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.

This catalog is dedicated to the memory of our friend and colleague, Dr. Russ Wiebe
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# ACADEMIC CALENDAR

## Fall 2009 – Spring 2010

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<td>September 3rd</td>
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<td>January 21st</td>
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<td>September 7th</td>
<td>Presidents’ Day (College Closed)</td>
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<td>October 12th</td>
<td>Spring Break (no classes)</td>
<td>March 8th – 13th</td>
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<td>October 26th – 31st</td>
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<td>Commencement</td>
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Summer Session I runs from May 24th – June 24th  
Summer Session II runs from June 26th – July 29th

**PLEASE NOTE:**

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

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

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

Office of the President
Sister Theresa Mary Martin, CSSF, President of Felician College
Lodi Campus – Albin Obal Hall (1st floor)

Academic Affairs
Sister Mary Rosita Brennan, CSSF, Ph.D., Provost and Vice President for Academic Affairs; Professor of Nursing and Religious Studies
Lodi Campus – Albin Obal Hall (1st floor)
(201) 559-6024

Dr. Ann Verrett Guillory, Assistant Vice President for Academic Student Services, Director of the EOF Program, and Professor of Psychology

Administrative Services
Meggan O’Neill, Director of Administrative Services
Lodi and Rutherford Campuses
(201) 559-3558
(201) 559-3578 (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 – Becton Hall
(201) 559-3564

Michele La Jeunesse, Assistant to the Vice President of Student Services and Chief Administrator of the Rutherford Campus
(201) 559-3564

Ann Califf, Coordinator of Transportation and Rutherford Administration Services
(201) 559-3563

Admission Office (also see Enrollment Management)
Alexander Scott, Dean 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) 559-6131

Wendy Lin-Cook, Dean 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) 355-1308

Archives
Sister Mary Victoria Olender
Lodi Campus – Kirby Hall (4th floor)

Athletic Office
Benjamin DiNallo
Director of Athletics
(201) 559-3507

Dr. Alfredo Castro, Faculty Athletics Representative
Lodi Campus – Kirby Hall (1st floor)

Bursar’s Office
Jeff Brunetto, Bursar
Lodi Campus – Albin Obal Hall (1st floor)
(201) 559-6045

Business and Finance Office
Elizabeth Touw, Controller
8:30 a.m. to 7:00 p.m. on Monday
8:30 a.m. to 4:30 p.m. Tuesday – Friday
Lodi Campus – Albin Obal Hall (1st floor)
(201) 559-6045 (Treasurer/Billing)

Campus Ministry
Lodi and Rutherford campuses
Rev. Damian Colicchio, I.V. Dei, Director of Campus Ministry
Rev. John O’Neill, I.V. Dei, Campus Minister
Rev. Thomas Orians, SA, Campus Minister
Sister Marie Teresa Soltys, CSSF, Campus Minister
Lodi and Rutherford Campuses
(201) 559-6021

Career Services Center
Cristina Damiao, Executive Director of Career Services Center
Rutherford Campus – Student Center – 2nd Floor (above Falcon’s Nest)
(201) 559-3619

Center for Assessment, Instructional Technology, and Faculty Excellence
Dr. Dolores Henchy, Dean
Lodi Campus – Kirby Hall (2nd floor)
(201) 559-6048
Center for Learning
Ann Babilot, Coordinator of Tutorial 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
Sister 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) 559-6145 (Lodi)
(201) 559-3993 (Rutherford)

CORE Curriculum

Dr. Don Casey, Coordinator of CORE 250 Sections
Lodi Campus – Kirby Hall
(201) 559-6221

Dr. Anthony Demarest, Coordinator of CORE 300 Sections
Lodi Campus – Kirby Hall
(201) 559-6128

Dr. Aleksandra Sinkowsky, Coordinator of CORE 200 Sections
Lodi Campus – Kirby Hall
(201) 559-6116

Brother Kevin Smith, OSF, Ph.D., Coordinator of CORE 400 Sections
Lodi Campus – Kirby Hall
(201) 559-6180

Counseling Services (see below: Student Wellness Center)

Division of Arts and Sciences
Dr. Edward S. Kubersky, Dean of the Division of Arts and Sciences
Lodi Campus – Kirby Hall 401
(201) 559-6117
(201) 559-6166 for the office manager

Dr. Mary E. Norton, Associate Dean for Global Education Initiatives
Lodi Campus – Albin Obal Hall 300
(201) 559-6093

Dr. Leon Arredondo, Associate Dean for Off-Campus Academic Programs
Lodi Campus – Kirby Hall 415
(201) 559-6042
Dr. Alberto La Cava, Associate Dean for Planning and Assessment  
Lodi Campus – Kirby Hall 228  
(201) 559-6163

Dr. Marylin Kravatz, Executive Director of Online Graduate Religious Education  
Lodi Campus – Kirby Hall 316  
(201) 559-6081

**Division of Business and Management Sciences**  
Dr. Beth M. Castiglia, Dean of Business and Management Sciences  
Rutherford Campus – Blessed Mary Angela Hall (2nd floor)  
(201) 559-3326

**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) 559-6074

Dr. Christine Mihal, Associate Dean for Accelerated BSN Programs for RN’s  
Lodi Campus – Albin Obal Hall (2nd floor)  
(201) 559-6090

Dr. Margaret A. Farrell Daingerfield, Associate Dean for Graduate Nursing Programs  
Lodi Campus – Albin Obal Hall (2nd floor)  
201-559-6151

Elizabeth Zweighaft, Associate Dean for Undergraduate Nursing Programs  
Lodi Campus – Albin Obal Hall (2nd floor)  
(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) 559-3549

Adriana Gallagher, Director of Placement and Post-Baccalaureate Teacher Certification Program  
Rutherford Campus- Sammartino Hall  
(201) 559-3548

Dr. Maureen Murphy-Ruocco, Associate Dean School Nurse/Teacher of Health Education Program  
Rutherford Campus- Sammartino Hall  
(201) 559 –3330

Dr. Julie Norflus-Good , Associate Dean for Faculty and Staff and Off-Campus Programs  
Rutherford Campus – Sammartino Hall  
(201) 559-3529
Professor Annette Rycharski, Certification Officer
Rutherford Campus – Sammartino Hall
(201) 559- 3546

Professor Mary Anne Witowski, Associate Dean for Students and Teacher Education Policies
Rutherford Campus- Sammartino Hall
(201) 559-3539

Educational Opportunity Fund
Dr. Ann Verrett Guillory, Director of the EOF Program and Assistant Vice President for Academic Student Services
Lodi Campus – Kirby Hall, Rooms 208-211
(201) 559-6054

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

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

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

Graduate Admission (see Graduate Catalog)

Health Services (see: Student Wellness Center)

Honors Program
Dr. Maria Vecchio, Director of the Honors Program
Lodi Campus – Kirby Hall (Room 408)
(201) 559-6017

Human Resources
Diane DePadova, Coordinator
Lodi Campus – Albin Obal Hall (ground floor)
(201) 559-6186
(201) 559-6199 (fax)
https://sp.felician.edu/humanresources/

Information Technology
Chris Finch – Director of Information Technology
Lodi Campus – Albin Obal Hall (2nd floor)
(201) 559-6084

Institutional Advancement Office
Celeste A. Oranchak, Vice President for Institutional Advancement
Lodi Campus, Albin Obal Hall (1st floor)
(201) 355-1301
Institutional Communications Office
Terri Gatto, Director of Institutional Communications
Lodi Campus – Albin Obal Hall (1st floor)
(201) 355-1309

Institutional Research
Jerry Trombella, Director of Institutional Research
Lodi Campus – Kirby Hall (1st floor)
(201) 559-6152

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

Library
Paul Glassman, Director of the Library and Associate Professor
Lodi Campus
(201) 559-6071

The Audrey Toron Curriculum Materials Library, located in Sammartino Hall on the Rutherford Campus, can be contacted by dialing (201) 559-3319.

Math Laboratory
Jacqueline Bakal, Director of the Mathematics Lab and Developmental Mathematics Coordinator
Rutherford Campus – Becton Hall (basement)

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

Nursing Resource and Simulation Center
Lodi Campus – Nursing Resource and Simulation Center
(201) 559-6009

Off-Campus Services
Dr. William B. Morgan, Vice-President for Off-Campus Services
Lodi Campus – Albin Obal Hall (ground floor)

Office of International Programs
Cristiana A. Kunyczka, Director of International Programs
Lodi Campus – Albin Obal Hall (ground floor)
(201) 559-6196

Payroll
Susana Tempel, Coordinator
Lodi Campus - Albin Obal Hall (ground floor)
(201) 559-6175
(201) 559-6199 (fax)
https://sp.felician.edu/humanresources/
Registrar
June Finn, Registrar
8:30 a.m. to 7:00 p.m. on Monday
8:30 a.m. – 4:30 p.m. Tuesday through Friday
Lodi Campus – Albin Obal Hall (1st floor)
(201) 559-6038/6173/6037

Residence Life – Rutherford Campus
Laura Barry, Director
Rutherford Campus – Elliott Terrace Suite 2C9
(201) 559-3506

Rutherford Campus
(see Administration – Rutherford Campus)

Services for Students with Disabilities
Carolyn Mitchell Kehayan, Coordinator of Services for Students with Disabilities
Rutherford Campus – Becton Hall Room 5 (lower level)
201-559-3190 and 201-559-3191

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

Student Services Office
Sister 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

Study Abroad Office
Maureen M. Brady, Director of Study Abroad
Lodi Campus - Albin Obal Hall (3rd floor)
(201) 355-1124
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 Middle States Association of Colleges of Schools¹
3624 Market Street
Philadelphia, PA 19104-2680
(215) 662-5606
http://www.msche.org/

The Teacher Education Accreditation Council (TEAC)
One Dupont Circle, Suite 320
Washington, DC 20036-0110
202-466-7236
FAX: 302-831-3013
http://www.teac.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 New Jersey State Nurses Association and the Institute for Nursing
1479 Pennington Road
Trenton, NJ 08618
(609) 883-5335
http://www.njsna.org

Felician College is an approved provider of continuing nursing education by the New Jersey State Nurses Association, an accredited approver by the American Nurses Credentialing Center’s Commission on Accreditation

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

¹ The College’s Statement of Accreditation Status from the Middle States Association is available at the following web URL – http://www.msche.org/documents/SAS/228/Statement%20of%20Accreditation%20Status.htm
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
American Organization of Nurse Executives
Association for Supervision and Curriculum Development (ASCD)
Association of Catholic Colleges and Universities
Association of Franciscan Colleges and Universities
Association of Independent Colleges and Universities of New Jersey
Catholic Campus Ministry Association
Catholic Health Association - U.S.
Catholic Library Association
Commerce and Industry Association of Northern New Jersey
Council for Advancement and Support of Education
Council for Exceptional Children (CEC)
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
Lyris
Mid-Atlantic Regional Archives Conference (MARAC)
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 Independent Colleges and Universities
National Association of Intercollegiate Athletics
National Association of Student Financial Aid Administrators
National Catholic College Admission Association
National Catholic Education Association
National Collegiate Honors Council
National League for Nursing
National Research Center for College and University Admissions
Felician College, a coeducational liberal arts college, is a Catholic, Franciscan, 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.
II

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

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

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

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

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

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

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

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

In 1990, the College expanded its offerings to include 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.

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

In 1992, the College received grants from the New Jersey State Department of Higher Education to implement Community Service/Service Learning components in Honors courses.
In 1993 and 1994, the College expanded its offerings to include concentrations in Biochemistry, Environmental Science, and Philosophy.

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

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

In 1995, the New Jersey Commission on Higher Education approved the College’s amended mission to include the offering of graduate programs and authorized the implementation of a Master of Science degree program in Nursing, the College’s first Master’s degree program.

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

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

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

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

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

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

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

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

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

The introduction in the spring of 1998 of Distance Learning Courses (also made available through the New Jersey Virtual University) began offering students an alternative approach to selected classroom courses. In 2001, the College offered its first online Master’s degree in Religious Education.
In 1998 a Post Master’s Family Nurse Practitioner Certificate Program began. In 2000, a Post-Master’s Adult Nurse Practitioner Certification Program was added.

One of the first programs launched by the newly introduced Center for Academic Support Services was the 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.

The Felician College Archives was begun in 2000.

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

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

Fall of 2001 witnessed the inauguration of the new Core Curriculum. Consisting of four courses and centered on Franciscan charism, the Core requires students to complete at least 20 hours of service learning before graduation.

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

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


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

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

In 2002, the College initiated a Certificate Program in Liturgy in cooperation with the Diocese of Newark.
In 2002, the New Jersey State Nurses Association accredited the Division of Nursing and Allied Health as an approved provider of continuing education.

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

In 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. Degree 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.

A Clinical Nursing Residency Program for senior nursing students was implemented in spring 2006 in partnership with the Saint Barnabas Health Care System.
Felician College was approved as a Non-Governmental Organization in association with the United Nations in July 2006.

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

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

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

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

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

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

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

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

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

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

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

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

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

The New Jersey State Department of Education approved the Master of Arts in Educational Leadership in May 2008. The Division of Teacher Education expanded its Graduate program offerings to include the Master of Arts in Educational Leadership, Supervisor Endorsement and the Master of Arts in Educational Leadership, Principal Endorsement.

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

The first East Orange General Hospital off-campus cohort of RN-BSN Fast Track nurses graduated in May of 2008.
In May of 2008, an off-campus RN-BSN Fast Track cohort began at Monmouth Medical Center.

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

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

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

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

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

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

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

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

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

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.
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.

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 affirm, uphold, and perpetuate the centrality of the Catholic, Franciscan, Felician tradition.
2. To offer academic and professional programs within the Liberal Arts tradition that promote learning, integrity, competence, and service.
3. To ensure a quality learning experience for a diverse student population through strong student development and academic support systems.
4. 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.
5. To develop and implement assessment strategies which measure learning, integrity, competence, and service and strengthen confidence in the College and its programs.
6. To implement advancement, enrollment, and fiscal management programs that ensure and enhance viability, visibility, quality, and growth.

LEARNING OUTCOMES

Graduates of Felician College will:

1. Develop a love of learning and an enduring quest for truth
2. Recognize a desire for God
3. Develop competence, character, and self-knowledge
4. Value compassionate service to others
5. Cultivate a respect for all creation as a Franciscan charism
6. Exhibit competency in oral and written communication
7. Think critically and analytically
8. Demonstrate information literacy and technological capabilities
9. Utilize scientific/quantitative reasoning
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, 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.

The Division of Off-Campus Services is located on the ground floor of Albin Obal Hall. These facilities house the administrative offices of the managers and support teams who plan, direct and accomplish the mission of the Division.

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.

Serving as a center for scholarship, study, and collaborative learning, the College Library houses print collections, sound recordings, and visual media in digital format. Its three levels contain a central service desk, information commons, reading room, book stacks, spaces for group as well as quiet study, and two computer laboratories.

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 2C9 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 Becton Hall and Sammartino Hall. A computer lab for students is located on the first floor of Becton Hall. The Division of Teacher Education, as well as the Curriculum Materials Library and Technology Center, is located in Sammartino Hall. The Division of Business and Management Science is located in Blessed Mary Angela Hall.

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, martial 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/IGCSE 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 a 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 anyone 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. High school transcript and transcripts from all previously attended post secondary institutions (official copies may be required). Students who hold and associate’s or bachelor’s degree are not required to submit high school transcripts.
3. Applicants who have graduated from high school more than 1 year, or have more than 15 college credits from date of enrollment are not required to submit SAT results.
4. Results of CLEP examinations 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.

Requirements 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). High School transcripts or GED/IGCSE may also be required for certain programs.
3. Letters of recommendation (May be required for specific programs).
4. GMAT scores (Master of Business Administration applicants only).
5. A copy of current Registered Nurse license or teaching license (if applicable).
6. Results of CLEP exams to be considered for credit (if applicable).
7. A personal statement, interview or resume may be required.

Please check with the admission office for any additional requirements.
Additional Criteria for International Students

At both the graduate and undergraduate level, international students whose native language is not English will be required to submit a TOEFL or an IELTS score unless they have submitted the results of a standardized test required for their program of choice (SAT/ACT or MAT, GMAT) or have earned at least 30 non-remedial credits from an accredited institution in the United States or other English-speaking country.

At the undergraduate level, traditional freshman applicants are required to submit the SAT/ACT (unless they have been out of school for one year or more). In this case, international students from non-native English speaking countries may submit the TOEFL instead of the SAT/ACT.

At both the graduate and undergraduate level, international students whose academic credentials are from institutions outside of the United States will be required to have a credential evaluation by a credential evaluation service which is a member of the National Association of Credential Evaluation Services (http://www.naces.org).

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 Associate’s Degree will be counted as elective credit.

3. Credits earned elsewhere, assuming these credits are compatible with Felician College’s curriculum may be applied towards an Associate’s 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 must be completed.

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. May be asked to submit a 500 word personal statement.
4. Should 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.

Notification of 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 are asked to 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.
TREASURER’S OFFICE POLICIES AND PROCEDURES

The Treasurer’s Office manages the following functions:

- **Cashiering** – posting payments, providing payment options, account inquiries, administer student refund checks, maintain monthly payment plan
- **Billing** – produce and send billing statements, follow-up notification, third party invoices
- **Collections** – delinquent student accounts, manage outside collection agencies

**Contacts**

Traditional Programs (201) 559-6045
Non-Traditional Programs (201) 559-6028
Collections (201) 559-6014

Treasurer’s Office email inquiries should be made to Treasurer@felician.edu.

**Office Hours**

The Treasurer’s Office is open Monday 8:00 am to 7:00 pm and Tuesday through Friday 8:00 am to 4:30 pm. Please contact the office for summer hours.

**Payment Information**

Tuition, Fees, Room and Board and any required deposits **are due in-full by the posted semester deadlines**, unless the Treasurer’s Office has granted an authorized deferred payment **prior to the posted deadline**. If you do not pay in-full or have an authorized deferred payment by the posted deadline, you are subject to a $100.00 late payment fee.

Payments can be made using the following methods:

**Personal Check, Money Order, Bank Check or Cash**

- In-person payments can be made directly at the Treasurer’s Office on the first floor of Albin Obal Hall during regular office hours.
- Check or Money Order payments can be mailed to (Do NOT mail Cash):

  Felician College
  262 South Main Street
  Lodi, NJ 07644
  Att: Treasurer’s Office

- Checks and Money Orders should be made payable to Felician College. Please include your name and Student ID Number on the front of the check for proper posting to your student account.
- Checks returned for insufficient funds will not be redeposited, and your student account will be assessed a $50.00 returned check charge. Students must pay with a Certified Check, Money Order, Cash or Credit Card **upon notification of the check being returned for insufficient funds**.

**Credit Card**

- Credit Card payments can be made in person, by phone, or by filling out a Credit Card Authorization form. Felician College accepts Visa, MasterCard, American Express and Discover. Please be
ready to provide the card number, expiration date and the cardholder’s zip code. **This information is required to make a credit card payment.**

- Payments by phone can be made during regular office hours by calling (201) 559-6045 or (201) 559-6028.
- Credit Card Authorization forms are available at the Treasurer’s Office and will also be mailed to you with each semester bill. Please complete all the required information on the form.

**Wire Transfer**

- Payment can be made via wire transfer to the school’s bank account. Please contact the Treasurer’s Office for account information. Students must provide all required information to complete the transfer. Incomplete information can lead to the delay of your payment. The student must include their name, Student ID Number, and contact the Treasurer’s Office to inform us when your wire transfer is transmitted to insure proper crediting of the student account.

**Web Payment**

- Payment can be made through the Felician College website at www.felician.edu. Students will need their log-in information in order to make payment. The payment portion of the website can be found in the Student Menu of WebAdvisor in the Financial Information section. Felician College accepts Visa, MasterCard, American Express and Discover. Payment can also be made by using an Electronic Check, at a cost of $3.00 per transaction. Students will need their checking account number and routing number to complete the transaction. It is imperative to enter the proper information and have available funds when making an Electronic Check transaction, as there is a $15.00 charge for returned Electronic Checks.

**Authorized Deferred Payment**

Students must pay-in-full by the posted semester deadline or have a granted authorized deferred payment **prior** to the posted deadline. In order to provide an authorized deferred payment, Felician College has partnered with Tuition Management Systems (TMS) to provide interest-free monthly payments. This monthly payment plan can be used to pay all or part of the student’s outstanding balance due. The payment plan can be used to supplement Financial Aid. The terms of the monthly payment plan are as follows:

- Only students in Traditional Undergraduate or Graduate programs are allowed to participate. Students enrolled in Trimester, 10 week, 8 week, 7 week and 5 week programs are **not eligible** to participate.
- TMS offers three plan options, a 10-month Fall/Spring plan, a 5-month Fall Only plan and a 5-month Spring Only plan. 10-months plans require a **$90** non-refundable enrollment fee. 5-month plans require a **$60** non-refundable enrollment fee. First payments for the Fall/Spring and Fall Only plans are due by July 1st. First payments for the Spring Only plan are due by December 1st. Late enrollment past these dates may require students to make larger first payments to make up for missed monthly installments.
- Students are required to provide an accurate balance due to TMS at the time of enrollment. **TMS will not provide you with a budget amount.** Improper budgeting can lead to a balance due to the College and a hold flag being placed on the student account, preventing future registration and transcript/diploma release.
- **Past due balances may not be included as part of the payment plan.** These balances must be paid in full to the College prior to enrolling in a plan.
Students are required to re-enroll each year/semester. Enrolling in a payment plan does not mean you are enrolled for the following academic year. It is important that students check their new balance due for the new academic year at the time of enrollment to insure proper payment.

A late fee of $35 will be assessed for each late payment made. If two consecutive payments are missed and your account is not made current with your next payment, your payment plan will be cancelled by TMS. Payment in full is required directly to Felician College at the time of cancellation. Cancellation from the payment plan will render the student ineligible to use TMS in the future.

Payments made to TMS on the 1st of the month will not be reflected on the Felician College student account until the 28th of the month.

Students are encouraged to periodically check their Felician College balance and compare it to their budgeted payment plan amount. Any adjustments to the plan can be requested directly with TMS, which will then require approval from the College.

Questions can be directed to TMS at 1-800-722-4867 or to the Treasurer’s Office at (201) 559-6028. Brochures are mailed as well as available at the Treasurer’s Office.

**Employer Sponsored Tuition Assistance Programs**

Students with employers providing payment for tuition/fees must present written documentation on company letterhead to the Treasurer’s Office before the posted semester payment deadlines. This documentation must contain the student’s name, the semester of payment, and terms of the agreement. If there are tuition/fees that are not covered by the agreement, the student must pay these charges in full by posted semester deadlines. Felician College will not honor agreements that delay payment, stipulate grades must be received before payment is made, or payment that is made directly to the student. Payments must be made directly to Felician College in a timely fashion.

**Financial Aid**

All students are required to pay their outstanding balance due and/or have evidence of authorized Financial Aid.

**Policies**

**Payment Policies**

Students who do not complete payment in full or have an authorized deferred payment arrangement by the College’s posted payment deadlines will have a hold flag placed on their account, preventing registration, check-in to the College’s dormitories and receipt of an official transcript and/or diploma.

If the student does not pay-in-full or have an authorized deferred payment by the College’s posted payment deadlines, they will be subject to a $100 late fee and/or de-registration and de-housing. If the student is de-registered, roster spots in the previous registration cannot be guaranteed.

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

Room and Board must be paid along with tuition and fees by the posted payment deadlines in order for students to be eligible to check-in to the College’s dormitories. Board may not be waived for any student. If the student chooses to withdraw from housing, they must contact the Residence Life Department and

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fill out the necessary forms for the withdrawal to be valid. Room and Board refunds will be calculated according to the date the withdrawal form is received by the Residence Life Department, not by the last date of residency. Refund percentages will be calculated using the same formula/dates as tuition and fees.

If students have a delinquent account balance, they will be notified by the Treasurer’s Office Collection Department. Upon receipt of this notification their payment must be made immediately. Students will first have the opportunity to make payment directly to the College. If they do not respond to our attempts to collect their balance, their account will be referred to an outside collection agency. Should this occur, credit bureaus will be notified and the student will be responsible for the outstanding balance plus all collection costs and legal fees. At this point the student will no longer be able to make payment directly to Felician College; they will be required to deal directly with the collection agency. All grades, transcripts, and diplomas will be withheld until the student has satisfied their balance in full and all funds have cleared.

Withdrawal Refund Policy

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

**Fall 2009**
- Last Day for 100% Refund (Drop/Add Period): Sept 14th
- Last Day for 75% Refund: Sept 21st
- Last Day for 50% Refund: Sept 28th
- Last Day for 25% Refund: Oct 5th
- Withdrawal after Oct 5th is 0% Refund

**Spring 2010**
- Last Day for 100% Refund (Drop/Add Period): Jan 27th
- Last Day for 75% Refund: Feb 3rd
- Last Day for 50% Refund: Feb 10th
- Last Day for 25% Refund: Feb 17th
- Withdrawal after Feb 17th is 0% Refund

**Summer I 2010**
- Last Day for 100% Refund: May 24th
- Last Day for 75% Refund: May 26th
- Withdrawal after May 26th is 0% Refund

**Summer II 2010**
- Last Day for 100% Refund: June 28th
- Last Day for 75% Refund: June 30th
- Withdrawal after June 30th is 0% Refund

Non-traditional student withdrawal refund percentages and dates are calculated according to specific program formulas and calendars. These programs include Trimester, 10 week, 8 week, 7 week and 5 week programs. Further information can be obtained from the individual academic division or the Treasurer’s Office. The non-traditional withdrawal policy is as follows:
Drop/Add forms must be completed and submitted to the Office of the Registrar. Withdrawal refunds will be calculated on the date these forms are received by the Office of the Registrar, not by the last date of attendance. All fees are non-refundable after the 100% withdrawal period.

Cancelled Courses = 100% Tuition Refund
Withdrawal before the start of the second week of class = 100% Tuition Refund
Withdrawal before the start of the third week of class = 50% Tuition Refund
Withdrawal after the start of the third week of class = 0% Tuition Refund

Medical Insurance

All full-time students are required by the State of New Jersey to have medical insurance. Students who have their own outside medical coverage have the option of waiving the College’s policy by submitting a Health Insurance Waiver Form to the Treasurer’s Office and a copy of the outside medical insurance card by the posted deadlines. Any forms received after the posted deadlines will not be accepted and credit will not be given, as the student will have been enrolled in the College’s policy. Waiver forms are available at both the Treasurer’s Office and the Wellness Center.

Policy information is available at both the Treasurer’s Office and the Wellness Center and can also be viewed on the College’s website.

Health Insurance Waiver Deadlines:

- Fall 2009 – September 28th, 2009
- Spring 2010 – February 10th, 2010

Tuition Discounts

Family Discounts

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

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

Teachers at a Catholic School Discount

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

- The discount is based on tuition only. Fees are not discounted.
The student must be accepted and matriculated in a Teacher Certification or Masters of Education program.

- A letter must be provided every academic year by the student’s employer verifying employment.
- The discount cannot be combined with any other Felician College discount. If the student is eligible for any other discount, they will receive the highest percentage discount.
- The discount received by the student will be deducted from the cost of attendance, and will be calculated into the individual’s financial aid package.

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

Financial Information

TUITION AND FEES – FALL 2009 AND SPRING 2010

The following tuition and fee rates apply to both degree and non-degree students. Undergraduate tuition is calculated on a per credit basis for part-time (1-11 credits) students. Undergraduate tuition is calculated on a flat rate for full-time (12-18 credits) students. If a full-time student enrolls for more than 18 credits, the tuition charges are calculated on the full-time flat rate, plus the per credit rate for each credit over 18.

Tuition:
- Undergraduate Part Time (less than 12 credits per semester) $ 780/Credit
- Undergraduate Full Time (12 to 18 credits) $ 11,825/Semester
- Graduate $ 790/Credit

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

Comprehensive Fees:
- Full Time Student $ 700/Semester
- Part Time Student $ 225/Semester
- Student Medical Insurance $ 175

* Student Medical Insurance may be waived by providing a completed Health Insurance Waiver Form and proof of outside coverage to the Treasurer’s Office by the posted deadlines.

Room and Board:
- Double Room (meals included) $ 4,850/Semester
- Triple Room (meals included) $ 4,370/Semester

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 for tuition only.

A non-refundable $200 room placement deposit is required each academic year to reserve a residential room in the College’s dormitories. This deposit will be credited to the student account for room and board only. Please contact the Residence Life Office for more information concerning dormitory requirements.
Course Fees:
- Art Studio Fee $130
- Art Special Fee (Art 237) $245
- Graphic Arts Lab Fee $240
- Music Fee (MU 202-203) $250
- Computer Science Lab Fee $240
- Electronic Learning Fee $110
- Electronic Learning Fee – Hybrid $40

Education Fees:
- ED 100-200-302-304-400 $90
- ED 404 $260

Nursing Clinical Lab Fee:
- Each 4 Credit Undergraduate Course $520
- Each 5 or > Credit Undergraduate Course $800
- Each 4 Credit Graduate Course $610
- Each 5 or > Credit Graduate Course $825

Science Lab Fees:
- All Science Lab Courses $270

Other Fees:
- Challenge Examinations (Per Credit Testing Fee) $25
- Challenge Examinations (Credits) 1/3 of the course tuition
- Late Registration Fee $35
- Transcript Fee (Normal Processing) $5
- Transcript Fee (Immediate Processing) $10
- Transcript Fee (On-Line Processing) $10
- Drop/Add Fee $5
- Non-Refundable Application Fee $30
- Change of Enrollment Status Fee $10
- Late Tuition Payment Fee $100

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.

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 2009-2010 school year.

<table>
<thead>
<tr>
<th>Expense</th>
<th>Commuter Student</th>
<th>Resident Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>$1,200</td>
<td>$1,200</td>
</tr>
<tr>
<td>Transportation</td>
<td>$1,380</td>
<td>$900</td>
</tr>
<tr>
<td>Personal Expenses</td>
<td>$1,890</td>
<td>$1,890</td>
</tr>
</tbody>
</table>
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-line at http://www.fafsa.ed.gov. Students who do not have access to a computer may request a paper version of the FAFSA at any high school Guidance Office or 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 and 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 2009, you will include information from the 2008 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.

Change in Financial Circumstances

Sometimes a family suffers a change of circumstances in their financial situation. A student or parent 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 academic 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. Additional information may be obtained from the Career Services Office.

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

**Federal Supplemental Educational Opportunity Grant (FSEOG):** This grant program is awarded to needy students with the lowest Expected Family Contribution (EFC) levels as determined by filing the FAFSA form. Individual award amounts may range from $100 to $4,000 based on federal appropriations, allocations to the College, and enrollment status.

**Federal Academic Competitiveness Grant (ACG):** This federal grant is awarded to undergraduate students attending at least half-time (6 credits or more) who are eligible for a Federal Pell Grant. Students must have completed a rigorous secondary school program of study and be enrolled in an academic program leading toward a bachelor’s degree. The award is up to $750 for the first academic year and $1,300 for the second academic year of undergraduate study. Determination of eligibility is made by the Financial Aid Office.

**Federal National Science & Mathematics Access to Retain Talent Grant (SMART):** This federal grant program is awarded to undergraduate students attending at least half-time (6 credits or more), are in the third or fourth year of an eligible program of study, and are eligible for a Federal Pell Grant. Students must be pursuing an eligible major (as determined by the federal government) in physical, life or computer sciences, engineering, technology, mathematics or a critical-need foreign language. A cumulative GPA of a least a 3.00 is required. Determination of eligibility is made by the Financial Aid Office.

**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, Expected Family Contribution (EFC), other financial aid received, and the student’s grade level.
Financial Aid and Scholarships

- **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 demonstrating 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 Description</th>
<th>Loan Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st year (0 – 29 credits earned)</td>
<td>$ 3,500</td>
</tr>
<tr>
<td>2nd year (30 – 59 credits earned)</td>
<td>$ 4,500</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).

  **Teacher Certificate Program (per year)**

  - Subsidized $ 5,500
  - Combined Subsidized and Unsubsidized $12,500

  **Graduate Students (per year)**

  - Subsidized $ 8,500
  - Combined Subsidized and Unsubsidized $20,500
  - 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 a Master Promissory Note (MPN) with the lender of their choice and an Entrance Interview at http://www.mapping-your-future.org prior to disbursement of Stafford Loan funds. Information about the application process will be provided to students when the student is issued a financial aid award letter by the Financial Aid office.

  Borrowers are required to complete an Exit Interview when they leave the college or drop below half-time attendance. The Financial Aid Office will send information about this process when a student is no longer attending at least half-time.

- **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 and Scholarship Programs

Tuition Aid Grants (TAG): Provides grants to New Jersey residents enrolled as full-time undergraduates with demonstrated financial need. Award amounts are determined each year based on state appropriations.

Educational Opportunity Fund (EOF): This state funded program is specifically designed to provide additional academic and economic support to those students who show financial need and require academic support services. Students must be admitted through the EOF Office at Felician 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. The maximum award amount is $1000 per academic year and is dependent on state funding levels. The award is renewable for four consecutive 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 at Felician College. 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. The deadline for scholarship applications is usually June 1st.

Felician College Need Based Grants: Grants are awarded to full-time students based on financial need as determined by the Free Application for Federal Student Aid (FAFSA). Awards are renewable for up to four years providing the student continues to have established need, is making satisfactory academic progress, and maintains full-time enrollment.
**Felician College Distinguished/Urban Match Scholarship:** Students who are awarded the New Jersey Edward J. Bloustein Distinguished or the New Jersey Urban Scholarship will be offered a $1,000 matching scholarship from Felician College. Awards are renewable for up to four years providing the student continues to be eligible for this New Jersey scholarship program and maintains full-time enrollment. Financial need is not a criteria, but students are required to file the Free Application for Federal Student Aid (FAFSA) each academic year.

**Athletic Scholarships:** Athletic Scholarships in both men’s and women’s sports are awarded by the Director of Financial Aid, based upon the recommendation of the Athletic Director. Students who have proven their athletic skill for participation in one or more sports should contact the athletic division for more information.

Students are required to file the Free Application for Federal Student Aid (FAFSA) before Athletic Scholarship funds are disbursed. Athletic Scholarships may be combined with other financial assistance, but the total grant/scholarship aid for all sources may not exceed the cost of tuition, comprehensive fees and room & board, if applicable.

**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. Upperclass 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 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.

- Alumni Association Student Scholarship
- Lisa Ann Briggs Memorial Scholarship
- Class of 2008 Scholarship
- New Jersey Food Council Scholarship
- Edward C. Furst, Sr. Scholarship Fund
- Edward Golda Scholarship Fund
- St. Francis (Franciscan) Scholarship
- Italian Community Center Scholarship
- Frances Howells Keeney Memorial Scholarship
- Anna Karkut Memorial Scholarship
- The Michael J. Kosloski Foundation
- Sister Hildtrude Koba Scholarship
- Dina M. Luna Memorial Scholarship
- Lindsey Meyer Memorial Foundation Scholarship
- Lawrence J. Pizzo, M.D. Scholarship Fund
- Plonski Family Scholarship Fund
- The Provident Foundation Business Scholarship Fund
- Ridgewood Registered Professional Nurses Scholarship
- The Kathleen Suski-Eastwood Memorial Scholarship
- Sutcliffe Foundation Scholarships
- Switzer Foundation Scholarship for Professional Nursing Students
- Switzer Foundation Scholarships for Business Program Students

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 http://www.njcolleges.org/i_about.htm.

C.R. Bard Nursing Scholarships
BD Scholarship
Johnson & Johnson Discover Nursing Scholarships
Kings Super Markets, Inc. Scholarship
PNC Scholarship for Business
UPS Scholarship

VETERANS’ EDUCATIONAL BENEFITS

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

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

Post-9/11 GI Bill: The Post-9/11 GI Bill (Chapter 33) is for students with at least 90 days of aggregate military service on our after September 11, 2001, or individuals discharged with a service-connected disability after 30 days. The program becomes effective on August 1, 2009 and is limited to those veterans with an honorable discharge. The program provides funding for tuition (not to exceed the maximum charged at an in-state public institution), fees, books & supplies (up to $1,000) and a monthly housing allowance.

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

Other Veterans’ Benefits: Additional Veterans’ Educational benefits for dependents and widows of veterans that died in service-related causes. Individuals in the Selected Reserve (Chapter 1606) and those that contributed to the Veterans Educational Assistance Program (VEEP-Chapter 32) also may be eligible for VA educational benefits. For additional information regarding Veterans’ Educational Benefits, contact the State of New Jersey Department of Military and Veteran Affairs State Approving Agency, PO Box 340, Eggert Crossing Road, Trenton, New Jersey 08625.

SUPPLEMENTAL ASSISTANCE PROGRAMS

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

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

Alternative Loan Programs: Many banks and lending institutions offer credit based loans to students and families to assist with educational expenses. A listing of these lenders is available on the Felician College web site and in the Financial Aid Office.
STUDY ABROAD STUDENT FINANCIAL AID ELIGIBILITY

See page 38 for information about financial aid eligibility for students studying abroad.

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 a refund to any federal (Pell, FSEOG, ACG, SMART) or state grant (NJ TAG, EOF and/or Distinguished/Urban Scholarship) 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, comprehensive fees, and room & 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. All students are subject to the Withdrawal Refund Policy for tuition and fees as described in the Financial Information section of the catalog. 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.

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 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, ACG, SMART, 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 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, ACG, SMART, other federal sources of aid.

Students Receiving Funding From the State of New Jersey Higher Education Assistance Authority (Tuition Aid Grants, EOF, Bloustein Distinguished Scholarships and/or Urban Scholarships)

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.
2. 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, FA, W, WD or “blank grades” will be considered to have unofficially withdrawn from the college. The Federal Return to Title IV regulations will consider that 50% of the student’s federal aid is unearned and will require repayment to the federal aid programs. If it can be established that the student attended class or an academic function after the mid-point of the semester, a later date may be used to determine how much financial aid must be returned 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:

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.

<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 Allied Health and Clinical Sciences, Arts and Sciences, Biology, Business, or Nursing; Master of Arts in Education or Religious Education; Master of Business Administration; Master of Science in Nursing; Associate of Arts in Arts and Sciences.

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 web 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.

  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,

‡ 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.
• 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.
Academic Policies and Procedures – Felician College Honor Code

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 undergraduate student body is represented by two undergraduate 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 2.0 GPA, and are in academic good standing.

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

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

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

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

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

The Honor Pledge

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

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

Students who have been placed on hold for any reason must resolve the problem within the first 1/5th of the semester. Holds on fully on-line courses must be resolved prior to the beginning of the course. Should they fail to do this, they must wait until the next semester to resume their studies. Any exceptions to this policy must be cleared through the Dean of the 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 is charged with protecting the researcher and the College by insuring 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.

COMPUTER MEDIATED INSTRUCTION/eLEARNING PROGRAM

Computer Mediated Instruction or electronic learning (eLearning) is a planned teaching/learning experience that is Internet/computer based where instruction in part or in whole takes place online. All students enrolled in an e-course or courses using the eCollege platform 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. Students must abide by the information contained in the Student Guide to Online Courses which can be obtained online.

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

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

- **Plagiarism**: Plagiarism consists of using another author’s words without proper identification and documentation of that author. Plagiarism takes the form of direct quotations without the use of quotation marks and/or documentation, or paraphrasing without proper identification and documentation. The fabrication of sources, or the act, deliberately or unconsciously, of passing another author’s work off as one’s own are also considered to be plagiarism.

- **Falsification**: Falsification consists of deliberately changing results, statistics, or any other kind of factual information to make it suit personal needs. It also consists of deliberately changing a source’s intent by misquoting or taking something out of context.
- Multiple submissions: If you wish to turn in the same work or use the same research, in whole or in part, for more than one course, you must obtain permission to do so from all professors involved. Failure to obtain this permission constitutes academic dishonesty.
- Collaboration with others on exams or projects, unless directed to by the professor, is prohibited.
- Duplicity: It is a violation of the Honor Code to have someone else do your assignments or logon as you.

**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 three months prior to graduation. At this time, degree-granting procedures are initiated and the eligibility of the candidate for graduation is determined.
Graduation with Honors

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

<table>
<thead>
<tr>
<th>Honors Degree</th>
<th>GPA Range</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 and Salutatorian

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

1. Completion of all degree requirements before Commencement
2. A GPA that is one of the three highest GPA’s in the graduating class
3. No grade below “C” and no grade below “C+” in major
4. Minimum of 80 credits completed at Felician College
5. Completion of a Baccalaureate degree program
6. Service to the College and community
7. Recommendation by the Academic Standing and Degrees Committee
8. Recommendation by the respective division

Final Selection and Approval of the Valedictorian

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

GRADES AND GRADING POLICY

Grading System

Felician 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>Description</th>
<th>Numerical Equivalent</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Outstanding</td>
<td>95-100</td>
<td>4.000</td>
</tr>
<tr>
<td>A-</td>
<td>Excellent</td>
<td>90-94</td>
<td>3.670</td>
</tr>
<tr>
<td>B+</td>
<td>Very good</td>
<td>87-89</td>
<td>3.333</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>83-86</td>
<td>3.000</td>
</tr>
<tr>
<td>B-</td>
<td>Above average</td>
<td>80-82</td>
<td>2.670</td>
</tr>
<tr>
<td>C+</td>
<td>Average</td>
<td>77-79</td>
<td>2.333</td>
</tr>
<tr>
<td>C</td>
<td>Acceptable</td>
<td>70-76</td>
<td>2.000</td>
</tr>
<tr>
<td>D</td>
<td>Poor</td>
<td>65-69</td>
<td>1.000</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>64 or below</td>
<td>0.000</td>
</tr>
<tr>
<td>FA</td>
<td>Failure due to non-attendance</td>
<td>64 or below</td>
<td>0.000</td>
</tr>
</tbody>
</table>
The “D” grade is not an acceptable passing grade in:

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

Other symbols used in official recording of grades are:

**INC** Incomplete. Signifies a temporary grade due to failure to complete, at most, one-third of course requirements. Two-thirds of course work must be completed to qualify for an Incomplete, and appropriate permission must be obtained, on the prescribed form, with the required documentation. An incomplete grade may be granted in the following cases: hospitalization, serious illness, death within the immediate family, circumstances beyond the control of the student such as a car accident. An Incomplete must be resolved by the following dates for a traditional semester:

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

**INP** At the time the grade report was generated the course was still in progress.

**AU** Audit. Carries no credit and no grade on the permanent records of students; students must indicate at the time of registration the wish to audit the course. One may not change from credit to audit, nor audit to credit once the course is in progress. Auditors may not participate in mid-term and final examinations. There is a fee for auditing courses (please see page 30).

**WD** Withdrawal. Students can withdraw from a course after the last day of the Drop/Add period and before three weeks after mid-term. Specific dates are posted each semester.

**FA** This grade represents a failing grade due to the following: the student stopped attending class without officially withdrawing.

**P** Indicates satisfactory academic performance and a general understanding of all course material without a specifically assigned grade.

