

# FELICIAN UNIVERSITY



## UNDERGRADUATE CATALOG

2017 – 2018

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

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

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

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## Traditional Fall 2017

Fall semester begins	Wednesday, August 30, 2017
Labor Day (college closed)	Monday, September 4, 2017
Last day for drop/add	Wednesday, September 6, 2017
Mid-term Exams	Monday, Oct. 23, 2017- Saturday, Oct. 28, 2017
Advising begins (for Spring 2018 semester)	Monday, November 6, 2017
Registration begins Spring 2018	Monday, November 13, 2017
Last day to Withdraw	Friday, November 17, 2017
Thanksgiving Eve No Classes College Open	Wednesday, November 22, 2017
Thanksgiving Recess	Thursday, Nov.23, 2017- Saturday, Nov. 24, 2017
Reading Day (no classes)	Tuesday, December 12, 2017
Final Exams	Wednesday, Dec. 13, 2017- Tuesday, Dec. 19, 2017
All Grades Due	Thursday, December 21, 2017
Grades Released to Students	Friday, December 22, 2017

## Traditional Spring 2018

Martin Luther King (college closed)	Monday, January 15, 2018
Spring semester begins	Wednesday, January 17, 2018
Last day for drop/ add	Tuesday, January 23, 2018
Presidents Day (college closed)	Monday, February 19, 2018
Spring Break	Monday, March 5, 2018- Saturday, March 10, 2018
Mid-term Exams	Mon., March 19, 2018- Sat., March 24, 2018
Easter Recess	Thurs., March 29, 2018- Sat., March 31, 2018
Advising summer/Fall 2019 Begins	Monday, April 9, 2018
Registration Summer/Fall 2019 Begins	Monday, April 16, 2018
Last day to Withdraw	Friday, April 13, 2018
Reading Day (no classes)	Tuesday, May 8, 2018
Final Exams	Wednesday, May 9, 2018- Tuesday, May 15, 2018
All grades Due	Thursday, May 17, 2018
Grades Released to Students	Friday, May 18, 2018
Commencement	Saturday, May 19, 2018

## Summer I 2018

May 21, 2018 – June 25, 2018

## Summer II 2018

June 27, 2018 – August 1, 2018

### PLEASE NOTE:

- Dates may be subject to change at the discretion of the University authorities.
- The above calendar applies to traditional fall and spring semesters of fifteen weeks. Students enrolled in programs not based on a fifteen-week semester should seek scheduling information from their program director.

## UNIVERSITY DIRECTORY

### Administrative Offices

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

#### Office of the President

Dr. Anne Prisco, President of Felician University  
Lodi Campus – Albin Obal Hall (1<sup>st</sup> floor)

Meggan O’Neill, Executive Assistant to the President

#### Academic Affairs

Dr. Edward H. Ogle, Vice President of Academic Affairs  
Lodi Campus – Albin Obal Hall (1<sup>st</sup> floor)  
(201) 559-6024

#### Enrollment & Student Affairs

Francine Andrea, Vice President of Enrollment Management and Student Affairs  
Lodi Campus – Albin Obal Hall (1<sup>st</sup> floor)  
(201) 559-6082

#### Undergraduate Admission Office

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

Colleen M. Fuller  
Director of Undergraduate Admissions  
201-355-1444

Daniela Gonzalez  
Associate Director of Admissions Processing  
201-355-1452

Daniel Flores  
Associate Director of Undergraduate Admissions  
201-355-1456

Colleen Healy  
Assistant Director of Admissions  
201-355-1454

Melissa Essman  
Assistant Director of Admissions  
201-355-1457

Michael Toth  
Assistant Director of Transfer Admissions  
201-355-1459

Andrea Horvath  
Associate Director of Adult and Transfer Admissions

201-355-1445

## Hours:

September through May:	June through mid-August:
8:30 am – 4:30 pm Mon, Wed, Fri	8:30 am – 5:00 pm Mon, Wed
8:30 am – 6:00 pm Tues, Thurs	8:30 am – 6:00 pm Tues, Thurs

**Alumni Office**

Rutherford Campus – Iviswold Castle  
 Patricia A. Malina  
 Director of Alumni Relations and The Fund for Felician  
 (201) 355-1425

**Athletic Office**

Benjamin DiNallo  
 Director of Athletics  
 (201) 559-3507

Prof. Melissa MacAlpin, Faculty Athletics Representative  
 Rutherford Campus – Martin Hall (3<sup>rd</sup> floor)

**Campus Ministry**

Lodi and Rutherford campuses  
 Father Richard Kelly, Director, Campus Ministry  
 Sister Marie Teresa Soltys, CSSF, Campus Minister  
 (201) 559-6021

**Career Development Center**

Rutherford Campus – Student Union  
 (201) 559-3619

**Center for Academic Success Programs**

Dr. Dolores Henchy, Dean, Center for Academic Success Programs  
 Lodi Campus – Kirby Hall 218  
 (201) 355-1133

Elizabeth Noreika, Administrative Assistant & Coordinator Center for Academic Success Programs  
 Lodi Campus- Kirby Hall 103  
 (201)-559-6052  
 Fax 201-559-6046

Dr. Maria Vecchio, Associate Prof. & Academic Success Coach/Advisor  
 Lodi Campus, Kirby Hall 219  
 (201) 559-6017

Pamela E. Garvey, Academic Probation Success Coach  
 Lodi Campus, Kirby Hall 217  
 (201) 559-6000

Carolyn Mitchell Kehayan, LDTC, Coordinator of Services for Students with Disabilities

Lodi campus - Kirby Hall 104  
(201) 559-6050  
Fax 201-559-6046

Sr. Elizabeth Morley, 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 220  
(201) 559- 6118

Hamdi Shahin, Mathematics & Science Tutor & Math Lab Coordinator  
Lodi Campus Kirby 225  
(201) 559-6076

**Center for Health** (formally Health Center or Student Wellness Center)  
Carolyn A. Lewis, MSN, ANP-BC, Director  
Rutherford Campus - Milton Hall  
(201) 559-3559 Fax: (201) 559-3579

**Child Care Center**  
Katherine Christie, Director of Child Care Center  
7:30 am to 6:00 pm, Monday through Friday, 12 month program  
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)

**Community Rights and Responsibilities**  
Ian J. Wentworth  
Rutherford Campus – Student Union Main Floor

**Counseling Center**  
Sharon McNulty, Director  
Rutherford Campus – Student Union, Main Floor  
(201) 559-3587; (201) 559-3621 (fax)

Ben Silverman, Counselor/AOD Education Coordinator  
Rutherford Campus – Student Union, Main Floor  
(201) 559-3503

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

**Facilities Services**  
Lodi and Rutherford Campuses  
Lodi Campus – near mailroom in AOH  
(201) 559-6099



**Office of Student Financial Services**

Cynthia Montalvo, Executive Director  
Shalini Patel Bursar  
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) 559-6010(201) 559-6045 (Bursar/Billing)

**Franciscan Center**

Sister Mary Juanita Arnister, CSSF, Vice President for Mission Integration  
Lodi Campus – Kirby Hall  
(201) 559-1120

**Global Academic Initiatives**

Dr. Mary E. Norton, Professor and Executive Director  
The Center for Global Academic Initiatives and  
United Nations NGO Representative  
Lodi Campus – Albin Obal Hall 300  
(201) 559-6093

**Graduate Admission** (see Graduate Catalog)

**Health Services** (see: Center for Health)

**Honor Council**

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

**Human Resources**

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

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

Joslyne Contreras, Administrative Assistant for HRIS  
(201) 559-6197

(201) 559-6199 (fax)  
<https://sp.felician.edu/humanresources/>

**Information Systems**

Wisam Shahin, Director of Information Systems  
Lodi Campus – Albin Obal Hall (ground floor)  
(201) 559-6058

Craig Savino, Assistant Director  
Lodi Campus – Albin Obal Hall (ground floor)  
(201) 559-6123

Obada Boulad, Information Systems Analyst  
Lodi Campus – Albin Obal Hall (ground floor)  
(201) 559-6079

**Information Technology**

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

**Institutional Advancement Office**

Edward Eichhorn, Vice President for Institutional Advancement  
Rutherford Campus – Iviswold Castle  
(201) 355-1433

**Institutional Communications Office**

Sue Bernarducci, Manager of Communications and Donor Relations  
Rutherford Campus – Iviswold Castle  
(201) 355-1423

**Institutional Research**

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

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

**Center for Digital Design & Online Learning**

Deanna Valente, Associate Dean  
Rutherford Campus  
(201) 559-3191

**Library Services**

Lodi Campus Library  
(201) 559-6071

**Mission Integration**

Sister Mary Juanita Arnister, CSSF, Vice President for Mission Integration  
Lodi Campus – Kirby Hall  
(201) 559-1120

**Nursing Resource and Simulation Center**

Dr. Frances Figueroa Mal, Associate Dean  
Rutherford Campus – Nursing Resource and Simulation Center  
(201) 559-3517

**Office of International Programs**

Yaruby Petit-Frere, Director of International Programs Rutherford Campus – Martin Hall First Floor

(201) 559-3515

[OIP@felician.edu](mailto:OIP@felician.edu)

**Payroll**

Aimee Gonzalez, Coordinator

Lodi Campus - Albin Obal Hall (ground floor)

(201) 559-6175

(201) 559-6199 (fax)

<https://sp.felician.edu/humanresources/>

**Registrar**

Priscilla Klymenko, 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 (1<sup>st</sup> floor)

