;

b. attendance at three academic workshops;

c. submission of a copy of academic schedule including classes, tutoring, and work to the Academic Counselor; and

d. completion of a Probation Questionnaire.

Students failing to demonstrate academic improvement after being placed on Probation will be dismissed from the College.

**Insufficient Academic Progress**

*(see also: Standards of Academic Progress, p. 48)*

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.

**ANTHROPOLOGY (AN)**

Anthropology introduces the student to methods of investigation focusing on a comparative analysis of human cultures. Anthropological analysis centers on the cultural definitions of human groups and what they learn within their cultural habitat. Students are encouraged to understand and begin to think of resolutions to the challenges and the demands of a transcultural world community.

**AN 200**

**Cultural Anthropology of Aging**

3 credits

A study of multicultural perceptions of aging. Patterns of age stratification in hunting and gathering societies, horticultural, pastoral and industrialized/capitalist societies will be analyzed using a comparative anthropological perspective.
AN 401
Topics in Cultural Anthropology
3 credits
An anthropological study of primitive and traditional cultures whereby students analyze trans-
cultural data using anthropological methodolo-
gies, ethnographies and concepts. Similarities and differences in human behavior are studied.

THE ARTS (ART/MU)
Fine Art, Graphic Design, New Media and Music

The Arts Program at Felician College provides students with the skills, knowledge, and critical sensibility to effectively communicate their ideas while enabling them to give voice to their own forms of personal expression. Offering a variety of courses in Fine Art, Graphic Design, New Media, and Music, this academic program emphasizes the teaching of technique in concert with the critical study of different historical forms of cultural production, providing a life-long reference of cultural understanding.

The Department of Art and Music offers a four-year Bachelor of Arts (B.A.) with concentrations in both Graphic Design and the Fine Arts. A concentration in New Media is presently under review. All courses are open to both art majors and non-art majors. Students may wish to enhance their career opportunities by choosing to double major in art and another subject. Students may also take art or music as a minor for 18 credits.

The Arts Program features regular exhibitions of artwork, a junior visual artist’s portfolio review, a senior art exhibition, and the New York Component, putting the art student in direct touch with one of the liveliest art and culture centers in the world. This program element includes instructor-led trips to New York museums and cultural centers as well as interaction with New York artists, some of whom serve as faculty members. Art internships are also encouraged.

Careers in art vary widely. An Arts graduate may become an art director, a computer graphics designer, a fashion photographer, an arts entrepreneur, a video or film assistant, a calligrapher, a visual arts librarian, a web site designer, a portraitist, an art teacher; or pursue graduate studies in art instruction, medical illustration, art therapy, museum studies, or art conservation.

Bachelor of Arts Degree in Art with a Concentration in Fine Arts
Required Courses: 42 credits

Art 101 Basic Drawing
Art 102 Two-Dimensional Design
Art 151 Art History I
Art 152 Art History II
Art 253 Three-Dimensional Design
Art 272 Painting I
Art 273 Photography I or Art 240 Introduction to Computer Graphics
Art 301 Junior Seminar: Portfolio Design
Art 449 Senior Seminar I
Art 450 Senior Seminar II
One Printmaking course
One more 3D course
One more Drawing or Painting course
One more Art History course
A senior portfolio and thesis exhibition with related written thesis and oral presentation.
Bachelor of Arts Degree in Art with a Concentration in Graphic Design  
Required Courses: 42 credits

Art 102 Two-Dimensional Design  
Art 122 Introduction to Graphic Design  
Art 240 Introduction to Computer Graphics  
Art 245 Introduction to Web Design  
Art 246 Computer Graphics I: Imaging  
Art 247 Computer Graphics II: Type  
Art 248 Computer Graphics III: Illustration  
Art 301 Junior Seminar: Portfolio Design  
Art 362 History of Graphic Design  
Art 449 Senior Seminar I  
Art 450 Senior Seminar II  
One 2D course  
One 3D course  
One more Art History course  
A senior portfolio and thesis exhibition with related written thesis and oral presentation.

Bachelor of Arts Degree in Art with a Concentration in New Media  
Required Courses: 45 credits

Art 122 Introduction to Graphic Design  
Art 240 Introduction to Computer Graphics  
Art 242 Computer Graphics I: Imaging  
Art 245 Introduction to Web Design  
Art 260 Film Video Art I  
Art 273 Photography I  
Art 301 Junior Seminar: Portfolio Design  
Art 363 History of Photography  
Art 364 New Media History  
Art 449 Senior Seminar I  
Art 450 Senior Seminar II  
One more New Media course  
One more 3D course  
One more Art History course  
One more Computer Graphics course  
A senior portfolio and thesis exhibition with related written thesis and oral presentation.

The Visual Arts Course Offerings

ART 101  
Basic Drawing and Composition  
3 credits

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.
ART 102
Two Dimensional Design
3 credits
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.

ART 110
Introduction to Art
3 credits
This course is an exploration of the arts and their impact on social structure and thought. Topics include the artistic creation of works, art periods, outstanding artists, and art issues that affect society today. Also discussed are the scientific and technological developments through history that affect the arts and education. Image study, research projects, and a possible field trip are included. Emphasis on communication and critical thinking prevail.

ART 122
Introduction to Graphic Design
3 Credits
This course focuses on the formal and conceptual principles of visual communication in graphic design. Through a series of studio assignments and close readings of design examples, this course aims to provide students with the skills necessary to create original professional work. The major portion of this course covers the basics of graphic design applications. However, a historical perspective will also be included. Commonly used graphic design computer programs may be used for some projects. Additional theoretical texts as well as information concerning problems regarding composition and technical issues will be incorporated into class discussions.

ART 151
Art History I
3 credits
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 two museum trips during the semester.

ART 152
Art History II
3 credits
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 Age of Empiricism, concluding with the rise of Modernism and the International Avant-Garde in the twentieth century. 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 two museum trips.

ART 161
The Craft Experience
3 credits
This class will combine time-honored materials such as glass, clay, fiber, wood, with other craft media chosen by the instructor. A hands-on experience, students will learn how to make things with manual dexterity, producing craft with care, skill, and ingenuity. The course will be enhanced through exposure to ancient and modern masterworks of various craft forms. A possible field trip and research project will be included.
ART 162
Calligraphy
3 credits
Devoted to the art of “beautiful writing”, this class focuses primarily on mastering pleasing and consistent calligraphy using the Chancery Cursive. After achieving mastery of this fine alphabet, students will develop their projects into finished art pieces using various media that will enhance their calligraphy. Some history of the formation of calligraphic styles such as the illuminated manuscript will be studied. A possible museum trip and research project will complete the course.

ART 200
Papermaking
3 credits
Students will learn to make their own paper using natural bark fibers combined with recycled materials and various pulps. Processing bark fibers including Thai Kozo, Japanese Gampi, and others, will be included. The resulting papers will be further enhanced through the use of pigments and sizing during the papermaking process.

ART 210
Installation and Performance Art
3 credits
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.

ART 215
Art for Educators
3 credits
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 MU 215 Music for Educators)
This class is highly recommended for Teacher Education students.

ART 225
Art for Non-Majors
3 credits
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.

ART 235
Three-Dimensional Design
3 credits
This introductory course explores the basic principles of three-dimensional art - mass, volume and space - through a variety of hands-on projects. These projects introduce the student to various construction methods as well as develop sculpture-modeling skills. There will be a series of short readings on the principles of design to aid students in building a vocabulary and to assist them in expressing their ideas through sculpture. An additional goal is to provide an informed sensibility and understanding with which to look at three-dimensional art, design, and architectural spaces.

ART 236
Ceramics I
3 credits
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.
ART 237
Stained Glass I
3 credits
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 the historical stained glass in the Metropolitan Museum of Art as well as some reading of the history of glass will also be included. (see Art 353 Stained Glass II)

ART 240
Introduction to Computer Graphics
3 credits
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.

ART 245
Introduction to Web Design
3 credits
This course, without being strictly technical, introduces students to designing websites that effectively communicate their ideas. Rather, the class will combine the technical aspects of website design with the development of a personal aesthetic. The course begins with an examination of Hypertext Markup Language (HTML), the basis of current web design. As the semester progresses, different techniques for manipulating HTML will be introduced, each increasing in difficulty and complexity. Students gain the practical knowledge needed to be proficient website designers through the synergistic techniques used to teach this class as well as define unique visual styles that will make them outstanding website designers. See ART 390 Advanced Web Design

ART 246
Computer Graphics I: Imaging
3 credits
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. Recommended: Art 240

ART 247
Computer Graphics II: Type
3 credits
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. Recommended: Art 240

ART 248
Computer Graphics III: Illustration
3 credits
This course integrates the skills acquired in Art 246 Computer Graphics I: Imaging and Art 247 Computer Graphics II: Type. 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. Prerequisite: Art 246 Computer Graphics I: Imaging and Art 247 Computer Graphics II: Type

ART 260
Film Video Art I
3 credits
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.

ART 261
Film Video Art II
3 credits
A continuation of ART 260, this class will help students further refine their new media projects. Advanced topics in software such as Final Cut Pro and DVD Studio Pro will be covered, as well as the use of software such as Soundtrack and Peak for the editing and creation of sound and music. Prerequisite: ART 260
ART 265
Animation
3 credits
To animate is to bring something to life and this class will show how. Students will learn the principles of animation by creating and editing short films, using as their actors everything from household objects to hand-made illustrations and models.

ART 272
Painting I
3 credits
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.

ART 273
Photography I
3 credits
A creative approach to the art of photography, this course emphasizes perceptual awareness and personal expression within the discipline in addition to the technical materials of this contemporary art form. The history of photography is explored through student reports and a New York field trip. (see ART 322, Photography II)

ART 280
Advanced Drawing and Composition
3 credits
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.
Prerequisite: Art 101 or permission of instructor

ART 281
Life Drawing
3 credits
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.
Prerequisites: Art 101 or permission of the instructor

ART 301
Junior Seminar: Portfolio Design
3 credits
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 will lead the students to pull together skills developed in previous courses in order to define a focused direction. This work will be the preparation for further development in Senior Seminar I and II. At the end of the semester, a junior show will be organized in order to publicly display and present the students’ work created during the semester.

ART 311
Printmaking: Monoprint and Relief
3 credits
This course provides an introduction to the basic techniques of monoprint and relief printing. Students will produce a variety of images and prints while learning to work with the materials. Technical aspects of printmaking, content development and elements of visual art as well as the history of printmaking will all be addressed. The course culminates in the production of a thematic portfolio of five visually and conceptually related prints in an edition that reflects individually meaningful content.
ART 312  
Printmaking: Intaglio  
3 credits  
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.

ART 313  
Printmaking: Serigraphy  
3 credits  
This course is an introduction to the silkscreen process. Students will learn how to work with stencils, various block out materials, hand cut film stencils, and direct photo film techniques. Through the manipulation of found and original imagery, students will create various types of prints, including multiple edition, multi-color, and single original prints called monotypes and monographs. Research into the history of fine art serigraphy will also be explored.

ART/MU 315  
Experiencing the Arts  
3 credits  
An introduction to some of the core elements in the humanities, this course provides a lifelong reference to the visual and performing arts. Designed for students who have little or no knowledge of the arts, this class seeks to give them the skills and knowledge to meaningfully look, listen, and experience works of visual art, music, theater, film, dance, and literature. The students are also required to attend at least one exhibit, performance, or outside lecture as part of the class material.  
Prequisite: None

ART 321  
Illustration and Cartooning  
3 credits  
This course will explore a wide spectrum of illustration and cartooning styles in various studio projects. Using various media including charcoal, pencil, colored pencil, watercolor, and gouache, the class will survey representational rendering, caricature, collage, and narrative while incorporating traditional and contemporary illustration techniques. Each studio project will be formulated around a central graphic or conceptual idea. Critical discussions will be an important element in this course. A visit to a New York museum or art center may also be scheduled.

ART 322  
Photography II  
3 credits  
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 large scale exhibition printing, lighting control, and more sophisticated camera functions. The culmination of the course will be the editing and printing of a portfolio of prints reflecting students' interests.  
Prequisite: ART 273

ART 325  
Interactive Computer Design  
3 credits  
Using software programs such as Director, students will create stand-alone, interactive works—from promotional pieces to portfolio design—for distribution by CD-ROM, DVD, and the Internet. Special emphasis will be placed on interface design and usability.

ART 331  
Painting II  
3 credits  
Building upon the fundamental artistic and technical issues addressed in Painting I, this studio course will explore advanced approaches to the art of painting. This class will focus 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.  
Prequisite: ART 272 or permission of the instructor.
ART 333
Watercolor
3 credits
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.

ART 341
Sculpture
3 credits
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.

ART 350
Art and Spirituality
3 credits
Art, like spirituality, is open and dynamic. Both are the hope of a world badly in need of transformation. Although formulated mainly for Religious Studies majors, this course offers the opportunity to experience the arts on a new and unique level by exploring answers to questions that ask: How do art and spirituality relate to each other? What is spirituality? Where does it lie? In the creative process? In the artist? In the art work? In the viewer? These and other topics will be covered in this course.

ART 352
Ceramics II
3 credits
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.
Prerequisite: Art 236 or permission of the instructor.

ART 353
Stained Glass II
3 credits
In this advanced course, students will learn the skills to develop original stained glass pieces from design and execution through to presentation. The students will create three-dimensional work such as a lamp shade and other functional objects. Both contemporary and ancient processes of glass fusion, glass painting, and glass etching will be included in a final original window. A field trip will also be offered and a research project will complete the course.
Prerequisite: ART 237 or permission of the instructor

ART 360
Modern and Contemporary Art
3 credits
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 independently evaluate the art of the last century. In addition, students will analyze historical connections between contemporary art and the art of the past, exploring non-traditional and multicultural influences as well. A field trip will be offered in addition to research projects.

ART 361
Women in Art
3 credits
A study of both the visual representation of women and an examination of women artists from prehistory to the contemporary era, this art history course places particular focus on the
varying roles of women in the periods under review. This course not only looks at history, but at multi-leveled issues in the arts and society as well. Among the activities are lectures, discussions, projects, and student research.

ART 362
History of Graphic Design
3 Credits
This course is an exploration of the history of graphic design and the impact that the field has had on social institutions and thought into the present period. Topics will 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.

ART 363
History of Photography
3 credits
An exploration of the history of photography and the impact the medium has had on social institutions, the visual arts, and cultural thought into the present period. The historical development of camera technology will be covered. Past and contemporary photography-based art movements as well as controversial issues will be discussed and researched. This course includes a field trip.

ART 364
New Media History
3 credits
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.

ART 382
Color Theory
3 credits
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.

ART 390
Advanced Web Design
3 Credits
A continuation of ART 245, this course helps students further develop their skills by extending Dreamweaver, the basic HTML software, with dynamic web-design techniques. Particular emphasis will be placed on learning Flash, a computer animation program used to create everything from simple Web graphics to immersive interactive environments. Through weekly assignments and readings, students will consider current design issues, as well as the impact of the computer on our society.
Prerequisite: ART 245

ART 395
Flash Game Design
3 credits
Gaming is one of the most popular aspects of computing, yet is often dismissed by critics. This course gives students the chance to prove them wrong by creating games of their own, from simple internet animations to more complex simulations.
Prerequisite: ART 390
ART 398
3-D Game Design
3 credits
Enter the world of video game design by learning the fundamentals of modeling and rendering. Beginning with the creation of a unique 3-D world, students will then learn to animate their characters, with special emphasis on lighting and texturing the scene.

ART 431
Advanced Projects I
3 credits
The course enables students to develop an advanced project or series of projects related to the fine arts, graphic arts, or interdisciplinary fields. Particular emphasis is given to completing professionally acceptable artwork, and presenting a written report about the advanced project.
Prerequisite: Advanced courses in the proposed project’s subject matter along with permission of the instructor or student’s advisor.

ART 432
Advanced Projects II
3 credits
A continuation of Advanced Projects I, this class may be registered for when extra time is needed for the completion of special projects, such as finishing a senior thesis exhibit.
Prerequisite: Art 431 and permission of the instructor or student’s advisor.

ART 441, 442
Independent Study in Art
3, 3 credit
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.
Prerequisite: Permission from the Chair of the Department of Art and Music.

ART 449
Senior Seminar I
3 credits
The first part of a two-term class experience, Senior Seminar I begins the process of creating a thesis body of work that will represent both the technical and intellectual summation of the art major’s academic experience as well as a bridge to their professional future. Starting with this class and extending over two terms, students will develop an advanced project or series of projects in their chosen concentration; fine arts, graphic design, or interdisciplinary fields. Components of Senior Seminar I include: creating a thematically unified series of works, assisting with the design and publication of the Senior Seminar II graduates’ postcard and catalogue, and developing a portfolio of writings that culminates in an artist’s statement and thesis. Regular readings will be assigned and discussed in class. A museum or gallery field trip may also be included.
NOTE: This course must be taken one semester before ART 450 Senior Seminar II in the Visual Arts, and one semester prior to graduation.

ART 450
Senior Seminar II
3 credits
Senior Seminar II completes the process of creating a representative body of work that was begun in Senior Seminar I. In this concluding term, students will finalize their thesis exhibition projects. Components of Senior Seminar II include mounting a professional exhibition of the thesis body of work and delivering an oral presentation of the thesis exhibition to the College faculty. Regular readings will be assigned and discussed in class. A museum or gallery field trip may be included as well.
Prerequisite: Art 449

ART 452
Career Internship in the Arts
3 credits
This course affords the student the opportunity to earn college credit while gaining practical experience in the workplace. An experiential learning process, the student may either work with an outside vendor or within the College community on a project or job that relates to their own field of study. Students must complete 90 hours of work and complete specific objectives set down by the assigned mentor.
Prerequisite: Permission from the student’s advisor or the Chair of the Department of Art and Music.
Certificate in Graphic Design

The twenty-four credit Certificate in Graphic Design provides students with the opportunity to upgrade their skills in this field or to prepare themselves for a career in graphics, or the publishing, or printing professions.

With this certificate students can also:
1. Complete twenty-four credits toward a baccalaureate degree in Graphic Design, or Fine Arts, or a second undergraduate degree in another field of concentration, for example Teacher Education or Special Education.
2. Fulfill prerequisites and gain skills for entrance into graduate programs in Graphic Design or in related fields.

Program Requirements

1. Register as a student in the Certificate program.
2. Maintain a grade of C or better in all courses.
3. Start fall, spring, or summer.
4. Complete twenty-four credits.
5. Complete all requirements within five years.

Credits from other institutions are not transferable.

Music Course Offerings

MU 101
Foundations of Music
3 Credits
Students study basic music theory including an in-depth examination of pitch, rhythm, articulation, and dynamics notation. The tenets of sight singing are covered as well as scales, keys, triads, and intervals.

MU 102
History of Music
3 Credits
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.

MU 103
Basic Piano for Adults
3 credits
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.

MU 112
Felician College Choir I
3 credits
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.
MU 115
Technique for Singers
3 credits
The course enables students to 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.

MU 212
Felician College Choir II
3 credits
A continuation of MU 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.
Prerequisite: MU 112 or past choral experience, or permission of the instructor.

MU 215
Music for Educators
3 credits
This course enables educators (K-8 and beyond) to integrate music into their curriculum, by teaching basic musical concepts using a diverse selection of sound producing instruments, including the piano. Although the course will be centered on music, its concepts will be enhanced through other arts disciplines.
(See Art 215 Art for Educators)
Highly Recommended for Teacher Education students

MU 312
Felician College Choir III
3 credits
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.
Prerequisite: MU 212 or permission of the instructor.

MU/ART 315
Experiencing the Arts I
3 credits
An introduction to some of the core elements in the humanities, this course provides a lifelong reference to the visual and performing arts. Designed for students who have little or no knowledge of the arts, this class seeks to give them the skills and knowledge to meaningfully look, listen, and experience works of visual art, music, theater, film, dance, and literature. The students are also required to attend at least one exhibit, performance, or outside lecture as part of the class material.
Prerequisite: None

MU/ART 316
Experiencing the Arts II
3 credits
This course enables the student to view, study, experience and enjoy the cultural arts in the metropolitan area. The events may include musical theater, opera, dance, recitals, and visits to television studios, museums, and galleries.
Prerequisite: MU/ART 315
The biology curriculum provides the major with a strong background in basic biological principles and current developments in a variety of subject areas. Topics include physiology, microbiology, molecular genetics, biochemistry, cell biology, and immunology. This diversity of course offerings enables the biology major to prepare for numerous job opportunities or for continued education in either professional (e.g., medical, dental, occupational/physical therapy) or graduate school. Also see the courses listed under Environmental Science (page 153), Forensic Science, and General Science.

General Biology I and II (BI 103, 104) are prerequisites for all 300- and 400-level courses. Biology Seminar (BI 409) is a prerequisite for Undergraduate Research in Biology (BI 450 or 451). For specific prerequisites, see individual course listings.

One feature of the biology major is the undergraduate research program. Under the guidance of a mentor, each senior biology major designs and executes an original, independent research project. At the end of the senior year, each student submits a written paper and delivers an oral presentation of research results. This emphasis on independent experimentation further prepares the biology major for industry or graduate work.

Students planning to apply to medical school, dental school, or graduate school in the life sciences are strongly encouraged to take BI 205-206, Anatomy and Physiology.

Students planning to seek an industrial position upon graduation should take CH 203, Analytical Chemistry.
BACHELOR OF ARTS DEGREE IN BIOLOGY (120 CREDITS)
(Revised: April 2006)

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<tr>
<td><strong>Required Biology Courses (17 credits)</strong></td>
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<tr>
<td>BI 103 General Biology I</td>
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<td>BI 104 General Biology II</td>
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<td>BI 405 Genetics</td>
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<td>BI 450 Undergraduate Research in Biology I</td>
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<td>BI 451 Undergraduate Research in Biology II</td>
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<td><strong>Related Requirements (33 credits)</strong></td>
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<tr>
<td>CH 103 General Chemistry I</td>
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<td>CH 104 General Chemistry II</td>
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<td>CH 201 Organic Chemistry I</td>
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<td>CH 202 Organic Chemistry II</td>
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<td>MT 161 Precalculus</td>
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<td>MT 122 Statistics I</td>
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<td>PHY 103 General Physics I</td>
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<tr>
<td><strong>Biology Electives (4 courses, from at least 3 categories; 13-16 credits)</strong></td>
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<tr>
<td>Category 1 (Structural Biology)</td>
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<td>BI 205 Anatomy and Physiology I</td>
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<td>BI 206 Anatomy and Physiology II</td>
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<tr>
<td>BI 305 Embryology</td>
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<td>Category 2 (Health-Related)</td>
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<td>BI 307 Pathophysiology</td>
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<td>BI 308 Virology</td>
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<td>BI 403 Immunology</td>
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<td>Category 3 (Molecular Biology)</td>
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<td>BI 310 Cell Biology</td>
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<tr>
<td>BI 360 Biochemistry (also listed as CH 360)</td>
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<tr>
<td>Category 4 (Ecology/Evolutionary Biology)</td>
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<td>BI 209 Evolution</td>
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<tr>
<td>BI 306 Ecology</td>
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<tr>
<td><strong>Free Electives (12-15 credits)</strong></td>
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* A grade of C is the minimum acceptable for BI 202 Microbiology and MT 160 College Algebra.
## RECOMMENDED COURSE SEQUENCE FOR BIOLOGY MAJOR

Revised April 2006

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<thead>
<tr>
<th>Freshman</th>
<th>Fall</th>
<th>BI 103</th>
<th>MT 160</th>
<th>Spring</th>
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<td>ENG 101</td>
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<td>Junior</td>
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## Minor in Biology

Students wishing 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.

**Courses needed for the Biology Minor**

**Required courses:** General Biology I and II (BI 103 and BI 104), Anatomy and Physiology I and II (BI 205 and BI 206)

**Biology electives:** At least one 200-level or higher Biology course (with prefix “BI”), excluding BI 409, BI 450, and BI 451

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.
BI 102
Human Biology
4 credits
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 non-major. Three lecture-hours and one 150-minute laboratory session weekly. Course involves vertebrate dissection.
(Note: This course cannot be applied towards the biology course requirements of the Biology degree.)
Prerequisite: Competency in basic English skills, as shown by a passing grade in ENG 002 or equivalent

BI 103 - 104
General Biology I and II
4, 4 credits
This course gives the biology major an understanding of the principles, similarities and diversities in the cell, plant (BI 103) and animal worlds (BI 104). Emphasis is placed on the modern aspects of biology, especially physiology, genetics, evolutionary mechanisms and ecological interactions, through lectures, discussions and practical work in the laboratory. Required for all Biology majors prior to additional courses in Biology. Three lecture-hours and one 150-minute laboratory session weekly. Course involves plant and animal dissection.
Prerequisites: Competency in Mathematics and English basic skills or permission of instructor. A student must earn a C or better in BI 103 in order to take BI 104

BI 110
Biology of Aging
3 credits
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.)
Prerequisite: Competency in basic English skills, as shown by a passing grade in ENG 002 or equivalent

BI 113
Disease and History
1 credit
This course is an exploration of the effects that disease 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.
Prerequisite: High School Biology

BI 120
Basic Life Science
4 credits
A study of the evolution of the human race and its interaction with other species and with the natural environment. The focus is on basic biological concepts and ecological systems. Life-long learning skills are emphasized. Three lecture-hours and one 150-minute laboratory session weekly.
(Note: This course cannot be applied toward the major requirements of the Biology degree, or the General Science concentration.)
Prerequisites: Competency in Mathematics and English basic skills, as shown by passing grades in MT 002, ENG 002 or equivalent, or permission of the instructor.
BI 202  
Microbiology  
4 credits  
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. Three lecture-hours and two seventy-five minute laboratory sessions weekly. (every semester)  
Prerequisite: Successful completion of CH 001 or high school chemistry, and competency in basic math and English skills (as shown by passing grades in ENG 002 and MT 002, or equivalent)

BI 205 - 206  
Anatomy and Physiology I and II  
4, 4 credits  
A detailed study of human anatomical structures and a comprehensive coverage of all aspects and functions of human physiology. All organ systems and interrelationships will be discussed. Course includes the dissection of a representative mammal (cat) and organ dissection, as well as the use of prepared slides, models and skeletons. Three lecture-hours and one 150-minute laboratory session weekly. Note: Students matriculated in the BSN track in Nursing and Health Management may take BI 205 to fulfill the General Education Lab Science Requirement. (every semester)  
Prerequisites: Competency in basic English skills, as shown by a passing grade in ENG 002 or equivalent; a grade of “C” or higher in BI 205 in order to enroll in BI 206

BI 209  
Evolution  
3 credits  
An overview of the processes involved from non-life to life and the subsequent evolutionary development to modern human beings. Included are various major evolutionary concepts proposed throughout history. (every three years)  
Prerequisite: one 100- or 200-level biology course or permission of the instructor.

BI 305  
Embryology  
4 credits  
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. Three lecture-hours and one 150-minute laboratory session weekly. (every three years)  
Prerequisite: BI 205

BI 306  
Ecology  
4 credits  
A detailed study of the relationships between organisms and the environments in which they live. Emphasis will be placed on ecosystems, microbial ecology, population dynamics and environmental chemistry through lectures, discussions and practical work in the laboratory and field. Three hours of lecture and two seventy-five-minute laboratory sessions weekly. (every three years)  

BI 307  
Pathophysiology  
3 credits  
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. (every semester)  
Prerequisite: BI 205-206 or permission of instructor.

BI 308  
Virology  
3 credits  
An overview of the chemical composition and morphology of human and animal viruses.
Topics include replication, transmission, pathology and culture methods. (every three years)

*Prerequisites:* BI 103 and BI 104

**BI 310**  
**Cell Biology**  
**3 credits**  
An in-depth study of cells, with an emphasis on the molecular level of organization and function. Major themes are the relationships between biochemistry and cell functions, and between cellular and organismic activities. (spring)  
*Prerequisites:* BI 103 and BI 104, CH 103 and 104, or permission of the instructor.

**BI/CH 360**  
**Biochemistry I**  
**4 credits**  
A study of the chemical reactions occurring in biological systems. This course will focus on the molecular level of biological processes and will illustrate the interrelationships of different biochemical pathways. Two lectures and one four-hour laboratory session weekly.  
*Prerequisites:* CH 201; CH 202 strongly recommended

**BI 403**  
**Immunology**  
**4 credits**  
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. Three lecture-hours and one 180-minute laboratory session weekly. (fall)  
*Prerequisite:* CH 201, BI 405 both recommended

**BI 405**  
**Genetics**  
**4 credits**  
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. Three lecture-hours and one 150-minute laboratory session weekly. (spring)  
*Prerequisites:* BI 202, CH 201

**BI 409**  
**Biology Seminar**  
**1 credit**  
A critical study of current topics in biology using original literature. Each student participates in weekly discussions based on current readings and makes a formal oral presentation on a specific subject investigated in depth. The student then chairs the discussion of that topic at the seminar. This course is normally taken during the junior year. (spring)

**BI 450 - 451**  
**Undergraduate Research in Biology I, II**  
**2, 2 credits**  
Emphasis is on laboratory and library research. Students pursue individual research projects under faculty supervision. Each student must submit an oral and written report at the close of BI 451. (every semester)  
*Prerequisite:* BI 409

**BI 455**  
**Advanced Special Topics in Biology**  
**3 credits**

**BI 456**  
**Advanced Special Topics in Biology with Lab/Field Component**  
**4 credits**
Cooperative Programs

The Department of Natural Sciences administers programs in Allied Health Technologies (AHT) and Clinical Laboratory Sciences (CLS). These are cooperative programs involving general education and science coursework at Felician College, and advanced coursework at UMDNJ, culminating in jointly-awarded Bachelor’s degrees.

Allied Health Technologies Program

The Bachelor of Science degree program in Allied Health Technologies (AHT) is awarded jointly with the University of Medicine and Dentistry of New Jersey-School of Health Related Professions (UMDNJ-SHRP) and offers four majors areas of study: Medical Sonography, Nuclear Medicine Technology, Respiratory Care and Vascular Technology.

Students must complete specified degree requirements at Felician College before they can enter UMDNJ-SHRP for their professional coursework. Program graduates will receive a B.S. in AHT, with eligibility for national certification and State licensure, where applicable. Students may attend Felician College on a full-or part-time basis for their pre-professional coursework but the professional coursework usually requires full-time study.

Medical Sonography

The profession of diagnostic medical sonography includes general sonography, and various subspecialties. The profession requires judgment and the ability to provide appropriate health care services. Sonographers 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 sonographer may provide this service in a variety of medical settings where the physician is responsible for the use and interpretation of appropriate procedures. Sonographers assist physicians in gathering data necessary to reach diagnostic decisions.

The sonographer is able to perform the following:

- Obtain, review and integrate pertinent patient history and supporting clinical data to facilitate optimum diagnostic results.
- Perform appropriate procedures and record anatomic, pathologic, and/or physiologic data for interpretation by a physician.
- Record, analyze, and process diagnostic data and other pertinent observations made during the procedure for presentation to the interpreting physician.
- Exercise discretion and judgment in the performance of sonographer and/or other non-invasive diagnostic services.
- Demonstrate appropriate communication skills with patients and colleagues.
- Act in a professional and ethical manner.
- Provide patient education related to medical ultrasound and promote principles of good health.

The program is accredited through the Commission on Accreditation of Allied Health Education Programs (CAAHEP) (http://www.caahep.org/). Upon successful completion of the program,
graduates will be eligible for examination and certification by the American Registry of Diagnostic Medical Sonographers (http://www.ardms.org/).

**Nuclear Medicine Technology**

Nuclear Medicine is a medical specialty that uses radioactive materials for the diagnosis and treatment of disease. It is a field that has grown phenomenally over its relatively short existence. Recent advances in the field include monoclonal antibody and peptide imaging, and expanded use of therapeutic procedures. Nuclear Medicine Technologists are highly skilled professionals whose knowledge in patient care techniques and the biological and physical sciences enable them to work hand-in-hand with physicians and other allied health professionals to provide care, comfort and an accurate diagnosis and treatment plan for each patient. They are specifically trained in radiation safety laboratory techniques, imaging procedures and the use of highly specialized equipment to assure the efficient daily operation of their facility.

Technologists can find employment opportunities in hospitals, private imaging centers and laboratories. Additionally, career opportunities exist with technical and radiopharmaceutical companies in product sales and technical support. All career opportunities offer competitive salaries and attractive benefits.

The Nuclear Medicine Program is approved by the New Jersey Commission of Radiation Protection and accredited by the Joint Review Committee on Educational Programs in Nuclear Technology (JRCEPNMT). Upon successful completion of the program, the graduates will be eligible for certification by the Nuclear Medicine Technology Certification Board (http://www.nmtech.org/) and/or American Registry of Radiologic Technologists (http://www.arrt.org/).

**Respiratory Care**

Respiratory care practitioners are health care specialists who participate in the diagnosis, treatment, management, education and preventative care of patients with disorders of the cardiopulmonary system. Some of their primary responsibilities including oxygen therapy, humidification and aerosol therapy, drug administration, bronchial hygiene, cardiopulmonary resuscitation, maintenance of artificial airways, and ventilator management. The care extends to patients in hospitals on medical and surgical wards, emergency rooms, neonatal, adult and cardiac intensive care units, and outpatient departments. Respiratory care may also be provided in patients’ homes, in rehabilitative centers, in nursing homes as well as other health care facilities.

The respiratory therapist applies scientific knowledge and theory to practical problems of respiratory care and is qualified to assume primary responsibility for all respiratory care modalities, including the supervision of respiratory therapy technicians.

The qualified respiratory therapist can readily find employment in a variety of clinical settings. In addition, opportunities for advancement in areas such as supervision, education, and equipment sales and marketing are available to the experienced, credentialed practitioner. All practitioners are required to be licensed in New Jersey. One of the requirements of state licensure is to be a graduate of an accredited school of respiratory care, as with the UMDNJ SHRP Programs.
Graduates are eligible for both the entry level licensure and Advanced Practitioner examinations, offered by the National Board for Respiratory Care (NBRC) (http://www.nbrc.org/default.html).

**Vascular Technology**

Vascular technologists are highly skilled diagnosticians, who perform non-invasive tests to determine the presence or absence of arterial or venous disease. Technologists perform examinations at the request or direction of a physician. They principally rely on ultrasound to examine patients but must also incorporate the use of a wide variety of instrumentation for the detection of disease. Patients with significant vascular problems are often candidates for surgery and the skills of the vascular technologist are not only important for the initial diagnosis but also for evaluating the success of operation.

Technologists usually work under the direction of a Vascular Surgeon or Vascular Medicine Specialist. They are most often employed by hospitals but are also employed by private freestanding laboratories or private industry. The tremendous growth in technology and the increasing trend toward non-invasive diagnostics have aroused the need for educated vascular technologists who possess good analytical and technical skills. The constant interaction of technologists with referring physicians and patients necessitates effective communication skills.

Throughout the country, the lack of educational programs has restricted entry into this relatively young field of study. Locally and nationally, career opportunities for Vascular Technologists are excellent because of the very real need for highly skilled personnel.

**AHT Degree Requirements**

Candidates for the Bachelor of Science degree in Allied Health Technologies are required to:

1. satisfy all entrance requirements;
2. complete all pre-professional curriculum requirements prior to enrollment at UMDNJ;
3. maintain an overall 2.750 GPA with a grade of “C” or better in all required science and math courses; and
4. earn a minimum of 550 on TOEFL Exam for applicants with foreign credentials who are transferring into the AHT programs.

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.
BACHELOR OF ARTS DEGREE IN ALLIED HEALTH TECHNOLOGIES  
JOINT DEGREE WITH UMDNJ-SHRP (95 CREDITS at FELICIAN)  
(Revised: April 2006)

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<td>Medical Sonography (15 months, Full time)</td>
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<td>Nuclear Medicine Technology (15 months, Full time)</td>
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<td>Respiratory Therapy (15 months, Full time)</td>
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<td>Vascular Technology (15 months, Full time)</td>
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* A grade of C is the minimum acceptable for BI 202 Microbiology and MT 160 College Algebra.
**SUGGESTED FOUR YEAR COURSE SEQUENCE FOR AHT MAJORS**
Revised April 2006

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**Clinical Laboratory Science Program**

The Bachelor of Science degree program in Clinical Laboratory Sciences is awarded jointly with the University of Medicine and Dentistry of New Jersey - School of Health Related Professions (UMDNJ-SHRP) and offers two areas of study: Medical Laboratory Sciences and Cytotechnology.

Students must complete specified degree requirements at Felician College before they can enter UMDNJ-SHRP for their professional coursework. Program graduates will receive a B.S. in CLS, with eligibility for national certification, where applicable. Students may attend Felician College 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.naacs.org/).

**Cytotechnology**

In the clinical laboratory, the Cytotechnologist prepares cell samples from various body sites to screen for abnormalities that are warning signs of cancer, thus affording early detection and treatment. Viral, fungal and parasitic infections are also readily detected by cytologic techniques. The Cytotechnologist, an important fact-finder in disease-related research, is employed in the clinical laboratories of hospitals, private industry, and research and teaching institutions.

This program offers study and practical experience in basic cytotechnology in which the biological sciences are the foundation for clinical laboratory techniques used to identify normal and abnormal cells. Classroom instruction is combined with practical experience at affiliated hospitals and private laboratories.

The Cytotechnology Program is fully accredited by the Commission on Accreditation of Allied Health Programs (CAAHEP) (http://www.caahep.org/) in conjunction with the American Society of Cytopathology and sponsoring organizations.

**CLS Degree Requirements**

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

1. satisfy all entrance requirements;
2. complete all pre-professional curriculum requirements prior to enrollment at UMDNJ;
3. maintain an overall 2.750 GPA with a grade of “C” or better in all required science and math courses; and
4. earn a minimum of 550 on TOEFL Exam for applicants with foreign credentials who are transferring into CLS programs.

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.
BACHELOR OF ARTS DEGREE IN CLINICAL LABORATORY SCIENCES
JOINT DEGREE WITH UMDNJ-SHRP (94 CREDITS at FELICIAN)
(Revised: April 2006)

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<td>BI 103 General Biology I</td>
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<td>BI 205 Anatomy &amp; Physiology I</td>
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<td>Cytotechnology (15 months)</td>
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<td>Medical Laboratory Sciences (15 months)</td>
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* A grade of C is the minimum acceptable for BI 202 Microbiology and MT 160 College Algebra.