**UNDERGRADUATE STUDENT GRADE APPEAL PROCEDURE**

The Appeals Procedure is designed as a mechanism of appeal for an undergraduate student who believes a grade has been unjustly rendered. A student who wishes to contest a grade should

- First, discuss the grade with the professor. If not satisfied,
- Second, discuss the grade with the Associate Dean/Department Chair in which the course resides. If not satisfied,
- Third, discuss the grade with the Division Dean in which the course resides.

If the student is not satisfied, and wishes to appeal a grade of “F” or a grade that has resulted in either dismissal from a program or dismissal from the College, the appeal procedure below is followed:
Section A. Notice of intent, a petition, to initiate an appeals process must be submitted in writing to the Provost and Vice President for Academic Affairs, Dean and Associate Dean/Department Chair of the respective Division, and the professor no later than the end of the second week after the grade is posted. Students working in a clinical rotation or field experience must initiate the petition by the tenth working day after the grade is posted. “Grade posted” means the date the Registrar releases grades.

Section B. The petitioner must prepare a written statement indicating why the grade or professional judgment received is not acceptable to him/her. The petitioner may include some or all of the following academic factors in the written statement:

- Attendance
- Class participation
- Written and oral assignments
- Quiz, test or exam grades
- Clinical, professional laboratory experience, studio performance or field work
- Professional performance
- Grading explanations found in the College Catalog

The written statement is submitted to the Provost and Vice President for Academic Affairs, the Dean of the respective Division, the Associate Dean/Department Chair in which the course resides, and the professor.

After notification, the professor has a reciprocal responsibility to compile a written statement regarding how the students are graded and why the student received the grade in question. The professor’s statement must be submitted to the Provost and Vice President for Academic Affairs, the Dean, the Associate Dean/Department Chair of the respective division, and the student petitioner.

Section C. The Provost and Vice President for Academic Affairs, after receiving the petition and relevant documents and exhibits, notifies the Chair of the Academic Standing and Degrees Committee. The Chair of the Academic Standing and Degrees Committee will subsequently convene a meeting of the Appeals Committee. The Appeals Committee must meet in a timely manner.

Prior to the Appeals Committee meeting, the committee members shall examine written statements of both parties. All involved parties will be given written notice of the time and place of the meeting. The meeting will be open only to the student, faculty member, and committee members.

Section D. Grade Appeals Committee Composition:

The Grade Appeals Committee includes:

- Deans of Academic Divisions (or their designates): Arts and Sciences, Nursing and Health Management, Business and Management Sciences and Teacher Education
- Elected faculty members of the Academic Standing and Degrees Committee

Section E. The Hearing Procedure requires that a quorum of the Appeals Committee be present. The procedure will occur in the following order:

- The student will first present his/her case
- Committee members may ask relevant questions regarding the student’s case
- The faculty member will present his/her case
- Committee members may ask relevant questions regarding the professor’s case
- The committee will deliberate in private, after non-members are asked to leave
- The Chair of the committee will take a secret ballot vote
- The Committee will make a recommendation to the Provost, whose decision is final.

Section F. The decision of the Provost and Vice President for Academic Affairs is sent, in writing to the faculty member, respective Division Deans, and Associate Dean/Department Chair in which the course resides, the Chairperson of the Academic Standing and Degrees Committee, and the student. The Registrar is informed, in writing, if a grade is changed.

During the Grade Appeals process, if there is any indication of student ethical misconduct, the Grade Appeals Committee may make recommendations to the Honor Council.

**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 Felician 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 (for example, developmental courses) are not included in the grade point average.

Specifically, 2.000 is the minimum cumulative GPA needed for graduation from the 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 for traditional semester length courses (15 weeks). In science laboratory courses, one credit is awarded for two and one half hours of laboratory per week.

Status is defined by course loads as follows:

- **Full-time student:** 12 or more credits per semester
- **Half-time student:** 6-11 credits per semester
- **Part-time student:** 1-5 credits per semester

The only exception to this regulation will be those students in the final semester before graduation who need fewer than 12 credits to graduate and who normally have carried 12 or more credits per semester while attending Felician College. These students will be considered full-time for their final semester.

Students with outstanding academic records who wish to register for more than 18 credits in a given semester may do so only with the permission of both the dean of their academic division and that of the Provost and Vice President for Academic Affairs.

Felician College offers many non-traditional programs, primarily for adult students which are on schedules other than a semester schedule, such as 10, 8 or 7 week terms. The policy dictating full-time or part-time status for these programs with special term structures will be prorated based on the semester policy. The semester policy for undergraduate students basically states that the student must be enrolled for 24 credits during the academic year and these must be divided equally between the semesters. The same policy will be applied for programs with a special term structure; students in these programs must be enrolled for a minimum of 24 credits during the course of the academic year which for programs with special term structures is generally Aug 15 to Aug 15 of each calendar year. The disbursement of these 24 credits must be spread across the term structures equally in order for a student to remain in full-time status. So for example for programs that follow a 10 week structure there are four 10 week terms in the academic year so students must be enrolled for at least 6 credits in each 10 week term (24/4). For the programs which are structured in 7 or 8 week term structures which generally have five or six terms per academic year, the student must be enrolled in at least 4 credits per term to maintain full-time status (24/6). To determine half-time and part-time status, the same logic will be applied, basically using the number of credits from the traditional semester enrollment as a base and dividing it between the number of terms offered for that program structure during the academic year.

**Mid-Term Grades**

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

The Dean of the Division may refer other students in academic jeopardy to the Coordinator of Academic Student Services for academic counseling.
Final Examinations and Grades

All final examinations are held on the dates and in the places designated on the Examination Schedule issued by the Office of the Registrar. No student is excused from these examinations. Illness or other substantive reasons may lead to a deferment of an examination. The Instructor must be notified and supporting documentation must be submitted. (See “Incomplete” grade on page 48.)

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 “FA” grade. Students who process registrations, never attend class, and never officially withdraw will receive a grade of “FA” and are not eligible for tuition refunds.

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

Prolonged Absences

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

- Resident Students should notify the Office of Residence Life (201-559-3505) who will notify the Registrar.
- Commuter Students should notify the Registrar’s Office (201-559-6038) directly.

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

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 two consecutive semesters. If a student must be placed on Academic Probation a third time, he or she will be dismissed from the College. Individual divisions may have more stringent policies.
Felician College reserves the right, at any time, to suspend or dismiss a student who does not meet academic and/or ethical standards.

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 Felician’s off-campus 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 by faculty and registered through WebAdvisor on the dates scheduled in the College calendar. Students in non-traditional programs should check with their departments for registration dates. Payment of tuition and fees must occur according to the policies set by the Business Office. 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, 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.

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

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

Students who do not withdraw officially, take a Leave-of-Absence, or drop a course, but cease to attend class after this date, will have the grade calculated into the semester index. Also, please refer to the “FA” grade (page Error! Bookmark not defined.).

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

Note: Students who fail to withdraw officially (i.e. drop the course using the forms obtainable in the Office of the Registrar) may receive the grade of “FA” and/or unofficial withdrawal (please refer to page Error! Bookmark not defined.).

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 President 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.

**Cohort Withdrawal Policy**

Effective for the fall 2008 Semester, a new cohort withdrawal policy will be implemented. This policy is for all 7, 8, 10 week and Trimester programs, both on and off campus, and applies to both new and existing cohorts. Comprehensive fees and course/lab fees will only be refundable during the 100% withdrawal period. It is extremely important that students fill out all necessary withdrawal forms for forwarding to the Registrar's Office to be processed. The date the withdrawal is processed will determine the tuition refund percentage.
The new policy is as follows:

Withdrawal before the start of the second week of class = 100% Tuition Refund
Withdrawal before the start of the third week of class = 50% Tuition Refund
Withdrawal after the start of the third week of class = 0% Tuition Refund

Credits Earned at Other Institutions while Attending Felician College

Under extraordinary circumstances, a student in a degree program at Felician College may be given permission to earn credits from another accredited institution of higher learning (hereafter referred to as “visiting institution”). Under no circumstances will a student be permitted to earn more than a total of 6 credits at another institution, and none of these credits may be earned in the student’s major field of study. In addition to the above stipulations, the College's residency requirement (please see page 60) mandates that matriculated students must complete the last thirty credits of their degree program at Felician College. However, Study Abroad credits are excluded from the stipulations listed above.

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

1. Obtain a description (from the most recent edition of the college catalog of the visiting institution) of the intended course. This description, as well as a signed letter specifically explaining the reason(s) for the request, must be attached to the Special Permission form;

2. Obtain all of the required signatures listed on the Special Permission form (Advisor, Department Chair/Program Coordinator, Division Dean, Vice President for Academic Affairs, and the Registrar); and

3. Request, within two weeks following the completion of the course, that the visiting institution forward an official transcript of the student’s course work to Felician College.

STANDARDS OF ACADEMIC PROGRESS (SAP)

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).

- 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 Attempted and Completed.
- Students who lose eligibility for aid because they are not making satisfactory academic progress will regain eligibility when they again meet the standards indicated below.
- The Felician College SAP policy is consistent with the institution’s requirements for graduation.
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>Student’s Total Attempted Credits</th>
<th>Percent of Credits Attempted vs. Credits Completed</th>
<th>Cumulative Grade Point Average (CGPA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>29 or less Attempted Credits</td>
<td>30%</td>
<td>1.81</td>
</tr>
<tr>
<td>30 - 61 Attempted Credits</td>
<td>50%</td>
<td>1.91</td>
</tr>
<tr>
<td>Beyond 61 Attempted Credits</td>
<td>67%</td>
<td>2.00</td>
</tr>
</tbody>
</table>

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

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

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

**Students Who Change Their Major**

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

**Students Who Leave and Return**

A student who withdraws from Felician College and then returns to the college without attending any other institution must meet SAP standards as if they had never left. An interruption of course work does not change the SAP result.
Transfer Students
Transfer students must meet the percentage requirement based on the number of credits accepted in transfer.

A student, who withdraws from Felician 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 throughout their entire program.

Appeals
Students who fail to meet the academic progress standards will have their financial aid eligibility terminated. An appeal based on mitigating circumstances may be submitted by the student to the Financial Aid Office. Evaluation of one or more of the following conditions may result in reinstatement of financial aid:
- Exceptional medical or personal circumstances
- Personal injury or illness of the student
- Family difficulties, such as divorce or family illness
- Death of a relative 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.
- Requests for an appeal can be submitted to the Financial Aid Office on the SAP appeal form.
- A student whose appeal has been accepted will have their 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.
- All decisions of the Appeals Committee (comprised of multidisciplinary members of the staff and faculty) are final.

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.

**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. This does not include Study Abroad credits.

**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

Under extraordinary circumstances, a student in a degree program at Felician College may be given permission to earn credits from another accredited institution of higher learning (hereafter referred to as “visiting institution”). Under no circumstances will a student be permitted to earn more than 6 credits at another institution, and none of these credits may be earned in the student’s major field of study. In addition to the above stipulations, the College’s residency requirement (please see page 60) mandates that matriculated students must complete the last thirty credits of their degree programs at Felician College. This does not apply to Study Abroad credits.

The student applying for such permission must file the Special Permission to Complete Course Work at Another Institution form (available in the Registrar’s office) and obtain all of the required signatures (approval must be obtained before registering at the visiting institution). In brief, a student has to obtain a description (from the most recent edition of the college catalog of the visiting institution) of the intended course. The student making the request must attach this description, as well a signed letter specifically explaining the reasons(s) for the request, to the Special Permission form.

STUDY ABROAD

The Study Abroad Office was established in October 2008 to assist students who wish to study for a semester, academic year or summer abroad and earn academic credit.

Study Abroad Policies and Procedures

Eligibility for Study Abroad
Freshman (who have successfully completed at least 24 credits), sophomores, juniors and first-semester seniors are eligible to study abroad for a semester, academic year or summer program. All students are required to have a minimum cumulative GPA of 2.75 at the time of application. Students should be aware, however, that many programs require a cumulative GPA of 3.0 or higher. Students are also required to be in good standing at the College (have no disciplinary or Honor Code violations).

SENIORS PLEASE NOTE: First-semester seniors are eligible to study abroad provided they meet all eligibility requirements. Second-semester seniors or those planning to graduate in May are not permitted to study abroad.

Requirements for Study Abroad
Students wishing to study abroad are required to meet with their academic advisor and the Director of Study Abroad to discuss their plans prior to enrolling in a program.
Students studying on a semester-long program through a third-party provider or exchange program must maintain Felician College’s full-time student requirement and must take the equivalent of at least 12 semester credits while abroad.

Graduating on Time
With careful planning and assistance from the Director of Study Abroad and your academic advisor there is no reason why a semester or summer abroad would delay your graduation.

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

Upon completion of the program, an official transcript from the program must be sent to the Registrar’s Office. Only courses in which a student receives a grade of a C or better will be transferred to the College.
Credit for major, minor and elective courses may be earned while on a study abroad program. In most cases, core courses cannot be taken abroad for credit.

**Student Financial Aid Eligibility for Study Abroad** (also refer to page 38)
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 federal aid programs (e.g., Federal Pell grants, Federal Stafford loans, etc.). Felician College scholarships are not available for study abroad; however, grants for semester study, in the amount of $1,500-$2,000 may be available from the Study Abroad Office. Students should speak with the Director of Study Abroad for details. Eligibility for aid from the State of New Jersey is considered on a case-by-case basis based on regulations established by the NJ Higher Education Assistance Authority. Students should speak with both the Director of Student Abroad and the Financial Aid Office for additional information. Students participating in a summer program are encouraged to apply for outside scholarships since financial aid is often not available in the summer. The Director of Study Abroad can provide information on additional financial aid resources.

**Billing Procedures for Study Abroad**
Students will be required to pay any initial deposits to the study abroad program directly. All subsequent bills should be sent to Felician College for payment. Felician will bill the student for the cost of the program plus an administrative fee of $100. The fee covers the services provided to students by the various offices at Felician College including, but not limited to, the Study Abroad Office, Registrar’s Office, Bursar’s Office, and Financial Aid Office.

**Health Insurance for Study Abroad**
Students are required to ensure that they have adequate medical insurance while on a study abroad program. In some instances the program will provide and even require the insurance. If that is not the case it will be the student’s responsibility to obtain the necessary insurance. The Director of Study Abroad can provide resources on insurance carriers for students.

**Step-By-Step Process for Study Abroad**
1) Schedule an appointment with the Director of Study Abroad  
2) Meet with your faculty advisor  
3) Apply for your passport  
4) Research program options  
5) Complete the Felician College Intent to Study Abroad form  
6) Submit the host program’s application  
7) Complete the Application for Study Abroad Transfer Credit  
8) Complete the Felician College Liability Waiver  
9) Complete the Felician College Study Abroad Emergency Contacts & Health Insurance Questionnaire  
10) Attend a pre-departure orientation

**ACADEMIC SERVICES**

**Advising**
Academic counseling with respect to course selection, degree requirements, and choice of academic major(s) for non-matriculated undergraduate students is provided by the faculty. Students must see their Faculty 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.

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.

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

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

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

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

Students applying to take a Challenge Examination must pay a fee of $25.00 per credit according to the number of credits normally awarded for the challenged course. For example, students challenging a 3 credit course will pay a fee of $75.00. Fees for clinical examinations are necessarily higher. Application forms may be obtained in the offices of the 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 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 Registrar's Office. Students should consult with their advisor(s) and program requirement before taking a CLEP exam.

**Center for Learning**

The Center for Learning (CFL) offers a collaborative and cooperative learning environment where students from all disciplines can discover the tools, strategies, and resources necessary to become independent life-long learners. The CFL is staffed by professors, professional tutors, and peer tutors who provide FREE consultations to students in English, mathematics, science and a broad range of other selected academic disciplines. Individual as well as group tutoring sessions are available. To register for tutoring, students should contact the CFL’s Coordinator at (201) 559-6023.

**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.

Inquiries regarding accommodations and policies and procedures for providing services to students with disabilities, please contact the Coordinator of Services for Students with Disabilities in Becton Hall Room 5, lower level, 201-559-3190 or 201-559-3191.

**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.

**ALUMNI ASSOCIATION**

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

- Use of computer labs
- Admittance to fitness centers
- Access to the College and Curriculum Libraries
- Discounted tickets to Felician’s special events (Golf Classic, Founders Day and Auction)
- Ability to vote, attend meetings and hold an office in the Alumni Association
- Discount property and auto insurance through Liberty Mutual
- Bank of America credit card with no annual fee and a low APR
- Use of the online community
- Discount travel program

*Benefits subject to change.

To join the Alumni Association, please call (201) 355-1308.

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, golf, volleyball, 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).

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.

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, “Pizza and Prayer” nights, and liturgical programs provide extended dimensions for va-
ried campus prayer experiences. The Campus Ministry team also works with the students on a “Midnight Run” (providing food and clothes to the homeless), as well as the distribution of food to needy Newark residents. Through individual direction, group interaction and numerous religious activities, Felician 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:

- Choosing a Major
- Networking Skills
- Interest Inventories
- Interviewing Skills
- Researching Careers
- Practice Interviews
- Résumé/Cover Letter Critiquing
- Salary Negotiation
- Job Search Correspondence
- Evaluating Job Offers
- Job Searching
- Graduate School
- Seminars/Workshops
- Career Days
- Career Counseling
- Career Resource Library

Other services designed and personalized to meet the needs of a diverse student body:

**Internships.** Felician College offers both credit and non-credit based internship opportunities. Internships are coordinated with academic divisions, the Registrar’s Office, employers/organizations, and the Career Services Center. Internships can be paid or unpaid work experiences. They are offered in the fall, spring, and summer sessions. Students must meet all prerequisites established by academic departments, the Registrar’s Office, and the Career Services Center to pursue internship opportunities formally through the College. The internship search process is similar to that of a job search; as a result, students should begin the process early. It is highly recommended that students start their internship search process at least a semester prior (6 – 8 months) to the semester they anticipate begin the internship. For further detailed information regarding internships, students can seek assistance from their academic departments and or the Career Services Center. Internships provide students the opportunity to apply theoretical learning (classroom) with real work experience (hands-on).

**On-campus Student Employment.** Most offices/departments at Felician College have positions available for student employees. Positions are available year round. Position listings are available at the Career Services Center and online. All students are eligible for seeking on-campus employment opportunities.
Off-campus Student Employment and Volunteer Opportunities. Throughout the year, employers and organizations readily post positions with the Career Services Center for students who may be interested. Students can contact the Center for assistance in pursuing these opportunities.

Mock Interviews. Felician students and alumni can make an appointment for a practice interview session at the Career Services Center. An additional component of the mock interviews is the Mock Video Interviewing Sessions referred to as the MOVIS program. MOVIS is a three to four part videotaped mock interview session that is meant to simulate an actual interview. In order to participate in MOVIS, students must agree to be videotaped. For additional details about mock interviews and or the MOVIS program, students should contact the Career Services Center.

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 beginning or ending their academic careers, the Career Services Center coordinates 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 variety 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

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 is a requirement of the College's Honors program and as well as 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 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.

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:

- **Breakfast** .......... 7:30 a.m. – 9:00 a.m.
- **Lunch** .......... 11:30 a.m. – 1:30 p.m.
- (Monday – Thursday) **Dinner** .......... 5:15 p.m. – 8:30 p.m.

Friday night and Saturday service are available when Weekend Classes are in session.

Meals on the Rutherford Campus - served at the cafeteria located on the lower level of the gymnasium - follow this schedule:

- **Weekdays**
  - **Breakfast** .......... 7:30 a.m. – 10:00 a.m.
  - **Lunch** .......... 11:00 a.m. – 2:00 p.m.
  - (Monday – Thursday) **Dinner** .......... 4:00 p.m. – 7:00 p.m.

- **Weekends**
  - **Lunch** .......... 11:00 a.m. – 1:00 p.m.
  - (Monday – Thursday) **Dinner** .......... 4:00 p.m. – 5:00 p.m.

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.) Its 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.

LIBRARY

The Felician College Library is committed to supporting the College’s mission to cultivate informed minds and understanding hearts by providing convenient and effective access to high quality library services, collections in a variety of formats, and information resources designed to support the curriculum and research. In aspiring to this mission, the Library seeks to

- Provide an inviting, user-oriented learning environment for on-site users and the technical infrastructure, resources, and services for online learning communities;
- Initiate, enhance, and improve new and traditional user services;
- Offer an instructional program to provide students with information-seeking skills to assist them in their pursuit of successful careers, productive citizenship, and life-long learning;
- Support the instructional, curricular, and research needs of the College through an effective and collaborative collection development and management program.

The Library occupies an International Style building on the Lodi campus and makes available to students, faculty, and staff over 115,000 books, 360 print periodicals, 20,000 online journals, 43,000 electronic books, and 80,000 microforms. If the material you need is not owned by the Library, it will be borrowed from another library at no charge to Felician patrons.

The Library provides a broad selection of online resources. All are accessible on the campus computer network as well as off-campus with a College network ID and password.

Librarians teach assignment-based classes to cultivate information literacy skills for life-long learning. They also offer drop-in term paper clinics and individual research consultations.

Research assistance for assignments is provided by reference librarians on site, by telephone, via electronic mail, or by sending an instant message to FelicianLibrary on AIM, Gmail, Meebo, or Yahoo. QandANJ.org provides live help online 24 hours per day.

The Library sponsors history month and cultural programs, such as Black/African-American History Month, Women's History Month, Asian/Pacific American Heritage Month, and Poetry Month. All members of the Felician community are welcome to attend and participate.

Felician students with a current ID card receive a barcode, which enables them to borrow materials from the Library collection. Borrowers are responsible for all materials lent on their cards and will not receive grades or graduate if their Library accounts have unpaid charges for overdue or lost items. Information on Library borrowers who have not returned Library materials is transmitted to a collection agency. In accordance with New Jersey Statutes Annotated, title 2C, chapter 20, New Jersey law allows the detention of anyone suspected of committing a theft of library material. All bags are subject to search.
Although group study in the Library is encouraged, in consideration of those who are reading or studying individually, lowered voices are requested. Although food is not allowed to be brought into the library, beverages are allowed in covered containers. Cell phone use is not allowed inside the Library.

**Hours** (during fall and spring semesters):
- Monday-Thursday, 8:45 a.m.-8:00 p.m.
- Friday, 8:45 a.m.-4:30 p.m. (closed Fridays during Summer Sessions)
- Saturday, 10:00 a.m.-4:00 p.m. (closed Saturdays during Summer Session II)

Hours are extended during examination periods and are subject to change.

The **Curriculum Materials Library and Technology Center**, located in Sammartino Hall on the Rutherford campus, collects children's literature, kindergarten through twelfth-grade text books, curriculum guides, periodicals, realia, and other instructional materials suitable for use in the classroom. Call (201) 559-3319 for hours.

**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.

**CIS Club (Computer Information Systems Club).** An organization of students interested in expanding their knowledge of computer hardware and software through workshops, lectures, field trips and lively discussions.
Creative Writers' / Future Authors' Club. A group of students who meet to share their written work and to discuss opportunities for publication on- and off-campus.

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

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

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

Kappa Gamma Pi. The National Catholic College Graduate Honor Society. [http://www.kappagammapi.org/]

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

Model UN is a club for students who are seriously interested in discussing and researching global and historical issues and in competing at the annual Harvard National Model United Nations. [http://www.nmun.org/]

Music Ministry is open to all students and faculty. This group provides music for campus liturgies and brings music to local centers for the aged and infirm.

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

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.

Social and Environmental Issues Club. An organization open to all students. The club promotes awareness of current social and environmental crises in the world, and encourages students to find ways of making a difference.

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.

Students in Free Enterprise (SIFE). An organization whose purpose is to provide a vehicle of rapport among academic, media and business constituencies. [http://www.sife.org]

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. [http://www.sigmabetadelta.org/]

Felician College is a charter school member of the New Jersey Student Nurses Association. Undergraduate nursing students join the national and state student nurse associations and are encouraged by the Division of Nursing and Health Management to participate fully.

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**

*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*, published by the Office for Institutional Advancement, is directed to friends of the College as well as donors, benefactors, alumni, community leaders, and prospective students. The magazine provides readers with news about the College and its supporters.

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

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

*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).
DEGREE AND SPECIAL PROGRAMS

Masters Degrees:
- M.A. Education
- M.A. Religious Education (Online)
- M.B.A. Innovation and Entrepreneurship
- M.S. Nursing (Online)
- M.S.N. Advanced Practice Nursing (online and on-campus)
  - family track
  - adult track
- M.S.N. Nursing Education

Bachelors Degrees:
- B.A. Art
  - Concentrations: Fine Arts, Graphic Design, New Media
- B.A. Communications
- B.A. Computer and Information Systems
- B.A. Education
- B.A. English
- B.A. History
- B.A. Humanities
  - Liberal Studies
  - Global Peace and Justice Studies
- B.A. Management and Marketing
- B.A. Mathematics
- B.A. Music
- B.A. Natural Sciences and Mathematics
  - General Science Concentration
- B.A. Philosophy
- B.A. Psychology
- B.A. Religious Studies
- B.A. Social Sciences
  - International Education and Foreign Languages Concentration
  - Political Science Concentration
- B.A. Sociology
- B.S. Allied Health Technologies (joint degree programs with UMDNJ-SHRP)
  - Medical Sonography
  - Nuclear Medicine Technology
  - Respiratory Care
  - Vascular Technology
- B.S. 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.S. Business Administration
- B.S. Accounting
- B.S. Management
- B.S. Marketing
- B.S. Clinical Laboratory Sciences (joint degree programs with UMDNJ-SHRP)
  - Cytotechnology
  - Medical Laboratory Science
- B.S. Criminal Justice
- B.S. Health Information Management
- B.S. Nursing

Associate Degree:
- 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; Post Master's Certificate in Nursing Education; Post-Baccalaureate Teacher Education (TEC): Elementary, Elementary/P-3, Subject Matter Specialization (5-8), Students with Disabilities (Special Education), and Secondary (K-12) Art, English, History, Mathematics and Science; graduate certificates in Accounting, Corporate Entrepreneurship, and Innovation Management.
SPECIAL ACADEMIC PROGRAMS

The Developmental Studies Program is designed to help 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.

eLearning (Computer Mediated Instruction). The oversight of all aspects of eLearning at Felician College comes under the auspices of the Center for Assessment, Instructional Technology, and Faculty Excellence (AIF). The AIF Center, in keeping with the mission of Felician College, is committed to promoting eLearning environments that foster academic integrity. Online courses are delivered using the eCollege courseware management platform. The URL is www.felicianonlinecampus.net. There are three types of computer mediated instruction: 1) eCourses, which are fully online, (2) Hybrid courses which are delivered partly face-to-face and partly online, and 3) eCompanions which are delivered totally face-to-face but use online learning tools. Students enrolling in any type of e-course must only use their Felician email address.

The following undergraduate programs utilize both eCourse and eCompanion in delivering some of their courses, these programs are:

1. Adults completion program in Business
2. Fast Track Nursing programs
3. A variety of courses offered by different departments and programs

Felician’s Educational Opportunity Fund Program provides full-time undergraduate study to disadvantaged New Jersey residents who would not be able to attend college without additional financial assistance and special services. The program is geared toward students who show potential but traditionally are unable to attend college because of 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. Interested applicants must fill out the EOF portion on the Felician College Application. In addition, applicants will complete the Free Application for Federal Student Aid (FAFSA) 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 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 Second Baccalaureate Degree Program is designed to meet the needs of persons already holding a Bachelor’s degree who wish to obtain a degree in another major. Upon admission, the student is required to satisfy the requirements of the major in the second degree program, including a minimum of 30 credits, taken at Felician College for the Bachelor’s 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 3.00 on a 4.00 scale, and who have received permission from their guidance counselor and parent or guardian. Tuition for each three-credit course is equal to the cost of one credit.

Felician 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.

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, 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 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 College’s Pre-Law Advisor (Philosophy Department).

Students who 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, Criminal Justice, 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.

- Management and Marketing Major (B.A.) – 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, corporative 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 (please see page 232).
SUGGESTED COURSE SEQUENCE FOR
PRE-LAW ADVISING PROGRAM, BUSINESS MAJOR (B.A.)

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<thead>
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<th>Year</th>
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<th>Spring</th>
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</thead>
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<tr>
<td></td>
<td>MATH 160</td>
<td>RELS 100-200 level</td>
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<td>MGT 100</td>
</tr>
<tr>
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<td>CORE 250</td>
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<td>PHIL 211</td>
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<td></td>
<td>ECON 200</td>
<td>ECON 220</td>
</tr>
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<td></td>
<td>Social Science Elective</td>
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<td>Foreign Language (recommended)</td>
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<tr>
<td></td>
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<td>Laboratory Science</td>
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<td>Bus 499</td>
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- B.A. Degree in English – For more information on either a major or a minor in English, please see “English (ENG)” within the Arts and Sciences Program in this Catalog (page 161)

SUGGESTED COURSE SEQUENCE FOR
PRE-LAW ADVISING PROGRAM, ENGLISH MAJOR (B.A.)

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<th>Year</th>
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<td>Foreign Language (recommended)</td>
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<td>FYE 101</td>
</tr>
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<td>English Area 1-4</td>
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<td>MATH 160 or 161 (req. For ECON 220)</td>
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<td>CORE 300</td>
<td>ENG 315</td>
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<td>PHIL/PSCI 305 or 306</td>
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<td>HIST 203</td>
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<td>RELS 306</td>
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<td>ENG Elective</td>
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</table>
• **B.A. Degree in History** – For more information on either a major or a minor in History, please see “History (HIST)” within the Arts and Sciences Program in this Catalog (page 173).

**SUGGESTED COURSE SEQUENCE FOR PRE-LAW ADVISING PROGRAM, HISTORY MAJOR (B.A.)**

<table>
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<th>FYE 101</th>
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<td>MATH 160 or MATH 161 (req. For ECON 220)</td>
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<td>Elective (Social Science or History)</td>
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<td>Social/Behavioral Science Elective</td>
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<td>Language I</td>
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<table>
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<td>RELS 100-200 level</td>
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<td>PHIL 101</td>
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<th>CORE 400</th>
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<td>HIST 440</td>
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<td>PHIL/PSCI 305 or 306</td>
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<tr>
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<td></td>
<td>Laboratory Science</td>
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<td>Elective</td>
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</tbody>
</table>

• **Philosophy Major (B.A.)** – 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 (PHIL)” within the Arts and Sciences Program in this catalog.

**SUGGESTED COURSE SEQUENCE FOR PRE-LAW ADVISING PROGRAM, PHILOSOPHY MAJOR (B.A.)**

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<td>Creative Arts Course</td>
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<td>RELS 100-200 level</td>
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<td>CIS 101</td>
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<td>MATH 160 or MATH 161 (req. For ECON 220)</td>
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(continued on next page)
Sophomore  Fall  CORE 200  
Laboratory Science  
PHIL 206  
ECON 220  
COMM 103  
Spring  CORE 250  
HIST 104  
PHIL 207  
PHIL 203  
Elective  

Junior  Fall  CORE 300  
PHIL 200-300 level  
PHIL 301  
RELS 300-400 level  
HIST 203  
Spring  PHIL 302  
PHIL 320  
ENG 300-400 level  
One of HIST 310, HIST 315, PHIL/PSCI 305 or 306  
Elective  

Senior  Fall  CORE 400  
PHIL 445  
PHIL/CRIM 380  
Elective  
Elective  
Spring  PHIL 450  
RELS 306  
Elective  
Elective  

- **B.A. Degree in Social Science with a Concentration in Political Science** – For more information on the Political Science program, please see “Political Science (PSCI)” within the Arts and Sciences Program in this Catalog (page 210).

**SUGGESTED COURSE SEQUENCE FOR PRE-LAW ADVISING PROGRAM, SOCIAL SCIENCE (B.A.) WITH A CONCENTRATION IN POLITICAL SCIENCE**

Freshman  Fall  FYE 100  
ENG 101  
Creative Arts Course  
Social Science Elective  
HIST 104  
PSCI 101  
Spring  FYE 101  
ENG 102  
MATH 160 or MATH 161 (req. For ECON 220)  
Social Science Elective  
PSCI 101  
PSCI 102  

Sophomore  Fall  CORE 200  
RELS 100-200 level  
HIST/SS 290 (pending approval)  
PSCI Related  
Gen. Ed. Laboratory Sci.  
Spring  CORE 250  
CIS 101  
PSCI 291  
MATH 122  
ECON 220  

Junior  Fall  CORE 300  
Language I  
PSCI 303  
PSCI Related  
HIST 203  
Spring  RELS 300-400 level  
Language II  
PSCI 305/306  
PSCI Related  
PSCI 211  

Senior  Fall  CORE 400  
SS 400  
PSCI 402  
PSCI Related  
Elective  
Spring  PSCI 415  
PSCI Related  
PSCI Related  
COMM 103  
Elective  

- **B.S. Degree in Criminal Justice** – For more information on either the major or minor in Criminal Justice, please see “Criminal Justice (CRIM)” within the Arts and Sciences Program in this Catalog (page 155).
SUGGESTED COURSE SEQUENCE FOR PRE-LAW ADVISING PROGRAM,  
B.S. DEGREE IN CRIMINAL JUSTICE

Freshman Fall FYE 100
       CIS Elective
       ENG 101
       MATH 122
       CRIM 110
       Social Sciences Requirement

Spring FYE 101
       ENG 102
       CRIM 111
       CRIM 220
       GSCI 101
       History General Education Elective

Sophomore Fall CORE 200
       PSCI 291
       CRIM Track Elective I
       COMM 103
       Religious Studies Requirement

Spring CORE 250
       CRIM 230
       Social Sciences Requirement
       SOC 315
       Elective – PSCI 205

Junior Fall CORE 300
       CRIM 312
       Art Requirement
       CRIM Track Elective II

Spring CRIM Track Elective III
       Philosophy Requirement
       Religious Studies Requirement
       CRIM Track Elective IV
       Elective – PHIL 211

Senior Fall CORE 400
       SS 400: Senior Research I
       PHIL 320 (elective)
       Elective – PHIL 301
       Elective – Language

Spring CRIM Track Elective V
       CRIM 415: Senior Research II
       CRIM 452: Internship in Criminal Justice
       Elective – PSCI 102
       Elective – Language

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 (BIO)” or Chemistry (CHEM) within the Arts and Sciences Program in this Catalog.

For further information about the Pre-Med Advising Program at Felician, as well as additional information about a career in the health professions, preparation for the MCAT, and other advising support, please contact the Department of Natural Sciences.
## SUGGESTED COURSE SEQUENCE FOR PRE-MED ADVISING PROGRAM, BIOLOGY MAJOR (B.S.)
(Revised: May 2008)

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<td>Social/Behavioral Sci. Elective</td>
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<td>CORE 200</td>
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<td>BIO Elective</td>
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<td>CORE 400</td>
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<td>BIO Elective</td>
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<td>BIO 405</td>
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<td>COMM Elective</td>
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<td>PHIL Elective</td>
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<td>Social/Behavioral Sci. Elective</td>
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<td>Elective</td>
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</tbody>
</table>

### 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?
All undergraduate students at Felician College take a twelve-credit Core sequence between the sophomore and senior years, consisting of four courses: CORE 200, Culture and Diversity; CORE 250, Applied Ethical Reasoning; CORE 300, Journeys to Selfhood, and; CORE 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**

**CORE 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.  
*Prerequisite:* ENG 101 and ENG 102 (neither can be taken concurrently with CORE 200)

**CORE 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:* CORE 200

**CORE 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:* CORE 250

**CORE 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 understanding of the person, this course fosters a sense of service informed by these traditions. This course also aims to deepen civic responsibility and an understanding of the Franciscan tradi-
tion 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 in a seminar setting to share their respective off-campus service experiences in light of assigned readings and keep journals reflecting upon their service work in dialogue with course content. Each student will serve a minimum of 20 hours in approved direct service over the course of the semester.

**Prerequisite:** CORE 300

### 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 CORE 200. ENG 101 is a prerequisite for ENG 102, and the latter may not be taken concurrently with CORE 200. No freshman may enroll in 200-level Core courses.

2. Core courses must be taken in sequence: CORE 200, CORE 250, CORE 300, and CORE 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” (70 or above).

### GENERAL EDUCATION

If our Core curriculum is the framework of a Felician education, then the 36-38 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:

**FRESHMAN YEAR EXPERIENCE (2 credits)**
- FYE 100, Freshman Year Experience (part 1)
- FYE 101, Freshman Year Experience (part 2)

**ENGLISH (6 credits)**
- ENG 101, Writing the College Essay
- ENG 102, Introduction to the Study of Literature

**HISTORY (3 credits)**
- HIST 101, Ancient Societies through the Middle Ages
- HIST 102, Renaissance, Reformation to the French Revolution
- HIST 103, Age of Nationalism
- HIST 104, World War I to the Present
HIST 110, World Geography and Culture
HIST 120, Survey of African American History
HIST 130 HONORS, The Enlightenment
HIST 201, From Colonies to Nation
HIST 202, From the Civil War to a World Power
HIST 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)
Any art or music course may be taken

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

LABORATORY SCIENCE (4 credits)
GSCI 101, Forensic Science
BIO 102, Human Biology
BIO 120, Basic Life Science
CHEM 101, Food, Clothing and Shelter: Our Material World
ENV 101, Introduction to Environmental Science (requires completion of all developmental deficiencies)
BIO 205, Anatomy and Physiology I (Only Nursing and Health Management students may use BIO 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 MATH 001; MATH 002 is a co-requisite)

SOCIAL AND BEHAVIORAL SCIENCES (6 credits)
CRIM 110, Criminal Justice I
CRIM 111, Criminal Justice II
SOC 101, Principles of Sociology
SOC 104, Sociology of Race and Ethnicity
SOC 201, Sociological Theory (requires successful completion of SOC 101)
SOC 203, Aging: A Social Affair
SOC 204, Sociology of Sport
HIST/SS 290, Research and Analysis in the Social Sciences (pending approval)
SOC 215, Sociology of Sex and Gender
PSYC 101, Introduction to Psychology
PSYC 105, Lifespan Development
PSYC 201, Introduction to Child Development
ECON 221, Microeconomics (requires successful completion of MATH 160)
ECON 222, Macroeconomics (requires successful completion of MATH 160 and ENG 102)
PSCI 101, Introduction to Political Science
PSCI 102, American Government
ADDITIONAL GENERAL EDUCATION REQUIREMENTS FOR STUDENTS
WITH MAJORS IN THE DIVISION OF ARTS AND SCIENCES

Communications (3 credits)
COMM 102, Communication for Educators
COMM 103, Public Speaking
COMM 221-222, History of the Motion Picture
COMM 247, Acting
BUS 120, Business Communication

Philosophy (3 credits)
PHIL 100 Critical Reasoning
PHIL 101, Introduction to Philosophy
PHIL 200, Philosophical Foundations of Education
PHIL 206, Ancient and Medieval Philosophy
PHIL 207, Modern Philosophy
PHIL 221, Philosophical Perspectives on Women
PHIL 260, Philosophy of Art
PHIL 308, Business Ethics
PHIL xxx HON, (any Philosophy course with an Honors designation)
BUS 300, Ethics in the Corporate Environment
NURS 380, Ethical/Legal Dimensions of Nursing

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
- CORE 200 Culture and Diversity
- CORE 250 Applied Ethical Reasoning
- CORE 300 Journey to Selfhood
- CORE 400 The Franciscan Vision – Capstone
- Three additional Honors courses

Suggested List of Courses to take to fulfill Honors Program Requirements

<table>
<thead>
<tr>
<th>Honors Courses</th>
<th>Offered</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 110 Introduction to Art</td>
<td>every spring</td>
<td>3</td>
</tr>
<tr>
<td>*BIO 120 Lecture/Lab – Basic Life Science</td>
<td>spring **</td>
<td>4</td>
</tr>
<tr>
<td>ENG 101 Writing the College Essay</td>
<td>every fall</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102 Introduction to the Study of Literature</td>
<td>every spring</td>
<td>3</td>
</tr>
<tr>
<td>CORE 200 Culture and Diversity</td>
<td>every fall**</td>
<td>3</td>
</tr>
<tr>
<td>CORE 250 Applied Ethical Reasoning</td>
<td>every spring**</td>
<td>3</td>
</tr>
<tr>
<td>CORE 300 Journey to Selfhood</td>
<td>every fall**</td>
<td>3</td>
</tr>
<tr>
<td>CORE 400 The Franciscan Vision – Capstone</td>
<td>every fall**</td>
<td>3</td>
</tr>
<tr>
<td>HIST 130 The Enlightenment</td>
<td>every fall</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 301 Ethical Theory</td>
<td>fall 2010</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 360 Philosophy and Literature</td>
<td>fall 20111</td>
<td>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 for any six semesters 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 Feliciana news, 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 below a “B” in an Honors course or an overall GPA below 3.0 will be placed on probationary status in the program. Students who receive a grade lower than a “B” 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**
  - All Students: ENG 101 Honors
  - EXCEPT Nursing: HIST 130 Honors
  - Students: PSYC 101 Honors
- **Spring**
  - All Students: ENG 102 Honors
  - Nursing Students: BIO 120 Honors Lec./Lab
  - EXCEPT Major Requirement: ART 110 Honors

EXCEPT Major Requirement

- Nursing:
  - ENG 101 Honors
  - PSYC 101 Honors

* 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**
  - Students: CORE 200 Honors
  - Nursing Students: Major Requirement
- **Spring**
  - Students: CORE 250 Honors
  - Nursing Students: Major Requirement (Elective)

* Other changes for Nursing students will be revised each semester.

**Year 3**
- **Fall**
  - Students: CORE 300 Honors
  - Nursing Students: PHIL 360
  - Major Requirement
  - Major Requirement
  - Major Requirement
  - Elective
  - Elective
- **Spring**
  - Students: RELS 300-400 Honors
  - Nursing Students: Upper Level Honors Elective

**Year 4**
- **Fall**
  - Students: CORE 400 Honors
  - Nursing Students: Major Requirement
  - Major Requirement
  - Major Requirement
  - Elective
  - Elective
- **Spring**
  - Students: Major Requirement
  - Nursing Students: Major Requirement/Research
  - Major Requirement
  - Elective

Additional information may be obtained by contacting the Director of the Honors Program (see page 6).

**ARTS AND SCIENCES PROGRAM**

**Mission Statement**

The mission of the Division of Arts and Sciences is to implement and manifest the Mission of Felician College in the Programs of the Division, the General Education Program, the Developmental Education Program and the Core by providing the highest quality of instruction at both the undergraduate and graduate level, encouraging students to develop to their fullest potential, to gain skills for life-long learning, and to produce graduates well-equipped to contribute to society. The Division achieves the stated mission by using processes of continual improvement, based upon assessment of student learning at all levels, as well as the assessment of the administrative processes and mechanisms.

**Educational Options**

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

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


3. The Bachelor of Science degree in Biology, in Criminal Justice, in Allied Health Technology, in Clinical Laboratory Sciences, and in Health Information Management.
4. 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 75). 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>
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<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>

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 Dean of the student’s Division may refer other students in academic jeopardy to the Coordinator of Academic Student Services for academic counseling. 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 meet the requirements of the Probation Program or failing to demonstrate academic improvement after being placed on Probation may be dismissed from the College.