(201) 559-6038/6173/6037

**Residence Life – Rutherford Campus**

Laura Barry Pierotti, Director of Residence Life

Rutherford Campus – Elliott Terrace, Lower Level

(201) 559-3506

**School of Arts & Sciences**

Dr. George Abaunza, Dean of the School of Arts & Sciences

Lodi Campus – Kirby Hall 402

(201) 559-6049

Dr. Manuel Ferreira, Associate Dean for Mathematics, Computer, Natural, and Social Sciences,

Lodi Campus – Kirby Hall 215

(201) 559-6042

Dr. Mara Zukowski, Associate Dean of Humanities

Lodi Campus – Kirby Hall 319

(201) 559-6198

Dr. Daniel Mahoney, Director of the Master of Arts Program in Counseling

Lodi Campus- School of Arts and Sciences Graduate Studies

Kirby Hall 105

(201) 559-6161

**School of Business**

Robert P. Evans, Dean of the School of Business

Rutherford Campus – Blessed Mary Angela Hall 202

(201) 559-3326

David Turi, Associate Dean of the School of Business

Rutherford Campus – Blessed Mary Angela Hall 201

(201) 559-3327

### **School of Education**

Dr. George Abaunza, Interim Dean of the School of Education  
Rutherford Campus – Sammartino Hall Lodi Campus – Kirby Hall 402  
(201) 559-6049  
(201) 559-3551

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

André Gleaton, Coordinator of Off-Campus Teacher Education Programs  
Rutherford Campus – Sammartino Hall  
(201) 559-3316

### **School of Nursing**

Dr. Muriel M. Shore, Dean of the School of Nursing  
Lodi Campus – Albin Obal Hall (2<sup>nd</sup> floor)  
(201) 559-6074

Dr. Elizabeth Zweighaft, Associate Dean and Director of the Prelicensure Nursing Program  
Lodi Campus – Albin Obal Hall (2<sup>nd</sup> floor)  
(201) 559-6104

Dr. Christine Mihal, Associate Dean and Director of the Fast Track RN/BSN Program and  
Coordinator of Outcomes Assessment  
Lodi Campus – Albin Obal Hall (2<sup>nd</sup> floor)  
(201) 559-6090

Dr. Ann Tritak, Associate Dean and Director of Graduate Programs  
Lodi Campus – Albin Obal Hall (2<sup>nd</sup> floor)  
201-559-6151

Dr. Frances Figueroa Mal, Associate Dean of the Nursing Resource and Simulation Center  
Rutherford Campus – Education Commons  
(201) 559-3517

### **Services for Students with Disabilities**

Carolyn Mitchell Kehayan, Coordinator of Services for Students with Disabilities  
Lodi campus - Kirby Hall- 104  
(201) 559-6050

### **Student Affairs**

Anthony Patrick Dezort, Associate Dean of Students  
8:30 a.m. to 4:30 p.m. Monday through Friday  
Student Affairs is located in the Student Union, Main Floor  
(201) 559-3565

Barbara M. Stanziale, Assistant for Student Affairs  
(201) 559-3564

Kamal Tawadros, Coordinator of Transportation and Rutherford Student Affairs Services  
(201) 559-3563

**Student Development and Engagement**

Lodi Campus – Albin Obal Hall, Basement

Rutherford Campus – Student Union Building, 2<sup>nd</sup> floor

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

**Study Abroad and Exchange Office**

Carlo Colecchia, Director of Study Abroad and Exchange

Rutherford Campus –Martin Hall

(201) 559-3042

**Treasurer’s Office**

(see page 2, under “Business and Finance Office”)

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

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



## ACCREDITATION AND APPROVALS

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

The University is accredited by:

The Middle States Commission on Higher Education<sup>1</sup>

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 baccalaureate degree in nursing programs (Prelicensure and Fast Track RN/BSN) at Felician University are accredited by:

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 baccalaureate degree in nursing program (Prelicensure) at Felician University are accredited by:

The New Jersey State Board of Nursing

124 Halsey Street

Newark, New Jersey 07102

(973) 504-6430

FAX (973) 504-6302

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

The International Accreditation Council for Business Education (IACBE)

11374 Strang Line Road Lenexa, KS 66215

(913) 631-3009

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

The University is approved by:

New Jersey Commission on Higher Education

New Jersey Bureau of Teacher Education and Academic Credentials

State of New Jersey Department of Education

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<sup>1</sup> An online version of the College's Statement of Accreditation Status from the Middle States Commission on Higher Education is available at: <https://www.msche.org/documents/sas/228/Statement%20of%20Accreditation%20Status.htm>

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

### **MEMBERSHIPS**

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

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



## HISTORY OF THE UNIVERSITY<sup>2</sup>

### I

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

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

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

### 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.

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<sup>2</sup> Please note: Until Academic Year 2012-2013, "Schools" (as in "School of Arts and Sciences") were referred to as "Divisions." Since this section is historical, the old nomenclature has been retained up to AY 2012-2013.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Felician College Archives was begun in 2000.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The position of Associate Dean was created in 2005.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

The first fully on-line cohort of the Fast Track RN/BSN program began on January 7, 2015.

On May 16, 2015 the first class of DNP students graduated.

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

Wittmann-Price, PhD, RN, CNS, CHSE, ANEF, '78, '81; Barbara Jean Toscano, MS, RN, '68 (Post-humous).

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

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

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

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

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

### III

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

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

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

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

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

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

## **VISION STATEMENT**

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

## **MISSION STATEMENT**

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

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

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

## **FELICIAN UNIVERSITY LEARNING OUTCOMES**

Graduates of Felician University will:

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

## CAMPUS FACILITIES

### Lodi Campus

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

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

Kirby Hall, a five story 48,000 sq. ft. structure completed in 1994, houses academic classrooms, seminar rooms, laboratories, 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. It is a barrier-free facility.

The John J. Breslin Theatre and the Goya 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 University and community activities. Beneath the Theatre is a cafeteria with a fully-equipped kitchen.

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

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

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

### Rutherford Campus

The Felician University Rutherford Campus is set on 10.5 beautifully landscaped acres in the heart of the historic community of Rutherford, New Jersey. Only fifteen minutes from the Lodi Campus, the Rutherford complex contains student residences, classroom buildings, a student center, a gymnasium and a structure – originally known as Iviswold Castle – which is now home to a student lounge and café, campus chapel, and administrative offices of enrollment and institutional advancement. The historic Castle at Felician University, unanimously approved for inclusion on the New Jersey Register of Historic Places in 2004, opened in the spring of 2013 following a restoration project that took 14 years to complete. The arduous and meticulous work undertaken by a team of historic ar-

chitects and engineers uncovered myriad hidden treasures, the most astonishing of which was a wall sculpture –previously walled over – depicting a scene resembling 14<sup>th</sup> century Florentine artwork.

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

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

Located within the Education Commons, the Rutherford Campus Library contains a circulation-reference service desk, group study rooms, a Digital Media Lab and a computer laboratory. It also houses print collections for the School of Business and the School of Education, in the Audrey Toron Curriculum Library Collection Room. All electronic resources can be accessed through the Felician University Libraries website (<http://www.felician.edu/libraries>) both on-campus and off-campus, with a University network ID and password.

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

## **ADMISSION INFORMATION**

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

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

### **Traditional Undergraduate Admission Information**

Applications for candidates seeking traditional undergraduate Felician University degrees are considered for fall and spring admission. Admission decisions are made on a rolling basis. This means that once an application to the University has been filed and all necessary credentials have been received, the applicant is notified by letter of an admission decision, usually within three to four weeks. The deadline for Nursing applicants is February 15th.

### **Notification of Admission Decisions**

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

1. All undergraduate students who enroll are asked to submit a non-refundable \$150 Confirmation of Enrollment deposit. If a student intends to reside on campus, an additional \$200.00 non-refundable housing deposit is due.
2. Felician University health forms must be completed and returned.

### **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:

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

Applications will be considered based on the applicant's high school record, performance on SAT or ACT examination, and other pertinent information. The Office of Admission may admit students based on the quality of applicants' overall records and their potential to succeed on the university level.

### **Requirements for Transfer Applicant**

A transfer applicant is any applicant to a traditional undergraduate degree program who has accumulated 12 or more college-level credits since leaving high school. 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 have 24 or more college-level credits are not required to submit high school transcripts.
3. Nursing applicants will be required to submit SAT or ACT scores and a high school transcript. Applicants who graduated from high school more than one year prior to the date of enrollment, or have more than 12 college credits, are not required to submit SAT results.
4. Results of CLEP examinations to be considered for credit.

### **Adult Undergraduate Admission Information**

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

### **Requirements for Adult Undergraduate Applicants**

1. A completed application for admission with a non-refundable \$40.00 application fee.
2. Transcripts from previously attended post-secondary institutions (official copies are required). High School transcripts or GED/IGCSE may also be required for certain programs.
3. Letters of recommendation (may be required for specific programs).
4. A copy of current Registered Nurse license or teaching license (if applicable).
5. Results of CLEP or other challenge exams to be considered for credit (if applicable).
6. A personal statement, interview, or resume may be required.
7. Military applicants should include an ACE evaluated transcripts.

Please check with the Office of Admission for any additional requirements.