SUGGESTED FOUR YEAR COURSE SEQUENCE FOR CLS MAJORS
Revised April 2006

**Freshman Year**

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<td>BI 103 General Biology I</td>
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**Sophomore Year**

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<td>BI 206 Anatomy and Physiology II</td>
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continued
### Junior Year

<table>
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<tbody>
<tr>
<td>Social/Behav. Science Elective</td>
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<td>Social/Behav. Science Elective</td>
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<tr>
<td>CH 201 Organic Chemistry I</td>
<td>4</td>
<td>CH 360 Biochemistry</td>
<td>4</td>
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<tr>
<td>BI 403 Immunology</td>
<td>4</td>
<td>BI 310 Cell Biology</td>
<td>3</td>
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<tr>
<td>CO 300 Themes of Literature</td>
<td>3</td>
<td>BI 405 Genetics</td>
<td>4</td>
</tr>
<tr>
<td>RS 300/400 Religious Studies</td>
<td>3</td>
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<tr>
<td></td>
<td>17</td>
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</table>

### Senior Year

At UMDNJ-SHRP

### Articulated Programs

Students enrolled in Articulated Programs earn a bachelor’s degree in Biology from Felician College and a graduate degree from the cooperating institution.

### Physical Therapy Program

The Physical Therapy Program is an articulated program sponsored with the University of Medicine and Dentistry-School of Health Related Professionals (UMDNJ-SHRP) 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 College completing 95 credits in the pre-professional component (42 credits in the General Education and Core Curriculum and 53 credits in the required departmental core). Students must formally apply for admission for their professional coursework to the UMDNJ-SHRP Physical Therapy Program. Upon successful completion of their first year of courses (45 credits) at UMDNJ-SHRP, Felician College will award a Bachelor of Arts degree in Biology. Upon successful completion of the remainder of the required coursework (approximately two additional years), UMDNJ-SHRP will award a Doctorate in Physical Therapy (DPT) degree.

Upon completion of the Doctor of Physical Therapy Program students are prepared to enter the physical therapy profession as a clinician capable of practicing in an autonomous and ethical manner. The graduate will have skills in differential diagnosis as well as in advanced clinical and management practices. They will be able to understand and apply research presented in various formats.
to clinical decision making and practice and will be expected to lead the profession in the changes needed for effective practice in the 21st century.

**Admission Requirements**

1. High School graduation or equivalent diploma (GED).
2. English as a Second language (ESL) placement test if required and completion of ESL courses, if necessary.
3. Earn a minimum of 550 on TOEFL Exam for applicants with foreign credentials who are transferring into the DPT Program.
4. Completion of any necessary remedial courses as determined by the College’s Basic Skill Test.
5. A minimum grade of 2.5 for all transfer students.

Note: The minimal satisfaction of entrance requirements does not guarantee acceptance into the professional portion of the program. The final decision for acceptance rests with the professional school.

**Degree Requirements**

All students must:

1. Maintain a minimum GPA of 3.000;
2. Complete all the pre-professional courses (95 cr.) 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 UMDNJ-SHRP Physical Therapy program for the professional component of the program;
6. Obtain a satisfactory score on all three sections (verbal, quantitative and analytical) of the Graduate Record Examination (GRE);
7. Submit three letters of recommendation, including two from physical therapists; and,
8. Have basic computer literacy, including file management, use of word processing and spreadsheet programs, use of e-mail and the Internet.
PHYSICAL THERAPY DEGREE PROGRAM ARTICULATED PROGRAM WITH UMDNJ-SHRP
B.A. in BIOLOGY/ DOCTORATE IN PHYSICAL THERAPY
(95 CREDITS at FELICIAN)
(Revised: April 2006)

COURSE

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<tr>
<th>Required Pre-Professional Core (53 credits)</th>
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<tr>
<td>BI 103 General Biology I</td>
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<td>BI 104 General Biology II</td>
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<tr>
<td>BI 205 Anatomy &amp; Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BI 206 Anatomy &amp; Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>BI 405 Genetics</td>
<td>4</td>
</tr>
<tr>
<td>CH 103 General Chemistry I</td>
<td>5</td>
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<td>CH 104 General Chemistry II</td>
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<td>CH 201 Organic Chemistry I</td>
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<tr>
<td>MT 262 Calculus I</td>
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</table>

Professional Courses at UMDNJ-SHRP

Physical Therapy Curriculum (3 years)

* Grade of “C” is the minimum acceptable for BI 202 Microbiology and MT 161 Precalculus.

SUGGESTED FOUR YEAR COURSE SEQUENCE FOR PHYSICAL THERAPY MAJORS
Revised April 2006

Freshman Year

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<td>MT 122 Statistics I</td>
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<tr>
<td>ENG 101 Writing College Essay</td>
<td>3</td>
<td>ENG 102 Intro. to Literature</td>
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<tr>
<td>Creative Arts Elective</td>
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<td>RS 100/200 Religious Studies</td>
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<td>CIS 101 Information Systems</td>
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Sophomore Year

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<td>MT 262 Calculus I</td>
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<td>BI 202 Microbiology</td>
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<td>BI 205 Anatomy and Physiology I</td>
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Junior Year

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<tr>
<td>Social/Behav. Science Elective</td>
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<td>PS 101 Intro. to Psychology</td>
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<td>CH 201 Organic Chemistry I</td>
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<td>CH 360 Biochemistry</td>
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<td>PHY 103 General Physics I</td>
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<td>CO 300 Themes of Literature</td>
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<td>BI 405 Genetics</td>
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<td>RS 300/400 Religious Studies</td>
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Senior Year

At UMDNJ-SHRP

Physician Assistant Program

The Physician Assistant (PA) program is an articulated program sponsored with the University of Medicine and Dentistry -- School of Health-Related Professions (UMDNJ-SHRP). 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 College completing 94 credits in the pre-professional component (42 credits in the General Education and the Core Curriculum and 52 credits in the required departmental core). Students must formally apply for admission for their professional coursework to the UMDNJ-SHRP Physician Assistant Program. Upon successful completion of their first year of courses at UMDNJ-SHRP, Felician College will award a Bachelor or Arts degree in Biology. Upon successful completion of the remainder of the required coursework, UMDNJ-SHRP will award a Master of Science in Physician Assistant Studies.

Admission Requirements

1. High School graduation or equivalent diploma (GED).
2. English as a Second Language (ESL) Placement Test is required and completion of ESL courses, if necessary.
3. Earn a minimum of 600 on TOEFL Exam for applicants with foreign credentials who are transferring into the PA Program.
4. Completion of any necessary remedial courses as determined by the College’s Basic Skills Test.
5. A minimum grade of 2.500 for all transfer students.
Degree Requirements

All students must:

1. Maintain a minimum GPA of 3.000;
2. Complete all the pre-professional courses (95 credits) with a grade of C or better in all required science and math courses;
3. Formally apply to the UMDNJ-SHRP Physician Assistant Program for the professional component of the program;
4. Submit three letters of recommendation; and,
5. Participate in an interview with the Admissions Committee.

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.

FELICIAN COLLEGE BACHELOR OF ARTS DEGREE IN BIOLOGY
AND MASTER OF ARTS DEGREE IN PHYSICIAN ASSISTANT STUDIES
ARTICULATION PROGRAM WITH UMDNJ-SHRP
(94 CREDITS at FELICIAN)
(Revised: April 2006)

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<thead>
<tr>
<th>COURSE</th>
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<td><strong>Required Pre-Professional Core (52 credits)</strong></td>
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<td>BI 103 General Biology I</td>
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<td>BI 104 General Biology II</td>
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<td>BI 310 Cell Biology</td>
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<td>BI 403 Immunology</td>
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<td>BI 405 Genetics</td>
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<td>CH 360 Biochemistry</td>
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<td>MT 161 Precalculus</td>
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<td>MT 122 Statistics I</td>
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<td><strong>Professional Courses at UMDNJ-SHRP</strong></td>
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<tr>
<td>Physician’s Assistant Program (3 years)</td>
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* A grade of “C” is the minimum acceptable for BI 202 Microbiology and MT 160 College Algebra.
SUGGESTED SIX YEAR COURSE SEQUENCE
FOR PHYSICIAN ASSISTANT MAJORS
Revised April 2006

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<td>MT 160 College Algebra</td>
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<td>ENG 101 Writing College Essay</td>
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<td>ENG 102 Intro. to Literature</td>
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<td>RS 100/200 Religious Studies</td>
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<td>CO 250 Applied Ethical Reasoning</td>
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<td>BI 202 Microbiology</td>
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<td>BI 205 Anatomy and Physiology I</td>
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<td></td>
<td>Three years at UMDNJ-SHRP</td>
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Optometry Program

The Optometry Program (OD) is an articulated program sponsored with SUNY State College of Optometry (http://www.sunyopt.edu/). Doctors of Optometry (often called Optometrists) are independent primary health care providers who examine, diagnose, treat and manage diseases and disorders of the eye.

Doctors of Optometry are licensed to use and prescribe diagnostic pharmaceuticals. They also prescribe lenses, eyeglasses, vision therapy, and other corrective procedures.

Students in the entry level component of the Optometry Program spend about three years at Felician College completing 95 credits in the pre-professional component (42 credits in the General Education and Core Curriculum and 53 credits in the required pre-professional Core). Students
must apply for admission for their professional coursework to SUNY State College of Optometry. Applicants must earn a minimum overall GPA of 3.300 and a 3.300 in math and science courses.

Upon successful completion of their first year of courses at SUNY State College of Optometry, Felician College will award the Bachelor of Arts degree in Biology. Upon completion of the remainder of the required coursework (approximately three years) SUNY State College of Optometry will award the Degree of Doctor of Optometry (OD).

Degree Requirements

All students must:

1. Maintain a minimum overall SPA of 3.3 and a 3.3 in math and science courses;
2. Attain a total science test score above 330 on the Optometry Admission Test (OAT) with no individual score below 310;
3. Receive a positive letter of recommendation from the Pre-Health Professions Advisory Committee of Felician College;
4. Participate in an interview with the Admissions Committee; and
5. Visit at least three different optometric offices to become familiar with the profession;

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.

ARTICULATION PROGRAM WITH SUNY STATE COLLEGE OF OPTOMETRY
B.A. in BIOLOGY/ DOCTOR OF OPTOMETRY (OD)
(95 CREDITS at FELICIAN)
(Revised: April 2006)

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<th>COURSE</th>
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<td><strong>Core Curriculum (9 credits)</strong></td>
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<tr>
<td>CO 200 Culture and Diversity</td>
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<tr>
<td>CO 250 Applied Ethical Reasoning</td>
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<td>CO 300 Themes of Literature: From Classic to Modern</td>
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<tr>
<td><strong>General Education Requirements (33 credits)</strong></td>
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<td>ENG 101 Writing the College Essay</td>
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<td>ENG 102 Introduction to the Study of Literature</td>
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<td>BI 202* Microbiology</td>
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<tr>
<td>RS ____ Religious Studies Elective (100 or 200 level)</td>
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<td>RS ____ Religious Studies Elective (300 or 400 level)</td>
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<tr>
<td>____ Social/Behavioral Sci. Elective (HI, ECO, PS, PSC, SOC)</td>
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<td>MT 161* Precalculus</td>
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<td>CIS 101 Introduction to Information Systems</td>
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<td>____ Creative Arts Elective (Art or Music)</td>
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<td>PS 101 Introduction to Psychology</td>
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**Required Pre-Professional Core (53 credits)**

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<tbody>
<tr>
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<td>BI 104 General Biology II</td>
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<td>BI 205 Anatomy &amp; Physiology I</td>
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<td>BI 405 Genetics</td>
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<td>CH 201 Organic Chemistry I</td>
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<td>CH 360 Biochemistry (OR CH 202 Organic Chemistry II)</td>
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<td>PHY 103 General Physics I</td>
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<td>PHY 104 General Physics II</td>
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<td>MT 122 Statistics I</td>
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<td>MT 262 Calculus I</td>
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**Professional Courses at SUNY State College of Optometry**

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<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Optometry Curriculum (4 years)</td>
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* A grade of “C” is the minimum acceptable for BI 202 Microbiology and MT 161 Precalculus.

**SUGGESTED FOUR YEAR COURSE SEQUENCE**

**FOR OPTOMETRY MAJORS (BIOLOGY B.A./OD)**

Revised April 2006

**Freshman Year**

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<tr>
<th>Fall</th>
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<tr>
<td>BI 103 General Biology I</td>
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<td>ENG 101 Writing College Essay</td>
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<td>ENG 102 Intro. to Literature</td>
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**Sophomore Year**

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Junior Year

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Senior Year

Four years at SUNY State College of Optometry

Podiatry Program

The Podiatry Program is an articulated program between Felician College 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 link in the healthcare team.

Students in the entry level components of the program spend about three years at Felician College completing 91 credits in the pre-professional component (42 credits in the General Education and the Core Curriculum, 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 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 College will award the Bachelor of Arts degree in Biology. Upon completion of the remainder of the required coursework (approximately three additional years), the New York College of Podiatric Medicine will award the degree of Doctor of Podiatric Medicine (DPM).

Degree Requirements

All students must:

1. Maintain a minimum overall GPA of 3.000 and a minimum grade of “C” in all math and science courses;
2. Attain MCAT scores at least equal to NYCPM’s current minimum;
3. Secure a satisfactory evaluation in a personal interview; and
4. Submit three favorable letters of recommendation.
Note: The minimal satisfaction of entrance requirements does not guarantee acceptance into the professional portion of the program. The final decision for acceptance rests with the professional school.

ARTICULATION PROGRAM WITH NEW YORK COLLEGE OF PODIATRIC MEDICINE B.A. in BIOLOGY/ DOCTOR OF PODIATRIC MEDICINE (DPM)
(91 CREDITS at FELICIAN)
(Revised: April 2006)

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<thead>
<tr>
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</tr>
<tr>
<td>___ ___ Creative Arts Elective (Art or Music)</td>
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<td>Podiatry Curriculum (4 years)</td>
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* A grade of “C” is the minimum acceptable for BI 202 Microbiology and MT 161 Precalculus.
# SUGGESTED FOUR YEAR COURSE SEQUENCE
## FOR PODIATRY MAJORS (BIOLOGY B.A./DPM)
Revised April 2006

### Freshman Year

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</table>

### Senior Year

Fours years at the New York College of Podiatric Medicine

## Chiropractic Program

The Chiropractic Program is an articulated program sponsored with the New York Chiropractic College (NYCC) (http://www.nycc.edu/).

Chiropractic focuses upon the diagnosis, treatment, and prevention of disorders of the neuromusculoskeletal system, and explores the effects these disorders have on the nervous system and on health in general.

One of the fastest-growing health professions, chiropractic increasingly finds itself managing patient care through collaborative partnerships with other essential health care professionals.
Students in the entry level component of the chiropractic program spend about three years at Felician College completing 91 credits in the pre-professional component (42 credits in the General Education and Core curriculum and 53 credits in the required pre-professional Core).

Students must apply for admission for their professional coursework at the New York Chiropractic College. Applicants must have a 3.100 GPA.

Upon successful completion of their first year of courses at NYCC, Felician College will award the Bachelor of Arts 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 3.100 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 College;
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.

**ARTICULATION PROGRAM WITH NEW YORK CHIROPRACTIC COLLEGE**

**B.A. in BIOLOGY/DOCTOR OF CHIROPRACTIC (DC) (91 CREDITS at FELICIAN)**

(Revised: April 2006)

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### Required Pre-Professional Core (53 credits)

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<td>MT 122 Statistics I</td>
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<tr>
<td>MT161 Precalculus</td>
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</table>

### Professional Courses at NYCC

- Chiropractic Curriculum (3+ years)

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* A grade of “C” is the minimum acceptable for BI 202 Microbiology and MT 160 College Algebra.

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### SUGGESTED FOUR YEAR COURSE SEQUENCE FOR CHIROPRACTIC MAJORS (Biology B.A./DC)

Revised April 2006

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Junior Year

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<td><strong>Total</strong></td>
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</table>

Senior Year

Three years plus at the New York Chiropractic College

Audiology Program

The Audiology Program is an articulated program between Felician College and Bloomsburg University of Pennsylvania (http://www.bloomu.edu/admin/acad/aud/).

An Audiologist is an independent health care practitioner who provides diagnosis of disorders of the auditory – vestibular system and audiological management, treatment, and prevention of these disorders.

The primary objective of the curriculum leading to the AuD. is to produce Audiologists who are competent to perform the wide array of diagnostic, remedial, and other services associated with the practice of Audiology.

Students in the entry level component of the program spend about three years at Felician College completing 91 credits in the pre-professional component (42 credits in the General Education and the Core curriculum, 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 College will award the Bachelor of Arts 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 (AuD.).

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 Bloomsbury University of Pennsylvania of their intent to pursue the Audiology Program no later than the end of their first year of studies at Felician College;
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.

ARTICULATED PROGRAM WITH BLOOMSBURG UNIV. OF PENNSYLVANIA
B.A. in BIOLOGY/DOCTOR OF AUDIOLOGY (Au.D.) (91 CREDITS at FELICIAN)
(Revised: April 2006)

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* A grade of “C” is the minimum acceptable for BI 202 Microbiology and MT 161 Precalculus.
## SUGGESTED FOUR YEAR COURSE SEQUENCE FOR AUDIOLOGY MAJORS (BIOLOGY B.A./AuD)

Revised April 2006

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<th>Fall</th>
<th>Cr.</th>
<th>Spring</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 103 General Chemistry I</td>
<td>5</td>
<td>CH 104 General Chemistry II</td>
<td>5</td>
</tr>
<tr>
<td>CO 200 Culture and Diversity</td>
<td>3</td>
<td>CO 250 Applied Ethical Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>RS 100/200 Religious Studies</td>
<td>3</td>
<td>BI 202 Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BI 205 Anatomy and Physiology I</td>
<td>4</td>
<td>BI 206 Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

### Junior Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Cr.</th>
<th>Spring</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social/Behav. Science Elective</td>
<td>3</td>
<td>PS 101 Intro to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>CH 201 Organic Chemistry I</td>
<td>4</td>
<td>CH 360 Biochemistry (or CH 202)</td>
<td>4</td>
</tr>
<tr>
<td>PHY 103 General Physics I</td>
<td>4</td>
<td>PHY 104 General Physics II</td>
<td>4</td>
</tr>
<tr>
<td>CO 300 Themes of Literature</td>
<td>3</td>
<td>BI 405 Genetics</td>
<td>4</td>
</tr>
<tr>
<td>RS 300/400 Religious Studies</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>17</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

### Senior Year

Four Years at Bloomsburg University of Pennsylvania

## Occupational Therapy Program

The Occupational Therapy Program is an articulated program between Felician College and Sage Graduate School (http://www.sage.edu).

Occupational Therapists provide customized treatment programs to improve a patient’s ability to perform daily activities. Their training places emphasis on the social, emotional, and physiological effects of illness and injury.

Students in the entry level component of the Occupational Therapy Program complete a B.A. in Biology at Felician College and, while at the College, complete specific Occupational Therapy Program course prerequisites.
Students must apply for admission into the Occupational Therapy Master’s Degree Program at Sage Graduate School. Applicants must earn a minimum overall 3.000 GPA, and a minimum GPA of 2.750 in Anatomy and Physiology I and II and Physics I. In addition, they must complete Occupational Therapy program prerequisite courses with grades of “C” or better.

Degree Requirements

All students must:

1. Maintain a minimum overall GPA of 3.000;
2. Attain a minimum science GPA of 2.750 (Anatomy and Physiology I and II, Physics I);
3. Complete OT program prerequisite courses with grades of “C” or better; and
4. Submit/obtain:
   By January 1st of the year preceding graduation from Felician College:
   a. Completed Sage Graduate School application packet (fee waived);
   b. Official transcripts from all college institutions attended;
   c. Current resume;
   d. One letter of recommendation from the Felician College pre-health advisor, psychology or sociology faculty, or equivalent faculty representative; and
   By October 15th of the graduation year at Felician College:
   e. A Clinical Observation Document: 20 hours of clinical observation with an occupational therapist;
   f. An OT Admission interview (contact Dr. Wendy Krupnick at 518-244-2267 or krupnw@sage.edu;)
   g. An enrollment deposit of $500.00 (non-refundable, though applicable toward graduate tuition; and
   Upon graduation from Felician College:
   h. Official transcripts documenting completion of undergraduate degree and OT Program prerequisite courses.

ARTICULATION PROGRAM WITH SAGE GRADUATE SCHOOL
B.A. IN BIOLOGY/MASTER OF SCIENCE IN OCCUPATIONAL THERAPY (OT)
(120 CREDITS AT FELICIAN)
(Revised: April 2006)

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Curriculum (12 credits)</td>
<td></td>
</tr>
<tr>
<td>CO 200 Culture and Diversity</td>
<td>3</td>
</tr>
<tr>
<td>CO 250 Applied Ethical Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>CO 300 Themes of Literature</td>
<td>3</td>
</tr>
<tr>
<td>CO 400 The Franciscan Vision: Self, Service and Society</td>
<td>3</td>
</tr>
<tr>
<td>General Education Requirements (33 credits)</td>
<td></td>
</tr>
<tr>
<td>ENG 101 Writing the College Essay</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102 Introduction to the Study of Literature</td>
<td>3</td>
</tr>
<tr>
<td>BI 202* Microbiology</td>
<td>4</td>
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</table>

continued
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RS ___ Religious Studies Elective (100 or 200 level)</td>
<td>3</td>
</tr>
<tr>
<td>RS ___ Religious Studies Elective (300 or 400 level)</td>
<td>3</td>
</tr>
<tr>
<td>MT ___ Mathematics Elective (MT 160 or higher)</td>
<td>4</td>
</tr>
<tr>
<td>CIS 101 Introduction to Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>___ ___ Creative Arts Elective (Art or Music)</td>
<td>3</td>
</tr>
<tr>
<td>PS 101 Social Science Elective (Introduction to Psychology)</td>
<td>3</td>
</tr>
<tr>
<td>PS 105 Social Science Elective (Lifespan Development)</td>
<td>3</td>
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</table>

**Required Biology Courses (17 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 103 General Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BI 104 General Biology II</td>
<td>4</td>
</tr>
<tr>
<td>BI 405 Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BI 409 Biology Seminar</td>
<td>1</td>
</tr>
<tr>
<td>BI 450 Undergraduate Research in Biology I</td>
<td>2</td>
</tr>
<tr>
<td>BI 451 Undergraduate Research in Biology II</td>
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**Related Requirements (36 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CH 103 General Chemistry I</td>
<td>5</td>
</tr>
<tr>
<td>CH 104 General Chemistry II</td>
<td>5</td>
</tr>
<tr>
<td>CH 201 Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CH 202 Organic Chemistry II (OR CH 360 Biochemistry)</td>
<td>4</td>
</tr>
<tr>
<td>MT 161* Precalculus</td>
<td>4</td>
</tr>
<tr>
<td>PS 303 Statistics for Psychological Research</td>
<td>3</td>
</tr>
<tr>
<td>PHY 103 General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHY 104 General Physics II</td>
<td>4</td>
</tr>
<tr>
<td>PS 406 Psychopathology in Adulthood</td>
<td>3</td>
</tr>
</tbody>
</table>

**Biology Electives**

(4 courses, from at least 3 categories; 13-16 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>Category 1 (Structural Biology)</strong></td>
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</tr>
<tr>
<td>BI 205 Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BI 206 Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>BI 305 Embryology</td>
<td>4</td>
</tr>
<tr>
<td><strong>Category 2 (Health-Related)</strong></td>
<td></td>
</tr>
<tr>
<td>BI 307 Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>BI 308 Virology</td>
<td>4</td>
</tr>
<tr>
<td>BI 403 Immunology</td>
<td>4</td>
</tr>
<tr>
<td><strong>Category 3 (Molecular Biology)</strong></td>
<td></td>
</tr>
<tr>
<td>BI 310 Cell Biology</td>
<td>3</td>
</tr>
<tr>
<td>BI 360 Biochemistry (also listed as CH 360)</td>
<td>4</td>
</tr>
<tr>
<td><strong>Category 4 (Ecology/Evolutionary Biology)</strong></td>
<td></td>
</tr>
<tr>
<td>BI 209 Evolution</td>
<td>3</td>
</tr>
<tr>
<td>BI 306 Ecology</td>
<td>4</td>
</tr>
</tbody>
</table>

**Free Electives (6-9 credits)**

**Professional courses at Sage Graduate School**

Occupational Therapy curriculum (2+ years)

* A grade of C is the minimum acceptable for BI 202 Microbiology and MT 160 College Algebra.
### SUGGESTED FOUR YEAR COURSE SEQUENCE

**FOR OCCUPATIONAL THERAPY MAJORS (BIOLOGY B.A./OT)**

Revised April 2006

#### Freshman Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Cr.</th>
<th>Spring</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 103 General Biology I</td>
<td>4</td>
<td>BI 104 General Biology II</td>
<td>4</td>
</tr>
<tr>
<td>MT 160 College Algebra</td>
<td>4</td>
<td>CIS 101 Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>ENG 101 Writing College Essay</td>
<td>3</td>
<td>ENG 102 Intro. to Literature</td>
<td>3</td>
</tr>
<tr>
<td>Creative Arts Elective</td>
<td>3</td>
<td>RS 100/200 Religious Studies</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<td><strong>Total</strong></td>
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#### Sophomore Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Cr.</th>
<th>Spring</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 103 General Chemistry I</td>
<td>5</td>
<td>CH 104 General Chemistry II</td>
<td>5</td>
</tr>
<tr>
<td>CO 200 Culture and Diversity</td>
<td>3</td>
<td>CO 250 Applied Ethical Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>MT 161 Precalculus</td>
<td>4</td>
<td>PS 101 Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>BI 205 Anatomy and Physiology I</td>
<td>4</td>
<td>BI 206 Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>16</td>
<td><strong>Total</strong></td>
<td>15</td>
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#### Junior Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Cr.</th>
<th>Spring</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 201 Organic Chemistry I</td>
<td>4</td>
<td>CH 202 Organic Chemistry II (or CH 360)</td>
<td>4</td>
</tr>
<tr>
<td>PHY 103 General Physics I</td>
<td>4</td>
<td>PHY 104 General Physics II</td>
<td>4</td>
</tr>
<tr>
<td>PS 105 Lifespan Development</td>
<td>3</td>
<td>BI 202 Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>RS 300/400 Religious Studies</td>
<td>3</td>
<td>BI 409 Biology Seminar</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CO 300 Themes of Literature</td>
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<tr>
<td><strong>Total</strong></td>
<td>14</td>
<td><strong>Total</strong></td>
<td>16</td>
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</table>

#### Senior Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Cr.</th>
<th>Spring</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology Elective</td>
<td>3/4</td>
<td>BI 405 Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BI 450 Senior Research I</td>
<td>2</td>
<td>BI 451 Senior Research II</td>
<td>2</td>
</tr>
<tr>
<td>PS 303 Statistics for Psych. Res.</td>
<td>3</td>
<td>PS 406 Psychopath. In Adulthood</td>
<td>3</td>
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<tr>
<td>CO 400 Capstone Seminar</td>
<td>3</td>
<td>Biology Elective</td>
<td>3/4</td>
</tr>
<tr>
<td>Free Elective</td>
<td>3</td>
<td>Free Elective</td>
<td>3</td>
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<tr>
<td><strong>Total</strong></td>
<td>14/15</td>
<td><strong>Total</strong></td>
<td>15/16</td>
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</tbody>
</table>

### CAREER PREPARATION (CSM)

**CSM 452**

**Career Internship**

**3-6 credits**

Supervised placement for qualified students in a field related to the student’s career interest. Monthly meetings and a paper are required.
CHEMISTRY (CH)

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

The minor in Chemistry is open to students in any bachelor degree program. This program will allow students in other majors to attain a strong chemistry background.

Minor in Chemistry

The minimum total number of credits required for the minor is 22. Students must have a minimum grade of "C" in each course taken towards the minor.

**Required courses:** General Chemistry I and II (CH 103, CH 104), Organic Chemistry I (CH 201), and Analytical Chemistry (CH 303).

**Electives** (at least one course from the following list):
- Organic Chemistry II (CH 202)
- Biochemistry I (BI/CH 360)
- Biochemistry II (BI/CH 361)

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.

Students who are interested in the chemistry minor should consult with chemistry faculty for more information.

CH 001
Basic Chemistry
4 credits (in-house)
Designed for students with little or no background in chemistry, this course provides a survey of the fundamentals of chemistry. Elementary problem solving is included. Two lectures and one 2.5 hour laboratory session weekly.

*Prerequisite:* MT 002 or equivalent

CH 100/ENV 100
A World View of Environmental Issues
1 credit
This course is designed to provide the student with a scientific understanding of important real world environmental issues. Dialogue will focus on such issues as nuclear power, and the greenhouse effect, including society’s attempt to address these issues through legislation. The influence of human activities on the environment will be stressed. The interrelationships of various scientific concepts will be considered. Note: This course cannot be applied towards the course requirements of the
Biology degree, or the concentration in General Science.

**Prerequisite:** Successful completion of all developmental course requirements or permission of the instructor

**CH 101**

**Food, Clothing, and Shelter; Our Material World**

4 Credits

An introductory chemistry course for non-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/polymers, cosmetics/medicines/drugs, food/nutrition, pollution/ environment, batteries/fuel/nuclear power, and soaps/detergents. The laboratory provides hands on experiments designed to illustrate the principles and the utility of the chemistry discussed in lecture. Two lectures 2.5 hour laboratory session weekly. The distance learning (DL) version requires one 75 minute meeting on campus per week, and the experiments are performed at home.

**Prerequisite:** MT 002 basic algebra with a minimum of C or better

**CH 103**

**General Chemistry I**

5 credits

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. Problemsolving techniques are stressed. Three lectures and one 2.5 hour laboratory session weekly. (fall)

**Prerequisites:** High-school chemistry (or CH 001) and MT 160 (College Algebra) or higher

**CH 104**

**General Chemistry II**

5 credits

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

**Prerequisite:** CH 103 with a minimum grade of “C” and college-level mathematics course

**CH 105**

**Principles of Chemistry**

4 credits

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. Two lectures and one 2.5 hour laboratory session weekly.

**Prerequisites:** High school chemistry or CH 001, and MT 002 or equivalent with a minimum grade of “C”

**CH 200**

**Basic Organic Chemistry**

4 credits

This is a terminal course which provides students with a broad background in organic chemistry. Fundamental topics in organic chemistry as well as an introduction to biochemistry will be discussed. A study of the chemistry of aliphatic and aromatic compounds and other relevant functional groups, with emphasis on their reactivity, is carried out. 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 training in the basic techniques of organic chemistry, such as melting point determination, distillation and recrystallization as well as various types of chromato-
Chemistry

graphy. Two lectures and one 2.5 hour laboratory session.
Prerequisites: CH 104 or CH 105 with a minimum grade of “C”

CH 201
Organic Chemistry I
4 credits
An introduction to the chemistry of organic compounds, covering nomenclature, structure, stereochemistry, aromaticity, and methods of preparation. Reaction mechanisms and the study of intermediates are used extensively to explain reactivities. Two lectures and one four-hour laboratory session weekly. (fall)
Prerequisite: CH 104 with a minimum grade of “C”

CH 202
Organic Chemistry II
4 credits
Continuation of Organic Chemistry I with emphasis on the chemistry of polysubstituted functional compounds and multistep syntheses. The theory of modern spectroscopic methods used in structure determinations is discussed. The laboratory section of the course provides training in the basic techniques of organic synthesis, as well as an introduction to spectroscopic analyses. Two lectures and one four-hour laboratory sessions weekly. (spring)
Prerequisite: CH 201 with a minimum grade of “C”

CH 303
Analytical Chemistry
4 credits
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. Two lectures and one four-hour laboratory session weekly.
Prerequisite: CH 201 with a minimum grade of “C”

BI/CH 360
Biochemistry I
4 credits
A study of the chemical reactions occurring on the molecular level in biological systems (illustrating the interrelationships of different biochemical pathways). Two lectures and one four-hour laboratory session weekly.
Prerequisites: CH 200 or CH 201 with a minimum grade of “C”; CH 202 strongly recommended

CH 455
Advanced Special Topics in Chemistry
3 credits

CH 456
Advanced Special Topics in Chemistry with Lab Component
4 credits
COMMUNICATIONS (CM)

The Communications Department provides an introduction to the communications and media industries in for those students anticipating careers in journalism and video/film production with an emphasis on developing long form video journalism. Practical training and fieldwork are part of the degree program.

Required courses: Communications majors are required to take 33 credits within the department. All majors are required to take CM 106, CM 120, CM 221, CM 222, and CM 460. Majors specializing in video production are required to take CM 230, CM 231, CM 240, CM 241, CM 245, and CM 341; those specializing in journalism/media are required to take CM 103, CM 210, plus 12 additional semester-hours from among the available journalism, media, and video production courses.

Related courses: 9 credits total. These may be chosen from among selected courses in Art, English, History, or Philosophy.

<table>
<thead>
<tr>
<th>Communications Major</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Courses</strong> (15 credits): CM 106 Mass Media; CM 120 Film Analysis; CM 221 History of the Motion Picture: Fiction Films; CM 222 History of the Motion Picture: Documentary Film; CM 460 Senior Project</td>
</tr>
<tr>
<td><strong>Required Specialization Courses in Communications</strong> (18 credits):</td>
</tr>
<tr>
<td><em>Journalism/Media Specialization:</em> CM 103 Public Speaking; CM 210 Journalism; CM 215 Broadcast Journalism; CM 240 Videomaking I; CM 241 Videomaking II; CM 301 Standards and Practices in Journalism and the Media; CM 310 Investigative Journalism (pending course approval); CM 452 Internship in Communications.</td>
</tr>
<tr>
<td><strong>Or</strong></td>
</tr>
<tr>
<td><em>Digital Videomaking Specialization:</em> CM 230 Screenwriting I; CM 231 Screenwriting II; CM 240 Videomaking I; CM 241 Videomaking II; CM 245 Directing I (pending course approval); CM 341 Videomaking III; CM 452 Internship in Communications.</td>
</tr>
<tr>
<td>Related Requirements: 9 credits chosen from among selected courses in Art, English, History, or Philosophy.</td>
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</table>
# FOUR YEAR RECOMMENDED COURSE SEQUENCE FOR COMMUNICATIONS MAJORS
**(DIGITAL VIDEO PRODUCTION CONCENTRATION)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
</table>
| **Freshman** | CM 106 Mass Media  
CM 120 Film Analysis  
ENG 101 College Essay  
Gen. Ed.: History course  
Gen. Ed.: Lab Science course | ENG 102 Intro. to Literature  
Gen. Ed.: Creative Arts course  
Gen. Ed.: Mathematics course  
Gen. Ed.: RS (100 or 200 level)  
Gen. Ed.: Social Science course (#1) |
| **Sophomore** | CM 221 Hist. of the Motion Picture: Fiction Film  
CM 230 Screenwriting I  
CM 240 Videomaking I  
CO 200 Culture and Diversity  
Gen. Ed.: Technology course | CM 231 Screenwriting II  
CM 241 Videomaking II  
CO 250 Applied Ethical Reasoning  
Gen. Ed.: Social Science course (#2)  
Related requirement outside depart. |
| **Junior** | CM 222 Hist. of the Motion Picture: Documentary Film | Free elective |
| | CM 341 Videomaking III  
CO 300 Journeys to Selfhood  
Gen. Ed.: RS (300 or 400 level)  
Related requirement outside depart. | Free elective  
Free elective  
Related requirement outside depart. |
| **Senior** | CO 400 Franciscan Vision  
Free elective  
Free elective  
Related requirement outside depart.  
Related requirement outside depart. | CM 460 Senior Project  
Free elective  
Free elective  
Free elective  
Free elective |
FOUR YEAR RECOMMENDED COURSE SEQUENCE FOR COMMUNICATIONS MAJORS  
(JOURNALISM CONCENTRATION)

<table>
<thead>
<tr>
<th>Freshman Fall</th>
<th>Spring</th>
<th>Projected courses are marked with an asterisk (*).</th>
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<tbody>
<tr>
<td>CM 103 Public Speaking</td>
<td>ENG 102 Intro. to the Study of Literature</td>
<td></td>
</tr>
<tr>
<td>CM 106 Mass Media</td>
<td>Gen. Ed.: History course</td>
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</tr>
<tr>
<td>CM 120 Film Analysis</td>
<td>Gen. Ed.: Mathematics course</td>
<td></td>
</tr>
<tr>
<td>ENG 101 Writing the College Essay</td>
<td>Gen. Ed.: RS course (100 or 200 level)</td>
<td></td>
</tr>
<tr>
<td>Gen. Ed.: Lab Science course</td>
<td>Gen. Ed.: Social Science course (#1)</td>
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</table>

<table>
<thead>
<tr>
<th>Sophomore Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 210 Journalism</td>
<td>CM 215 Broadcast Journalism</td>
</tr>
<tr>
<td>CM 221 Hist. of the Motion Picture: Fiction Films</td>
<td>CO 250 Applied Ethical Reasoning</td>
</tr>
<tr>
<td>CM 240 Videomaking I</td>
<td>Gen. Ed.: Social Science course (#2)</td>
</tr>
<tr>
<td>CO 200 Culture and Diversity</td>
<td>Gen. Ed.: Technology course</td>
</tr>
<tr>
<td>Gen. Ed.: Creative Arts course</td>
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</table>

<table>
<thead>
<tr>
<th>Junior Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>CM 222 Hist. of the Motion Picture: Documentary Film</td>
<td>CM 310 Investigative Journalism (pending course approval)</td>
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<tr>
<td>CM 301 Standards and Practices in Journalism &amp; Media</td>
<td>Related requirement outside depart.</td>
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<tr>
<td>CO 300 Journeys to Selfhood</td>
<td>Related requirement outside depart.</td>
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<tr>
<td>Gen. Ed.: RS (300 or 400 level)</td>
<td>Free elective</td>
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<td>Related requirement outside depart.</td>
<td>Free elective</td>
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<th>Senior Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>CO 400 The Franciscan Vision</td>
<td>CM 460 Senior Project</td>
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<tr>
<td>Free elective</td>
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<td>Related requirement outside depart.</td>
<td>Free elective</td>
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CM 102  
Communication for Educators  
3 credits  
An extensive training offered in voice projection, enunciation and articulation, oral communication skills, impromptu and extemporaneous speeches.  
[Formerly ENG 105 Effective Speech] (fall 2006, fall 2007)

CM 103  
Public Speaking  
3 credits  
An extensive training offered in voice projection, enunciation and articulation, oral communication skills, impromptu and extemporaneous speeches.  
[Formerly ENG 105 Effective Speech] (every semester)

CM 106  
Mass Media  
3 credits  
This course is 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.  
[Formerly ENG 211 Introduction to Mass Media] (spring 2007, spring 2008)
CM 120
Film Analysis
3 credits
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 affect of sound on the visual images.
[Formerly ENG 110 Film Analysis] (fall 2006, fall 2007)

CM 210
Journalism
3 credits
This course provides 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.
[Formerly ENG 104 Introduction to Journalism] (spring 2007, spring 2008)
Prerequisites: ENG 101.