**Insufficient Academic Progress**
(see also: Standards of Academic Progress, p. 57)

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 (ANTH)

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.

ANTH 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.

ANTH/SOC 322
Cocaine: Culture, Politics and Society
3 credits
As a commodity that connects the lives of millions of people across nations and continents, the study of the cocaine trade can be useful in addressing issues associated with processes of development and globalization. As such, this course is an analysis of the intersection of global economic and political forces with local conditions. It focuses on topics such as coca and Andean cultures, development and agricultural producers in Latin America, the formation of trafficking networks, transnational crime, drug economies and urban youth, and U.S. foreign policy.

ANTH 401
Topics in Cultural Anthropology
3 credits
An anthropological study of primitive and traditional cultures whereby students analyze transcultural data using anthropological methodologies, ethnographies and concepts. Similarities and differences in human behavior are studied.

THE ARTS (ART/MUS)

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, the Department 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 Graphic Design, Fine Arts, and New Media, as well as a Bachelor of Arts (B.A.) in Music. All art 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 or Music and another subject. Students may also take Art or Music as a minor for 18 credits. See page 186 for a description of the Music Program.

The Art 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: 45 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
PHIL 260 Philosophy of Art
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.

Minor in Fine Arts
Complete 18 credits of art courses selected from the Fine Arts offerings.

Bachelor of Arts Degree in Art with a Concentration in Graphic Design
Required Courses: 45 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: Image
ART 247 Computer Graphics: Type
ART 248 Computer Graphics: Layout
ART 301 Junior Seminar: Portfolio Design
ART 362 History of Graphic Design
ART 449 Senior Seminar I
ART 450 Senior Seminar II
PHIL 260 Philosophy of Art
One 2D course
One 3D course
One more Art History course
A senior portfolio and thesis exhibition with related written thesis and oral presentation.
Minor in Graphic Design

ART 122 Introduction to Graphic Design  
ART 240 Introduction to Computer Graphics  
ART 246 Computer Graphics: Image  
ART 247 Computer Graphics: Type  
ART 248 Computer Graphics: Layout  
ART 362 History of Graphic Design

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 245 Introduction to Web Design  
ART 246 Computer Graphics: Image  
ART 260 Film Video Art I  
ART 273 Photography I  
ART 301 Junior Seminar: Portfolio Design  
ART 362 History of Graphic Design  
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  
COMM 106, or COMM 120, or COMM 240  
PHIL 204 or PHIL 260  
A senior portfolio and thesis exhibition with related written thesis and oral presentation.

Minor in New Media

Complete 18 credits of art courses selected from New Media offerings.

Certificate in Graphic Design

The 18 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, publishing, or the printing professions.

With this certificate students can also:

1. Complete 18 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.
Required Courses:

ART 122  Introduction to Graphic Design
ART 240  Introduction to Computer Graphics
ART 246  Computer Graphics: Image
ART 247  Computer Graphics: Type
ART 248  Computer Graphics: Layout
ART 301  Junior Seminar: Portfolio Design

Program Requirements (Credits from other institutions are not transferable):

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 18 credits.
5. Complete all requirements within five years.

The Visual Arts Course Offerings

ART 101
Basic Drawing
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 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 a museum trip 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 Italian Renaissance and the Baroque Period, concluding with Impressionism and the rise of Modernism 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 a museum trip.

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 alpha-

bet, 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 MUS 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 enables students to design websites that effectively communicate their ideas by combining the technical aspects of web design with the development of a personal aesthetic. Beginning with an examination of Hypertext Markup Language (HTML), the basis of current web design, different techniques for manipulating HTML will be introduced as the semester progresses. By producing a variety of websites throughout the course, students gain the practical knowledge needed to be proficient designers with their own unique visual styles. See ART 390 Advanced Web Design

**ART 246**
**Computer Graphics: Image**
**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.

**ART 247**
**Computer Graphics: 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.
ART 248
Computer Graphics: Layout
3 credits
This course integrates the skills acquired in Art 246 and 247. Projects will be created that allow students to experiment with the theories and principles of design. Each investigation will bring with it a greater understanding of the marriage of type and image.

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 lectures and, time permitting, a New York field trip. (see ART 322, Photography II)

ART 274
Color and Digital Photography
3 credits
This course is an introduction to digital photography and the creative use of color in image making. Using Photoshop as a digital darkroom, students will learn the technical skills needed to create meaningful photographs, while also developing a critical framework through which to understand digital imagery.

Prerequisite: ART 273 Photography I

ART 280
Advanced Drawing
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.
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.

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. *Prerequisite:* This course is to be taken by art majors in their Junior year.

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 314
Book Arts
3 credits
This course is an exploration of art based in narrative structures. The student will be guided in creating a variety of conventional and unconventional book structures. Some art historical information will be used to enrich and enhance the projects both in content and craft.

ART/MUS 315
Experiencing the Arts I
3 credits
This course enables the student to view, study, experience and enjoy the cultural arts locally and in the metropolitan area. Attendance at cultural events and museums are scheduled along with lectures as well as follow-up seminars on each activity. This course will examine topics such as the ballet, choral and instrumental concerts, film, and fine art.
ART 321  
**Illustration and Cartooning**  
3 credits  
This course will explore a wide spectrum of illustration and cartooning styles in various studio projects. Using diverse 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.  
*Prerequisite: ART 273*

**ART 325**  
**Interactive Computer Design**  
3 credits  
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.  
*Prerequisite: 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
This course is an exploration of women both as the subjects and the creators of art. It is organized thematically and involves a survey of key women artists — mainly in the 20th century — and their artistic contributions, as well as an examination and analysis of feminist art practices and issues in the history of art. A field trip to the Brooklyn Museum of Art to specifically view Judy Chicago's "Dinner Party" is required.

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
Few other inventions have created such an impact on the way we view ourselves as has photography. This course will trace the development of the photograph, from its 19th-century beginnings to its current manifestations, while also examining the issues it brings into question. Through field trips and weekly assignments, students will evaluate current images within an historical context, establishing a framework for analyzing images past and present.
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 365
The Art of Medieval Europe
3 credits
This course is a comprehensive study of the most important examples of visual art in Western Europe from the period spanning the transformation of the late Roman Empire and Byzantium into the High Middle Ages. Emphasis will be placed on the interpretation of the artworks, their overlapping influences, symbolism, and Christianity. Among the topics discussed are: the Romanesque and Gothic Cathedrals, monasteries and castles, as well as illuminated manuscripts, stained glass, and the ecclesiastical sculpture of these structures. The class will approach these issues through the use of a textbook and supportive readings as well as electronic media images. A visit to the Cloisters—a branch of the Metropolitan Museum of Art—to view their fine collection of Medieval art, will be included.
Recommended: ART 151/ Art History I

ART 366
Surrealism
3 credits
Surrealism was one of the most influential art movements of the last century, with practitioners working in all mediums from painting and sculpture to photography and film. Through a close study of the Surrealists and their work, this course will analyze the development of the movement and consider the evidence of its ongoing influence in today’s society. Emphasis will be placed on research of source material and study of art works; as such, a museum field trip will be planned.

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
This course helps students further develop their web-design skills through dynamic animation techniques. Emphasis will be placed on learning Flash, a computer animation program used to create everything from simple web graphics to immersive interactive environments. Through assignments and readings, students will consider current design issues, as well as the impact of the computer on our society.

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 – either Fine Arts or Graphic Design or New Media Concentration
3 credits
The first part of a two-term class experience, Senior Seminar I begins the process of 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 in the fall semester before ART 450 Senior Seminar II and one semester prior to graduation.

ART 450
Senior Seminar II – either Fine Arts or Graphic Design or New Media Concentration
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, writing a thesis paper, 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.
BIOLOGY (BIO)

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 169), and Natural Science (page 196).

General Biology I and II (BIO 103, 104) are prerequisites for all 300- and 400-level courses. Biology Seminar (BIO 409) is a prerequisite for Undergraduate Research in Biology (BIO 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 BIO 205-206, Anatomy and Physiology.

Students planning to seek an industrial position upon graduation should take CHEM 303, Analytical Chemistry.

BACHELOR OF SCIENCE DEGREE IN BIOLOGY (120 CREDITS)
(Revised: February 27, 2009)

<table>
<thead>
<tr>
<th>COURSE</th>
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<tr>
<td><strong>Core Curriculum (12 credits)</strong></td>
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<tr>
<td>CORE 200 Culture and Diversity</td>
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<td>CORE 250 Applied Ethical Reasoning</td>
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<td>CORE 300 Journey to Selfhood</td>
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<tr>
<td>CORE 400 The Franciscan Vision</td>
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<td><strong>General Education Requirements (44 credits)</strong></td>
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<tr>
<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>BIO 202 * Microbiology</td>
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<td>RELS ___ Religious Studies Elective (100 or 200 level)</td>
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<td>MATH ___ * Mathematics Elective (MATH 160 or higher)</td>
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<td>ART/MUS ___ Creative Arts Elective</td>
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<td>PHIL ___ Philosophy Elective</td>
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<td>COMM ___ Communications Elective</td>
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(continued on next page)
### Required Biology Courses (17 credits)
- BIO 103 General Biology I 4
- BIO 104 General Biology II 4
- BIO 405 Genetics 4
- BIO 409 Biology Seminar 1
- BIO 450 Undergraduate Research in Biology I 2
- BIO 451 Undergraduate Research in Biology II 2

### Related Requirements (33 credits)
- CHEM 103 General Chemistry I 5
- CHEM 104 General Chemistry II 5
- CHEM 201 Organic Chemistry I 4
- CHEM 202 Organic Chemistry II 4
- MATH 161 Precalculus 4
- MATH 122 Statistics I 3
- PHYS 103 General Physics I 4
- PHYS 104 General Physics II 4

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

**Category 1 (Structural Biology)**
- BIO 205 Anatomy and Physiology I 4
- BIO 206 Anatomy and Physiology II 4
- BIO 305 Embryology 4

**Category 2 (Health-Related)**
- BIO 307 Pathophysiology 3
- BIO 308 Virology 4
- BIO 403 Immunology 4

**Category 3 (Molecular Biology)**
- BIO 310 Cell Biology 3
- BIO 360 Biochemistry (also listed as CHEM 360) 4

**Category 4 (Ecology/Evolutionary Biology)**
- BIO 209 Evolution 3
- BIO 306 Ecology 4

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

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### SUGGESTED COURSE SEQUENCE FOR BIOLOGY MAJOR
(Revised: February 27, 2009)

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<td>BIO 104</td>
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<td>Soc./Behav. Sci. Elective</td>
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Total 15  Total 17

(continued on next page)
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 (BIO 103 and BIO 104), Anatomy and Physiology I and II (BIO 205 and BIO 206)

**Biology electives:** At least one 200-level or higher Biology course (with prefix “BIO”), excluding BIO 409, BIO 450, and BIO 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.
BIO 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. (every semester)  
Prerequisite: Competency in basic English skills, as shown by a passing grade in ENG 002 or equivalent.

BIO 103  
General Biology I and II  
4, 4 credits  
The first of a two-course sequence (BIO 103-104) required for biology majors, providing a foundation for subsequent biology courses. BIO 103 focuses on scientific method, cell structure and function, molecular biology, principles of genetics, evolutionary mechanisms, and classification and phylogeny of major groups of organisms. Three lecture-hours and one 2 1/2 hour laboratory session weekly.  
Prerequisites: Competence in mathematics and basic English skills, as shown by grades of C or higher in MATH 002, ENG 002 or equivalent.

BIO 104  
General Biology II  
4 credits  
The second of a two-course sequence (BIO 103-104) required for biology majors. BIO 104 provides a detailed comparative study of anatomical organization, physiological functions, development, and reproductive biology of plants and animals, with emphasis on vascular plants and vertebrates. Students also investigate ecological interactions and adaptations of organisms, population maintenance, and diversity of biological communities. Three lecture-hours and one 2 1/2 laboratory session weekly. Laboratory includes plant and animal dissection.  
Prerequisite: A grade of “C” or higher in BIO 103, or equivalent.

BIO 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.

BIO 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

BIO 120  
Basic Life Science  
4 credits  
A course designed for non-majors that examines the processes that support life, the structure, function, adaptations, and diversity of organisms, and their ecological interactions.
Students develop an understanding of the relationship of humans to other organisms and discuss examples of current biological discoveries and how this knowledge is being used to improve human welfare and the environment. Three lecture-hours and one 2 ½ hour laboratory session weekly. (every semester)

**Prerequisites:** Competence in mathematics and basic English skills, as shown by a grade of “C” or higher in MATH 002 and ENG 002 or equivalent.

**BIO 202 Microbiology**
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)

**Prerequisites:** Successful completion of CHEM 001 or high school chemistry, and competency in basic math and English skills (as shown by passing grades in ENG 002 and MATH 002, or equivalent)

**BIO 205 Anatomy and Physiology I**
4 credits
The first of a two-course sequence (BIO 205-206) providing a comprehensive study of human anatomy and physiology. BIO 205 covers anatomical description and organization, cell and tissue characteristics, chemical principles, and a detailed examination of the anatomy, function, homeostasis, and interactions of the integumentary, skeletal, muscular, and nervous systems. Laboratory investigations include examination of prepared slides, skeletons and models, organ and tissue dissections, and physiological experiments (computer simulations, and analysis of physiological data from human subjects using digital recording systems). Three lecture-hours and one 2 ½ hour laboratory session weekly. (every semester)

**Prerequisite:** Grade of “C” or higher in BIO 205 (Anatomy and Physiology I).

**BIO 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.

**Prerequisite:** one 100- or 200-level biology course or permission of the instructor.

**BIO 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 deve-
lopmental phenomena. Three lecture-hours and one 150-minute laboratory session weekly.

**Prerequisite:** BIO 205

**BIO 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.

**BIO 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:** BIO 205-206 or permission of instructor.

**BIO 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.

**Prerequisites:** BIO 103 and BIO 104

**BIO 310**  
**Cell Biology**  
**3 credits**  
A detailed study of the structural, molecular, and functional organization of cells, biochemical processes required for cell maintenance and reproduction, cell communication, regulation of cell function and development, and cell diversification. Includes discussion of current research and experimental techniques in cell biology, and biotechnology applications. (every spring)

**Prerequisites:** BIO 103/104 and CHEM 103/104, or permission of the instructor.

**BIO/CHEM 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. (every spring)

**Prerequisites:** CHEM 201; CHEM 202 strongly recommended

**BIO 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:** CHEM 201, BIO 405 both recommended

**BIO 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: BIO 202, CHEM 201

BIO 409
Biology Seminar
1 credit
A critical study of research topics in biology utilizing current literature and on-line resources. Students review and practice scientific reasoning, experimental design, and requirements of scientific reporting, and develop an ability to effectively retrieve, summarize, and analyze information from primary sources. Students also develop skills in graphical display and interpretation of data, writing and oral presentations of research proposals and reports, and participate in peer review. This course is normally taken during spring of the junior year.
Prerequisites: BIO 103/104, or permission of the instructor

BIO 450 - 451
Undergraduate Research in Biology I, II
2, 2 credits
Required for biology majors during their senior year. Students pursue a two-semester individual research project under faculty supervision. During the first semester (BIO 450) students review recent literature on a research topic of interest, propose a testable hypothesis, and design a laboratory or field project to evaluate the hypothesis. During the second semester (BIO 451) the project is carried out, and the results analyzed and discussed in an oral presentation and written report. (every semester)
Prerequisite: BIO 409

BIO 455
Advanced Special Topics in Biology
3 credits

BIO 456
Advanced Special Topics in Biology with Lab/Field Component
4 credits

Joint Degree Programs

The Department of Natural Sciences administers programs in Allied Health Technologies (AHT) and Clinical Laboratory Sciences (CLS). These are joint degree 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 sub-specialties. 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.nmtecb.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 UMDNJSHRP 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 nation-
ally, 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 (maintaining satisfactory progress in those courses);
4. earn a minimum of 550 on TOEFL Exam for applicants with foreign credentials who are transferring into the AHT programs; and
5. participate successfully in an interview with UMDNJ 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.

**BACHELOR OF ARTS DEGREE IN ALLIED HEALTH TECHNOLOGIES**

**JOINT DEGREE WITH UMDNJ-SHRP (100 CREDITS at FELICIAN)**

(Revised: February 3, 2009)

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<tr>
<th>CORE CURRICULUM (12 CREDITS)</th>
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<tbody>
<tr>
<td>CORE 200 - Culture and Diversity</td>
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<td>CORE 250 - Applied Ethical Reasoning</td>
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<tr>
<td>CORE 300 - Journey to Selfhood</td>
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<tr>
<td>CORE 400 - Franciscan Vision</td>
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**GENERAL EDUCATION REQUIREMENTS (35 CREDITS)**

<table>
<thead>
<tr>
<th>COURSE</th>
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<tbody>
<tr>
<td>ENG 101 - Writing the College Essay</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102 - Introduction to the Study of Literature</td>
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</tr>
<tr>
<td>BIO 202* - Microbiology</td>
<td>4</td>
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<tr>
<td>RELS ____ - Religious Studies Elective (100 or 200 level)</td>
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<tr>
<td>RELS ____ - Religious Studies Elective (300 or 400 level)</td>
<td>3</td>
</tr>
<tr>
<td>____ ____ - Social/Behavioral Sci. Elective (HIST, ECON, PSYC, PSCI, SOC)</td>
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</tr>
<tr>
<td>MATH ____* - Mathematics Elective (MATH 160 or higher)</td>
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</tr>
<tr>
<td>CIS 101 - Introduction to Computer Applications</td>
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<td>ART/MUS ____ - Creative Arts Elective</td>
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<tr>
<td>PSYC 101 - Introduction to Psychology</td>
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<td>FYE 100 - Freshman Year Experience I</td>
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<td>FYE 101 - Freshman Year Experience II</td>
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**REQUIRED PRE-PROFESSIONAL CORE (53 CREDITS)**

<table>
<thead>
<tr>
<th>COURSE</th>
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<tr>
<td>BIO 103 General Biology I</td>
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<tr>
<td>BIO 104 General Biology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 205 Anatomy &amp; Physiology I</td>
<td>4</td>
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<tr>
<td>BIO 206 Anatomy &amp; Physiology II</td>
<td>4</td>
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<tr>
<td>BIO 405 Genetics</td>
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<tr>
<td>CHEM 103 General Chemistry I</td>
<td>5</td>
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<td>CHEM 104 General Chemistry II</td>
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<tr>
<td>CHEM 201 Organic Chemistry I</td>
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<td>CHEM 360 Biochemistry</td>
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(continued on next page)
PHYS 103 General Physics I 4  
PHYS 104 General Physics II 4  
MATH 161 Precalculus 4  
MATH 122 Statistics I 3  
**Professional Courses at UMDNJ-SHRP (One of the following)**  
Medical Sonography (15 months, Full time) 43  
Nuclear Medicine Technology (15 months, Full time) 42  
Respiratory Therapy (15 months, Full time) 44  
Vascular Technology (15 months, Full time) 44  
* A grade of “C” is the minimum acceptable for BIO 202 Microbiology and MATH 160 College Algebra (or higher)

**SUGGESTED FOUR YEAR COURSE SEQUENCE FOR AHT MAJORS**  
(Revised: February 3, 2009)

### Freshman Year

<table>
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<tr>
<th>Fall</th>
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<th>Spring</th>
<th>Cr.</th>
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<tbody>
<tr>
<td>FYE 100 Freshmen Year Exper. I</td>
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<tr>
<td>BIO 103 General Biology I</td>
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<td>BIO 104 General Biology II</td>
<td>4</td>
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<tr>
<td>MATH 160 College Algebra</td>
<td>4</td>
<td>MATH 122 Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101 Writing College Essay</td>
<td>3</td>
<td>ENG 102 Intro. to Literature</td>
<td>3</td>
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<tr>
<td>ART/MUS ___ Creative Arts Elective</td>
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<td>RELS 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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<tbody>
<tr>
<td>CHEM 103 General Chemistry I</td>
<td>5</td>
<td>CHEM 104 General Chemistry II</td>
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</tr>
<tr>
<td>CORE 200 Culture and Diversity</td>
<td>3</td>
<td>CORE 250 Applied Ethical Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>MATH 161 Precalculus</td>
<td>4</td>
<td>BIO 202 Microbiology</td>
<td>4</td>
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<tr>
<td>BIO 205 Anatomy and Physiology I</td>
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<td>BIO 206 Anatomy and Physiology II</td>
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### Junior Year

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<tbody>
<tr>
<td>Social/Behav. Science Elective</td>
<td>3</td>
<td>PSYC 101 Intro to Psychology</td>
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<tr>
<td>CHEM 201 Organic Chemistry I</td>
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<td>CHEM 360 Biochemistry</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 103 General Physics I</td>
<td>4</td>
<td>PHYS 104 General Physics II</td>
<td>4</td>
</tr>
<tr>
<td>CORE 300 Journey to Selfhood</td>
<td>3</td>
<td>CORE 400 Franciscan Vision</td>
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<tr>
<td>RELS 300/400 Religious Studies</td>
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<td>BIO 405 Genetics</td>
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<td>17</td>
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</table>

### Senior Year

At UMDNJ-SHRP
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 (98 CREDITS at FELICIAN)**
(Revised: February 3, 2009)

<table>
<thead>
<tr>
<th>COURSE</th>
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<tbody>
<tr>
<td><strong>Core Curriculum (12 credits)</strong></td>
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<tr>
<td>CORE 200</td>
<td>Culture and Diversity</td>
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<tr>
<td>CORE 250</td>
<td>Applied Ethical Reasoning</td>
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<td>CORE 300</td>
<td>Journey to Selfhood</td>
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<td>CORE 400</td>
<td>Franciscan Vision</td>
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<tr>
<td><strong>General Education Requirements (38 credits)</strong></td>
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<td>ENG 101</td>
<td>Writing the College Essay</td>
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<td>Introduction to the Study of Literature</td>
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<tr>
<td>BIO 202 *</td>
<td>Microbiology</td>
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<tr>
<td>RELS ___</td>
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<td>Social/Behavioral Sci. Elective (HIST, ECON, PSYC, PSCI, SOC)</td>
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<td>HIST ___</td>
<td>History Elective</td>
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<td>FYE 100 **</td>
<td>Freshman Year Experience I</td>
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<tr>
<td>FYE 101 **</td>
<td>Freshman Year Experience II</td>
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**Required Pre-Professional Core (48 credits)**

<table>
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<tr>
<th>COURSE</th>
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<tbody>
<tr>
<td>BIO 103</td>
<td>General Biology I</td>
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<tr>
<td>BIO 104</td>
<td>General Biology II</td>
</tr>
<tr>
<td>BIO 205</td>
<td>Anatomy &amp; Physiology I</td>
</tr>
<tr>
<td>BIO 206</td>
<td>Anatomy &amp; Physiology II</td>
</tr>
<tr>
<td>BIO 310</td>
<td>Cell Biology</td>
</tr>
<tr>
<td>BIO 403</td>
<td>Immunology (required for MLS; recommended for cytotechnology)</td>
</tr>
<tr>
<td>CHEM 103</td>
<td>General Chemistry I</td>
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<td>CHEM 104</td>
<td>General Chemistry II</td>
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<td>CHEM 201</td>
<td>Organic Chemistry I</td>
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<td>CHEM 360</td>
<td>Biochemistry</td>
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<td>MATH 161</td>
<td>Precalculus</td>
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<tr>
<td>MATH 122</td>
<td>Statistics I</td>
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</table>

**Professional Courses at UMDNJ-SHRP (One of the following)**
Cytotechnology (15 months)
Medical Laboratory Sciences (15 months)

* A grade of “C” is the minimum acceptable for BIO 202 Microbiology and MATH 160 College Algebra (or higher)

** FYE is for full-time, first time freshmen
# Suggested Four Year Course Sequence for CLS Majors

(Revised: February 3, 2009)

## Freshman Year

<table>
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<tr>
<th>Fall</th>
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<td>FYE 100 Freshmen Year Exp. I</td>
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<td>FYE 101 Freshmen Year Exp. II</td>
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<tr>
<td>BIO 103 General Biology I</td>
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<td>BIO 104 General Biology II</td>
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<td>MATH 160 College Algebra</td>
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<td>MATH 122 Statistics 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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<td>ART/MUS ___ Creative Arts Elective</td>
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<td>RELS 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>MATH 161 Precalculus</td>
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## Junior Year

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<td>BIO 403 Immunology (for MLS track)</td>
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<td>RELS 300/400 Religious Studies</td>
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<td>BIO 310 Cell Biology</td>
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## Senior Year

At UMDNJ-SHRP

- The Cytotechnology track requires Histology, which may be taken at UMDNJ
- A recommended biology elective is BIO 405 Genetics
- The Medical Lab Sciences track requires BIO 403 Immunology. This course is recommended as an elective for Cytotechnology
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 100 credits in the pre-professional component (47 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 Science 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 (100 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.S. in BIOLOGY/ DOCTORATE IN PHYSICAL THERAPY
(100 CREDITS at FELICIAN)
(Revised: February 3, 2009)

COURSE CREDITS

Core Curriculum (12 credits)
CORE 200 Culture and Diversity 3
CORE 250 Applied Ethical Reasoning 3
CORE 300 Journey to Selfhood 3
CORE 400 Franciscan Vision 3

General Education Requirements (35 credits)
ENG 101 Writing the College Essay 3
ENG 102 Introduction to the Study of Literature 3
BIO 202 Microbiology 4
RELS ___ Religious Studies Elective (100 or 200 level) 3
RELS ___ Religious Studies Elective (300 or 400 level) 3
--- Social/Behavioral Sci. Elective (HIST, ECON, PSYC, PSCI, SOC) 3
MATH 161 Precalculus 4
CIS 101 Introduction to Computer Applications 4
ART/MUS ___ Creative Arts Elective 3
PSYC 101 Introduction to Psychology 3
FYE 100 Freshman Year Experience I 1
FYE 101 Freshman Year Experience II 1

Required Pre-Professional Core (53 credits)
BIO 103 General Biology I 4
BIO 104 General Biology II 4
BIO 205 Anatomy & Physiology I 4
BIO 206 Anatomy & Physiology II 4
BIO 405 Genetics 4
CHEM 103 General Chemistry I 5
CHEM 104 General Chemistry II 5
CHEM 201 Organic Chemistry I 4

(continued on next page)
CHEM 360 Biochemistry  4  
PHYS 103 General Physics I  4  
PHYS 104 General Physics II  4  
MATH 122 Statistics I  3  
MATH 262 Calculus I  4  

**Professional Courses at UMDNJ-SHRP**  
Physical Therapy Curriculum (3 years)

* A grade of “C” is the minimum acceptable for BIO 202 Microbiology and MATH 161 Precalculus

**SUGGESTED FOUR YEAR COURSE SEQUENCE FOR PHYSICAL THERAPY MAJORS**  
(Revised: February 3, 2009)

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<td>CORE 250 Applied Ethical Reasoning</td>
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<td>MATH 262 Calculus I</td>
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<td>BIO 202 Microbiology *</td>
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### Junior Year

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* A grade of “C” is the minimum acceptable for BIO 202 Microbiology and MATH 161 Precalculus

### 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 99 credits in the pre-professional component (47 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 of Science 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.
6. Applicants to the professional portion of the program should submit their application to UMDNJ by June 1st of their sophomore year, i.e., at the end of their fourth semester, assuming they have completed all of the program course requirements for the first four semesters, including the minimum course grade and GPA requirements. They will then be invited for an interview soon after the application deadline. Successful applicants would then need to complete all remaining required courses during their junior year, and meet course grade and GPA requirements.
### Degree Requirements

All students must:

1. Maintain a minimum GPA of 3.00;
2. Complete all the pre-professional courses (99 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.
6. In addition, applicants are strongly encouraged, but not required, to arrange for a patient contact experience in a hospital or clinic setting.

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 SCIENCE DEGREE IN BIOLOGY AND MASTER OF ARTS DEGREE IN PHYSICIAN ASSISTANT STUDIES ARTICULATION PROGRAM WITH UMDNJ-SHRP

(99 CREDITS at FELICIAN)

(Revised: February 3, 2009)

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<td>Franciscan Vision</td>
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<tr>
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<tr>
<td>BIO 202 *</td>
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**Professional Courses at UMDNJ-SHRP**

Physician’s Assistant Program (3 years)

* A grade of “C” is the minimum acceptable for BIO 202 Microbiology and MATH 160 (or higher)

**SUGGESTED FOUR YEAR COURSE SEQUENCE FOR PHYSICIAN ASSISTANT MAJORS**

(Revised: February 3, 2009)

### Freshman Year

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<td>RELS 100/200 Religious Studies</td>
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<td>CIS 101 Information Systems</td>
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<td>BIO 202 Microbiology</td>
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### Senior Year

At UMDNJ-SHRP
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 100 credits in the pre-professional component (47 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 with no individual grade below a “C.” Upon successful completion of their first year of courses at SUNY State College of Optometry, Felician College will award the Bachelor of Science 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 GPA of 3.3 and a 3.3 in math and science courses with no individual grade below a “C”;
2. Take the Optometric Admission Test in the 3rd undergraduate year and attain a Total Science (TS) score of at least 330;
3. Have submitted the required letters of recommendation (must be positive);
4. Submit all transcripts of academic work;
5. Show evidence of community involvement;
6. Explore the profession extensively by visiting several optometric practices to become knowledgeable about optometry;
7. Submit the routine application required of all students during your 3rd undergraduate year;
8. Submit to a final interview at the SUNY College of Optometry during your 3rd undergraduate year, at which good communication skills, community service and knowledge of the profession can be demonstrated; and
9. Meet all the requirements of graduation for the undergraduate college/university attended.

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.S. in BIOLOGY/DOCTOR OF OPTOMETRY (OD)
(100 CREDITS at FELICIAN)
(Revised: February 3, 2009)

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<td>MATH 262 Calculus I</td>
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**Professional Courses at SUNY State College of Optometry**
Optometry Curriculum (4 years)

* A grade of “C” is the minimum acceptable for BIO 202 Microbiology and MATH 161 Precalculus.
SUGGESTED FOUR YEAR COURSE SEQUENCE
FOR OPTOMETRY MAJORS (BIOLOGY B.S./OD)
(Revised: February 3, 2009)

Freshman Year

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Sophomore Year

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<td>MATH 262 Calculus I</td>
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Junior Year

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Senior Year

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 96 credits in the pre-professional component (47 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 Science degree in Biology. Upon completion of the remainder of the required coursework (ap-
proximately 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.S. in BIOLOGY/ DOCTOR OF PODIATRIC MEDICINE (DPM) (96 CREDITS at FELICIAN)

(Revised: February 3, 2009)

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<th>COURSE</th>
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<td>General Education Requirements (35 credits)</td>
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<td>ENG 102 Introduction to the Study of Literature</td>
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<td>BIO 202* Microbiology</td>
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<td>RELS ___ Religious Studies Elective (100 or 200 level)</td>
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<td>BIO 405 Genetics</td>
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**SUGGESTED FOUR YEAR COURSE SEQUENCE**  
**FOR PODIATRY MAJORS (BIOLOGY B.S./DPM)**  
(Revised: February 3, 2009)

<table>
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| Senior Year | | | |
|-------------|-------------|
| At the New York College of Podiatric Medicine | | |
Biology: Articulated Program - Chiropractic Program

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 100 credits in the pre-professional component (47 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 Science degree in Biology. Upon completion of the remainder of the required coursework (approximately two years) NYCC will award the degree of Doctor of Chiropractic (DC).

Degree Requirements

All students must:

1. Maintain a minimum overall GPA of 3.100 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.S. in BIOLOGY/DOCTOR OF CHIROPRACTIC (DC) (100 CREDITS at FELICIAN)
(Revised: February 3, 2009)

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<th>COURSE</th>
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### General Education Requirements (35 credits)

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<td>ENG 102</td>
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<td>BIO 202*</td>
<td>Microbiology</td>
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### Required Pre-Professional Core (53 credits)

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### Professional Courses at NYCC

Chiropractic Curriculum (3+ years)

* A grade of “C” is the minimum acceptable for BIO 202 Microbiology and MATH 160 College Algebra.
**SUGGESTED FOUR YEAR COURSE SEQUENCE**
**FOR CHIROPRACTIC MAJORS (Biology B.S./DC)**
(Revised: February 3, 2009)

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### Sophomore Year

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### Junior Year

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### Senior Year

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 99 credits in the pre-professional component (50 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 Science degree in Biology. Upon completion of the remainder of the coursework (approximately three additional years), Bloomsburg University of Pennsylvania will award the degree of Doctor of Audiology (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.S. in BIOLOGY/DOCTOR OF AUDIOLOGY (Au.D.) (99 CREDITS at FELICIAN)
(Revised: February 3, 2009)

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDITS</th>
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<tbody>
<tr>
<td><strong>Core Curriculum (12 credits)</strong></td>
<td></td>
</tr>
<tr>
<td>CORE 200 Culture and Diversity</td>
<td>3</td>
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<tr>
<td>CORE 250 Applied Ethical Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>CORE 300 Journey to Selfhood</td>
<td>3</td>
</tr>
<tr>
<td>CORE 400 Franciscan Vision</td>
<td>3</td>
</tr>
<tr>
<td><strong>General Education Requirements (38 credits)</strong></td>
<td></td>
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<tr>
<td>ENG 101 Writing the College Essay</td>
<td>3</td>
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<tr>
<td>ENG 102 Introduction to the Study of Literature</td>
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</tr>
<tr>
<td>BIO 202* Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>RELS ___ Religious Studies Elective (100 or 200 level)</td>
<td>3</td>
</tr>
<tr>
<td>RELS ___ Religious Studies Elective (300 or 400 level)</td>
<td>3</td>
</tr>
<tr>
<td>____ ___Social/Behavioral Sci. Elective (HIST, ECON, PSYC, PSCI, SOC)</td>
<td>3</td>
</tr>
<tr>
<td>MATH 161* Precalculus</td>
<td>4</td>
</tr>
<tr>
<td>CIS 101 Introduction to Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>ART/MUS ___ Creative Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 101 Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>HIST ___ History Elective</td>
<td>3</td>
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<tr>
<td>FYE 100 Freshmen Year Experience I</td>
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<tr>
<td>FYE 101 Freshmen Year Experience II</td>
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(continued on next page)
### Required Pre-Professional Core (49 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIO 103 General Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 104 General Biology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 205 Anatomy &amp; Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 206 Anatomy &amp; Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 405 Genetics</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 103 General Chemistry I</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 104 General Chemistry II</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 201 Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 360 Biochemistry (OR CHEM 202 Organic Chemistry II)</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 103 General Physics I</td>
<td>4</td>
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<tr>
<td>PHYS 104 General Physics II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 122 Statistics I</td>
<td>3</td>
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</table>

### Professional Courses at Bloomsburg Univ. of Pennsylvania

Audiology Curriculum (4 years)

*A grade of “C” is the minimum acceptable for BIO 202 Microbiology and MATH 161 Precalculus.

### SUGGESTED FOUR YEAR COURSE SEQUENCE FOR AUDIOLGY MAJORS (BIOLOGY B.S./AuD.)

(Revised: June 17, 2009)

#### Freshman Year

<table>
<thead>
<tr>
<th>Cr.</th>
<th>Fall</th>
<th>Cr.</th>
<th>Spring</th>
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<td>1</td>
<td>FYE 100 Freshmen Year Exp. I</td>
<td>1</td>
<td>FYE 101 Freshmen Year Exp. II</td>
</tr>
<tr>
<td>4</td>
<td>BIO 103 General Biology I</td>
<td>4</td>
<td>BIO 104 General Biology II</td>
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<tr>
<td>4</td>
<td>MATH 161 Precalculus</td>
<td>3</td>
<td>MATH 122 Statistics I</td>
</tr>
<tr>
<td>3</td>
<td>ENG 101 Writing College Essay</td>
<td>3</td>
<td>ENG 102 Intro. to Literature</td>
</tr>
<tr>
<td>3</td>
<td>ART/MUS ___ Creative Arts Elective</td>
<td>3</td>
<td>CIS 101 Information Systems</td>
</tr>
<tr>
<td>15</td>
<td></td>
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#### Sophomore Year

<table>
<thead>
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<th>Fall</th>
<th>Cr.</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>CHEM 103 General Chemistry I</td>
<td>5</td>
<td>CHEM 104 General Chemistry II</td>
</tr>
<tr>
<td>3</td>
<td>CORE 200 Culture and Diversity</td>
<td>3</td>
<td>CORE 250 Applied Ethical Reasoning</td>
</tr>
<tr>
<td>4</td>
<td>RELS 100/200 Religious Studies</td>
<td>4</td>
<td>BIO 202 Microbiology</td>
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<tr>
<td>3</td>
<td>BIO 205 Anatomy and Physiology I</td>
<td>3</td>
<td>BIO 206 Anatomy and Physiology II</td>
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<tr>
<td>18</td>
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<td>16</td>
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</table>

#### Junior Year

<table>
<thead>
<tr>
<th>Cr.</th>
<th>Fall</th>
<th>Cr.</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Social/Behav. Science Elective</td>
<td>3</td>
<td>PSYC 101 Intro to Psychology</td>
</tr>
<tr>
<td>4</td>
<td>CHEM 201 Organic Chemistry I</td>
<td>4</td>
<td>CHEM 360 Biochemistry (or CHEM 202)</td>
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<tr>
<td>4</td>
<td>PHYS 103 General Physics I</td>
<td>4</td>
<td>PHYS 104 General Physics II</td>
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<tr>
<td>3</td>
<td>CORE 300 Journey to Selfhood</td>
<td>3</td>
<td>CORE 400 Franciscan Vision</td>
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<tr>
<td>3</td>
<td>RELS 300/400 Religious Studies</td>
<td>3</td>
<td>BIO 405 Genetics</td>
</tr>
<tr>
<td>17</td>
<td></td>
<td>18</td>
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</tr>
</tbody>
</table>

#### Senior Year

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.S. 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.S. IN BIOLOGY/MASTER OF SCIENCE IN OCCUPATIONAL THERAPY (OT)
(122 CREDITS AT FELICIAN)
(Revised: March 6, 2009)

<table>
<thead>
<tr>
<th>COURSE</th>
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<tr>
<td><strong>Core Curriculum (12 credits)</strong></td>
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<tr>
<td>CORE 200 Culture and Diversity</td>
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<tr>
<td>CORE 250 Applied Ethical Reasoning</td>
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</tr>
<tr>
<td>CORE 300 Journey to Selfhood</td>
<td>3</td>
</tr>
<tr>
<td>CORE 400 The Franciscan Vision: Self, Service and Society</td>
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<tr>
<td><strong>General Education Requirements (44 credits)</strong></td>
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<tr>
<td>ENG 101 Writing the College Essay</td>
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<tr>
<td>ENG 102 Introduction to the Study of Literature</td>
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</tr>
<tr>
<td>BIO 202* Microbiology</td>
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<tr>
<td>RELS ___ Religious Studies Elective (100 or 200 level)</td>
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<tr>
<td>RELS ___ Religious Studies Elective (300 or 400 level)</td>
<td>3</td>
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<tr>
<td>MATH ___ Mathematics Elective (MATH 160 or higher)</td>
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<tr>
<td>CIS 101 Introduction to Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>ART/MUS ___ Creative Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 101 Social Science Elective (Introduction to Psychology)</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 105 Social Science Elective (Lifespan Development)</td>
<td>3</td>
</tr>
<tr>
<td>HIST ___ History Elective</td>
<td>3</td>
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<tr>
<td>COMM ___ Communications Elective</td>
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</tr>
<tr>
<td>PHIL ___ Philosophy Elective</td>
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<td>FYE 100 Freshmen Year Experience I</td>
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<td><strong>Required Biology Courses (17 credits)</strong></td>
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<tr>
<td>BIO 103 General Biology I</td>
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<td>BIO 104 General Biology II</td>
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<td>BIO 405 Genetics</td>
<td>4</td>
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<tr>
<td>BIO 409 Biology Seminar</td>
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<tr>
<td>BIO 450 Undergraduate Research in Biology I</td>
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<td>BIO 451 Undergraduate Research in Biology II</td>
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<td><strong>Related Requirements (36 credits)</strong></td>
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<tr>
<td>CHEM 103 General Chemistry I</td>
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<td>CHEM 104 General Chemistry II</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 201 Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 202 Organic Chemistry II (OR CHEM 360 Biochemistry)</td>
<td>4</td>
</tr>
<tr>
<td>MATH 161* Precalculus</td>
<td>4</td>
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<tr>
<td>PSYC 303 Statistics for Psychological Research</td>
<td>3</td>
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<tr>
<td>PHYS 103 General Physics I</td>
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</tr>
<tr>
<td>PHYS 104 General Physics II</td>
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<td>PSYC 406 Psychopathology in Adulthood</td>
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<tr>
<td><strong>Biology Electives</strong></td>
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<tr>
<td>(4 courses, from at least 3 categories; 13-16 credits)</td>
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<tr>
<td><strong>Category I (Structural Biology)</strong></td>
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<tr>
<td>BIO 205 Anatomy and Physiology I</td>
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<tr>
<td>BIO 206 Anatomy and Physiology II</td>
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</tr>
<tr>
<td>BIO 305 Embryology</td>
<td>4</td>
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(continued on next page)
**Category 2 (Health-Related)**
- BIO 307 Pathophysiology 3
- BIO 308 Virology 4
- BIO 403 Immunology 4

**Category 3 (Molecular Biology)**
- BIO 310 Cell Biology 3
- BIO 360 Biochemistry (also listed as CHEM 360) 4

**Category 4 (Ecology/Evolutionary Biology)**
- BIO 209 Evolution 3
- BIO 306 Ecology 4

**Professional courses at Sage Graduate School**
Occupational Therapy curriculum (2+ years)

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

**SUGGESTED FOUR YEAR COURSE SEQUENCE**
**FOR OCCUPATIONAL THERAPY MAJORS (BIOLOGY B.S./OT)**
(Revised: March 6, 2009)

| Freshman Year |  | Spring |  |
|----------------|--------------------------------------------------|----------------------------------|
| Fall           | Cr. | Spring | Cr. |
| FYE 100 Freshmen Year Exp. I | 1 | FYE 101 Freshmen Year Exp. II | 1 |
| BIO 103 General Biology I | 4 | BIO 104 General Biology II | 4 |
| MATH 160 College Algebra | 4 | CIS 101 Information Systems | 4 |
| ENG 101 Writing College Essay | 3 | ENG 102 Intro. to Literature | 3 |
| ART/MUS ___ Creative Arts Elective | 3 | RELS 100/200 Religious Studies | 3 |
| **15** |  | **15** |  |
| Sophomore Year |  |  |  |
| Fall           | Cr. | Spring | Cr. |
| CHEM 103 General Chemistry I | 5 | CHEM 104 General Chemistry II | 5 |
| CORE 200 Culture and Diversity | 3 | CORE 250 Applied Ethical Reasoning | 3 |
| MATH 161 Precalculus | 4 | PSYC 101 Introduction to Psychology | 3 |
| BIO 205 Anatomy and Physiology I | 4 | BIO 206 Anatomy and Physiology II | 4 |
| **16** |  | **15** |  |
| Junior Year |  |  |  |
| Fall           | Cr. | Spring | Cr. |
| CHEM 201 Organic Chemistry I | 4 | CHEM 202 Organic Chemistry II (or CHEM 360) | 4 |
| PHYS 103 General Physics I | 4 | PHYS 104 General Physics II | 4 |
| PSYC 105 Lifespan Development | 3 | BIO 202 Microbiology | 4 |
| RELS 300/400 Religious Studies | 3 | BIO 409 Biology Seminar | 1 |
| PHIL ___ Philosophy Elective | 3 | CORE 300 Journey to Selfhood | 3 |
| **17** |  |  |  |

(continued on next page)
Chemistry Minor

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

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

The specific requirements are as follows:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 103</td>
<td>General Chemistry I (Lecture/Lab)</td>
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<tr>
<td>CHEM 104</td>
<td>General Chemistry II (Lecture/Lab)</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 201</td>
<td>Organic Chemistry I (Lecture/Lab)</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 303</td>
<td>Analytical Chemistry I (Lecture/Lab)</td>
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<td></td>
<td>Electives (at least one course from the following):</td>
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<tr>
<td>CHEM 202</td>
<td>Organic Chemistry II (Lecture/Lab)</td>
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<tr>
<td>BIO/CHEM 360</td>
<td>Biochemistry I (Lecture/Lab)</td>
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</table>

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.
CHEM 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 ½ hour laboratory session weekly.
Prerequisite: MATH 002 or equivalent

CHEM 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

CHEM 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 and polymers, cosmetics/medicines/drugs, food/nutrition, pollution/environment, batteries/fuel/nuclear power, and soaps/detergents. The laboratory provides hands on experiments designed to illustrate the principles and the utility of the chemistry discussed in lecture. Two lectures 2 ½ 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. (every semester)
Prerequisite: MATH 002 basic algebra with a minimum of C or better

CHEM 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 ½ hour laboratory session weekly. (fall)
Prerequisites: High-school chemistry (or CHEM 001) and MATH 160 (College Algebra) or higher

CHEM 104
General Chemistry II
5 credits
A continuation of CHEM 103. Topics include chemical kinetics, acid-base theory, elementary thermodynamics, electrochemistry and nuclear chemistry. This course together with CHEM 103 is designed for all science majors and those in related fields. Three lectures and one 2 ½ hour laboratory session weekly. (spring)
Prerequisite: CHEM 103 with a minimum grade of “C” and college-level mathematics course

CHEM 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 ½ hour laboratory session weekly. (every semester)

Prerequisites: High school chemistry or CHEM 001, and MATH 002 or equivalent with a minimum grade of “C”

CHEM 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: CHEM 104 with a minimum grade of “C”

CHEM 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: CHEM 201 with a minimum grade of “C”

CHEM 255
Special Topics in Chemistry
3 credits

CHEM 256
Special Topics in Chemistry with Lab/Field Component
4 credits

CHEM 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. (spring, every third year)

Prerequisite: CHEM 201 with a minimum grade of “C”

BIO/CHEM 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. (spring)

Prerequisites: CHEM 200 or CHEM 201 with a minimum grade of “C”; CHEM 202 strongly recommended

CHEM 455
Advanced Special Topics in Chemistry
3 credits

CHEM 456
Advanced Special Topics in Chemistry with Lab Component
4 credits
COMMUNICATIONS (COMM)

The Communications Department provides an introduction to the communications and media industries 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 COMM 106, COMM 120, COMM 221, COMM 222, and COMM 460. Majors specializing in video production are required to take COMM 230, COMM 231, COMM 240, COMM 241, COMM 245, and COMM 341; those specializing in journalism/media are required to take COMM 103, COMM 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.