### **Additional Criteria for International Students**

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

TOEFL IBT: 61

TOEFL PBT: 500

IELTS: 5.5

SAT Critical Reading: 400

Students who have met one of the following criteria will be exempted from submitting a TOEFL/IELTS exam:

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

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

Students must submit official copies of all transcripts translated into English. Students who possess transfer credits from a foreign institution will be required to submit a credential evaluation to receive transfer credit at the University. Felician accepts evaluations from any service that is a member of the National Association of Credential Evaluation Services ([www.naces.org](http://www.naces.org)).

### **Acceptance into Bachelor Completion Programs at Partner Community Colleges**

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

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

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

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

### **Confirmation of Enrollment Deposit**

Once a student has been admitted to the University, a one-time, non-refundable Confirmation of Enrollment deposit is required prior to registration for classes in the student's first academic term within their new degree program. The Confirmation of Enrollment deposit is \$150. Please speak with an admission counselor for more information. The full amount of the Confirmation of Enrollment Deposit will be credited to the student's account for tuition only. Students must submit their deposit and the Confirmation of Enrollment Form, which is mailed to them in their acceptance package, to the university before they will be permitted to register for classes.

### **Transfer Credit upon Admission**

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



5. Evaluation by the Transfer Evaluator and approval of the School Dean and the Department Chair must be completed.
6. The last 30 credits for any bachelor or associate degree program must be earned at Felician University.

### **Advanced Placement**

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

### **Readmission**

A degree-seeking student who was enrolled at Felician University and then withdraws, or has taken a Leave of Absence for more than 180 days in the academic year, must reapply for admission. A special Readmission application form is available in the Admission Office or in the Office of Enrollment Management representative, in the Office of the Registrar. In order to complete the process, applicants for readmission:

- Must submit a completed Readmission.
- Must submit transcripts for any college-level or post-secondary work attempted since withdrawing from Felician University.
- Students may have to contact the Center for Health for any readmission requirements.
- Some degree programs may require additional documentation.

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

### **Academic Amnesty**

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

#### **Eligibility and Guidelines**

1. Any Felician student reapplying for admission following a minimum two-year absence is eligible for Academic Amnesty (forgiveness of prior cumulative average). The student should receive a copy of the Amnesty Policy and form at the time of reapplication.
  2. Following the completion of a minimum of twelve new college level credits with a minimum 2.75 new cumulative average, the student can apply for Academic Amnesty, forgiving the prior Felician University cumulative average.
  3. The Amnesty Form should be filled out and presented to the Office of the Registrar.
  4. When Amnesty is granted, the cumulative average prior to readmission will be forgiven, but the student will keep all passing credits as credits earned. The transcript will remain the same - no grades will be removed.
1. The granting of Amnesty will be posted and dated on the student's transcript.

## OFFICE OF STUDENT FINANCIAL SERVICES POLICIES AND PROCEDURES

The Office of Student Financial Services manages the following functions:

- **Cashiering** – posting payments, providing payment options, account inquiries, administer student refund checks, maintain monthly payment plans
- **Billing** – produce and send billing statements, follow-up notifications, third party invoices
- **Collections** – delinquent student accounts, manage outside collection agencies
- **1098-T Tax Forms** – produce and provide students with Tax Benefits for Education information according to federal guidelines.

### Contacts

Traditional Programs (201)  
559-6045

Non-Traditional Programs (201)  
559-6014

Collections (201)  
559-6119

The Office of Student Accounts email inquiries should be made to [StudentAccounts@felician.edu](mailto:StudentAccounts@felician.edu)

### Office Hours

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

### Payment Information

Tuition, Fees, Room and Board, and any required deposits **are due in full by the posted semester deadlines**, unless the Office of Student Accounts has granted an authorized deferred payment **prior** to the posted deadline. If you do not pay in full or have an authorized deferred payment by the posted deadline, you are subject to a \$200.00 late payment fee.

Payments can be made using the following methods:

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

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

Felician University  
262 South Main Street  
Lodi, NJ 07644  
Attention: Office of Financial Services

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

- Payment by check can also be made over the phone, at a cost of \$1.95 per transaction. Students will need the checking account number and routing number to complete the transaction. There is a \$50.00 charge for a returned check-by-phone payment.

### Credit Card

- Credit Card payments can be made in person, by phone or online through WebAdvisor. Felician University accepts Visa, MasterCard, American Express, and Discover. Please be ready to provide the card number, expiration date, and CIN number along with the card holder's name, address, and zip code. **This information is required to make a credit card payment.**
- Payments by phone can be made during regular office hours by calling (201) 559-6045.
- Save time and pay online. Web payment instructions are mailed with your bill each semester and can be obtained by contacting the Office of Student Accounts. Payments are posted to your student account in real-time and can potentially save valuable time during peak registration and payment periods. See below for additional web payment details.

### Wire Transfer

- Payment can be made via wire transfer to the school's bank account. Please be aware that your financial institution may reduce your outgoing wire transfer by fees they charge. These fees are the responsibility of the student and should not reduce payment to the College. Please contact the Office of Student Accounts for account information. Students must provide all required information to complete the transfer. Incomplete information can lead to the delay of your payment being processed and posted to your student account. The student must include their name, Student ID Number, and contact the Office of Student Accounts 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 University website at [www.felician.edu](http://www.felician.edu). Students will need their login information in order to make payment. The payment portion of the website can be found in the Student Menu of WebAdvisor, in the Financial Information section. Felician University accepts Visa, MasterCard, American Express, and Discover. Payment can also be made by Electronic Check, at a cost of \$1.95 per transaction. Students will need their checking account number and routing number to complete the transaction. It is imperative to enter the proper information and have available funds when making an Electronic Check transaction, as there is a \$50.00 charge for returned Electronic Checks.

### Authorized Deferred Payment

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

- Only students in Traditional Undergraduate or Graduate programs are allowed to participate. Students enrolled in non-traditional programs are **not eligible** to participate.
- TMS offers a five month payment plan for the fall and a five month payment plan for the spring terms. Each plan requires a \$55.00 enrollment fee. First payments for the Fall is July 1<sup>st</sup>. First payments for the Spring plan are due by December 1<sup>st</sup>. Late enrollment past these

dates may require students to make larger first payments to make up for missed monthly installments.

- Students are required to provide an accurate balance due to TMS at the time of enrollment. **TMS will not provide you with a budget amount.** Improper budgeting can lead to a balance due to the University and a hold flag being placed on the student account, preventing future registration and transcript/diploma release.
- **Past due balances may not be included as part of the payment plan.** These balances must be paid in full to the University prior to enrolling in a plan.
- Students are required to re-enroll each year and each semester. Enrolling in a payment plan does not mean you are enrolled for the following term. It is important that students check their new balance due for the new term at the time of enrollment to insure proper payment.
- A **late fee of \$45** will be assessed for each late payment made. If two consecutive payments are missed and your account is not made current with your next payment, your payment plan will be cancelled by TMS. Payment in full is required directly to Felician University at the time of cancellation. Cancellation from the payment plan will render the student ineligible to use TMS in the future.
- Payments made to TMS on the 1<sup>st</sup> of the month will not be reflected on the Felician University student account until approximately the 28<sup>th</sup> of the month.
- Students are encouraged to periodically check their Felician University balance and compare it to their budgeted payment plan amount. Any adjustments to the plan can be requested directly with TMS, which will then require approval from the University.
- Questions can be directed to TMS at 1-800-722-4867 or to the Office of Students Account at (201) 559-6045. Brochures are available at the Office of Student Accounts upon request.

### Employer Sponsored Tuition Assistance Programs

Students with employers providing payment for tuition/fees must present written documentation on company letterhead to the Office of Student Accounts 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 University 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 University in a timely fashion.

### Student Refund Policy

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

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

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

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

### *New Jersey Unclaimed Property*

The New Jersey Unclaimed Property Statute requires the University to remit any unclaimed accounts receivable credit balances or un-cashed student refund checks for New Jersey resident to the Department of the Treasury within three years. This remittance is due no later than November 1st of each year. Residents from states other than New Jersey are subject to the unclaimed property legislation of the state in which they reside.

The University will provide written notice via certified mail to students with unclaimed property prior to remitting these funds to the State of New Jersey. This notice, sent two to three months prior to November, will give the student the opportunity to request payment of these funds.

### *Financial Aid*

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

### **1098-T Tax Forms**

The Taxpayer Relief Act of 1997 requires that all educational institutions provide U.S. citizens or permanent residents with a tax form detailing qualifying tuition and related expenses for the calendar year. This form is referred to as Form 1098-T. Educational institutions are not required to provide forms to non-resident aliens. As a result, you may not receive a form if you are a non-resident alien.

Form 1098-T will be available in the Financial Information section on WebAdvisor no later than January 31<sup>st</sup> of each year. Students can save time waiting for their hard copy 1098T by opting into the 1098T electronic only version. Consent forms will be available on-line in WebAdvisor on January 1, 2015. If a student does not select this option their 1098T form will be mailed to their most current address on file. It is imperative that the student keeps important information such as address and social security number up-to-date with the Registrar's Office, as this information is submitted to the IRS and insures proper mailing of the form.

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

**Box 2** - Total amount billed for qualified tuition and related expenses less any reductions in charges. This amount includes tuition, comprehensive fees, and course fees. Non-qualifying expenses are medical insurance fees, fines and miscellaneous charges, and room/board charges.

**Box 5** - Total amount of any scholarships or grants that were administered and processed during the calendar year for the payment of the student's costs of attendance.

**Box 7** - Amounts billed for qualified tuition and related expenses, reported on the current year's form, but are related to an academic period that begins in January through March of the **following year**.

**Box 8** – If checked, the student was at least a half-time student during any academic period. A half-time student is a student enrolled for at least half the full-time academic workload for the course of study the student is pursuing.