CM 215
Broadcast Journalism
3 credits
The course will introduce the students 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.
(spring 2007, spring 2008)

CM 221
History of the Motion Picture:
Fiction Films
3 credits
This course provides the student with 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.

CM 222
History of the Motion Picture:
Documentary Films
3 credits
The course traces the evolution of the documentary from its early fascination with daily life and the lyrical documentaries of the 30s 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.
[Formerly ENG 214 Evolution of the Moving Image II: Documentary Films] (fall 2007, fall 2009)

CM 230
Screenwriting I
3 credits
The course offers 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.
[Formerly ENG 215 Introduction to Screenwriting I] (spring 2007)
CM 231
Screenwriting II
3 credits
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.

[Formerly ENG 216 Introduction to Screenwriting II] (fall 2007)
Prerequisite: CM 230

CM 240
Videomaking I
3 credits
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.

[Formerly ENG 218 Introduction to Videomaking I] (spring 2007)

CM 241
Videomaking II
3 credits
This course continues the student’s study of film language by integrating the techniques and technology learned in CM 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.

[Formerly ENG 219 Introduction to Videomaking II] (fall 2006)
Prerequisite: CM 240

CM 245
Directing I *
3 credits
This course introduces the student to the history and various methods of staging theatrical productions; the class is conducted on the stage of The Little Theater on the Rutherford campus. The student gains experience in working with actors, analyzing scripts, and organizing a stage production. (Projected for spring 2007)

CM 247
Acting I
3 credits
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. (spring 2007)

CM 248
Acting II *
3 credits
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.

Prerequisite: CM 247 or permission of the instructor.
(fall 2006)

CM 301
Standards and Practices in Journalism and the Media
3 credits
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.
(fall 2006)
CM 310
Investigative Journalism
3 credits
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. (fall 2006)

CM 341
Videomaking III
3 credits
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. (spring 2007)
Prerequisite: CM 241

CM 401
Propaganda in Mass Media
3 credits
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. (spring 2008)

CM 420
Independent Study
3 credits
With approval of the instructor, a student may arrange to 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. The course is restricted to juniors or seniors and may be taken in situations when a schedule conflict prevents a student from taking a regularly scheduled elective.

CM 425
The Films of Alfred Hitchcock
3 credits
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. (spring 2007)

CM 452
Internship in Communications
3 credits
The course enables the student in junior or senior year to obtain a position in a communications or media company which provides a practical application of the knowledge gained in his/her studies at the college. Working on video and research projects for the college are also options for the student. The internship course may be taken for four semesters. [Formerly ENG 452 Internship in English or Communications] (every semester)

CM 460
Senior Project
3 or 6 credits
This project represents the culmination of the student’s work in Communications at Felician College. 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. [Formerly ENG 410 Senior English seminar] (every semester)
COMPUTER AND INFORMATION SYSTEMS (CIS)

The purpose of the Computer Information Systems major is to prepare students to work for government agencies and private companies, for graduate school or teaching at the elementary school level. The field of Information Technology in general employs some two million people in the U.S. and is one of the professions predicted by the U.S. Department of Labor to have a very high growth through the year 2010. In accordance with the guidelines of the American Association of Computing Machinery, the Association for Information Systems and the Association of Information Technology Professionals, this program emphasizes an understanding of the field of Information Systems as an academic discipline as well as a profession. Graduates of this program will be well-versed in the history of computing, including aspects of economic, scientific, legal, political and cultural relevance that have shaped the discipline during its short but explosive existence. In addition, it will provide a firm grounding in the liberal arts, while assuring in-depth study of the discipline of computer information systems. Topics include e-commerce, IT hardware and systems software, network and data communications, information systems analysis and design, and database management systems.

All seniors in the Information Systems program are required to design and implement an original independent research project under the guidance of a faculty mentor, and, upon completion of this project, submit the results in both written and oral form. Several state-of-the-art computer science laboratories that include a high-speed data network and access to the Internet support student learning and research.

Bachelor of Arts in Computer Information Systems

**Required courses:** Personal Productivity with Information Technology (CIS 120), Fundamentals of Information Systems (CIS 150), e-Commerce Strategy, Architecture and Design (CIS 210), Information Systems, Theory and Practice (CIS 220), IT Hardware and Systems Software (CIS 250), Programming, Data, File and Object Structures (CS 270), Systems Analysis and Logical Design (CS 290), Networks and Communications (CIS 320), Physical Design and Implementation with Database Management Systems (CIS 360), Physical Design and Implementation in Emerging Environments (Senior Seminar I) (CIS 420) and Project Management Practicum (Senior Seminar II) (CIS 460).

**Required Related courses:** College Algebra (MT 160), Mathematics for Information Science I (MT 215), Mathematics for Information Science II (MT 216), Business Organization and Management (BU 101), Macroeconomics (BU 222), Philosophy and Technology (PH 204).

Bachelor of Arts Degree in Computer Information Systems with a Concentration in Information Assurance and Security

There is an increase of the priority of IAS in all levels of Society, which are being brought by technological advances and the increased risks of Cybersecurity attacks on computers in every organization and every home. “In the past few years, threats in cyberspace have risen dramatically. The policy of the United States is to protect against the debilitating disruption of the operation of information systems for critical infrastructures and, thereby, help to protect the people, economy, and na-
tional security of the United States. We must act to reduce our vulnerabilities to these threats before they can be exploited to damage the cyber systems supporting our Nation’s critical infrastructures and ensure that such disruptions of cyberspace are infrequent, of minimal duration, manageable, and cause the least damage possible.” (From President George W. Bush’s opening letter, in The National Strategy to Secure Cyberspace, February 2003)

Increased threats to Information and Computer Security through the Internet and other channels are changing the profiles of knowledge/training required of CS and IT professionals and professionals in other areas (e.g. educators, health care professionals, management professionals). In response to these increased threats, demands of Information Security professionals in the Job Market remains higher than other areas in Information Technology. To address this need, Felician College offers now a B.A. in Computer Information Systems with Concentration in Information Assurance and Security.

**Bachelor of Arts in Computer Information Systems with Concentration in Information Assurance and Security**


**Required Related courses:** College Algebra (MT 160), Mathematics for Information Science I (MT 215), Mathematics for Information Science II (MT 216), Business Organization And Management (BU 101), Macroeconomics (BU 222), Philosophy and Technology (PH 204).

**Bachelor of Arts Degree in Computer Information Systems with Concurrent Certification in Information Assurance and Computer Security**

**Fast Track Option**

The pressure on working Computer professionals in Information Assurance and Security is brought about daily in the news as new viruses and worms, identity theft and credit card cybercrime continues in the increase.

The program is designed for the working students, with one evening a week classes and laboratories (2 ½ hours per course of lecture or laboratory plus some 3 ½ or more academic learning using an electronic learning platform such as e-Companion). The total duration of the studies would be of 18 months.

Students applying for the Fast Track option should have an Associate Degree in Computer Science, Information Systems or Computer Technology or equivalent standing based upon courses plus life-
experience. Students interested in this Fast Track option should contact Prof. Alberto LaCava at lacavaa@felician.edu.

<table>
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<tr>
<th>Cycle (each cycle runs about 7 weeks)</th>
<th>COURSES</th>
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| 1 | CIS 150 Fundamentals of Information Systems  
MT 215 Mathematics for IS I |
| 2 | CIS 150 e-Business and Web Security  
MT 216 Mathematics for IS II |
| 3 | CIS 225 Principles of Information Security and Assurance  
PH 204 Philosophy of Technology |
| 4 | CIS 250 IT Hardware and System Software  
BU 101 Business, Org. & Manag. |
| 5 | CIS 270- Programming, Data, File and Object Structures  
BU 222 Macroeconomics |
| 6 | CIS 295- Operating Systems Security and Computer Forensics  
RS 200 World’s Great Religions |
| 7 | CIS 325 – Network Security  
CO 250 Applied Ethical Reasoning |
| 8 | CIS 365 – Cryptography Technologies  
CO 300 Themes of the Literature |
| 9 | CIS 425 – Managing Information Security  
CS 465: Project on Managing the Information Security Process |
| 10 | CO 400: Franciscan Vision  
CS 465: Project on Managing Information Security Compliance |

**Bachelor of Arts and Bachelor of Science in Business with a Minor in Computer Information Systems**

The profession of Computer Information Systems in a Business and Management major is expected to have more than average growth in the 10 year’s projection of the US Department of Labor. This growth is lower than what is expected in the Computer professions and some healthcare workers, but higher than what is expected from the general Management and Business professionals, area that is expected to have only an average growth.
There is certainly good predicted market for professionals in the Business-Management with a minor in the CIS area and presents an opportunity to Felician College Business Majors to have a good career option for their future.

**Bachelor of Arts and Bachelor of Science in Business with a Minor in Computer Information Systems**

**Required courses for the minor:** Management of Information Systems (CIS 140) (3 Cr), Introduction to Business Computer Systems (CIS 151) (3 Cr), Systems Analysis and Logical Design (CIS 310) (3 Cr), Business Applications Development (CIS 340) (3 Cr), Physical Design and Implementation with Database Management Systems (CIS 360) (4 Cr), Project Management Practicum (CIS 460) (3 Cr)

Total: 19 credits

**Minor in Computer Information Systems**

Students pursuing other degrees at Felician College can gain a Minor in Computer Information Systems by taking the prescribed courses of the Minor instead of their free electives. In this way, they can increase their future value in the job market with a degree with a minor in a Computer related discipline.

**Bachelor of Arts or Bachelor of Science in any discipline with a Minor in Computer Information Systems**

**Required courses for the minor:** Personal Productivity with Information Technology (CIS 120) (3 Cr), Fundamentals of Information Systems (CIS 150) (3 Cr), Systems Analysis and Logical Design (CIS 310) (3 Cr), Business Applications Development (CIS 340) (3 Cr), Physical Design and Implementation with Database Management Systems (CIS 360) (4 Cr), Project Management Practicum (CIS 460) (3 Cr)

Total: 19 credits

**CIS 101**

**Introduction to Computer Information Systems**

4 credits

This course gives an overview of electronic computing. Different aspects of computing machinery, programming languages, input/output devices, computer storage facilities, and the impact of computers on society are discussed. Demonstrations are made available to students during class time, and students will learn to use several software packages including word processing and spreadsheets. The course includes an introduction to Information Literacy, and an introduction to Information Assurance and Security. (fall, spring)

**Prerequisite:** MT 001

**Co-requisite:** MT 002

**CIS 120**

**Personal Productivity with Information Technology**

3 credits

Students with introductory skills will learn to enhance their personal productivity and problem solving skills by applying infor-
mation technologies to problem situations and by designing and using small information systems for individuals and groups. Course covers knowledge work productivity concepts; advanced software functionality to support personal and group productivity such as templates and macros; reuse rather than build from scratch; organization and management of data (sorting, filtering) via spreadsheets and database tools; accessing organizational and external data; information search strategies; tool use optimization and personalization; professional document design; Web page design and publishing; effective presentation design and delivery. 

Prerequisite: CIS 101

CIS 125
Programming Basics in JAVA
4 credits
This course introduces computer programming to students, through discussions of programming logic in general and through an introduction to the Java programming language. The topics include program design, flowcharts, pseudo-language, as well as programming and problem solving in an procedural object-oriented language, fundamental concepts such as abstract data types, and fundamental data structures such as arrays and records. Nested procedures and recursion are studied. (fall, spring)

Prerequisite: CIS 101 or its equivalent and MT 160 or its equivalent

CIS 140
Management Information Systems
3 credits
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. (fall, spring)

Prerequisite: CIS 101 or equivalent knowledge based on life experience.

CIS 150
Fundamentals of Information Systems
3 credits
Systems theory, quality, decision making, and the organizational role of information systems are introduced. Information technology including computing and telecommunications systems are stressed. Concepts of organizations, 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 re-engineering 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.

Prerequisite or co-requisite: CIS 120

CIS 151
Introduction to Business Computer Systems
3 credits
This is a modification of the CIS 150 offering, targeted to Business/Management students.) Systems theory, quality, decision-making, and the organizational role of information systems are introduced. Information technology including computing and telecommunications systems are stressed. Concepts of organizations, 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 re-engineering 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.

Prerequisite: CIS 120 or CIS 140.

This course is specifically for Business Majors (open as elective to other students)

CIS 210
e-Commerce Strategy, Architecture and Design
3 credits
The course focuses on the linkage between organizational strategy and networked information technologies to implement a rich variety of business models in the national and global contexts connecting individuals, businesses, governments, and other organizations to each other. The course provides an introduction to e-business strategy and the development and architecture of e-business solutions and their components. The part on Web Security of this course, is designed to educate users in the technologies, terms, and processes related to Internet security. Divided into four distinct parts, this course will teach individuals about the concepts and techniques related to general security, network security, operating system security, and methods for testing security. Both UNIX and Microsoft Windows operating systems are covered, providing a broad range of information essential for every Web professional. (fall, spring)

Prerequisite: CIS 150

CIS 215
e-Commerce and Web Security
3 credits
The course focuses on the linkage between organizational strategy and networked information technologies to implement a rich variety of business models in the national and global contexts connecting individuals, businesses, governments, and other organizations to each other. The course provides an introduction to e-business strategy and the development and architecture of e-business solutions and their components. The part on Web Security of this course, is designed to educate users in the technologies, terms, and processes related to Internet security. Divided into four distinct parts, this course will teach individuals about the concepts and techniques related to general security, network security, operating system security, and methods for testing security. Both UNIX and Microsoft Windows operating systems are covered, providing a broad range of information essential for every Web professional. (fall, spring)

Prerequisite: CIS 150

CS 220
Information Systems
Theory and Practice
3 credits
Students who have constructed personal information systems will be exposed to the theory of the Information Systems discipline. Application of these theories to the success of organizations and to the roles of management, users, and IS professionals are presented. This course covers systems theory and concepts; information systems and organizational system; decision support; quality; level of systems: strategic, tactical, and operational; system components and relationships; information systems strategies; roles of information and information technology; roles of people using, developing, and managing systems; IS planning and change management; human-computer interface; IS development process; evaluation of system performance; societal
and ethical issues related to information systems design and use. (spring)

Prerequisite: CIS 150

CS 225
Principles of Information Assurance and Security
3 credits
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. (spring)

Prerequisite: CIS 150

CIS 270
Programming, Data, File and Object Structures
4 credits
This course presents object oriented and procedural software engineering methodologies in data definition and measurement, abstract data type construction and use in developing screen editors, reports and other IS applications using data structures including indexed files. The JAVA programming language is used to illustrate the concepts in this course. This course covers Data structures and representation: characters, records, and files; precision of data; information representation, organization, and storage; algorithm development; programming control structures; program correctness, verification, and validation; file structures and representation. Programming in traditional and visual development environments that incorporate event-driven, object-oriented design.

Prerequisite: CIS 150

CIS 250
IT Hardware and Systems Software
3 credits
Principles and application of computer hardware and software will be presented through lecture of the theoretical underpinnings, installation, configuration, and operational laboratory experiences. This course covers: Hardware: CPU architecture, memory, registers, addressing modes, busses, instruction sets, multi processors versus single processors; peripheral devices: hard disks and other storage devices, video display monitors, device controllers, input/output; operating systems functions and types; operating system modules: processes, process management, memory and file system management; examples and contrasts of hardware architectures and operating systems (fall)

Prerequisite: CIS 150

CIS 310
Systems Analysis and Logical Design
3 credits
Students with information technology skills will learn to analyze and design information systems. Students will practice project management during team oriented analysis and design of a departmental level system. Life cycle phases: requirements determination, logical design, physical design, and implementation planning; interpersonal skills, interviewing, presentation skills; group dynamics; risk and feasibility analysis; group-based approaches: project management, joint application development (JAD), and structured walkthroughs; structured versus object oriented methodologies; RAD, prototyping; database design; software package evaluation, acquisition, and integration; global and inter-organizational issues and system integration; professional code of ethics.

Prerequisite: CIS 150
CIS 315
3 credits
In this course, we will take an in depth look at operating system security concepts and techniques. We will examine theoretical concepts that make the world of security unique. Also, this course will adopt a practical hands-on approach when examining operating system security techniques. Along with examining different security strategies, this course will explore the advancement of security implementation, as well as, timeless problem solving strategies. The second part of the course includes an introduction to Computer Forensics and Investigation presents methods to properly conduct a computer forensics investigation beginning with a discussion of ethics, while mapping to the objectives of the International Association of Computer Investigative Specialists (IACIS) certification curriculum. (fall)
Prerequisite: CIS 250

CIS 317
Computer Informatics, Privacy and Security for Health Care Professionals
3 credits
This course is an 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.
Prerequisite: CIS 101 or equivalent knowledge from life experience.

CIS 320
Networks and Telecommunications
4 credits
Students will gain in-depth experience of networking and telecommunications fundamentals including LANs, MANs, WANs, intranets, 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)
Prerequisite: CIS 250

CIS 325
Network Security
4 credits
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.

(fall)

Prerequisite: CIS 250

CIS 340
Business Applications Development
3 credits
Business application development using an object-oriented language (Visual Basic). Involves the design of user interfaces and integration with other development platforms, such as spreadsheets and databases. This course is specifically for Business Majors (open as elective to other students)

Prerequisite: CIS 310

CIS 360
Physical Design and Implementation with Database Management Systems (DBMS)
4 credits
Students successfully completing the analysis and logical design course will continue in this course to learn to develop the detailed physical design and implementation of a logical design requiring implementation. This course covers Conceptual, logical, and physical data models, and modeling tools; structured and object design approaches; models for databases: relational and object oriented; 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)

Prerequisites: CIS 270 and CIS 290

CIS 365
Cryptography Technologies
4 credits
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 for 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)

Prerequisites: CIS 225 and MT 216

CIS 420
Physical Design and Implementation in Emerging Environments.
(Senior Seminar I)
3 credits
Students who have completed the analysis and logical design course will extend their knowledge by implementing an information system in an emerging systems environment. Teams will use project management principles to implement an information system. Topics may include selection of development environments and standards; structured, event driven, and object oriented application design; testing; software quality assurance; system implementation; user training; system delivery; post implementation review; configuration management; maintenance; multi-tiered architectures and client independent design. (spring)

Prerequisites: CIS 210 and CIS 360
CIS 425
Managing Information Security in Information Systems
3 credits
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. The course includes: Introduction to Management of Information Security.
Prerequisites: CIS215 and CIS365

CIS 450
Internship in Information Systems.
(Upper level option)

CIS 460
Project Management Practicum
(Senior Seminar II)
3 credits
Advanced IS majors operating as a high-performance team will engage in and complete the design and implementation of a significant information system. Topics include project management, management of the IS function, and systems integration will be components of the project experience. Managing the system life cycle: requirements determination, design, implementation; system and database integration issues; network management; project tracking, metrics, and system performance evaluation; managing expectations of managers, clients, team members, and others; determining skill requirements and staffing; cost-effectiveness analysis; reporting and presentation techniques; management of behavioral and technical aspects of the project; change management. Software tools for project tracking and monitoring. Team collaboration techniques and tools. (spring)
Prerequisite: CIS 290

CRIMINAL JUSTICE (CJ)
The Criminal Justice program at Felician College is an interdisciplinary major within the Department of History and Social Sciences. Students in Felician’s Criminal Justice program benefit from taking a broad array of specialized courses drawn from the disciplines of sociology, psychology, and political science.

The major in Criminal Justice provides students with a strong and broad academic foundation in preparation for law school, graduate school or a career in the administration of criminal justice. As a major in Criminal Justice, students will be provided with a thorough grounding in the liberal arts and
social sciences, and will also take a series of courses that are designed to acquaint them with the theory and practice of Criminal Justice administration, investigation and policing.

The demand for professional, college-educated Criminal Justice specialists has never been greater. With the creation of a federal-level 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.

Experiential Learning. All students in the Criminal Justice program are expected to complete an internship in Criminal Justice, typically in the third year of study. This is an invaluable experiential learning opportunity intended to acquaint students with the practical dimensions of Criminal Justice administration in a professional workplace setting.

Students may arrange for internships with public agencies such as police departments, county or state prisons, local jails, circuit and municipal courts, or a prosecutor’s office, or with private corporations which deliver security products or services.

The Advisory Board. The Criminal Justice program is assisted by an Advisory Board comprised of police, security, and legal professionals including chiefs of police, criminal attorneys, and forensic specialists. Members of the Advisory Board assist the College with identifying internship opportunities, and provide valuable professional and career advisement to our students. Members of the Board also serve as instructors, practicum leaders, and professional curriculum specialists.

Careers in Criminal Justice. The United States Bureau of Labor Statistics projects higher than average growth for occupations in the field of Criminal Justice between now and 2010. Criminal Justice majors are prepared for careers as federal agents, insurance fraud investigators, forensic laboratory technicians, prison guards and administrators, loss prevention specialists, private investigators, and municipal, state, county, and federal police officers.

Required courses. Students majoring in Felician’s Criminal Justice major will take the following required courses, in addition to related requirements and courses in the Core and General Education curricula:

- CJ 110 Criminal Justice I
- CJ 111 Criminal Justice II
- CJ 112 Police in America
- CJ 210 Fundamentals of Criminal Investigation
- CJ 220 Criminal Law
- CJ 230 Victimology
- CJ 291 Judicial System and Constitutional Law
- CJ/SO 312 Criminology
- SO 101 Principles of Sociology
- SS 400 Senior Research I/Research Methods for the Social Sciences
- CJ 415 Senior Research II/Senior Seminar in Criminal Justice
- CJ 452 Internship in Criminal Justice
- HI/SS 205 Electronic Research
Related Requirements. Students will choose 6 of the following courses:

SO/CJ 251 Family Abuse/Domestic Violence
PSC 101 Introduction to Political Science
PS 101 Introduction to Psychology
CJ 235 Juvenile Delinquency
CJ 240 Community Supervision
SO 303 Sociology of Deviance
RS 306 Peace, Justice and Social Issues
SO 310 Social Change
CJ/SO 315 Terrorism and Political Violence
CJ 320 Special Issues: Cybercrime and/or Organized Crime/Gang Crime
CJ 330 Criminal Justice as a Profession
CJ 401 Criminal Justice Management
SO 407 Dynamics of Urban Society

FOUR YEAR RECOMMENDED COURSE SEQUENCE
FOR CRIMINAL JUSTICE MAJORS (B.S.)

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<tr>
<th>Freshman Fall</th>
<th>ENG 101</th>
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<th>ENG 102</th>
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<tr>
<td></td>
<td>Gen. Ed.: History</td>
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<td>CJ 111</td>
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<td>Art Elective</td>
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<th>Sophomore Fall</th>
<th>CO 200</th>
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<tr>
<td></td>
<td>RS 100/200 Religious Studies</td>
<td>Technology Elective</td>
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<td>GS 101</td>
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<td>CJ 112</td>
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<td>CJ 210</td>
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<th>Junior Fall</th>
<th>CO 300</th>
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<th>RS 306</th>
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<td>PSC 291</td>
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<td>CJ/SO 312</td>
<td>CJ Elective</td>
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<tr>
<th>Senior Fall</th>
<th>CO 400</th>
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<th>CJ 452</th>
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<tr>
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<td>SS 400</td>
<td>CJ 415</td>
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CJ 110
Criminal Justice I
3 credits
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. (every fall)
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
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<tbody>
<tr>
<td>CJ 111</td>
<td>Criminal Justice II</td>
<td>3 credits</td>
<td>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 CJ I. 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. (every spring)</td>
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<tr>
<td>CJ 112</td>
<td>Police in America</td>
<td>3 credits</td>
<td>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. (spring 2007, or as needed)</td>
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<tr>
<td>CJ 210</td>
<td>Fundamentals of Criminal Investigation</td>
<td>3 credits</td>
<td>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. (fall 2007, or as needed)</td>
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<tr>
<td>CJ 220</td>
<td>Criminal Law</td>
<td>3 credits</td>
<td>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)</td>
</tr>
<tr>
<td>CJ 230</td>
<td>Victimology</td>
<td>3 credits</td>
<td>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 fall, or as needed)</td>
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<tr>
<td>CJ 235</td>
<td>Juvenile Delinquency</td>
<td>3 credits</td>
<td>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. (fall 2007, fall 2009)</td>
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<tr>
<td>CJ 240</td>
<td>Community Supervision</td>
<td>3 credits</td>
<td>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</td>
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of community correctional alternatives from both a pre-and post-trial perspective. (spring 2008)

**CJ/SO 251**
**Family Abuse/Domestic Violence**
3 credits
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.

**CJ/SO 312**
**Criminology**
3 credits
An examination of the study of society’s reaction to lawbreaking behaviors, including the theories that explain the causes and outcomes of criminality, law making and crime prevention strategies.
*Prerequisite: SO 101*

**CJ/SO 315**
**Terrorism and Political Violence**
3 credits
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.
*Prerequisite: SO 101*

**CJ 320**
**Special Issues in Criminal Justice**
3 credits
(spring 2008, Please check the Registrar’s listing of courses for topics and times)

**CJ 330**
**Criminal Justice as a Profession**
3 credits
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. (fall 2007)

**SS 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)

**CJ 401**
**Criminal Justice Management**
3 credits
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. (spring 2008)

CJ 415
Senior Research II/Senior Seminar in Criminal Justice
3 credits
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 spring, or as needed)
Prerequisites: CJ/SO 312, HI/SS 205, CJ 110, SS 400

CJ 452
Internship in Criminal Justice
3 credits
An individualized practicum in Criminal Justice required for all majors. Students will work in an area of Criminal Justice under the guidance of an off-site preceptor and a faculty mentor in order to develop an acquaintance with the practical dimensions of policing, security, public policy, the court system, etc. (every spring, or as needed)

ENGLISH AND FOREIGN LANGUAGES (ENG)

English majors at Felician College develop and refine their skills in written and oral communication, interpretation of texts, critical thinking, and literary analysis. Students also become familiar with the genres of poetry, fiction, and drama, and thereby heighten their sensitivity to literary expression. A love of language, the development of a clear and expressive writing style, and a familiarity with the tools of scholarly research are some of the advantages English majors gain.

English majors are prepared for graduate school by exposure to a variety of literary forms, works, and historical periods as well as by practice in critical analysis. The curriculum is also designed to produce literate, well-spoken persons who can enter professional studies in law or medicine as well as to provide communication and thinking skills highly valued in the business and professional world. Independent study, internships, seminars, and a senior research project help the student acquire intellectual maturity and a wide range of practical and scholarly experience.

Bachelor of Arts Degree in English

Required courses: 33 credits, including ENG 201 (Literatures in English I) and ENG 202 (Literatures in English II), ENG 315 (Shakespeare), ENG 480 (Critical Perspectives on Literature), ENG 490 (Senior Research in English), and 3 credits from each of the following Areas: Medieval (Area 1), Renaissance (Area 2), Eighteenth and Nineteenth Centuries (Area 3), and Modern to Postmodern (Area 4). Area studies may be taken in any sequence. An additional 6 credits may be chosen from any English electives.

Related courses: 3 credits in the Philosophy of Art (PH 260)
Minor in English

A minor in English consists of 18 credits, including the following courses: ENG 201, ENG 202, ENG 360, and an additional 9 credits from any English electives.

FOUR YEAR RECOMMENDED COURSE SEQUENCE
FOR ENGLISH MAJORS (B.A.)

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<tr>
<th>Freshman Fall</th>
<th>ENG 101</th>
<th>Spring</th>
<th>ENG 102</th>
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<tr>
<td></td>
<td>Gen. Ed.: Creative Arts course</td>
<td>BI/CH 100/200 Lab Science</td>
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<td></td>
<td>Gen. Ed.: RS course (100 or 200 level)</td>
<td>Gen. Ed.: History course</td>
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<td>CIS 101</td>
<td>Free Elective</td>
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<td>Gen. Ed.: Mathematics course</td>
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<th>Sophomore Fall</th>
<th>ENG 201</th>
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<td>English Area 1-4 (3 credits)</td>
<td>English Area 1-4 (3 credits)</td>
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<td>CO 200</td>
<td>CO 250</td>
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<td>Gen. Ed.: Social Science course (#1)</td>
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<tr>
<td></td>
<td>English Area 1-4 (3 credits)</td>
<td>ENG 315</td>
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<td>English Elective (3 credits)</td>
<td>Gen. Ed.: RS (300 or 400 level)</td>
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<td>CO 300</td>
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<tr>
<th>Senior Fall</th>
<th>ENG 480</th>
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<td>English Elective (3 credits)</td>
<td>ENG 401</td>
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<td>CO 400</td>
<td>Free Elective</td>
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**ENG 001**

Developmental Writing I
5 credits (in-house)

Focus on reading and writing skills and mastery of grammar, sentence structure, and paragraphing. Writing of essays and analysis of readings is emphasized. Basic study skills and critical thinking are covered. Writing lab tutorials are required. (fall, spring)

**ENG 002**

Developmental Writing II
4 credits (in-house)

A continuation of ENG 001 with emphasis placed on increasing the level of writing skills and reading comprehension. The use of the thesis sentence and the patterns of organization in reading and writing are stressed, as is further study of grammar, sentence structure, and essay writing. Writing lab tutorials are required. (fall, spring)

**ENG 101**

Writing the College Essay
3 credits

This course will reinforce 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. The student will write several essays utilizing writing methods acquired in the course. The student will learn
and apply the fundamentals of college research and Modern Language Association and American Psychological Association research formats.

**ENG 102**  
**Introduction to the Study of Literature**  
3 credits  
This course will introduce the student to thematic and critical reading and analysis of selections of fiction, poetry, and drama. The student will write sophisticated analytical essays that utilize issues in the literature studied as topics for those essays. The student also will write a research paper employing research techniques gathered in ENG 101 and ENG 102.  
*Prerequisite: ENG 101*

**ENG 101 - 102 HON**  
**Writing the College Essay**  
**Introduction to the Study of Literature**  
3, 3 credits  
A study of the theory and practice of composition, including advanced exercises in standard English writing practice and an analysis of sophisticated college honors level reading matter.  
*Prerequisite: ENG 101*

**ENG 109**  
**Crafting a Life: Biographies, Autobiographies, Diaries, Journals**  
3 credits  
Students will study major writers of personal non-fictional prose. They will learn the characteristics of the genres of biography, autobiography, journals, and diaries. This course will help develop writing and critical skills while introducing writers of various historical times, styles, ethnic groups, sexes, and classes.  
*Prerequisites: ENG 101 and ENG 102*

**ENG 110**  
**Science Fiction**  
3 credits  
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.  
*Prerequisite: ENG 101*

**ENG 111**  
**Detective Fiction**  
3 credits  
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.  
*Prerequisite: ENG 101*

**ENG 201-202**  
**Literatures in English I and II**  
3, 3 credits  
An in-depth survey of literatures in English from the Anglo-Saxon to the modern periods. Students will examine in detail major writers and texts and will acquire a knowledge of the significant historical, intellectual, and cultural events of each period.  
*Prerequisites: ENG 101 and ENG 102*

**ENG 209**  
**The Short Story**  
3 credits  
The 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.  
*Prerequisites: ENG 101 and 102*
ENG 210
History of the Novel
3 credits
Students study the elements of the novel and categories within the genre. A critical evaluation of major English and American novels concentrates on those exemplifying historical and aesthetic development of this literary form. [AREA 3]
Prerequisites: ENG 101 and 102

ENG 212
Creative Writing
3 credits
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.
Prerequisites: ENG 101 and 102

ENG 215
The Drama
3 credits
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, morality, 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]
Prerequisites: ENG 101 and 102

ENG 220
Children's Literature
3 credits
An exploration of the types and categories of children’s literature with emphasis on oral reading/storytelling skills, critical analysis of specific literary pieces, and a study of the illustrations in children’s books. Recommended for the Teacher Education major.
Prerequisites: ENG 101 and 102

ENG 300
Medieval Literature
3 credits
Students study in-depth the major texts and authors from the Middle Ages. [AREA 1]
Prerequisites: ENG 101 and 102

ENG 305
Chaucer
3 credits
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]
Prerequisites: ENG 101 and 102

ENG 310
History of the English Language: Old and Middle English
3 credits
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]
Prerequisites: ENG 101 and 102
ENG 312
The Literature of the Saints
3 credits
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.
[AREA 1]
Prerequisites: ENG 101 and ENG 102

ENG 315
Shakespeare
3 credits
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.
Prerequisites: ENG 101 and 102

ENG 320
Seventeenth Century Literature
3 credits
This course is a study of the major prose and poetry of the seventeenth century in England. It includes 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 acquire a sense of the development of the prose, poetry, and thought of this era. [AREA 2]
Prerequisites: ENG 101 and 102

ENG 325
Milton
3 credits
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]
Prerequisites: ENG 101 and 102

ENG 330
Eighteenth Century Literature
3 credits
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]
Prerequisite: ENG 101 and ENG 102

ENG 340
The Romantic Rebellion
3 credits
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]
Prerequisites: ENG 101 and 102

ENG 345
Nineteenth Century Studies:
The Victorian Age
3 credits
A critical analysis of representative poetry and prose from approximately 1830 to 1900. Focus will be on the relationship between literary art and the intellectual and social history of the period. Writers included are Tennyson, the Brownings, the Rossettis, Hopkins, and others. [AREA 3]
Prerequisites: ENG 101 and 102

ENG 365
American Romantic Writers
3 credits
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.  

**ENG 370**  
**Twentieth Century Studies: The Crises of Values - A Prose Statement**  
**3 credits**  
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]  
**Prerequisites:** ENG 101 and 102

**ENG 371**  
**Autobiography**  
**3 credits**  
Students examine major English and American authors from various periods who have written autobiographies, with emphasis on modern and contemporary authors. 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.  
**Prerequisites:** ENG 101 and 102

**ENG 372**  
**Cinema and Literature**  
**3 credits**  
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.  
**Prerequisites:** ENG 101 and 102

**ENG 375**  
**Twentieth Century Poetry: The Crises of Form**  
**3 credits**  
An examination of the major poets in British and American literature from W.B. Yeats to World II. Emphasis upon Yeats, H.D. Millay, T.S. Eliot, Moore, Pound, Cummings, Stevens, Frost, Williams, and Plath. [AREA 4]  
**Prerequisites:** ENG 101 and 102

**ENG 380**  
**Twentieth Century Studies: Postmodern Literature**  
**3 credits**  
An examination of major writers of the post World 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. [AREA 4]  
**Prerequisites:** ENG 101 and 102

**ENG 381**  
**Multi-Ethnic Literature: America's Many Cultures**  
**3 credits**  
This course is about the literature and experiences of the varied ethnic groups found in American culture. It includes studying the writings and cultures of Native American, Latino, Asian, African-American, Jewish, and various White American authors. [AREA 4]  
**Prerequisites:** ENG 101 and 102

**ENG 383**  
**African-American Literature**  
**3 credits**  
This course acquaints the student with both prose and poetry written by African-Americans as an integral part of the American literary tradition. Beginning with mythical, symbolic, and oral traditions in Africa, the course will explore their influence on African-American literature from 1750 to the present, with a particular focus on 20th century literature. The importance of literature as a reflection of the African experience in America will be stressed. [AREA 4]  
**Prerequisites:** ENG 101 and 102
ENG 385
Women in Literature
3 credits
A thematic study of the female image created by male and female writers, on major authors who are women, and on the practice of feminist literary analysis. It explores the problems facing women and men in their quest for identity within social structures that define acceptable feminine and masculine images. [AREA 4]
Prerequisites: ENG 101 and 102

ENG 390
Modern Continental Authors
3 credits
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]
Prerequisites: ENG 101 and 102

ENG 395
Modern Drama
3 credits
This course concentrates on the authors and movements in continental, British, and American drama from Ibsen and Strindberg to the present. [AREA 4]
Prerequisites: ENG 101 and 102

ENG 400
Independent Study
3 credits
With instructor’s approval, a student may arrange to pursue a course of study in a specific area of literature or communications. The course involves tutorial meetings with the instructor, independent readings, and an in-depth research project. Normally restricted to juniors or seniors, this course may be taken when a schedule conflict precludes taking a scheduled literature elective.

ENG 401
Internship in English

ENG 480
Critical Perspectives on Literature
3 credits
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.
Prerequisites: ENG 101 and 102

ENG 490
Senior English Seminar
3 credits
Students examine selected readings of an author, genre, or historical period, and do research to prepare and present a major original paper. Particular topics are chosen with the advice of the professor and a close tutorial relationship is continued throughout the semester. For graduating Seniors who are English majors.

Foreign Languages

Elementary and intermediate-level courses are offered in French, Italian, and Spanish, and elementary course are offered in Arabic, Japanese, and Classical Latin. While the College does not offer the B.A. degree in languages, its curriculum strives to develop proficiency for the personal and scholarly goals of students studying any of these languages.
AR 101-102
Elementary Arabic I
3 credits
This course is offered for non-Arabic speaking students who want to learn the basics of the Arabic language: The alphabets, how to read and write words, and how to construct simple sentences—spoken and written. The course will also provide some cultural and demographic information about the Arabic countries in the Middle East.

FR 101 - 102
Elementary French I and II
3, 3 credits
Beginning course for students with little or no background in French, introducing basic grammar, pronunciation, reading and vocabulary with emphasis on conversation and comprehension.