Communications Major

**Required Courses** (15 credits): COMM 106 Mass Media; COMM 120 Film Analysis; COMM 221 History of the Motion Picture: Fiction Films; COMM 222 History of the Motion Picture: Documentary Film; COMM 460 Senior Project

**Required Specialization Courses in Communications** (18 credits):

*Journalism/Media Specialization:* COMM 103 Public Speaking; COMM 210 Journalism; COMM 215 Broadcast Journalism; COMM 240 Videomaking I; COMM 241 Videomaking II; COMM 301 Standards and Practices in Journalism and the Media; COMM 310 Investigative Journalism; COMM 452 Internship in Communications.

*Or*

*Digital Videomaking Specialization:* COMM 230 Screenwriting I; COMM 231 Screenwriting II; COMM 240 Videomaking I; COMM 241 Videomaking II; COMM 245 Directing I (pending course approval); COMM 341 Videomaking III; COMM 452 Internship in Communications.

Related Requirements: 9 credits chosen from among selected courses in Art, English, History, or Philosophy.
## FOUR YEAR SUGGESTED COURSE SEQUENCE
### FOR COMMUNICATIONS MAJORS
#### (DIGITAL VIDEO PRODUCTION CONCENTRATION)

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>FYE 100 Freshman Year Experience I</td>
<td>FYE 101 Freshman Year Experience II</td>
</tr>
<tr>
<td></td>
<td>COMM 106 Mass Media</td>
<td>ENG 102 Intro. to Literature</td>
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<tr>
<td></td>
<td>COMM 120 Film Analysis</td>
<td>Gen. Ed.: Creative Arts course</td>
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<tr>
<td></td>
<td>ENG 101 College Essay</td>
<td>Gen. Ed.: Mathematics course</td>
</tr>
<tr>
<td></td>
<td>Gen. Ed.: HIST course</td>
<td>Gen. Ed.: RELS (100 or 200 level)</td>
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<tr>
<td></td>
<td>Gen. Ed.: Lab Science course</td>
<td>Gen. Ed.: Social Science course (#1)</td>
</tr>
<tr>
<td>Sophomore</td>
<td>COMM 221 Hist. of the Motion Picture: Fiction Film</td>
<td>COMM 231 Screenwriting II</td>
</tr>
<tr>
<td></td>
<td>COMM 230 Screenwriting I</td>
<td>COMM 241 Videomaking II</td>
</tr>
<tr>
<td></td>
<td>COMM 240 Videomaking I</td>
<td>CORE 250 Applied Ethical Reasoning</td>
</tr>
<tr>
<td></td>
<td>CORE 200 Culture and Diversity</td>
<td>Gen. Ed.: Social Science course (#2)</td>
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<td>Gen. Ed.: Technology course</td>
<td>Related requirement outside depart.</td>
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<tr>
<td>Junior</td>
<td>COMM 222 Hist. of the Motion Picture: Documentary Film</td>
<td>Gen. Ed.: COMM Course</td>
</tr>
<tr>
<td></td>
<td>COMM 341 Videomaking III</td>
<td>Gen. Ed.: PHIL Course</td>
</tr>
<tr>
<td></td>
<td>CORE 300 Journey to Selfhood</td>
<td>Free elective</td>
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<tr>
<td></td>
<td>Gen. Ed.: RELS (300 or 400 level)</td>
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<tr>
<td></td>
<td>Related requirement outside depart.</td>
<td>Related requirement outside depart.</td>
</tr>
<tr>
<td>Senior</td>
<td>CORE 400 Franciscan Vision</td>
<td>COMM 460 Senior Project</td>
</tr>
<tr>
<td></td>
<td>Free elective</td>
<td>Free elective</td>
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<td></td>
<td>Free elective</td>
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<tr>
<td></td>
<td>Related requirement outside depart.</td>
<td>Free elective</td>
</tr>
<tr>
<td></td>
<td>Related requirement outside depart.</td>
<td>Free elective</td>
</tr>
</tbody>
</table>
## Communications Minor

A minor in Communications enables a student to gain knowledge about the media, videomaking, film industry, and theater. The exposure provided in these areas can bond with and enhance the subject matter studied in art, design, English, history, philosophy, and psychology.

A student pursuing a minor in Communications must take eighteen credits. Nine of the credits must come from the following courses:

- COMM 10 Introduction to Mass Media
- COMM 120 Film Analysis, and
- COMM 221 Evolution of the Moving Image I: Narrative Film or COMM 222 Evolution of the Moving Image II: Documentary Film

The remaining nine credits will come from among courses on one of the department’s concentrations: journalism and the media or digital videomaking. The department’s theater arts courses to be taken would be determined by the student in consultation with one of the department’s advisors.
Projected courses are marked with an asterisk (*).

COMM 102
Communication for Educators
3 credits
The course is designed for educators. It focuses on various forms of classroom exposition for elementary, middle, and high school teachers. Special attention is given to presentations, conferences, interpersonal communication (both verbal and nonverbal), lectures, classroom and small group discussions, and storytelling. (every semester)

COMM 103
Public Speaking
3 credits
An extensive training offered in voice projection, enunciation and articulation, oral communication skills, impromptu and extemporaneous speeches. (every semester)

COMM 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. (fall 2010, fall 2011)

COMM 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. (spring 2010)
Prerequisites: ENG 101.

COMM 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 2010)

COMM 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. (fall 2010, fall 2012)

COMM 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 1930s through WWII propaganda films and the socially conscious films of the mid-century to
the investigative reporting and personal essay forms of recent decades. The course examines the documentary not only as a technological, political and social phenomenon, but also as a form of artistic, personal expression. The course emphasizes documentary’s relationship to other non-fiction media such as journalism. (fall 2009, fall 2011)

**COMM 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. (spring 2010)

**COMM 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. (fall 2010)  
*Prerequisite: COMM 230*

**COMM 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. (fall 2010)

**COMM 241**  
**Videomaking II**  
3 credits  
This course continues the student’s study of film language by integrating the techniques and technology learned in COMM 218. The student is also introduced to various advanced techniques of sound and image editing. The work centers on three short exercises and the planning, shooting, and completion of a fifteen minute film, either documentary or fiction. (spring 2011)  
*Prerequisite: COMM 240*

**COMM 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 fall 2010)

**COMM 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. (every semester)

**COMM 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. (every semester)

Prerequisite: COMM 247 or permission of the instructor.

COMM 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. (spring 2010)

COMM 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. (spring 2011)

COMM 316
Seminar in Broadcasting
3 credits
The course will study the history and evolution of the modern broadcast newsroom. It will also provide: work as editor, producer, writer, reporter and anchor in a simulated newsroom setting; manage staff and editorial meetings which will determine story selection and assignments; write “teasers,” headlines and stories; report from the “field” and the anchor desk. (spring 2011)

COMM 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. (fall 2011)

Prerequisite: COMM 241

COMM 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 2010)

COMM 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. (every semester)

COMM 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 2011)
COMM 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. (every semester)

COMM 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. (every semester)

COMPUTER INFORMATION SYSTEMS (CIS)
The purpose of the Computer Information Systems major is to prepare students to work for government agencies, healthcare institutions, 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 2012. 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 both 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, this program 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**
*(Revised: July 2008)*

**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 (CIS 270), Systems Analysis and Logical Design (CIS 310), Networks and Communications (CIS 320), Physical Design and Implementation with Database Management Systems (CIS 360), Cryptography Technology (CIS 365), 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 (MATH 160), Business Calculus (MATH 210), Business Organization and Management (BUS 110), Macroeconomics (ECON 200), Philosophy of Technology (PHIL 204).

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**SUGGESTED FOUR YEAR COURSE SEQUENCE**
FOR BACHELOR OF ARTS DEGREE IN COMPUTER INFORMATION SYSTEMS
*(Revised: July 2009)*

**Freshman Year**

<table>
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<tr>
<th>Fall</th>
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<th>Spring</th>
<th>Cr.</th>
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<tbody>
<tr>
<td>FYE 101: Freshman Year Experience I</td>
<td>1</td>
<td>FYE 101: Freshman Year Experience II</td>
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<tr>
<td>CIS 101: Introduction to Computer Applications</td>
<td>4</td>
<td>CIS 120 Personal Productivity</td>
<td>3</td>
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<tr>
<td>ENG 101: Writing the College Essay</td>
<td>3</td>
<td>ENG 102: Intro. to the Study of Literature</td>
<td>3</td>
</tr>
<tr>
<td>MATH 160: College Algebra</td>
<td>3</td>
<td>CIS 150: Fundamentals of Information Systems</td>
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<tr>
<td>HIST ___ History Requirement</td>
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<td>BIO/CHEM/PHYS: Laboratory Science</td>
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**Sophomore Year**

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<th>Fall</th>
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<th>Spring</th>
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<tbody>
<tr>
<td>CORE 200: Culture and Diversity</td>
<td>3</td>
<td>CORE 250: Applied Ethical Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>CIS 210: eCommerce Strategy</td>
<td>3</td>
<td>CIS 250: IT Hardwar and Systems Software</td>
<td>3</td>
</tr>
<tr>
<td>CIS 220: Information Systems: Theory &amp; Practice</td>
<td>3</td>
<td>MATH 210 Business Calculus</td>
<td>3</td>
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<tr>
<td>Social Sciences Requirement</td>
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<td>BUS 110: Business, Organization &amp; Management</td>
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<td>Religious Studies Requirement</td>
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**Junior Year**

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<th>Fall</th>
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<tbody>
<tr>
<td>CORE 300: Journey to Selfhood</td>
<td>3</td>
<td>CIS 270: Programming, Data, File &amp; Object Str.</td>
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<tr>
<td>Social Sciences Requirement</td>
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<td>CIS 310: Systems Analysis and Design</td>
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<td>CIS 320: Networks and Telecommunications</td>
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<td>Religious Studies Requirement</td>
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<td>Art Requirement</td>
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<td>PHIL 204: Philosophy of Technology</td>
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<tr>
<td>ECON 200: Macroeconomics</td>
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<td>COMM ___ Communications Elective</td>
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<td><strong>Total</strong></td>
<td>16</td>
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*(continued on next page)*
Bachelor of Arts Degree in Computer Information Systems with a Concentration in Information Assurance and Security

There is an increase in the priority of IAS in all levels of Society, which is brought about by technological advances and the increased risks of Cybersecurity attacks on computers in every organization and every home. “The architecture of the Nation’s digital infrastructure, based largely upon the Internet, is not secure or resilient. Without major advances in the security of these systems or significant change in how they are constructed or operated, it is doubtful that the United States can protect itself from the growing threat of cybercrime and state-sponsored intrusions and operations. Our digital infrastructure has already suffered intrusions that have allowed criminals to steal hundreds of millions of dollars and nation-states and other entities to steal intellectual property and sensitive military information. Other intrusions threaten to damage portions of our critical infrastructure. These and other risks have the potential to undermine the Nation’s confidence in the information systems that underlie our economic and national security interests.” (“Cyberspace Policy Review: Assuring a Trusted and Resilient Information Communications Infrastructure,” a Report to President Obama and the 111th Congress, May 2009)

Increased threats to Information and Computer Security through the Internet and other channels are changing the profiles of knowledge/training required of computer scientists and information technology professionals, as well as professionals in other areas (e.g. educators, health care professionals, management professionals). It is the responsibility of Colleges and Universities to prepare the professionals in information security that will defend the nation’s information infrastructure. This is the purpose of this concentration. In response to these increased threats, the demand for Information Security professionals (in the job market) remains higher than that of other areas of Information Technology. To address this need, Felician College offers a B.A. in Computer Information Systems with Concentration in Information Assurance and Security.


Required Related courses: College Algebra (MATH 160), Business Calculus (MATH 210), Business Organization and Management (BUS 110), Macroeconomics (ECON 200), Philosophy of Technology (PHIL 204).
SUGGESTED FOUR YEAR COURSE SEQUENCE
FOR BACHELOR OF ARTS DEGREE IN COMPUTER INFORMATION SYSTEMS
with CONCENTRATION IN INFORMATION ASSURANCE AND SECURITY
(Revised: July 2009)

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 illustrated daily in the news media. Reports of new viruses and worms, of identity theft and credit card cyber crime, continue to increase.

The B.A. of Arts Degree in Computer Information Systems with Concurrent Certification in Information Assurance and Computer Security is designed for the working student. Classes and laboratories are held one evening a week (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). Total duration of studies is 18 months.

Students applying for the Fast Track option should have an Associate Degree or have earned a minimum of 60 college credits with a GPA of 2.0 or better. Students should have taken a course in Col-
College Algebra and an introductory course in Computer Literacy at the 100 level or higher. Equivalent standing based upon courses plus life-experience will be considered. Students interested in this Fast Track option should contact the College Admissions Office.

<table>
<thead>
<tr>
<th>Cycle (each cycle is 7 weeks)</th>
<th>Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td>1</td>
<td>CIS 150 Fundamentals of Information Systems</td>
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<td>MATH 215 Mathematics for IS I</td>
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<td>2</td>
<td>CIS 215 Web and e-Commerce Security</td>
<td>3</td>
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<td>MATH 216 Mathematics for IS II</td>
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<td>3</td>
<td>CIS 225 Principles of Information Assurance and Security</td>
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<td>PHIL 204 Philosophy of Technology</td>
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<td>4</td>
<td>CIS 250 IT Hardware and System Software</td>
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<td>BUS 110- Business, Organization and Management</td>
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<td>5</td>
<td>CIS 270- Programming, Data, File and Object Structures</td>
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<td>BU 222 Macroeconomics</td>
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<td>CIS 315- Computer Forensics and Investigations</td>
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<td>RELS 200 World Great Religions</td>
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<td>CIS 325 – Network Security</td>
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<td>CORE 250 Applied Ethical Reasoning</td>
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<td>8</td>
<td>CIS 365 – Cryptography Technologies</td>
<td>4</td>
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<td>CORE 300 Themes of the Literature</td>
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<td>9</td>
<td>CIS 425 – Managing Information Security in Information Systems</td>
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<td>CIS 420: Project on Managing the Information Security Process</td>
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<td>10</td>
<td>CORE 400: Franciscan Vision</td>
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<td>CIS 460: Project on Managing Information Security Compliance</td>
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**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 according to the 10 year projection of the US Department of Labor. This growth is lower than expected in the Computer professions and some healthcare workers, but higher than expected from the general Management and Business professionals, an area that is expected to have only an average growth.

There is certainly a market for professionals in Business-Management with a minor in CIS. This minor offers Felician College Business Majors an opportunity to improve their career options.
Bachelor of Arts and Bachelor of Science in Business with a Minor in Computer Information Systems

Required courses for the minor: CIS 120 Personal Productivity with Information Technology (3 Cr), CIS 151 Introduction to Business Computer Systems (3 Cr), CIS 210 eCommerce Strategy, Architecture and Design (3 Cr), CIS 220 Information Systems: Theory & Practice (3 Cr), CIS 360 Physical Design and Implementation with Database Management Systems (3 Cr), CIS 460 Project Management Practicum (3 Cr)

Total: 18 credits

Minor in Computer Information Systems

Students pursuing other degrees at Felician College can complete a Minor in Computer Information Systems by taking the prescribed courses of the Minor as electives. In this way, they can increase their future value in the job market 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: CIS 120 Personal Productivity with Information Technology (3 Cr), CIS 150 Fundamentals of Information Systems (3 Cr), CIS 210 eCommerce Strategy, Architecture and Design (3 Cr), CIS 220 Information Systems: Theory & Practice (3 Cr), CIS 360 Physical Design and Implementation with Database Management Systems (3 Cr), CIS 460 Project Management Practicum (3 Cr)

Total: 18 credits

Minor in Information Assurance and Computer Security

Students pursuing other degrees at Felician College can complete a Minor in Information Assurance and Computer Security 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 specialization in this fast growing area of information technology.

Bachelor of Arts or Bachelor of Science in any discipline with a Minor in Information Assurance and Computer Security


Total: 18 credits
CIS 101
Introduction to Computer Applications
4 credits
This course provides an overview of micro-computer applications including a brief introduction to computer concepts, Microsoft Operating Systems, and in depth learning the latest versions of Microsoft Office (Word, Excel, Access, PowerPoint, and Outlook). Students will also learn how to create a web page. The course includes an introduction to Information Literacy, and an introduction to Information Assurance and Security. (fall, spring)
Prerequisite: MATH 001
Co-requisite: MATH 002

CIS 102
Computer Applications for Educators
4 credits
This course provides an overview of micro-computer applications including a brief introduction to computer concepts, Microsoft Operating Systems, and in depth exposure to the latest versions of Microsoft Office (Word, Excel, Access, PowerPoint, and Outlook). Students will also learn how to create a web page. This course provides methods on how to utilize such applications to enhance the teaching and learning processes in the classroom. The course will also include an introduction to Information Literacy, and an introduction to Information Assurance and Security. (fall, spring)
Prerequisite: MATH 001
Co-requisite: MATH 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 information 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. (spring)
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. (spring)
Prerequisites: CIS 101 or its equivalent and MATH 160 or its equivalent

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. (fall, spring)

Prerequisite or co-requisite: CIS 120

CIS 151
Introduction to Business Computer Systems
3 credits
(Note: This is a modification of the CIS 150 offering, targeted to Business/Management students. It will be taken concurrently with CIS 150 with special assignments.) 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. Note: This course is specifically for Business Majors (open as elective to other students). (fall, spring)

Prerequisites: CIS 101

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. This course covers Electronic commerce economics, business models, value chain analysis, technology architectures for electronic business, supply chain management, consumer behavior within electronic environments, legal and ethical issues, information privacy and security, transborder data flows, information accuracy and error handling, disaster planning and recovery, solution planning, implementation and rollout, site design, Internet standards and methods, design of solutions for the Internet, intranets, and extranets, EDI, payment systems, support for inbound and outbound logistics. (fall)

Prerequisite: CIS 150

CIS 215
Web and e-Commerce 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, operating system
security, and methods for testing security.
Both UNIX and Microsoft Windows operat-
ing systems are covered, providing a broad
range of information essential for every Web
professional. (fall)
*Prerequisite: CIS 150

CIS 220
Information Systems Theory and Practice
3 credits
Students who have constructed personal in-
formation systems will be exposed to the
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 sys-
tem; decision support; quality; level of sys-
tems: strategic, tactical, and operational;
system components and relationships; informa-
tion systems strategies; roles of informa-
tion and information technology; roles of
people using, developing, and managing sys-
tems; IS planning and change management;
human-computer interface; IS development
process; evaluation of system performance;
societal and ethical issues related to informa-
tion systems design and use. (fall)
*Prerequisite: CIS 150

CIS 225
Principles of Information Assurance
and Security
3 credits
This course is an introduction to the various
technical and administrative aspects of Inform-
ation 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 for-
mation and enforcement, access controls, in-
formation flow, legal and social issues,
identification and authentication in local and
distributed systems, classification and trust
modeling, risk assessment. (fall)
*Prerequisite: CIS 150

CIS 250
IT Hardware and Systems Software
3 credits
Principles and application of computer hard-
ware and software will be presented through
lecture of the theoretical underpinnings, in-
stallation, configuration, and operational la-
boratory experiences. This course covers:
Hardware: CPU architecture, memory, regis-
ters, addressing modes, busses, instruction
sets, multi processors versus single proces-
sors; peripheral devices: hard disks and other
storage devices, video display monitors, de-
device controllers, input/output; operating sys-
tems functions and types; operating system
modules: processes, process management,
memory and file system management; exam-
ple and contrasts of hardware architectures
and operating systems (spring)
*Prerequisite: CIS 150

CIS 270
Programming, Data, File and
Object Structures
4 credits
This course presents object oriented and pro-
cedural software engineering methodologies
in data definition and measurement, abstract
data type construction and use in developing
screen editors, reports and other IS applica-
tions 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 represen-
tation: characters, records, and files; preci-
sion of data; information representation,
organization, and storage; algorithm develop-
ment; programming control structures; pro-
gram correctness, verification, and validation;
file structures and representation. Program-
ing in traditional and visual development
environments that incorporate event-driven,
object-oriented design. (spring)
*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 interorganizational issues and system integration; professional code of ethics. (spring)
Prerequisite: CIS 150

CIS 315
Computer Forensics and Investigations
3 credits
This 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 a hands-on introduction to the various Information Technology, Regulatory and Administrative aspects of Informatics, Information Privacy and Security as it pertains to a Health Care modern electronic Environment. This course provides the foundation for understanding the Transaction Standards, Code Set, Identifiers, Privacy and Security that are part of HIPAA, the Healthcare Insurance Portability and Accountability Act. This very important regulatory component of the healthcare industry is composed of the Transactions, Privacy and Security Rules, which are studied in depth in this course, including the key issues associated with protecting information privacy, determining the levels of protection and response to privacy and security incidents, and the different forms, policies and procedures to be used in a Health Care environment. This course leads to a Certificate in HIPAA Administration for students that pass the required exams with 80% of the total points or higher.
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 150

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 360  
Physical Design and Implementation with Database Management Systems (DBMS)  
3 credits  
Students successfully completing the analysis and logical design course will continue to learn to develop the detailed physical design and implementation of a logical design requiring implementation in this course. This course covers Conceptual, logical, and physical data models, and modeling tools; structured and object design approaches; relational and object oriented models for databases; 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. (spring)  
Prerequisite: CIS 270

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 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)  
Prerequisite: CIS 225

CIS 420  
Physical Design and Implementation in Emerging Environments  
3 credits  
Students who have completed the analysis and logical design course will extend their knowledge by attending this course that covers particular information systems in emerging systems environments. Currently courses include Health Information Systems, Enterprise Management Systems, Enterprise Resource Management and other topics. Particular topics will be covered in different semesters, responding to the latest technology development. 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. (fall)  
Prerequisites: CIS 210
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. (fall)
Prerequisites: CIS 215 and CIS 365

CIS 450
Internship in Information Systems
(Upper level option)

CIS 460
Project Management Practicum/Information Security Management (Senior Seminar)
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. Students in the Information Assurance and Security concentration will develop projects related to the management of information security in information systems. (spring)
Prerequisite/Co-requisite: CIS 360 or CIS 365 in the Information Assurance and Security concentration

CRIMINAL JUSTICE (CRIM)

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.

**Bachelor of Science Degree in Criminal Justice**
(Revised: April 21, 2009)

Required courses – 30 credits including:

| CRIM 110 | Criminal Justice I |
| CRIM 111 | Criminal Justice II |
| CRIM 220 | Criminal Law |
| CRIM 230 | Victimology |
| CRIM 312 | Criminological Theory |
| PSCI 291 | Judicial Systems & Constitutional Law |
| SOC 315 | Terrorism |
| SS 400 | Senior Research I |
| CRIM 415 | Senior Research II |
| CRIM 452 | Internship in Criminal Justice |

In addition, Criminal Justice Majors select one of the following four tracks:

<table>
<thead>
<tr>
<th>Police Studies track (15 credits)</th>
<th>Pre-Law track (15 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRIM 112</td>
<td>Police in America</td>
</tr>
<tr>
<td>CRIM 210</td>
<td>Criminal Investigation</td>
</tr>
<tr>
<td>CRIM 235</td>
<td>Juvenile Delinquency</td>
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<tr>
<td>CRIM 300</td>
<td>Police Administration</td>
</tr>
<tr>
<td>CRIM 340</td>
<td>Cyber Crime</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Corrections track (15 credits)</th>
<th>Crime and Society track (15 credits)</th>
</tr>
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<tbody>
<tr>
<td>CRIM 240</td>
<td>Community Supervision</td>
</tr>
<tr>
<td>CRIM 290</td>
<td>Correctional Institutions</td>
</tr>
<tr>
<td>CRIM 310</td>
<td>Correctional Administration</td>
</tr>
<tr>
<td>CRIM/PHIL 380</td>
<td>Judicial and Correctional Ethics</td>
</tr>
<tr>
<td>CRIM 401</td>
<td>Criminal Justice Management</td>
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</tbody>
</table>

Note:
- Recommended electives CRIM 320, 330, 340, CIS 225, PHIL/PSCI 305, 306, PSYC 406, SOC 201
- Required General Education Science course for Criminal Justice Majors is GS CI 101
- Required General Education Mathematics course for Criminal Justice Majors is MATH 122
**SUGGESTED FOUR YEAR COURSE SEQUENCE FOR BACHELOR OF SCIENCE DEGREE IN CRIMINAL JUSTICE**
(Revised: June 16, 2009)

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Cr.</th>
<th>Spring</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FYE 101: Freshman Year Experience I</td>
<td>1</td>
<td>FYE 101: Freshman Year Experience II</td>
<td>1</td>
</tr>
<tr>
<td>ENG 101: Writing the College Essay</td>
<td>3</td>
<td>ENG 102: Intro. to the Study of Literature</td>
<td>3</td>
</tr>
<tr>
<td>CIS Elective</td>
<td>4</td>
<td>GSCI 101: Laboratory Science-Forensic Science</td>
<td>3</td>
</tr>
<tr>
<td>CRIM 110: Criminal Justice I</td>
<td>3</td>
<td>CRIM 111: Criminal Justice II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 122: Statistics</td>
<td>3</td>
<td>CRIM 220: Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences Requirement</td>
<td>3</td>
<td>History General Education Elective</td>
<td>3</td>
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<td><strong>Total</strong></td>
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<td><strong>Total</strong></td>
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<thead>
<tr>
<th>Sophomore Year</th>
<th>Cr.</th>
<th>Spring</th>
<th>Cr.</th>
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</thead>
<tbody>
<tr>
<td>CORE 200: Culture and Diversity</td>
<td>3</td>
<td>CORE 250: Applied Ethical Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 291: Judicial System &amp; Constitutional Law</td>
<td>3</td>
<td>CRIM 230: Victimology</td>
<td>3</td>
</tr>
<tr>
<td>CRIM Track Elective I</td>
<td>3</td>
<td>Social Sciences Elective</td>
<td>3</td>
</tr>
<tr>
<td>Communications Elective</td>
<td>3</td>
<td>SOC 315: Terrorism</td>
<td>3</td>
</tr>
<tr>
<td>Religious Studies Elective</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
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<td><strong>Total</strong></td>
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<td><strong>Total</strong></td>
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<tr>
<th>Junior Year</th>
<th>Cr.</th>
<th>Spring</th>
<th>Cr.</th>
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</thead>
<tbody>
<tr>
<td>CORE 300: Journey to Selfhood</td>
<td>3</td>
<td>Philosophy Requirement</td>
<td>3</td>
</tr>
<tr>
<td>CRIM 312: Criminological Theory</td>
<td>3</td>
<td>Religious Studies Requirement</td>
<td>3</td>
</tr>
<tr>
<td>Art Requirement</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>CRIM Track Elective II</td>
<td>3</td>
<td>CRIM Track Elective III</td>
<td>3</td>
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<td><strong>Total</strong></td>
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<td><strong>Total</strong></td>
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<table>
<thead>
<tr>
<th>Senior Year</th>
<th>Cr.</th>
<th>Spring</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE 400: Franciscan Vision</td>
<td>3</td>
<td>CRIM Track Elective V</td>
<td>3</td>
</tr>
<tr>
<td>SS 400: Senior Research I</td>
<td>3</td>
<td>CRIM 415: Senior Research II</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>CRIM 452: Internship in Criminal Justice</td>
<td>3</td>
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<td>Elective</td>
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<td><strong>Total</strong></td>
<td><strong>15</strong></td>
<td><strong>Total</strong></td>
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</table>

**CRIM 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 and summer)  

**CRIM 111**  
**Criminal Justice II**  
3 credits  
This course is designed to provide an overview of the issues and topic relevant to the study of crime, criminals, and the criminal justice system as a continuation of CRIM 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 incarce-
ration and expectations for the future of the Criminal Justice System. (every spring)

CRIM 112
Police in America
3 credits
This course is designed to introduce students to the relationship between policing, understood as the most visible component of American society’s control apparatus, and criminal justice through a survey of the historical, sociological, psychological and philosophical and practical dimensions of policing and law enforcement, generally. (every spring, or as needed)

CRIM 210
Fundamentals of Criminal Investigation
3 credits
This course is designed to provide students with an overview of the fundamentals of criminal investigation and to introduce a variety of investigative techniques and procedures. Students will also learn about the nature of evidence; the collection of evidence; the handling and preservation of evidence and trace materials; and; the basic steps involved in a criminal investigation: information, interrogation, and instrumentation. (every fall, or as needed)

CRIM 220
Criminal Law
3 credits
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)

CRIM 230
Victimology
3 credits
This course is designed to provide an overview of the issues and topic relevant to the study of victims. It will include theoretical, empirical, and legal information on the relationship between victims, offenders and the criminal justice system. The emotional effects of crime will also be examined in detail as well as specific types of victimization including: Domestic Violence, Sexual Assault, Stalking, Child Abuse and School Violence. (every spring, or as needed)

CRIM 235
Juvenile Delinquency
3 credits
This course will introduce the student to the major components of the Juvenile Justice System and how they interrelate. Patterns of delinquent behavior among youth are examined as well as the definition and measurement of delinquency. Family, educational institutions, peers, and drugs, are some of the major influences examined and processing of juveniles through the “informal” and “formal” systems is explained. (every fall, or as needed)

CRIM 240
Community Supervision
3 credits
This course will examine the possible use and expansion of community supervision and alternatives to incarceration techniques in order to alleviate jail/prison overcrowding. It will examine the history, background, logic, and criticisms which have been leveled at the use of community correctional alternatives from both a pre-and post-trial perspective. (every spring, or as needed)

CRIM/SOC 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. (every spring, or as needed)
CRIM 290
Correctional Institutions
3 credits
This course provides an organizational view of the criminal justice system, taking a sociological and historical approach to corrections. The course looks at the system from the perspectives of the corrections workers as well as the offenders, incorporating recent cases with real-world relevance. Theories, concepts, and policies will be presented, as well as coverage of career options in the field.
Prerequisite: CRIM 110

CRIM 300
Police Administration
3 credits
The Police Administration course examines Criminal Justice Agencies within the context of current management principles, organizational theory, and administrative practices. It incorporates leadership, planning, decision making, and organizational communications in policing, as well as politics, labor relations and financial management. In addition, stress of police personnel and legal aspects of police administration will be covered in depth.
Prerequisites: CRIM 110, 112

CRIM 310
Correctional Administration
3 credits
The Correctional Administration course examines the development and practices of the American Correctional System. An historical perspective of the correctional system will be discussed, as well as administration, organization, and management theory in correctional institutions and agencies. It reviews the impact of legal and social change on correctional policy development and discusses current problems, issues, and trends. A comparison of the relative impact and cost/benefit ratios of institutional and community based corrections programs will be addressed, as well as standards for accreditation of adult correctional institutions and jails.
Prerequisites: CRIM 110, 290

CRIM/SOC 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 and spring as needed)
Prerequisite: SOC 101

CRIM 320
Special Issues in Criminal Justice
3 credits
(as needed) Please check the Registrar’s listing of courses for topics and times)

CRIM 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 2010, fall 2011, or as needed)

CRIM 340
Cyber Crime
3 credits
Cyber Crime refers to a wide variety of crimes committed with computer technology. This course provides an introduction to the nature of computer data and how it relates to a computer’s hardware and software components. It discusses the Internet, which is one of the most common uses for computers today, as well as specific crimes that can be committed
online. Those crimes include: online auction fraud, online retail fraud, cyber theft, cyber stalking, hackers, and pirating property. Finally, there is a discussion of ways to fight cyber crime, jurisdictional challenges, federal law enforcement efforts and private efforts to combat cyber crime.

CRIM 350
Organized Crime
3 credits
This course is a topical introduction to issues surrounding organized crime and international terrorism. It will examine the history and development of organized crime; the structure and organization of domestic and transnational (international) organized crime groups, the illicit “business” in which organized crime is engaged, definitions and theoretical models for understanding organized crime, and the relationship between organized crime and the American social, political and legal institutions. Similarities and differences between organized crime and terrorism will be considered in terms of definitional and structural understandings.

CRIM/PHIL 380
Judicial and Correctional Ethics
3 credits
This course explores issues in the theory and practice of the criminal law. The class aims to raise and answer the questions about the relationship between such abstract concepts as liberty, rights and moral desert on the one hand, and the practice of judicial decision-making and criminal punishment on the other. Readings are drawn from journalism, philosophy, judicial decisions, and government reports.
Prerequisite: PHIL 101

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)

CRIM 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 2011, and as needed)

CRIM 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 fall and spring as needed)
Prerequisites: CRIM/SOC 312, CRIM 110, SS 400

CRIM 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 semester 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
(revised August 2008)

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.

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 SUGGESTED COURSE SEQUENCE
FOR ENGLISH MAJORS (B.A.)
(revised August 2008)

<table>
<thead>
<tr>
<th>Freshman Fall</th>
<th>FYE 100</th>
<th>ENG 101</th>
<th>Gen. Ed.: Creative Arts course</th>
<th>Gen. Ed.: RELS course (100 or 200 level)</th>
<th>CIS 101</th>
<th>Gen. Ed.: Mathematics course</th>
</tr>
</thead>
</table>
(continued on next page)
ENG 001
Developmental Writing I
5 credits (in-house)
The focus of this course is the intensive study of English fundamentals of reading and writing that will enable students to develop an expanded vocabulary and critical reading skills. Emphasis in writing will be placed on mastery of grammar, sentence structure, and paragraphing. Writing lab tutorials are required. Note: A “C” is the minimum acceptable grade in this course. (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. Note: A “C” is the minimum acceptable grade in this course. (fall, spring)

ENG 005
College Reading Skills
3 credits (in-house)
This course is designed to equip students with the skills needed to become effective readers and critical thinkers. Emphasis will be placed on developing the reading techniques essential for mastering the comprehension of college reading materials. Acquiring a fundamental knowledge of vocabulary in various disciplines, and applying reading skills to expand proficiency in college writing. (Students are placed in this class by their reading scores). Note: A “C” is the minimum acceptable grade in this course.

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. Note: A “C” is the minimum acceptable grade in this course.

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 es-
says 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. Note: A “C” is the minimum acceptable grade in this course.

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.

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.

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
This course focuses on English and American short stories and literary analysis of the genre through examples of short stories from various writers and historical periods.

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, moralities, and early Tudor comedies. The course continues with a study of Elizabethan and Jacobean comedy and tragedy and its religious, classical, and folk backgrounds, considers the closing of the theaters in 1643 and the reappearance of theatrical entertainment with the Restoration in 1660. The course continues with a consideration of Restoration and Eighteenth-Century comedy and tragedy and closes with brief examination of Romantic “closet” drama. [AREA 2]  
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 tradition, critical analysis of specific literary pieces, and a study of the illustrations in children’s books.  
Prerequisites: ENG 101 and 102

ENG 301  
King Arthur in History and Myth  
3 credits  
This course traces the origins of the historical Arthur from the early histories of Gildas, Nennius, and Geoffreys of Monmouth through the beginnings of the mythic Arthur in the Arthurian Romances of Chretien de Troyes, Marie de France, and Thomas Malory. We will look briefly at the presence of Arthur in contemporary literature as well. The course will conclude with readings and analysis of the Grail legends to gain an understanding of how a literary archetype is born. [AREA 1]  
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
A study of the major prose and poetry of the seventeenth century in England including an examination of the intellectual and political events of the period and a detailed analysis of significant works by Milton, Donne, Herbert, Herrick, and others. The student will understand the development of the prose, poetry, and thought of this era. [AREA 2]
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.

[AREA 3]

Prerequisites: ENG 101 and 102

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. [AREA 4]
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 396**
**Contemporary Drama**
3 credits
This course concentrates on selected authors and movements in contemporary drama from the 1980’s to the present.

**ENG 397**
**The Works of Arthur Miller**
3 credits
Through a combination of readings and film viewings, this course will cover the early, middle, and later works of playwright Arthur Miller. The course will concentrate on the ways in which Miller’s plays are commentaries on sociological, political, and economic issues of the 1940’s through the 1990’s.

**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**
**Research in English**
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.

**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.  
*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.

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**ENVIRONMENTAL SCIENCE (ENV)**

**ENV 100/ CHEM 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.

**ENV 101**  
**Introduction to Environmental Science**  
**4 credits**  
Application of scientific principles to understanding ecosystem function and biodiversity, human impacts on the biosphere, and strategies for sustainability of environmental quality. Includes classroom discussions, case studies, and laboratory/field investigations of local ecosystems and biodiversity, land analysis and land use management, assessment of soil and water quality, analysis of resource consumption and waste production, and scientific evaluation of articles and policies pertaining to local, regional, and global environmental issues. Course includes three lecture-hours and one 2 ½ hour laboratory session per week.  
*Prerequisite:* Competence in math and English skills, indicated by a grade of “C” or higher in MATH 002 and EN 002, or their equivalents.
FRESHMAN YEAR EXPERIENCE (FYE)

Both FYE 100 and FYE 101 are required courses for first time, full time freshmen. They may not be repeated if failed. Students may not withdraw from FYE courses unless they take a leave of absence or withdraw from the College (see page 55 for the College’s policy on taking a Leave of Absence and page 56 for the College’s Official Withdrawal policy).

FYE 100
Freshman Year Experience (part 1)
1 credit
This course will enable students to acquire strategies useful for their academic and personal success as a member of the Felician College community. It will provide the students and faculty with an organized opportunity for engagement in the college community while addressing issues related to being a first year student. This will be done by incorporating college success strategies as well as other experiences that will enable students to know more about what it means to be part of the Felician College community. The course will deliver a unique college experience, incorporating and introducing the students to Franciscan values, Felician values, and how these values come together to make the unique Felician College mission. Students will be encouraged to discuss the mission and its meaning in their lives as students. They will also explore decision-making and their own personal values. (every fall)

FYE 101
Freshman Year Experience (part 2)
1 credit
A continuation of FYE 100. This course will assist students in acquiring information that will enhance their knowledge and understanding of the process of choosing a major and career. Students will further investigate strategies to be successful learners. In addition, issues concerning maintaining personal wellness and effective communication will be addressed. Issues relating to the concepts of developing a broader understanding of ethics and integrity in academic life and incorporating these values into their own lives as part of the Franciscan tradition will also be addressed. (every spring)

GERONTOLOGY (Minor)
The Gerontology concentration focuses on acquiring the foundation and framework for understanding the aging processes. The goal is to explore aging within societies and to facilitate the continuing intellectual growth of the whole person. The emphasis is on a comprehensive integration of many disciplines.

Graduates with a gerontology concentration will be prepared to attend graduate school or apply the gerontology concentration to a variety of professions. With the continued growth in the number of older adults and the services for them, professionals from all disciplines will be seeking resource information concerning this population. This interdisciplinary program will provide a broad base of knowledge to be used in many professions.

Students are required to take SOC 452 Career Internship in Sociology and any five of the following, chosen in consultation with an advisor in the History/Social Sciences Department:
HEALTH INFORMATION MANAGEMENT

The Department of Computer Information Systems (page 144) administers a Joint Degree program in Health Information Management. The program involves General Education, Core Curriculum and pre-professional coursework during two years at Felician College, and completing the program at UMDNJ-SHRP, culminating in a jointly awarded Bachelor of Science degree.

Health Information Managers are responsible for managing patient health information and medical records, administrating computer information systems, and coding the diagnosis and procedures for healthcare services provided to patients.

The HIM Program involves four semesters and two summer sessions at Felician College, during which all general education, CORE and pre-professional courses are completed, amounting to 65 credits, followed by two years (61 credits) of coursework at UMDNJ-SHRP.