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

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

### **Form 1042-S**

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

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

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

### **Policies**

#### *Payment Policies*

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

If the student has not paid in-full or established an authorized deferred payment by the University's posted payment deadlines, they will be subject to a \$200 late fee and/or deregistration and possible removal from housing. If the student is deregistered, roster spots in the previous registration cannot be guaranteed. **Registrations submitted after the posted deadline must be paid in full at the time of registration**. Failure to make payment in full may result in a late fee or deregistration.

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

If students are unable to, or choose not to attend Felician University, they must officially withdraw from their course(s). It is imperative that the student follows the posted withdrawal refund deadlines. Withdrawals after the Drop/Add period (last day for 100% refund) **will result in the student being liable for all or part of their charges**. Please see the *Registration Policies and Procedures* portion of the Undergraduate/Graduate Catalogs for procedures on withdrawals (page 69).

Room and Board must be paid along with tuition and fees by the posted payment deadlines in order for students to be eligible to check-in to the University's 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 fill out the necessary forms for the withdrawal to be valid. Room and Board re-

funds will be calculated according to the date the withdrawal form is received by the Residence Life Department, **not by the last date of residency**. Refund percentages will be calculated using the same formula/dates as tuition and fees. If a student withdraws from housing or is terminated, and has used their meal card, they will be held responsible for any meal monies used.

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

### *Withdrawal 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 2017**

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Last Day for 100% Refund (Drop/Add Period)	September 7, 2017
Last Day for 75% Refund	September 14, 2017
Last Day for 50% Refund	September 21, 2017
Last Day for 25% Refund	September 28, 2017
Withdrawal after September 28,2017 is 0% Refund	

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**Spring 2018**

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Last Day for 100% Refund (Drop/Add Period)	January 24,2018
Last Day for 75% Refund	January 31, 2018
Last Day for 50% Refund	February 7,2018
Last Day for 25% Refund	February 14,2018
Withdrawal after February 14,2018 is 0% Refund	

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**Summer I 2018**

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Last Day for 100% Refund (Drop/Add Period)	May 21,2018
Last Day for 75% Refund	May 23,2018
Withdrawal after May 23, 2018 is 0% Refund	

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**Summer II 2018**

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Last Day for 100% Refund (Drop/Add Period)	June 25,2018
Last Day for 75% Refund	June 27,2018
Withdrawal after June 27, 2018 is 0% Refund	

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

Cancelled Courses = 100% Tuition Refund

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

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

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

### ***Medical Insurance***

All full-time students are billed for student medical insurance with coverage through United HealthCare. Coverage runs August 1, 2016 – July 31, 2017. Students who have their own outside medical coverage have the option of waiving the University's policy by submitting a health insurance waiver form online at [www.firststudent.com](http://www.firststudent.com) by the posted deadline. You will be required to supply the name of the policy holder, name and address of the insurance company and the policy number. Retain your confirmation e-mail proof that you have completed the waiver on-line. Without this confirmation you are not guaranteed that your account will be credited. Students that do not waive their medical insurance will receive an e-mail notification that their health insurance ID card is available for download.

Policy information is available at both the Office of Student Accounts and the Wellness Center. For additional information visit [www.firststudent.com](http://www.firststudent.com).

### **Health Insurance Waiver Availability and Deadline:**

#### **Fall 2017**

Waivers available: July 7, 2017 on [www.firststudent.com](http://www.firststudent.com)

Deadline to waive: September 28, 2017

#### **Spring 2018**

Waivers available: December 1, 2017

Deadline to waive: February 16, 2018

### ***Challenge Examinations***

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

## **Tuition Discounts**

### ***Family Discounts***

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

- The family member must be a spouse, sibling, or dependent child.
- Both family members must reside at the same address.

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

### ***Teachers at a Catholic School Discount***

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

- The discount is based on **tuition only**. Fees are not discounted.
- The student must be accepted and matriculated in a Teacher Certification, Masters of Religious Education or Masters of Education program.
- A letter must be provided every academic year by the student's employer verifying employment.
- The discount cannot be combined with any other Felician University discount. If the student is eligible for any other discount, they will receive the highest percentage discount.
- The discount received by the student will be deducted from the cost of attendance, and will be calculated into the individual's financial aid package.
- If a student drops/withdraws from a course, the discount will be prorated based on the percentages and dates defined in the University's Withdrawal Refund Policy.

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

**Financial Information****TUITION AND FEES – 2017/2018 Academic Year**

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.

**Undergraduate Tuition:**

Undergraduate Part Time (less than 12 credits per semester)	\$	1,035.00 /Credit*
Undergraduate Full Time (12 to 18 credits)	\$	15,645.00 /Semester
Undergraduate Certificate Programs	\$	1,035.00 /Credit**
Associate and Select Bachelors Completion Programs for Adult Learners	\$	710.00 /Credit

**Graduate Tuition:**

Master of Science in Nursing, Doctor of Nursing Practice, Master of Business Administration, Master of Science in Healthcare Administration, Master of Arts in Religious Education, Master of Science in Computer Science	\$	1,020.00 /Credit
Doctorate of Business Administration	\$	905.00 /Credit
Masters of Counseling Psychology	\$	865.00 /Credit
Doctorate in Counseling Psychology	\$	985.00 /Credit
Education Programs	\$	805.00 /Credit
Graduate Certificate Programs	\$	1,020.00 /Credit**
Doctor of Nursing Practice	\$	1,020.00 /Credit
Select Graduate Programs for Adult Learners	\$	805.00 /Credit

**Audit Tuition:**

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

**Student Medical Insurance:**

Student Medical Insurance	\$	1588 /Year*** TBA /Spring****
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**Comprehensive Fees:**

Full-Time Student	\$	895.00 /Semester
Part-Time/Graduate Student	\$	295.00 /Semester

**Mandatory Fee:**

Full-Time Student	\$	285.00 /Semester
Part-Time/Graduate Student	\$	170.00 /Semester
Students registered in Trimester	\$	55.00 /Trimester
Students registered in 8 Week Session	\$	27.50 /8 Week Session

**Room and Board:**

Double Room	\$	6315.00 /Semester
Triple Room	\$	5,625.00 /Semester
Residential Meal Plan (Meal Plan is mandatory for all housing students. Cost included in room and board.)	\$	Allowance /Semester is \$1,750.00

**Course Fees:**

Art Studio Fee	\$	170.00
Art Special Fee (Art 237)	\$	305.00100.
Business Fee (FYE 100 R2, R3)	\$	00
Graphic Arts Lab Fee	\$	300.00
MBA Fee (MBA 001)	\$	215.00215.
MSHA Fee (HCA 001)	\$	00
Music Course Fee	\$	315.00
Music Lesson Fee	\$	265.00
Computer Science Lab Fee	\$	300.00
ED 200-302-304-400	\$	115.00
ED 404-604	\$	315.00
All Lab Science Course Fees	\$	340.00

**)Nursing Clinical Fees:**

NURS 306,326,356,346,436,416,460,486	\$	1,000.00
NURS 416, 422	\$	500.00
NURS 530	\$	555.00

NURS 560	\$	760.00
NURS 570, 571, 580, 581, 590, 591	\$	1,030.00

**Other Fees:**

Challenge Examinations (Per Credit Testing Fee)	\$	25.00
Challenge Examinations (Credits)		1 / 3 of the course tuition
Transcript Fee (Normal Processing)	\$	5.00
Transcript Fee (Immediate Processing)	\$	10.00
Transcript Fee (On-Line Processing)	\$	10.00
Non-Refundable Application Fee	\$	30.00
Late Tuition Payment Fee	\$	200.00
Doctorate Business Administration Re-registration Fee	\$	100.00
Graduate Nursing Doctoral Project Fees (NURS 800, NURS 801, NURS 802, NURS 803)	\$	535.00

\* TEC, Associates and select Bachelors Completion Programs for Adult Learners are charged the per credit hour rate only, the flat rate for full-time students not applicable.

\*\*\*Student medical insurance may be waived, with proof of outside coverage, by completing a Health Insurance Waiver Form online at [www.firststudent.com](http://www.firststudent.com) by the posted deadlines.

\*\*\*\*Only new full time traditional undergraduate students in the spring term will be billed the spring premium.

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

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

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

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

**Annual Traditional Undergraduate Tuition and Fees for 2017/2018**

<b>Commuter Student</b>		<b>Resident Student</b>	
Tuition*	\$31,290.00	Tuition*	\$31,290.00
Fees	\$ 2,360	Fees	2,360

		Room and Board**	<u>\$ 12,630</u>
<b>Total:</b>	\$33,650.00	<b>Total:</b>	\$46,280
* Based on 12-18 credits		* Based on 12-18 credits	
		** Based on double occupancy	

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## FINANCIAL AID AND SCHOLARSHIPS

### *General Information*

Felician University 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 University for admission to a degree or certificate program, and
- File the Free Application for Federal Student Aid (FAFSA). The application is available online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Students who do not have access to a computer may request a paper version of the FAFSA at any high school Guidance Office or University Financial Aid Office. (The Felician University federal code is #002610.)

Students applying for financial assistance are considered for every program for which they are eligible. The amount awarded may consist of a combination of grants, loans and employment and is based on the student's financial need. The Financial Aid Office determines all federal aid awards based on the Federal Methodology legislated by the federal government. By filing the FAFSA, a student is applying for federal, state and institutional aid. Each FAFSA result is reviewed for completeness and accuracy. The University may request additional information from the family to confirm the information reported on the FAFSA is correct. The FAFSA collects information about the student and student's family including demographic information (name, address, citizenship status and residency status), the number in the family, the number in college, income, assets, etc. The form requests information from the most recent tax year (for example, for September 2015 applicants, information from the families' 2014 federal tax return will be required).