FR 103 - 104
Intermediate French I and II
3, 3 credits
For students with previous background in French, these courses offer practical language application, a systematic development of grammar, pronunciation, translation, conversation and reading comprehension. (alternating semesters)
Prerequisites: FR 101-102 or 2 years of high school French

IT 101 - 102
Elementary Italian I and II
3, 3 credits
An introductory course emphasizing basic grammatical structures, pronunciation, conversation and writing for students with little or no background in Italian.

IT 103 - 104
Intermediate Italian I and II
3, 3 credits
A follow-up course of basic Italian with emphasis on reading, writing and oral practice. Prerequisites: IT 101-102 or at least two years of high school Italian

JP 101
Elementary Japanese I
3 credits
This course will develop accurate pronunciation, intonation, basic comprehension, and communication of Japanese through active class use of simple vocabulary, grammar, and syntax. An oral approach is stressed as well as traditional writing approaches. Students will better understand the language by learning its cultural background. Overall emphasis, however, will be on usage of the language in everyday communication through oral communicative skills.

LT 101
Elementary Latin I
3 credits
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. Students may take this course for Honors credit. (every fall)

LT 102
Elementary Latin II
3 credits
A continued exploration of Classical Latin that builds upon the skills learned in the 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. Students may take this course for Honors credit. (every spring)

Prerequisites: LT 101 or at least two years of high school Latin

SP 101 - 102
Elementary Spanish I and II
3, 3 credits
Introductory courses for students with no Spanish background. Emphasis is placed on grammar, pronunciation, vocabulary, comprehension and conversation. (alternating semesters)

SP 111 - 112
Intermediate Spanish I and II
3, 3 credits
For students who have a basic background in Spanish, these courses offer a systematic study of grammar, vocabulary, conversation and reading comprehension. (alternating semesters)

Prerequisites: SP 101-102 or at least two years of high school Spanish.

SP 201 - 202
Readings in Spanish Masterpieces I and II
3, 3 credits
For students who have mastered an intermediate level of Spanish, these courses survey the principal works, authors and movements in Spanish literature from its origin to the eighteenth century.

Prerequisites: SP 111-112 or equivalent.

ENVIRONMENTAL SCIENCE (ENV)

ENV 100/CH 100
A World View of Environmental Issues
1 credit
This course is designed to provide the student with a scientific understanding of important real world environmental issues. Dialogue will focus on such issues as nuclear power, and the greenhouse effect, including society’s attempt to address these issues through legislation, the influence of human activities on the environment will be stressed. The interrelationship of various scientific concepts will be considered.

(fall)

Prerequisite: Competency in Mathematics and English basic skills. Note: This course cannot be applied towards the course requirements of the Biology degree, or the concentrations in either General Science or Environmental Science.

ENV 101
Introduction to Environmental Science
4 credits
A study of the scientific principles that relate to the human impact on the biosphere. Major focus is on issues of population, resource use, and pollution. Three lecture hours and two 75-minute laboratory sessions weekly. (fall and spring)

Prerequisite: Competency in Mathematics and English basic skills.

HISTORY (HI)

Students receive vigorous academic and intellectual training required for graduate-level professional education, teaching, research, archival and business careers. In addition to mastering the content areas of courses in American and European History, students will be trained in vital communications skills and in the disciplines of analytical and critical thinking that is necessary to any future career.

Felician College graduates in History go on to graduate school, law school, or pursue careers in education, archival work, and business ranging from marketing to management.
Western Civilization (HI 101 - HI 104). The survey courses in European History study the major political, social, intellectual and economic forces that have shaped Western society. Each course emphasizes a specific period in European History and studies the problems of that era.

Development of American Society (HI 201 - HI 203). The survey courses in American History study the major political, social, intellectual and economic forces that have shaped the American nation. Each course emphasizes a specific period in our history and studies the problems of that period.

**FOUR YEAR RECOMMENDED COURSE SEQUENCE FOR HISTORY MAJORS (B.A.)**

<table>
<thead>
<tr>
<th>Freshman Fall</th>
<th>ENG 101</th>
<th>Spring</th>
<th>ENG 102</th>
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<tr>
<td></td>
<td>HI 100 level Elective</td>
<td>HI 100 level Elective</td>
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<td>Elective</td>
<td>Elective</td>
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<tr>
<td>Sophomore Fall</td>
<td>CO 200</td>
<td>Spring</td>
<td>CO 250</td>
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<td></td>
<td>RS Course (100 or 200 level)</td>
<td>Technology Elective</td>
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<td></td>
<td>HI/SS 205</td>
<td>B1/CH 100/200 Lab Science</td>
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<td></td>
<td>Social Science Elective</td>
<td>HI Related Course</td>
<td></td>
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<td>HI 201/202/203</td>
<td>HI 201/202/203</td>
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<tr>
<td>Junior Fall</td>
<td>CO 300</td>
<td>Spring</td>
<td>RS Course (300 or 400 level)</td>
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<td>HI 300/400 level</td>
<td>HI 300/400 level</td>
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<td>HI Related Course</td>
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<td>HI Related Course</td>
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<td></td>
<td>Elective</td>
<td>Elective</td>
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<tr>
<td>Senior Fall</td>
<td>CO 400</td>
<td>Spring</td>
<td>Elective</td>
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<tr>
<td></td>
<td>HI 300/400 level</td>
<td>HI 300/400 level</td>
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<td>HI 440</td>
<td>HI 450</td>
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<td>HI Related Course</td>
<td>Elective</td>
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<td>Description</td>
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<tr>
<td>HI 101</td>
<td>Ancient Societies through the Middle Ages</td>
<td>3</td>
<td>This course surveys the earliest societies, Greek and Roman civilizations, the rise of Christianity, and medieval life. (fall 2006, fall 2008, or as needed)</td>
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<tr>
<td>HI 102</td>
<td>Renaissance, Reformation to the French Revolution</td>
<td>3</td>
<td>A study of the political, religious, social and economic forces of the Renaissance, Reformation, Age of Absolutism and Enlightened Despotism. (spring 2007, spring 2009, or as needed)</td>
</tr>
<tr>
<td>HI 103</td>
<td>The Age of Nationalism</td>
<td>3</td>
<td>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. (fall 2007, fall 2009, or as needed)</td>
</tr>
<tr>
<td>HI 104</td>
<td>World War I to the Present</td>
<td>3</td>
<td>A study of both World Wars, the Treaty of Versailles settlement, the rise of communism, nazism and fascism, together with post-World War II developments, and the recent changes in Eastern Europe. (spring 2008, or as needed)</td>
</tr>
<tr>
<td>HI 110</td>
<td>World Geography and Culture</td>
<td>3</td>
<td>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. (every fall)</td>
</tr>
<tr>
<td>HI 120</td>
<td>Survey of African-American History</td>
<td>3</td>
<td>Designed to give the student 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-to-Africa 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. (fall 2007, fall 2009, or as needed)</td>
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<tr>
<td>HI 130 (Honors)</td>
<td>The Enlightenment</td>
<td>3</td>
<td>An Honors-level history of the Scientific Revolution, the Enlightenment, and the impact of the eighteenth century revolutions in British North America, Extensive use of primary source documents and the writings of thinkers of the Enlightenment. (every fall)</td>
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<tr>
<td>HI 201</td>
<td>From Colonies to Nation</td>
<td>3</td>
<td>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. (fall 2007, summer 2008, spring 2009)</td>
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<tr>
<td>HI 202</td>
<td>From the Civil War to a World Power</td>
<td>3</td>
<td>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</td>
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imperialism. (fall 2006, summer 2007, spring 2008)

HI 203  
**From the Jazz Age to the Computer Age**  
**3 credits**
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 1930's and WW II; the Cold War; the 1960's, Civil Rights, and Vietnam; the Nixon era and Watergate; the U.S. in the years from Carter to Clinton. (spring 2007, fall 2008, summer 2009)

HI/SS 205  
**Electronic Research**  
**3 credits**
This course is an introduction to understanding electronic resources as a component of academic research. Students will evaluate web sites, join and participate in moderated scholarly email discussion groups (listservs), telnet into libraries, and work with bibliography managers while exploring the possibilities and limitations of electronic research. Projects will also emphasize writing skills to effectively communicate research results. Although a requirement for majors in the department of History and Social Sciences, this course is open to all students interested in honing their research skills. (every semester)

HI 210  
**The Family in American History**  
**3 credits**
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. (every fall)

HI 220  
**Latin America: Pre-Columbian to Current Day**  
**3 credits**
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. (every spring)

HI 260-280  
**Mini Courses**  
**1 credit each**
An exploration of selected topics in American history. Topics will vary from semester to semester and will be announced in the course bulletin. (every spring)

HI 300  
**Medieval Times**  
**3 credits**
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 will be 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. (every spring, or as needed)

HI 310  
**Personality in History: A Biographical Approach to the Study of the Past**  
**3 credits**
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. (fall 2007, fall 2009)  
*Prerequisites:* HI 104 or HI 202 or HI 203
HI 315
Women in History
3 credits
Students analyze source materials on the roles and experiences of women from the classical eras through the twentieth century. (spring 2007, spring 2009)
Prerequisites: HI 101, 102, 103, 104, 201, 202, or 203

HI 320
History of Modern Japan
3 credits
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. (spring 2008)
Prerequisite: HI 110 or permission of instructor

HI 340
Aging in America
3 credits
A study of the history of aging from Pre-Columbian 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. (fall 2006, fall 2008)
Prerequisites: HI 201, 202, or 203

HI 360 - 380
Mini Courses
1 credit each
An exploration of selected topics in European history. Topics will vary from semester to semester and will be announced in the course bulletin. Past topics have included: The Great Depression, De Toqueville’s Democracy, World War II in Europe, Russia since Lenin, and Fascism. (every semester)

HI 390
The Eastern European Immigrant Experience in America
3 credits
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. (spring 2007, spring 2009)
Prerequisite: HI 202 or HI 203

HI 420
Renaissance
3 credits
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. (fall 2007, spring 2009, or as needed)
Prerequisite: HI 101 or HI 102

HI 430
The American Revolution
3 credits
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. (fall 2006, fall 2008)
Prerequisite: HI 201

HI 440
Historiography and Historical Methods
3 credits
This course seeks to explore some of the methodological problems facing historians. Readings from famous classical and modern historians serve as the foundation for exploration and discussion. This course is intended for History majors. (every fall and/or spring as needed)
Prerequisite: 15 credits in History or permission of the instructor
HI 450
Senior Seminar in History
3 credits
Students complete a mentored project on an original topic with extensive written research of primary sources. Oral presentation of work culminates study within the major. Open to majors in their last semester of studies. (every spring and/or fall as needed)
Prerequisite: HI 440

HUMANITIES STUDIES (HUM)

Students may pursue the baccalaureate degree with a Humanities major, allowing them to cross traditional disciplinary boundaries in order to study particular themes, movements or historical periods in a carefully integrated curriculum. For example, a student may explore the evolution of Western culture through a coherent study of the art, philosophy and history of the Western world. The humanities major allows for a highly individualized course of study. In consultation with an advisor, students design a program that corresponds to their academic and professional needs, while fulfilling minimum distribution requirements. The interdisciplinary humanities major provides excellent preparation for law school, graduate work, and teaching. Requirements: See Interdisciplinary Majors.

HUM 450
Humanities Seminar
3 credits
This course is designed to help the student transcend artificial boundaries among fields of study by showing the interaction within and between the visual and aural arts, literature, philosophy, religious studies and languages.

HUM 452
Internship in Humanities
1-3 credits
Supervised placement for qualified students in a workplace setting related to their major. Permission of advisor is required.

MATHEMATICS (MT)

The mathematics curriculum 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; lay a foundation for graduate work in mathematics and/or related fields; and prepare the student for employment in a wide range of math-science related fields such as business, computer science, education, insurance, and industry.

Bachelor of Arts Degree in Mathematics

Requirements (39-41 credits): Statistics I (MT 122), Precalculus (MT 162), Geometry I (MT 231), Matrix Theory (MT 243), Calculus* I, II, III (MT 261-262, MT 363), Differential Equations* (MT 364), Mathematics Project (MT 491-492) and two (300 or 400 level) Mathematics electives.

Related courses: General Physics** I, II (PHY 103-104) {or General Chemistry I, II (CH 103-104)} and Programming Basic in JAVA (CIS 125) and Advanced Java (CIS 270) {or Visual BASIC (CIS 120)}.

*Note: The calculus sequence takes four semesters and enrollment in the sequence as soon as possible is strongly recommended.
**Note: The department recommends Physics over Chemistry.
Students who wish to be admitted into the mathematics major need a minimum grade of “C+” in Precalculus (MT 161) and a minimum overall GPA of 2.000.

Idealized Sequence: The following course sequence is intended to be a rough guide. Certain classes may be taken in different semesters, mostly General Education requirements and general electives. Nevertheless, this is either the required order or “best time” to take the indicated math classes, and it is highly suggested that math majors follow this sequence.

| Freshman         | Fall       | ENG 101    |  | Spring   |  |
|------------------|------------|------------|  |----------|  |
|                  |            | CIS 101    |  | MT 122   |  |
|                  |            | MT 161     |  | MT 231   |  |
|                  |            | RS 100 or 200 level |  | Gen. Ed. Creative Arts |  |
|                  |            | General Elective |  | General Elective |  |
| Sophomore        | Fall       | CO 200     |  | Spring   |  |
|                  |            | CIS 250    |  | MT 243   |  |
|                  |            | MT 262     |  | MT 263   |  |
|                  |            | PHY 103    |  | PHY 104  |  |
| Junior           | Fall       | CO 300     |  | Spring   |  |
|                  |            | MT 264     |  | MT 265   |  |
|                  |            | 300-400 Mathematics Elective |  | RS 300 or 400 level |  |
|                  |            | MT Elective * (Gen. Ed.) |  | Gen. Ed. Lab Science |  |
|                  |            | General Elective |  | Gen. Ed. Social Science |  |
| Senior           | Fall       | CO 400     |  | Spring   |  |
|                  |            | MT 491     |  | MT 492   |  |
|                  |            | 300-400 Mathematics Elective |  | CIS 270 (or CIS 120) |  |
|                  |            | General Elective |  | General Elective |  |

* The Department recommends a 300-400 level elective.

**Double Major in Mathematics and Education**

These programs are designed to prepare future teachers of mathematics for teaching in the grades K-12. As in the previous option, 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. It is also designed so that a student who graduates from the program is able to teach all mathematics courses in the New Jersey Public School system. Students will earn a Bachelor of Arts in Mathematics and Education.

The Department of Mathematical Sciences requires that all majors complete all math courses including the Mathematics Project (491-492) prior to Student Teaching or any Internship.

**Idealized Schedule:** The following course sequence is intended to be a rough guide. Certain classes may be taken in different semesters, mostly General Education requirements and general electives. Nevertheless, this is either the required order or “best time” to take the indicated math classes, and it is highly suggested that math majors follow this sequence. In addition, this schedule
does not include a student’s education classes (suggested by the phrase “General Elective-Education.” This idealized sequence leaves the last semester open for student teaching. Please note that in every semester students are taking 18 credits. In order to reduce this load a student would need to take summer courses or go an extra semester, whichever option may be in the student’s best interest. The actual number of credits is program-dependent.

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<thead>
<tr>
<th>Freshman Fall</th>
<th>ENG 101</th>
<th>CIS 101</th>
<th>MT 161</th>
<th>RS 100 or 200 level</th>
<th>Social Science Elective</th>
<th>General Elective - Education</th>
</tr>
</thead>
</table>

| Sophomore Fall | CO 200 | CIS 210 | MT 262 | PHY 103 | General Elective - Education |
| Spring | CO 250 | MT 243 | MT 263 | PHY 104 | General Elective - Education |

| Junior Fall | CO 300 | MT 264 | 300-400 Mathematics Elective | Gen. Ed. Mathematics Elective | General Elective - Education | General Elective - Education |
| Spring | CIS 270 | MT 265 | MT 491 | RS 300 or 400 level | Gen. Ed. Social Science | General Elective - Education |

| Senior Fall | CO 400 | MT 492 | 300-400 Mathematics Elective | Gen. Ed. Lab Science | General Elective - Education | General Elective - Education |
| Spring | | | | | STUDENT TEACHING |

**Mathematics Minor**

**Minor in Mathematics**

Students must complete 18 credits in mathematics not already required by their major with at least a “C” in all courses. All mathematics major courses* from Precalculus (MT 162) and above will be accepted toward the minor.

*Note: mathematics major courses are those where the second digit of the course number is 2 or larger.

**Required Courses:** MT 262 Calculus I and MT 122 Probability I. Students who are interested in the mathematics minor should consult with the Department of Mathematical Sciences for more information.
MT 001  
Basic Skills in Mathematics (Pre-algebra)  
4 credits (in-house)  
A refresher course 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. Topics include fractions, decimals, ratio and proportion, percents, rational numbers and solving equations. A “C-” is the minimum requirement to progress to the next course. (every semester)

MT 002  
Basic Skills in Mathematics (Algebra)  
4 credits (in-house)  
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. This course presumes mastery of the basic computational skills covered in MT 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 minimum requirement to progress to the next course. (every semester)

MT 110  
Mathematics for Financial Decision-Making  
3 credits  
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)  
Prerequisite: MT 002 or equivalent

MT 112  
Quantitative Reasoning  
3 credits  
This course examines various aspects of quantitative literacy such as data representation and interpretation, relationships of numbers (number sense), variables and functions, unit analysis, spatial reasoning, uncertainty, probability, and coincidence. Integration of numeracy and literacy skills will be stressed. (every semester)  
Prerequisite: MT 002 or equivalent

MT 114  
Mathematical Explorations  
4 credits  
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)  
Prerequisite: MT 002 or equivalent

MT 122  
Statistics I  
3 credits  
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 square, analysis of variance, linear regression, and correlation. (every semester)  
Prerequisite: MT 002 or equivalent
MT 160
College Algebra
4 credits
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)
Prerequisite: MT 002 or equivalent

MT 161
Precalculus
4 credits
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)
Prerequisite: MT 160 or equivalent

MT 210
Business Calculus
3 credits
This course, designed for business majors, will continue the material in College Algebra by using techniques of calculus; techniques of differentiation and integration will be introduced. Students will use these techniques in solving application problems such as optimization, related rates, and accumulation. (every semester)
Prerequisite: MT 160 or equivalent

MT 215
Mathematics for Information Science I
3 credits
Introduction to differential and integral calculus (variables and functions, limits, continuity, derivatives, differentiation of algebraic functions, integration, integration by parts, plane areas by integration, volumes of solids of revolution, Taylor and McLaurin’s series, partial derivatives). Introduction to Probability and Statistics (tabular and graphical representations of data, sample mean and variance, random experiments and outcomes, probability, permutations and combinations, random variables, discrete and continuous distributions, mean and variance of distributions, binomial, Poisson, normal distribution, random sampling, estimation of parameters, confidence intervals, testing of hypotheses, goodness of fit, pairs of measurements, and regression).
Prerequisite: MT 215

MT 231
Geometry I
3 credits
This course deals with the historical evolution of geometric concepts and Euclidean geometry. 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)
Prerequisite: MT 114 or MT 160 or equivalent
MT 243
Matrix Theory
3 credits
An introduction to linear algebra and matrix theory and some of its significant applications, this course may run concurrently with Calculus. Topics include: linear equations and matrices, determinants, vectors and vector spaces, linear transformations, eigenvalues and eigenvectors, and applications. (spring)
Prerequisite: MT 161 or permission of instructor

MT 262
Calculus I
4 credits
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; and maximum-minimum problems. (fall)
Prerequisite: MT 161 or equivalent

MT 263
Calculus II
4 credits
A continuation of 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)
Prerequisite: MT 262

MT 280
Special Topics I
1 - 4 credits
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)
Prerequisite: Permission of instructor

MT 323
Statistics II
3 credits
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. (spring)
Prerequisite: MT 122

MT 332
History of Mathematics
3 credits
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. (fall)
Prerequisite: MT 232 or permission of instructor
<table>
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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Description</th>
<th>Prerequisite(s)</th>
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<tr>
<td>MT 333</td>
<td>Geometry II</td>
<td>3</td>
<td>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. (fall)</td>
<td>MT 231</td>
</tr>
<tr>
<td>MT 344</td>
<td>Discrete Mathematics</td>
<td>3</td>
<td>This course provides an introduction to the concepts of set theory, directed graphs, combinatorics, logic and proof, Boolean algebra, recurrence relations, automata theory and formal languages, equivalence relations and partial orderings. (every semester)</td>
<td>MT 231 or permission of instructor</td>
</tr>
<tr>
<td>MT 364</td>
<td>Calculus III</td>
<td>4</td>
<td>This course completes the sequence of topics begun in MT 262 and MT 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)</td>
<td>MT 263</td>
</tr>
<tr>
<td>MT 365</td>
<td>Differential Equations</td>
<td>4</td>
<td>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, Laplacean transforms, systems of differential equations, power series methods, and partial differential equations. (spring)</td>
<td>MT 364</td>
</tr>
<tr>
<td>MT 434</td>
<td>Abstract Algebra</td>
<td>3</td>
<td>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. (fall)</td>
<td>MT 344, MT 364, or permission of instructor</td>
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<tr>
<td>MT 464</td>
<td>Introduction to Complex Analysis</td>
<td>4</td>
<td>This course provides a comprehensive introduction to complex variable theory and its applications. It includes an introduction to the techniques of complex analysis that are frequently used by scientists and engineers. Topics include complex numbers, analytic functions, Taylor and Laurent expansions, Cauchy’s theorem, and evaluation of integrals by residues, Laplace transforms and Fourier series. (fall)</td>
<td>MT 364</td>
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<tr>
<td>MT 466</td>
<td>Advanced Calculus I</td>
<td>3</td>
<td>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. (fall)</td>
<td>MT 364</td>
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<tr>
<td>MT 467</td>
<td>Advanced Calculus II</td>
<td>3</td>
<td>This course examines topics in calculus from an advanced standpoint. It continues the topics that began in Advanced Calculus I from</td>
<td>MT 364</td>
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</table>
differentiation, to integration and infinite series. Students will be required to write proofs and solve generalizations of problems as seen in calculus. (spring)

**Prerequisite:** MT 466

**MT 480**  
**Special Topics II**  
**1 - 4 credits**  
This course varies by semester and instructor. Topics may include using new or current technology; new or current software; and innovations in mathematics, statistics, or mathematics education. This course may also be used for subjects not yet offered such as topology, algebraic topology, dynamical system, partial differential equations, applied statistics, applied calculus, and advanced linear algebra, among others. This course may augment an already existing course. This course is intended to run for a group and not for a single student. (as needed)

**Prerequisite:** Permission of instructor

**MT 490**  
**Independent Study**  
**1 - 4 credits**  
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)

**Prerequisite:** Permission of instructor

**MT 491 - 492**  
**Mathematics Project**  
**2, 2 credits**  
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)

**Prerequisite:** Permission of instructor

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**NATURAL SCIENCES**

The object of this interdisciplinary major is to illustrate the interrelatedness of the sciences, mathematics and the new technologies such as computer science, and to show the critical role of these disciplines in the intellectual advances of the twentieth century. Students will acquire an appreciation of the evolution of scientific and quantitative thought and of the newly emerging technologies, as well as the practitioner’s skills in one or more of these fields. This major is intentionally flexible so that, in consultation with their advisors, students may design programs that meet their specific academic and career needs, such as preparation for a career in business, computer science, research or advanced study. Requirements: See Interdisciplinary Majors

**General Science Concentration**

The general science concentration provides students with the flexibility to major in the sciences without the necessity of specializing in a specific field of science. Students pursuing a major in education and those considering certain professional programs may wish to pursue the baccalaureate degree program in general science. Students in transition between majors (such as pre-MSN stu-
students), and students who are considering a health-related or science major, but are not in a specific program, may pursue the associate degree program in general science.

**GS 101**  
**Forensic Science**  
4 credits  
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 non-science major. Three lecture hours and two seventy-five minute laboratory sessions weekly.  
*Prerequisite:* Competency in mathematical and English basic skills, as shown by a grade of at least “C” in ENG 002 and MT 002 or equivalent.

**GS 450**  
**General Science Research**  
3 credits  
Students pursue library research projects under faculty supervision. Each student must submit an oral and written report at the close of GS 450.  
*Prerequisite:* Permission of the instructor and approval of a proposal submitted to the mentor during the previous semester.

**PHILOSOPHY (PH)**

Philosophy seeks truth and insight by rationally examining the most fundamental questions. In the systematic study of philosophy, students encounter great thinkers such as Plato, Aristotle, Aquinas, Descartes, and Kant, while examining the possibility of knowledge, the basis of morality, the relation of faith to reason, the nature of what is, and meaning in life. The benefits of philosophical study include a sharpened mind, broadened perspectives, and an enriched life.

**Bachelor of Arts Degree in Philosophy**

*Required courses (24 credits):* Introduction to Philosophy (PH 101), Philosophy of Religion (PH 203), Ancient and Medieval Philosophy (PH 206), Modern Philosophy (PH 207), General Ethics (PH 301), Metaphysics: Being and Reality (PH 302), Philosophical Method (PH 445), Senior Seminar (PH 450).

*Philosophy Electives (9 credits):* One 200-300 level Philosophy course; two 300-400 level Philosophy courses.

*Related requirements (9 credits):* Any 300-400 level religious studies course; any 300-400 level English course; one of the following: HI 310 or 315, or PH/PSC 305 or 306.

*Pre-Law:* The Department also offers a B.A. in Philosophy pre-law track. See the pre-law section in this catalogue for further details.
## FOUR YEAR RECOMMENDED COURSE SEQUENCE
### FOR PHILOSOPHY MAJORS (B.A.)

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<th>Freshman</th>
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<td>Gen. Ed.: Laboratory Course</td>
<td>PH 206</td>
<td>Gen. Ed.: HI Course</td>
<td>PH 207</td>
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<td>Fall</td>
<td>CO 300</td>
<td>PH course 200-300 level</td>
<td>PH 301</td>
<td>PH course 300-400 level</td>
<td>ENG course 300-400 level</td>
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<td>Gen. Ed.: RS 300-400 level</td>
<td>Elective</td>
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<td>One of HI 310/315 PH/PSC 305/306</td>
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<tr>
<td>Senior</td>
<td>Fall</td>
<td>CO 400</td>
<td>PH 445</td>
<td>PH course: 300-400 level</td>
<td>PH 450</td>
<td>RS course: 300-400 level</td>
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## The Philosophy Minor

### Minor in Philosophy

Students who have taken one or more philosophy courses should consider adding a minor in philosophy to their degree program. A minor in philosophy is especially desirable for pre-law students, religious studies students, and anyone considering graduate school.

**Requirements:** PH 101 (Introduction to Philosophy); PH 100 or 211 (reasoning); PH 206, 207, 305, or 306 (history of philosophy); and any two philosophy electives at the 200 level or higher. (15 credits total)

Prerequisites for all 300 and higher level philosophy courses include CO 250, and either PH 101, or any 200 level philosophy course, or the permission of the instructor. Special prerequisite requirements are listed by course.

### PH 100
**Critical Reasoning**

4 Credits

An introduction to the theory and practice of reasoning. This course explores the nature and structure of arguments, deductive and inductive inference, correct and incorrect patterns of reasoning, and the influence of language upon thought. Emphasis is placed upon developing practical skills in reading and argumentative writing which will benefit students in everyday life as well as in training for their profession. (fall, spring)
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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 101</td>
<td>Introduction to Philosophy</td>
<td>3</td>
<td>A general introduction to the nature, scope, and key problems of philosophy. Topics such as truth and knowledge, free will, the basis of morality, the existence of God, the soul, and the possibility of an afterlife will be explored. (fall, spring)</td>
</tr>
<tr>
<td>PH 103</td>
<td>Applied Family Ethics</td>
<td>3</td>
<td>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, child-rearing, 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. (every other fall)</td>
</tr>
<tr>
<td>PH 200</td>
<td>Philosophical Foundations of Education</td>
<td>3</td>
<td>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, and Dewey, will be studied and related to contemporary teaching practice. (fall, spring)</td>
</tr>
<tr>
<td>PH 203</td>
<td>Philosophy of Religion</td>
<td>3</td>
<td>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. (every other spring)</td>
</tr>
<tr>
<td>PH 204</td>
<td>Philosophy of Technology</td>
<td>3</td>
<td>A philosophical examination of the nature of technology, especially computer technologies. Course topics include intellectual property, computer crime, privacy, and the impact of new technologies upon society. (every other fall)</td>
</tr>
<tr>
<td>PH 206</td>
<td>Ancient and Medieval Philosophy</td>
<td>3</td>
<td>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. (fall)</td>
</tr>
<tr>
<td>PH 207</td>
<td>Modern Philosophy</td>
<td>3</td>
<td>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. (spring)</td>
</tr>
<tr>
<td>PH 211</td>
<td>Symbolic Logic</td>
<td>3</td>
<td>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.</td>
</tr>
</tbody>
</table>
PH 212
Nineteenth Century Philosophy
3 credits
This course traces some of the key issues and themes of nineteenth century philosophical thought, with a particular emphasis upon Kant, Hegel, and Marx. (every other fall)

PH 214
Franciscan Philosophical Thought
3 credits
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 central works by Olivi, Lully, Duns Scotus, and Ockham. (every other fall)

PH 221
Philosophical Perspectives on Women
(3 credits)
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. (every other spring)

PH 260
Philosophy of Art
3 credits
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. (fall, spring)

PH 301
General Ethics
3 credits
This course deals with foundational philosophical issues in ethics. Students will examine the nature of the good life, the possibility of moral claims, accounts of virtue, utilitarianism, Catholic natural law theory, duty-based accounts, rights, and related topics. (every other fall)

PH 302
Metaphysics: Being and Reality
3 credits
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. (every other spring)

PH 303
Existentialism: Authenticity and Absurdity
3 credits
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. (every other spring)

PH 304
Theories of Knowledge
3 credits
This course examines answers to the perennial questions concerning human knowledge: What is knowledge? Do we really have knowledge? How is knowledge obtained, and how is it 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. (every other fall)
PH/PSC 305
History of Ancient Political Thought
3 credits
Focuses on the foundational texts of early Western political thought by thinkers such as Plato, Aristotle, Cicero, Augustine, and Aquinas. Issues explored include the nature and purpose of the state, justice, law, and political rights and obligations. (every other fall)
Prerequisites: PSC 101 may be substituted for PH 101

PH/PSC 306
History of Modern Political Thought
3 credits
This course surveys the major political theories from the Renaissance to the present. Readings will include selections from thinkers such as Machiavelli, Hobbes, Locke, Rousseau, and Marx, as well as contemporary thinkers. (every other spring)
Prerequisites: PSC 101 may be substituted for PH 101

PH 308
Business Ethics
3 credits
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. (fall)
Prerequisites: Any business course may be substituted for PH 101

PH 315
20th Century Philosophy
3 credits
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, Anglo-American (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. (every other fall)

PH 360 HON
Philosophy and Literature
3 credits
This course examines the philosophical themes of famous literary works which are of philosophical interest and merit. 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. (every other spring)

PH/PS 390
Systems and Concepts of Psychology
3 credits
An historical and conceptual survey of the key figures, ideas, methods, and philosophical presuppositions of psychology. The course includes an examination of psychoanalytic theory, behaviorism, gestalt psychology, cognitive psychology, and contemporary developments in cognitive science, together with the philosophical issues of consciousness, freedom, and naturalism. (fall, spring)
Prerequisites: in Philosophy or Psychology: 3 credits at 300 level, and 6 credits at 200-300 levels, or permission of instructor.

PH 420
Independent Study
3 credits
This course offers upper-level majors 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 Chair.

PH 445
Philosophical Method
3 credits
Students will develop the practical skills necessary for engaging in the rational analysis, criticism, and persuasive defense of philoso-
physical 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 PH 450 project. (Normally taken just prior to PH 450; may be taken concurrently only with the Chair’s permission.)

PHYSICAL EDUCATION (PE)

The Physical Education courses provide the student an opportunity to enhance their physical well being by understanding the theory and practice of a variety of physical activity and sports while promoting a healthy lifestyle.

PE 100
Weight Training I
1 credit
This course gives students a well-balanced, self-paced program and the knowledge they need to design a customized weight-training program. It will include an overview of the muscle groups affected by the various weight training exercises and provide a knowledge base for nutritional needs while weight training.

PE 101
Weight Training II
1 credit
This course will give students an advanced knowledge of weight training in the areas of muscle development, nutritional needs and program design. The students will be introduced to Olympic style lifts as well as designing a program that will produce strength gains and muscle development.

PE 102
Fitness I
1 credit
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.

PE 110
Basketball I
1 Credit
This course will give students an understanding of the rules for the game, the physical skills needed to play the game and an introduction to the strategies for offense and defense.

PE 150
Physiology, Hygiene and Nutrition
2 credits
This course explores the nature of educational intervention and prevention efforts aimed at drug abuse, child abuse, teen suicide, and sexually transmitted diseases. In addition, “wellness” factors such as nutrition and safety education are discussed in terms of the child’s overall healthy growth and development.

PE 202
Strength Training and Conditioning
2 credits
This course will give students a well-balanced, self-paced program and the knowledge they need to design a customized strength training and cardio-respiratory program. It will include
an overview of proper technique and use of all weight training and aerobic equipment located in the fitness center.

CPR and Life Saving
This class will teach the technical skills necessary to provide emergency care and CPR to the victims of accidents and sudden illness. Students who successfully complete the requirements of the course and of the American Red Cross are eligible to receive ARC certification in Community CPR.

PHYSICS (PHY)
The physical science courses examine specific aspects of physical science on a qualitative and quantitative level.

PHY 103
General Physics I
4 credits
An introduction to the fundamental principles and theories of physics. Problems in Newtonian mechanics, including kinematics, momentum, energy and work are discussed. Problem solving is emphasized. Two lectures and a three-hour laboratory session weekly. (fall)
Prerequisite: MT 161 or equivalent.

PHY 104
General Physics II
4 credits
Continuation of PHY 103. Topics discussed are electricity, magnetism, optics and wave motion. Two lectures and a three-hour laboratory session weekly. (spring)
Prerequisite: PHY 103 with a grade of “C” or better.

PHY 455
Advanced Special Topics in Physical Science
3 credits

PHY 456
Advanced Special Topics in Physical Science with Lab Component
4 credits

POLITICAL SCIENCE (PSC)
Political Science is the study of both the theory and practice of political rule. The political science courses offered help students to understand both the fundamental principles of political rule and the institutions that embody those principles. It is presumed that students who understand both the theoretical and practical aspects of American and international government are better equipped to become good citizens and assume positive roles in the institutions that affect their daily lives. In ad-
In addition to preparing students for graduate study and careers in law, government, administration, international relations, international business and journalism, political science courses provide an excellent complement to majors in History, English, Sociology, Business, and Religious Studies.

**Bachelor of Arts in Social Science with a Concentration in Political Science**

**Required courses:** Introduction to Political Science (PSC 101), American Government (PSC 102), Electronic Research (HI/SS 205), International Relations (PSC 303), Statistics I (MT 122), Senior Seminar in Political Science (PSC 405), and Research Methods in Social Sciences (SS 400); and 15 additional credit-hours in political science from: The Legislative Process (PSC 205), The American Presidency (PSC 290), The Judicial System and Constitutional Law (PSC 291), The History of Modern Political Thought (PSC 305), The History of Ancient Political Thought (PSC 304), The Developing World (PSC 402), and Global Perspectives and Cross Cultural Experience (PSC 404).

**Related courses:** 15 credits must be chosen from courses that relate to the Political Science concentration. These include courses in History, Sociology, Statistics, Economics, Philosophy, and Geography.

**FOUR YEAR RECOMMENDED COURSE SEQUENCE FOR BACHELOR OF ARTS IN SOCIAL SCIENCE WITH A CONCENTRATION IN POLITICAL SCIENCE**

Revised May 2004

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PSC 101
Introduction to Political Science
3 credits
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)

PSC 102
American Government
3 credits
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 and as needed)

PSC 205
The Legislative Process and Electoral Politics
3 credits
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. (spring 2007, spring 2008, or as needed)
Prerequisite: PSC 102

PSC 290
The American Presidency
3 credits
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 presiden-
tial power receive special attention. (fall 2006, fall 2007, or as needed)
Prerequisite: PSC 102

PSC 291
The Judicial System and Constitutional Law
3 credits
This course examines the judiciary branch of the United States government and the judicial system of the United States. 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 spring)
Prerequisite: PSC 102

PSC 303
International Relations
3 credits
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. (spring 2007, spring 2009)
Prerequisite: PSC 101 or PSC 102

PSC/PH 305
History of Ancient Political Thought
3 credits
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 will cover the three main traditions of thought (Greek, Hebrew, and Roman) upon which all of 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)
Prerequisite: PSC 101 or PH 101

PSC/PH 306
History of Modern Political Thought
3 credits
This course is a survey of the major political theories that were developed from the Renaissance to the present. Students will explore the development of post-Reformation political thought by reading selections from Machiavelli, Thomas Hobbes, John Locke, Jean Jacques Rousseau, Karl Marx, Friederich Nietzsche, and others whose political thought merits attention. (every other fall)
Prerequisite: PSC 101 or PH 101

SS 400
Research Methods in Social Sciences
3 credits
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)

PSC 402
The Developing World
3 credits
This course examines problems and issues such as debt, nutrition, and modernization that confront developing nations. Emphasis is placed on how these issues affect the developed nations, especially the United States, in an era of unprecedented interdependence. (spring 2007, spring 2009)
Prerequisite: PSC 101 or HI 110

PSC 404
Living and Working Overseas
3 credits
This course is designed to enable 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. (spring and Summer)

PSC 415
Senior Seminar
3 credits
This course consists of an in-depth study of an area within the discipline of Political Science. The student pursues an individual research project under faculty supervision. At the end of the semester the student submits a written report and orally presents the findings of the research project. (as needed)
Prerequisites: 7 of the 9 courses required for a PSC concentration.

PSC 452
Career Internship in Political Science
An individualized practicum in Political Science. Students will work in an area of Political Science under the guidance of an off-campus supervisor and a faculty mentor in order to apply the theories learned in class and develop a practical dimension in the field.
PSYCHOLOGY (PS)

Psychology is the ongoing study of the mind and human behavior. The curriculum encompasses a broad base and is organized around four distinct areas of study: developmental, experimental, neuroscience, and applied psychology. The goal of the curriculum is to prepare the student for entry into the professional world of psychology by providing the prerequisite background to enter graduate or professional schools; or to pursue careers in mental health, education, business, personnel or human resources, human services, research or counseling. The faculty offers opportunities to work together on selected research projects, internships, or independent study. The entire faculty is committed to helping the students meet their individual interests and goals.