Degree Requirements

1. Students file an application to UMDNJ by May 1st of the year prior to their anticipated fall enrollment.
2. Students must secure a GPA of 2.75 or above for coursework completed before the professional phase of the program, and complete all courses with a grade of “C” or better. UMDNJ may require changes to the pre-professional course requirements due to changes in accreditation requirements.
3. Students admitted to the professional phase of the program are required to submit forms relating to health and immunization, technical standards-essential functions and criminal background check, and are required to attend the UMDNJ-SHRP orientations.

BACHELOR OF SCIENCE IN HEALTH INFORMATION MANAGEMENT

JOINT DEGREE WITH UMDNJ-SHRP

126 credits (65 credits at Felician College)

(revised April 21, 2009)

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDITS</th>
</tr>
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<tbody>
<tr>
<td>Core Curriculum (12 credits)</td>
<td></td>
</tr>
<tr>
<td>CORE 200 Culture and Diversity</td>
<td>3</td>
</tr>
<tr>
<td>CORE 250 Applied Ethical Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>CORE 300 Journey to Selfhood</td>
<td>3</td>
</tr>
<tr>
<td>CORE 400 The Franciscan Vision: Self, Service and Society</td>
<td>3</td>
</tr>
<tr>
<td>General Education Requirements (41 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>
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<tr>
<td>BIO 102 Human Biology</td>
<td>4</td>
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<tr>
<td>RELS ___ Religious Studies Elective (100 or 200 level)</td>
<td>3</td>
</tr>
<tr>
<td>RELS 310 Moral/Spiritual Dimensions of Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>MATH 160 College Algebra</td>
<td>4</td>
</tr>
<tr>
<td>CIS 101 Introduction to Information Systems</td>
<td>4</td>
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(continued on next page)
ART/MUS ___ Creative Arts Elective 3
PSYC 101 Introduction to Psychology (Social Science Elective) 3
___ ___ Social Science Elective (ECON, PSCI, SOC, ANTH, CRIM) 3
HIST ___ History Elective 3
COMM ___ Communications Elective 3
FYE 100 Freshmen Year Experience I 1
FYE 101 Freshmen Year Experience II 1

Co-Requisites (12 credits)
MATH 122 Statistics 3
ACC 100 Principles of Financial Accounting 3
MGT 100 Fundamentals of Management 3
CIS 317 Computer Informatics, Privacy and Security for Healthcare Professionals 3

Two Years at UMDNJ 61

Suggested Course Sequence for HIM Majors
(revised April 21, 2009)

Fall Freshman Year

<table>
<thead>
<tr>
<th>Course Number and Name</th>
<th>Credits</th>
<th>Spring Freshman Year</th>
</tr>
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<tbody>
<tr>
<td>ENG 101 Writing the College Essay</td>
<td>3</td>
<td>ENG 102 Intro. to the Study of Literature</td>
</tr>
<tr>
<td>MATH 160 College Algebra</td>
<td>4</td>
<td>RELS 100/200 Religious Study Elective</td>
</tr>
<tr>
<td>PSYC 101 Intro. to Psychology (SS elective)</td>
<td>3</td>
<td>CIS 101 Intro. to Computer Applications</td>
</tr>
<tr>
<td>BIO 102 Human Biology</td>
<td>4</td>
<td>COMM ___ Communications Elective</td>
</tr>
<tr>
<td>FYE 100 Freshman Year Experience I</td>
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<td>FYE 101 Freshman Year Experience II</td>
</tr>
<tr>
<td><strong>Total Credits</strong> 15</td>
<td></td>
<td><strong>Total Credits</strong> 14</td>
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</tbody>
</table>

Summer Session I

CORE 200 Culture and Diversity, 3 credits

Fall Sophomore Year

<table>
<thead>
<tr>
<th>Course Number and Name</th>
<th>Credits</th>
<th>Spring Sophomore Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE 250 Applied Ethical Reasoning</td>
<td>3</td>
<td>CORE 300 Journey to Selfhood</td>
</tr>
<tr>
<td>HIST ___ History Elective</td>
<td>3</td>
<td>RELS 310 Moral/Spiritual Dimensions</td>
</tr>
<tr>
<td>ACC 100 Principles of Financial Accounting</td>
<td>3</td>
<td>MATH 122 Statistics</td>
</tr>
<tr>
<td>MGT 100 Fundamentals of Management</td>
<td>3</td>
<td>CIS 317 Computer Informatics Healthcare</td>
</tr>
<tr>
<td>ART/MUS ___ Creative Arts Elective</td>
<td>3</td>
<td>Social Science Elective (ECON, PSCI, SOC, ANTH, CRIM)</td>
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<td><strong>Total Credits</strong> 15</td>
<td></td>
<td><strong>Total Credits</strong> 15</td>
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</tbody>
</table>

Summer Session I

CORE 400 Franciscan Vision, 3 credits

TWO YEARS (61 CREDITS) AT UMDNJ-SHRP
HISTORY (HIST)

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.

Bachelor of Arts Degree in History
(revised July 2008)

**Required courses:** 33 credits, including six credits to be selected from HIST 101, 102, 103, 104; six credits to be selected from HIST 201, 202, 203; plus HIST/SS 290,* HIST 440 and HIST 450. Twelve credits to be selected from history course offerings with at least six credits from 300 - 400 level, and including a minimum of one non-western history or political science course.

**Related courses:** Twelve credits to be determined in consultation with advisor.

* (pending approval)

Western Civilization (HIST 101 - HIST 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 (HIST 201 - HIST 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 SUGGESTED COURSE SEQUENCE FOR HISTORY MAJORS (B.A.)**

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### Minor in History

A minor in History consists of 18 credits of courses in History selected in consultation with the advisor.

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**HIST 101**  
**Ancient Societies through the Middle Ages**  
3 credits  
This course surveys the earliest societies, Greek and Roman civilizations, the rise of Christianity, and medieval life. (fall 2009, fall 2010, or as needed)

**HIST 102**  
**Renaissance, Reformation to the French Revolution**  
3 credits  
A study of the political, religious, social and economic forces of the Renaissance, Reformation, Age of Absolutism and Enlightened Despotism. (spring 2011, or as needed)

**HIST 103**  
**The Age of Nationalism**  
3 credits  
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 2011, or as needed)

**HIST 104**  
**World War I to the Present**  
3 credits  
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.

**HIST 110**  
**World Geography and Culture**  
3 credits  
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)

**HIST 120**  
**Survey of African-American History**  
3 credits  
This course gives an overview of the experience of Africans in America beginning with their forced removal from Africa through the time of slavery and slave rebellions, the Civil War Reconstruction, Jim Crow, the back-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 2011, or as needed)
HIST 130 (Honors)  
The Enlightenment  
3 credits  
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)

HIST 201  
From Colonies to Nation  
3 credits  
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. (spring 2010, fall 2011)

HIST 202  
From the Civil War to a World Power  
3 credits  
This course will emphasize the period from the sectional crisis to the Versailles Treaty. Topics include slavery and Civil War; Reconstruction and racism; Industrialization, urbanization, and immigration; Populism, Progressivism, and turn of the century American imperialism. (fall 2009, summer 2010, spring 2011)

HIST 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 1930s and WW II; the Cold War; the 1960s, Civil Rights, and Vietnam; the Nixon era and Watergate; the U.S. in the years from Carter to Clinton. (fall 2010)

HIST 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)

HIST 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)

HIST 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)

HIST/SS 290 (pending approval)  
Research and Analysis in the Social Sciences  
4 credits  
This course is an introduction to the skills required to succeed in the Social Sciences. Instruction will emphasize both the acquisition and honing of the techniques needed for: 1) an intellectual engagement with reading material pertinent and specific to the disciplines of history, sociology, and political science, and 2) the clear and concise use of the written word to communicate this engagement. This course is
required for all majors in History, Sociology, Political Science, and International Education, but open to students in other majors. Note: This course should be taken, ideally, at the start of one’s sophomore year, and MUST be taken before enrollment in any 300-level course (other than HIST 364/365/370). HIST/SS 290 cannot taken after, or concurrently, with either “Research Methods,” or “Senior Research” courses (spring 2010, pending approval)

HIST 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)
Prerequisite: HIST/SS 290

HIST 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 2009, fall 2011)
Prerequisites: HIST 104 or HIST 202 or HIST 203; HIST/SS 290

HIST 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. (fall 2010)
Prerequisites: HIST 101, 102, 103, 104, 201, 202, or 203; HIST/SS 290

HIST 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 2010, spring 2012)
Prerequisites: HIST 110 or permission of instructor; HIST/SS 290

HIST 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. (every fall)
Prerequisites: HIST 201, 202, or 203; HIST/SS 290

HIST 360 - 380
Mini Courses
1 credit each
An exploration of selected topics in European and American history. Topics will vary from semester to semester and will be announced in the course bulletin. Past topics have included: The Great Depression, De Tocqueville’s Democracy, World War II in Europe, Russian Revolution, The Nazi Revolution, and Italian Fascism. (every semester) Note: A history major successfully completing three 300-level “Mini courses” can have these courses counted towards the completion of one 300-level major course requirement.

HIST 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
humanities communities together with a study of their artistic, cultural and social contributions. (fall 2010)

**Prerequisites:** HIST 202 or HIST 203; HIST/SS 290

**HIST 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 2010)

**Prerequisites:** HIST 101 or HIST 102; HIST/SS 290

**HIST 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 2010, fall 2012)

**Prerequisites:** HIST 201; HIST/SS 290

**HIST 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)

**Prerequisites:** 15 credits in History or permission of the instructor; HIST/SS 290

**HIST 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 fall as needed)

**Prerequisite:** HIST 440

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**HUMANITIES STUDIES**

The Humanities Studies Major is designed to allow students to cross traditional disciplinary boundaries while pursuing a carefully integrated curriculum. Majors may elect to follow either the Liberal Studies Concentration or the Global Peace and Justice Studies Concentration. In consultation with a faculty advisor, an individually designed curriculum of 36 credits may also be selected.

**Liberal Studies Concentration**

The Liberal Studies Concentration allows for a highly individualized course of study of particular themes, movements or historical periods. For example, a student may explore the evolution of Western culture through a coherent study of literature, history, and philosophy of the Western world. The concentration consists of 36 credits selected from three of the four following areas (each area requiring the completion of 12 credits):

- **English (12 credits)** Any four English literature courses selected in consultation with the advisor
- **History (12 credits)** The following four courses are required:
  - Western Civilization course
  - Geography course (HIST 110)
  - American History course
  - Any History course selected in consultation with the advisor
Philosophy (12 credits)  The following four courses are required:

- PHIL 101
- PHIL 206 or PHIL 207 or PHIL/PSCI 305 or PHIL/PSCI 306
- Any two Philosophy electives selected in consultation with the advisor

Religious Studies (12 credits)  Any four Religious Studies courses selected in consultation with the advisor

Global Peace and Justice Studies Concentration

The concentration was developed to actualize Felician College’s responsibility to contribute to world peace. Catholic Social Teaching and the United Nations (via Resolution 53/243 Declaration and Programme of Action on a Culture of Peace *) call for everyone to assume responsibility in fostering a culture of peace through education. Inherent in this charge is the promotion of human dignity, promoting respect for all human rights, promoting sustainable economic and social development, ensuring equality between women and men, fostering democratic participation by educating responsible citizens, advancing understanding, tolerance, and solidarity and promoting international peace and security. Felician College believes that students pursuing the concentration have the potential to change the world in significant ways. The concentration consists of the following twelve courses (revised in April 2009):

HIST 110  World Geography and Culture  3 credits
PSCI 101  Introduction to Political Science  3 credits
PHIL 100 or PHIL 214  Critical Reasoning or Franciscan Philosophical Thought  3 credits
PSCI 303  International Relations  3 credits
SOC 315  Terrorism and Political Violence  3 credits
PHIL/PSCI 306  Modern Political Thought  3 credits
RELS 301  Comparative World Religions  3 credits
SOC 310  Social Change  3 credits
PSCI 402  Developing World  3 credits
PSCI 404  Living and Working Overseas  3 credits
HUM 451  United Nations Seminar  3 credits
HUM 453  United Nations Fellows Program  3 credits

Recommended Electives:  Additional elective courses to include study in History, Chemistry (CHEM/ENV 100 A World View of Environmental Issues), Foreign Language, Philosophy (PHIL 301 General Ethics), or Religious Studies (RS 306 Peace, Justice, and Contemporary Issues).

HUM 451
United Nations Seminar
3 credits
This course introduces the learner to the structure and function of the United Nations. Learners explore the issues of the world body, how they are identified and dealt with in a multicultural, multi-sectoral organization. Opportunities are provided to attend selected lectures and conferences at the United Nations and other colleges and universities. Knowledge of two languages preferred, not required. The course is open to all majors. Permission of advisor is required.

HUM 453
United Nations Fellows Program
3 credits
This course requires the learner to attend weekly briefings and conferences. In addition, learners work with representatives of various UN NGO’s and committees. Learners are required to be at the United Nations one day a week. Knowledge of two languages preferred, not required. The course is open to all majors. Permission of advisor is required.

Global Leadership Certificate
Students completing HUM 451 and HUM 453 will be awarded a Global Leadership Certificate.

MATHEMATICS (MATH)
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.

Mathematics majors may pursue one of two tracks: Analysis or Algebra. Both tracks are available for students who are mathematics majors and students who are dual majors in mathematics and education. It is recommended that students with dual majors in mathematics and education who wish to be middle school mathematics teachers should major in elementary education and take the algebra track. It is recommended that students with dual majors in mathematics and education who wish to be high school mathematics teachers should major in secondary education and take the analysis track. Mathematics majors who are interested in going to graduate school should discuss their interests with their advisor to determine which track to pursue.
Bachelor of Arts Degree in Mathematics  
(revised November 2008)

**Requirements:** All majors take the following: Statistics I (MATH 122), Precalculus (MATH 161), Geometry I (MATH 231), Discrete Mathematics (MATH 241), Matrix Theory (MATH 243), Calculus I (MATH 262).

**Additional requirements (Analysis Track):** Calculus II (MATH 263), Calculus III (MATH 364), Differential Equations (MATH 365), and three 300- or 400-level electives.

**Additional requirements (Algebra Track):** History of Mathematics (MATH 332), Mathematics Reasoning and Assessment (MATH 380), Linear and Modern Algebra (MATH 433), Abstract Algebra (MATH 434), and two 300- or 400-level electives. Note that for purposes of fulfilling elective requirements for the Algebra Track, Calculus II (MATH 263) counts as a 300-level elective.

**Related Course Required of all Majors:** PHYS 104

Note: PHYS 103 is the recommended lab science course for Math majors.

Students who wish to be admitted into the mathematics major need a minimum grade of “C+” in Precalculus (MATH 161).

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. Students should consult their advisor.

**Analysis Track**

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Double Major in Mathematics and Education

These programs are designed to prepare future teachers of mathematics although the certification pursued must be advised and approved by the Division of Teacher Education. 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.

As noted previously, students wishing to teach Middle School mathematics should pursue the Algebra Track; students wishing to teach High School mathematics should pursue the Analysis Track.

The Department of Mathematical Sciences requires that all majors complete all math courses prior to Student Teaching or any Internship.

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 (MATH 161) 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:** MATH 262 Calculus I and MATH 122 Statistics I. Students who are interested in the mathematics minor should consult with the Department of Mathematical Sciences for more information.
MATH 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)

Prerequisite: MATH 002 or equivalent

MATH 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 MATH 001. Topics include solving equations (with applications), polynomials, factoring, graphing linear equations and inequalities, solving systems of linear equations, and radical expressions. A “C” is the minimum requirement to progress to the next course. (every semester)

Prerequisite: MATH 002 or equivalent

MATH 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: MATH 002 or equivalent

MATH 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)

MATH 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: MATH 002 or equivalent

MATH 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: MATH 002 or equivalent

MATH 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: MATH 002 or equivalent

MATH 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: MATH 160 or equivalent

MATH 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. (spring semester)
Prerequisite: MATH 160 or equivalent

MATH 231
Geometry I
3 credits
This course deals with the historical evolution of geometric concepts and Euclidean geometries. This course will also introduce an axiomatic system; students will learn to read and write proofs using this system of axioms and postulates. Topics include inductive and deductive reasoning, symmetry, tessellations, congruence, similarity, and coordinate and transformational geometry. (spring)
Prerequisite: MATH 114 or MATH 160 or equivalent

MATH 241
Discrete Mathematics
3 credits
This course introduces the basic ideas of mathematical reasoning. It covers elementary set theory, the formal structure of expressions, propositional and predicate logic, the use of axioms and definitions, and the kind of arguments used in mathematical textbooks. The student will work with these ideas in the context of basic algebra and number theory. The course should be taken by mathematics majors early in their careers in order to prepare them for higher-level courses. (every semester)
Prerequisite: MATH 161 or permission of instructor

MATH 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: MATH 161 or permission of instructor

MATH 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: MATH 161 or equivalent
MATH 263
Calculus II
4 credits
Continuing Calculus I, this course is designed to develop the concepts of integral Calculus and their applications. Topics include the integral, techniques of integration, applications of the definite integral to physical problems, integration involving inverse trigonometric and hyperbolic functions, infinite series, Power Series, Taylor polynomials and series, and parametric and polar equations. (spring)
Prerequisite: MATH 231 or permission of instructor

MATH 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

MATH 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: MATH 122

MATH 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. (spring)
Prerequisite: MATH 231 or permission of instructor

MATH 333
Geometry II
3 credits
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)
Prerequisite: MATH 231

MATH 364
Calculus III
4 credits
This course completes the sequence of topics begun in MATH 262 and MATH 263: polar coordinates, parametric equations, elements of solid and analytical geometry, vectors, functions of several variables, partial differentiation, multiple integrals, line integrals including Green’s Theorem, Divergence and Curl. (fall)
Prerequisite: MATH 263

MATH 365
Differential Equations
4 credits
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)
Prerequisite: MATH 364
MATH 380
Mathematical Reasoning and Assessment
3 credits
This course deals with basic concepts of number theory, algebra, and geometry. It is designed to help students gain a fundamental understanding of key mathematical ideas that arise in elementary mathematics taught in middle and high school (spring)
Prerequisite: MATH 161 or permission of instructor

MATH 433
Linear and Modern Algebra
3 credits
This course is a continuation of MATH 243 (Matrix Theory); it moves from a largely computational approach to a more abstract view. It introduces abstract vector spaces, linear transformations, general fields, and inner products. This course also introduces the concept of an abstract group, focusing in particular on matrix groups such as the general linear, special linear, and orthogonal groups. The group of rigid motions of the plane is studied in detail. MATH 433 provides background required for MATH 434 (Abstract Algebra), which proceeds to a deeper study of group theory and an introduction to commutative algebra. (every semester)
Prerequisite: MATH 243

MATH 434
Abstract Algebra
3 credits
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. (spring)
Prerequisite: MATH 433

MATH 464
Introduction to Complex Analysis
4 credits
This course provides a comprehensive introduction to complex variable theory and its applications, including an introduction to the techniques of complex analysis frequently used by scientists and engineers. Topics include complex numbers, analytic functions, Taylor and Laurent expansions, Cauchy's theorem, evaluation of integrals by residues, Laplace transforms and Fourier series. (fall)
Prerequisite: MATH 364

MATH 466
Advanced Calculus I
3 credits
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)
Prerequisite: MATH 364

MATH 467
Advanced Calculus II
3 credits
This course examines topics in calculus from an advanced standpoint. It continues the topics that began in Advanced Calculus I from differentiation, to integration and infinite series. Students will be required to write proofs and solve generalizations of problems as seen in calculus. (spring)
Prerequisite: MATH 466

MATH 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. (as needed)
Prerequisite: Permission of instructor
MATH 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

MATH 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

MUSIC

The Bachelor of Arts in Music offers extensive course work in music, including courses in music history, theory and analysis, studio and performance. Students will present a senior recital or project, and will have the opportunity to study and perform on their primary instrument each semester. The Felician College Choir, the all-college vocal ensemble, presents two concerts a year, and performs regularly at various functions and cultural events sponsored by the College. An instrumental ensemble will be launched in the fall of 2009.

Students graduating with the Bachelor of Arts in Music will be well-prepared to continue their studies at the graduate level; the degree program will be a gateway for pursuing professional opportunities in performance or as a private studio instructor. Beyond the traditional routes, because of the infusion of technology and the globalization of the entertainment industry, the music degree functions as an appropriate entrance into entertainment law, music marketing, and other specialized fields where possessing in-depth knowledge of music will play a significant role in achieving success.

Students majoring in Education may co-major with Music; the double major curriculum will provide opportunities to work with age groups from kindergarten through twelfth grade in a variety of academic settings and will meet all requirements for entry-level teaching positions in K-12 music.
**Bachelor of Arts Degree in Music**

**Required Courses:** 48 credits

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>MUS 101</td>
<td>Foundations of Music</td>
</tr>
<tr>
<td>MUS 105</td>
<td>World Music</td>
</tr>
<tr>
<td>MUS 121</td>
<td>Ensemble I</td>
</tr>
<tr>
<td>MUS 122</td>
<td>Ensemble II</td>
</tr>
<tr>
<td>MUS 130</td>
<td>Theory I</td>
</tr>
<tr>
<td>MUS 131</td>
<td>Theory II</td>
</tr>
<tr>
<td>MUS 132</td>
<td>Aural Skills I</td>
</tr>
<tr>
<td>MUS 133</td>
<td>Aural Skills II</td>
</tr>
<tr>
<td>MUS 135</td>
<td>Keyboard Skills I</td>
</tr>
<tr>
<td>MUS 136</td>
<td>Keyboard Skills II</td>
</tr>
<tr>
<td>MUS 150</td>
<td>Applied Music I</td>
</tr>
<tr>
<td>MUS 151</td>
<td>Applied Music II</td>
</tr>
<tr>
<td>MUS 221</td>
<td>Ensemble III</td>
</tr>
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<td>MUS 222</td>
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<td>MUS 230</td>
<td>Theory III</td>
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<td>MUS 232</td>
<td>Aural Skills III</td>
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<td>MUS 235</td>
<td>Piano Proficiency/Improvisation</td>
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<td>MUS 250</td>
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<td>Piano Proficiency/Improvisation</td>
</tr>
<tr>
<td>MUS 250</td>
<td>Applied Music III</td>
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**Related Courses:** 6 credits selected from

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<tr>
<td>COMM 247</td>
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<tr>
<td>PHIL 260</td>
<td>Philosophy of Art</td>
</tr>
<tr>
<td>_______</td>
<td>Foreign Language</td>
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**Minor in Music**

A minor in Music is available to all students. It consists of the following six courses (18 credits):

**Required Courses:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>MUS 101</td>
<td>Foundations of Music</td>
</tr>
<tr>
<td>MUS 103</td>
<td>Basic Piano</td>
</tr>
<tr>
<td>MUS 110</td>
<td>Felician College Band or</td>
</tr>
<tr>
<td>MUS 112</td>
<td>Felician College Choir</td>
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<tr>
<td>MUS 115</td>
<td>Basic Singing</td>
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**Two Survey Courses taken from the following:**

<table>
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<tr>
<td>MUS 102</td>
<td>Music Appreciation</td>
</tr>
<tr>
<td>MUS 105</td>
<td>World Music</td>
</tr>
<tr>
<td>MUS 205</td>
<td>History of the Broadway Musical</td>
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# FOUR YEAR SUGGESTED COURSE SEQUENCE
## FOR MUSIC MAJORS (B.A.)

<table>
<thead>
<tr>
<th>Term</th>
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<th>Credits</th>
<th>Course # &amp; Name</th>
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<tbody>
<tr>
<td>Fall</td>
<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>MT College Level Math</td>
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<td>Free Elective</td>
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<td>FYE 100 Freshman Year Experience I</td>
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<td>FYE 101 Freshman Year Experience II</td>
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<td>MUS 101 Foundations of Music</td>
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<td>MUS 130 Theory I</td>
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<td>MUS 135 Keyboard Skills I</td>
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<td>MUS 121 Ensemble I</td>
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<td>MUS 136 Keyboard Skills II</td>
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<td>MUS 150 Applied Music*</td>
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<td>MUS 122 Ensemble II</td>
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<td>MUS 105 World Music</td>
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<td>RE 100/200 Religious Studies</td>
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<td><strong>Total Credits</strong></td>
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<tbody>
<tr>
<td>Fall</td>
<td>CORE 200 Culture &amp; Diversity</td>
<td>3</td>
<td>CORE 250 Applied Ethical Reasoning</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MUS 131 Theory II</td>
<td>3</td>
<td>COMM Communications</td>
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<td>MUS 133 Aural Skills II</td>
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<td>HIST Elective</td>
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<td>PHIL Philosophy</td>
<td>3</td>
<td>MUS 251 Applied Music IV</td>
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<td>MUS 235 Piano Proficiency/Improvisation</td>
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<td>MUS 230 Theory III</td>
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<td>Free Elective</td>
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<td>MUS 232 Aural Skills III</td>
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<td>MUS 221 Ensemble III</td>
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<tbody>
<tr>
<td>Fall</td>
<td>CORE 300 Journeys to Selfhood</td>
<td>3</td>
<td>Social Science Elective</td>
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<td>RE 300/400 Religious Studies</td>
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<td>Related Requirement</td>
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<td>MUS 455 Music History and Literature I</td>
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<td>MUS 330 Theory and Analysis</td>
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<td>Related Requirement</td>
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<td>MUS 332 Aural Skills IV</td>
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<td>MUS 260/261 Diction/Performance Practice</td>
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<td>MUS 350 Applied Music V*</td>
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<td>MUS 321 Ensemble V</td>
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<tbody>
<tr>
<td>Fall</td>
<td>CORE 400 The Franciscan Vision:</td>
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<td>MUS 460 Senior Symposium: Final</td>
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<td>Project/Recital</td>
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<td>MUS 345 Orchestration/Arranging</td>
<td>2</td>
<td>MUS 422 Ensemble VIII</td>
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<td>MUS 456 Music History and Literature I</td>
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<td>MUS 335 Introduction to Conducting</td>
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<td>Creative Elective</td>
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<td>MUS 450 Applied Music VII</td>
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<td>MUS 451 Applied Music VIII</td>
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<td>Lab Science</td>
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<tbody>
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<tbody>
<tr>
<td>Spring</td>
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<tr>
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</table>
## Bachelor of Arts Degree in Education/K-12 Music*

*Program subject to the anticipated approval of the State

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<td>MUS 130</td>
<td>Theory I</td>
</tr>
<tr>
<td>MUS 131</td>
<td>Theory II</td>
</tr>
<tr>
<td>MUS 132</td>
<td>Aural Skills I</td>
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<td>Aural Skills II</td>
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<td>MUS 136</td>
<td>Keyboard Skills II</td>
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<td>MUS 150</td>
<td>Applied Music I</td>
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<td>MUS 151</td>
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<tr>
<td>MUS 216</td>
<td>Woodwind Practicum</td>
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<td>MUS 217</td>
<td>String Practicum</td>
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<td>MUS 218</td>
<td>Percussion/Brass Practicum</td>
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<td>MUS 221</td>
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<td>Applied Music IV</td>
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<tr>
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<td>Diction/Performance Practice or</td>
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<td>MUS 261</td>
<td>Instrumental Performance Practice</td>
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<td>MUS 321</td>
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</tr>
<tr>
<td>MUS 322</td>
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<td>MUS 325</td>
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<td>MUS 326</td>
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<tr>
<td>MUS 330</td>
<td>Theory and Analysis</td>
</tr>
<tr>
<td>MUS 332</td>
<td>Aural Skills IV</td>
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<td>MUS 345</td>
<td>Orchestration/Arranging</td>
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<tr>
<td>MUS 350</td>
<td>Applied Music V</td>
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<td>MUS 401</td>
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<td>MUS 455</td>
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<td>MUS 456</td>
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<td>MUS 460</td>
<td>Senior Symposium: Final Project/Recital</td>
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*Required Courses: 48 credits
## FOUR YEAR SUGGESTED COURSE SEQUENCE FOR MUSIC MAJORS (B.A.) WITH K-12 CERTIFICATION

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<th>Spring</th>
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<td>MATH 114 Mathematical Explorations</td>
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<td>PSYC 301 Educational Psychology</td>
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<td>CORE 300 Journey to Selfhood</td>
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<td>EDU 220 Introduction to Special Needs</td>
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**Fall**

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<td>EDU 426 Music Methods (Secondary)</td>
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<td>EDU 400 Senior Field Experience</td>
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<td>CORE 400 Franciscan Vision</td>
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<td>EDU 306 Reading in the Content Areas</td>
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<td>EDU 402 School Curriculum: Mathematics</td>
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Total Credits 19

**Spring**

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<td>EDU 403 Student Teaching Seminar</td>
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<td>MUS 460 Senior Symposium Final Project/Recital</td>
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Total Credits 7

**Music Course Offerings**

* Additional required courses for those music students double majoring with Education

**MUS 101**  
**Foundations of Music**  
**3 Credits**  
A study of music notation, rhythm, scales, keys, intervals, triads and inversions. Introductory experience in the skill of sight-singing, ear training, and dictation is included.

**MUS 102**  
**Music Appreciation**  
**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.

**MUS 103**  
**Basic Piano**  
**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.

**MUS 105**  
**World Music**  
**3 credits**  
A study of the musical traditions of peoples from across the world, examining the influence of individual history and culture on the evolution of a society’s music.

**MUS 110**  
**Felician College Band**  
**3 credits**  
This all-college instrumental group is committed to the study and performance of the instrumental repertoire from many cultures, in classical and popular forms. Performances will occur during the semester.

**MUS 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.

**MUS 115**  
**Basic Singing**  
**3 credits**  
Students will develop healthy vocal technique for singing all genres of music. A discussion throughout the semester of past and current
singing styles is supplemented with listening examples by well-known artists. Students sing songs in group as well as in solo performances, exploring music from the classical, musical theater, pop, gospel, and jazz repertoires.

**MUS 121-122; 221-222; 321-322; 421-422**
Ensemble I-II; III-IV; V-VI; VII-VIII
0.5 credits each
All-college vocal or instrumental ensemble performing representative repertoire encompassing diverse styles and periods. These courses must be taken sequentially.

**MUS 130**
Theory I
3 credits
A study of harmony from diatonic triads through the dominant seventh chord; harmonic cadences, non-harmonic tones, fundamentals of melodic and rhythmic organization.
Prerequisite: MUS 101

**MUS 131**
Theory II
3 credits
An examination of binary and tertiary forms, non-harmonic tones, and modulation. Analysis of secondary dominants and chromatic chords including an introductory study of Neapolitan and augmented sixth chords.
Prerequisite: MUS 130

**MUS 132**
Aural Skills I
1 credit
Sight-singing of melodies based on diatonic scales, and melodic, rhythmic and elementary harmonic dictation. Exploration of part-writing and harmonic analysis of diatonic music.
Co-requisite: Must be enrolled in MUS 130

**MUS 133**
Aural Skills II
1 credit
Continued development of sight-singing and dictation skills, including an exploration of four-part choral writing.
Co-requisite: Must be enrolled in MUS 131

**MUS 135**
Keyboard Skills I
1 credit
An introduction to elementary keyboard skills and reading ability as related to the study of music harmony and theory.
Co-requisite: Must be enrolled in MUS 101

**MUS 136**
Keyboard Skills II
1 credit
A continuation of keyboard skill development with an emphasis on harmony and theory concepts.
Prerequisite: MUS 135
Co-requisite: Must be enrolled in MUS 130

**MUS 150-151; 250-251; 350-351; 450-451**
Applied Music I-II; III-IV; V-VI; VII-VIII
1 credit
Development of technique and interpretative skills on the student’s primary instrument in a private lesson setting. These courses must be taken sequentially.

**MUS 203**
Basic Piano II
3 credits
A continuation of MUS 103, this course focuses on developing greater proficiency in playing the Piano. Advanced scale work, chord usage, and more complex meters and rhythms are explored, as well as opportunities for composing original songs.
Prerequisite: MUS 103 or past piano experience, or permission from the instructor.
MUS 205
History of the Broadway Musical
3 credits
An examination of the forms of musical theater from the 18th century to the present, tracing the development of the minstrel show, operetta, vaudeville, and the musical play. Exploration of traditional musicals of Broadway, both on and off, the rock musical, and recent hybrids, with an ongoing analysis of how these genres reflect cultural and socio-economic change.
Prerequisite: MUS 105 or permission of the instructor

MUS 212
Felician College Choir II
3 credits
A continuation of MUS 112, the course focuses on the study and performance of the sacred and secular choral repertoire in both classical and popular forms. More challenging choral works including those in different languages are explored as students’ singing and reading skills develop. The work of the course is applied to performances during the semester as well as the presentation of a concert near the end of the semester.
Prerequisite: MUS 112 or past choral experience, or permission of the instructor.

MUS 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

MUS 216
Woodwind Practicum
1 credit *
Basic instruction in woodwind technique, including tone production, embouchure, fingering, and articulation. Examination of methods and techniques for teaching woodwinds.
Prerequisite: MUS 101

MUS 217
String Practicum
1 credit *
Basic instruction in string technique. Examination of teaching methods including the Suzuki approach.
Prerequisite: MUS 101

MUS 218
Percussion/Brass Practicum
1 credit *
Basic rudiments of drumming applicable to percussion instruments. Fundamental instruction of brass instruments with an emphasis on embouchure, tone production, and fingering. Examination of methods and techniques for teaching percussion, and brass.
Prerequisite: MUS 101

MUS 221-222
Ensemble III-IV
(please see MUS 121-122 on page 192)

MUS 230
Theory III
3 credits
Exploration of sixteenth and eighteenth century forms including the fugue, sonata, rondo, and theme variations. Study of chromatic harmony with a further focus on secondary dominants and leading-tone chords, borrowed chords, and Neapolitan and augmented sixth chords. Introduction to chromatic mediants and extended harmony.
Prerequisite: MUS 131
MUS 232  
Aural Skills III  
1 credit  
Continuation of sight-singing skill development with an introduction to the alto and tenor clefs and more advanced dictation involving seventh chords and more complex melodic and rhythmic patterns. Harmonic analysis and continued exploration of four-part choral writing.  
Co-requisite: Must be enrolled in MUS 230

MUS 235  
Piano Proficiency/Improvisation  
1 credit  
Continued development of piano skills as well as the study of transposition. Examination of techniques for improvisation and accompanying.  
Prerequisite: MUS 136

MUS 250-251  
Applied Music III-IV  
(please see MUS 150-151 on page 192)

MUS 260  
Diction/Performance Practice  
1 credit  
Instruction and practice of English, Italian, French, and German diction with application to standard vocal literature. Examination of fundamentals of performance practice in vocal repertoire.  
Prerequisite: four semesters of Applied Music For Voice Majors

MUS 261  
Instrumental Performance Practice  
1 credit  
An examination of instrumental performance practice in all major historical eras. Exploration of appropriate embouchure, articulation, and interpretation.  
Prerequisite: four semesters of Applied Music For Instrumental Majors

MUS 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: MUS 212 or permission of the instructor.

MUS/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

MUS/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: MUS/ART 315

MUS 321-322  
Ensemble V-VI  
(please see MUS 121-122 on page 192)
MUS 325
Music Technology
2 credits
An exploration of MIDI computer applications and recent software developments for composing and arranging vocal and instrumental music for K-12 education.
Prerequisite: MUS 330

MUS 326
Music in the Elementary School
3 credits *
An examination of teaching methods and techniques applicable to the elementary classroom, including Dalcroze, Kodaly, and Orff. Explorations of curricula designed for effective and creative interdisciplinary teaching and for optimal learning, particularly in a diverse student demographic. This class is open to music education majors only.
Prerequisite: MUS 230

MUS 330
Theory and Analysis
3 credits
An in-depth analysis of chromatic harmony and modulation techniques. An examination of nineteenth- and twentieth-century styles with an introduction to the atonal, twelve-tone, and set theory techniques of contemporary sound.
Prerequisite: MUS 230

MUS 332
Aural Skills IV
1 credit
Continued development of sight-singing skills, ear training, and dictation.
Co-requisite: Must be enrolled in MUS 330

MUS 335
Introduction to Conducting
1 credit
Fundamentals of reading, interpreting, and conducting scores through an examination of choral and instrumental literature and acquisition of choral and instrumental ensemble practices.
Prerequisite: MUS 330

MUS 345
Orchestration/Arranging
2 credits
An exploration of orchestral and band instruments including relevant topics of their instrumentation and orchestration. Study of scores for band, orchestra, and chamber ensembles.
Prerequisite: MUS 330

MUS 350-351
Applied Music V-VI
(please see MUS 150-151 on page 192)

MUS 401
Instrumental Conducting
1 credit *
Development of conducting skills applicable to small and large instrumental ensembles. Emphasis on the technique of score-reading and interpreting for the purpose of K-12 education.
Prerequisite: MUS 330 or permission of the instructor

MUS 402
Choral Conducting
1 credit *
An introduction to the principles and techniques of conducting small and large vocal performance groups. Emphasis on reading and interpreting choral scores for the purpose of K-12 education.
Prerequisite: MUS 330 or permission of the instructor

MUS 421-422
Ensemble VII-VIII
(please see MUS 121-122 on page 192)

MUS 450-451
Applied Music VII-VIII
(please see MUS 150-151 on page 192)

MUS 455
Music History and Literature I
3 credits
A detailed analysis and concentrated investigation of music’s development from the Middle Ages through the Baroque Era. In-depth ex-
amination of musical scores and concurrent listening of recordings from each time period.

Prerequisite: MUS 330

MUS 456
Music History and Literature II
3 credits
A detailed analysis and concentrated investigation of music’s development from the Classical Era through the present day. In-depth examination of musical scores and concurrent listening of recordings that demonstrate changes in style.

Prerequisite: MUS 455

MUS 460
Senior Symposium: Final Project/Recital
1 credit
A synthesis of the student’s musical study manifested through a final music or music education project (lecture or thesis) or vocal/instrumental recital on the student’s primary instrument. This course must be taken in the senior year.

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 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.

BACHELOR OF ARTS DEGREE IN NATURAL SCIENCES AND MATHEMATICS
CONCENTRATION IN GENERAL SCIENCE
(120 CREDITS)
(Revised: February 27, 2009)

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### General Education Requirements (44 credits)

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<td>Creative Arts Elective</td>
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</tbody>
</table>

### Biological Science Requirement (12 credits minimum from the list below)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 103</td>
<td>General Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 104</td>
<td>General Biology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 202</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 205</td>
<td>Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 206</td>
<td>Anatomy and Physiology II</td>
<td>4</td>
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</tbody>
</table>

### Physical Science Requirement (8 credits minimum from the list below)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 103</td>
<td>General Chemistry I</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 104</td>
<td>General Chemistry II</td>
<td>5</td>
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<tr>
<td>CHEM 105</td>
<td>Principles of Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 103</td>
<td>General Physics I</td>
<td>4</td>
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<tr>
<td>PHYS 104</td>
<td>General Physics II</td>
<td>4</td>
</tr>
<tr>
<td>GSCI 105</td>
<td>Earth Science</td>
<td>4</td>
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</tbody>
</table>

### Senior Research (4 credits)

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSCI 409</td>
<td>General Science Seminar</td>
<td>1</td>
</tr>
<tr>
<td>GSCI 450</td>
<td>Undergraduate Research in General Science</td>
<td>3</td>
</tr>
</tbody>
</table>

### Science Electives (6 credits from PSYC 210, BIO, CHEM, ENV, and/or PHYS courses)

<table>
<thead>
<tr>
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<th>Credits</th>
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<tr>
<td>PSYC 311</td>
<td>Biopsychology</td>
<td>4</td>
</tr>
<tr>
<td>GSCI 101</td>
<td>Forensic Science</td>
<td>4</td>
</tr>
<tr>
<td>CHEM Elective (CHEM 201 and or CHEM 202)</td>
<td>4/4</td>
<td></td>
</tr>
<tr>
<td>PHYS ___</td>
<td>Elective (any course in the Physical Sciences Requirement list not previously taken)</td>
<td></td>
</tr>
<tr>
<td>BIO ___</td>
<td>Elective (any course 209 or higher, or any course in the Biological Sciences Requirement list not previously taken)</td>
<td></td>
</tr>
</tbody>
</table>

### Free Electives (34 credits)

**Notes:**

a. The student must earn a grade of “C” or better in ENV 101 Introduction to Environmental Science and in MATH 160 College Algebra.
b. FYE is for full-time, first-time freshmen.
c. Chemistry elective **excludes** CHEM 001, CHEM 100, and CHEM 101.
d. Biology elective **excludes** BIO 102, BIO 110, BIO 113, and BIO 120.
# Suggested Four Year Course Sequence for Natural Science and Mathematics Majors – Concentration in General Science

(Revised: February 27, 2009)

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Cr.</th>
<th>Spring</th>
<th>Cr.</th>
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<tbody>
<tr>
<td><strong>Freshman</strong></td>
<td>FYE 100 Freshmen Year Exper. I</td>
<td>1</td>
<td>FYE 101 Freshmen Year Exper. II</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>ENG 101</td>
<td>3</td>
<td>ENG 102</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Creative Arts Elective</td>
<td>3</td>
<td>RELS 100-200 level</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MATH 160</td>
<td>4</td>
<td>CIS 101</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>ENV 101</td>
<td>4</td>
<td>BIO Elective</td>
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<tr>
<td></td>
<td>Total</td>
<td>15</td>
<td>Total</td>
<td>15</td>
</tr>
<tr>
<td><strong>Sophomore</strong></td>
<td>CORE 200</td>
<td>3</td>
<td>CORE 250</td>
<td>3</td>
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<tr>
<td></td>
<td>Social/Behav. Science Elective</td>
<td>3</td>
<td>Social/Behav. Science Elective</td>
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</tr>
<tr>
<td></td>
<td>BIO Elective</td>
<td>4</td>
<td>BIO Elective</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Free Elective</td>
<td>3</td>
<td>Free Elective</td>
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<tr>
<td></td>
<td>Free Elective</td>
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<td>Free Elective</td>
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<tr>
<td></td>
<td>Total</td>
<td>16</td>
<td>Total</td>
<td>16</td>
</tr>
<tr>
<td><strong>Junior</strong></td>
<td>Physical Science Elective</td>
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<td>Physical Science Elective</td>
<td>4/5</td>
</tr>
<tr>
<td></td>
<td>RELS 300-400 level</td>
<td>3</td>
<td>GSCI 409</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>HIST Elective</td>
<td>3</td>
<td>CORE 300</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>COMM Elective</td>
<td>3</td>
<td>PHIL Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Free Elective</td>
<td>3</td>
<td>Free Elective</td>
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</tr>
<tr>
<td></td>
<td>Total</td>
<td>16/17</td>
<td>Total</td>
<td>14/15</td>
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<tr>
<td><strong>Senior</strong></td>
<td>Science Elective</td>
<td>3/4</td>
<td>Science Elective</td>
<td>3/4</td>
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<tr>
<td></td>
<td>Free Elective</td>
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<td>GSCI 450</td>
<td>3</td>
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<tr>
<td></td>
<td>Free Elective</td>
<td>3</td>
<td>Free Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Free Elective</td>
<td>3</td>
<td>Free Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CORE 400</td>
<td>3</td>
<td>Free Elective</td>
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<tr>
<td></td>
<td>Total</td>
<td>15/16</td>
<td>Total</td>
<td>15/16</td>
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</table>
Double Major in General Science and Education

This program is designed to prepare future teachers of science in grades K-8. Students will earn a Bachelor of Arts degree in Education and in Natural Sciences and Mathematics (concentration in General Science). Students are advised partly by faculty in the Division of Teacher Education and partly by faculty in the Department of Natural Sciences.