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

### *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 University currently participates in the Federal Direct Loan Program, the Federal Direct PLUS Program and a variety of alternative loans from several lending institutions.

Jobs are available to students through the Federal Work Study or Felician University Student Employment programs. Students who are offered jobs 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 Development Center.

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

### **FEDERAL AID PROGRAMS**

**Federal Pell Grant:** Grants are awarded to needy undergraduate students who are working on their first bachelor's degree. Eligibility is based on the Expected Family Contribution (EFC) calculated by filing the FAFSA. Individual award amounts are based on federal appropriations and enrollment status. The amount of Federal Pell Grant funds a student may receive over his or her lifetime is limited by a new federal law to be the equivalent of six years of Pell Grant funding. Since the maximum amount of Pell Grant funding a student can receive each year is equal to 100%, the six-year equivalent is 600%.

**Federal Supplemental Educational Opportunity Grant (FSEOG):** This grant program is awarded to 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 \$4000 based on federal appropriations, allocations to the University, and enrollment status.

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

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

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

Undergraduate Students:	Dependent*	Independent (Over 24 years old)
Freshman (0 to 29 credits earned)	\$5,500	\$ 9,500



Sophomore (30-59 credits earned)	\$6,500	\$10,500
Junior & Senior (60 or more credits earned)	\$7,500	\$12,500
Teacher Certificate Students	\$7,500	\$12,500

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

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

**Federal Direct PLUS Loans:** Eligible parents of dependent students may borrow up to the cost of education minus any other aid per year for each son or daughter in an approved college. There is no interest subsidy and repayment begins within 60 days of disbursement.

**Federal Teach Grant:** TEACH (Teacher Education Assistance for University and Higher Education) Grant (loan) is a merit based Federal Title IV program designed to encourage highly qualified teachers to serve in low-income schools in high-need fields. **Teaching Obligation:** Grant recipients agree to teach for at least four years within eight years of finishing their teacher preparation program and to teach high-need students in designated schools that serve low-income students. If you do not complete the four year teaching obligation, your grant will convert into an unsubsidized loan, which you will have to repay with interest calculated back to the date the funds were originally disbursed. The field you teach in must be a high need field in the state where you teach in order to satisfy your service requirement. *According to some estimates, only 20 percent of students who participate in the TEACH Grant Program will be able to use the funds as grants, while many students will see their funds converted to loans with accumulated interest.*

## New Jersey State Aid

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

### *New Jersey Grant and Scholarship Programs*

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

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

### *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.besaa.org](http://www.besaa.org).

## FELICIAN UNIVERSITY FUNDS

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

**Presidential Scholarship**— Merit based scholarship awarded by the Undergraduate Admissions Office when a student is accepted to the University as a traditional, first time full time undergraduate. Award amounts vary based on academic achievements. Scholarships are renewable contingent upon maintaining the terms and conditions indicated in the scholarship offer. Financial need is not a criterion, but students are required to file the Free Application for Federal Student Aid (FAFSA) before funds are disbursed.

**Felician University Founder's Scholarship**— Merit based scholarships awarded by the Undergraduate Admissions Office when a student is accepted to the University as a traditional first time full time undergraduate. Award amounts vary based on academic achievements and program of study. Scholarships are renewable contingent upon maintaining the terms and conditions indicated in the scholarship offer. This scholarship is not awarded to recipients of scholarship described above. Financial need is not a criterion, but students are required to file the Free Application for Federal Student Aid (FAFSA) before funds are disbursed.

**Franciscan Award**— Award offered by the Undergraduate Admissions Office when a student is accepted to the University as a traditional, first time full time undergraduate. Award amounts vary based on the academic standing, program of study and leadership ability. Awards are renewable contingent upon maintaining the terms and conditions indicated in the scholarship offer. This scholarship is not awarded to recipients of scholarships described above. Financial need is not a criterion, but students are required to file the Free Application for Federal Student Aid (FAFSA) before funds are disbursed.

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

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

**Honor's Scholarship- Traditional, first-time, full time undergraduate** students who enroll in the Honors Program are eligible to receive an Honor's Scholarship. To qualify, you must have achieved a 3.4 GPA in high school and/or a combined Critical Reading and Math SAT score of 1100 or higher. Awards are renewable for up to four years provided a minimum overall GPA of 3.5 is maintained.

**International Scholarship**— International traditional, first-time, full time undergraduate students admitted to Felician are eligible to receive academic scholarships. Scholarships are based on a holistic review of the application and those students who sit for the SATs can qualify for the higher

scholarship award amounts. International transfer students are also eligible to receive transfer scholarships and Phi Theta Kappa scholarships.

**Tuition Award** – A discount on tuition and may be awarded to incoming traditional, full-time undergraduate students. This gift aid is awarded based on financial need, academic standing and leadership ability. Awards are renewable and require the annual filing of the FAFSA.

**St. Francis Scholarship** – A discount on tuition and may be awarded to incoming first-time, full-time, traditional undergraduate students. This gift aid is awarded based on financial need, academic standing and leadership ability. Awards are renewable and require the annual filing of the FAFSA.

**Study Abroad Scholarship** – Felician University has scholarship money to help you pay the cost of participating in Faculty-Led study abroad programs and Exchanges. These scholarships range from \$220 to \$1,000. To apply for a scholarship, you must complete the [Study Abroad application](#), which includes a section for scholarship request. For more information please contact the Director of Study Abroad and Exchange at [201.559.3042](tel:201.559.3042) or by [e-mail](#).

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

**Felician University Scholarships:** A limited number of non-renewable scholarships are awarded to students who have earned 24 or more credits at Felician University. Students must be attending at least half-time (6 credits) and have a cumulative grade point average of 3.00 or higher. 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 April 30<sup>th</sup>.

**Athletic Scholarships:** Athletic Scholarships in both men's and women's sports are awarded by the Executive Director of Student Financial Services, based upon the recommendation of the Athletic Director. Students who have proven their athletic skill for participation in one or more sports should contact the athletic division for more information. Students are required to file the Free Application for Federal Student Aid (FAFSA) before Athletic Scholarship funds are disbursed. Athletic Scholarships may be combined with other financial assistance, but the total grant/scholarship aid from all sources may not exceed the cost of tuition, comprehensive fees and room & board (based on double occupancy), if applicable.

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

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

while receiving the grant, file the Free Application for Federal Student Aid (FAFSA) each year and maintain the minimum academic requirements for your academic program each year.

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

**Restricted Scholarships Awarded by Felician University:**

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

Abbate Scholarship  
Alumni Association Student Scholarship  
Bartley Healthcare Nursing Scholarship  
Bartley Healthcare/Scalo Family Nursing Scholarship  
Lisa Ann Briggs Memorial Scholarship  
Lisa Bramucci Scholarship Fund  
Coccia Foundation Scholarships  
Dr. Charles Rooney Scholarship  
Edward C. Furst, Sr. Scholarship Fund  
Edward Golda Scholarship Fund St. Francis (Franciscan) Scholarship Italian Community Center Scholarship  
Frances Howells Keeney Memorial Scholarship  
Sr. Rosalie Marie Knizewski Scholarship  
The Michael J. Kosloski Foundation  
Sister Hildtrude Koba Scholarship  
Sr. Theresa Mary Martin Scholarship  
Dina M. Luna Memorial Scholarship  
The National Medical & Dental Association Scholarship  
Robert Sydney Needham Memorial Scholarship Program  
Lawrence J. Pizzo, M.D. Scholarship Fund  
Plonski Family Scholarship Fund  
President's Distinguished Endowed Scholarship  
The Provident Foundation Business Scholarship Fund  
Ridgewood Registered Professional Nurses Scholarship  
Sanzari Scholarship  
Senior Class Scholarship  
The Kathleen Suski-Eastwood Memorial Scholarship  
Switzer Foundation Scholarship for Professional Nursing Students  
Switzer Foundation Scholarships for Business Program Students  
Unanue Scholarship Fund  
Van Houten Memorial Scholarship  
George P. Velotto Scholarship  
The United Food and Commercial Workers Local 1262 Scholarship

The scholarship programs listed below are administered through partnerships between the Independent College Fund of New Jersey (ICFNJ) and the donors who sponsor them and are available to

students studying at Felician University. (For additional scholarship opportunities offered by the ICFNJ please go the ICFNJ web site at [icfnj@njcolleges.org](mailto:icfnj@njcolleges.org)).

Capital One Bank “Reach For Stars” Scholarship  
 C.R. Bard Nursing Scholarships  
 BD Scholarship  
 Deloitte Scholarship  
 Johnson & Johnson Discover Nursing Scholarships  
 Novo Nordisk Scholarship  
 Schering-Plough Science Scholarship  
 UPS Scholarship

## **VETERANS EDUCATIONAL BENEFITS**

For detailed information regarding a student’s eligibility for veterans educational benefits contact the United States Department of Veterans Affairs at [www.gibill.va.gov](http://www.gibill.va.gov) or call the toll free number 1-888-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 or after September 11, 2001, or individuals discharged with a service-connected disability after 30 days. The program became effective on August 1, 2009 and is limited to those veterans with an honorable discharge. The program provides funding for tuition & fees, books & supplies, and a monthly housing allowance (up to the maximum determined yearly for the Post 9/11 GI Bill).