RECOMMENDED COURSE SEQUENCE
FOR PSYCHOLOGY MAJORS
Revised May 2004

| Freshman  | Fall     | ENG 101           | Creative Arts Course |
|          |          | Computer Science Course |
|          |          | Soc./Behav. Science Elective |
|          |          | Elective |
|          | Spring   | ENG 102           | RS 100/200 level |
|          |          | Mathematics Course |
|          |          | PH 101            |
|          |          | PS 101            |
| Sophomore| Fall     | CO 200            | Laboratory Science |
|          |          | PS 201            |
|          |          | Soc./Behav. Science Elective |
|          |          | Elective |
|          | Spring   | CO 250            | PS 203            |
|          |          | PS 200 Elective   |
|          |          | Elective |
|          |          | Elective |
| Junior   | Fall     | CO 300            | PS 211            |
|          |          | PS 210            |
|          |          | PS 303            |
|          |          | PS Elective       |
|          |          | Elective |
|          | Spring   | PS 309            | ENG 300/400 level |
|          |          | PS Elective       |
|          |          | PS Elective       |
| Senior   | Fall     | CO 400            | PS 452            |
|          |          | PS 390            |
|          |          | PS 400            |
|          |          | PS Elective       |
|          |          | PS Elective       |
|          | Spring   |                  |                  |

The psychology major contains two components. First, prior to beginning course work, all incoming psychology majors will complete PS 101 and PS 201 or 203. The core of the major, that is course-work common to all psychology majors, consists of PS 210, PS 211, PS 303, PS 309, and PS 390. The major is organized around four themes, and students are expected to select a theme as the focus of their curriculum. The culminating experience for the major will be the seminar or practicum listed for each theme area. All majors will determine this theme in consultation with their departmental mentor. The four themes and the associated courses are:
Developmental Theme
PS 202 Adolescent Development
PS 203 Adult Development and Aging
PS 330 Multicultural Perspectives in Psychology
PS 403 Personality of Women
PS 411 Advance Readings in Developmental Psychology

Experimental Theme
PS 303 Statistics
PS 305 Advanced Statistics
PS 309 Research Design
PS 310 Experimental Methods
PS 415 Experiential Psychology Practicum

Neuroscience Theme
PS 207 Psychology of Consciousness
PS 300 Learning
PS 310 Evolutionary Psychology
PS 401 Cognition and Learning
PS 412 Advanced Studies in the Cognitive Sciences

Applied Psychology Theme
PS 307 Psychology of Sex and Gender
PS 325 Psychology of Careers
PS 380 Psychology of the Family
PS 405 Childhood and Adolescence Deviance
PS 406 Psychopathology in Adulthood
PS 407 Psychology of Personality
PS 409 Counseling Principles and Procedures
PS 452 Career Internship in Psychology

Additional Psychology Courses
PS 100 Psychology for Life
PS 105 Life Span Development
PS 301 Educational Psychology
PS 425 Psychology and the Arts

PS 100
Psychology for Life
3 credits
This is an introduction to, and survey of, the myriad of influences psychology has on daily living. Topics of investigation include: human relationships, the brain, learning, memory, perceptions, psychological well being and mental health. This is an introduction to psychology for the non-psychology major. (every semester)

PS 101
Introduction to Psychology
3 credits
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)
PS 150
Introduction to Health Psychology
3 credits
This course provides a survey of the emerging field of behavioral health psychology. This introduction will explore the interrelatedness of the brain and selected health issues such as: stress, sleep, relaxation, diet, pain management, biofeedback, and meditation. (every semester)

PS 201
Introduction to Child Development
3 credits
This course studies physiological, cognitive, emotional, social, and personality development from conception to adolescence. Historical, cultural, and environmental factors of development are discussed. (every semester)

PS 202
Adolescent Psychology
3 credits
This course studies adolescent development from multiple streams of theoretical understanding. Physiological, cognitive, emotional, and social and personality development will be discussed. (spring)

PS 203
The Psychology of Adult Development and Aging
3 credits
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. (every semester)

PS 207
The Psychology of Consciousness
3 credits
This course examines research and theory concerning normal consciousness, the mind-brain relationship, sleep and dreaming, hypnosis, meditation, biofeedback, drug-induced states, and parapsychology.
Prerequisite: PS 101

PS 210
Biopsychology I: Structures of the Brain
3 credits
This course examines the physiological and chemical correlates of behavior. Sensation, perception learning, memory are topics covered. (every semester)
Prerequisite: PS 101.

PS 211
Biopsychology II: Brain and Behavior
3 credits
This course examines the interactions between the brain and behavior. Topics include motivation, emotions, mental illness and the aging process on neuropsychological functioning. (every semester)
Prerequisite: PS 101.

PS 270
Sports Psychology
3 credits
The course explains the basics of applied Sports Psychology. A mental skills training program is introduced as a means to enhance the psychological skills of coaches and athletes. Topics influencing the various dimensions of motivation, interpersonal relationships and communication between coaches and athletes are also addressed. (spring)
Prerequisites: PS 101, and PS 201, or PS 210, or PS 211, and permission of the instructor

PS 280
The Psychology of Learning
3 credits
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.
Prerequisite: PS 101 or permission of the instructor
PS 300  
Social Psychology  
3 credits  
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.  
Prerequisite: PS 101

PS 301  
Educational Psychology  
3 credits  
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. (every semester)  
Prerequisites: PS 101 and PS 201

PS 302  
Educational Assessment Techniques  
3 credits  
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. (every semester)  
Prerequisites: PS 101 and PS 201

PS 303  
Statistics for Psychological Research  
3 credits  
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  
Prerequisites: PS 101 and MT 160 or its equivalent

PS 304  
Statistical Methods for Psychological Research  
3 credits  
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. Additionally, computer-based statistical exercises will be employed to provide practical examples of data analytic techniques. (spring)  
Prerequisites: PS 101, MT 160, and MT 122

PS 305  
Psychometric Theory and Practice  
3 credits  
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.  
Prerequisites: PS 101 and MT 122

PS 307  
The Psychology of Sex and Gender  
3 credits  
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 though 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.  
Prerequisites: PS 101 and PS 201
PS 309
Research Design in Psychology
3 credits
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 experiments. (every semester)
Prerequisites: PS 101 and MT 122

PS 310
Experimental Methods
3 credits
This course continues the development of basic research skills in psychology. This will include emphasizing the understanding of experimental designs, their execution, an analysis of various methodologies, and the reporting of research findings. (spring)
Prerequisite: PS 309

PS 315
Evolutionary Psychology
3 credits
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. (spring)
Prerequisites: PS 101, PS 210, and PS 211

PS 325
Psychology of Careers
3 Credits
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.
Prerequisites: PS 101, 203.

PS 330
Multicultural Perspectives in Psychology
3 credits
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)
Prerequisite: PS 101

PS 380
Psychology of the Family
3 credits
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. (spring)
Prerequisite: PS 101

PS 390
Systems and Concepts of Psychology
3 credits
This course is a historical and conceptual survey of the key figures, ideas, methods, and philosophical presuppositions of psychology. The course includes an examination of psychoanalytic theory, cognitive psychology, and contemporary developments in cognitive science, together with the philosophical issues of consciousness, existentialism, humanism, freedom, and naturalism. (fall) (This course is cross-listed with PH 390)
Prerequisites: In Psychology or Philosophy: 3 credits at 300 level, and 6 credits at 200-300 levels, or instructor’s permission

PS 401
Cognition and Memory
3 credits
This course introduces cognition and memory. Topics include problem solving, types and structures of memory, judgment and decision-making, and self-regulation.
Prerequisites: PS 101 and MT 122
PS 403
The Psychology of Women
3 credits
This course investigates the hypothesis that there is a distinct psychology characteristic 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. 
Prerequisites: PS 101 and PS 201

PS 405
Childhood and Adolescence Deviance
3 credits
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)

PS 406
Psychopathology in Adulthood
3 credits
This course describes psychoses and disorders of behavior, affect and personality. Symptomaticatology, diagnosis, etiology, and treatment of disorders are examined. (every semester) 
Prerequisites: PS 101 and PS 201

PS 407
The Psychology of Personality
3 credits
This course analyzes selected theories on the development and structure of personality. Major theoretical orientations of psychology are discussed and evaluated. (every semester) 
Prerequisites: PS 101 and PS 201

PS 409
Counseling Principles and Procedures
3 credits
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) 
Prerequisite: PS 407

PS 411
Advanced Readings in Developmental Psychology
3 credits
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. (every semester) 
Prerequisite: Permission of the instructor

PS 412
Advanced Studies in Cognitive Sciences
3 credits
This course provides an in-depth study of cognitive neuroscience including an acquaintance with current research and theory. 
Prerequisite: Permission of the instructor

PS 420
Independent Study in Psychology
3 credits
Independent Study provides a student with the opportunity to study an area in greater depth than afforded by the existing curriculum. 
Prerequisites: Permission of the department chair and the endorsement of the instructor

PS 425
Psychology and the Arts
3 credits
This course examines various psychological themes and the application in various literary genres. This is a course designed for advanced students. 
Prerequisite: Permission of the instructor
PS 445
Experimental Research Practicum
3 credits
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.
Prerequisite: Permission of the instructor

PS 452
Career Internship in Psychology
Career internship provides the student with an opportunity to work closely in a professional setting observing and engaging in the delivery of psychological services. Student will have a wide range of possibilities to explore professional psychology. Faculty will serve as mentor for this endeavor.
Prerequisite: Permission of the instructor

RELIGIOUS STUDIES (RS)

The Religious Studies curriculum endeavors to make the study of religion relevant to all human life and to nurture an interest in life’s religious dimensions. The courses are taught from a Catholic Christian perspective, but are sensitive to other traditions as well.

Religious Studies Certificate Program

With this certificate students can update their understanding and knowledge of Catholic theology and practice since Vatican II; prepare for volunteer positions in all ministerial programs, including religious education, youth ministry, peer support, sacramental preparation and the Rite for Christian Initiation of Adults; prepare for professional ministerial positions in religious education and pastoral ministry in a variety of settings (most often with the provision that students have a degree in another discipline); complete twenty-four credits toward a baccalaureate degree in Religious Studies or a second undergraduate degree in Religious Studies; and fulfill prerequisites in Theology/Religious Studies for entrance into graduate programs.

Requirements for the Religious Studies Certificate include completion of twenty-four credits in the eight required courses and a grade of “C” or better in all courses. Required courses: RS 102, 103, 105, 201, 204, 301, 303, 306.

Bachelor of Arts Degree in Religious Studies


Related courses: Introduction to Philosophy (PH 101), and any two additional philosophy courses.
# RECOMMENDED COURSE SEQUENCE FOR RELIGIOUS STUDIES MAJORS

Revised May 2004

| Freshman Fall | ENG 101 | Spring  
ENG 102 |
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| Junior Fall | CO 300 | Spring  
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| Senior Fall | CO 400 | Spring  
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All students must have completed ENG 002 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. 300- and 400- level courses are open to Juniors or Seniors who have completed their 100- or 200- level Religious Studies course or to those students who have prior permission from the instructor.

**RS 101**

**Introduction to Catholic Theology and the Catholic Tradition**

3 credits

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. This class is for developmental students only. (alternating spring semesters)

**RS 102**

**Introduction to the First Testament**

3 credits

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. (alternating spring semesters)

**RS 103**

**Introduction to the Second Testament**

3 credits

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
Religious Studies shows the relevance of the Good News for our own times. (alternating fall semesters)

**RS 104**
**Introduction to Basic Themes in Theology**
**3 credits**
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. (every fall)

**RS 105**
**Exploring Contemporary Moral Issues**
**3 credits**
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. (alternating spring semesters)

**RS 201**
**Christology**
**3 credits**
This course is an up-to-date scriptural investigation of the Jesus of History and the Christ of Faith. It will examine the Jewish socio-religious background of the Jesus Tradition and the development of different understandings of the Christ as expressed in Catholic tradition. (offered alternating fall semesters)

**RS 204**
**Christian Sacraments and Worship**
**3 credits**
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. (alternating spring semesters)

**RS 205**
**Varieties of Religious Experience**
**3 credits**
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 fortune-telling) and archaic religions. (alternating fall semesters)

**RS 295**
**Special Topics in Religious Studies**
**3 credits**
As announced, directed towards Freshmen and Sophomores.

**RS 301**
**Comparative World Religions**
**3 credits**
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. (alternating fall semesters)

**RS 302**
**Christian Marriage in a Contemporary World**
**3 credits**
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. (alternating spring semesters)

**RS 303**
Religion and Psychology
3 credits
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. (alternating fall semesters)

**RS 305**
The Holocaust: History and Theology
3 credits
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. (alternating spring semesters)

**RS 306**
Peace, Justice and Contemporary Social Issues
3 credits
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. (every other semester) Note: Students who have taken CO 320 may not enroll in this course.

**RS 308**
The Franciscan Tradition
3 credits
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. (alternating spring semesters)

**RS 309**
Workplace Spirituality
3 credits
This course is designed to address the relationship between religion and work life from a perspective shaped by the Catholic theological tradition, Catholic social teaching on labor, and specifically Pope John Paul’s encyclical *Laborem Exerens* (The Priority of Labor). Students will also consider the relationship between work and the contemplative life; work and social justice; work as understood from within the framework of the Franciscan tradition; the workplace, religion and the law; the spirituality of work in the world’s religions; and religious pluralism in the workplace.

**RS 310**
Moral and Spiritual Dimensions of Healthcare
3 credits
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. (every semester)
RS 316  
**Spirituality, Meditation and Mysticism**  
3 credits  
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. (alternating fall semesters)

RS 395  
**Special Topics in Religious Studies**  
3 credits  
As announced, directed towards Juniors and Seniors.

RS 401  
**Death, Dying, and Religion**  
3 credits  
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. (alternating spring semesters)

RS 403  
**God: Mystery and Problem**  
3 credits  
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. (alternating fall semesters)

RS 405  
**God, Suffering, and Evil**  
3 credits  
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. (alternating spring semesters)

RS 410  
**Seminar in Religious Studies or Ministry**  
3 credits  
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.

RS 420  
**Independent Study**  
3 credits  
This course is designed for upper-division Religious Studies majors who wish to pursue an area related to their theological or ministerial focus.  
*Prerequisites:* Permission of chair and 3.00 cumulative QPI or better.
SOCIAL SCIENCES

Students may pursue a bachelor’s degree in this interdisciplinary major, designed to illustrate the interaction of humans and their environment primarily through the study of history, sociology, political science, and criminology. This major is intentionally flexible so that the student consulting with an advisor may design a program for preparation for such fields as law, politics, government, social work, and criminal justice. Students can major in Criminal Justice (see page 140) or Sociology, or work in Concentrations including International Education and Foreign Languages (see below), and/or Political Science (see page 172).

International Education and Foreign Language Concentration

The concentration in International Education and Foreign Language is an interdisciplinary program that draws upon History, Political Science, Religious Studies, Foreign Language, Sociology, and other fields of study and is aimed at students with interests in such career areas as law, government service, the media, or in graduate studies.

<table>
<thead>
<tr>
<th>Bachelor of Arts Degree in Social Science with a Concentration in International Education and Foreign Language</th>
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<tbody>
<tr>
<td>Required courses: 12 credits in a modern foreign language, World Geography and Culture (HI 110), HI/SS 205 Electronic Research, and Senior Seminar; 12 credits from: Modern Japan (HI 320), Introduction to Political Science (PSC 101), International Relations (PSC 303), The Developing World (PSC 402), Living and Working Overseas (PSC 404), Comparative World Religions (RS 301); and 6 credits from World War I to the Cold War (HI 104), Jazz Age to Computer Age (HI 203), Latin America (HI 220), Race and Ethnicity (SO 104).</td>
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<tr>
<td>Related courses: 18 credits in disciplines such as Anthropology, Business, History, Psychology, Political Science, Sociology and English.</td>
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FOUR YEAR COURSE SEQUENCE FOR SOCIAL SCIENCE MAJORS WITH A CONCENTRATION IN INTERNATIONAL EDUCATION AND FOREIGN LANGUAGE

Revised May 2004

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continued
SOCIOLOGY (SO)

The Sociology major introduces students to methodologies of sociological investigation, presents a body of knowledge that focuses on analysis of contemporary society, and prepares students for graduate work and personal development. The Sociology major is consistent with the College mission in that it enables its students to compete in the marketplace for work in a variety of corporate, social work, institutional, teaching and community based institutions. Students in this program have a curriculum which emphasizes race, class, ethnic, and gender dimensions, as well as issues of social justice; preparing its students to engage effectively in the diverse communities where they live and work. Sociology at Felician College is housed in the Department of History and Social Sciences.
Bachelor of Arts Degree in Sociology

**Required courses (18 credits):** SO 101 Principles of Sociology, SO 201 Sociological Theory, HI/SS 205 Electronic Research, SS 400 Research Methods in Social Science, SO 410 Senior Seminar in Sociology, and MT 122 Statistics I (MT 122 Statistics I - will satisfy a General Education requirement as well as a Sociology requirement).

**Track courses (18 credits):** There are two possible tracks: a Gerontology track or a Family Studies/Community Track (see descriptions below).

**Related courses:** 18 credits in disciplines such as Anthropology, Business, History, Psychology, Political Science, and English.

Courses at the 100-200 level are open to all students, whereas 300-400 level courses are normally open only to Juniors and Seniors or to students who have obtained prior permission from the instructor. Furthermore, 300-400 level courses are open to Juniors and Seniors with at least 6 credits in Core. The major provides students with two tracks: a gerontology track, and a community track:

**Gerontology Track (18 credits)**

- AN 200 Anthropology of Aging
- EN 250 Special Topics/Themes of Aging
- ECON 320 The Economics of Aging
- SO 104 Sociology of Race and Ethnicity
- SO 203 Aging: A Social Affair
- HI 340 Aging in American Society
- PS 203 Psychology of Adult Development and Aging

**Family Studies/Community Track (18 credits)**

- SO 104 Sociology of Race and Ethnicity
- SO 215 Sociology of Sex and Gender
- SO 250 Family Abuse
- SO 301 Marriage and Family
- SO 303 Sociology of Deviance
- SO 405 Living in American Society
- SO 407 Urban Society

**SO 101**

**Principles of Sociology**

**3 credits**

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)

**SO 104**

**The Sociology of Race and Ethnicity**

**3 credits**

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)
SO 201
Sociological Theory
3 credits
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)
Prerequisite: SO 101

SO 203
Aging: A Social Affair
3 credits
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)

SO 204
Sociology of Sport
3 credits
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. (fall 2006, fall 2008)

HI/SS 205
Electronic Research
3 credits
An introduction to understanding electronic resources as a component of academic research. Students will evaluate web sites, join and participate in moderated scholarly e-mail discussion groups (listservs), telnet into libraries, and work with bibliography managers while exploring the possibilities and limitations of electronic research. Projects will also emphasize writing skills to more effectively communicate research results. Although geared towards majors in the department of History and Social Sciences, this course is open to all students. (every semester)

SO 215
Sociology of Sex and Gender
3 credits
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 a vis their application to specific substantive issues in the field of sex and gender. (every spring)

SO/CJ 251
Family Violence/Domestic Abuse
3 credits
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 family abuse as well as an analysis of the causes, nature, and types of abuse occurring in families. (every spring)

SO 301
Marriage and the Family
3 credits
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. (every fall, or as needed)

SO 303
Sociology of Deviance
3 credits
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 spring)
SO 307
Sociology of Education
3 credits
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)

SO 310
Social Change
3 Credits
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)
Prerequisite: SO 101 or permission of the instructor

SO 312
Criminology
3 credits
An examination of the study of society’s reaction to lawbreaking behaviors, including the theories that explain the causes and outcomes of criminality, law making and crime prevention strategies. (every fall)
Prerequisite: SO 101

SO 315
Terrorism and Political Violence
3 credits
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)
Prerequisite: SO 101

SO 320
Social Movements
3 credits
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. (spring 2007, or as needed)
Prerequisite: SO 101 or permission of instructor

SS 400
Research Methods in Social Sciences
3 credits
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)
Prerequisite: SO 101

SO 402
Advanced Special Topics in Sociology
(run as needed)

SO 405
Living in American Society
3 credits
A critical analysis of contemporary American society focusing on major issues governing the lives of individuals such as culture, chang-
ing social values and norms, the role of major institutions such as religion, politics, and education in society. (every spring)
Prerequisite: SO 101.

**SO 407**  
**The Dynamics of Urban Society**  
**3 credits**
A microsociological 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. (fall 2007, fall 2009)
Prerequisite: SO 101.

**SO 415**  
**Senior Research II/ Senior Seminar in Sociology**  
**3 credits**
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 spring, or as needed)
Prerequisites: SO 101, SO 201, and SO 304

**SO 452**  
**Career Internship in Sociology**
An individualized practicum in Sociology. Students will work in a community area under the guidance of an off-campus supervisor and a faculty mentor in order to apply the theories learned in class and develop a practical dimension in the field.

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**WOMEN’S STUDIES MINOR**

The Women’s Studies Minor is an inter-disciplinary minor for students interested in the field of Women’s Studies. It offers choices from a number of courses focusing on women’s roles, family, sex and gender, and women’s contributions to society. The benefits of such a minor are a greater awareness of women’s issues and the role of women in general. Students pursuing the women’s studies minor may do so with any academic major. Students interested in the Women’s Studies Minor may contact Dr. Yvonne Raley, in the Philosophy Department, for further information.

Requirements: One from each category, plus one more course from any category:

**Women's Issues**  
PH 221 Philosophical Perspectives on Women

**Survey**  
ART 361 Women in the Arts (Prerequisites: ART 151 or 152 or permission)  
ENG 311 Women in Literature (Prerequisites: ENG 102)  
HI 315 Women in History

**Family**  
PH 103 Applied Family Ethics  
RS 302 Christian Marriage  
SO 301 Marriage and the Family  
SO/CJ 251 Family Violence  
HI 210 The Family in American History

**continued**
Sex and Gender
PS 307 The Psychology of Sex and Gender (Prerequisites: PS 101, 201)
PS 403 The Psychology of Women (Prerequisites: PS 101, 201)
SO 215 Sociology of Sex and Gender

BUSINESS AND MANAGEMENT SCIENCES PROGRAMS
“A Practical Business Education”

The Division of Business and Management 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 and Management 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 College business programs are accredited or approved by the Middle States Association of Colleges and Schools and by the International Assembly of Collegiate Business Education (IACBE).

You will find, in the Division of Business and Management Sciences, help in identifying and developing your potential. You can expect dedicated, professional, and caring faculty; individualized academic advising; small class sizes; and a positive nurturing environment - we simply put “Students First.”

The Division of Business and Management Sciences currently offers the following traditional and Accelerated Degree Programs:

A. A. (Concentration in Business)
B.A. in Management/Marketing
B.S. in Business Administration
M.B.A. (Innovation and Entrepreneurship Concentrations)

In both the B.A. and B.S. business programs students may select a Minor or Concentration in Accounting, Organizational Management, Sports Marketing & Management, Criminal Justice, Computer Information Sciences, and other Liberal Arts.

Degree Requirements. Candidates for the Associate in Arts (Business Concentration), Bachelor of Arts and Bachelor of Sciences degrees in Business must

a. satisfy all entrance requirements (Formal acceptance into the Business Administration major, usually in the sophomore year, requires a 2.500 cumulative GPA.)
b. satisfy the specific requirement in a major or concentration.
c. fulfill a residence requirement of the last 30 credits-hours at Felician College.
d. maintain an average GPA of 2.500 throughout the program.
e. earn a minimum grade of “C” in all courses in the major.
f. earn a total of 120 - 121 credits distributed as follows:
Associate in Arts (Business)

Courses: Credit-Hours:
Core & General Education and Electives 44/45
Business course requirements 21

Bachelor of Arts in Management and Marketing

Courses: Credit-Hours:
Core & General Education Curriculum 46
Area of concentrations and related requirements 39
Electives 35

Bachelor of Sciences in Business Administration

Courses: Credit-Hours:
Core & General Education Curriculum 46
Area of concentrations and related requirements 51
Electives 24

(See Felician College website at http://www.felician.edu/business for specific course requirements.)

B.S. Business Administration

Required Courses in addition to the core and general education requirements (42 credits): MKT 100 Fundamentals of Marketing; MGT 100 Fundamentals of Management; MT 210 Business Calculus; ACC 100 Principles of Financial Accounting; ACC 200 Principles of Managerial Accounting; ECON 200 Macroeconomics; ECON 220 Microeconomics; MKT 300 Consumer Behavior; MGT 300 Organizational Behavior; FIN 300 Corporate Finance; BU 310 Business Law I; BU 320 Business Law II; MGT 490 Business Policy; BU 499 Research in Business.

Related Requirements (9 credits from the following): MT 110 Math for Financial Decision Making; CS 140 Management Information Systems; MT 122 Statistics I; MGT 320 Small Business Management; MGT 310 Human Resource Management; MGT 410 International Business; MKT 410 Marketing Research; PH 308 Business Ethics; BU 300 Ethics in the Corporate Environment; BU 410 Career Internship.

B.S. (Accounting Concentration)

In addition to the B.S. requirements the following are required (24 credits): ACC 220 Principles of Financial Accounting II; ACC 310 Intermediate Accounting I; ACC 320 Intermediate Accounting II; ACC 330 Federal Taxation I; ACC 340 Federal Taxation II; ACC 400 Advanced Accounting I; ACC 410 Advanced Accounting II; ACC 430 Auditing.
B.A. Management/Marketing

Required Courses in addition to the core and general education requirements (33 credits): BU 120 Business Communications; MKT 100 Fundamentals of Marketing; MGT 100 Fundamentals of Management; FIN 110 Personal Finance and Money Management; ACC 100 Principles of Financial Accounting; ECON 200 Macroeconomics; MKT 220 Marketing Communication Strategy; MKT 300 Consumer Behavior; MGT 300 Organizational Behavior; MGT 490 Business Policy; BU 499 or MKT 498 Research in Business.

Related Requirements (6 credits): CIS 140 Management Information Systems; ACC 200 Principles of Managerial Accounting; ECON 220 Microeconomics; BU 300 or PH 308 Ethics in the Corporate Environment or Business Ethics; BU 410 Career Internship.

B.A. (Accounting Concentration)

In addition to the B.A. Requirements the following courses are required (27 credits): ACC 200 Principles of Managerial Accounting; ACC 220 Principles of Financial Accounting II; ACC 310 Intermediate Accounting I; ACC 320 Intermediate Accounting II; ACC 330 Federal Taxation I; ACC 340 Federal Taxation II; ACC 400 Advanced Accounting I; ACC 410 Advanced Accounting II; ACC 430 Auditing.

Sports Management Concentration

In addition to B.A./B.S. requirements the following are required (18 credits): SO 204 Sociology of Sport; MKT 220 Marketing Communication Strategy; MGT 230 Introduction to Sports Management; MKT 240 Sports Marketing; MGT 330 Facility/Event Management; MGT 430 Advanced Sport Management; BU 410 Career Internship (Sports Focus).
# RECOMMENDED COURSE SEQUENCE FOR BACHELOR OF SCIENCE DEGREE IN BUSINESS ADMINISTRATION

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<th>Class</th>
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# RECOMMENDED COURSE SEQUENCE FOR BACHELOR OF ARTS IN MANAGEMENT/MARKETING

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Pre-Professional Preparation. The business majors, as well as interdisciplinary majors, provide excellent preparation for admissions to law school, advanced degrees in the arts and sciences, as well as graduate business programs. A business major will gain a fundamental knowledge of management, corporate governance, business ethics, economics, accounting, marketing, finance, business law, and organizational behavior. Business programs, at Felician College, have the overall goal of helping each student become skilled professionals who will successfully and ethically practice in the business world. Students planning a professional career in law or advanced degrees should consult with their advisors to assure proper academic guidance in selecting courses. (See Special Academic Programs.)

Internships. The Division of Business and Management Sciences internship program is designed to: provide students with practical career-related experience, integrate academics with real world situations, expose students to the job market and assist students with career exploration. Students who are interested in registering for internships should consult with their academic advisors for preparation and registration requirements.

Probation and Dismissal Policy. Students who fail to maintain a minimum overall or semester GPA of 2.500 may be placed on academic probation or dismissed from Felician College. Academic Probation carries with it a reduction in course load, the repetition of required courses, and participation in the Division’s Probation Program. The requirements of the program include:

a. monthly meetings with the Academic Counselor;
b. attending academic workshops;
c. submission of a copy of academic schedule including classes, tutoring, and work to the Academic Counselor; and
d. completion of a Probation Questionnaire.

Division of Business and Management Sciences Course Offerings

ACCOUNTING (ACC)

ACC 100
Principles of Financial Accounting I
3 credits
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. (every semester)

ACC 200
Principles of Managerial Accounting
3 credits
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 decision-making. Topics include job order and process costing; standard costing and variance analysis; incremental decision-making; operational and capital budgeting. (fall)
Prerequisites: ACC 100

ACC 220
Principles of Financial Accounting II
3 credits
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. (spring)

Prerequisite: ACC 100

ACC 310
Intermediate Accounting I
3 credits
Examines generally accepted accounting principles as they relate to the perpetration of financial statements. Emphasis is placed on balance sheet valuations and their relationship to income determination. (fall)
Prerequisites: ACC 220, FIN 300

ACC 320
Intermediate Accounting II
3 credits
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. (spring)
Prerequisite: ACC 310

ACC 330
Federal Taxation I
3 credits
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. (fall)
Prerequisites: ACC 200, ECON 200, FIN 300

ACC 340
Federal Taxation II
3 credits
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

Prerequisite: ACC 320

ACC 350
Contemporary Topics in Accounting
3 credits
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.
Prerequisites: ACC 330 and ACC 340

ACC 400
Advanced Financial Accounting I
3 credits
A comprehensive study of principles, concept and accounting techniques as applied to corporations and partnerships. Related topics include accounting for business combinations and inter-company transactions, preparing consolidations financial statements, multinational accounting, segment reporting and other specialized topics. (fall)
Prerequisite: ACC 310

ACC 410
Advanced Financial Accounting II
3 credits
This course is a study of accounting concepts and issues and is designed for students planning a career in accounting. The course reviews current accounting issues including a thorough understanding of financial accounting standards and important pronouncements issues by various rule-making bodies. (spring)
Prerequisite: ACC 400
ACC 430
Auditing
3 credits
This course examines the “systematic process of objectively obtaining and evaluating evidence regarding assertions about economic actions and events to ascertain the degree of correspondence between those assertions and establish criteria and communicating results to interested users.” (Reports of the Committee on Basic Auditing Concepts of the American Accounting Association).
Prerequisites: ACC 200, ACC 320

BUSINESS – GENERAL (BU)

BU 110
Business, Organizations & Management: An Introduction to the Activities and Economics of Business
3 Credits
The course is presented as a survey of the activities that make up the field of business. Emphasis is placed on such topics as ownership management, organization, purchasing, marketing, production, human resource management, finance, accounting, government regulations, and the economics of business. Industry’s societal responsibility relating to pollution, minorities, and ethical practices are explored. This course meets the General Education (Core) requirements. (every semester)
Prerequisite: ENG 002 or Equivalent

BU 120
Business Communications
3 credits
This course emphasizes the practical application of modern business communications. Students will prepare and present various business communications: letter, reports, memoranda, resumes, briefings, fact sheets, decision papers, and etc. Additionally, this course is designed to provide students with the opportunity to demonstrate and improve their oral communications and interviewing skills. Orientation to computer lab and word processing, presentation, and email software is included. This primer course meets the General Education (Core) requirement for Liberal Arts. (every semester)
Prerequisite: BU 110

BU 300
Ethics in the Corporate Environment
3 credits
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 corporations and their relationship to sound leadership qualities. The course also encompasses a survey of professional codes of business ethics. (fall)
Prerequisites: MGT 100 and MGT 300

BU 310
Business Law I
3 credits
This course surveys the American legal system as it affects business. It traces the development and application of essential principles of law to business contracts, and emphasizes the study of state laws and recent cases and the use of the Uniform Commercial Code as the basis for statutory interpretation. (fall)

BU 320
Business Law II
3 credits
This course presents an advanced study of the American legal system as it affects business. It focuses on an in-depth study of the Commercial Paper, Products Liability, and Warranties,
Bankruptcy Law, Business Associations, Antitrust Law, Labor Law and Employment Issues, including legal issues involving discrimination and how it affects business operations and hiring and firing decisions. Students will study and discuss the Uniform Commercial Code, the United States Bankruptcy Code, the Civil Rights Act of 1964, the Equal Pay Act of 1963, the Age of Discrimination Act, the Immigration Reform and Control Act of 1986, and the Americans with Disabilities Act of 1991. (spring)

Prerequisite: BU 310

BU 410
Career Internship
3 - 6 credits
Supervised placement for qualified students in a field related to the student’s career interest. Monthly meetings and a paper are required.

Prerequisite: Permission of the Department Chair

BU 499
Research in Business
3 credits
This course offers the student the opportunity to engage in independent research in a particular area of interest in business. The goal is to have students develop the necessary skills of doing primary research and to learn its methods. In addition, the course demands that students acquire basic knowledge about collecting information from secondary sources. Both oral and written presentations of the research methodology and the results are integral parts of evaluating students’ performance (every semester)

Prerequisites: Senior status and all business and related courses

ECONOMICS (ECON)

ECON 200
Macroeconomics
3 credits
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. (spring)

Prerequisites: ENG 102, MT 160, or equivalent

ECON 220
Microeconomics
3 credits
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. (fall)

Prerequisite: MT 160

ECON 310
Selected Topics in Contemporary Business
1 to 3 credits
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.

Prerequisite: Permission of the department chairperson
FINANCE (FIN)

FIN 110  
Personal Finance and Money Management  
3 credits  
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 topic include principles of portfolio decision-making; investment in securities, insurance, real-estate, public and private pensions, and retirement and estate planning. (spring)  
Note: This is an introductory course intended as an elective for business and non-business majors

FIN 300  
Corporate Financial Management  
3 credits  
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. (spring)  
Prerequisites: ACC 100, ACC 200, ECON 220

FIN 310  
Financial Markets and Institutions  
3 credits  
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. (fall)  
Prerequisites: ACC 100, ECON 220

MANAGEMENT (MGT)

MGT 100  
Fundamentals of Management  
3 credits  
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. (fall)

MGT 230  
Introduction to Sports Management  
3 credits  
This introduction to the professional area of athletic administration discusses business principles and procedures as they are applied within the field of athletics. Examines the theories and principles of Sports Management as they relate to planning, staffing, organizing and controlling within a sports organization. (as required)  
Prerequisite: MGT 100
MGT 250
Business Dimensions of Health Care
3 credits
This course is designed for health care professionals who are continuing their education and for students who are otherwise planning to pursue a career in health care. The course focuses on introductory business theory, principles, and practices as they relate to the health care industry including leadership, motivation, communication, decision-making, budgeting, and other issues peculiar to the health care industry. Students will be introduced to the economic forces that shape today's health care delivery system. The course provides a framework for understanding health care 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.

MGT 300
Organizational Behavior
3 credits
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. (spring) 
Prerequisite: MGT 100 or equivalent

MGT 320
Small Business Management
3 credits
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. (every other spring) Prerequisites: MKT 100, MGT 100, ACC 100

MGT 310
Human Resource Management
3 credits
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 findings 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. (every other fall) 
Prerequisite: MGT 100

MGT 330
Facilities/Event Management
3 credits
This course examines the history and operations of sports facilities and sporting events in the U.S. and throughout the world. Course content includes the study of planning and design, services management, marketing and public relations, concessions, event and operations management, maintenance, fundraising, administration, and franchise interaction. (as required) Formerly 365 
Prerequisites: MKT 100 and MGT 230
MGT 410
International Business
3 credits
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. (fall)
Prerequisite: Any 200 and 300 level business courses or permission of department chairperson.

MGT 430
Advanced Sports Management
3 credits
In this integrative and comprehensive capstone course the student pursuing an education in sports 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. (as required)
Prerequisites: MKT 220, MGT 230, MKT 240, MGT 330

MGT 440
Production and Operation Management
3 credits
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. (spring)
Prerequisites: ACC 200, ECON 220, MKT 100, MGT 100, FIN 300, MT 122 or equivalent

MGT 490
Business Policy
3 credits
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 form among different strategic alternatives, and implementing and then evaluating the strategies are major components of the course. The case-study method is used extensively. (spring)
Prerequisite: This course should be taken in the last semester of senior year.

MARKETING (MKT)

MKT 100
Fundamentals of Marketing
3 credits
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. (fall)
MKT 220  
Marketing Communication Strategy  
3 credits  
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 band 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. (spring)  
Prerequisite: MKT 100

MKT 240  
Sports Marketing  
3 credits  
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. (as required)  
Prerequisite: MKT 100

MKT 300  
Consumer Behavior  
3 credits  
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.  
Prerequisite: MKT 100 or equivalent

MKT 410  
Marketing Research  
3 credits  
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. (fall)  
Prerequisites: MKT 100, MKT 300

MKT 498  
Marketing Research Project  
3 credits  
This course offers the student the opportunity to engage in independent research in a particular area of interest in marketing. The goal is to have students develop the necessary skills of doing primary research and to learn its methods. In addition, the course demands the students acquire basic knowledge about collecting information from secondary sources. Both oral and written presentations of the research methodology and the results are integral parts of evaluating students’ performance. (every semester)  
Prerequisite: Senior status and all marketing/business related courses
ORGANIZATIONAL MANAGEMENT (OM)
(Success Program)

OM/BU 304
Adult Development and Life Assessment
3 credits
This course introduces adult learners to adult development theory and links these concepts to life through a process of individual reflection. Both classical and contemporary adult development theory are explained. These theories provide the paradigm for self-analysis and life assessment, the basis for understanding individuals within organizations.

OM/MGT 305
Group and Organizational Dynamics
3 credits
This course is a study of group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on decision-making and resolving conflict in groups. Adult learners develop strategies for efficient and productive group management and determine which tasks are handled by groups or individuals.