**BACHELOR OF ARTS DEGREE IN EDUCATION/K-8 SCIENCE**
Instructional certificate: Elementary Endorsement (K-5) and Elementary Endorsement with specialization (K-8 Science)

*(133 Credits)*
*(Revised: February 3, 2009)*

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDITS</th>
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<tbody>
<tr>
<td>Core Curriculum (12 credits)</td>
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<tr>
<td>CORE 200 Culture and Diversity</td>
<td>3</td>
</tr>
<tr>
<td>CORE 250 Applied Ethical Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>CORE 300 Journey to Selfhood</td>
<td>3</td>
</tr>
<tr>
<td>CORE 400 The Franciscan Vision</td>
<td>3</td>
</tr>
<tr>
<td>General Education Requirements (37 credits)</td>
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<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>___ BIO or CHEM Laboratory Science</td>
<td>4</td>
</tr>
<tr>
<td>RELS ___ Religious Studies Elective (100 or 200 level)</td>
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<tr>
<td>RELS ___ Religious Studies Elective (300 or 400 level)</td>
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<tr>
<td>MATH 161 Precalculus</td>
<td>4</td>
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<tr>
<td>CIS 102 Computer Applications for Educators</td>
<td>4</td>
</tr>
<tr>
<td>ART/MUS ___ Creative Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 202 Adolescent Psychology</td>
<td>3</td>
</tr>
<tr>
<td>HIST ___ History Elective</td>
<td>3</td>
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<tr>
<td>___ ___ Social Science Elective (HIST, ECON, PSYC, PSCI, SOC)</td>
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<tr>
<td>FYE 100 Freshman Year Experience I</td>
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</tr>
<tr>
<td>Science Requirements (32 credits)</td>
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</tr>
<tr>
<td>BIO 103 General Biology I</td>
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</tr>
<tr>
<td>BIO 104 General Biology II</td>
<td>4</td>
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<tr>
<td>ENV 101 Introduction to Environmental Science</td>
<td>4</td>
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<tr>
<td>CHEM 105 Principles of Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 103 General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 104 General Physics II</td>
<td>4</td>
</tr>
<tr>
<td>GSCI 409 General Science Seminar</td>
<td>1</td>
</tr>
<tr>
<td>GSCI 450 Undergraduate Research in General Science</td>
<td>3</td>
</tr>
<tr>
<td>GSCI 105 Earth Science</td>
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*(continued on next page)*
### Professional Courses (30/32 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDU 100/101</td>
<td>Freshman Field Experience and Seminar (F/S) – 1 cr. per semester</td>
<td>2</td>
</tr>
<tr>
<td>EDU 115</td>
<td>Transition into Teaching *</td>
<td>2</td>
</tr>
<tr>
<td>EDU 220</td>
<td>Introduction to Special Needs in Home, School and Community</td>
<td>3</td>
</tr>
<tr>
<td>EDU 200/201</td>
<td>Sophomore Field Experience and Seminar (F/S) – 1 cr. per semester</td>
<td>2</td>
</tr>
<tr>
<td>EDU 205</td>
<td>Professional Assessment and Outcomes</td>
<td>1</td>
</tr>
<tr>
<td>EDU 302</td>
<td>Junior Field and Seminar Experience</td>
<td>2</td>
</tr>
<tr>
<td>EDU 303</td>
<td>School Curriculum: Reading/Language Arts **</td>
<td>3</td>
</tr>
<tr>
<td>EDU 304</td>
<td>Junior Practicum and Inquiry Based Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDU 305</td>
<td>The Young Child and Emergent Literacy</td>
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<tr>
<td></td>
<td>or</td>
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<tr>
<td>EDU 306</td>
<td>Reading in the Content Areas</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>EDU 308</td>
<td>Reading Diagnosis and Remediation for Exceptional Learners</td>
<td></td>
</tr>
<tr>
<td>EDU 400</td>
<td>Senior Field and Seminar Experience</td>
<td>2</td>
</tr>
<tr>
<td>EDU 402</td>
<td>School Curriculum: Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>EDU 403</td>
<td>Student Teaching Seminar</td>
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<tr>
<td>EDU 404</td>
<td>Student Teaching</td>
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### Related Requirements (20 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>COMM 102</td>
<td>Communication for Professionals</td>
<td>3</td>
</tr>
<tr>
<td>ENG 220</td>
<td>Children’s Literature</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>PHIL 200</td>
<td>Philosophical Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 201</td>
<td>Introduction to Child Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 301</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 302</td>
<td>Educational Assessment Techniques</td>
<td>3</td>
</tr>
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</table>

* Indicates alternative for transfer students

** To be taken concurrently with ED 302
### SUGGESTED FOUR YEAR COURSE SEQUENCE FOR EDU/K-8 SCIENCE MAJORS
(Revised: February 3, 2009)

#### Freshman Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Cr.</th>
<th>Spring</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FYE 100 Freshmen Year Exper. I</td>
<td>1</td>
<td>CHEM 105 Principles of Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>EDU 100 Freshman Field Exp.</td>
<td>1</td>
<td>EDU 101 Freshman Field Exp.</td>
<td>1</td>
</tr>
<tr>
<td>EDU 205 Professional Assessment</td>
<td>1</td>
<td>COMM 102 Communications</td>
<td>3</td>
</tr>
<tr>
<td>PE 150 Physiology, Hygiene</td>
<td>2</td>
<td>CIS 102 Comp. Appl. Educators</td>
<td>4</td>
</tr>
<tr>
<td>ENV 101 Intro. to Env. Sci.</td>
<td>4</td>
<td>Creative Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td>MATH 161 Precalculus</td>
<td>4</td>
<td>ENG 102 Intro. to Study of Lit.</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101 Writing the College Essay</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
<td><strong>Total</strong></td>
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</tbody>
</table>

#### Sophomore Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Cr.</th>
<th>Spring</th>
<th>Cr.</th>
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<tbody>
<tr>
<td>EDU 200 Sophomore Field Exp.</td>
<td>1</td>
<td>EDU 201 Sophomore Field Exp.</td>
<td>1</td>
</tr>
<tr>
<td>EDU 220 Intro. to Special Needs</td>
<td>3</td>
<td>PHIL 200 Philosophical Foundations</td>
<td>3</td>
</tr>
<tr>
<td>BIO 103 General Biology I</td>
<td>4</td>
<td>BI 104 General Biology II</td>
<td>4</td>
</tr>
<tr>
<td>CORE 200 Culture and Diversity</td>
<td>3</td>
<td>CORE 250 Applied Ethical Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 201 Intro. to Child Psych.</td>
<td>3</td>
<td>PSYC 202 Adolescent Psychology</td>
<td>3</td>
</tr>
<tr>
<td>RELS 100/200 Elective</td>
<td>3</td>
<td>ENG 220 Children’s Literature</td>
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<td><strong>Total</strong></td>
<td><strong>17</strong></td>
<td><strong>Total</strong></td>
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#### Junior Year

<table>
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<th>Fall</th>
<th>Cr.</th>
<th>Spring</th>
<th>Cr.</th>
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</thead>
<tbody>
<tr>
<td>EDU 302 Junior Field and Seminar</td>
<td>2</td>
<td>EDU 304 Junior Practicum</td>
<td>3</td>
</tr>
<tr>
<td>EDU 303 School Curr.: Reading/Lang.</td>
<td>3</td>
<td>EDU 306 Reading in Content Area *</td>
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</tr>
<tr>
<td>PSYC 301 Educational Psychology</td>
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<td>PSYC 302 Ed. Assessment Tech.</td>
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<tr>
<td>PHYS 103 General Physics I</td>
<td>4</td>
<td>PHYS 104 General Physics II</td>
<td>4</td>
</tr>
<tr>
<td>CORE 300 Journey to Selfhood</td>
<td>3</td>
<td>GSCI 409 General Science Seminar</td>
<td>1</td>
</tr>
<tr>
<td>RELS 300/400 Elective</td>
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<td>Lab Science Elective</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
<td><strong>Total</strong></td>
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#### Senior Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Cr.</th>
<th>Spring</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 400 Senior Field and Seminar</td>
<td>2</td>
<td>EDU 403 Student Teaching Seminar</td>
<td>2</td>
</tr>
<tr>
<td>EDU 402 School Curr.: Math</td>
<td>3</td>
<td>EDU 404 Student Teaching</td>
<td>4</td>
</tr>
<tr>
<td>CORE 400 Franciscan Vision</td>
<td>3</td>
<td>GSCI 450 Undergraduate Research</td>
<td>3</td>
</tr>
<tr>
<td>History Elective</td>
<td>3</td>
<td>Social Science Course</td>
<td>3</td>
</tr>
<tr>
<td>GSCI 105 Earth Science</td>
<td>4</td>
<td></td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

* Or EDU 305 or EDU 308
GSCI 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 MATH 002 or equivalent.

GSCI 105
Earth Science
4 credits
An introduction to the sciences, including Geology, Oceanography, Meteorology, and Astronomy, that seek to understand earth and its neighbors in space. Emphasis is placed on the dynamic interactions among the earth systems, including the human impact on the planet. This course is open to non-science majors and General Science majors. It is recommended for future science teachers. Two seventy-five minute lecture periods and two seventy-five minute lab periods weekly.
Prerequisite: Competency in mathematical and English skills, as shown by a grade of at least “C” in ENG 002 and in MATH 002, or their equivalents.

GSCI 409
General Science Seminar
1 credit
Critical review of selected current research topics utilizing library and on-line resources. Students develop an ability to effectively retrieve, summarize, and analyze information from primary sources. Students also develop skills in writing and oral presentation of a literature review on a topic of interest. GSCI 409 is normally taken in the semester preceding GSCI 450.
Prerequisite: Two semesters of laboratory courses in the sciences, or permission of the instructor

GSCI 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 GSCI 450.
Prerequisite: Permission of the instructor and approval of a proposal submitted to the mentor during the previous semester.
PHILOSOPHY (PHIL)

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 personal enrichment.

### Bachelor of Arts Degree in Philosophy
(revised July 2008)

**Required courses (24 credits):** Introduction to Philosophy (PHIL 101), Philosophy of Religion (PHIL 203), Ancient and Medieval Philosophy (PHIL 206), Modern Philosophy (PHIL 207), General Ethics (PHIL 301), Metaphysics: Being and Reality (PHIL 302), Philosophical Method (PHIL 445), Senior Seminar (PHIL 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: HIST 310 or 315, or PHIL/PSCI 305 or 306.

**Pre-Law:** The Department also offers a B.A. in Philosophy pre-law track. See the pre-law section in this Catalog for further details.

### FOUR YEAR SUGGESTED COURSE SEQUENCE
FOR PHILOSOPHY MAJORS (B.A.)
(revised July 2008)

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Fall</th>
<th>Positive Course</th>
<th>Spring</th>
<th>Positive Course</th>
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</thead>
<tbody>
<tr>
<td>Gen. Ed.: CIS Technology Course</td>
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<td></td>
<td>Gen. Ed.: MATH course</td>
<td></td>
</tr>
<tr>
<td>Gen. Ed.: Social Science Course</td>
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<td>One of HIST 310/315 PHIL/PSCI 305/306</td>
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(continued on next page)
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: PHIL 101 (Introduction to Philosophy); PHIL 100 or 211 (reasoning); PHIL 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 CORE 250, and either PHIL 101, or any 200 level philosophy course, or the permission of the instructor. Special prerequisite requirements are listed by course.

PHIL 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)

PHIL 101
Introduction to Philosophy
3 credits
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)

PHIL 103
Applied Family Ethics
3 credits
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)

PHIL 200
Philosophical Foundations of Education
3 credits
This course is designed to provide a philosophical understanding of the goals and methods of education. Influential philosophical accounts of learning and of society, including those of Plato, Rousseau, Locke, and Dewey, will be studied and related to contemporary teaching practice. (fall, spring)
PHIL 203
Philosophy of Religion
3 credits
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)

PHIL 204
Philosophy of Technology
3 credits
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)

PHIL 206
Ancient and Medieval Philosophy
3 credits
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)

PHIL 207
Modern Philosophy
3 credits
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)

PHIL 211
Symbolic Logic
3 credits
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. (every other spring)

PHIL 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)

PHIL 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 representative works by such thinkers as Olivii, Lully, Duns Scotus, and Ockham. (every other fall)

PHIL 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)

PHIL 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 ques-
tions, 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)

PHIL 301
General Ethics
3 credits
This course deals with foundational philosophical theories and problems in ethics. In addition to meta-ethical topics, students will study major ethical theories (Bentham, Mill, Kant, Aristotle, Rawls, etc.) and explore important contemporary moral problems (e.g., war, animal rights, euthanasia, abortion, capital punishment, etc.),(fall, spring)

PHIL 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)

PHIL 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)

PHIL 304
Theories of Knowledge
3 credits
This course examines answers to questions concerning human knowledge: What is knowledge? Do we really have knowledge? How is knowledge obtained and organized? In investigating these and related themes, students will examine major classical and contemporary theories of knowledge. The course concludes with a brief consideration of moral and religious knowledge. (every other fall)

PHIL/PSCI 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)
Prerequisite: PHIL 101 (PSCI 101 may be substituted for PHIL 101)

PHIL/PSCI 306
History of Modern Political Thought
3 credits
This course surveys 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: PSCI 101 or PHIL 101

PHIL 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)
Prerequisite: PHIL 101 (Any business course may be substituted for PHIL 101)

PHIL 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)

PHIL 320
Philosophy of Law
3 credits
This course provides an advanced introductory survey of philosophical issues related to the nature and purpose of law. Drawing both on philosophical theory and legal cases, the course addresses such issues as the uniqueness of legal norms, their relation to morality and theories of government, problems in the interpretation of laws, and the personal traits or virtues required to adjudicate and enforce the law. Theories to be covered may include utilitarianism, legal positivism, and the natural law and natural rights traditions. *Prerequisite:* PHIL 101

PHIL 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)

PHIL/CRIM 380
Judicial and Correctional Ethics
3 credits
This course explores issues in the theory and practice of the criminal law. The class aims to raise and answer questions about the relationship between such abstract concepts as liberty, rights and moral desert on the one hand, and the practice of judicial decision-making and criminal punishment on the other. Readings are drawn from journalism, philosophy, judicial decisions, and government reports. *Prerequisite:* PHIL 101

PHIL/PSYC 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.

PHIL 395
Special Topics
3 credits
This course allows students to pursue specific philosophical interests, including the very careful reading of a specific philosopher or school of thought. The topic is announced in advance.

PHIL 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.

PHIL 445
Philosophical Method
3 credits
Students will develop the practical skills necessary for engaging in the rational analysis, criticism, and persuasive defense of philosophical claims and arguments. Students will also be introduced to some major philosophical periodicals, and to the basic procedures of philosophical research - tailored to the stu-
dent’s particular philosophical interests. Students will complete this course by producing an outline of their proposed PHIL 450 project. (Normally taken just prior to PHIL 450; may be taken concurrently only with the Chair’s permission.)

PHIL 450
Senior Seminar
3 credits
Students develop and complete a substantive project on a philosophical topic or problem of their choice under the guidance of a faculty mentor. An oral presentation of their investigations constitutes the capstone experience of the philosophy major.

PHYSICAL EDUCATION (PE)

These courses provide an opportunity to enhance one’s physical well being by understanding the theory and practice of a variety of physical activity and sports while promoting a healthy lifestyle.

PE 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 (PHYS)

The physical science courses examine specific aspects of physical science on a qualitative and quantitative level.

PHYS 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: MATH 161 or equivalent.

PHYS 104
General Physics II
4 credits
Continuation of PHYS 103. Topics discussed are electricity, magnetism, optics and wave motion. Two lectures and a three-hour laboratory session weekly. (spring)
Prerequisite: PHYS 103 with a grade of “C” or better.

PHYS 455
Advanced Special Topics in Physical Science
3 credits

PHYS 456
Advanced Special Topics in Physical Science with Lab Component
4 credits
POLITICAL SCIENCE (PSCI)

Political Science is the study of both the theory and practice of political rule. 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 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
(revised June 2009)

Required courses: Introduction to Political Science (PSCI 101), American Government (PSCI 102), Research and Analysis in the Social Sciences (HIST/SS 290),* International Relations, (PSCI 303), Statistics I (MATH 122), Senior Seminar in Political Science (PSCI 415), and Research Methods in Social Sciences (SS 400); and 15 additional credit-hours in political science from: The Legislative Process (PSCI 205), The American Presidency (PSCI 290), The Judicial System and Constitutional Law (PSCI 291), The History of Modern Political Thought (PSCI 306), The History of Ancient Political Thought (PSCI 305), The Developing World (PSCI 402), and Living and Working Overseas (PSCI 404).

Related courses: 15 credits selected in consultation with the departmental advisor. These include courses in History, Sociology, Statistics, Economics, Philosophy, and Religious Studies. Six credits must be at the 300-400 level.

* pending approval

FOUR YEAR SUGGESTED COURSE SEQUENCE FOR BACHELOR OF ARTS IN SOCIAL SCIENCE WITH A CONCENTRATION IN POLITICAL SCIENCE
(Revised: June 2009)

Freshman  Fall  FYE 100
            ENG 101
            Gen. Ed.: Creative Arts course
            Gen. Ed.: Soc./Behav. Science
            PSCI 101
            HIST 100 level Elective
            Spring  FYE 101
                    ENG 102
                    Gen. Ed.: Mathematics course
                    Gen. Ed.: Soc./Behav. Science
                    PSCI 102
                    Gen. Ed.: COMM course

Sophomore  Fall  CORE 200
            RELS Course (100 or 200 level)
            Gen. Ed.: Laboratory Course
            Social Science Elective
            HIST/SS 290 (pending approval)
            Spring  CORE 250
                    Technology Elective
                    PSCI Elective
                    Elective
                    Gen. Ed.: PHIL course

Junior     Fall  CORE 300
            PSCI 303
            PSCI Elective
            PSCI Related Requirement
            Elective
            Spring  RELS Course (300 or 400 level)
                    PSCI Elective
                    PSCI Related Requirement
                    PSCI Related Requirement
                    Elective
                    Elective

Senior     Fall  CORE 400
            SS 400
            PSCI Elective
            PSCI Related Requirement
            Elective
            Spring  PSCI 415
                    PSCI Elective
                    PSCI Related Requirement
                    Elective
                    Elective
Minor in Political Science

A minor in Political Science consists of 18 credits of courses in Political Science selected in consultation with the advisor.

PSCI 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)

PSCI 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 or as needed)

PSCI 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. (every spring)
Prerequisite: PSCI 102

PSCI 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 presidential power receive special attention. (fall 2010, fall 2011)
Prerequisite: PSCI 102

PSCI 291
The Judicial System and Constitutional Law
3 credits
This course examines the judiciary branch of the US government. Students will explore the basic structure and underlying principles of American justice, the constitutional limits of the judiciary, and the competing theories of constitutional interpretation employed by the Justices of the Supreme Court by reading landmark judicial decisions. (every fall or as needed)
Prerequisite: PSCI 102

PSCI 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 2011)
Prerequisite: PSCI 101 or PSCI 102
PSCI/PHIL 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 covers the three main traditions of thought (Greek, Hebrew, and Roman) upon which Western political thinking and philosophy is based. A diachronic analysis of these texts explore the perennial questions of the nature and purpose of the state, justice, law, political rights and obligations. (every other spring)
Prerequisite: PSCI 101 or PHIL 101

PSCI/PHIL 306  
History of Modern Political Thought  
3 credits  
This course surveys 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 Nietszche, and others whose political thought merits attention. (every other fall)
Prerequisite: PSCI 101 or PHIL 101

SS 400  
Research Methods in Social Sciences  
3 credits  
This course provides students with a broad understanding of discipline inquiry and analysis of methods. Its focus concerns issues(139,190),(893,840) 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. (every fall)

PSCI 402  
The Developing World  
3 credits  
This course examines problems and issues such as debt, nutrition, and modernization that confront developing nations, and on how these issues affect the developed nations, especially the United States, in an era of unprecedented interdependence. (spring 2010)
Prerequisite: PSCI 101 or HIST 110

PSCI 404  
Living and Working Overseas  
3 credits  
This course enables students to experience another culture through study of a selected country and culture and to explore, analyze and present issues of global significance from a non-Western perspective. In addition to these intellectual and experiential aspects of the course, students address several related issues, including the nature of traditional and modern societies; ethnocentrism and stereotyping; nationalism and interdependence; “culture shock” and “re-entry shock;” and intercultural sensitivity. (every summer or as needed in the fall)

PSCI 415  
Senior Seminar  
3 credits  
This course is an in-depth study of an area within Political Science. The student pursues an individual research project under faculty supervision. At semester’s end the student submits a written report and orally presents the findings of the research project. (every spring and as needed in the fall)
Prerequisites: 7 of the 9 courses required for a PSCI concentration.

PSCI 452  
Career Internship in Political Science  
An individualized practicum in which 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. (as needed)
PSYCHOLOGY (PSYC)

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.

SUGGESTED COURSE SEQUENCE
FOR PSYCHOLOGY MAJORS
(Revised: June 2009)

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The psychology major contains two components. First, prior to beginning course work toward the major, all students need to complete PSYC 101 and one of the following: PSYC 201, PSYC 202, or PSYC 203. The core of the psychology major, that is course work common to all psychology majors, consists of PSYC 303, PSYC 309, PSYC 311, PHIL/PSYC 390, and PSYC 410 (or an equivalent course determined by your advisor). To complete the remaining 18 credits students may select from the four themes listed below. The theme helps organize your area of interest within your major around either developmental, experimental, neuroscience, or applied areas of study. However, students are encouraged to select courses from any of the psychology themes. Nine of the eighteen credits must be taken at the 300/400 level. All psychology majors will determine their course of study in consultation with their psychology department advisor.
### Developmental Theme
- PSYC 201 Introduction to Child Development
- PSYC 202 Adolescent Development
- PSYC 203 Adult Development and Aging
- PSYC 290 Social Psychology
- PSYC 330 Multicultural Perspectives in Psychology
- PSYC 403 Psychology of Women
- PSYC 411 Advance Readings in Developmental Psychology

### Experimental Theme
- PSYC 303 Statistics for Psychological Research
- PSYC 304 Advanced Statistical Methods
- PSYC 305 Psychometric Theory and Practice
- PSYC 309 Research Design
- PSYC 310 Experimental Methods
- PSYC 415 Experiential Psychology Practicum

### Neuroscience Theme
- PSYC 207 Psychology of Consciousness
- PSYC 280 Psychology of Learning
- PSYC 315 Evolutionary Psychology
- PSYC 401 Cognition and Memory
- PSYC 412 Advanced Studies in Cognitive Sciences

### Applied Psychology Theme
- PSYC 307 Psychology of Sex and Gender
- PSYC 325 Psychology of Careers
- PSYC 380 Psychology of the Family
- PSYC 405 Childhood and Adolescence Deviance
- PSYC 406 Psychopathology in Adulthood
- PSYC 407 Psychology of Personality
- PSYC 409 Counseling Principles and Procedures
- PSYC 452 Career Internship in Psychology
Psychology Minor

The Psychology Department offers a choice of three tracks toward a minor.

Educational Psychology Track (18-19 credits)

This course of study is appropriate for students interested in gaining more knowledge about teaching methods, and interaction in educational settings.

- PSYC 101 Introduction to Psychology 3 credits
- PSYC 201 Introduction to Child Development 3 credits
- PSYC 301 Educational Psychology 3 credits
- PSYC 302 Educational Assessment 3 credits
- PSYC ___ Two Electives 6 credits

General/Experimental Track (19 credits)

This course of study is for students who are interested in pursuing careers in teaching of general/experimental psychology.

- PSYC 101 Introduction to Psychology 3 credits
- PSYC 201 Introduction to Child Development 3 credits
- PSYC 311 Biopsychology 4 credits
- PSYC 280 Psychology of Learning 3 credits
- PSYC 303 Statistical Methods 3 credits
- PSYC ___ Elective 3 credits

Applied/Clinical Psychology Track (18 credits)

This course of study is for students who are interested in counseling, school psychology, or other applied areas of psychology.

- PSYC 101 Introduction to Psychology 3 credits
- PSYC 201 Introduction to Child Development 3 credits
- PSYC 405 Childhood and Adolescence Deviance 3 credits
- PSYC 407 Psychology of Personality 3 credits
- PSYC 409 Counseling Principles and Procedures 3 credits
- PSYC ___ Elective 3 credits
PSYC 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)

PSYC 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)

PSYC 105
Lifespan Development
3 Credits
This course explores the various stages of the lifecycle from prenatal development through late adulthood. The key biological, cognitive, social and psychological components in each stage are discussed within the lifespan perspective, in relation to the cultural context where such development occurs.

PSYC 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)

PSYC 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)

PSYC 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)

PSYC 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)

PSYC 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.

PSYC 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: PSYC 101 or permission of the instructor
PSYC 290
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: PSYC 101

PSYC 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)
Prerequisite: PSYC 201

PSYC 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)
Prerequisite: PSYC 201

PSYC 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
Prerequisite: PSYC 101 and MATH 160 or its equivalent; Junior status

PSYC 304
Advanced Statistical Methods
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: PSYC 101 and PSYC 303

PSYC 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.
Prerequisite: PSYC 101 and PSYC 303

PSYC 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: PSYC 101 and PSYC 201 or PSYC 105
**PSYC 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:* PSYC 101 and PSYC 303; Junior status

**PSYC 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:* PSYC 309

**PSYC 311**
Biopsychology
4 credits
This course focuses on the biological basis of behavior and experience. The course provides an overview of neuroanatomy, neurophysiology, the functions of different brain areas, and research methodology. Also studied are the relationships between brain and behavior by examining topics such as sensation and perception, waking and sleeping, hunger, reproduction, emotion, language and psychological disorders. (every fall and spring)
*Prerequisites:* PSYC 101; Junior status

**PSYC 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)
*Prerequisite:* PSYC 101

**PSYC 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:* PSYC 101, 203.

**PSYC 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:* PSYC 101

**PSYC 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:* PSYC 101

**PSYC/PHIL 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.
*Prerequisite:* Junior or Senior status
PSYC 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: PSYC 101 and MATH 122

PSYC 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: PSYC 101 and one of the following: PSYC 201 or PSYC 202 or PSYC 203 or PSYC 105

PSYC 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)  
Prerequisites: PSYC 101 and one of the following: PSYC 201 or PSYC 202 or PSYC 203 or PSYC 105

PSYC 406  
Psychopathology in Adulthood  
3 credits
This course describes psychoses and disorders of behavior, affect and personality. Symptomatology, diagnosis, etiology, and treatment of disorders are examined. (every semester)  
Prerequisites: PSYC 101 and one of the following: PSYC 201 or PSYC 202 or PSYC 203 or PSYC 105

PSYC 407  
The Psychology of Personality  
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: PSYC 101 and one of the following: PSYC 201/202/203/105

PSYC 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: Junior or Senior status

PSYC 410  
Undergraduate Research in Psychology  
3 credits
This is an opportunity to engage in an in-depth study of a selected area of psychology. Emphasis will be on the latest developments in research. The student pursues an individual research project under faculty supervision and submits written and oral reports at the close of the semester. Students will be encouraged to develop creative explorations of scholarly topics. (every semester)  
Prerequisites: Permission of the instructor and approval of the department chairperson; Senior status

PSYC 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
PSYC 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

PSYC 413
Psychology: East and West
3 credits
This course explores the major intersections between Western Psychology and Eastern Philosophy. Implications of this intersection include deeper insights into the nature of the mind, the nature of the self, the nature of matter versus mind, the nature of psychological illness and healing, and the characteristics of “the good life.”

PSYC 420
Independent Study in Psychology
1-3 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

PSYC 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

RELIGIOUS STUDIES (RELS)

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 with a grade of “C” or better in all courses. Required courses: RELS 102, 103, 105, 201, 204, 301, 303, 306.

Bachelor of Arts Degree in Religious Studies  
(revised June 2009)

**Required courses:** Introduction to the First Testament (RS 102), Introduction to the Second Testament (RS 103), Exploring Contemporary Moral Issues (RS 105), Christology (RS 201), Christian Sacraments and Worship (RS 204), Comparative World Religions (RS 301), Peace, Justice and Contemporary Social Issues (RS 306), Seminar in Religious Studies or Ministry (RS 410) or Religious Studies elective, and three Religious Studies Electives.

**Related courses:** Introduction to Philosophy (PHIL 101), and one additional philosophy course.

### SUGGESTED COURSE SEQUENCE FOR RELIGIOUS STUDIES MAJORS  
(Revised: June 2009)

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<th>Freshman</th>
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<td>Creative Arts (Studio)</td>
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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.
Minor in Religious Studies (15 credits)

Students who are interested in Religious Studies should consider adding a Religious Studies minor. This minor can be useful for all students, especially those pursuing degrees in English, Philosophy, Psychology, Nursing, or Business.

Requirements: Five courses in Religious Studies (above and beyond the two RELS courses needed to fulfill the general education requirement).

RELS 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)

RELS 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)

RELS 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 shows the relevance of the Good News for our own times. (alternating fall semesters)

RELS 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)

RELS 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)

RELS 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)
REL 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)

REL 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)

REL 295
Special Topics in Religious Studies
3 credits
As announced, directed towards Freshmen and Sophomores.

REL 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)

REL 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)

REL 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)

REL 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 fall semesters)

REL 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)

RELS 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)

RELS 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.

RELS 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)

RELS 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)

RELS 395
Special Topics in Religious Studies
3 credits
As announced, directed towards Juniors and Seniors.

RELS 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)

RELS 402:
Planet Auschwitz: Moral Challenge in the Nazi Era
3 credits
“That evil can appear in the shape of light, of good deeds, or historical necessity, of social justice, is plainly confusing to someone who comes from our traditional world of ethics. To the Christian, whose life rests on scripture, it is the confrontation with the unfathomable baseness of evil.” Dietrich Bonhoeffer, Ten Years After

During the Shoah, human beings were faced with moral dilemmas for which no one could prepare. The decisions forced upon them re-
quired immediate action and often impossible choices. Using case studies, primary sources, Responsa Literature, diaries and film, the course will examine the actions of victims, perpetrators, rescuers and bystanders in the context of the Nazi persecution.

*Prerequisites:* completion of lower division RELS courses and 60 credits

**RELS 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)

**RELS 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)

**RELS 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.

**RELS 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 155) or Sociology, or work in Concentrations including International Education and Foreign Languages (see below), and/or Political Science (see page 210).

**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.
Bachelor of Arts Degree in Social Science  
with a Concentration in International Education and Foreign Language

**Required courses:** 13 credits in a modern foreign language, World Geography and Culture (HIST 110), HIST/SS 290* Research and Analysis in the Social Sciences, and Senior Seminar; 12 credits from: Modern Japan (HIST 320), Introduction to Political Science (PSCI 101), International Relations (PSCI 303), The Developing World (PSCI 402), Living and Working Overseas (PSCI 404), Comparative World Religions (RS 301); and 6 credits from World War I to the Cold War (HIST 104), Jazz Age to Computer Age (HIST 203), Latin America (HIST 220), Race and Ethnicity (SOC 104).

**Related courses:** 18 credits in disciplines such as Anthropology, Business, History, Psychology, Political Science, Sociology and English.

* (pending approval)

FOUR YEAR COURSE SEQUENCE FOR SOCIAL SCIENCE MAJORS WITH A CONCENTRATION IN INTERNATIONAL EDUCATION AND FOREIGN LANGUAGE  
(Revised: May 2008)

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SOCIOLOGY (SOC)

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
(revised: June 2009)

Required courses (16 credits): SOC 101 Principles of Sociology, SOC 201 Sociological Theory, HIST/SS 290 Research and Analysis in the Social Sciences,* SS 400 Research Methods in Social Science, SOC 415 Senior Seminar in Sociology.

Additional Required Courses in Family/Community Studies (21 credits) selected from:

- SOC 104 Sociology of Race and Ethnicity
- SOC 203 Aging: A Social Affair
- SOC 215 Sociology of Race and Ethnicity
- SOC/CRIM 250 Special Topics in Sociology
- SOC/CRIM 251 Family Abuse
- SOC 301 Marriage and the Family
- SOC 303 Sociology of Deviance
- SOC 307 Sociology of Education
- SOC 310 Social Change
- SOC/CRIM 312 Criminology
- SOC 315 Terrorism and Political Violence
- SOC 320 Social Movement
- SOC 405 Living in American Society
- SOC 407 Urban Society

Related courses: 18 credits in disciplines such as Anthropology, Business, History, Psychology, Political Science, and English, Economics, Criminal Justice, and Religious Studies selected in consultation with the departmental advisor.

NOTE: MATH 122 (Statistics) is the specified Math General Education course for Sociology majors.

* pending approval
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.

### Minor in Sociology

A minor in Sociology consists of 18 credits of courses in Sociology selected in consultation with the advisor.

**SOC 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)

**SOC 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)

**SOC 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: SOC 101*

**SOC 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)

**SOC 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 2009, or as needed)

**HIST/SS 290 (pending approval)**  
**Research and Analysis in the Social Sciences**  
4 credits  
This course is an introduction to the skills required to succeed in the Social Sciences. Instruction will emphasize both the acquisition and honing of the techniques needed for: 1) an intellectual engagement with reading material pertinent and specific to the disciplines of history, sociology, and political science, and 2) the clear and concise use of the written word to
communicate this engagement. This course is required for all majors in History, Sociology, Political Science, and International Education, but open to students in other majors. Note: This course should be taken, ideally, at the start of one’s sophomore year, and MUST be taken before enrollment in any 300-level course (other than HIST 364/365/370). HIST/SS 290 cannot be taken after, or concurrently, with either “Research Methods,” or “Senior Research” courses (spring 2010, pending approval)

SOC 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)

SOC/CRIM 250
Special Topics
3 credits
(as needed)

SOC/CRIM 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, or as needed)

SOC 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. (fall 2010, fall 2011, or as needed)

SOC 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 semester as needed)

SS 305
Global Problems and Perceptions of Capitalism
3 credits
This course will introduce students to the sociocultural, historical and political analysis of the spread of capitalism, its consequences and interpretations among different cultures. Issues such as global poverty, ethnic conflicts, economic development, disease, environment and social protests will be examined within the context of global problems and the challenges leading to possible solutions.

SOC 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. (spring 2010)

SOC 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: SOC 101 or permission of the instructor

SOC 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 and spring as needed)

Prerequisite: SOC 101

SOC 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: SOC 101

SOC 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 2010)

Prerequisite: SOC 101 or permission of instructor

SOC/ANTH 322
Cocaine: Culture, Politics and Society
3 credits
As a commodity that connects the lives of millions of people across nations and continents, the study of the cocaine trade can be useful in addressing issues associated with processes of development and globalization. As such, this course is an analysis of the intersection of global economic and political forces with local conditions. It focuses on topics such as coca and Andean cultures, development and agricultural producers in Latin America, the formation of trafficking networks, transnational crime, drug economies and urban youth, and U.S. foreign policy.

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: SOC 101

SOC 402
Advanced Special Topics in Sociology
(as needed)

SOC 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, changing social values and norms, the role of major institutions such as religion, politics, and education in society. (spring 2010)

Prerequisite: SOC 101.
SOC 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 2009, fall 2010)
Prerequisite: SOC 101

SOC 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 and fall as needed)
Prerequisites: SOC 101, SOC 201, and SOC 304

SOC 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. (every semester as needed)

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 (a total of 15 credits):

Women's Issues
PHIL 221 Philosophical Perspectives on Women

Survey
ART 361 Women in the Arts (Prerequisite: ART 151 or 152 or permission)
ENG 385 Women in Literature (Prerequisite: ENG 102)
HIST 315 Women in History (Prerequisite: HIST 101, or 102, 103, 104, 201, 202, 203)

Family
PHIL 103 Applied Family Ethics
RELS 302 Christian Marriage
SOC 301 Marriage and the Family
SOC/CRIM 251 Family Violence/Domestic Abuse
HIST 210 The Family in American History

Sex and Gender
PSYC 307 The Psychology of Sex and Gender (Prerequisites: PSYC 101, 201)
PSYC 403 The Psychology of Women (Prerequisites: PSYC 101, 201)
SOC 215 Sociology of Sex and Gender
BUSINESS AND MANAGEMENT SCIENCES PROGRAMS

The mission of the Division of Business and Management Sciences at Felician College is to continuously improve the quality and relevance of the academic experience we offer to educate undergraduate and graduate students in accordance with the highest academic and professional standards and within the context of a Catholic and Franciscan Liberal Arts tradition, and to prepare our students for their lives in general and in particular for the world of business.

Our vision is:

- To be the college of choice for undergraduate and graduate students seeking to prepare for or advance their careers in the world of business.
- To welcome students into a learning environment of continuous improvement that is both nurturing and challenging.
- To graduate students who are well prepared academically and marketedly influenced by their immersion in the Felician/Franciscan tradition.

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
  - B.S. in Accounting
  - B.S. in Management
  - B.S. in Marketing
- M.B.A. in Innovation and Entrepreneurship
  (Innovation/Corporate Entrepreneurship, Management, Marketing, or Accounting Concentrations)

In both the B.A. and B.S. business programs students may select a minor or concentration in International Business, 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 47  
Area of concentrations and related requirements 49  
Electives 24

**Bachelor of Sciences in Business Administration, Marketing, and Management**

Courses: Credit-Hours:  
Core & General Education Curriculum 47  
Area of concentrations and related requirements 58  
Electives 15

**Bachelor of Sciences in Accounting**

Courses: Credit-Hours:  
Core & General Education Curriculum 47  
Area of concentrations and related requirements 73

**B.S. Business Administration**

*Required Courses in addition to the core and general education requirements:*

MKT 100 Fundamentals of Marketing; MGT 100 Fundamentals of Management; MATH 160 College Algebra; ACC 100 Principles of Financial Accounting I; ACC 200 Principles of Managerial Accounting; ECON 200 Macroeconomics; ECON 220 Microeconomics; MGT 410 International Business; BUS 300 Ethics in a Corporate Environment; BUS 310 Business Law I; BUS 341 Introduction to Research and Analysis using Statistics; MGT 490 Business Policy.

**Major Requirements:** BUS 320 Business Law II; BUS 499 Research in Business; FIN 300 Corporate Financial Management; MGT 300 Organizational Behavior

**Business Electives:** Two at 300 or 400 level; one at any level
### B.S. Accounting

**Required Courses in addition to the core and general education requirements:**

**Business Core:** MKT 100 Fundamentals of Marketing; MGT 100 Fundamentals of Management; MATH 160 College Algebra; ACC 100 Principles of Financial Accounting I; ACC 200 Principles of Managerial Accounting; ECON 200 Macroeconomics; ECON 220 Microeconomics; MGT 410 International Business; BUS 300 Ethics in a Corporate Environment; BUS 310 Business Law I; BUS 341 Introduction to Research and Analysis using Statistics; MGT 490 Business Policy.

**Accounting Major:** ACC 220 Principles of Financial Accounting II; ACC 310 Intermediate Accounting I; ACC 320 Intermediate Accounting II; ACC 330 Federal Tax I; ACC 340 Federal Tax II; ACC 410 Accounting Problems and Practice; ACC 573 Audit and Assurance; ACC 572 Advanced Accounting; BUS 320 Business Law II; FIN 300 Corporate Financial Management; FIN 310 Financial Markets and Institutions; BUS 499 Business Research

### B.S. Management

**Required Courses in addition to the core and general education requirements:**

**Business Core:** MKT 100 Fundamentals of Marketing; MGT 100 Fundamentals of Management; MATH 160 College Algebra; ACC 100 Principles of Financial Accounting I; ACC 200 Principles of Managerial Accounting; ECON 200 Macroeconomics; ECON 220 Microeconomics; MGT 410 International Business; BUS 300 Ethics in a Corporate Environment; BUS 310 Business Law I; BUS 341 Introduction to Research and Analysis using Statistics; MGT 490 Business Policy.

**Major Requirements:** BUS 499 Research in Business; FIN 300 Corporate Financial Management; MGT 300 Organizational Behavior; MGT 310 Human Resource Management; MGT 340 Project and Program Management; MGT 440 Production and Operations Management; MGT 450 Leadership and Strategy
Business and Management Sciences

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, and 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 students become skilled professionals who will successfully and ethically practice in the business world. Students planning professional careers 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. Students should begin the internship preparation at least one semester before enrolling in the internship. Students may earn up to six internship credits.

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

B.S. Marketing

Required Courses in addition to the core and general education requirements:

**Business Core:** MKT 100 Fundamentals of Marketing; MGT 100 Fundamentals of Management; MATH 160 College Algebra; ACC 100 Principles of Financial Accounting I; ACC 200 Principles of Managerial Accounting; ECON 200 Macroeconomics; ECON 220 Microeconomics; MGT 410 International Business; BUS 300 Ethics in a Corporate Environment; BUS 310 Business Law I; BUS 341 Introduction to Research and Analysis using Statistics; MGT 490 Business Policy.

**Major Requirements:** MKT 230 Sales Management; MKT 300 Consumer Behavior; MKT 310 New Product Development; MKT 320 Distribution Management; MKT 410 Marketing Research; MKT 420 Product Management; MKT 498 Research in Marketing
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.

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.  
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.  
Prerequisite: ACC 100

ACC 310  
Intermediate Accounting I  
3 credits  
Examines generally accepted accounting principles as they relate to the preparation of financial statements. Emphasis is placed on balance sheet valuations and their relationship to income determination.  
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.  
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.  
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 emphasis is on partnerships, corporations and other special topics.

Prerequisite: ACC 330

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 320 and ACC 340

ACC 410
Accounting Problems and Practices
3 credits
This course is a study of accounting problems and approaches to solutions, including ethical situations that may be encountered by the professional accountant. Thus, the course reviews current accounting issues, various accounting pronouncements, and public expectations of the accounting profession.

Prerequisite: ACC 320

ACC 571
Applied Managerial Accounting
3 credits
The purpose of this course is to give the student tools to think analytically about business issues in a structured, organized, and thoughtful manner. Organizational success can be linked to activities such as strategic and tactical planning, product quality and customer satisfaction, and improvements to business processes. The course therefore focuses on the role of accounting for internal management decision-making.

Prerequisites: ACC 310 and ACC 320

ACC 572
Advanced Accounting
3 credits
This course focuses on accounting standards relating to business combinations, consolidated financial statements, goodwill, and other intangible assets. To this end, the purchase and equity methods are emphasized. The course also addresses accounting issues relating to the formation, changes in ownership interests, and liquidation of partnerships. Other special topics are also covered.