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

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

## **Supplemental Assistance Programs**

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

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

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

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

### **STUDY ABROAD STUDENT FINANCIAL AID ELIGIBILITY**

See the Study Abroad section of the Catalog 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 University's policy. See the academic section of catalog.
- Students who are United States citizens (including U.S. nationals) or permanent residents of the U.S. (possessing a Permanent Resident Card I-551) may be considered for financial aid. Other individuals who may be eligible for aid are those possessing a Conditional Green Card (I-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), T-Visa holder (T-1,T-2,T-3, etc.) or "Cuban-Haitian Entrant or the holder of a valid certification of eligibility letter from the Department of Health and Human Services showing a designation of "Victim of human trafficking." Students in the U.S. on a F1 or F2 student visa, 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 federal or state student aid. 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) 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 Direct Loans, Federal Direct PLUS Loans, Federal Stafford Loan and/or Federal PLUS Loan).
- Students awarded grants/scholarships from Felician University may not receive total grants/scholarships from all sources (institutional, federal, state and external aid) in excess of the total cost of tuition, comprehensive fees, and room & board, if applicable.
- The total amount of grants/scholarship which has been specifically designated for tuition assistance may not exceed the cost of tuition.
- 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, the state agency or Felician University for verification will be required to provide additional documentation which demonstrates the accuracy of the data which was previously reported on a financial aid application (FAFSA). Students will be given approximately one month to provide the information once it is requested. Failure to complete the verification process may result in cancellation of financial aid.

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

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

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

### *Policies for Return of Funds*

- Federal Title IV ‘return of funds’ calculation is determined in accordance with the Return of Title IV Funds policy. Changes to federal law may affect this policy.
- State ‘return of funds’ calculation is accordance with N.J.A.C. 9A:9-2.12 award adjustments/re-funds policy. In all cases the refund to the state must represent its ‘fair share’ of the total available refund as determined by the Institutional Refund Policy.
- Institutional ‘return of funds’ calculation is determined based on the same rate the student will be charged in accordance with the Institutional Refund Policy as prescribed by the Treasurer’s Office.

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

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

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

The procedures for determining the calculation are as follows:

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

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

**If the student unofficially withdraws (ceases attendance without proper notification):** The withdrawal date is the date Felician documents as the students last date of attendance at an approved

academic related activity. If attendance cannot be determined in all courses, 100% of the federal aid must be returned.

If a student has questions about Title IV program funds, information is also available on the Web at [www.studentaid.ed.gov](http://www.studentaid.ed.gov).

### ***Procedure for Determining the Return of State Funds***

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

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

### ***Procedure for Determining the Return of Institutional Funds***

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

### ***Student's Rights and Responsibilities***

#### **You have the right to:**

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

#### **You have the responsibility to:**

- advise the Financial Aid Office whenever you change your enrollment (e.g. from full-time to less than full-time) or housing status.
- advise the Financial Aid Office of any additional aid received which is not indicated on your Financial Aid Award Notice.
- inform the Financial Aid Office if you expect to withdraw or take a leave of absence. Refer to the Treasurer's section of the catalog regarding the school's refund policy.
- provide the Financial Aid Office with all verification materials requested.
- meet your financial obligations to the University.
- 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.



- complete the Free Application for Federal Student Aid (FAFSA) each year prior to the University's established priority deadline.
- respond promptly to any information requests from external organizations, including the NJ Higher Education Assistance Authority (NJHESAA)
- maintain good standing and satisfactory academic progress as defined in the academic section of the University catalog.
- report to the Internal Revenue Service (IRS) any grants and/or scholarships which are in excess of tuition, fees and books when completing your federal tax return.

***Consumer Information:***

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

The specific information provided is to insure compliance with:

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

Felician University Consumer Information website link is:

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

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

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

## ACADEMIC POLICIES AND PROCEDURES

### Classification of Students

A matriculated student is defined as any student, full-time or part-time, who has formally applied to Felician University and has been accepted through the Admission office. Classification is determined by the number of credits accumulated and/or the number of courses successfully completed toward the degree sought.

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

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.

#### Classification by Credit-Hours

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

### Code of Conduct

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

### FELICIAN UNIVERSITY HONOR CODE <sup>3</sup>

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

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

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

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

Cheating, plagiarizing, or otherwise falsifying results of study is prohibited. The Code applies to all material submitted in fulfillment of course requirements, including but not limited to examinations, papers (research and otherwise), workbook exercises and calculations, art, tapes, photographs, films, and computer programs, unless alternative arrangements have been made with the instructor.

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

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

### **Violations of the Honor Code**

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

- ❖ Cheating on an exercise, test, problem, or examination submitted by a student to meet course requirements.

Cheating includes, but is not limited to:

- ◆ using unauthorized aids, such as
  - crib sheets,
  - discarded computer programs,
  - the aid of another person on a take-home exam,
  - the unauthorized use of any electronic or technological devices,
  - copying from another student's work;
- ◆ soliciting, giving, and/or receiving unauthorized aid orally or in writing;
- ◆ asking for or giving information pertaining to any portion of an examination before or after a student has taken it, in such a way as to gain or give an advantage over other students; or
- ◆ engaging in similar action contrary to the principles of academic honesty.

Cheating is not:

- ◆ receiving help from the Learning Center;
- ◆ receiving tutorial help;
- ◆ studying with another student;
- ◆ asking the instructor for help;

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

### **Penalties for Violation of the Honor Code**

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

### **Notification of Violation**

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

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

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

### **Responsibility of the Individual**

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

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

### **The Honor Council**

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

The undergraduate student body is represented by three undergraduate students from each School. These students are named by the deans of each School in consultation with the School's department chairs. The student members of the council must be equally divided between seniors and juniors and will serve two-year terms as long as they are enrolled as full-time students, maintain at least a 2.75 GPA, and are in academic good standing.

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

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

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

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

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

### **The Honor Pledge**

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

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

### **HOLD POLICY**

Students who have been placed on hold for any reason must resolve the problem within the first 1/5<sup>th</sup> of the semester. Holds on fully on-line courses must be resolved prior to the beginning of the

course. Should they fail to do this, they must wait until the next semester to resume their studies. Any exceptions to this policy must be cleared through the Dean of the School for which the student is registering and the office of the Vice President for Academic Affairs.

### INSTITUTIONAL REVIEW BOARD

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

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

### COMPUTER MEDIATED INSTRUCTION/eLEARNING PROGRAM

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

- Students **cannot** be added to a fully online course after the course start date.
- Students cannot be added to a hybrid or eCompanion after the drop/add period.
- Proctored exams are required for all fully online undergraduate courses.
- A student who does not participate for a week in a fully online course without contacting the professor can be dropped from the course.
- All holds (tuition, health etc.) must be cleared in order to access eCompanions, hybrids or fully-online courses. Check your Web Advisor account to view courses for which you are officially registered. Contact the Registrar's Office or Treasurer's Office if you do not see a course for which you are registered. Cohort students contact your Program Coordinator for registration issues.
- Check your Felician email account for logon instructions to Brightspace.

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

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

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

- **Plagiarism:** Plagiarism consists of using another author's words without proper identification and documentation of that author. Plagiarism takes the form of direct quotations without the use of quotation marks and/or documentation, or paraphrasing without proper identification and documentation. The fabrication of sources, or the act, deliberately or unconsciously, of passing another author's work off as one's own are also considered to be plagiarism.
- **Falsification:** Falsification consists of deliberately changing results, statistics, or any other kind of factual information to make it suit personal needs. It also consists of deliberately changing a source's intent by misquoting or taking something out of context.
- **Multiple submissions:** If you wish to turn in the same work or use the same research, in whole or in part, for more than one course, you must obtain written permission to do so from all professors involved. Failure to obtain this permission constitutes a violation of the Honor Code.
- **Collaboration with others on exams or projects, unless directed to by the professor, is prohibited.**
- **Duplicity:** It is a violation of the Honor Code to have someone else do your assignments or logon as you.

## Copyright

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

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

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

## **CONFERRING OF DEGREES**

### **Graduation**

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

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

### **Graduation with Honors**

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

Honors Degree	with a GPA average of
<i>Cum Laude</i>	3.500 to 3.690
<i>Magna Cum Laude</i>	3.700 to 3.890
<i>Summa Cum Laude</i>	3.900 to 4.000

### **Valedictorian and Salutatorian**

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

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

### **Final Selection and Approval of the Valedictorian**

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



## GRADES AND GRADING POLICY

### Grading System

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

Grade	Description	Numerical Equivalent	Quality Points
A	Outstanding	95-100	4.000
A-	Excellent	90-94	3.670
B+	Very good	87-89	3.333
B	Good	83-86	3.000
B-	Above average	80-82	2.670
C+	Average	77-79	2.333
C	Acceptable	70-76	2.000
D	Poor	65-69	1.000
F	Failure	64 or below	0.000
FA	Failure due to non-attendance	64 or below	0.000

The “D” grade is not an acceptable passing grade in:

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

Other symbols used in official recording of grades are:

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

Fall:	February 1 <sup>st</sup>
Spring:	June 15 <sup>th</sup>
Summer I:	August 1 <sup>st</sup>
Summer II:	September 15 <sup>th</sup>

Directors of programs with Non-Traditional schedules may specify corresponding deadlines.