OM/BU 310
Effective Personal and Organizational Communications
3 credits
This course investigates communication and relationships in creating a productive work environment. Effectiveness in personal and social relationship is also covered through reading and exercises involving non-verbal communication, constructive feedback, dealing with anger and resolving conflict.

OM/MGT 331
A System Approach To Organizational Change
3 credits
Adult learners examine the formal and informal functions of organizations and analyze agencies or organizations based on a systems model. Adult learners will also analyze and solve organizational problems using a step-by-step method. This analysis will be applied to adult learners’ work-related independent study projects.

OM/BU 341
An Introduction to Research and Analysis Using Statistics
3 credits
Problem analysis and evaluation techniques are presented. Adult learners are shown methods for defining, researching, analyzing and evaluating a problem in their work or vocational environment that they have selected for an independent study project. Specific statistical information covered in the course includes identifying and measuring objectives, collecting, working with significance levels, and analyzing variance and constructing questionnaires.

OM/MGT 350
Principles of Management and Supervision
3 credits
Adult learners examine motivational theory and its application to individual and group functioning in work and home situations. Leadership styles relate to particular circumstances are analyzed. Negotiation is covered through readings and class practice, with an analysis of the on productivity.

OM/ACC 365
Managerial Accounting
3 credits
This module focuses on three levels of analysis and its effects upon the cost centers and profit centers. These areas are addressed as they relate to cost accounting, cost-volume-profit analysis and relevant costs for decision-making. Adult learners will be expected to apply concepts covered in earlier courses in accounting.
OM/FIN 375
Managerial Finance
3 credits
Principles of economics necessary to equip managers and supervision for effectiveness decision making and leadership are presented. Special consideration is given to financial markets, the investment decision by the firm, the efficient market theory, and the financing decision. Specific economic concepts will be applied to problem solving in the manager’s workplace.

OM/MKT 385
Managerial Marketing
3 credits
Principles of marketing that need to be understood by managers in all areas in order to develop and utilize effective marketing practices are examined. Concepts of our global economy, including major psychological and political influences, are explored and their marketing implications considered from a manager’s perspective.

OM/BU 393
Business Law and Organizational Management
3 credits
Business law studies the history, background, sources and influences of our modern-day law it pertains to the business activities of individuals, corporations and other legal entities. As a part of this module, particular emphasis is placed upon the laws governing contracts, creditors’ rights, secured transactions, bankruptcy, agencies, partnerships and corporations. Today’s managers need to understand the basis legal concepts to avoid costly courtroom problems and other legal issues.

OM/MGT 401
Human Resource Management
3 credits
Adult learners explore the values and perceptions of selected groups affecting social and economic life though an analysis of policies and practices of recruitment, selection, training, development and compensation of employees. Special attention is given to Equal Opportunity and Office of Safety and Health Administration legislation through a series of case studies and simulations.

OM/MGT 415
Strategic Planning
3 credits
This course introduces adult learners to various management planning models and technique and applies these to business cases. It stresses the concepts of strategic planning and strategic management.

OM/MGT 498
Business Research Seminar
3 credits
This capstone course requires the adult learner to apply the theories learned and competence acquired in previous modules of the Accelerated Degree Program. The assigned project for the course challenges the adult learner to fully analyze an issue in an organization, write a research paper on that organizational problem and formally present his or her findings to a group of faculty and peers. Both the oral and written presentations of the analysis are integral parts of performance evaluation.
NURSING AND HEALTH MANAGEMENT PROGRAMS

Felician College is recognized worldwide as a nursing education leader. The following degree and certificate 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 and the New Jersey State Board of Nursing. The School Nurse/Teacher of Health Education Certificate Program is approved by the State of New Jersey Department of Education.

- **Undergraduate Programs**
  - Bachelor of Science Degree in Nursing for High School Seniors and Transfer Students

- **Accelerated Program**
  - Bachelor of Science Degree in Nursing for RN Returning Students
  - RN-BSN Fast Track Program – Cohort Based

- **Graduate Programs**
  - Master of Science Degree in Nursing for RN’s with BSN Degree - Online
  - Adult Nurse or Family Nurse Practitioner Tracks - Online

- **Certificate Programs**
  - Post Master's Certificate in Adult and Family Nurse Practitioner Tracks - Online
  - School Nurse/Teacher of Health Education Post-Baccalaureate Certificate Program

**BSN Degree – High School Seniors and Transfer Students**

The Traditional Four Year BSN Program provides students with a broad education grounded in the liberal arts, sciences, nursing theory and practice. You will begin your nursing sequence in the freshman year. 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 Clinical Residency 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. 131 Credits

**BSN Degree Accelerated Program – RN Returning Students**

Building on your education, Felician offers a program for RN’s seeking to increase their leadership role in nursing by earning a BSN Degree. The cohort-based RN-BSN Fast Track is designed for working nurses who seek to complete the program in 19-months. This innovative program combines in-class courses with independent study and online course work. You will earn six graduate credits and students with a cumulative GPA of 3.000 are automatically accepted into Felician College’s MSN program. Graduates of the BSN program qualify for admission to graduate study. 60 Credits

**MSN Degree Programs - Online**

Advanced Practice Nurses are in the forefront of making some of the biggest strides in improving health behavior today. For RN’s with a BSN Degree who are looking to advance their career as a primary care Advanced Practice Nurse with prescriptive practice, Felician offers the Adult Nurse and Family Nurse Practitioner MSN Tracks online. With the guidance of qualified faculty, you select your clinical preceptors and clinical practicum site. You can complete the program in as little as 2 years. Program graduates are eligible to take the certification examination from the American
Nursing and Health Management Programs

Nurses’ Credentialing Center (ANCC), and apply to the State Board of Nursing for certification as an APN with prescriptive privileges and apply for admission to doctoral study.

43 Credits Adult Nurse Practitioner Track
46 Credits Family Nurse Practitioner Track

Certificate Programs

1) The Online Post Master’s Certificate in Adult or Family Nurse Practitioner Track is for RN’s with a MSN Degree who want to advance their career in an Advanced Practice role with prescriptive authority. With the guidance of qualified faculty, you select your clinical preceptors and clinical practicum site. You can complete the program in 2 years. Program graduates qualify to take the national certification exam from the American Nurses’ Credentialing Center (ANCC) and apply to the State Board of Nursing for certification as an APN.

28 Credits Adult Nurse Practitioner Track
31 Credits Family Nurse Practitioner Track

2) The School Nurse and Teacher of Health Education Post Baccalaureate Certificate Program is for RN’s with a bachelor’s degree who seek to earn state requirements for School Nurse and Teacher of Health Education certification in grades K-12. Qualified faculty assist students in locating practicum sites. Classes are offered in the evening; however the practicum experience is during the day when school is in session. The program can be completed in either two or four semesters. Graduates of the program are eligible to apply to the New Jersey State Department of Education for certification.

19 Credits (assumes completion of pre-requisites)

Accreditation/Approvals

- The BSN program is fully accredited by the New Jersey State Board of Nursing and the Commission on Collegiate Nursing Education (CCNE).

  New Jersey State Board of Nursing,
  124 Halsey Street, Newark, New Jersey, 07102, Phone (973) 504-6430 – Fax (973) 504-6302

  The Commission on Collegiate Nursing Education

- The MSN program and the Post Master’s Certificate online programs are fully accredited by the Commission on Collegiate Nursing Education (CCNE).

  Commission on Collegiate Nursing Education

- The MSN program online delivery is approved by the Middle States Association of Higher Education.

  The Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, Pa., 19104-2680. Phone (215) 662-5606 – Fax (215) 662-5501

- The School Nurse/Teacher of Health Education Certificate Program is approved by the State of New Jersey Department of Education.
Mission
The mission of the Division of Nursing and Health Management is to educate competent, committed and caring Registered Nurses and Advanced Practice Nurses. The programs provide academic and clinical experiences leading to a Bachelor of Science Degree in Nursing, a Master of Science Degree in Nursing, Post Master’s Nursing Certificates and a Post Baccalaureate Certificate.

The faculty are committed to the unique mission of the college of fostering a love for God, service to others and a love of learning by creating a caring environment; meeting the learning needs of a diverse population of students; facilitating career mobility for students; encouraging interdisciplinary collaboration among students, faculty and health care providers; fostering life long learning and continued personal development; providing community service and promoting global understanding and international sharing of knowledge.

Goals
- Create a caring environment
- Respond to the learning needs of a diverse population of students
- Utilize electronic technology effectively in program delivery
- Develop students’ critical thinking skills
- Promote evidence based nursing practice
- Foster culturally congruent health care
- Instill in students a desire for life-long learning
- Integrate academic study and community service
- Provide health care for vulnerable and underserved client populations
- Facilitate academic mobility for students
- Promote global understanding

College Policies
Departments in the Division of Nursing and Health Management follow the general College policies and regulations listed in this Catalogue. However, as a professional program of study, nursing departments may establish academic policies and regulations consistent with professional standards of nursing education and practice. It is the responsibility of the student to know and comply with all academic policies and regulations of the College and the Department.

Departments in the Division of Nursing and Health Management reserve the right to change, modify or improve any program requirements or policies at its discretion without prior notice.

Student Handbook
The Felician College Student Handbook contains important policies related to both the College and the Nursing Department Programs. The Handbook is updated periodically. Students should have a current copy, including any department changes, for reference at all times.
BACHELOR OF SCIENCE DEGREE IN NURSING
FOR HIGH SCHOOL SENIORS AND TRANSFER STUDENTS

Course of Study

The BSN Degree Program is a four-year course of study designed for high school seniors and transfer students. The 131-credit curriculum includes 65 of Liberal Arts and 66 of Nursing. You will begin the Nursing sequence in your freshman year. The theoretical courses run concurrently with clinical practice experiences in order for students to apply theory to practice. The curriculum prepares you to be a competent baccalaureate prepared nurse proficient in managing patient care in a variety of health care settings and a leader within the nursing profession. The program prepares you to take the RN-NCLEX Examination. A Bachelor of Science Degree in Nursing is awarded upon successful completion of the program.

Admission Requirements

A. High School Seniors

- A completed application.
- A combined SAT score of 1000 or higher. (Math score must be above 500).
- High school GPA of 2.750 or higher.
- Submission of two professional and/or academic references.
- A grade of C or higher in high school laboratory biology, chemistry, and two years of college preparatory mathematics.

B. Transfer Students

- A completed application.
- GPA of 3.000. Students with a GPA of 2.750 - 2.999 are required to have a C+ or higher in all college math and science courses.
- Submission of two professional and/or academic references.
- Students who have taken the required science level courses more than seven years prior to the beginning the nursing sequence are required to pass a challenge exam in order to receive college credit.
- Students with a college degree, who do not have a C or better in biology or chemistry, are required to pass CH 001 and BI 102 with a C or better prior to beginning the required science courses.

A determination regarding the transferability of nursing credits is done on a case-by-case basis. It is the responsibility of the student to provide the Department Chairperson a copy of the course syllabus. The official transcript must be on file with the Admissions Office or the Registrar. Students must have received a grade of B or higher in the course they are requesting for transfer credits. The Department Chairperson makes the final decision regarding the awarding of transfer credits.
C. Nursing Pathway Program

- Satisfy general admission requirements of Felician College.
- A combined SAT score of 850 or higher.
- High School GPA of 2.250 or higher.
- Submission of two professional and/or academic references.
- A grade of C or higher in high school laboratory biology, chemistry and two years of college preparatory mathematics.

This one-year course of study provides an alternative opportunity for students to enhance their academic qualifications in an effort to demonstrate their ability to meet the admission standards for acceptance into the undergraduate nursing program at Felician College.

Students admitted to the Nursing Pathway Program follow the same curriculum as students admitted to the Nursing Program. Upon completion of this first year, students meeting the qualifications listed below are eligible to apply for transfer into the Nursing Program. The Nursing Admissions Committee will review the student’s record and make a determination about acceptance into the program.

D. Transfer Criteria from the Nursing Pathway Program to Nursing Program

- All freshman year courses in the Nursing Pathway Program must be completed in one calendar year from the time of admission to Felician College and passed on the first attempt.
- GPA of 3.000, or
- GPA of 2.750 – 2.999 and a C+ or higher in all college math and sciences courses.

Academic Advisement for Nursing Pathway Students

Students admitted to Felician College who select the Nursing Pathway Program will be advised by the Academic Advising Center. Upon acceptance into the nursing program, faculty in the undergraduate nursing program provide the student advisement.

Degree Requirements

- Successful completion of 131 credits.
- Maintenance of a cumulative GPA of 2.750 throughout the program.
- A grade of C+ or higher in all nursing courses. The course grade is comprised of academic course work, a satisfactory in clinical practice, and a passing score on the Specialty Examinations (HESI) as determined by the department.
- A grade of C- or higher in all non-nursing courses, and a grade of C or higher in all Core courses.

Program Requirements

Students are required to follow the policies and professional standards established by the Undergraduate Nursing Department. 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.
• Proof of current CPR certification.
• Proof of professional liability/malpractice insurance with a minimum coverage of 1,000,000/6,000,000.
• Proof current health clearance issued by the Felician College Wellness Center.
• Adherence to a criminal history background check when required by a clinical agency. The agency reserves the right to exclude a student from their site. Such exclusion shall result in the student dismissed from the nursing program.
• Proof of membership in the National Student Nurses Association (NSNA) and New Jersey Nursing Student Association (NJNS).
• Successful pass Specialty Examinations (HESI) in the following areas:
  
  NU 250 Foundations of Professional Nursing  
  NU 320 Dimensions in Mental Health  
  NU 360 Nursing of Adults II  
  NU 370 Care of the Childbearing Family  
  NU 410 Community Health Nursing  
  NU 420 Care of the Childrearing Family  

  a. Students must achieve a minimum HESI score of 850 or higher, or, a minimum conversion score of 72.00% (no rounding). Students who fail to achieve this score on the first attempt are required to complete a faculty directed remediation plan of study.

  b. Upon successful completion of the remediation plan of study, the student shall take a second Specialty Exam (HESI). Failure to achieve a minimum score of 850 or 72.00% (no rounding) on a second exam constitutes a failure for the course and the student is required to repeat the course. Only one repetition of a course is permitted.

  c. Students are financially responsible for the cost of the HESI Examinations.
   
   ▪ Students are required to complete an NCLEX Review Course during their last semester.
   ▪ Students are required to pass the HESI Exit Exam with a score of 850 or higher.
   ▪ Compliance with the clinical uniform policy.

**Academic Policies**

• If a student receives less than a C+ in a nursing course, only one repetition of this course is permitted.

• Degree requirements must be completed within 7 years from the start of the program. This time limit includes leaves-of-absence. Students who do not complete the program requirements within this time frame may be required to complete additional coursework.

• Students who withdraw, or fail a nursing course (below 77) are required to achieve 80% (grade of B-) in the nursing course being repeated. Only one nursing course may be repeated. A second failure or attempt results in dismissal from the program.
• Students whose Cumulative GPA falls below 2.750 will be placed on academic probation for one semester. Failure to raise the cumulative GPA to a 2.750 by the end of that semester shall result in dismissal from the BSN Program without a chance of re-admission. Students dismissed from the program are counseled to enroll in another program at the college where they may be successful.

• Students who do not maintain Health Clearance, Liability insurance and CPR certification will receive a clinical course failure.

Advisement

Upon enrolling, nursing students are assigned a faculty advisor to assist with course selection and registration. 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 Practice

Students practice their nursing skills in a variety of settings including an on-campus simulated state-of-the-art laboratory and in a variety of health care facilities and clinical settings. Students are responsible for providing their own transportation to and from clinical agencies.

Students will practice in acute care agencies and community healthcare settings. All sites are JCAHO accredited (Joint Commission on the Accreditation of Health Care Organizations, http://www.jointcommission.org/). A majority of the agencies have received Magnet Status recognition from the American Nurses Credentialing Center (ACCN, http://www.nursingworld.org/ancc/).

Some examples of clinical placements include Saint Barnabas Medical Center, Livingston; Hackensack University Medical Center, Hackensack; St. Joseph’s Hospital and Medical Center, Paterson; University Hospital affiliated with University of Medicine and Dentistry of NJ, Newark; Palisades General Hospital, North Bergen.

Nursing Resource Center

As part of the teaching program at Felician College, the Nursing Resource Center provides a multifaceted center of learning for all nursing students. The Center has a large, state of the art simulated hospital clinical setting and computer room where CD-ROM and interactive video programs are used to intensify the learning experience. The Nursing Resource Center staff assists students with clinical competencies through the use of SimMan, the newest technological patient simulator, which can be programmed to exhibit any medical condition imaginable displaying all the signs and symptoms of that condition.
# Curriculum Plan

## Freshman Year

<table>
<thead>
<tr>
<th>Fall Semester Courses</th>
<th>Crs.</th>
<th>Spring Semester Courses</th>
<th>Crs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 Writing the College Essay</td>
<td>3</td>
<td>ENG 102 Intro. to Literature</td>
<td>3</td>
</tr>
<tr>
<td>BI 205 Anatomy and Physiology</td>
<td>4</td>
<td>BI 206 Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>CIS 101 Intro to Inform. Systems</td>
<td>4</td>
<td>PS 105 Life Span Development</td>
<td>3</td>
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<tr>
<td>RS 100/200 Religious Study Elective</td>
<td>3</td>
<td>CH 105 Principles of Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>PS 101 Introduction to Psychology</td>
<td>3</td>
<td>NU 100 Exploring Professional Nursing</td>
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## Sophomore Year

<table>
<thead>
<tr>
<th>Fall Semester Courses</th>
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<th>Spring Semester Courses</th>
<th>Crs.</th>
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</thead>
<tbody>
<tr>
<td>BI 202 Microbiology</td>
<td>4</td>
<td>NU 250 Foundations of Prof. Nursing</td>
<td>6</td>
</tr>
<tr>
<td>CO 200 Culture and Diversity</td>
<td>3</td>
<td>NU 260 Nutrition and Health Care</td>
<td>2</td>
</tr>
<tr>
<td>BI 307 Pathophysiology</td>
<td>3</td>
<td>NU 350 Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NU 240 Health Assessment</td>
<td>6</td>
<td>MT 122 Statistics I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CO 250 Applied Ethical Reasoning</td>
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<tr>
<td><strong>Total Credits</strong></td>
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</table>

## Junior Year

<table>
<thead>
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<th>Fall Semester Courses</th>
<th>Crs.</th>
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</thead>
<tbody>
<tr>
<td>NU 300 Nursing of Adults I</td>
<td>5</td>
<td>NU 360 Nursing of Adults II</td>
<td>5</td>
</tr>
<tr>
<td>NU 320 Dimensions in Mental Health</td>
<td>5</td>
<td>NU 370 Care of the Childbearing Family</td>
<td>5</td>
</tr>
<tr>
<td>NU 450 Nursing Research</td>
<td>3</td>
<td>NU 380 Ethical Legal Dimensions</td>
<td>3</td>
</tr>
<tr>
<td>HI/SS Elective</td>
<td>3</td>
<td>CO 300 Journey to Selfhood</td>
<td>3</td>
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<tr>
<td><strong>Total Credits</strong></td>
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<td><strong>Total Credits</strong></td>
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## Senior Year

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<thead>
<tr>
<th>Fall Semester Courses</th>
<th>Crs.</th>
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<th>Crs.</th>
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</thead>
<tbody>
<tr>
<td>NU 410 Community Health Nursing</td>
<td>5</td>
<td>NU 440 Leadership in Prof. Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NU 420 Care of the Childbearing Family</td>
<td>5</td>
<td>NU 460 Clinical Residency</td>
<td>6</td>
</tr>
<tr>
<td>MGT 250 Bus. Dimen. of Health Care</td>
<td>3</td>
<td>NU 470 Genetics and Healthcare</td>
<td>1</td>
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<tr>
<td>Art Elective</td>
<td>3</td>
<td>RS 300/400 Religious Study Elective</td>
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<tr>
<td></td>
<td></td>
<td>CO 400 The Franciscan Vision: Capstone</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>16</td>
<td><strong>Total Credits</strong></td>
<td>16</td>
</tr>
</tbody>
</table>
**Course Descriptions**

**NU 100**  
Exploring Professional Nursing  
3 credits  
This course introduces the beginning nursing student to the role of the professional nurse. An overview of the nursing profession's historical development, evolution of the health care system, and the legal and ethical principles that direct professional nursing practice are discussed. The student will be introduced to the nursing process and the importance of meeting the individual's needs for health maintenance, health promotion and disease prevention. In this course the student will explore professional concepts and strategies that influence self-awareness, critical thinking, motivation, and cultural competence. Selected philosophies and psychosocial concepts are also explored. Students will also be exposed to the importance of life long learning. Limited to BSN and Nursing Pathway students.

**NU 240**  
Health Assessment  
6 credits (4 hr lecture, 6 hrs lab/clinical)  
This course will assist the student in developing knowledge and skills in obtaining and documenting a comprehensive health assessment, including the physical, psychological, social, and environmental aspects of health. Students will have the opportunity to assess the adult client utilizing simulated technology including SimMan and in the actual health care setting. Cultural differences are explored in relationship to health assessment, promotion and disease prevention.  
*Prerequisite:* NU100, BI 205, BI 206

**NU 250**  
Foundations of Professional Nursing  
6 credits: (4 hr lecture, 6 hrs lab/clinical)  
This course introduces beginning nursing student to health care skills that are integral to providing safe and effective nursing care. Through the use of audiovisuals, interactive video, demonstration and practice, students will learn to apply the nursing skills necessary to safely and effectively implement care for adult clients. During this course, the student has the opportunity to engage in hands-on learning in the nursing resource center, allowing them to practice both technical and critical thinking skills with guidance and assistance of faculty and staff. Clinical experiences occur in a variety of health care settings.  
*Prerequisite:* NU 240  
*Corequisite:* NU 350

**NU 260**  
Nutrition and Health Care  
2 credits  
This course covers the basic principles of nutrition including the cultural and economic effects of nutrition in preventing disease and promoting and restoring health. Emphasis is placed on the influence of nutrition on health throughout the life cycle and as a result of periods of increased stress and altered states of health. Therapeutic diets will also be discussed.

**NU 300**  
Nursing of Adults I  
5 credits (3 hr lecture and 6 hours clinical)  
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 with acute and/or chronic illness. Principles of teaching/learning, health promotion, disease prevention, patient safety, economic, social and cultural beliefs are integrated in the development of evidence based practice plans of care. The nursing process is utilized in caring for the adult client in a variety of settings to ensure safe, comprehensive and collaborative nursing care.  
*Prerequisites:* NU 250, NU 260, NU 350, BI 307  
*Corequisites:* NU 320, NU 450
NU 320
Dimensions of Mental Health
5 credits (3 hr lecture and 6 hours clinical)
This course will present the theories and principles underlying nursing care of patients with alterations in mental health. Students conduct psychosocial assessments, develop an evidence-based nursing plan of care, develop a higher level of skill in therapeutic communication, intervention strategies, and evaluate achievement of outcomes for individuals, families, and groups across the lifespan. Primary prevention, crisis intervention, and family and community concerns related to substance abuse, the dual-diagnosis patient, domestic violence and other mental illness will be discussed. Students examine systems in which mental health care is provided and the availability of relevant resources. Ethical and legal are integrated throughout the course. Clinical experiences will take place in a variety of inpatient and community settings.
Prerequisites: NU 260, NU 250, NU 350
Corequisite: NU 300

NU 350
Pharmacology
3 credits
This course is designed to present the knowledge of pharmacology as utilized in current nursing practice. The content focuses on the pharmacologic classifications of drugs, their physiologic impact, monitoring for therapeutic responses, side effects, adverse reactions, drug interactions, toxicity, patient-teaching responsibilities and nursing implications. Emphasis is placed on utilizing the nursing process and the role of the nurse when caring for patients receiving drugs. Students will understand the importance of the ION recommendations on reducing medication errors.
Prerequisites: NU240, BI 202, BI 307, CH 105
Corequisites: NU 250, NU 260

NU 360
Nursing of Adults II
5 credits (3 hr lecture and 6 hours clinical)
This course is designed to further develop the student’s ability to critically think as it applies to nursing care of the adult/geriatric client with acute and/or chronic illness. Principles of teaching/learning, health promotion, diagnosis, disease prevention, economic, social and cultural beliefs are integrated in the development of evidence based practice plans of care. The nursing process is utilized in caring for the adult client in a variety of settings to ensure safe, comprehensive, and collaborative nursing care.
Prerequisites: NU 300, NU 320, NU 450
Corequisites: NU 370, NU 380

NU 370
Care of the Childbearing Family
5 credits (3 hr lecture and 6 hours clinical)
The primary focus of this course will be on the nursing care of the childbearing client in the framework of the developing family. Course content will include the factors that influence conception, growth, and development of the fetus, pregnancy and birth, and a variety of women’s reproductive health issues from menarche to menopause. Students will also be exposed commonly occurring male reproductive health issues. Students will discuss the effects that culture, society, technology, public policy, and economics have on childbearing and reproductive health of women and families. Students will examine the availability of relevant community resources to the childbearing family, and the ethical and legal concerns associated with childbearing. High-risk situations and issues related to childbearing related to pregnancy and birth are addressed.
Prerequisites: NU 300, NU 320, NU 450
Corequisites: NU 360, NU 380
NU 380
Ethical/Legal Dimensions of Nursing
3 credits
The student examines personal and professional values, in relation to ethical and legal issues, occurring in the practice of professional nursing. Using legal concepts and professional ethical codes, the student will build upon knowledge from previous courses to explore the ethical and legal problems encountered in nursing care throughout the lifespan. Sociocultural influences on ethical and legal concepts are explored.
Prerequisites: NU 300, NU 320, NU 450
Corequisites: NU370, NU 360: Nursing of Adults II

NU 410
Community Health Nursing
5 credits (3 hrs theory, 6 hrs clinical)
The focus of this course is community health nursing with a transcultural nursing framework. Community health is viewed from the perspective of the community as client, and the student examines problems of health disparities and other factors affecting populations at risk. Clinical experiences are provided within a variety of settings reflecting the multifaceted role of the community health nurse.
Prerequisites: NU 360, NU 370, NU 380
Corequisite: NU 420

NU 420
Care of the Childrearing Family
5 credits (3 hrs theory, 6 hrs clinical)
This course focuses on the unique health and developmental needs of infants, children and adolescents. Students will develop an evidence-based nursing plan of care, emphasizing family-centered care that incorporates screening, teaching, health promotion, prevention and counseling. The student will use the nursing process and evidence-based practice to provide comprehensive health care to children in acute care and community settings. Additional observational opportunities in well baby clinics, day care centers and other community-based agencies for childrearing families are accessed to enhance student learning experiences.
Prerequisites: NU 360, NU 370, NU 380
Corequisite: NU 430

NU 440
Leadership in Professional Nursing
3 credits
This course provides the core foundation in preparing the professional nurse to function in a leadership and/or management role. The student will develop an understanding of leadership theories and management styles, delegation, networking, conflict resolution, information management recruitment and retention as they relate to the role of the nurse leader/manager in the health care delivery system. Concepts include organizational structure, change theory, staff motivation, managing quality and performance, workplace diversity, legal and political influences, budgeting and resource allocation, and health care delivery systems. The importance of the nurse leader as a member of the interdisciplinary health care team is also highlighted.
Prerequisites: NU410, NU 420
Corequisites: NU460, NU470

NU 450
Nursing Research
3 credits
This course focuses on the professional nurse as a research consumer. Students are introduced to the research process with emphasis placed on the development of critical appraisal skills. Such skills are used to evaluate nursing research findings for their validity and applicability to practice.
Prerequisites/Corequisites: PS 305 or MT 122

NU 460
Clinical Residency
6 credits (15 weekly clinical hrs + 1 hr. seminar)
The clinical residency 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. Clinical Residents work in structured health care setting and provide care to individual groups of patients as a fully integrated member of the health care team. Clinical Nurse Residents work one-on-one with a Registered Nurse Preceptor in executing the nursing regime. Weekly case conferences focus on topics such as prioritization, time management delegation, clinical emergencies, organization of work, documentation, physician nurse communication, and problem solving. Health care experts may be invited to participate in care conferences to enhance the discussion of patient outcomes.

NU 470
Genetics in Healthcare
1 credit
This course will introduce the fundamental principles of medical genetics, DNA analysis, and the importance of genetic knowledge in the context of modern healthcare. Major topics include simple inheritance patterns, DNA replication and analysis, regulatory mechanisms, and genetic engineering. Emphasis will be placed viewing human genetics from a holistic perspective with consideration of the roles multidisciplinary team members play in this area.

ACCELERATED BSN DEGREE PROGRAM for RN's
( BSN DEGREE FOR RETURNING STUDENTS)

Course of Study

The Accelerated Program for RN Returning Students provides a course of study specifically designed for the working RN. Based on the principles of adult learning theory, and an emphasis on expanding existing professional knowledge, the program prepares RN’s for leadership roles in patient care and management. A course in Business in which you will develop a business plan, and a computer course in HIPPA Security Requirements are but a few of the new and exciting courses in this curriculum. The program is 120 credits, 60 of nursing and 60 of liberal arts, which includes 6 credits of graduate nursing courses. A Bachelor of Science Degree in Nursing is awarded upon successful completion of the program.

- RN/BSN Fast Track Program: 19 months in length with classes held one full day each week. (cohort based).

 Admission Requirements

- A completed application.
- Graduation from a nursing program duly accredited by a national accrediting agency approved by the Board of Nursing.
- Licensure as a Registered Professional Nurse in New Jersey.
- Submission of two professional and/or academic references.
- Submission of all official academic transcripts.
- Completion of 30 credits of liberal arts or science courses at an accredited institution with a grade of C or better.
Transfer Credit

- If you have completed more than 30 credits in liberal arts courses before enrolling at Felician College, the Department Chairperson will evaluate these credits for transfer into the RN/BSN program.
- If you have taken baccalaureate nursing credits at another accredited college or university, the Department Chairperson will evaluate these credits for transfer into the RN/BSN program.
- If you don’t have 30 liberal arts credits to transfer in, Felician College awards Experiential Learning Credit for those who qualify. Information on the application process can be obtained from the office of the Vice President for Academic Affairs.

Degree Requirements

- Successful completion of 120 credits, including transfer credits.
- Maintenance of a cumulative GPA of 2.500 throughout the program.
- A grade of C+ or better in all nursing courses.
- A grade of C- or better in all non-nursing courses.

Program Requirements

- Proof of current licensure as a Registered Professional Nurse in New Jersey.
- Proof of current CPR certification.
- Proof of professional liability/malpractice insurance with a minimum coverage of 1,000,000/6,000,000.
- Proof of current health clearance issued by the Felician College Wellness Center.
- Adherence to a criminal history background check when required by a clinical agency. The Agency reserves the right to exclude a student from their site. Such exclusion shall result in a dismissal from the nursing program.

Academic Policies

- If a student receives less than a C+ in a nursing course, only one repetition of this course is permitted.
- Degree requirements must be completed within 7 years from the start of the program. This time limit includes leaves-of-absence. Students who do not complete the program requirements within this time frame may be required to complete additional coursework.
- There is a residency requirement that the last 30 credits of the BSN degree must be earned at Felician College.
**Curriculum Plan**: RN/BSN Fast Track Program (One full day per week)

<table>
<thead>
<tr>
<th>SESSIONS</th>
<th>COURSES</th>
<th>CREDITS</th>
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| Session #1 7 weeks | CIS 317: Computer Informatics, Privacy and Security for Health Care Professionals  
ART 225: Art for the Non-Major | 3  
3 |
| Session #2 7 weeks | NU 330: Dimensions of Baccalaureate Nursing  
PS 307: Psychology of Sex and Gender | 3  
3 |
| Session #3 7 weeks | BI 307: Pathophysiology  
MT 122: Statistics I | 3  
3 |
| Session #4 7 weeks | MGT 250: Business Dimensions of Health Care  
NU 340: Health Appraisal | 3  
3 |
| Session #5 7 weeks | NU 408: Health Promotion: Teaching / Counseling  
CO 250: Applied Ethical Reasoning | 3  
3 |
| Session #6 10 weeks | NU 410: Community Health Nursing  
NU 470: Genetics in Health Care | 5  
1 |
| Session #7 7 weeks | NU 450: Nursing Research  
HI 340: Aging in America | 3  
3 |
| Session #8 10 weeks | NU 425: Role Development: Leadership/ Management  
NU 499: Nursing Capstone | 5  
1 |
| Session #9 7 weeks | NU 550: Ethics and Legal Dimensions of Nursing  
CO 300: Journey to Selfhood | 3  
3 |
| Session #10 7 weeks | NU 501: Advanced Business Dimensions of Health Care  
CO 400: Franciscan Vision | 3  
3 |
| TOTAL CREDITS | | 60 |

**Course Descriptions**

**NU 330**  
**Dimensions of Baccalaureate Nursing**  
3 credits  
This course provides the foundation for professional nursing practice by introducing learners to the history, theory, concepts, and processes essential to the development of professional behaviors. Selected philosophies and theories of nursing are introduced and discussed. Socialization into the professional role is studied and selected psychosocial concepts are discussed within a self-care framework.

**NU 340**  
**Health Appraisal**  
3 credits  
This course is designed to refine the student’s knowledge and skills in obtaining and recording a systematic health assessment on individuals throughout the life span. The course involves the synthesis of nursing, biological, psychological, sociological and cultural knowledge and theories as they apply to findings obtained in the comprehensive health.  
Prerequisite or Co-requisite: BI 307

**NU 408**  
**Health Promotion: Teaching/Counseling**  
3 credits  
Major theories and principles of teaching and learning are examined as they apply to health promotion, maintenance and the restoration of health. Formulation of a teaching philosophy is developed incorporating values, self analysis, and professional growth. Registered
professional nurse students develop health presentations for selected populations using educational technology.

**NU 410**  
**Community Health Nursing**  
**5 credits**  
The focus of this course is community health nursing with a transcultural nursing framework. Community health is viewed from the perspective of the community as client, and the student examines problems of health disparities and other factors affecting populations at risk. Clinical experiences are provided within a variety of settings reflecting the multifaceted role of the community health nurse.  
*Prerequisite:* NU 340

**NU 425**  
**Role Development: Leadership/Management**  
**5 credits**  
Through the use of an interdisciplinary model, this course provides a theoretical knowledge base for preparing an individual to function in a leadership role and/or management role. The student gains a basic understanding of organizational theory and behavior, role theory, and management models which are integral to professional practice. Emphasis is placed on decision making strategies and the application of power and influence as critical processes underlying leadership strategies. A clinical practicum is used to analyze leadership/management theories and aid the student in developing the knowledge and skills for effective leadership and management.

**NU 450**  
**Nursing Research**  
**3 credits**  
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.  
*Prerequisite:* MT 122

**NU 470**  
**Genetics in Health Care**  
**1 credit**  
This course will introduce the fundamental principles of medical genetics, DNA analysis, and the importance of genetic knowledge in the context of modern healthcare. Major topics include simple inheritance patterns, DNA replication and analysis, regulatory mechanisms, and genetic engineering. Emphasis will be placed viewing human genetics from a holistic perspective with consideration of the roles multidisciplinary team members play in this area.

**NU 499**  
**Nursing Capstone**  
**1 credit**  
This course is a study of a phenomenon, issue, or problem of concern to nursing. It facilitates the learner’s development of critical thinking skills. The learner’s self-directed pursuit is mentored by a faculty member. The course culminates in a scholarly paper.  
*Prerequisite or Corequisite:* NU 450, NU 425

**NU/BU 501**  
**Advanced Business Dimensions of Health Care**  
**3 credits**  
This course focuses on the application of business and management practices in a variety of health care settings. The student incorporates graduate level management concepts in executing a mid-level or senior management administrative role. Financial aspects are also emphasized. Opportunities are provided to work in groups to critique various management models within health care settings identified by the student. Students are encouraged to incorporate research findings from professional organizations such as the American Nurses’ Credentialing Center project on magnet hospitals and other best practice settings. The course culminates with the student developing a business plan for a specific health care setting.
NU 550  
**Ethical and Legal Dimensions of Nursing**  
3 credits  
The focus of this course is to explore the ethical dimensions of delivering health care in contemporary society. The course begins by examining personal and professional values while also exploring the impact of society and the law in decision making. Integration of literature and the arts provides an opportunity for the learners to develop a deeper insight into the human condition. Ethical theories and decision making models are examined and provide a basis for analysis of ethical issues confronting nursing practice. Reflection, dialogue, and critical thinking strategies promote the ethical decision-making process.

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**SCHOOL NURSE/TEACHER OF HEALTH EDUCATION CERTIFICATION**  
**(POST-BACCALAUREATE CERTIFICATE PROGRAM)**  

**Course of Study**  
The School Nurse/Teacher of Health Education program prepares registered nurses, who have a baccalaureate degree, to earn state certification by providing nursing service and health education to children and adolescents in the K-12 school setting. The program consists of 31 credits which include four prerequisite courses and seven required courses. A post-baccalaureate certificate is awarded after successful completion of the program. Students are eligible to apply for both a School Nurse and Teacher of Health Education certificate from the New Jersey Department of Education.

**Admission Requirements**

- A completed application.
- Graduation from a nursing program duly accredited by a national accrediting agency approved by the Board of Nursing.
- Completion of a baccalaureate degree with a minimum GPA of 2.750.
- Licensure as a registered professional nurse in New Jersey.
- Submission of two professional and/or academic references.
- Submission of all official academic transcripts.

**Transfer Credit**

Courses from a baccalaureate or graduate program may be considered for transfer credit into the program. Courses for transfer credit may include, but are not limited to Health Assessment, Community/Family Health Nursing, Nursing Research or an approved elective, and Nursing Leadership/Management. The coordinator of the program will determine the equivalency of courses on an individual basis.

**Certificate Requirements**

- Successful completion of 31 credits including transfer and required courses.
- Maintenance of a cumulative GPA of 2.750 throughout the program.
### Program Requirements

- Proof of current licensure as a registered professional nurse in New Jersey.
- Proof of current CPR/AED certification.
- Proof of professional liability/malpractice insurance with a minimum coverage of 1,000,000/6,000,000.
- Proof of current health clearance issued by the Felician College Wellness Center.
- Adherence to a criminal history background check when required by a school agency. The agency reserves the right to exclude a student from their site. Such exclusion shall result in a dismissal from the program.