Prerequisites: ACC 310 and ACC 320

ACC 573
Audit and Assurance
3 credits
The primary focus of this course is the decision making process of the independent auditor in connection with the audit of management prepared financial statements and the audit of internal control over financial reporting. To this end, the course gives appropriate attention to planning the audit, establishing audit objectives, the risks associated with the audit, the nature and amount of evidence to be gathered, evaluation of evidence, and reporting. Other issues discussed include auditor’s legal liability, impact of Sarbanes-Oxley legislation, and other assurance services provided by a certified public accountant.

Prerequisites: ACC 310 and ACC 320
BUSINESS – GENERAL (BUS)

BUS 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.
Prerequisite: ENG 002 or Equivalent

BUS 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.

BUS 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.
Prerequisites: MGT 100 and MGT 300

BUS 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.

BUS 315
Business Law II
3 credits
This course presents an advanced study of the American legal system as it affects business. It focuses an in-depth study of the Commercial Paper, Products Liability, and Warranties, Bankruptcy Law, Business Associations, Antitrust Law, Labor Law and Employment Issues, including legal issues involving discrimination and how it affects business operations and hiring and firing decisions. Students will study and discuss the Uniform Commercial Code, the United States Bankruptcy Code, the Civil Rights Act of 1964, the Equal Pay Act of 1963, the Age of Discrimination Act, the Immigration Reform and Control Act of 1986, and the Americans with Disabilities Act of 1991.
Prerequisite: BUS 310
BUS 341
An Introduction to Research and Analysis Using Statistics
3 credits
Problem analysis and evaluation techniques are presented. Students are shown methods for defining, researching, analyzing and evaluating problems that often occur in work environments. Specific statistical information covered in the course includes identifying and measuring objectives, collecting, working with significance levels, and analyzing variance and constructing questionnaires.

BUS 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. The internship is for Juniors and Seniors only. Note: Preparation for internships must begin at least one semester prior to the semester in which the student is enrolled.
Prerequisite: Permission of the Department Chair

BUS 499
Research in Business
3 credits
This capstone experience in business assesses students' mastery of the principle components of the business curriculum and the core competencies expected of all business professionals. After an initial group meeting, private sessions are held between the student and the professors teaching the course. These meetings will permit students to address any gaps in their business knowledge and improve their quantitative and communication skills. Senior status is required for admission to this class.
Prerequisites: Senior status and all business and related courses

BUS 501
Advanced Business Dimensions of Health Care
3 credits
This course is designed for the professional registered nurse. It 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 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.

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.
Prerequisites: ENG 102

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.

Prerequisites: MATH 160, ENG 102

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

ECON 330
Economic History
3 credits
Economic history is the study of economic change and phenomena of the past. This course involves a survey and critical analysis of the history of Western economic ideas from the sixteenth through the twentieth century, with particular emphasis placed on Classical economic thought and the emergence of Neoclassical economics. This study of economic history is undertaken using both historical methods and the application of economic theory.

ECON 410
International Trade and Finance
3 credits
This course is designed to introduce students to international economics, in particular, the determinants that affect the flow of goods across countries, as well as the interchange of savings and investments from one country to another. We will also consider the application of our studies upon many topics of current interest, including the debate on free trade and the US current account deficit.

ECON 440
Comparative Economic Systems
3 credits
Comparative Economic Systems will be focused on the examination of the policies and performances of different historical and contemporary economies, trying to establish the impact of ideological versus external or concrete influence on the shaping of economic systems. Emphasis will be placed on the comparison of capitalism and socialism, as well as on the intense analysis of existing capitalist systems and the continuing evolution of the emerged and emerging economies of the world.

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 topics include principles of portfolio decision-making; investment in securities, insurance, real-estate, public and private pensions, and retirement and estate planning.

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.  

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.  

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.

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.  

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 interact-
tion between the two are a major concern of the course.

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.

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 finding of the behavioral sciences are integrated, especially in exploring issues of labor-management interaction and cooperation on mutual issues of organizational planning, industrial counseling, and work performance and compensation.

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, funding, administration, and franchise interaction. Formerly 365

Prerequisites: MKT 100 and MGT 230

MGT 340
Project and Program Management
3 credits
Many good ideas fail because projects are not completed on time or fail to produce results. Avoiding these traps requires a clear understanding of a project’s requirements and objectives and strong project management. This course helps prepare management students for the complexity of project and program management by providing them with the skills they need to properly define a project’s scope, adequately plan for resource allocation, build and manage the project team, and successfully track the progress of the project to a successful completion.

Prerequisite: MGT 100

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.

Prerequisites: MGT 100, ACC 100, ECO 200

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. 

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. 

Prerequisites: ACC 200, ECON 220, MKT 100, MGT 100, FIN 300, MATH 122 or equivalent

MGT 450
Leadership and Strategy
3 credits
Effective leadership is mandatory for transforming a strategic vision into reality. In this course, students will explore the essential elements that enable strong leaders to turn strategy into action. Students will practice the techniques of strategic planning, and learn to harness and apply leadership skills to prevent the strategy from being derailed. 

Prerequisites: ACC 200, ECON 220, MKT 100, MGT 100, FIN 300, MATH 160 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. 

Prerequisites: All lower level Business courses

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.

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 brand building and corporate image is discussed. Each of the elements of the promotion mix - advertising, sales, promotion, public relations, personal selling, and direct marketing (including communications and promotions on the web) - are examined.

Prerequisite: MKT 100
MKT 230
Sales Management
3 credits
This course examines the role of the sales manager in the planning, development, implementation, and control of sales force activities. Selection, training, supervision, and motivation of sales force personnel is examined as well as the interaction and coordination of the sales function with other organizational functions.
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.
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 310
New Product Development
3 credits
The ability to develop new and innovative products is the lifeblood of any company. This course examines the entire process of New Product Development including brainstorming, idea evaluation and screening, business analysis, product testing and prototypes, test marketing, and commercialization. Additional focus is placed upon the methods, tools, and techniques utilized to carry out the steps in the process.
Prerequisite: MKT 100

MKT 320
Distribution Management
3 credits
Efficient management of the supply and distribution systems of a firm provides an important source of competitive advantage in today's global marketplace. This course will examine the topics of logistics management, inventory management, procurement, warehousing, physical distribution methods, and use of information systems.
Prerequisite: MKT 100

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.
Prerequisites: MKT 100, MKT 300, MATH 160 or equivalent
MKT 420
Product Management
3 credits
This course examines the role of the product manager and product management strategies in response to a wide array of uncontrollable business environmental factors. Particular focus is placed upon the product manager’s effective utilization of the four P’s of the marketing mix to achieve desired goals. This course will utilize case analysis as a means of sharpening one’s skills in strategy formulation and implementation.
Prerequisite: MKT 100

MKT 498
Research in Marketing/Management
3 credits
This capstone experience in Marketing/Management assesses students' mastery of the principle components of the Marketing and Management curriculum and the core competencies expected of all business professionals. After an initial group meeting, private sessions are held between the student and the professors teaching the course. These meetings will permit students to address any gaps in their business knowledge and improve their quantitative and communication skills. Senior status is required for admission to this class.
Prerequisite: Senior status and all marketing/business related courses

ORGANIZATIONAL MANAGEMENT (OM)
(Success Program)
available only through cohort 50

OM/BUS 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/BUS 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/BUS 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/BUS 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 court room 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 globally 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 for RNs with BSN Degree
  Adult or Family Nurse Practitioner Track – Online
  Education Track – Planned for spring 2009. On-campus, accelerated, cohort based

- Certificate Programs
  Post Master's Certificate in Adult and Family Nurse Practitioner Tracks - Online
  Post Master's Certificate in Nursing Education
  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. 132 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
For RN’s with a BSN Degree who are looking to advance their career, Felician offers two tracks in the graduate program: Advanced Practice and Nursing Education. The Adult and Family Nurse Practitioner MSN tracks in primary care are offered online. The Education track, cohort based and taught on-site, prepares nurses for faculty roles in higher education, staff development and continuing education, and patient and community education. Both tracks can be completed in as little as 2 years.

Advanced Practice Nurses are eligible to take the certification examination from the American Nurses’ Credentialing Center (ANCC), and apply to the New Jersey State Board of Nursing for certification as an APN with prescriptive privileges. Nurse Educators are eligible to take the ANCC Nursing Professional Development Certification Examination and the National League for Nursing Certification in Nurse Educator Examination. Graduates from both these tracks are eligible to apply for admission to doctoral study.

43 Credits Adult Nurse Practitioner Track
46 Credits Family Nurse Practitioner Track
42 Credits Nurse Education 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 Advance Practice Nurse.
28 Credits Adult Nurse Practitioner Track
31 Credits Family Nurse Practitioner Track


3) 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
  http://www.state.nj.us/oag/ca/medical/nursing.htm

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

- The MSN program and the Post Master’s Certificate programs are fully accredited by the Commission on Collegiate Nursing Education (CCNE).

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

- The MSN online program for Advanced Practice 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
  http://www.msche.org/

- The School Nurse/Teacher of Health Education Certificate Program is approved by the State of New Jersey Department of Education.

  State of New Jersey Department of Education: Office of Licensing and Academic Credentials PO Box 500, Trenton, New Jersey 08626-0500, Phone (609) 984-4855 – Fax (609) 292-3768
  http://www.state.nj.us/education/

Mission

The mission of the Division of Nursing and Health Management is to educate competent, committed, and caring Registered Nurses, Advance Practice Nurses and Nurse Educators. 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 Catalog. 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 student’s responsibility to know and comply with all current academic policies and regulations of the College, Division, 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.

New Jersey Board of Nursing Requirement

The New Jersey State Board of Nursing requires that applicants to the Nursing Program be informed of the following:

13:37-1.8 (h) Before an individual is admitted to a nursing education program, the program shall inform the individual that a criminal history background check is a prerequisite for licensure as a registered professional nurse or a licensed practice nurse.

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 132-credit curriculum includes 66 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
- 1000 or higher on the SAT
- 3.0 or higher GPA.
- A grade of “C” or higher in high school laboratory biology, chemistry, and two years of college preparatory mathematics.

**B. Transfer Students - External Transfers**

- A completed application
- 3.0 or higher transfer GPA based on 12 college credits
- B- in all science grades

**C. Transfer Students - Internal Transfers**

- 3.0 or higher transfer GPA
- B- in at least 2 lab science courses

* 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 examination in order to receive college credit.

An evaluation regarding the transferability of nursing credits is done on a case-by-case basis. It is the responsibility of the student to provide the Associate Dean 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 B or higher in the course they are requesting for transfer credit. The Associate Dean shall make the final decision regarding the awarding of transfer credits.

**D. Nursing Pathway Program**

- Satisfy general admission requirements of Felician College.
- 900 or higher on the SAT
- 2.75 or higher GPA
- 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.

E. 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 first attempt.
- GPA of 2.75

Degree Requirements

- Successful completion of 132 credits
- Maintenance of a cumulative GPA of 2.75 throughout the program
- A grade of “C+” or higher in all nursing courses. The course grade is comprised of academic course work, and a satisfactory in clinical practice. A student is permitted only 1 repetition of one nursing course for a grade less than a C+.
- A grade of “C” or higher in all non-nursing courses and a 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 of current health clearance issued by the Felician College Wellness Center
- Adherence to a criminal history background check as required by a clinical agency. The agency reserves the right to exclude a student from their site. Such exclusion shall result in the student being dismissed from the nursing program.
- Proof of membership in the National Student Nurses Association (NSNA) and New Jersey Nursing Student Association (NJNS).
- Standardized testing is used throughout the curriculum. Specifics in the use of standardized testing are contained within individualized course syllabi.
- Students are required to pass a comprehensive Exit Exam with a score of 850 or higher.
- Students are financially responsible for the cost of all computerized testing.
- Students are required to complete a departmental approved NCLEX Review Course following completion of their last semester.
- Degree requirements must be completed within 7 years from the start of the program. This time limit includes leaves-of-absence. Students who do not complete the program requirements within this time frame may be required to complete additional coursework.

A letter of program completion shall be sent by the Associate Dean of the Program to the New Jersey State Board of Nursing at the time the student has completed all program requirements and has submitted proof that they have applied to the Board of Nursing to take the NCLEX Examination.
Graduates are strongly encouraged to sit for the State Board of Nursing Registered Nurse licensing examination (NCLEX) no later than 6 months after program completion. Graduates who opt to take the exam beyond this point need to contact the Division Dean who will recommend remediation activities prior to processing their NCLEX application.

**Academic Probation**

Students are required to maintain a 2.75 cumulative GPA throughout the program. Students whose Cumulative GPA falls below 2.75 will be placed on academic probation for one semester. Failure to raise the cumulative GPA to a 2.75 by the end of that semester shall result in dismissal from the BSN Program without a chance of re-admission. Students dismissed from the program are counseled to enroll in another program at the college where they may be successful.

**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 Experience**

Students apply their nursing knowledge and 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 practice in a variety of health care settings including acute care agencies and community settings. Sites are JCAHO accredited (Joint Commission on the Accreditation of Health Care Organizations). Many of the agencies have received Magnet Status recognition from the American Nurses Credentialing Center (ANCC).

Some examples of clinical placements include Saint Barnabas Medical Center, Livingston; Beth Israel Medical Center, Newark; 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.

**Clinical Nursing Residency**

The clinical nursing residency program occurs in the final semester of the senior year. It consists of structured learning and work experiences with nurse preceptors designed to assist the student in the transition to their first professional nursing role. Clinical nursing residents work in a health care setting and provide care to individuals and groups of patients as a fully integrated member of the health care team. Clinical Nursing Residents work one-on-one with a Registered Nurse Preceptor in executing the nursing regime under the supervision of nursing faculty. The Residency Program bridges the gap between the role of the student nurse transitioning to the role of staff nurse.
# Curriculum Plan

## Freshman Year

<table>
<thead>
<tr>
<th>Fall Semester Courses</th>
<th>Spring Semester Courses</th>
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<tbody>
<tr>
<td>FYE 100 Freshman Year Experience</td>
<td>1 NURS 100 Exploring Professional Nursing</td>
</tr>
<tr>
<td>ENG 101 Writing the College Essay</td>
<td>3 ENG 102 Intro. to Literature</td>
</tr>
<tr>
<td>BIO 205 Anatomy and Physiology</td>
<td>4 BIO 206 Anatomy and Physiology II</td>
</tr>
<tr>
<td>PSYC 101 Introduction to Psychology</td>
<td>3 PSYC 105 Life Span Development</td>
</tr>
<tr>
<td>RELS 100/200 Religious Studies Elective</td>
<td>3 CHEM 105 Principles of Chemistry</td>
</tr>
<tr>
<td>CIS 101 Intro. to Inform. Systems</td>
<td>4</td>
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<td>Total Credits 17</td>
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## Sophomore Year

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<tr>
<th>Fall Semester Courses</th>
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<tbody>
<tr>
<td>BIO 202 Microbiology</td>
<td>4 MATH 122 Statistics I</td>
</tr>
<tr>
<td>CORE 200 Culture and Diversity</td>
<td>3 CORE 250 Applied Ethical Reasoning</td>
</tr>
<tr>
<td>BIO 307 Pathophysiology</td>
<td>3 NURS 250 Foundations of Prof. Nursing</td>
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<tr>
<td>NURS 240 Health Assessment</td>
<td>6 NURS 260 Nutrition and Health Care</td>
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<td>6 NURS 350 Pharmacology</td>
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<td>Total Credits 16</td>
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## Junior Year

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<tr>
<th>Fall Semester Courses</th>
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<tbody>
<tr>
<td>NURS 300 Nursing of Adults I</td>
<td>5 NURS 360 Nursing of Adults II</td>
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<tr>
<td>NURS 320 Dimensions in Mental Health</td>
<td>5 NURS 370 Care of the Childbearing Family</td>
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<tr>
<td>NURS 450 Nursing Research</td>
<td>3 NURS 380 Ethical Legal Dimensions</td>
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<tr>
<td>HIST/SS Elective</td>
<td>3 CORE 300 Journey to Selfhood</td>
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<td>Total Credits 16</td>
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<td>Total Credits 16</td>
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## Senior Year

<table>
<thead>
<tr>
<th>Fall Semester Courses</th>
<th>Spring Semester Courses</th>
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<tbody>
<tr>
<td>NURS 410 Community Health Nursing</td>
<td>5 NURS 440 Leadership in Prof. Nursing</td>
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<tr>
<td>NURS 420 Care of the Childrearing Family</td>
<td>5 NURS 460 Clinical Residency</td>
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<tr>
<td>MGT 250 Business Dimensions of Health Care</td>
<td>3 NURS 470 Genetics and Health Care</td>
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<tr>
<td>ART Elective</td>
<td>3 RELS 310 Moral and Spiritual Dimensions of Healthcare</td>
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<td>3 CORE 400 The Franciscan Vision</td>
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<td>Total Credits 16</td>
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<td>Total Credits 16</td>
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Course Descriptions

NURS 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

NURS 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: NURS 100, BIO 205, BIO 206

NURS 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: NURS 240  
Corequisite: NURS 350

NURS 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.

NURS 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: NURS 250, NURS 260, NURS 350, BIO 307  
Corequisites: NURS 320, NURS 450
NURS 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: NURS 260, NURS 250, NURS 350  
Corequisite: NURS 300

NURS 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 IOM recommendations on reducing medication errors  
Prerequisites: NURS 240, BIO 202, BIO 307, CHEM 105  
Corequisites: NURS 250, NURS 260

NURS 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: NURS 300, NURS 320, NURS 450  
Corequisites: NURS 370, NURS 380

NURS 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: NURS 300, NURS 320, NURS 450  
Corequisites: NURS 360, NURS 380
NURS 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: NURS 300, NURS 320, NURS 450
Corequisites: NURS 370, NURS 360: Nursing of Adults II

NURS 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: NURS 360, NURS 370, NURS 380
Corequisite: NURS 420

NURS 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: NURS 360, NURS 370, NURS 380
Corequisite: NURS 430

NURS 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: NURS 410, NURS 420
Corequisites: NURS 460, NURS 470

NURS 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: PSYC 305 or MATH 122
NURS 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.

NURS 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. Cohort program is offered on campus and in various off-campus locations throughout the state.

- RN/BSN Fast Track Program: 19 months in length with classes held one full day a 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.

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 as required by the 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>
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<tr>
<th>SESSIONS</th>
<th>COURSES</th>
<th>CREDITS</th>
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<tr>
<td>Session #1 7 weeks</td>
<td>CIS 317: Computer Informatics, Privacy and Security for Health Care Professionals</td>
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<tr>
<td>Session #1 7 weeks</td>
<td>HIST 340: Aging in America</td>
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<td>Session #2 7 weeks</td>
<td>NURS 330: Dimensions of Baccalaureate Nursing</td>
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<tr>
<td>Session #2 7 weeks</td>
<td>PSYC 307: Psychology of Sex and Gender</td>
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<td>Session #3 7 weeks</td>
<td>BIO 307: Pathophysiology</td>
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<td>Session #3 7 weeks</td>
<td>MATH 122: Statistics I</td>
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<td>MGT 250: Business Dimensions of Health Care</td>
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<td>Session #4 7 weeks</td>
<td>NURS 340: Health Appraisal</td>
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<td>Session #5 7 weeks</td>
<td>NURS 408: Health Promotion: Teaching / Counseling</td>
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<td>Session #5 7 weeks</td>
<td>CORE 250: Applied Ethical Reasoning</td>
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<td>Session #6 10 weeks</td>
<td>NURS 411: Population Focused Health Care</td>
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<tr>
<td>Session #6 10 weeks</td>
<td>NURS 470: Genetics in Health Care</td>
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<td>Session #7 7 weeks</td>
<td>NURS 450: Nursing Research</td>
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<td>Session #7 7 weeks</td>
<td>RELS 310: Moral and Spiritual Dimensions of Health Care</td>
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<td>Session #8 10 weeks</td>
<td>NURS 425: Role Development: Leadership/ Management</td>
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<tr>
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<td>NURS 499: Nursing Capstone</td>
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<td>Session #9 7 weeks</td>
<td>NURS ---: Graduate Nursing Course – Course offered vary</td>
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<td>CORE 300: Journey to Selfhood</td>
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<td>Session #10 7 weeks</td>
<td>NURS 501: Advanced Business Dimensions of Health Care</td>
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<tr>
<td>Session #10 7 weeks</td>
<td>CORE 400: Franciscan Vision</td>
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**TOTAL CREDITS** 60

* The order in which the courses are offered is subject to change
Course Descriptions

NURS 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.

NURS 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: BIO 307

NURS 408
Health Promotion: Teaching/Counseling
3 credits
Major theories and principles of education for clients and healthcare professionals are explored within this course. Principles of teaching/learning along with interventions and strategies for health education are identified and practiced. Formation of a teaching philosophy is developed by incorporating values, self-analysis, and professional growth. Registered professional nurse students develop health presentations for selected populations using educational technology. Creation of a teaching portfolio is explored. Understanding culture and lifespan issues in relationship to health promotion, education, and maintenance are also explored.

NURS 411
Population Focused Health Care
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: NURS 340

NURS 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.

NURS 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: MATH 122
NURS 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.

NURS 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: NURS 450, NURS 425

NURS/BUS 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.

NURS 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.
TEACHER EDUCATION PROGRAMS

Felician College offers state-approved programs in teacher education: Elementary Education (K-5), Elementary Education (K-5)/Early Childhood (P-3), Elementary Education (K-5)/Subject Matter Specialization (5-8), Elementary Education (K-5)/Student with Disabilities (Special Education) and Secondary (K-12).

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.

The Division of Education strives to prepare teachers who:

- Know and understand the New Jersey Professional Teaching Standards;
- Value and are committed to the tenets of these standards; and
- Actively engage in applying the intent of the standards within their learning communities.

Programs

Felician 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) in the following subject matter areas: Language Arts/Literacy, Mathematics, Social Studies, and Science
- Elementary Education (K-5) and Teacher of Students with Disabilities Endorsement
- Teacher of Mathematics (K-12)
- Teacher of Art (K-12)
- Teacher of Biology (K-12)
- Teacher of Earth Science (K-12)
- Teacher of English (K-12)
- Teacher of History (K-12)
Degree Requirements

Candidates for the Bachelor of Arts degree with a major in Elementary Education (K-5), Elementary Education and Early Childhood (P-3), Elementary Education and Content Area Specialization (5-8), Elementary Education and Teacher of Students with Disabilities (Special Education) and Mathematics (K-12), Art (K-12), Biology (K-12), Earth Science (K-12), English (K-12), and History (K-12), must:

1. Satisfy all College entrance requirements.
2. Complete a program of 128-130 semester hours which includes courses in:
   - General Education
   - Elementary Education/Subject Matter Specialization (Middle School)
   - Secondary Education
   - Elementary Education/Early Childhood
   - Elementary Education/Student with Disabilities (Special Education)
   - Arts and Sciences
3. Maintain at least a 2.75 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.
4. Receive a grade of “B” or better in the Field and Seminar Courses, excluding Freshman Field and Seminar (fall semester) and Student Teaching/Seminar.

Division of Teacher Education Program Admissions Policy (For all undergraduate Teacher Education Programs)

1. Satisfy all College entrance requirements.
2. Successfully complete and pass ENG 001-Developmental Writing I and ENG 002-Developmental Writing II or equivalent coursework from a credited institution/s of higher education.
3. Meet the minimum cumulative GPA of 2.75. This applies to all transfer students within Felician College (internal) and credited institution/s of higher education (external).
4. The Bachelor of Arts in Education for the Working Adults age requirement: 25 years of age or older.
5. Off-Campus Community College Felician College cohort candidate must have an earned Associates Degree or equivalent. A grade of “C” or better in general education college-level courses is required for teacher education transfer credit. A grade of “B” or better in education and professional related course is required for teacher education program transfer credit.
6. A personal statement, interview or recommendation letters may be required.

Dismissal and Probationary Policies

If a student’s cumulative GPA falls below 2.750, but remains above 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 succeed-

3 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.
ing 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 GPA 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.

Dismissal Policy Without Probation
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.

Division of Teacher Education Program Policies

1. 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, MATH 001, MATH 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.

2. Students who have not formally declared Education as a co-major may take a maximum of 6 professional related elective credits in Education. They are limited to 100 and 200 level courses only. Students who have completed the maximum 6 professional related 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.

3. 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. At the conclusion of the trial semester, the students’ academic progress will be reviewed for acceptance and/or enrollment in the teacher education program.

4. Transfer students only (second semester sophomores and first semester juniors) are permitted to take EDU 115 (Transition into Teaching). Bachelor of Arts in Education for Working Adult and all education cohort major students are required to register for EDU 115, Transition into Teaching. Registration for this course is at the discretion of the Division Dean and/or the Associate Dean for Students.

5. Complete a minimum of 30 volunteer hours of supervised contact with children in a variety of learning situations, by the end of the sophomore year. Transition EDU 115 Transfer students may have an additional semester to meet this requirement. The following activities are acceptable:
Teacher Education Programs

- 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. The field placement experience does not qualify for the 30 volunteer hour requirement. Babysitting does not qualify for the 30 volunteer service requirements. Volunteer service should be conducted under supervision by teacher/director/leader, etc. All documentation must be submitted on school/organization letter head and signed by its supervisor and/or coordinator.

6. 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, transition students, 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.

Apply formally for admission to the Teacher Education program during the second semester of the sophomore year. The Community College Off-Campus/Felician Cohorts will formally apply for admission to the Teacher Education Program during or after the Transition into Teaching (EDU 115) course and/or the Junior Field (EDU 302) course. Admission to the program is decided by the Faculty Committee of Teacher Education. Bachelor of Arts in Education for the Working Adult will formally apply for admission to the program during EDU 115 (Transition into Teaching). Friendship Corner/Paterson Cohort will formally apply for admission to the program at the completion of their earned Associates Degree. 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.

7. Formally complete the required Student Teaching Application Form/Student Teaching Request for Placement Form before the end of the junior year.

8. 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 (EDU 403 / 2 credits) and Student Teaching (EDU 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.

9. Students must adhere to all guidelines and policies stated in the Felician Student Handbook and in the Field Experience Handbooks (all levels and all programs). Students must adhere to all policies and procedures that are enacted after the publication of the catalog.

10. Areas of study open to Education majors are Art, Biology, Science, English, History, Mathematics. Psychology is not an area of study open to education majors. Students may choose any of these disciplines and plan courses in consultation with the department Chair and an assigned faculty advisor.

11. All junior level teacher education students are required to register and successfully pass the appropriate PRAXIS Examination prior to their student teaching experience. The K-12 mathematics students should register for PRAXIS 10061. The K-12 Mathematics education students are required to register for PRAXIS 10061. All Secondary K-12 education students are required to register for the appropriate Secondary PRAXIS. All Elementary K-5/5-8 education students are required to register for PRAXIS 10014 and the appropriate Middle School Subject Matter Specialization PRAXIS. K-5/Pre-kindergarten through Grade 3 education students are required to register for PRAXIS 10014 and PRAXIS 0022 (Early Childhood). B.A. students who are in Junior Practicum (EDU 304) should register for the PRAXIS. This is a student teaching requirement. PRAXIS test scores must be submitted to the Director of the Office Field Placement, Teacher Education. A student who has not met the PRAXIS student teaching requirement, must show evidence of three examination attempts before consideration can be given to his/her student teaching status. The final decision rests with the Dean of the Division of Teacher. A student permitted to student teach under these circumstances must continue, during the semester, to register for the PRAXIS. Certification and recommendation are made only for those students who have met all the program requirements by graduation and/or completion of the program.

12. 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. Satisfy all College transfer requirements.

2. All transfer students entering the TED program must meet the minimum cumulative GPA of 2.750.

3. A grade of “C” or better in general college-level courses is required for TED program transfer credit. A grade of “B” or better in education and professional related courses is required for TED program transfer credit.

4. College-level courses related to the TED program cannot have been completed more than 10 years prior to admission to the TED Program.
5. Transferring of college credits will be done on an individual basis.

6. The number of college credits successfully earned will determine the student’s Field Experience and Seminar course.

7. EDU 115 Transition into Teaching is for the transfer student whose level classification is second semester sophomore or first semester junior.

8. EDU 115 Transition into Teaching is for all Off-Campus Felician Teacher Education Cohort students.

Field Policies and Guidelines

JUNIOR FIELD, JUNIOR PRACTICUM, SENIOR FIELD, AND STUDENT TEACHING POLICY

Removal from Junior Field, Junior Practicum, Senior Field or Student Teaching due to Field Placement Setting

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 (“INC”) 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 Field, 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 Field, 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 field, 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 field, 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 Field, 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 field, 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.

**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.

**Recommendation for Post-Baccalaureate Students (TEC) for additional Field Experience Prior to Student Teaching**

A TEC student who receives a majority grade of “beginning and developing “ on the Junior Practicum (EDU 304) final grade evaluation form, must attempt to remediate all deficiencies before the student teaching experience. A committee comprised of the seminar professor, Associate Dean of Students and the Division Dean, in discussion with the student, will decide on the appropriate recommendations.

**Internship Education Program**

Parochial, private and public school systems are used for field placement in the following counties: Bergen, Essex, Hudson, Hunterdon, Passaic, Sussex and Warren. The Office of Field Placement provides and secures all pre-service and student teaching placements. Teacher education students are not permitted to secure and/or pursue their own field placement and/or student teaching assignment. The student may not contact school personnel, i.e. superintendent of schools, principal, cooperating teacher, school board member, etc. for a placement. This contact includes an in person meeting, telephone, written, or email communication. If a student secures a placement via personal contact or communication, the placement will not be accommodated or the assignment will be terminated. The teacher education student will be placed each semester in a new school setting.
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 Coop erating 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 and the Field Attendance 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. An incomplete grade must be reconciled within the proper time frame in accordance with Felician policy.

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.

8. Achieve a grade of “B” or better in all Field Experience and Seminar Courses, excluding EDU 100 Freshman Field and Seminar (fall semester) and Student Teaching/Seminar (EDU 403 and EDU 404). If a student does not achieve a grade of “B” or better on the first attempt, he/she will need to repeat the entire course, both the field and seminar components. The student will not be permitted to register for the subsequent level field/seminar course until he/she has repeated and successfully achieved a grade of “B” or better in the repeated field/seminar course. The repeating of a field/seminar course will impact the student’s status in the Division of Teacher Education Program by requiring an additional semester in order to complete the repeated field/seminar course. As stated in the Felician College 2007-2008 Catalog: “The Repeat grade becomes the official grade. The original grade and repeat grade appear on the academic transcript.” A student who does not achieve a grade of “B” or better after the repeat of the field/seminar course will be dismissed from the teacher education program.

9. Complete all make-up field absences by the end of the current semester.

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).

2. No field is to be made-up at the expense of scheduled course time, as is policy for all TED students.

Extenuating circumstances will be evaluated on a case-by-case basis at the discretion of the Division Dean.

Teacher Education Student Athlete

1. Student athletes are not permitted to miss schedule class time or field due to practices and/or scrimmages.

2. All full or half day absences from the field placement must be made up before the end of the current semester. This must meet the approval of the CT, school principal and college supervisor.

3. Student athletes must provide the Field and Seminar professor with their game schedule. The college supervisor/seminar professor and the student athlete will review the schedule for away and home games that may conflict with field and seminar class. Make up possibilities will be discussed between the college supervisor and the student.

4. Student athletes are not permitted to leave their field placement for home games without the approval of their college supervisor/seminar professor. TED student athletes are placed in field assignments close to the College. The proximity of the field placement to the College will dictate the field placement departure time.

5. No field is to be made-up at the expense of scheduled course time, as is policy for all TED students.

6. Student athletes must notify in advance their CT and college supervisor/seminar professor of away games. Notification the day of an away game is unprofessional.

Student Teaching Waiver Policy
for Undergraduate and Graduate Teacher Education Programs (effective fall 2007)

In light of State DOE revisions to Code the following changes to TED policy have been made:

1. For initial certification, years of teaching experience will not be accepted in lieu of student teaching. All candidates for initial certification must student teach at Felician College.

2. A minimum of three years of teaching may be accepted under the following conditions: *

   a. Full-time head/lead teacher within the last 3 years in a fully accredited (K-5/5-8 or K-5/P-3) institution. This includes K-12 Mathematics and K-5 and Teacher of Students with Disabilities.
b. Documentation on letterhead, signed by principal. Director, stating exact number of years in position, subject/grades taught, etc. Subject taught must be in accordance with the NJ CORE Curriculum.

c. Documentation of two observations (formally) written by the principal within the three year period.

d. Documentation of one observation by the Division of Teacher Education faculty in accordance with the NJPTS.

e. Experience must be within the scope of the license/endorsement being sought.

f. Initial certification for special education (K-5 and Teacher of Students with Disabilities) must have experience in both elementary and special education.

g. Pass the appropriate PRAXIS requirement.

h. Pre-kindergarten teaching experience will not be accepted in lieu of the student teaching requirement.

* The Division of Teacher Education will review each candidate on an individual basis.

**Field Placement Procedures**

The Director of the Office of Field Placement provides and secures all pre-service and student teaching field placements/assignments. Teacher Education students are required to complete and submit a Personal Data Form (PDF) to the Office of Placement. A current PDF is submitted each semester. The field/school placements and settings are varied and complement the teacher education student’s level and program.

1. All teacher education students must have field experience in an urban and special education setting.

2. Field experience cannot be waived.

3. Transfer and bachelor of the Working Adult students must enroll in EDU 115 Transition into teaching. Undergraduate education cohort students must comply with all field/seminar requirements particular to their education degree program.

4. Toddler and day-care experience cannot be accepted in lieu of the field experience.

5. Pre-kindergarten is not an acceptable setting for the EDU 304 (Junior Practicum) requirements for TEC and education cohort students.

6. A student who is employed in an accredited educational site, may request a change of class setting within the employment site for one field course. An appropriate grade-level setting will be obtained for the student by the Teacher Education Placement Director. Location and program suitability will be reviewed before approval is granted. The school must be an accredited educational site. Day-care and toddler employment sites cannot qualify for a change of class setting.

*Extenuating circumstances will be evaluated on a case-by-case basis at the discretion of the Division Dean.*
Student Teaching Placement Procedures for Undergraduate and Graduate Teacher Education Programs (effective fall 2008):

A student will not be assigned to a school/town/district if the following criteria apply:

1. A student has been or currently employed in a requested school/town/district.
2. A student has been or currently an aide/assistant, board member (or related to one) or a PTA/PTO executive member in a requested school/town/district.
3. A student has children attending a school in a requested school/town/district.
4. A student has a relative employed in a requested school/town/district.
5. A student has any other affiliation with any of the requested schools/towns/districts.

A student who fails to indicate any of the above information on the Student Teaching Application Form/Student Teaching Request for Placement Form, which is processed by the Office of Placement, will jeopardize his/her student teaching placement. Termination of the student teaching placement will result in violation of this policy and may require the student to repeat the student teaching experience the following semester.

*Extenuating circumstance 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 May 2009

**Professional Courses: (30 credits)**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>EDU 100/101</td>
<td>Freshman Field Experience and Seminar (F/S)</td>
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<tr>
<td>EDU 115 *</td>
<td>Transition to Teaching</td>
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<tr>
<td>EDU 220</td>
<td>Introduction to Special Needs in Home…</td>
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<td>Sophomore Field Experience and Seminar (F/S)</td>
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<td>EDU 205</td>
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<td>EDU 302</td>
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<td>EDU 304</td>
<td>Junior Practicum and Inquiry Based Learning</td>
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<td>EDU 303 **</td>
<td>School Curriculum: Reading/Language Arts</td>
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<td>EDU 306 or</td>
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<td>EDU 308 or</td>
<td>Reading Diagnosis and Remediation</td>
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<td>EDU 305</td>
<td>Young Child and Emergent Literacy</td>
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**Related Requirements: (20 credits)**

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<td>ENG 220</td>
<td>Children’s Literature</td>
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<td>PE 150</td>
<td>Physiology, Hygiene, and Nutrition (Successful Completion of Test)</td>
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<td>PHIL 200</td>
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<tr>
<td>PSYC 201</td>
<td>Introduction to Child Development</td>
<td>3</td>
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<tr>
<td>PSYC 301</td>
<td>Educational Psychology</td>
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<tr>
<td>PSYC 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 EDU 302
**Bachelor of Arts Degree in Education**  
**Instructional Certificate – Elementary Endorsement**  
and Preschool through Grade Three Endorsement  
revised May 2009

**Professional Courses: (41 credits)**

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<td>EDU 400</td>
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<td>ECED 201</td>
<td>Introduction to Early Childhood: A Primer</td>
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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>
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**Related Requirements: (17 credits)**

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<td>PSYC 301</td>
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* Indicates Alternative for Students Transferring into TED  
** To be Taken Concurrently with EDU 302
Bachelor of Arts Degree in Education
Instructional Certificate – Elementary Endorsement (K-5)
and Specialization Endorsement (5-8)
revised May 2009

Professional Courses: (30 credits)

EDU 100/101  Freshman Field Experience and Seminar (F/S)  2
EDU 115 *  Transition to Teaching  2
EDU 220  Introduction to Special Needs in Home, School…  3
EDU 200/201  Sophomore Field Experience and Seminar (F/S)  2
EDU 205  Professional Assessment and Outcomes: Portfolio  1
EDU 302  Junior Field and Seminar Experience  2
EDU 304  Junior Practicum and Inquiry Based Learning  3
EDU 303 **  School Curriculum: Reading/Language Arts  3
EDU 306  Reading in the Content Areas  3
EDU 400  Senior Field Experience and Seminar  2
EDU 402  School Curriculum: Mathematics  3
EDU 403  Student Teaching Seminar  2
EDU 404  Student Teaching  4

Related Requirements: (23 credits)

COMM 102  Communications for Professionals  3
ENG 220  Children’s Literature  3
PE 150  Physiology, Hygiene, and Nutrition (Successful Completion of Test)  2
PHIL 200  Philosophical Foundations of Education  3
PSYC 201  Introduction to Child Development  3
PSYC 202  Adolescent Psychology  3
PSYC 301  Educational Psychology  3
PSYC 302  Educational Assessment Techniques  3

* Indicates Alternative for Students Transferring into TED
** To be Taken Concurrently with EDU 302
Bachelor of Arts Degree in Education  
Instructional Certificate – Elementary Endorsement (K-5)  
and Teacher of Students with Disabilities Endorsement  
revised May 2009

**Professional Courses: (42 credits)**

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<td>SPED 410</td>
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* Indicates Alternative for Students Transferring into TED  
** To be Taken Concurrently with EDU 302
## Bachelor of Arts Degree in Education

**Instructional Certificate – Teacher of Mathematics Endorsement (K-12)**

*Revised May 2009*

### Professional Courses: (30 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>EDU 100/101</td>
<td>Freshman Field Experience and Seminar (F/S)</td>
<td>2</td>
</tr>
<tr>
<td>EDU 115</td>
<td>Transition to Teaching</td>
<td>2</td>
</tr>
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<td>EDU 220</td>
<td>Introduction to Special Needs in Home, School…</td>
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</tr>
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<td>EDU 200/201</td>
<td>Sophomore Field Experience and Seminar (F/S)</td>
<td>2</td>
</tr>
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<td>EDU 205</td>
<td>Professional Assessment and Outcomes: Portfolio</td>
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</tr>
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<td>EDU 302</td>
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<td>EDU 306</td>
<td>Reading in the Content Areas</td>
<td>3</td>
</tr>
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<tr>
<td>EDU 402</td>
<td>School Curriculum: Mathematics</td>
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<td>EDU 403**</td>
<td>Student Teaching Seminar</td>
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<tr>
<td>EDU 404**</td>
<td>Student Teaching</td>
<td>4</td>
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<tr>
<td>EDU 405</td>
<td>Secondary School Math with Field Component</td>
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### General Education Requirements (15 credits)

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<tbody>
<tr>
<td>PHYS 103</td>
<td>Physics I</td>
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<tr>
<td>PHYS 104</td>
<td>Physics II</td>
<td>4</td>
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<tr>
<td>CIS 102</td>
<td>Computer Applications for Educators</td>
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<tr>
<td>PSYC 202</td>
<td>Adolescent Psychology</td>
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### Related Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>COMM 102</td>
<td>Communications for Professionals</td>
<td>3</td>
</tr>
<tr>
<td>PE 150</td>
<td>Physiology, Hygiene, and Nutrition</td>
<td>2</td>
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<tr>
<td>(Successful Completion of Test)</td>
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<tr>
<td>PHIL 200</td>
<td>Philosophical Foundations of Education</td>
<td>3</td>
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<tr>
<td>PSYC 301</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 302</td>
<td>Educational Assessment Techniques</td>
<td>3</td>
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* Indicates Alternative for Students Transferring into TED  
** EDU 405 must be taken before EDU 403 and EDU 404
### Bachelor of Arts Degree in Education
### Instructional Certificate – Elementary Endorsement (K-5)
### and Specialization Endorsement (5-8 Science)

Revised May 2009

**Professional Courses: (30 credits)**

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<td>EDU 115 *</td>
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<td>2</td>
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<td>EDU 220</td>
<td>Introduction to Special Needs in Home, School…</td>
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<td>EDU 200/201</td>
<td>Sophomore Field Experience and Seminar (F/S)</td>
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<td>Professional Assessment and Outcomes: Portfolio</td>
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<td>EDU 302</td>
<td>Junior Field and Seminar Experience</td>
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<tr>
<td>EDU 303 **</td>
<td>School Curriculum: Reading/Language Arts</td>
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<tr>
<td>EDU 304</td>
<td>Junior Practicum and Inquiry Based Learning</td>
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<td>EDU 306</td>
<td>Reading in the Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>EDU 400</td>
<td>Senior Field Experience and Seminar</td>
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<tr>
<td>EDU 402</td>
<td>School Curriculum: Mathematics</td>
<td>3</td>
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<td>Student Teaching Seminar</td>
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<td>EDU 404</td>
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**Related Requirements: (23 credits)**

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<tr>
<td>COMM 102</td>
<td>Communications for Professionals</td>
<td>3</td>
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<tr>
<td>ENG 220</td>
<td>Children’s Literature</td>
<td>3</td>
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<tr>
<td>PE 150</td>
<td>Physiology, Hygiene, and Nutrition</td>
<td>2</td>
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<tr>
<td>(Successful Completion of Test)</td>
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<td></td>
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<tr>
<td>PHIL 200</td>
<td>Philosophical Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 201</td>
<td>Introduction to Child Development</td>
<td>3</td>
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<tr>
<td>PSYC 202 ***</td>
<td>Adolescent Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 301</td>
<td>Educational Psychology</td>
<td>3</td>
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<td>PSYC 302</td>
<td>Educational Assessment Techniques</td>
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**Science Requirement (32 credits)**