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

**AU** Audit. Carries no credit and no grade on the permanent records of students; students must indicate at the time of registration the wish to audit the course. One may not change from credit

to audit, nor audit to credit once the course is in progress. Auditors may not participate in mid-term and final examinations. There is a fee for auditing courses (please see page 40).

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

**FA** This grade represents a failing grade 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 final failing grade has been unjustly rendered.

This would include but not necessarily be limited to:

- The grade was the result of an error on the part of the instructor in calculating, recording, or reporting the final grade.
- The course requirements stipulated in the syllabus were not followed.

This would exclude but not necessarily be limited to:

- The desire or need of the student to obtain a particular grade.
- Consequences other than dismissal from a program or the University that student might face as a result of an earned grade.
- Disagreement with the content of the course syllabus.

A student who wishes to contest a grade should in consecutive order:

- First, the student must request via email to discuss the grade with the professor *within three business days* of the grade posting. If not satisfied,
- Second, the student must request via email to discuss the grade with the appropriate Department Chair or Associate Dean *within six business days* of the grade posting, i.e. the day the Registrar releases grades on WebAdvisor. If not satisfied,
- Third, the student must request via email to discuss the grade with the Dean of the School in which the course resides *within nine business days*.

If the student is not satisfied after following the procedures above, the student must file a notice of intent as outlined in Section A.

*Section A.* Notice of intent.

- Notice of intent, a petition, to initiate an appeals process must be submitted in writing to the Provost/Vice President for Academic Affairs no later than ten business days after the grade is posted on WebAdvisor.

*Section B.* Written Statements from Petitioner ( *Student* ) and Professor

#### **The Petitioner**

- The petitioner must prepare a written statement indicating why the grade received is not acceptable to him/her. The petitioner may include some or all of the following academic factors as applied to grade appeal 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
- Evaluation of professional performance
- Grading explanations found in the *University Catalog*
- The written statement is submitted to the Provost/Vice President for Academic Affairs by the tenth business day.
- The Provost will then forward copies of the petition and all supporting material (see above) to the Dean and Associate Dean/Department Chair of the respective School, the professor, and the Chair of the Academic Standing and Degrees Committee.
- Barring unforeseen and extreme circumstances, failure of the petitioner to meet the deadline will result in a dismissal of the petition.

### **The Professor**

- After notification, the professor has a reciprocal responsibility to compile a written statement regarding why the student received the grade in question.
- The professor's statement or that of the professor's designee (should the professor be unavailable) and all supporting material must be submitted to the Provost/Vice President for Academic Affairs no later than *ten business days* after the student's petition is received by the Provost.
- The Provost will send copies of the professor's documents or those of the professor's designee to the Dean, the Associate Dean/Department Chair of the respective school, the student petitioner, and the Chair of the Academic Standing and Degrees Committee.
- Barring unforeseen and extreme circumstances, failure of the professor or the professor's designee to meet the deadline will result in the petition being reviewed directly by the Academic Standing and Degrees Committee.

### *Section C. Grade Appeal Hearing*

- Upon receiving the petition and relevant documents and exhibits of the Petitioner and the Professor, the Chair of the Academic Standing and Degrees Committee, who will serve as Chair of the Appeals Committee, convenes a meeting of the Appeals Committee.
- Barring unforeseen and extreme circumstances, the Appeals Committee will meet in a timely manner subsequent to the Provost's receipt of the professor's documentation.
- Prior to the Grade Appeal Hearing, the Appeals 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.
- Formal participation in 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 Schools (Arts and Sciences, Nursing and Health Management, Business and Teacher Education) who are serving ex-officio on the Academic Standing and Degrees Committee, or their designee:
- Faculty members, elected or appointed to the Academic Standing and Degrees Committee.

### *Section E.*

The Hearing Procedure requires that a quorum of the Academic Standing and Degrees Committee be present. The procedure will occur in the following order:

- The professor and the student shall be present from the start of the hearing until the beginning of the committee's deliberations
- The Student will present his/her case
- Committee members and professor may ask relevant questions regarding the student's case
- The professor will present his/her case
- Committee members and student may ask relevant questions regarding the professor's case
- The committee will deliberate in private, after the professor and the student are asked to leave
- The Chair of the committee will take a vote affirming the student's or the professor's position
- Based on the results of the vote, the Committee will make a recommendation to the Provost, whose decision is final.

#### *Section F.*

The decision of the Provost/Vice President for Academic Affairs is sent, in writing to the student and faculty member, appropriate School Deans, and Associate Dean/Department Chair, and the Chair of the Academic Standing and Degrees Committee. The professor will inform the Registrar, in writing, if a grade is to be changed.

During the Grade Appeals process, if there is any indication that the student may have violated the University Honor Code, the Grade Appeals Committee may make a recommendation that the professor report the perceived violation 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 University's grading policy on Pass for free electives, but will not be included in the cumulative grade point average. A grade of "F" will represent failure and will affect the cumulative grade point average. A student must declare the Pass/Fail option at the Registrar's Office during the first 10 days of the fall/spring semesters or the first week of Summer Session classes. Once declared, this option cannot be rescinded.

### **Grade Point Average**

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

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

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

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

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

### **Audit Policy**

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

### **Credit Load**

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

The University also offers a variety of online learning experiences:

eCourse: If classroom time is reduced by more than 50% and the differential is made up online it becomes an eCourse (i.e. face time is less than 19 hours).

Hybrid: If classroom time is reduced any portion up to 50% and the differential is made up online it is a Hybrid, (i.e. 8 week courses meeting 4 hours a week, (32 hrs) and the 5.5 hours is made up online it is a hybrid).

eCompanion: All contact hours are face-to-face for the 37.5 hours.

Status is defined by course loads as follows:

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

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

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

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

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

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

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

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

### **Mid-Term Grades**

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

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

### **Final Examinations and Grades**

All final examinations are held on the dates and in the places designated on the Examination Schedule issued by the Office of the Registrar. No student is excused from these examinations. Illness or other substantive reasons may lead to a deferment of an examination. The Instructor must be notified and supporting documentation must be submitted. (See "Incomplete" grade on page 62.)

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

### **Attendance**

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

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

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

### **Prolonged Absences**

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

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

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

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

### **Developmental Course Work Policy**

Students required to complete any developmental course work must do so by the time they complete 30 college-level credits (i.e. before beginning their sophomore year). Students who transfer in more than 30 credits and who are in need of remedial work must complete developmental course work within one year. Students who do not fulfill this requirement cannot register for college-level courses. Students must achieve a minimum grade of “C” in order to complete the requirement. Developmental course grades do not count in calculating Dean’s List eligibility. Students may not withdraw from developmental courses without the written permission of the School Dean or Associate Dean.

### **Academic Probation, Dismissal, and Suspension**

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

Probation/Dismissal policies for each School appear on page 102 (Arts and Sciences), page 312 (School of Business), page 379 (Nursing), and page 328 (Teacher Education).

### **Readmission Following Academic Dismissal**

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

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

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

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

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

### **Dean's List Recognition**

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

The Dean’s List is calculated once a semester for full-time matriculated students (12 or more college-level credits), and once each academic year (9/1 to 8/31) for part-time matriculated students who

have accumulated a minimum of 12 college-level credits. Developmental courses are not included in calculating eligibility for the Dean's List.

Students who have not resolved an INC by the date published under the grading policy section on page 62 will not be eligible for the Dean's List.





## **REGISTRATION POLICIES AND PROCEDURES**

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

### **Cancellation of Courses**

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

### **Change of Registration**

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

### **Change of Status**

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

### **Course Attempt**

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

### **Course Repeat Policy**

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

### **Undeclared Major**

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

no later than 2 weeks after the semester during which they accumulate a total of 30 attempted credits.

### **Drop/Add**

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

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

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

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

Students who do not withdraw officially, take a Leave-of-Absence, or drop a course, but cease to attend class after this date, will have the grade calculated into the semester index. Also, please refer to the “FA” grade (page 62)

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 62).

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 University grants a Leave-of-Absence for up to 180 days to a matriculated student in good standing. The Office of Registrar can provide an application which must be completed and signed

during the mandatory exit interview. The signature of the Registrar or his/her representative and the signature of the Financial Aid Director or his/her representative indicates approval of the Leave-of-Absence, which becomes effective on the date the signatures are obtained.

A Leave-of-Absence is included in the total time the student has to complete the degree program. The reentry date will be indicated on the application form.

A Leave of Absence (LOA) is a temporary interruption in a student's program of study. There is a reasonable expectation that the student will return from the leave. LOA refers to the specific time period during a program when a student is not in attendance. It does not refer to nonattendance for a scheduled break in a student's program, nor is it meant to include situations addressed by course incompletes.

An LOA once a term/semester begins, will only be granted to those with extenuating circumstances. Students must submit supporting documentation along with this form. Students who are denied an LOA once the term/semester begins will be treated as a withdrawal for Title IV (Federal Aid) recalculation purposes. (See Treatment of Financial Aid When a Student Withdraws **RETURN OF FUNDS POLICIES AND PROCEDURES**).

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 University (have an outstanding balance with the Treasurer, owe a book or library fine or parking fees) - must clear the debt within two weeks from the date of application. Students cannot return to Felician University until all debts have been cleared.

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

### **Official Withdrawal**

An Official Withdrawal is granted to a matriculated student in good standing. An application is available in the Office of the Registrar. The application must be completed and signed during the mandatory exit interview then forwarded 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 University and do not file an Official Withdrawal application are considered unofficially withdrawn.