### Curriculum Plan

#### Two Semester Sequence

<table>
<thead>
<tr>
<th>Fall Semester Courses</th>
<th>Credits</th>
<th>Spring Semester Courses</th>
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</thead>
<tbody>
<tr>
<td>NU 515 School Nursing I</td>
<td>3</td>
<td>NU 535 School Nursing II</td>
<td>3</td>
</tr>
<tr>
<td>NU 516 School Nursing Practicum I</td>
<td>2</td>
<td>NU 536 School Nursing Practicum II</td>
<td>2</td>
</tr>
<tr>
<td>NU 595 Curriculum and Instruction in Health Education</td>
<td>3</td>
<td>ED 605 Designing Instruction for Curriculum Implementation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR</td>
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<tr>
<td></td>
<td></td>
<td>ED 540 Curriculum for Teachers as Leaders</td>
<td></td>
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<td></td>
<td></td>
<td>NU 596 Student Teaching Practicum in Health Education</td>
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<td><strong>Total Credits</strong></td>
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<td><strong>Total Credits</strong></td>
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Curriculum Plan assumes the completion of pre-requisite courses.

#### Four Semester Sequence

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<th>Fall Semester Courses</th>
<th>Credits</th>
<th>Spring Semester Courses</th>
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</thead>
<tbody>
<tr>
<td>NU 515 School Nursing I</td>
<td>3</td>
<td>NU 535 School Nursing II</td>
<td>3</td>
</tr>
<tr>
<td>NU 516 School Nursing Practicum I</td>
<td>2</td>
<td>NU 536 School Nursing Practicum II</td>
<td>2</td>
</tr>
<tr>
<td>ED 605 Designing Instruction for Curriculum Implementation</td>
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<td>OR</td>
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<tr>
<td></td>
<td></td>
<td>ED 540 Curriculum for Teachers as Leaders</td>
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</table>

Curriculum Plan assumes the completion of pre-requisite courses.

<table>
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<tr>
<th>Fall Semester Courses</th>
<th>Credits</th>
<th>Spring Semester Courses</th>
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<tbody>
<tr>
<td>NU 595 Curriculum and Instruction in Health Education</td>
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<td>NU 596 Student Teaching Practicum in Health Education</td>
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<td><strong>Total Credits</strong></td>
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</tbody>
</table>
Course Descriptions

NU 515
School Nursing I
3 credits
This course provides a theoretical knowledge base for students to examine and analyze the role of the school nurse. The New Jersey Department of Education School Health Services Guidelines for school nursing practice is examined. Emphasis is placed on developing knowledge of national and state school nursing standards, accreditation and licensing of school health programs, documentation, legal and ethical issues, and performing comprehensive health assessments and screenings. Financial, legal and administrative issues related to school nursing are examined.
Prerequisite: successful completion of a course in Health Assessment, Community/Family Health Nursing, Nursing Research or an approved elective and Nursing Leadership/Management.

NU 516
School Nursing Practicum I
2 credits
This practicum provides the clinical experience for students to function in the role of the school nurse. The student is mentored by a certified school nurse and functions in the role of health care provider, health educator, health counselor, child advocate, administrator and member of an interdisciplinary school team. Emphasis is on the ability to design and implement a comprehensive health program. Decision making strategies and the applications of critical processes underlying school nursing practice are implemented.
Corequisite: NU 515

ED 540 MS
Curriculum for Teacher as Leaders
3 credits
This course is designed to emphasize how the curriculum is developed, what are the factors that impact on curricular decisions and the role that national and state standard for student learning play in curricular decisions. Attention will be given to the New Jersey Core Curriculum Standards, New Jersey Professional Teaching Standards and the New Jersey Professional Standards for School Leaders, as well as the National Board for Professional Teaching Standards. The topics covered are: the processes involved in designing curriculum; how curricular decisions are made at various levels; appropriate concern for student and student’s needs; the development of student (cognitive, affective and psychomotor domains); and implementation and assessment of curriculum within the school district. Emphasis will be placed on what constitutes curriculum and how it is designed, developed and assessed.

ED 605
Designing Instruction for Curriculum Implementation
3 credits
This course is designed to emphasize teaching, lesson planning and instructional techniques and strategies for students in the K-12 setting. It will look at organizing, instruction and assessing for learning across grade levels, subject areas and teaching situations. It will also address effective use of time, classroom management and diverse assessment techniques. Throughout the course, the skill of being a reflective practitioner will be emphasized.
NU 535
School Nursing II
3 credits
This course continues to expand the theoretical knowledge base for students to examine and analyze the role of the school nurse. The New Jersey Department of Education School Health Services Guidelines for school nursing practice is examined. Emphasis is on the ability to design and implement a comprehensive health program including managing common health issues, risk assessment, communicable disease and infection control, chronic school health conditions and services offered to students with special needs according to federal guidelines and legislative imperatives.
Prerequisites: NU 515, NU 516
Corequisite: NU 536

NU 536
School Nursing Practicum II
2 credits
This practicum expands the clinical experience for students to function in the role of the school nurse. Emphasis is on managing common health issues, risk assessment, communicable disease and infection control, chronic school health conditions and services offered to students with special needs. The New Jersey Department of Education School Health Services Guidelines for school nursing practice is utilized. Decision making strategies and the application of critical processes underlying school nursing practice are implemented.
Prerequisites: NU 515, NU 516
Corequisite: NU 535

NU 595
Curriculum and Instruction in Health Education
3 credits
Educational theories and principles of teaching/learning provide the basis for developing comprehensive health curricula and implementation of health-related teaching plans. Using a variety of teaching strategies, the student engages in classroom teaching in the K-12 school health setting using the New Jersey Professional Standards for Teachers and the New Jersey Core Curriculum Content Standards as a guide. Continued development and enhancement of a teaching portfolio with use of informal and formal evaluation methods of effective teaching is utilized.

NU 596
Student Teaching Practicum in Health Education
3 credits
This practicum focuses on teaching health to children in the K-12 school health setting using an interdisciplinary model. The teaching of children with special needs is also addressed. A teaching portfolio is continuously updated and evaluated based on the New Jersey Professional Standards for Teachers and the New Jersey Core Curriculum Content Standards. Students are mentored by a certified teacher of health education. Faculty individually mentor students; provide consultation and supervision on an ongoing basis.
TEACHER EDUCATION PROGRAMS

Felician College offers four state-approved programs in teacher Education: Elementary Education, Elementary Education/ P-3 Option, Mathematics K-12 Certificate and Special Education.

The Teacher Education programs are designed to develop in the student those personal, intellectual and professional qualities that are requisite to excellence in the teaching profession. A weekly one-hour education seminar is conducted to promote an understanding of the responsibilities of the classroom teacher, observation and recording techniques valuable to the teacher, the organizational structure of school systems, planning strategies, and major educational issues.

Throughout four academic years, the specialized professional areas of the curriculum focus on the child-oriented nature of elementary and special education. To relate theory to practice and to deepen the understanding of how children grow and learn, a sequence of carefully planned and directed professional laboratory experiences is provided beginning with the spring semester of the freshman year. The continuum of supervised field experiences culminates with an upper level junior field experience, senior field experience, and student-teaching in the second half of senior year.

Division of Teacher Education Mission Statement

The Division of Teacher Education at Felician College, 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.

Programs

Felician College offers state approved programs in Teacher Education:

- Elementary Education (K-5)
- Elementary Education (K-5) and Preschool-Grade Three Endorsement (P-3)
- Elementary Education (K-5) and Specialization Endorsement (5-8 Middle School)
- Elementary Education (K-5) and Teacher of Students with Disabilities Endorsement
- Teacher of Mathematics (K-12)

Degree Requirements †

Candidates for the Bachelor of Arts degree with a major in Elementary Education/Elementary Education P-3 Option, Mathematics K-12 Certificate, and Special Education must:

1. Satisfy all entrance requirements;
2. Complete a program of 128-130 semester hours which includes courses in:
   - General Education
   - Elementary Education
   - Mathematics
   - Elementary Education/Early Childhood
   - Special Education
   - Arts and Sciences

† 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.
3. Maintain at least a 2.750 cumulative GPA throughout the program. A minimum grade of “C” is required in all academic and professional courses. Courses graded “C-,” “D” or “F” must be repeated.

**Dismissal Probationary Policies:**

If a student’s cumulative GPA falls below 2.750, but remains below a 2.500, he/she will be placed on probation for one semester. If a student does not obtain a 2.750 cum in the succeeding semester, the student will be dismissed from the program. A student who is dismissed from the program may reapply for readmission after one year; however, the student must have a cum GPA of 2.750 to be considered. The student must contact either the TED Division Dean or TED Associate Dean to declare his/her intent. A student who is readmitted to the program must maintain a minimum 2.750 cum GPS for each subsequent semester after readmission. Failure to maintain a 2.750 cum GPA will result in dismissal from the program. The student will not be permitted to reapply to the TED program.

If a student’s cumulative GPA falls below a 2.500, he/she will be dismissed from the program. The student will not be given probationary status.

4. Students taking Developmental English (ENG 001,002) will not be permitted to take Education courses until these courses are successfully completed. Students must complete ANY developmental coursework (ENG 001, ENG 002, MT 001, MT 002) 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 course 300 level or above until all developmental coursework is completed.

5. Students who have not formally declared Education as a co-major may take a maximum of 6 elective credits in Education. They are limited to 100 and 200 level courses only. Students who have completed the maximum 6 elective credits in Education and wish to continue taking education courses must formally declare Education as their major. Registration for a field experience and seminar course will be required to continue in the program. Prospective Teacher Education students must contact the Associate Dean for Students for program advisement and an assigned TED faculty advisor. Students must have a cum GPA of 2.750 to be eligible for admission into the Teacher Education program.

6. Students who have applied and have not been accepted to the Teacher Education Program may take 100 or 200 level courses with the permission of the Division Dean and/or the Associate Dean for Students.

7. Transfer students only (second semester sophomores and first semester juniors) are permitted to take ED 115 (Transition into Teaching). Registration for this course is at the discretion of the Division Dean and/or the Associate Dean for Students.

8. Complete a minimum of 30 volunteer hours of supervised contact with children in a variety of learning situations, other than the classroom, by the end of the sophomore year. Transition ED 115 Transfer students may have an additional semester to meet this requirement.
The following activities are acceptable:

- Teaching religion class
- Teaching arts and crafts or sports as recreational centers
- Being a teacher’s aide in a summer school program or after school program
- Assisting with Girl/Boy Scout groups
- Assisting with Head Start groups, day nursery school, and/or in a classroom setting
- Coaching, assisting in a cheerleading squad, etc.
- Working with children in hospitals, etc.

Additional volunteer settings must be approved by the TED Division Dean or the Associate Dean for Students. The experience must be volunteering, no monetary compensation is allowed.

9. Fulfill Pre-Student Teaching field experiences consisting of one full day per week during the spring semester for freshmen, and one full day per week during the fall and spring semesters for sophomores, juniors, and seniors. Student teaching consists of fifteen consecutive weeks for the entire semester. Students are required to make-up all full or half-day field absences before the end of the current semester.

10. Apply formally for admission to the Teacher Education program during the second semester of the sophomore year. Admission to the program is decided by the Faculty Committee on Teacher Education. The committee reserves the right to:

- review the record of any student, whenever necessary.
- exclude a student from either program if the student no longer meets that required qualification.
- direct a student to wait one full academic year before reapplying for admission if dismissed from the program.
- conduct a review of each student preceding student-teaching and recommendation for certification.
- withhold recommendation for certification on the basis of deficiencies in any of the characteristics required of a prospective teacher.

11. Formally apply for admission to student-teaching before March 1 of the junior year.

12. Complete successfully a “full” semester of student-teaching, usually in the spring semester of the senior year.

**Maximum Allowable Credits during Student Teaching**

The maximum number of credits during the student teaching semester cannot exceed 10 [Student Teaching Seminar (ED 403 / 2 credits) and Student Teaching (ED 404 / 4 credits) plus three Arts and Sciences credits]. No education courses may be taken while student teaching. Exceptions to the above policy will be made at the discretion of the Division Dean.

13. Students must adhere to all guidelines and policies stated in the Felician Student Handbook and in the Field Experience Handbooks (all levels).
Areas of study open to Education majors are Art, Biology, English, History, Mathematics, Humanities, Natural Sciences and Mathematics. Students may choose any of these disciplines and plan courses in consultation with the department Chair and an assigned faculty advisor.

14. All second semester junior level students must successfully pass the PRAXIS 10014, Subject Assessment and Specialty Area Examination prior to their student teaching experience. The K-12 mathematics students should register for PRAXIS 10061. B.A. students who are in Junior Practicum (ED 304) should register for the PRAXIS. This is a student teaching requirement.

15. All upper level students, in order to continue his/her field school placement assignment, must have evidence of his/her New Jersey State Department of Education “Applicant Authorization and Certification” form (Substitute Teaching Certificate).

**Transfer Policy for Internal and External Students**

1. All transfer students entering the TED program must meet the minimum cumulative GPA of 2.750.

2. A grade of “C” or better in college-level courses is required for TED program transfer credit.

3. College-level courses related to the TED program cannot have been completed more than 10 years prior to admission to the TED Program.

4. Transferring of college credits will be done on an individual basis.

5. The number of college credits successfully earned will determine the student’s Field Experience and Seminar course.

6. ED 115 Transition into Teaching is for the transfer student whose level classification is second semester sophomore or first semester junior.

**Field Policies and Guidelines**

**JUNIOR PRACTICUM *, SENIOR FIELD, AND STUDENT TEACHING POLICY**

*Removal from Junior Practicum, Senior Field, or Student Teaching Placement due to Student Deficiencies - Decision of the Committee:*

A committee comprised of the Director of Placement, the cooperating teacher, college 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 below policy accordingly.

Upon the recommendation of the Committee, the Dean of the Division of Teacher Education, with the approval of the Vice President for Academic Affairs, reserves the right to dismiss a student from the Teacher Education Program 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 College for academic reasons, the student will receive a grade of incomplete for that semester. This option is for one time. The Director of Field Placement 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 Junior Practicum, Senior Field, or Student teaching, and no second attempt will be permitted.

If the student asks to remain at the first placement and subsequently fails Junior Practicum, Senior Field, or Student teaching, no second attempt will be permitted.

If the 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 College catalog.

When the student is in another setting, he/she must attempt to remediate all deficiencies cited during the first junior practicum or student teaching 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 $125.00 cooperating teacher’s stipend for the second student teaching experience. (This applies to student teaching only.)

At any point during the second junior practicum, senior field, or student teaching 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 College will not find another placement and will issue a grade of F on the student’s transcript.

Removal from Junior Field, Junior Practicum, Senior Field, or Student Teaching Placement:

If the Director of Placement and the supervisor determine that the placement is unsatisfactory, the student may be removed from that setting. The Office of Field Placement will obtain a suitable placement and the appropriate number of days or weeks will be added to the new assignment.

1. Withdrawal from Junior Practicum, Senior Field, or Student Teaching - Student Decision

   • If a student withdraws from Junior Field, Junior Practicum, Senior Field, or Student Teaching, the Office of Field Placement will not obtain another junior practicum, senior field, or student teaching placement for the student. This student will receive a grade of F on their transcript and will be dismissed from the program. Exceptions to this procedure would be determined by the Committee.

2. 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 College catalog.
Internship Education Program

Parochial, private and public school systems are used for field placement in the following counties: Bergen, Essex, Hudson, and Passaic.

Field Experience/Seminar Policies and Requirements

All Teacher Education Students are required to:

1. Submit the required Personal Data Form (PDF) for the subsequent semester at the scheduled current mid-term examination period. A student who fails to submit the PDF will receive a mid-term grade of "F."
2. Submit at designated intervals throughout the semester the required Field Attendance Form. The Cooperating Teacher (CT) Signature is required for each student-attended field day.
3. Submit, at the end of the current semester, the required Teacher Field Evaluation Form. The CT signature is required on the Field Evaluation Form.
4. Submit all required Field documentations at the end of 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.
5. Attend field one full day per week during the entire semester for all levels except student teaching, which requires 15 consecutive weeks.
6. Attend seminar class during the entire semester for all levels.
7. Meet with their seminar professor for mid-term and final conference for all levels.

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 will be withdrawn from the course (Seminar and Field).

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 field days during the semester will be withdrawn from the course (Seminar and Field).

Extenuating circumstances will be evaluated on a case-by-case basis at the discretion of the Division Dean.
## Bachelor of Arts Degree in Education
### Instructional Certificate – Elementary Endorsement (K-5)
revised November 2005

**Professional Courses: (30 credits)**

<table>
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<tr>
<th>Course Code</th>
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<th>Credits</th>
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<td>Freshman Field Experience and Seminar (F/S)</td>
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<tr>
<td>ED 115 *</td>
<td>Transition to Teaching</td>
<td>2</td>
</tr>
<tr>
<td>ED 220</td>
<td>Introduction to Special Needs in Home…</td>
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</tr>
<tr>
<td>ED 200/201</td>
<td>Sophomore Field Experience and Seminar (F/S)</td>
<td>2</td>
</tr>
<tr>
<td>ED 205</td>
<td>Professional Assessment and Outcomes: Portfolio</td>
<td>1</td>
</tr>
<tr>
<td>ED 302</td>
<td>Junior Field and Seminar Experience</td>
<td>2</td>
</tr>
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<td>ED 304</td>
<td>Junior Practicum and Inquiry Based Learning</td>
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</tr>
<tr>
<td>ED 303 **</td>
<td>School Curriculum: Reading/Language Arts</td>
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</tr>
<tr>
<td>ED 306 or</td>
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<td>ED 305</td>
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<tr>
<td>ED 400</td>
<td>Senior Field Experience and Seminar</td>
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<td>ED 402</td>
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<td>ED 403</td>
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<td>ENG 220</td>
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<td>PE 150</td>
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<td>PH 200</td>
<td>Philosophical Foundations of Education</td>
<td>3</td>
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<tr>
<td>PS 201</td>
<td>Introduction to Child Development</td>
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<tr>
<td>PS 301</td>
<td>Educational Psychology</td>
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<td>PS 302</td>
<td>Educational Assessment Techniques</td>
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</tbody>
</table>

* Indicates Alternative for Students Transferring into TED  
** To be Taken Concurrently with ED 302
**Bachelor of Arts Degree in Education**  
**Instructional Certificate – Elementary Endorsement and Preschool through Grade Three Endorsement**  
revised November 2005

**Professional Courses: (41 credits)**

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<td>ECSPED 202</td>
<td>Meeting the Needs of All...Special Needs</td>
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<td>ECED 307</td>
<td>Nurturing the Expressive Arts in Young Children</td>
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** To be Taken Concurrently with ED 302
**Bachelor of Arts Degree in Education**

**Instructional Certificate – Elementary Endorsement (K-5)**

**and Specialization Endorsement (5-8)**

*revised November 2005*

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<td>PH 200</td>
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<tr>
<td>PS 201</td>
<td>Introduction to Child Development</td>
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<tr>
<td>PS 301</td>
<td>Educational Psychology</td>
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<tr>
<td>PS 302</td>
<td>Educational Assessment Techniques</td>
<td>3</td>
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</tbody>
</table>

* Indicates Alternative for Students Transferring into TED

** To be Taken Concurrently with ED 302
Bachelor of Arts Degree in Education  
Instructional Certificate – Elementary Endorsement (K-5)  
and Teacher of Students with Disabilities Endorsement  
revised November 2005

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
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<td>Transition to Teaching</td>
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<tr>
<td>ED 220</td>
<td>Introduction to Special Needs in Home, School…</td>
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<tr>
<td>ED 205</td>
<td>Professional Assessment and Outcomes: Portfolio</td>
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<tr>
<td>ED 302</td>
<td>Junior Field and Seminar Experience</td>
<td>2</td>
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<tr>
<td>ED 304</td>
<td>Junior Practicum and Inquiry Based Learning</td>
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<tr>
<td>ED 303 **</td>
<td>School Curriculum: Reading/Language Arts</td>
<td>3</td>
<td>** To be Taken Concurrently with ED 302</td>
</tr>
<tr>
<td>ED 308</td>
<td>Reading Diag. and Remediation for Exceptional</td>
<td>3</td>
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<tr>
<td>ED 400</td>
<td>Senior Field Experience and Seminar</td>
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<tr>
<td>ED 402</td>
<td>School Curriculum: Mathematics</td>
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<tr>
<td>ED 403</td>
<td>Student Teaching Seminar</td>
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<td>Student Teaching</td>
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<td>SPED 300</td>
<td>Education of the Cognitively Prepare</td>
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<td>SPED 400</td>
<td>Education of the Behaviorally Disordered</td>
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<td>Education of the Learning Disabled</td>
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<td>SPED 410</td>
<td>Survey of Assistive Technology</td>
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**Related Requirements:** (20 credits)

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<tr>
<td>ENG 220</td>
<td>Children's Literature</td>
<td>3</td>
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<td>PE 150</td>
<td>Physiology, Hygiene and Nutrition</td>
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<td>PH 200</td>
<td>Philosophical Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>PS 201</td>
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</tr>
</tbody>
</table>

* Indicates Alternative for Students Transferring into TED  
** To be Taken Concurrently with ED 302
Bachelor of Arts Degree in Education
Instructional Certificate – Teacher of Mathematics Endorsement (K-12)
revised November 2005

**Professional Courses: (30 credits)**

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<td>Sophomore Field Experience and Seminar (F/S)</td>
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<td>ED 306</td>
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<tr>
<td>ED 405</td>
<td>Secondary School Math with Field Component</td>
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**Related Requirements: (24 credits)**

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<td>PHY 103 or</td>
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<td>CH 103</td>
<td>General Chemistry I</td>
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<td>CIS 120</td>
<td>Personal Productivity with Inform. Technology</td>
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<tr>
<td>PE 150</td>
<td>Physiology, Hygiene, and Nutrition (Successful Completion of Test)</td>
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* Indicates Alternative for Students Transferring into TED
** To be Taken Concurrently with ED 302
Course Descriptions for Undergraduate/TEC Courses

ED 100/ED 101
Freshman Field Experience and Seminar
1 credit per semester
This course emphasizes the responsibilities of the classroom teacher. In the spring semester, each student spends one day per week observing experienced teachers in public and private schools, analyzing what they do, and participating in some classroom activities under the guidance of the teacher. This is followed by a weekly seminar during which issues related to these experiences are discussed.

ED 101 DS
Freshman Field Experience and Seminar
.5 credit/semester
This course helps students make an informed choice about teaching as a career by asking and proposing answers to various questions. This course is an alternate course for those not successfully completing ED 100.

PE 150
Physiology, Hygiene and Nutrition
2 credits
This course explores the nature of educational intervention and prevention efforts aimed at drug abuse, child abuse, teen suicide, and sexually transmitted diseases. In addition, “wellness” factors such as nutrition and safety education are discussed in terms of the child’s overall healthy growth and development. Note: The successful completion of college course work in human biology, health nutrition or the County Office of Education Health Test may qualify for course credit. (formerly ED 102)

ED 115
Transition into Teaching
2 credits
A seminar and field experience course for transfer students. Emphasis is on professional deportment, typical school organizations, observational and collaborative skills, education law, and instructional technology in the classroom. This course is for transfer students who are 2nd semester sophomores or 1st semester juniors.

ED 200/ED 201
Sophomore Field Experience and Seminar
1 credit per semester
This course emphasizes special education law, exceptionalities, and technology. Each student spends one day per week observing experienced teachers in public and private schools, analyzing what they do and participating in some classroom activities under the guidance of the teacher. This is followed by a weekly seminar during which issues related to these experiences are discussed.

ED 205
Professional Assessment and Outcome: Documentation Through Portfolio Design
1 credit
This course addresses the professional/technical skills necessary to develop an Electronic Teaching Portfolio. Emphasis will be placed on a thematic approach that focuses on the students’ philosophy of education. The development of artifacts that support the pre-service teachers’ competencies in the New Jersey Professional Teaching Standards will be emphasized.

ED 302
Junior Field Experience and Seminar
2 credits (Reinstated fall 2004)
This course emphasizes effective planning strategies, accommodation of the individual learner through ability grouping and instruction, and non-teaching and administrative teacher responsibilities. Each student spends one day per week observing experienced teachers in public and private schools, analyzing what they do and participating in some classroom activities under the guidance of the teacher. A weekly seminar provides a forum for discussing issues related to these ex-
Teacher Education Programs

Experiences. (new curriculum)

Prerequisite: ED 303 to be taken concurrently with ED 302

ED 303
School Curriculum: Reading/
Language Arts
3 credits
This course provides the student with knowledge of the various theories of approaches and programs in the language arts curriculum. From a theoretical framework, the student examines and engages in decision-making regarding instructional strategies, text and material selections, effective questioning techniques, practice/reinforcement activities, and use and interpretation of formal and informal evaluation methods for effective teaching of reading, writing, listening, and speaking. A balanced approach to reading instruction is emphasized.

Prerequisite: ED 302 to be taken concurrently with ED 303

ED 304
Junior Practicum and Inquiry Based Learning: Social Studies, Language Arts and Science in the Inclusive Classroom
3 credits
This course will provide an introduction to the methods and theories of inquiry based learning. It will focus extensively on the scientific, behavioral, and literary aspects of selected issues, activities, and pedagogy in the elementary curriculum. Students will learn the basics of unit planning and applying to topics in the Core Content Areas. They will be expected to provide for inclusion of technology and assessment. Scientific method and discovery learning management skills will be emphasized. Field component is required.

ED 305
The Young Child and Emergent Literacy for Diverse Learners
3 credits
This course explores the reading process as a natural phenomenon as well as the concept of emergent literacy. It emphasizes a developmental view of learning to read. Attention is given to oral language and home and school literacy environments. This course is required for ELED/ P3 majors.

ED 306
Reading in the Content Area
3 credits
This course enables students teaching content areas to understand the developmental nature of the reading process. Students will develop instructional strategies to facilitate and improve reading competencies within their content area.

ED 400
Senior Field Experience and Seminar
2 credits
This course emphasizes themes and guidelines related to student teaching. Each student spends one day per week observing and analyzing experienced teachers in nearby schools, and participating in some classroom activities under the guidance of the teacher. This is followed by a weekly seminar during which issues related to these experiences are discussed.

ED 402
School Curriculum: Mathematics
3 credits
This course provides the student with learning theories, organization and planning strategies, instructional techniques, diagnostic and prescriptive procedures, and classroom management techniques for the effective teaching of mathematics. With an emphasis on concept development and problem-solving abilities, the course includes group and individual instruction, mathematics laboratory, error diagnosis, curriculum, commercial texts and programs within a math-as-discovery approach.
ED 403
Student Teaching Seminar
2 credits
Students develop an understanding of education procedures and problems as they relate to the actual teaching situation. Guest speakers address the students on issues relating to children, teachers, administrators, parents, school law, and curriculum.

ED 404
Student Teaching
4 credits
This course provides the prospective teacher with teaching experience in an educational setting under the direct supervision of a cooperating teacher and college supervisor. Students must have senior classification and the approval of the Faculty Committee on Teacher Education.

ED 405
Secondary School Mathematics
3 credits
This course reviews curriculum and assessment in the mathematics classroom through middle and secondary school. Topics include: basic classroom management skills, motivation, planning effective lessons for diverse populations, diagnosing errors, using technology, alternative assessments, enrichment topics and professional growth. Students will be required to tutor a student in secondary mathematics and to present a demonstration lesson to the class.

ECED 201
Introduction to Early Childhood: A Primer for Preschool and Primary Educators
3 credits
This introductory course provides 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. Students are provided with broad-based experience in observing, examining, and planning developmentally appropriate learning experiences with young children from birth through age eight. (fall course offering)

ECSPED 202
Meeting the Needs of All: Serving the Young Child with Special Needs
3 credits
The course content examines the unique window of opportunity provided by appropriate intervention in the first decade of a child’s life and is based upon biobrain research and new understanding of how young children grow and develop. Further, the course will explore factors that enhance development, techniques of assessment, the referral process, collaboration with parents, modification of the curriculum, behavior management and how to stimulate speech, language and social development. (spring course offering)

ED 220
Introduction to Special Needs in Home, School and Community
3 credits
This course examines the nature of children with exceptionalities, their family constellations and issues regarding family-professional interaction with community agencies and sources of referral. Exceptionality will be presented in broad terms addressing both general human needs as well as the distinctive problems faced by persons who have exceptional handicaps. Moreover, the needs of exceptional individuals and their families will be presented in terms of transitions through life cycles. (new curriculum)

ECED 307
Nurturing the Expressive Arts in Young Children
2 credits
This course celebrates 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 chal-
lenge the young learner. Creative arts, music, play, language expression and their interaction with the young child’s natural world will be explored. (fall course offering)

**SPED 300**
**Education of the Cognitively Impaired**
3 credits (new/old curriculum)
This course emphasizes the nature and needs and implications for educational programming, curriculum and instruction for children with different degrees of mental and physical disabilities, cognitive impairments, autism, and other developmental disabilities within a variety of educational settings. Participants will examine identification, management, IEP implementation, and methods for planning and evaluating instructional strategies. Emphasis will be placed on methods for differentiating instruction based upon learner characteristics, learning environment, curriculum, alternative assessment, technology considerations and the New Jersey Core Curriculum Content Standards.

**SPED 308/ED 308**
**Reading Diagnosis and Remediation of Exceptional Learners**
3 credits
Special and general education classroom teachers need to assess student achievement as a basis for planning future instruction as well as documenting student proficiencies in reading. This course explores informal and formal assessment procedures used for diagnostic purposes and instructional strategies that reinforce children’s strengths as well as the remediation of reading deficiencies. Although these procedures and strategies are appropriate in both special and/or general education settings, special emphasis is placed on the characteristics, diagnosis, and remediation of the special needs learner in this course. *Prerequisite: ED 303; required for SPED Majors*

**SPED 400**
**Education of the Behaviorally Disordered**
3 credits (new and old curriculum)
This course presents theoretical perspectives on ecological, behavioral, biological, and psychodynamic behavioral disorders. Areas of study encompass components of educational programs, instructional approaches and strategies, IEP development and implementation, and the role of related service professionals in meeting the needs of children who have serious behavioral problems.

**SPED 401**
**Education of the Learning Disabled**
3 credits
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.

**SPED 410**
**Survey of Assistive Technology**
3 credits
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.
CERTIFICATE PROGRAMS

Felician College offers programs of study leading to a certificate, not a degree. While varying in subject focus and format, each of the certificate programs is designed to enhance the student’s knowledge in a given area.

Post-Baccalaureate Teacher Education Certification Program

The Post-Baccalaureate Teacher Education Certification Program enables a student who holds a Bachelor’s degree from an accredited college to complete the requirements necessary for attaining a New Jersey State Department of Education Teaching Certificate.

Available Certificate Programs:

- Elementary Education (K-5)
- Elementary Education (K-5) and Pre-School through Third Grade P-3 Endorsement
- Elementary Education (K-5) and Specialization 5-8 Endorsement
- Elementary Education (K-5) and Teacher of Students with Disabilities Endorsement
- Teaching of Mathematics (K-12)

The following Certificate Programs are available for the student who holds an existing New Jersey State Department of Teaching Certification:

- Pre-Kindergarten through Grade 3 Endorsement
- Special Education-Teacher of Students with Disabilities Endorsement

Certificate Program Admission Requirements

1. A Bachelor’s Degree or Master’s Degree from an accredited four-year institution.
2. At least 60 liberal arts credits on the undergraduate level.
3. A minimum cumulative GPA of 2.750

Please note that transfer credit for educational and related professional courses cannot be older than 10 years.
Students who are enrolled in the Certificate Program are subject to the policies and guidelines of the Teacher Education Program as stated in the current Felician College Catalog and Student Handbook.

**Teacher Education Instructional Certificate Program Student Teaching Requirements**

The TEC student must meet the following requirements before beginning the student teaching experience:

1. Successfully pass the appropriate required PRAXIS examination. Students who are enrolled in Junior Practicum (ED 304) should register for the PRAXIS.

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**Teacher Education Instructional Certificate Program (TEC)**

**Elementary Endorsement (K-5)**

revised November 2005

**Professional Courses: (24 credits)**

<table>
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<td>ED 205</td>
<td>Professional Assessment and Outcomes: Portfolio</td>
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<td>ED 302</td>
<td>Junior Field and Seminar Experience</td>
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<td>ED 304</td>
<td>Junior Practicum and Inquiry Based Learning</td>
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<td>School Curriculum: Reading/Language Arts</td>
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<td>ED 306 or</td>
<td>Reading in the Content Areas</td>
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<td>ED 308 or</td>
<td>Reading Diagnosis and Remediation</td>
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<td>ED 305</td>
<td>Young Child and Emergent Literacy</td>
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<td>ED 403</td>
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**Related Requirements: (14 credits)**

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<td>PE 150</td>
<td>Physiology, Hygiene, and Nutrition</td>
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<td>PS 302</td>
<td>Educational Assessment Techniques</td>
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**To be Taken Concurrently with ED 302**
**Teacher Education Instructional Certificate Program (TEC)**

**Elementary Education (K-5) and Preschool through Grade Three Endorsement**

revised November 2005

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<td>ED 205 Professional Assessment and Outcomes: Portfolio</td>
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<td>ED 302 Junior Field and Seminar Experience</td>
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<td>ED 305 Young Child and Emergent Literacy</td>
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<td>ECED 201 Introduction to Early Childhood: A Primer</td>
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<td>ECSPED 202 Meeting the Needs of All...Special Needs</td>
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<td>ECED 307 Nurturing the Expressive Arts in Young Children</td>
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<td>PS 302 Educational Assessment Techniques</td>
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<td>PE 150 Physiology, Hygiene and Nutrition</td>
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**To be Taken Concurrently with ED 302**
**Teacher Education Instructional Certificate Program (TEC)**  
**Elementary Endorsement (K-5) and Specialization Endorsement (5-8)**  
revised November 2005

**Professional Courses: (24 credits)**

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**Related Requirements: (17 credits)**

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<td>Physiology, Hygiene, and Nutrition</td>
<td>2</td>
</tr>
<tr>
<td>PH 200</td>
<td>Philosophical Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>PS 201</td>
<td>Introduction to Child Development</td>
<td>3</td>
</tr>
<tr>
<td>PS 301 or</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PS 302</td>
<td>Educational Assessment Techniques</td>
<td>3</td>
</tr>
<tr>
<td>PS 202</td>
<td>Adolescent Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

**To be Taken Concurrently with ED 302**
Teacher Education Instructional Certificate Program (TEC)
Elementary Endorsement (K-5) and
Teacher of Students with Disabilities Endorsement
revised November 2005

**Professional Courses: (36 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 220</td>
<td>Introduction to Special Needs in Home, School...</td>
<td>3</td>
</tr>
<tr>
<td>ED 205</td>
<td>Professional Assessment and Outcomes: Portfolio</td>
<td>1</td>
</tr>
<tr>
<td>ED 302</td>
<td>Junior Field and Seminar Experience</td>
<td>2</td>
</tr>
<tr>
<td>ED 304</td>
<td>Junior Practicum and Inquiry Based Learning</td>
<td>3</td>
</tr>
<tr>
<td>ED 303 **</td>
<td>School Curriculum: Reading/Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>ED 308</td>
<td>Reading Diag. and Remediation for Exceptional</td>
<td>3</td>
</tr>
<tr>
<td>ED 402</td>
<td>School Curriculum: Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>ED 403</td>
<td>Student Teaching Seminar</td>
<td>2</td>
</tr>
<tr>
<td>ED 404</td>
<td>Student Teaching</td>
<td>4</td>
</tr>
<tr>
<td>SPED 300</td>
<td>Education of the Cognitively Prepare</td>
<td>3</td>
</tr>
<tr>
<td>SPED 400</td>
<td>Education of the Behaviorally Disordered</td>
<td>3</td>
</tr>
<tr>
<td>SPED 401</td>
<td>Education of the Learning Disabled</td>
<td>3</td>
</tr>
<tr>
<td>SPED 410</td>
<td>Survey of Assistive Technology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Related Requirements: (14 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CM 102</td>
<td>Communications for Educators</td>
<td>3</td>
</tr>
<tr>
<td>PE 150</td>
<td>Physiology, Hygiene and Nutrition</td>
<td>2</td>
</tr>
<tr>
<td>PH 200</td>
<td>Philosophical Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>PS 201</td>
<td>Introduction to Child Development</td>
<td>3</td>
</tr>
<tr>
<td>PS 301 or</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PS 302</td>
<td>Educational Assessment Techniques</td>
<td></td>
</tr>
</tbody>
</table>

**To be Taken Concurrently with ED 302**
Teacher Education Instructional Certificate Program (TEC)
Teacher of Mathematics Endorsement (K-12)
revised November 2005

**Professional Courses: (24 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 220</td>
<td>Introduction to Special Needs in Home, School…</td>
<td>3</td>
</tr>
<tr>
<td>ED 205</td>
<td>Professional Assessment and Outcomes: Portfolio</td>
<td>1</td>
</tr>
<tr>
<td>ED 302</td>
<td>Junior Field and Seminar Experience</td>
<td>2</td>
</tr>
<tr>
<td>ED 304</td>
<td>Junior Practicum and Inquiry Based Learning</td>
<td>3</td>
</tr>
<tr>
<td>ED 306</td>
<td>Reading in the Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>ED 402</td>
<td>School Curriculum: Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>ED 403</td>
<td>Student Teaching Seminar</td>
<td>2</td>
</tr>
<tr>
<td>ED 404</td>
<td>Student Teaching</td>
<td>4</td>
</tr>
<tr>
<td>ED 405</td>
<td>Secondary School Math with Field Component</td>
<td>3</td>
</tr>
</tbody>
</table>

**Related Requirements: (24 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 102</td>
<td>Communications for Educators</td>
<td>3</td>
</tr>
<tr>
<td>CIS 120</td>
<td>Personal Productivity with Inform. Technology</td>
<td>3</td>
</tr>
<tr>
<td>PE 150</td>
<td>Physiology, Hygiene, and Nutrition (Successful Completion of Test)</td>
<td>2</td>
</tr>
<tr>
<td>PH 200</td>
<td>Philosophical Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>PS 201</td>
<td>Introduction to Child Development</td>
<td>3</td>
</tr>
<tr>
<td>PS 202</td>
<td>Adolescent Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PS 301 or</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PS 302</td>
<td>Educational Assessment Techniques</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Laboratory Science</td>
<td>4</td>
</tr>
</tbody>
</table>

**To be Taken Concurrently with ED 302**

246
Teacher Education Instructional Certificate Program (TEC)
Preschool through Grade Three Endorsement *
revised October 2005

**Professional Courses: (18 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ED 305</td>
<td>Young Child and Emergent Literacy</td>
<td>3</td>
</tr>
<tr>
<td>ECED 201</td>
<td>Introduction to Early Childhood: A Primer</td>
<td>3</td>
</tr>
<tr>
<td>ECSPED 202</td>
<td>Meeting the Needs of All…Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>ECED 307</td>
<td>Nurturing the Expressive Arts in Young Children</td>
<td>2</td>
</tr>
<tr>
<td>PS 302</td>
<td>Educational Assessment Techniques</td>
<td>3</td>
</tr>
<tr>
<td>ED 303</td>
<td>School Curriculum: Reading and Language Arts</td>
<td>4</td>
</tr>
</tbody>
</table>

**Related Requirements: (3 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 201</td>
<td>Introduction to Child Development</td>
<td>3</td>
</tr>
</tbody>
</table>

* This certificate program is for students holding an existing New Jersey State Department of Teaching Certification.