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<tr>
<td>BIO 103</td>
<td>General Biology I</td>
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<tr>
<td>BIO 104</td>
<td>General Biology II</td>
<td>4</td>
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<tr>
<td>ENV 101</td>
<td>Introduction to Environmental Science</td>
<td>4</td>
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<tr>
<td>GSCI 450</td>
<td>General Science Research I</td>
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<tr>
<td>BIO 409</td>
<td>Biology Seminar</td>
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<tr>
<td>CHEM 105</td>
<td>Principles of Chemistry</td>
<td>4</td>
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<tr>
<td>PHYS 103</td>
<td>General Physics I</td>
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<td>PHYS 104</td>
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<tr>
<td>GSCI 105</td>
<td>Earth and Planetary Science</td>
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**Related Science Requirement (4 credits)**

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<tbody>
<tr>
<td>MATH 161</td>
<td>Precalculus</td>
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* Indicates Alternative for Students Transferring into TED
** To be Taken Concurrently with EDU 302
**** Appears in General Education Section
Bachelor of Arts Degree in Education  
Instructional Certificate - Teacher of Art Endorsement (K-12)  
May 2009

**Professional Courses: (30 credits)**

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<tr>
<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>EDU 100/101</td>
<td>Freshman Field Experience and Seminar (F/S): 1 credit each semester</td>
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<tr>
<td>EDU 115</td>
<td>Transition to Teaching</td>
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<td>Introduction to Special Needs in Home, School…</td>
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<tr>
<td>EDU 200/201</td>
<td>Sophomore Field Experience and Seminar (F/S): 1 credit each semester</td>
<td>2</td>
</tr>
<tr>
<td>EDU 205</td>
<td>Professional Assessment and Outcomes: Portfolio</td>
<td>1</td>
</tr>
<tr>
<td>EDU 302</td>
<td>Junior Field and Seminar Experience</td>
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</tr>
<tr>
<td>EDU 304</td>
<td>Junior Practicum and Inquiry Based Learning</td>
<td>3</td>
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<tr>
<td>EDU 306</td>
<td>Reading in the Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>EDU 400</td>
<td>Senior Field Experience and Seminar</td>
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</tr>
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<td>EDU 402</td>
<td>School Curriculum: Mathematics</td>
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<td>EDU 403</td>
<td>Student Teaching Seminar</td>
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<td>EDU 404</td>
<td>Student Teaching</td>
<td>4</td>
</tr>
<tr>
<td>EDU 408</td>
<td>Art in the Secondary School with Field Component</td>
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**Related Professional Requirements: (14 credits)**

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<tbody>
<tr>
<td>COMM 102</td>
<td>Communications for Professionals</td>
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<tr>
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<td>Physiology, Hygiene, and Nutrition</td>
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<td></td>
<td>(Successful Completion of Test)</td>
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</tr>
<tr>
<td>PHIL 200</td>
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<td>3</td>
</tr>
<tr>
<td>PSYC 302</td>
<td>Educational Assessment Techniques</td>
<td>3</td>
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**General Education and CORE Curriculum**

<table>
<thead>
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<tbody>
<tr>
<td>MATH 114</td>
<td>Mathematical Explorations</td>
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<tr>
<td>CIS 102</td>
<td>Computer Applications for Educators</td>
<td>4</td>
</tr>
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<td>PSYC 202</td>
<td>Adolescent Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 201</td>
<td>Introduction to Child Development</td>
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**Art Requirements (42 credits)**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ART 101</td>
<td>Basic Drawing</td>
<td>3</td>
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<tr>
<td>ART 102</td>
<td>Two Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 151</td>
<td>Art History I</td>
<td>3</td>
</tr>
<tr>
<td>ART 152</td>
<td>Art History II</td>
<td>3</td>
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<tr>
<td>ART 215</td>
<td>Art for Educators</td>
<td>3</td>
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<tr>
<td>ART 235</td>
<td>Three-Dimensional Design</td>
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<tr>
<td>PHIL 260</td>
<td>Philosophy of Art</td>
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<tr>
<td>ART 272</td>
<td>Painting I</td>
<td>3</td>
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<tr>
<td>ART 301</td>
<td>Junior Portfolio Design</td>
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<tbody>
<tr>
<td>ART 273</td>
<td>Photography I or</td>
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<tr>
<td>ART 240</td>
<td>Introduction to Computer Graphics</td>
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<tr>
<td>ART 311</td>
<td>Monoprint and Relief or</td>
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<tr>
<td>ART 312</td>
<td>Intaglio</td>
<td>3</td>
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<tr>
<td>ART 360</td>
<td>Contemporary Art</td>
<td>3</td>
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<tr>
<td>ART 361</td>
<td>Women in Art</td>
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<tr>
<td>ART 362</td>
<td>History of Graphic Design</td>
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<td>ART 363</td>
<td>History of Photography</td>
<td>3</td>
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<tr>
<td>ART 364</td>
<td>New Media History or</td>
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<td>ART 365</td>
<td>Art of Medieval Europe</td>
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<tr>
<td>ART 449</td>
<td>Senior Seminar I – Fine Arts Concentration</td>
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<tr>
<td>ART 450</td>
<td>Senior Seminar II – Fine Arts Concentration</td>
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**Bachelor of Arts Degree in Education**  
**Instructional Certificate - Teacher of Biology Endorsement (K-12)**  
May 2009

**Professional Courses: (30 credits)**

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<tr>
<td>MATH 160</td>
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<td>CIS 102</td>
<td>Computer Applications for Educators</td>
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<td>PSYC 202</td>
<td>Adolescent Psychology</td>
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<td>PSYC 201</td>
<td>Introduction to Child Development</td>
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**Biology Requirements (35-37 credits)**

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<tbody>
<tr>
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<td>General Biology I</td>
<td>4</td>
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<tr>
<td>BIO 104</td>
<td>General Biology II</td>
<td>4</td>
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<tr>
<td>BIO 202</td>
<td>Microbiology</td>
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<td>BIO 206</td>
<td>Anatomy and Physiology I</td>
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<td>BIO 206</td>
<td>Anatomy and Physiology II</td>
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<td>BIO 405</td>
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<td>BIO</td>
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**Related Science Requirements (26 credits)**

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<td>CHEM 201</td>
<td>Organic Chemistry I</td>
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<td>CHEM</td>
<td>Organic Chemistry II</td>
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<td>PHYS 103</td>
<td>Physics I</td>
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**Related Math Requirement (7 credits)**

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<td>MATH 122</td>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 161</td>
<td>Precalculus</td>
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**Bachelor of Arts Degree in Education**

**Instructional Certificate - Teacher of Biology & Earth Science Endorsement (K-12)**

May 2009

**Professional Courses: (30 credits)**

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<tr>
<td>EDU 200/201</td>
<td>Sophomore Field Experience and Seminar (F/S): 1 credit each semester</td>
<td>2</td>
</tr>
<tr>
<td>EDU 205</td>
<td>Professional Assessment and Outcomes: Portfolio</td>
<td>1</td>
</tr>
<tr>
<td>EDU 302</td>
<td>Junior Field and Seminar Experience</td>
<td>2</td>
</tr>
<tr>
<td>EDU 304</td>
<td>Junior Practicum and Inquiry Based Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDU 306</td>
<td>Reading in the Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>EDU 400</td>
<td>Senior Field Experience and Seminar</td>
<td>2</td>
</tr>
<tr>
<td>EDU 402</td>
<td>School Curriculum: Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>EDU 403</td>
<td>Student Teaching Seminar</td>
<td>2</td>
</tr>
<tr>
<td>EDU 404</td>
<td>Student Teaching</td>
<td>4</td>
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<tr>
<td>EDU 407</td>
<td>Secondary School Science with Field Component</td>
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</table>

**Related Professional Requirements: (14 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 102</td>
<td>Communications for Professionals</td>
<td>3</td>
</tr>
<tr>
<td>PE 150</td>
<td>Physiology, Hygiene, and Nutrition</td>
<td>2</td>
</tr>
<tr>
<td>(Successful Completion of Test)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHIL 200</td>
<td>Philosophical Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 301</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 302</td>
<td>Educational Assessment Techniques</td>
<td>3</td>
</tr>
</tbody>
</table>

**General Education and CORE Curriculum**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>MATH 160</td>
<td>College Algebra</td>
<td>4</td>
</tr>
<tr>
<td>CIS 102</td>
<td>Computer Applications for Educators</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 202</td>
<td>Adolescent Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 201</td>
<td>Introduction to Child Development</td>
<td>3</td>
</tr>
<tr>
<td>GSCI 105</td>
<td>Earth and Planetary Sciences</td>
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</table>

**Biology Requirements (35-37 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>BIO 103</td>
<td>General Biology I</td>
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</tr>
<tr>
<td>BIO 104</td>
<td>General Biology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 202</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 206</td>
<td>Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 206</td>
<td>Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 300-400</td>
<td>Elective</td>
<td>3-4</td>
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<tr>
<td>BIO 300-400</td>
<td>Elective</td>
<td>3-4</td>
</tr>
<tr>
<td>BIO 405</td>
<td>Genetics</td>
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</table>

* Indicates Alternative for Students Transferring into TED

continued on next page
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>BIO 409</td>
<td>Biology Seminar</td>
<td>1</td>
</tr>
<tr>
<td>BIO</td>
<td>Undergraduate Research</td>
<td>2</td>
</tr>
<tr>
<td>BIO 451</td>
<td>Undergraduate Research</td>
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</table>

**Related Science Requirements (26 credits)**

<table>
<thead>
<tr>
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<th>Course Name</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>CHEM 103</td>
<td>Chemistry</td>
<td>5</td>
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<tr>
<td>CHEM 104</td>
<td>Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 201</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM</td>
<td>Organic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 103</td>
<td>Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 104</td>
<td>Physics II</td>
<td>4</td>
</tr>
<tr>
<td>GSCI 450</td>
<td>General Science Research</td>
<td>3</td>
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</tbody>
</table>

**Related Math Requirement (7 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>MATH 122</td>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 161</td>
<td>Precalculus</td>
<td>4</td>
</tr>
</tbody>
</table>
Bachelor of Arts Degree in Education
Instructional Certificate - Teacher of English (K-12)
May 2009

Professional Courses: (30 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>EDU 100/101</td>
<td>Freshman Field Experience and Seminar (F/S): 1 credit each semester</td>
<td>2</td>
</tr>
<tr>
<td>EDU 115</td>
<td>Transition to Teaching</td>
<td>2</td>
</tr>
<tr>
<td>EDU 220</td>
<td>Introduction to Special Needs in Home, School…</td>
<td>3</td>
</tr>
<tr>
<td>EDU 200/201</td>
<td>Sophomore Field Experience and Seminar (F/S): 1 credit each semester</td>
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</tr>
<tr>
<td>EDU 205</td>
<td>Professional Assessment and Outcomes: Portfolio</td>
<td>1</td>
</tr>
<tr>
<td>EDU 302</td>
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<tr>
<td>EDU 306</td>
<td>Reading in the Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>EDU 400</td>
<td>Senior Field Experience and Seminar</td>
<td>2</td>
</tr>
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<td>EDU 402</td>
<td>School Curriculum: Mathematics</td>
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<td>EDU 403</td>
<td>Student Teaching Seminar</td>
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</tr>
<tr>
<td>EDU 404</td>
<td>Student Teaching</td>
<td>4</td>
</tr>
<tr>
<td>EDU 409</td>
<td>English in the Secondary School with Field Component</td>
<td>3</td>
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</tbody>
</table>

Related Professional Requirements: (20 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 102</td>
<td>Communications for Professionals</td>
<td>3</td>
</tr>
<tr>
<td>ENG 220</td>
<td>Children's Literature</td>
<td>3</td>
</tr>
<tr>
<td>PE 150</td>
<td>Physiology, Hygiene, and Nutrition</td>
<td>2</td>
</tr>
<tr>
<td>PHIL 200</td>
<td>Philosophical Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 201</td>
<td>Introduction to Child Development</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 301</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 302</td>
<td>Educational Assessment Techniques</td>
<td>3</td>
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</tbody>
</table>

General Education and CORE Curriculum

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>MATH 114</td>
<td>Mathematical Explorations</td>
<td>4</td>
</tr>
<tr>
<td>CIS 102</td>
<td>Computer Applications for Educators</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 202 **</td>
<td>Adolescent Psychology</td>
<td>3</td>
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</table>

English Requirements (33 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG 210</td>
<td>Literatures in English I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 202</td>
<td>Literatures in English II</td>
<td>3</td>
</tr>
<tr>
<td>ENG 210</td>
<td>History of the Novel or</td>
<td>3</td>
</tr>
<tr>
<td>ENG 345</td>
<td>19th Century Studies</td>
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</table>

* Indicates Alternative for Students Transferring into TED
** Teacher Education Certificate Requirement
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 305</td>
<td>Chaucer</td>
<td>3</td>
</tr>
<tr>
<td>ENG 319</td>
<td>History of the English Language</td>
<td>3</td>
</tr>
<tr>
<td>ENG 315</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>ENG 320</td>
<td>17th Century Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 383</td>
<td>African-American Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 396</td>
<td>Modern Drama</td>
<td>3</td>
</tr>
<tr>
<td>ENG 480</td>
<td>Critical Perspectives on Literature</td>
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</tr>
<tr>
<td>ENG 490</td>
<td>Senior Research in English</td>
<td>3</td>
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</tbody>
</table>
# Bachelor of Arts Degree in Education

## Instructional Certificate - Teacher of History Endorsement (K-12)

May 2009

### Professional Courses: (30 credits)

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>EDU 100/101</td>
<td>Freshman Field Experience and Seminar (F/S): 1 credit each semester</td>
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</tr>
<tr>
<td>EDU 115 *</td>
<td>Transition to Teaching</td>
<td>2</td>
</tr>
<tr>
<td>EDU 220</td>
<td>Introduction to Special Needs in Home, School…</td>
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<tr>
<td>EDU 200/201</td>
<td>Sophomore Field Experience and Seminar (F/S): 1 credit each semester</td>
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</tr>
<tr>
<td>EDU 205</td>
<td>Professional Assessment and Outcomes: Portfolio</td>
<td>1</td>
</tr>
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<td>EDU 302</td>
<td>Junior Field and Seminar Experience</td>
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<td>Reading in the Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>EDU 400</td>
<td>Senior Field Experience and Seminar</td>
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<td>EDU 402</td>
<td>School Curriculum: Mathematics</td>
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<td>Student Teaching Seminar</td>
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<td>Student Teaching</td>
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</tr>
<tr>
<td>EDU 406</td>
<td>Secondary Social Studies with Field Component</td>
<td>3</td>
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</table>

### Related Professional Requirements: (17 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>COMM 102</td>
<td>Communications for Professionals</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>PHIL 200</td>
<td>Philosophical Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 201</td>
<td>Introduction to Child Development</td>
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<td>Educational Assessment Techniques</td>
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<td>CIS 102</td>
<td>Computer Applications for Educators</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 202 **</td>
<td>Adolescent Psychology</td>
<td>3</td>
</tr>
<tr>
<td>RELS 305</td>
<td>The Holocaust: History and Theology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 251</td>
<td>Family Violence/Domestic Abuse</td>
<td>3</td>
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### Social Studies Requirements (37 credits)

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<tbody>
<tr>
<td>HIST 101</td>
<td>Ancient Societies through the Middle Ages or</td>
<td>3</td>
</tr>
<tr>
<td>HIST 103</td>
<td>The Age of Nationalism</td>
<td></td>
</tr>
<tr>
<td>HIST 104</td>
<td>World War I to the Present or</td>
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</tr>
<tr>
<td>HIST 110 ***</td>
<td>World Geography and Culture</td>
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</table>

* Indicates Alternative for Students Transferring into TED

** Teacher Education Certificate Requirement

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<table>
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<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>HIST 120</td>
<td>Survey of African American History</td>
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</tr>
<tr>
<td>HIST 201</td>
<td>From Colonies to Nation</td>
<td>3</td>
</tr>
<tr>
<td>HIST 202</td>
<td>From the Civil War to a World Power</td>
<td>3</td>
</tr>
<tr>
<td>HIST 203</td>
<td>From the Jazz Age to the Computer Age</td>
<td>3</td>
</tr>
<tr>
<td>HIST/SS 290</td>
<td>Research and Analysis in the Social Sciences (pending approval)</td>
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<tr>
<td>HIST 315</td>
<td>Women in History</td>
<td>3</td>
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<tr>
<td>HIST 430</td>
<td>The American Revolution</td>
<td>3</td>
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<tr>
<td>HIST 440</td>
<td>Historiography and Historical Methods (HI/SS 205 is a pre-requisite)</td>
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<tr>
<td>HIST 450</td>
<td>Senior Seminar in History</td>
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</table>

**Related Social Studies Requirements (6 credits)**

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<tbody>
<tr>
<td>SOC 307</td>
<td>Sociology of Education</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 102</td>
<td>American Government or</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 290</td>
<td>The American Presidency</td>
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</tbody>
</table>
Course Descriptions for Undergraduate/TEC Courses

EDU 100/EDU 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.

EDU 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 EDU 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. Physical education and fitness courses do not qualify for course credit.
(formerly EDU 102)

EDU 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.

EDU 200/EDU 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.

EDU 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.

EDU 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 experiences. (new curriculum)

Prerequisite: EDU 303 to be taken concurrently with EDU 302

EDU 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: EDU 302 to be taken concurrently with EDU 303

EDU 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. Junior Practicum students are required to attend the Project Learning/Environment Science Workshop, held at the beginning of the semester at the Lyndhurst N.J. Hackensack Meadowlands Environmental Center. Off-campus cohorts are required to attend the Project Learning/Environment Science Workshop and/or an equivalent workshop/activity.

EDU 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 development view of acquiring the literacy communication areas. Attention is given to oral language and home and school literacy environments. This course is required for ELED/P3 majors (spring course offering)

EDU 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. This course is required for ELED K-5/5-8 and K-12 secondary education majors.

EDU 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.

EDU 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 manage-
ment 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.

EDU 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.

EDU 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.

EDU 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. (This course must be taken before the student teaching experience).

EDU 406  
Secondary Social Studies with Field Component  
3 credits  
The Secondary Social Studies Teaching Methods course is designed to provide a foundation for classroom methodology in the secondary school environment and the development and implementation of standards-based instructional activities and assessments. Teacher candidates will understand and explain the importance of their role as facilitators of differentiated instruction for students of all abilities, cultures, and learning styles, and as role models and leaders who continue to grow professionally, and exhibit the attributes of life-long learners. Teacher candidates will engage in dialogue which examines the role of social studies education in a democratic nation and in a globalize society. They will examine current educational issues and teaching trends and research associated with social studies education through lesson plans unit development and microteaching, reading and observation, class discussion, individual and group projects, simulations and presentations, reflective evaluation. (This course must be taken before the student teaching experience).

EDU 407  
Secondary School Science Methodologies  
3 credits  
This course develops the emerging professional’s ability to organize learning experiences using the process of inquiry and knowledge construction fundamental in teaching science. Developing concepts through concrete experiences, an appreciation for relationships among science, technology and society, the issues and challenges of equity and multiculturalism are stressed. Additional topics include basic classroom management skills, lab safety, effective planning for diverse populations, using technology to enhance student achievement, alternative assessments, collaborative teaching, and professional growth. Students are required to demonstrate compe-
tence in planning and applying science themed lessons, use of authentic assessments, applied technology to enhance educational experiences, and create resources. (This course must be taken before the student teaching experience).

**EDU 408**  
Art In the Secondary School with Field Component  
*3 credits*  
Not available at time of printing  
(This course must be taken before the student teaching experience).

**EDU 409**  
English in the Secondary School with Field Component  
*3 credits*  
Students planning to teach English/Language Arts beyond middle school will need to complete this course. EDU 409 provides students with theoretical bases of classroom decision-making, and a hands-on approach to making the theoretical practical. Students will have opportunities to construct real learning experiences, and put them to work both in class and in the field. Extensive professor/peer review is included. (This course must be taken before the student teaching experience).

**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)

**EDU 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 challenge 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/EDU 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: EDU 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 (K-5) and Pre-School through Third Grade P-3 Endorsement
- Elementary (K-5) and Subject Matter Specialization (Middle School) 5-8 Endorsement in the following content areas: Language Arts/Literacy, Mathematics, Social Studies, and Science
- Elementary Education (K-5) and Teacher of Students with Disabilities Endorsement
- Teacher of Mathematics (K-12)
- Teacher of Art (K-12)
- Teacher of Biology (K-12)
- Teacher of English (K-12)
- Teacher of History (K–12)
- Teacher of Earth Science (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
4. A grade of “B” or better in education and professional related courses is required for TED program transfer credit.

* 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.

Unconditional Acceptance to the Teacher Education (TEC) program

This will be reviewed by the discretion of the Division Dean.
Conditional Acceptance to the Teacher Education TEC Program

Candidates who have a cumulative GPA between 2.50 to 2.74 must:

- Register for the Bridge Courses: PHIL 100 - Critical Reasoning (4 credits); MATH 112 - Quantitative Reasoning (3 credits) and receive a grade of “B” or better. No transfer credit will be awarded for the Bridge Courses.
- Successfully pass the PRAXIS 10014 Elementary Education: Content Knowledge within the current year.
- Candidates cannot register for any education courses or professional related courses until all the above criteria has been successfully completed.
- K-12 mathematic candidates must successfully pass the PRAXIS 10061.

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 governed by 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 (EDU 304) should register for the PRAXIS.

   Teacher Education Certificate Program Student Teaching Requirements:

Requirements:

1. Successfully pass the appropriate required PRAXIS examination. Students who are enrolled in Junior Practicum (EDU 304) should register for 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. The K-5/ Pre-kindergarten- Grade 3 students, must pass the PRAXIS 10014 and the PRAXIS 0022 (Early Childhood).

2. The PRAXIS 0022 (Early Childhood) should be taken after all P-3 required courses have been completed.

3. Secondary K-12 candidates must successfully pass the appropriate PRAXIS within the current year.

4. Complete the required Student Teaching Application Form/Student Teaching Request for Placement Form.

5. All teacher education and professional related courses are to be completed prior to the student teaching experience.

Students who are enrolled in the Certificate Program are governed by 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 (TEC)  
Elementary Endorsement (K-5)  
revised May 2009

**Professional Courses: (24 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 220</td>
<td>Introduction to Special Needs in Home, School...</td>
<td>3</td>
</tr>
<tr>
<td>EDU 205</td>
<td>Professional Assessment and Outcomes: Portfolio</td>
<td>1</td>
</tr>
<tr>
<td>EDU 302</td>
<td>Junior Field and Seminar Experience</td>
<td>2</td>
</tr>
<tr>
<td>EDU 304</td>
<td>Junior Practicum and Inquiry Based Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDU 303 *</td>
<td>School Curriculum: Reading/Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>EDU 306 or</td>
<td>Reading in the Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>EDU 308 or</td>
<td>Reading Diagnosis and Remediation</td>
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</tr>
<tr>
<td>EDU 305</td>
<td>Young Child and Emergent Literacy</td>
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</tr>
<tr>
<td>EDU 402</td>
<td>School Curriculum: Mathematics</td>
<td>3</td>
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<td>EDU 403</td>
<td>Student Teaching Seminar</td>
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**Related Requirements: (14 credits)**

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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>COMM 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>PHIL 200</td>
<td>Philosophical Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 201</td>
<td>Introduction to Child Development</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 301 or</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 302</td>
<td>Educational Assessment Techniques</td>
<td></td>
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</tbody>
</table>

* To be Taken Concurrently with EDU 302
**Teacher Education Instructional Certificate Program (TEC)**

**Elementary Education (K-5) and Preschool through Grade Three Endorsement**

revised May 2009

**Professional Courses: (38 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
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<td>EDU 220</td>
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<td>EDU 205</td>
<td>Professional Assessment and Outcomes: Portfolio</td>
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<td>EDU 302</td>
<td>Junior Field and Seminar Experience</td>
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</tr>
<tr>
<td>EDU 303 *</td>
<td>School Curriculum: Reading/Language Arts</td>
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<td>EDU 304</td>
<td>Junior Practicum and Inquiry Based Learning</td>
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<td>EDU 305</td>
<td>Young Child and Emergent Literacy</td>
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<td>EDU 402</td>
<td>School Curriculum: Mathematics</td>
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<td>EDU 403</td>
<td>Student Teaching Seminar</td>
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<tr>
<td>EDU 404</td>
<td>Student Teaching</td>
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<tr>
<td>PSYC 302</td>
<td>Educational Assessment Techniques</td>
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</tr>
<tr>
<td>ECED 201</td>
<td>Introduction to Early Childhood: A Primer</td>
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</tr>
<tr>
<td>ECSPED 202</td>
<td>Meeting the Needs of All…Special Needs</td>
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<tr>
<td>ECED 307</td>
<td>Nurturing the Expressive Arts in Young Children</td>
<td>2</td>
</tr>
<tr>
<td>PSYC 302</td>
<td>Educational Assessment Techniques</td>
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**Related Requirements: (11 credits)**

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<td>COMM 102</td>
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</tr>
<tr>
<td>PE 150</td>
<td>Physiology, Hygiene and Nutrition</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>(successful completion of test)</td>
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<tr>
<td>PHIL 200</td>
<td>Philosophical Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 201</td>
<td>Introduction to Child Development</td>
<td>3</td>
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</tbody>
</table>

* * To be Taken Concurrently with EDU 302*
Teacher Education Instructional Certificate Program (TEC)
Elementary Endorsement (K-5) and Specialization Endorsement (5-8)
revised May 2009

Professional Courses: (24 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>EDU 220</td>
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<tr>
<td>EDU 205</td>
<td>Professional Assessment and Outcomes: Portfolio</td>
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<td>EDU 302</td>
<td>Junior Field and Seminar Experience</td>
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<td>EDU 303 *</td>
<td>School Curriculum: Reading/Language Arts</td>
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<tr>
<td>EDU 304</td>
<td>Junior Practicum and Inquiry Based Learning</td>
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</tr>
<tr>
<td>EDU 306</td>
<td>Reading in the Content Areas</td>
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</tr>
<tr>
<td>EDU 402</td>
<td>School Curriculum: Mathematics</td>
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</tr>
<tr>
<td>EDU 403</td>
<td>Student Teaching Seminar</td>
<td>2</td>
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<tr>
<td>EDU 404</td>
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Related Requirements: (17 credits)

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<td>PSYC 301 or</td>
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<td>PSYC 302</td>
<td>Educational Assessment Techniques</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 202</td>
<td>Adolescent Psychology</td>
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</table>

* To be Taken Concurrently with EDU 302
Teacher Education Instructional Certificate Program (TEC)  
Elementary Endorsement (K-5) and  
Teacher of Students with Disabilities Endorsement  
revised May 2009

**Professional Courses: (36 credits)**

<table>
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<td>Junior Field and Seminar Experience</td>
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<td>School Curriculum: Reading/Language Arts</td>
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<tr>
<td>EDU 304</td>
<td>Junior Practicum and Inquiry Based Learning</td>
<td>3</td>
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<tr>
<td>EDU 308</td>
<td>Reading Diag. and Remediation for Exceptional</td>
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</tr>
<tr>
<td>EDU 402</td>
<td>School Curriculum: Mathematics</td>
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<td>EDU 403</td>
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<td>EDU 404</td>
<td>Student Teaching</td>
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<tr>
<td>SPED 300</td>
<td>Education of the Cognitively Impaired</td>
<td>3</td>
</tr>
<tr>
<td>SPED 400</td>
<td>Education of the Behaviorally Disordered</td>
<td>3</td>
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<td>SPED 401</td>
<td>Education of the Learning Disabled</td>
<td>3</td>
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<tr>
<td>SPED 410</td>
<td>Survey of Assistive Technology</td>
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**Related Requirements: (14 credits)**

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<tr>
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<th>Title</th>
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<tbody>
<tr>
<td>COMM 102</td>
<td>Communications for Professionals</td>
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<tr>
<td>PE 150</td>
<td>Physiology, Hygiene and Nutrition (successful completion of test)</td>
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<td>PHIL 200</td>
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<td>PSYC 201</td>
<td>Introduction to Child Development</td>
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<tr>
<td>PSYC 301 or PSYC 302</td>
<td>Educational Psychology or Educational Assessment Techniques</td>
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</table>

* To be Taken Concurrently with EDU 302
Teacher Education Instructional Certificate Program (TEC)
Teacher of Mathematics Endorsement (K-12)*
revised May 2009

**Professional Courses: (24 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDU 220</td>
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<td>Junior Practicum and Inquiry Based Learning</td>
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<td>EDU 306</td>
<td>Reading in the Content Areas</td>
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<td>EDU 402</td>
<td>School Curriculum: Mathematics</td>
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<td>EDU 403</td>
<td>Student Teaching Seminar</td>
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<td>EDU 404</td>
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<tr>
<td>EDU 405</td>
<td>Secondary School Math with Field Component</td>
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**Related Requirements: (24 credits)**

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<tr>
<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>COMM 102</td>
<td>Communications for Professionals</td>
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</tr>
<tr>
<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>
<td>2</td>
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<td>PHIL 200</td>
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<td>PSYC 202</td>
<td>Adolescent Psychology</td>
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<td>PSYC 301 or PSYC 302</td>
<td>Educational Psychology</td>
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<td>PSYC 302</td>
<td>Educational Assessment Techniques</td>
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<tr>
<td>—</td>
<td>Laboratory Science</td>
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</tbody>
</table>

* Program is under revision
** To be Taken Concurrently with EDU 302
### Teacher Education Instructional Certificate Program (TEC)

#### Preschool through Grade Three Endorsement *

**revised May 2009**

**Professional Courses: (18 credits)**

<table>
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<tbody>
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<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>
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<tr>
<td>ECED 307</td>
<td>Nurturing the Expressive Arts in Young Children</td>
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</tr>
<tr>
<td>PSYC 302</td>
<td>Educational Assessment Techniques</td>
<td>3</td>
</tr>
<tr>
<td>EDU 303</td>
<td>School Curriculum: Reading and Language Arts</td>
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**Related Requirements: (3 credits)**

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<th>Credit</th>
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<td>PSYC 201</td>
<td>Introduction to Child Development</td>
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</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 May 2009**

**Professional Courses: (21 credits)**

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<th>Credit</th>
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<td>3</td>
</tr>
<tr>
<td>EDU 304</td>
<td>Junior Practicum and Inquiry Based Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDU 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.
**Teacher Education Instructional Certificate Program (TEC)**

**Teacher of Art Endorsement (K-12)**

May 2009

**Professional Courses: (24 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 220</td>
<td>Introduction to Special Needs in Home, School…</td>
<td>3</td>
</tr>
<tr>
<td>EDU 205</td>
<td>Professional Assessment and Outcomes: Portfolio</td>
<td>1</td>
</tr>
<tr>
<td>EDU 302</td>
<td>Junior Field Experience and Seminar</td>
<td>2</td>
</tr>
<tr>
<td>EDU 304</td>
<td>Junior Practicum and Inquiry Based Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDU 306</td>
<td>Reading in the Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>EDU 402</td>
<td>School Curriculum: Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>EDU 403</td>
<td>Student Teaching Seminar</td>
<td>2</td>
</tr>
<tr>
<td>EDU 404</td>
<td>Student Teaching</td>
<td>4</td>
</tr>
<tr>
<td>EDU 408</td>
<td>Art in the Secondary School with Field Component</td>
<td>3</td>
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</tbody>
</table>

**Related Professional 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>COMM 102</td>
<td>Communications for Professionals</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>PHIL 200</td>
<td>Philosophical Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 202</td>
<td>Adolescent Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 301 or</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PSYC 302 Educational Assessment</td>
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</table>
Teacher Education Instructional Certificate Program (TEC)
Teacher of Biology Endorsement (K-12)
May 2009

**Professional Courses: (24 credits)**

<table>
<thead>
<tr>
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<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>EDU 220</td>
<td>Introduction to Special Needs in Home, School...</td>
<td>3</td>
</tr>
<tr>
<td>EDU 205</td>
<td>Professional Assessment and Outcomes: Portfolio</td>
<td>1</td>
</tr>
<tr>
<td>EDU 302</td>
<td>Junior Field Experience and Seminar</td>
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<tr>
<td>EDU 304</td>
<td>Junior Practicum and Inquiry Based Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDU 306</td>
<td>Reading in the Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>EDU 402</td>
<td>School Curriculum: Mathematics</td>
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</tr>
<tr>
<td>EDU 403</td>
<td>Student Teaching Seminar</td>
<td>2</td>
</tr>
<tr>
<td>EDU 404</td>
<td>Student Teaching</td>
<td>4</td>
</tr>
<tr>
<td>EDU 407</td>
<td>Secondary School Science with Field Component</td>
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**Related Professional Requirements (14 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>COMM 102</td>
<td>Communications for Professionals</td>
<td>3</td>
</tr>
<tr>
<td>PE 150</td>
<td>Physiology, Hygiene and Nutrition (Successful Completion of Test)</td>
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<tr>
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<td>Philosophical Foundations of Education</td>
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<td>PSYC 202</td>
<td>Adolescent Psychology</td>
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<tr>
<td>PSYC 301 or</td>
<td>Educational Psychology</td>
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</tr>
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<td>PSYC 302</td>
<td>Educational Assessment</td>
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**Related Science Requirements (26 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CHEM 103</td>
<td>Chemistry</td>
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<tr>
<td>CHEM 104</td>
<td>Chemistry</td>
<td>5</td>
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<tr>
<td>CHEM 201</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM</td>
<td>Organic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 103</td>
<td>Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 104</td>
<td>Physics II</td>
<td>4</td>
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</table>

**Related Math Requirements (7 credits)**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MATH 122</td>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 161</td>
<td>Precalculus</td>
<td>4</td>
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</table>
Teacher Education Instructional Certificate Program (TEC)
Teacher of English Endorsement (K-12)

May 2009

**Professional Courses: (24 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 220</td>
<td>Introduction to Special Needs in Home, School…</td>
<td>3</td>
</tr>
<tr>
<td>EDU 205</td>
<td>Professional Assessment and Outcomes: Portfolio</td>
<td>1</td>
</tr>
<tr>
<td>EDU 302</td>
<td>Junior Field Experience and Seminar</td>
<td>2</td>
</tr>
<tr>
<td>EDU 304</td>
<td>Junior Practicum and Inquiry Based Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDU 306</td>
<td>Reading in the Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>EDU 402</td>
<td>School Curriculum: Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>EDU 403</td>
<td>Student Teaching Seminar</td>
<td>2</td>
</tr>
<tr>
<td>EDU 404</td>
<td>Student Teaching</td>
<td>4</td>
</tr>
<tr>
<td>EDU 409</td>
<td>English in the Secondary School with Field Component</td>
<td>3</td>
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**Related Professional Requirements (17 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 102</td>
<td>Communications for Professionals</td>
<td>3</td>
</tr>
<tr>
<td>ENG 220</td>
<td>Children’s Literature</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>PHIL 200</td>
<td>Philosophical Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 202</td>
<td>Adolescent Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 301</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 302</td>
<td>Educational Assessment</td>
<td>3</td>
</tr>
</tbody>
</table>
Teacher Education Instructional Certificate Program (TEC)
Teacher of History Endorsement (K-12)
May 2009

**Professional Courses: (24 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 220</td>
<td>Introduction to Special Needs in Home, School…</td>
<td>3</td>
</tr>
<tr>
<td>EDU 205</td>
<td>Professional Assessment and Outcomes: Portfolio</td>
<td>1</td>
</tr>
<tr>
<td>EDU 302</td>
<td>Junior Field Experience and Seminar</td>
<td>2</td>
</tr>
<tr>
<td>EDU 304</td>
<td>Junior Practicum and Inquiry Based Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDU 306</td>
<td>Reading in the Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>EDU 402</td>
<td>School Curriculum: Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>EDU 403</td>
<td>Student Teaching Seminar</td>
<td>2</td>
</tr>
<tr>
<td>EDU 404</td>
<td>Student Teaching</td>
<td>4</td>
</tr>
<tr>
<td>EDU 406</td>
<td>Secondary School History with Field Component</td>
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**Related Professional Requirements (20 credits)**

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<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>COMM 102</td>
<td>Communications for Professionals</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>PHIL 200</td>
<td>Philosophical Foundations of Education</td>
<td>3</td>
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<tr>
<td>PSYC 202</td>
<td>Adolescent Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 301</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 302</td>
<td>Educational Assessment</td>
<td>3</td>
</tr>
<tr>
<td>SOC 307</td>
<td>Sociology of Education</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 102</td>
<td>American Government</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 290</td>
<td>The American Presidency</td>
<td>3</td>
</tr>
</tbody>
</table>
Undergraduate Degree Program in Education for the Working Adult

This program is designed for adult students, age 25 or older. It will enable the working adult to earn an undergraduate Bachelor of Arts in Education degree in Elementary Education (K-5) and Early Childhood (Pre-kindergarten through 3rd grade) with a co-major in English.

The program follows a semester schedule with two 20 week periods in the fall and spring. Each semester is divided into two 10-week blocks during which the student will take two courses and earn six credits. Courses are held on the Felician College Rutherford campus.

Program Admission Policy

1. All candidates are governed by Felician College and the Division of Teacher Education undergraduate admission requirements.
2. Candidate must be 25 years or older.
3. Candidate must have a minimum cumulative GPA of 2.75.
4. College-level courses related to the TED program cannot have been completed more than 10 years prior to admission.
5. A grade of “C” or better in general college-level courses is required for the Teacher Education (TED) program transfer credit. A grade of “B” or better for education and professional related courses is required for TED program transfer credit.
6. College-level courses related to the TED program cannot have been completed more than 10 years prior to admission to the TED program.
7. Transferring of college credits will be done on an individual basis. All Teacher Education transfer policies apply.
8. A personal statement, interview or recommendation letters may be required.

Program Degree Requirements

1. Complete a program of 128-130 semester hours.
2. Register for EDU 155 Transition into Teaching once student has completed 45 earned Felician degree credits.
3. Formally apply the Teacher Education Program during EDU 155 (Transition into Teaching) or EDU 302 (Junior Field).
4. Complete the criteria for Formal admission to the Teacher Education program.
5. Complete a minimum of 30 volunteer hours of supervised contact with children in a variety of learning situations.
6. Successfully complete the required field placements for EDU 115, EDU 302, EDU 304 and EDU 400. Receive a grade of “B” or better in these field/seminar courses.
7. Successfully complete the required student teaching (EDU 404/EDU 403) 15 consecutive weeks experience.
8. Successfully pass the Praxis 10014 before beginning the student teaching experience. Students are required to begin the Praxis examination process during their Junior Field /Seminar course (EDU 302).
9. Obtain a New Jersey Substitute Teaching Certificate, in order to continue his/her upper level field placement. Student requires 60 credits or more to be eligible for this certificate.
10. Follow all Teacher Education undergraduate policies and requirements.
11. K-5/P-3 majors must successfully pass the Early Childhood Praxis 0022 in order to receive the P-3 endorsement.
12. Maintain a grade of “C” or better in education and professional related courses excluding the field/seminar courses which require a grade of “B” or better.

* Students who are enrolled in this program are subject to the policies and guidelines of the Teacher Education Program as stated in the current Felician College Catalog and Student Handbook.

**Undergraduate Degree Program in Education/Off-Campus Community College/Felician Cohort**

The program is designed for students who have completed their Associate Degree or equivalent to earn a Bachelor of Arts in Education from Felician College. The program is presented in a cohort format. Classes meet on the Community College Campus.

**Program Admission Policy and Requirements**

1. All candidates are governed by the Felician College and the Division of Teacher Education undergraduate admission requirements.
2. Candidate must have an earned Associates Degree or equivalent.
3. Candidate must have a minimum cumulative GPA of 2.75.
4. A personal statement, interview or recommendation letters may be required.
5. A grade of “C” or better in general college-level courses is required for teacher education program transfer credit. A grade of “B” or better in education and professional related courses is required for teacher education program transfer credit.
6. Transferring of college credits will be done on an individual basis.
7. All transfer Teacher Education policies apply.
8. College level education and professional related courses cannot have been completed more than 10 years prior to admission to the teacher education program.
9. Lower level (100-200) teacher education courses cannot transfer to upper level 300-400 teacher education courses.

**Program Degree Policy and Requirements**

1. Complete a program of 128-130 semester hours.
2. Formally applied to the Teacher Education Program during EDU 115 (Transition into Teaching).
3. Complete the criteria for formal admission to the Teacher Education Program.
4. Complete a minimum of 30 volunteer hours of supervised contact with children in a variety of learning situations.
5. Successfully complete the required field placements for EDU 115, EDU 302, EDU 304 and EDU 400. Receive a grade of “B” or better in these field/seminar courses.
6. Successfully complete the required student teaching (EDU 404/403) 15 consecutive weeks experience.
7. Successfully pass the PRAXIS before beginning the student teaching experience (EDU 404/EDU 403). Students are required to begin the Praxis examination process during their Junior Field /Seminar Course (EDU 302).
8. All K-5/P-3 majors must successfully pass the Early Childhood Praxis 0022 in order to receive the P-3 endorsement. All K-5/5-8 education majors must pass the subject/specialization PRAXIS in order to receive the Middle-school endorsement.

9. Obtain a New Jersey Substitute Teaching Certificate, in order to continue in his/her upper level field placement. Student requires 60 credits or more to be eligible for this certificate. Junior Field (EDU 302) students should apply for the substitute certificate.

10. Student must maintain a minimum of a 2.75 cumulative GPA throughout the program.

11. Follow Teacher Education undergraduate policies and requirements.

*Students who are enrolled in this program are subject to the policies and guidelines of the Teacher Education Program as stated in the current Felician College Catalog and Student Handbook.

Undergraduate Degree Program in Education for Friendship Corner/Starting Points/Paterson Cohort/Jersey City Cohort and Future Scholar Learning Center

This program is designed for adults employed as paraprofessionals or school aides in Elementary/Early Childhood schools and/or settings. This program offers students an opportunity to earn a Bachelor of Arts in Education leading to an Elementary (K-5) and Early Childhood (Pre-kindergarten through Grade 3) endorsement with an English co-major.

The program is presented in a cohort format. Courses are held off campus within the students surrounding area of employment.

All candidates are governed by the Felician College and Division of Teacher Education undergraduate admission requirements.

Students who are enrolled in this program are subject to the policies and guidelines of the Teacher Education Program as stated in the current Felician College Catalog and student Handbook.
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Sister Elizabeth Morley, CSSF, Tutor, B.A., Felician College

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Ann Califf, Coordinator of Transportation & Rutherford Administrative Services

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Lori Kwiatkowski, Assistant Athletic Director/Compliance Officer

Christopher Langan, Facilities/Equipment Manager

Mark Mentone, Sports Information Director

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Residence Life

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Maryann Hatler, Residence Life Coordinator

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Student Wellness Center

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**Marian Fitzpatrick**, Accounts Receivable Coordinator

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**Kathy Prieto**, Assistant Director of Financial Aid

**Debbie Callaghan**, Financial Aid Counselor

**Sarah Carrero**, Financial Aid Counselor/Office Manager

**Milagros Agostini**, Financial Aid Assistant

**OLDER IS BETTER**

**Elizabeth Barca**, Coordinator
PHYSICAL PLANT

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Computer and Audio-Visual Services

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John Paneggiante, Director of Administrative Computing

Joseph Tangorra, Network Administrator; B.S., Montclair State University, A+ Certified Technician, (MCP) Microsoft Certified Professional

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Audio-Visual Services

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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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