---

Teacher Education Instructional Certificate Program (TEC)
Teacher of Students with Disabilities Endorsement *
revised October 2005

**Professional Courses: (21 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 220</td>
<td>Introduction to Special Needs in Home, School…</td>
<td>3</td>
</tr>
<tr>
<td>ED 304</td>
<td>Junior Practicum and Inquiry Based Learning</td>
<td>3</td>
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<td>ED 308</td>
<td>Reading Diag. and Remediation for Exceptional</td>
<td>3</td>
</tr>
<tr>
<td>SPED 300</td>
<td>Education of the Cognitively Prepare</td>
<td>3</td>
</tr>
<tr>
<td>SPED 400</td>
<td>Education of the Behaviorally Disordered</td>
<td>3</td>
</tr>
<tr>
<td>SPED 401</td>
<td>Education of the Learning Disabled</td>
<td>3</td>
</tr>
<tr>
<td>SPED 410</td>
<td>Survey of Assistive Technology</td>
<td>3</td>
</tr>
</tbody>
</table>

* This certificate program is for students holding an existing New Jersey State Department of Teaching Certification.
ORGANIZATION

BOARD OF TRUSTEES

Chairperson: **Albin D. Obal**, President, Midland Enterprises

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**Deacon Michael Keary**, Archdiocese of Newark

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**Sister Mary Anastasia Wdowiak**, CSSF, Provincial Vicar, Immaculate Conception Province

**Sister Mary Charles Wienckoski**, CSSF, Principal, St. Helena School, Edison

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Hon. Paul DiGaetano, NJ State Assemblyman, District 36

Antony Ferolie, The Ferolie Group

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Peter A. Marcalus, Vice President - Corporate Communications and Fiber Procurement, Marcal Paper Mills, Inc.

Stephen A. Orenchuk, Vice President/Investments, Janney Montgomery Scott, LLC

Raymond A. Pizzo Sr., Senior Managing Partner, Prime Dynamics Technology Group, LLC

Maria Romano, Vice President, The Provident Bank

Michael J. Rourke, The Great A&P Tea Company, Retired

Joseph M. Sanzari, President, Sanzari Companies

Anthony Scardino Jr., Anthony Scardino and Associates, Inc.

Timothy F. Stafford, Borough Administrator, The Borough of Rutherford

Samuel Toscano Jr., Cedardale Distributors

Peter Unanue, Vice President/Distribution and Logistics, Goya Food, Inc.
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Senior Executive Vice President for Administration and Finance: Charles J. Rooney, Jr., B.S., Fordham University; Ph.D., George Washington University

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Vice President for Student Affairs: Sister Mary Tarcilia Juchniewicz, CSSF, B.S., Seton Hall University; M.A., Villanova University

Vice President for Mission Integration: Sister Mary Antonelle Chunka, CSSF, B.S. Seton Hall University; M.A. University of Notre Dame; Ed.D. Fairleigh Dickinson University

Vice President for Student Services/Administrator of the Rutherford Campus: Susan M. Chalfin, B.A., Kean University; M.S. Ed., Monmouth University

Vice President for Enrollment Management: Alyssa McCloud-Long, B.A., Antioch College; M.A., Seton Hall University

Vice President for Institutional Advancement: Celeste A. Oranchak, B.S., M.P.A, New York University

Advisor for Long-Range Planning: Sister Mary Firmina Lajewski, CSSF, B.S., Fordham University; M.S., Ed.D., Oklahoma State University; Ph.D. (causa honoris), Felician College

ACADEMIC AFFAIRS

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Ann Verrett Guillory Assistant Vice President for Academic Affairs: Retention and Academic Support; Professor of Psychology; B.S., M.Ed., Loyola University of the South; M.Ed., Ed.D., Teachers College, Columbia University

Donna M. Barron-Baker, Dean of the Division of Teacher Education; Associate Professor of Teacher Education; B.S., Central Connecticut State University; MS. Ed., St. Joseph College; Ph.D. University of Dayton

William B. Morgan, CFP, Dean of the Division of Business and Management Science; Associate Professor of Business and Management; A.A., B.S., University of Maryland; M.S., Strayer University; Ph.D., Walden University; Certified Financial Planner

Muriel M. Shore, Dean of the Division of Nursing and Health Management, Professor of Nursing; B.S.N., M.S.N., Ed.D., Seton Hall University; Certified in Nursing Administration Advanced by American Nurses Credentialing Center
Academic Support Services

John Iuculano, Director of Advising and Academic Support Services; Associate Professor of Psychology (1990); B.A., William Paterson University; M.A., Montclair State University; Ph.D., Rutgers University

Jo-Ann Fondanarosa, Associate Director of Academic Advising and Testing; A.A. Bergen Community College; B.A. Felician College; M.A. Felician College

Ann Babilot, Coordinator of Tutoring Services

Kathy Hill, Student Athletic Advisor; B.S., William Paterson University

Carolyn Kehayan, Coordinator of Services for Students with Disabilities; B.A., Southern Connecticut State University; M.A., Fairleigh Dickinson University, LDT-C

Elizabeth Noreika, Assistant Director of Academic Advising and Testing, A.A. Felician College; B.A. Felician College

Julie O’Connell, Writing Laboratory Coordinator; B.A., Georgetown University; M.A.T., Brown University

Hamdi Shahin, Associate Director of the Center for Learning; B.S., New Jersey Institute of Technology

Sr. M. Adalbert Wierciszewska, Tutor; B.A., Catholic University of America; M.A., Villanova University

Accelerated Degree Program

Anthony Scardino, Associate Dean in the Division of Business and Management Sciences and Director of the Accelerated Degree Program; B.A., Montclair State University; M.P.P., Pepperdine University

Kathleen Lloyd, Assistant Director of the Accelerated Degree Program; A.A., B.S., Rider University; Diploma in Personnel Management, New York University

Educational Opportunity Fund

Kelly Fronte, EOF Assistant Recruiter

Dinelia Huertas, EOF Recruiter, Counselor, and Instructor, B.A., Felician College

Sara Caamano, EOF Counselor and Instructor, B.A., Felician College

Library

Stephen Karetzky, Director of Library; Associate Professor; 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

Joanne Karetzky, Head of Technical Services; Associate Professor; B.A., University of San Francisco; M.L.S., San Jose State University; M.A., California State University at Dominguez Hills
Elisabeth Gatlin, Instructor and Public Services Librarian; B.A., Skidmore College; M.S., Columbia University; M.A., Montclair State University

Mary Zieleniewski, Director of Circulation

Rosalind Bochynski, Administrative Assistant

Jennifer Correia, Library Assistant for Technical Services; B.A., Felician College

Mary Lynne Parisi, Temporary Director of Circulation

**Nursing Resource Center**

Diane Holobrow, B.S.N., R.N., Director of the Nursing Resource Center; B.S.N. Columbia University, New York, NY

Kathleen Kavanaugh, B.S.N., R.N., Assistant Director of the Nursing Resource Center; B.S.N. Felician College

Sr. Mary Patricia Kennedy, CSSF, Assistant Nursing Resource Coordinator; AAS Felician College; B.S.N., La Salle University

**Registrar**

June Finn, Registrar; B.A., William Paterson University

Barbara Romano, Associate Registrar; B.A., Felician College

Priscilla Carmona, Assistant to the Registrar, Cohort Coordinator

**RUTHERFORD CAMPUS ADMINISTRATION AND STUDENT SERVICES**

Susan M. Chalfin, Vice President, Administrator of the Rutherford Campus; B.A., Kean University; M.S. Ed., Monmouth University

Michele La Jeunesse, Coordinator of Students Opting for Success (S.O.S) and Assistant to the Administrator of the Rutherford Campus; A.A., Edward Williams College

Ann Califf, Coordinator of Transportation & Rutherford Administrative Services

**Athletics**

Benjamin DiNallo, Director of Athletics; B.A., Columbia School of Broadcasting

Erin Fitzgerald, Admin. Assistant/Head Women’s Soccer Coach; B.A., Saint Peter’s College

Kathy Hill, Senior Women’s Athletic Administrator/Compliance Officer

Jay Latko, B.A., Caldwell College

Michael Mueller, B.A., Felician College

Rebecca Sutton, B.S., William Paterson University; M.S., Tulane University
Career Services

Cristina Damiao, B.A., Montclair State University; M.P.A., Kean University

Residence Life

Elizabeth Demetrician, Acting Director of Residence Life; B.A., Saint Peter’s College; M.A., Felician College

Maryann Hatler, Assistant to the Director of Residence Life

Jane Sanchez, B.A., Seton Hall University

Matthew Schur, B.A., Monmouth University

Student Wellness Center

Carolyn A. Lewis, R.N., Director of Health Services; BS, Montclair State University; B.S.N., Fairleigh Dickinson University; M.S.N., University of Medicine and Dentistry of New Jersey; ANCC, Advanced Practice Registered Nurse, Board Certified as Adult Nurse Practitioner

Mary E. Reilly, Director of Counseling Services; B.A., M.A., Ed.S., Rider University; NCC, National Board of Certified Counselors

John C. Lawton, Administrative Assistant; A.S., Excelsior College

STUDENT AFFAIRS

Sister Mary Tarcilia Juchniewicz, CSSF, Vice President for Student Affairs; B.A., Seton Hall University; M.A., Villanova University

Dawn Murray, Coordinator of Student Services; A.A., Felician College

Deryl Murray, Administrative Assistant; B.A., Felician College

Rachelle Bialek, Assistant to the Coordinator of Student Activities

Campus Ministry

Rev. Damian Colicchio, I.V. Dei, Director of Campus Ministry; B.A., St. Lawrence Seminary; M.A., University of Notre Dame; M. Div., Immaculate Conception Seminary

Rev. John O’Neill, I.V. Dei, Associate Professor of Religious Studies (1998); 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.

Rev. Thomas Orians, SA, Campus Minister

Sister Marie Teresa Soltys, CSSF, B.A. Felician College
Print Services/Supplies

Clara Dominguez, Director of Print Services and Supplies; B.A., Felician College

Child Care Center

Sister Rose Mary Sauchelli, CSSF, Director of Child Care Center; B.A., M.A., Certificate in Child Care, Seton Hall University

Sister Mary Joellen Zajac, CSSF, Head Teacher, Child Care Center; B.A., Felician College; M.A., Kean College

Sister Margaret Keslo, CSSF, Teacher, Child Care Center; B.A., Felician College

Sister Angelica Smialowicz, CSSF, Teacher, Child Care Center; B.A., Felician College; M.A., St. Bonaventure University

Madeline Hasson, Teacher, Child Care Center, B.A., New Jersey City University

Katherine Christie, Assistant to Director of Child Care Center; B.A., Felician College

INSTITUTIONAL ADVANCEMENT

Celeste A. Oranchak, Vice President for Institutional Advancement; B.S., MPA, New York University

Sister Mary Hiltrude Koba, CSSF, Associate Director for Institutional Advancement; B.S., M.A., Seton Hall University; Ph.D., Fordham University

Lori A. Walker, Director of Alumni Relations; B.A., Felician College

Kerrin Kissel, Director of the Annual Fund; B.S.S.P., Emerson College

Barbara Lynch, Director of Public Relations; B.S., Iowa State University; M.S. Northern Illinois University

Susan Bernarducci, Public Relations Coordinator; B.S., St. Peter's College

Lauren V. Ryan, Associate Director of Special Events; B.A., M.A., Centenary College

Barbara M. More, Assistant to the Vice President, Office of Institutional Advancement; Certification, Executive/Legal Assistant, Katharine Gibbs School

ENROLLMENT MANAGEMENT

Alyssa McCloud-Long, Vice President for Enrollment Management; B.A., Antioch College; M.A., Seton Hall University

Darlene Petrasek, Assistant to the Vice President for Enrollment Management

Jerry Trombella, Director of Student Information Systems
Admission (Undergraduate)

Alexander Scott, Director of Undergraduate Admission
Cynthia Mallory, Assistant to the Director of Admission
Thomas Cannon, Assistant Director of Undergraduate Admission
Sean Ennis, Assistant Director of Undergraduate Admission
Maureen Moran, Senior Assistant Director of Undergraduate Admission
Vilma S. Mueller, Senior Assistant Director of Undergraduate Admission
Erin Navarro, Assistant Director of Undergraduate Admission
Erin M. Samples, Assistant Director of Undergraduate Admission
Sister Mary Valleslanes, Administrative Assistant/Receptionist

Admission (Adult and Graduate)

Wendy Lin-Cook, Director of Adult and Graduate Admission
Elizabeth Barca, Director of Corporate and Business Programs
Sheila Burwell, Admission Counselor
Judith Pepe, Administrative Assistant/Office Manager
Sister Lenore Maria Murawski, Administrative Assistant/Recruitment Coordinator

COMMUNITY RELATIONS

Mary F. Mallia, Director of Community Relations; B.A., University of Roma

INSTITUTIONAL RESEARCH

Bryon Brown, Director of Institutional Research, B.A., Long Island University - C.W. Post; M.S., SUNY (Albany)

INTERNATIONAL STUDENT SERVICES

Jeffrey Sinding, Director of International Student Services, B.S. Rider University
Melinda Rios, Foreign Student Advisor

BUSINESS AND FINANCE

Marc J. Chalfin, Vice President and Chief Financial Officer; C.P.A., B.B.A., Pace University; M.B.A., Fairleigh Dickinson University
Elizabeth Touw, Controller; B.S. Felician College
Micheline Esposito, Director of Budget and Special Projects

Georgina Cruzado, Accounts Payable Coordinator, B.A., Felician College, A.A., Berkley College of Business

Diane DePadova, Payroll Coordinator

Amy L. Giamboi, Human Resources Coordinator; B.S., Felician College

Eileen Meneghin, Bookkeeper

Jennifer Parisi, Accounts Receivable Coordinator

FINANCIAL AID

Janet Mariano Merli, Director of Financial Aid

Kathy Prieto, Assistant Director of Financial Aid

Debbie Callaghan, Financial Aid Counselor

Sarah Carrero, Financial Aid Counselor/Office Manager

PHYSICAL PLANT

Meggan O’Neill, Director of Administrative Services, B.A., Saint Peter's College

ADMINISTRATIVE SERVICES

Charles J. Rooney, Jr., Senior Executive Vice President for Administration and Finance; B.S., Fordham University; Ph.D., George Washington University

Sister Mary Victoria Olender, CSSF, Archivist; B.A., M.A., Seton Hall University

Computer and Audio-Visual Services

Computer Services

Jason Ostrowski, Director of Information Technology

John Paneggiante, Director of Administrative Computing

Raymond Hicks, Assistant Director of Administrative Computing

Geri Guth, Senior Lab Manager, Lodi Campus Computer Lab

Corazon Cortina, Senior Lab Manager, Rutherford Campus Computer Lab

Robert Ingoglia, Associate Professor of History (1996); Assistant, Office of Administrative Computing; Technical Representative - NJ Transfer Initiative; B.A., William Paterson University; M.A., Ph.D., City University of New York

Audio-Visual Services

Tony Klymenko, Director of the Audio-Visual Center
Safety Officer

Patrick Weir, Associate Professor of Biology (1989), Safety Officer; B.S., M.S., Fairleigh Dickinson University, Ph.D., Rutgers University

FACULTY

Emerita/Emeritus

Sr. M. Adalbert Wierciszewska, A.A., B.A., Catholic University of America; M.A., Villanova University

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

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

Marilyn R. Rubin, B.S., Montclair State University; Ed.M., Rutgers University

Marytha Smith-Allen, B.A., Ohio Wesleyan University; M.A., The University of Michigan; Ph.D., New York University

Sr. M. Viterbia Kozlowska, CSSF, Professor of English (1965); B.Mus., B.S. Mus., Manhattanville College; M.A., Fordham University; Ed.D., Temple University

Full Time Faculty

(* Indicates year of Appointment to College)

George Abaunza, Assistant Professor of Philosophy (2000)*; B.A., Florida International University; M.A., Florida State University; Ph.D., Florida State University

Fahmi Abboushi, Associate Professor of Computer Science (1998), Chairperson of the Department of Computer and Information Systems, and E-Learning Program Coordinator; B.A., Birzeit University; M.A., University of Cincinnati; M.A., Ph.D., University of Dayton

Jacqueline Bakal, Instructor of Mathematics (1998); B.A., William Paterson College; M.S., New Jersey Institute of Technology

Donna Barron-Baker, Associate Professor and Dean of Teacher Education (1997); B.S., Central Connecticut State University; M.S. Ed., St. Joseph College; Ph.D., University of Dayton

Charles Barton, Associate Professor of Mathematics (2003); B.S., Harvard College; Ph.D., Columbia University

Ard Berge, Assistant Professor of Art (2004) and Chairperson of the Department of Art and Music; B.F.A., Virginia Commonwealth University; M.F.A., New York Academy of Art

Nancy Brey, R.N., Assistant Professor of Nursing (1993); A.A.S., Felician College; B.S.N., Dominican College; M.S.N., Hunter College
Richard Burnor, Professor of Philosophy (1997) and Chairperson of the Philosophy Department; Chairperson of the Institutional Review Board; B.S., Bucknell University; M.A., Ph.D., University of Arizona

Dorothy Carolina, R.N., Assistant Professor of Nursing (2004); M.S.N., Columbia University, B.S.N., Seton Hall University; R.N., Mountainside Hospital School of Nursing; PhD Candidate, Rutgers University

Bernadette Casey, Assistant Professor of Education (2005); 6th Year Certificate, New York University, Educational Administration

Donald Casey, Associate Professor of Philosophy (2000) and Religious Studies; B.A., M.A., Catholic University of America; S.T.L., Gregorian University; Ph.D., St. Louis University

George Castellitto, Professor of English (1988); B.A., St. Peter’s College; M.A., Seton Hall University; Ph.D., Fordham University

Beth Castiglia, Associate Professor of Business and Associate Dean in the Division of Business and Management Sciences; B.S., St. Peter’s College; M.S., Pace University; Ph.D., Walden University

Alfredo Castro, Associate Professor of Chemistry (1995), Coordinator of Chemistry and Physical Sciences, Faculty Athletics Representative; B.Chem., University of Costa Rica; M.S., Clark Atlanta University; Ph.D., University of Delaware

Gregory P. Cobbs, Assistant Professor of Business (2006); B.A., M.P.A., Lehigh University; J.D., Seton Hall University School of Law

Rosemarie Crownover, Instructor of Teacher Education Program (2004); B.A., Good Counsel College; M.S., Fordham University

Marie Cueman, R.N., Assistant Professor of Nursing (2005); B.S.N., Gwynedd Mercy College; MS, Rutgers The State University; PhD Candidate, Seton Hall University

Margaret A. Farrell Daingerfield, R.N., Associate Professor (2005); B.S.N., Seton Hall University; M.A., New York University; Ed.D., Rutgers University.

Janet Daly, R.N., Instructor of Nursing (2001); B.S.N., Dominican College; M.A., New York University

Phillip DeCarlo, Assistant Professor of Business (2006); B.A., Parsons College; M.B.A. Albers School of Business, Seattle University

Anne DeGroot, Assistant Professor of Teacher Education (2001); B.A., Fordham University; M.Ed., William Paterson College, Ed.D., Rutgers University

Anthony Demarest, Assistant Professor of English (2004); B.A., M.A., Ph.D., Fordham University

Amy Dombach-Connelly, Assistant Professor of Psychology (1996); B.S., Pennsylvania State University; M.A., Seton Hall University; Ph.D. Candidate, Rutgers University

Lillian Garcia, Assistant Professor of Special Education (2000); B.S., University of Maryland; M.S., Fordham University; Psy.D., Yeshiva University
Margaret Vallone Gardineer, Assistant Professor of English (1987); B.A., Dominican College; M.A., Fairleigh Dickinson University; M.S., School of Library Service, Columbia University; Ph.D. Candidate, New York University

Elisabeth Gatlin, Instructor and Public Services Librarian (1992); B.A., Skidmore College; M.S., Columbia University; M.A., Montclair State University

Susan Gentile, R.N. Instructor, (2004); M.S.N., University of Medicine and Dentistry; M.A., University of Pennsylvania; B.S.N., Rutgers University.

Ann Verrett Guillory, Professor of Psychology (1983) and Assistant Vice President for Academic Affairs: Retention and Academic Support; B.S., M.Ed., Loyola University of the South; M.Ed., Ed.D., Teachers College, Columbia University

Dolores Henchy, Professor of Religious Studies (1980) and Chairperson of the Graduate Program in Religious Education; B.A., Herbert H. Lehman College of the City University of New York; M.S., Fordham University; M.Div., Immaculate Conception Seminary; D.Min., Drew University; Certified Master Online Teacher, U. of Illinois

M. Robert Hillenbrand, Instructor of Teacher Education (1998); B.A., M.A., Montclair State University; Ph.D. Candidate, New Jersey Institute Technology

Dennis Huzey, Assistant Professor of Business and Management Science (2000); A.A., B.S., M.B.A., Fairleigh Dickinson University

Robert Ingoglia, Associate Professor of History (1996); Assistant, Office of Administrative Computing; Technical Representative - NJ Transfer Initiative; B.A., William Paterson University; M.A., Ph.D., City University of New York

John Iuculano, Associate Professor of Psychology (1990) and Director of Advising and Academic Support Services; B.A., William Paterson University; M.A., Montclair State University; Ph.D., Rutgers University

Catherine M. Jennings, R.N., Instructor of Nursing in the Department of Graduate Nursing (2003); B.S.N., Felician College; M.S.N., State University of New York, Stony Brook; APN, C Family Nurse Practitioner

Mary Ann Joyce, Assistant Professor of Education (2005); C.A.S. State University of New York at New Paltz, Administration and Supervision

Sister Mary Tarcilia Juchniewicz, CSSF, Vice President for Student Affairs and Associate Professor of Chemistry; B.S., Seton Hall University; M.A., Villanova University

Joanne Karetzky, Associate Professor and Head of Library Technical Services (1989); B.A., University of San Francisco; M.L.S., San Jose State University; M.A., California State University at Dominguez Hills

Stephen Karetzky, Associate Professor and Director of Library (1986); B.A., Queens College of the City University of New York; M.A., California State University-Dominguez Hills; M.L.S., D.L.S., Columbia University
Sr. Ann Therese Kelly, CSSF, Assistant Professor of Art & Music (2000); A.A., Villa Maria College; B.A., State University College at Buffalo; M.F.A., Rochester Institute of Technology

Mara Kelly-Zukowski, Associate Professor (1993) and Chairperson of the Religious Studies Department; B.A., University of Massachusetts; M.A., Ph.D., Fordham University

Mary Jo Konkloski, Assistant Professor of Nursing (2006); B.S.N., Edinboro University; M.S.N., State University of New York at Binghamton

Edward Kubersky, Professor of Biology (1993); B.S., Brooklyn College; M.A., Ph.D., Indiana University

Alberto La Cava, Professor of Computer Science (2002) and Associate Dean of Arts and Sciences; B.E., Universidad Nacional del Litoral; M.S., Imperial College of Science, Technology and Medicine, London; Ph.D., University of London

Sister Mary Firmina Lajewski, CSSF, Professor of Mathematics (1964) and Coordinator of Long Range Planning and Institutional Research; B.S., Fordham University; M.S., Ed.D., Oklahoma State University; Honorary Doctorate, Felician College

Carl Lane, Professor of History (1987); B.A., M.A., Manhattan College; Ph.D., City University of New York

Rosemarie Liebmann, Assistant Professor of Teacher Education (1999) and Associate Dean for Curriculum and Assessment in Teacher Education; B.A., Caldwell College; M.S., Montclair State University; Ed.D., Seton Hall University

Melissa MacAlpin, Assistant Professor of Art (2004); B.F.A., Mason Gross School of Arts, Rutgers University; M.F.A., University of the Arts (Philadelphia)

Daniel Mahoney, Associate Professor of Psychology (2000) and Chairperson of the Psychology Department; B.A., M.A., Jersey City State University; M.A., Ed.D., Columbia University, Teacher's College

Carol Manigault, Assistant Professor of Mathematics and Computer Information Systems (1986); B.S., Howard University; M.B.A., New York University

Terry McAteer, Associate Professor of Communications (1997) and Chairperson of the Department of Communications; B.A., Boston College; M.F.A., Columbia University

Robert McParland, Assistant Professor of English (1998); B.A., Fordham University; M.A., St. John’s University; M.A., Montclair State University; M.Phil., Drew University; PhD., Drew University; Graduate Certificate in Arts Administration/Non-Profit Administration, Seton Hall University

Christine Mihal, R.N., Assistant Professor of Nursing (2002); and Associate Dean and Chairperson of the Accelerated Baccalaureate Nursing Programs for RN’s; B.S.N. Russell Sage College; M.S.N. and Ed.D., Seton Hall University; Certified Clinical Specialist in Medical/Surgical Nursing by the American Nurses Credentialing Center

John Monopoli, Assistant Professor of Psychology (2000); B.S., University of Scranton; M.A., University of Arkansas; Ph.D., Hofstra University
William B. Morgan, CFP, Dean of the Division of Business and Management Science; Associate Professor of Business and Management; A.A., B.S., University of Maryland; M.S., Strayer University; Ph.D., Walden University; Certified Financial Planner

Ghassan Nazi, Instructor of Mathematics (1992); B.S., M.S., State University of New York at Buffalo; Ph.D. Candidate, Stevens Institute of Technology

Dorothy Noble, Assistant Professor of Religious Studies (1987) and Liaison for Religious Studies Certificate Programs; B.A., Seton Hall University; M.S., Fordham University; M.A., Seton Hall University

Julie Norflus-Good, Assistant Professor of Teacher Education (2003) and Associate Dean for Faculty and Staff – Graduate and Outreach Program in the Teacher Education Division; B.A., Hunter College; M.A., M.Ed., Ed.D., Columbia University Teachers College

Mary E. Norton, Professor of Nursing (1985), Associate Dean for Graduate Nursing Programs and Chairperson of the Master of Science in Nursing Program; B.A. Jersey City State University; M.A., M.Ed., Ed.D, Teachers College, Columbia University, Post Doctoral Certificate Bioethics and Medical Humanities the College of Physicians and Surgeons of Columbia University APN, C

Patricia O’Brien-Barry, Associate Professor of Nursing (2004); B.S.N., Seton Hall University; M.S.N., University of Pennsylvania; Ph.D., New York University

Rev. John O’Neill, J.V. Dei, Associate Professor of Religious Studies (1998); 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.

Irene Parietti, Assistant Professor of Business (2006); B.A., Yale University; M.B.A., Wharton School, University of Pennsylvania

Awilda Perez-Lane, Assistant Professor of Psychology (2005); B.A., University of Puerto Rico; M.Ed. University of Puerto Rico; M.A. New York University; Psy.D. New York University.

Yvonne Raley, Assistant Professor of Philosophy (1996), and Associate Dean of Arts and Sciences, and Coordinator of the Women’s Studies Minor; B.A., William Paterson University; M.A., New York University; Ph.D., City University of New York

David G. Rice, Professor of History and Vice President of Academic Affairs (2004); B.A., Boston College; M.A. and Ph.D., Yale University

Donna Rienzo, Associate Professor of Business (1999); B.A., M.A., Fairleigh Dickinson University; J.D., Seton Hall University School of Law

Gina Robertiello, Associate Professor and Coordinator of Criminal Justice (2005); B.S., M.A., Ph.D., Rutgers University

David Robertson, Assistant Professor of Philosophy (2006) and Pre-Law Advisor; B.A., University of California, San Diego; M.Div., Th.M., Princeton Theological Seminary; Ph.D., King’s College London, University of London
Robert Rogers, Associate Professor of Biology (2005); B.A., Rutgers University; M.S., Ph.D., University of Minnesota

Charles Rooney, Jr., Professor of English (1974) and Senior Executive Vice President for Administration and Finance; B.S., Fordham University; Ph.D., George Washington University

Maureen Murphy-Ruocco, R.N., Professor of Nursing (1983) and Coordinator, School Nurse/Teacher of Health Education Post Baccalaureate Program; B.S.N. Hunter College-Bellevue School of Nursing; M.S.N., College of Physicians and Surgeons, Columbia University; Ed.D., Teachers College, Columbia University, APN,C.

Annette Rycharski, Instructor of Teacher Education Programs and Director of Placement and Certification (1991); B.S., M.S., St. John’s University

Michael Sanford, Associate Professor of Mathematics (1998, 2005), Chairperson of the Department of Mathematics, and Director of the Faculty Excellence Center; B.S., M.S., Ph.D., Montana State University - Bozeman

Anthony Scardino, Associate Dean of the Division of Business and Management Sciences and Director of the Accelerated Degree Program; B.A., Montclair State University; M.P.P., Pepperdine University

Susan Schwade, R.N., Assistant Professor of Nursing (1995); B.S.N., Rutgers University; M.S.N., Wayne State University

Muriel M. Shore, R.N., Professor of Nursing (2001) and Dean of the Division of Nursing and Health Management; B.S.N., M.S.N., Ed.D., Seton Hall University; Certified in Nursing Administration Advanced by the American Nurses Credentialing Center; Certified School Nurse by the New Jersey Department of Education

Robert J. Shore, Associate Professor of Business and Management Science (2001) and Chairperson of the Business Graduate Programs; B.S., St. Peter’s College; M.B.A., Seton Hall University; Certified Public Accountant

Edward Siden, Associate Professor of Biology (1993) and Chairperson of the Department of Natural Sciences; B.A., Brandeis University; Ph.D., University of California at San Diego

Aleksandra Sinkowsky, Associate Professor of Sociology (1979) and Chairperson of the Department of History and Social Sciences; B.A., M.A., Montclair State University; Ed.D. Rutgers University

James Smith, Associate Professor of Psychology (2001); M.A., New York University; Ph.D., Columbia University

Brother Kevin Smith, OSF, Associate 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

Marjorie Squires, Assistant Professor of Chemistry (1999); B.A., Gettysburg College; Ph.D., Boston College

Elizabeth Stallings, R.N., Instructor (2004); B.S.N., Duquesne University; MS, New York University, New York
Laura Stephens Sutton, Assistant Professor (2006); B.S.N. Mercy College; M.S.N. Lehman College

David Turi, Assistant Professor of Business and Management Science (2004); B.B.A., Fairleigh Dickinson University; M.B.A., Pace University

Elizabeth Uptegrove, Assistant Professor of Mathematics (2005); B.A., Douglass College; M.S., New York University; Ed.D., Rutgers University

Maria Vecchio, Associate Professor of History (1985) and Director of the Honors Program; B.S., M.A., Ph.D., Fordham University

Salimah Walani, R.N., Assistant Professor in the Department of Graduate Nursing (2004); Diplomas in Nursing and Midwifery, The Aga Khan University, School of Nursing, Karachi, Pakistan; B.A. Karachi University, Pakistan; M.S.N. in Primary Health Care/ Nurse Practitioner Program, Simmons College; M.P.H., Harvard University School of Public Health

Patrick Weir, Associate Professor of Biology (1989) and Safety Officer; B.S., M.S., Fairleigh Dickinson University; Ph.D., Rutgers University

Mary Anne Witowski, Assistant Professor of Teacher Education (1996), Chairperson of the Elementary Education Program, and Associate Dean for Students in the Teacher Education Division; B.A., St. Joseph's College; M.A., St. John's University

Sherida Loertz Yoder, Professor of English (1980) and Chairperson of the Department of English and Foreign Languages; B.A., M.A., Ph.D., Rutgers University

Elizabeth Zweighaft, R.N., Assistant Professor of Nursing (1990) and Associate Dean and Chairperson of the Undergraduate Nursing Program; B.S.N., Vanderbilt University; M.A., MEd, Teachers College, Columbia University

Half Time Faculty

Nancy E. Holecek, Clinical Associate Professor of Nursing (2006), B.S.N., Seton Hall University; Certified in Nursing Administration by the American Nurses Credentialing Center

Willard Kobuskie, Instructor of Teacher Education (1995); B.S., Ithaca College; M.A., Columbia University

Judith J. Mundie, Clinical Associate Professor of Nursing (2006), B.S.N., Western Connecticut State College; M.Ed., M.A., Teachers College, Columbia University; Certified in Staff Development and Continuing Education by the American Nurses Credentialing Center

Mary Beth Russell, Clinical Associate Professor of Nursing (2006), B.S.N., Rutgers University; M.A., New York University; Ph.D., Seton Hall University
ADVISORY COMMITTEES

Business Advisory Committee

Robert Cerberio, Executive Director, NJMC

John Galandak, President, CIANJ

John Parmigiani, Esq.

Richard Pellegrino, VP & Controller, Frenkel and Company, Inc.

William Riordan, Price Waterhouse Coopers

Anthony Scardino, President, Anthony Scardino and Associates

Chris Weil, JP Morgan Chase Bank

Felician College Nursing Advisory Board

Dianne Aroh, M.S.N, R.N., CHAA, BC, Executive Vice President and Chief Nursing Officer, Hackensack University Medical Center

Sylvia C. Edge, M.A., R.N., Nursing Education Consultant

Ruben Fernandez, M.A., R.N., Vice President of Patient Cares Services, Palisades Medical Center; Delegate, New Jersey State Nurses Association

Rose Nagel-Girgenti, R.N., BC, M.A., Director, Center for Education and Development, St. Joseph’s Regional Medical Center

Nancy Holecek, B.S.N., R.N., CNAA, Senior Vice President for Patient Care Services, Saint Barnabas Health Care System

Annette Hubbard, M.A., R.N., Founder and President Emeritus, Concerned Black Nurses of Newark, Inc.

Ruth Regan Hutchison, Dr.PH., APRN-BC, FASHA, Professor Emeritus/Adjunct Professor, Seton Hall University College of Nursing

Lucille A. Joel, R.N., Ed.D., FAAN, Professor, Rutgers – The State University; President of the Commission on Graduates of Foreign Nursing Schools; Past President of the American Nurses Association

David I. Mayerhoff, M.D., Board Certified Psychiatrist

Veronica McGreevey, M.A., M.Ed., R.N., Instructor Muhlenberg School of Nursing; former Member of the New Jersey State Board of Nursing

Bonnie Michaels, R.N., M.A., CHE, Vice President, Patient Care Services, Holy Name Hospital
JoAnne Penn, M.A., R.N., BC, Past President New Jersey State Nurses Association, Pediatric Primary Care Nurse; Chair of the American Nurses Association PAC; Board of Directors of the New Jersey State Nurses Association, and Past President of the New Jersey State Nurses Association

Joan Doncoes-Smallheer, R.N., B.A., COHN-S, CSN; former Member of the New Jersey State Nurses Association PAC

Carolyn T. Torre, M.A., R.N., APN, C, Director of Practice, New Jersey State Nurses’ Association

Nelson Tuazon, M.A. Ed., M.S.N., M.B.A., R.N., CNAA, CHE, Vice President for Patient Care Services, East Orange General Hospital

Cecilia West, M.S.N., R.N., APNC, C; Private Practice and former Member of the New Jersey State Board of Nursing

David Rice, Ph.D., Vice President for Academic Affairs and Professor of History, B.A., Boston College; M.A. and Ph.D., Yale University

Charles J. Rooney, Jr., Ph.D., Senior Executive Vice President, Felician College

Muriel M. Shore, Ed.D., R.N., CNAA, BC, Dean and Professor, Division of Nursing and Health Management, Felician College

Christine Mihal, Ed.D., M.S.N., R.N., Associate Dean and Assistant Professor, Accelerated Baccalaureate Nursing Programs for RN’s, Felician College

Maureen Murphy-Ruocco, Ed.D., R.N., APN, C, Coordinator – School Nurse/Health Educator, Felician College

Mary E. Norton, Ed.D., R.N., APN, C, Associate Dean and Professor, Graduate Nursing Program, Felician College

Elizabeth Zweighaft, Ed.M., R.N., Associate Dean and Assistant Professor, Undergraduate Nursing Program, Felician College

Teacher Education Advisory Committee

Alicia Adametz, Principal, Immaculate Conception High School

Dan Baker

Sonia Cancel, Principal, Maria Varisco Charter School

Mariana Cassidy, Principal, William J. McGinn Elementary School

Mary Ann Cavianni, Jefferson Elementary School

Pat Cocucci, Principal, Huber Street Elementary School

Harriet Eisenberg, Director of Child Study Team, Hasbrouck Heights Board of Education

Gene Fechter, Supervisor of Curriculum & Instruction
Advisory Committees

Ann Galli, Ph.D., Hackensack Meadowlands Environment Center
Ralph Gioseffi, Principal, Memorial Elementary School
Meg Meyers, Assistant Director, Forum School
Frank Quatrone, Superintendent of Schools, Lodi Board of Education
Mark Solimo, Superintendent of Schools, Brother Thomas, Cura, Inc.
June Zabchin, Ph.D., Assistant Superintendent, Bergen County Special Services
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/Riverside Avenue, Rutherford. Make right off exit for Riverside Avenue (also called Jackson Avenue). Go approximately one mile on Riverside Avenue to West Passaic Avenue. Turn right onto West Passaic Avenue. Campus is four blocks up the hill on the left.

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).
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