3. Matriculated students who fail to register for consecutive semesters are considered unofficially withdrawn.

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

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

The policy is as follows:

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

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

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

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

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

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

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

## STANDARDS OF ACADEMIC PROGRESS (SAP)

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

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

### Undergraduate SAP Policy

Undergraduate students seeking a degree or certificate are expected to complete coursework and attain a Cumulative Grade Point Average (CGPA) based on the chart below to remain eligible for any form of financial aid:

Student's Total Attempted Credits	Percent of Credits Attempted vs. Credits Completed (Pace)	Cumulative Grade Point Average (CGPA)
29 or less Attempted Credits	30%	1.81
30 - 61 Attempted Credits	50%	1.91
Beyond 61 Attempted Credits and Students Pursuing a Second Undergraduate Degree	67%	2.00

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

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

- A student who withdraws from a course or receives a failing grade will not receive credit for that course in establishing standards of progress. This may have a serious adverse effect on a student's ability to meet the SAP standards.
- Any course that is listed on a transcript or grade report as a Withdrawal (WD) will be counted in the SAP formula as credits attempted.
- Course failures will be counted in the SAP formula as credits attempted. All failing grades will be factored into the CGPA calculation per institutional policy.
- Repeated courses are included in credits attempted for each occurrence. The impact on CGPA will reflect institutional policy.
- All occurrences of previously failed repeat courses will be counted in the SAP calculation. Only one occurrence of a previously passed course will be counted.
- An Incomplete grade will not be counted towards the number of courses completed until the student has successfully met the requirements of the course and/or received a final grade.
- Courses graded on a pass/fail basis will be counted in credits attempted but will not count in the CGPA calculation.

- Courses with a missing grade will be counted in credits attempted with no credits earned. When the student informs the Financial Aid Office that a grade has been submitted, the student's academic performance will be reviewed.
- Courses taken as an Audit do not count toward graduation requirements and will not be included in the calculation of a student's SAP.
- Remedial courses will be counted in credits attempted.

### **Students Who Change Their Major**

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

### **Students Who Leave and Return**

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

### **Transfer Students**

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

### **Appeals**

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

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

### **Appeal Process**

- Students must submit an **'Appeal Form to Reinstate Financial Assistance'** available in the Financial Aid Office.
- An appeal will be reviewed by the **SAP Appeals Committee** which is comprised of multi-disciplinary members of the staff and faculty.
- Appeals must be **submitted within the established deadlines**. Appeal requests submitted after the deadline will not be accepted if the SAP Appeals Committee has met for the final time prior to the start of classes.
- Appeals are **granted for one semester** contingent upon an **'academic plan'** outlining the academic requirements which must be fulfilled by the student. If the appeal is accepted, the student will be placed on **'financial aid probation'**. An 'academic plan' must ensure the student will meet the standards by a specific time.

- Reinstatement of aid for the following semester will be considered by the SAP Appeals Committee after a review of the student's academic progress and/or successful completion of the 'academic plan'.
- All decisions made by the SAP Appeals Committee are final.

### **Financial Aid Probation**

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

### **Academic Plan**

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

### **Reestablishing Financial Aid Eligibility**

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

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

### **Withdrawal for Specific Circumstances**

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

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

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

Health Services or Counseling Services designees, in consultation with the Vice President for Student Affairs, determine the appropriateness of the withdrawal. Students who are granted withdrawals receive grades of WD (withdrawal) in courses in progress at the date of the withdrawal.

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

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

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

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

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

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

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

### **Residency Requirement**

All matriculated students must complete the last thirty credits of their degree program at Felician University. This does not include Study Abroad credits.

### **Transcript of Records**

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

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



## STUDY ABROAD AND EXCHANGE

The Office of Study Abroad and Exchange 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 and Exchange Policies and Procedures

#### Eligibility for Study Abroad and Exchange

Freshman (who have successfully completed at least 24 credits), sophomores, juniors and first-semester seniors are eligible to study abroad for a semester, academic year or summer program. Graduating seniors are permitted to study abroad on an approved Felician University faculty-led, short-term study abroad program. All students are required to have a minimum cumulative GPA of 2.75 at the time of application. Under special circumstances, students with GPAs under a 2.75 can petition the Director of Study Abroad and Exchange to be considered for admission. Students should be aware, however, that many programs require a cumulative GPA of 3.0 or higher. Students are also required to be in good standing at the University.

**SENIORS PLEASE NOTE:** First-semester seniors are eligible to study abroad provided they meet all eligibility requirements. Students may not complete their final semester abroad.

#### Requirements for Study Abroad

Students wishing to study abroad are required to meet with their academic advisor and the Director of Study Abroad and Exchange to discuss their plans prior to enrolling in a program.

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

#### Major and Minor Credit

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

#### Graduating on Time

With careful planning and assistance from the Director of Study Abroad and Exchange and your student advisor, a period of summer abroad should not 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 Office of Study Abroad and Exchange. Failure to complete an *Application for Study Abroad Transfer Credit* prior to the start of the program may result in no credit awarded for the courses completed abroad.

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

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

#### Student Financial Aid Eligibility for Study Abroad

A student's enrollment in a program of study abroad that is approved for credit by the University may be considered enrolled at Felician for the purpose of applying for student financial assistance under the Title IV federal aid programs (e.g., Federal Pell grants, Federal Stafford loans, etc.). Felician University scholarships are not available for study abroad; however, grants for study abroad may be available from the Office of Study Abroad and Exchange. Students should speak with the Director of Study Abroad and Exchange 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 Study Abroad and Exchange 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 and Exchange can provide information on additional financial aid resources.

### **Billing Procedures for Study Abroad**

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

### **Health Insurance for Study Abroad**

Students are required to ensure that they have adequate medical insurance while on a study abroad program. In some instances, the program will provide and even require the insurance. If that is not the case, it will be the student's responsibility to obtain the necessary insurance. The Director of Study Abroad and Exchange 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 and Exchange
- 2) Meet with your faculty advisor
- 3) Apply for your passport
- 4) Research program options
- 5) Complete the *Application for Study Abroad Transfer Credit*
- 6) Submit the host program's application
- 7) Complete the Felician University *Intent to Study Abroad* form
- 8) Complete the Felician University *Liability Waiver*
- 9) Complete the *Felician University Study Abroad Emergency Contacts & Health Insurance Questionnaire*
- 10) Carefully read the *Study Abroad Student Handbook*, attend all pre-departure orientations and complete all assigned tasks by the stated deadline

## ACADEMIC SERVICES

### Advising

The faculty provides academic advising with respect to course selection, degree requirements, and choice of academic major for undergraduate students. Students must see their Faculty Advisor(s) during the registration 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.

Following Advisement all students can register online through their web advisor accounts, if students need assistance with the registration process, they should visit the Office of the Registrar. All holds must be cleared prior to registration. (health compliance, monetary, financial aid, and admissions).

### Testing

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

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

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

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

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

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

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

dents may earn up to 9 credits. Students are not permitted to take Challenge Examinations during their last semester of coursework.

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

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

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

### Center for Academic Success Programs

The Center for Academic Success Programs supports Felician's mission to, "provide a learning experience reinforced with strong academic and student development programs designed to bring students to their highest potential" in a nurturing, friendly, and supportive environment.

The Center provides:

- **Academic Success Coaching/Advising:** Academic coaches assist students with navigating through the challenges of higher education. He/she works one-on-one with students to develop proactive strategies to identify academic strengths and weaknesses, address problems that impede academic progress, and develop plans to strengthen specific academic skills. The Academic Coach seeks to reinforce students' self-advocacy and accountability, and encourages students to fully engage with all of the resources and learning opportunities Felician University has to offer.
- **Tutoring Studios, Writing Lab & Math Lab:** The Tutoring Studios, Writing and Math Labs are 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. Tutors also work with students on study skills, test-taking skills, and time management. Individual as well as group tutoring sessions are available. To register for tutoring, students should contact the Tutoring Studio Coordinator at (201) 559-6118.
- **Services for Students with Disabilities:** Felician University offers equal educational opportunities and accommodations for students with documented disabilities in compliance with the Americans with Disabilities Act of 1990, as amended and Section 504 of the Rehabilitation Act (1973). Reasonable accommodations include, but are not limited to: extended time on tests, the use of student note-takers or tape-recordings of lectures, and the provision of an alternate site for test-taking. Students interested in receiving accommodations or finding out more about disability policies and procedures, please contact the Coordinator of Services for Students with Disabilities in Kirby Hall Room 104, Telephone - 201-559-6050 or -6052, Fax – 201-559-6046

## ALUMNI ASSOCIATION

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

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

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

To join the Alumni Association, please call (201) 355-1425 or visit our website at <https://giving.felician.edu/alumni/join-alumni-association>.



## **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 University offers intramural and recreational sports activities. The intercollegiate sports program includes men's and women's basketball, men and women's cross country, golf, volleyball, men and women's soccer, women's softball, men's baseball, men's and women's lacrosse and women's bowling. Felician University participates in Division II of the National Collegiate Athletic Association (NCAA), and the Central Atlantic Collegiate Conference (CACC).

## **BEHAVIORAL HEALTH AND COUNSELING SERVICES**

Behavioral health counseling services are available to help students achieve their educational goals, learn the process of problem solving, and make full use of their potential for continued growth beyond the educational experience. Individual counseling services are confidential and without fee and are offered by appointment during the office hours of the Counseling Center. Services in the Counseling Center include:

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

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

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

## **BOOKSTORE**

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

## **CAMPUS MINISTRY**

Moral and spiritual development is a primary component of the University's mission. Not only does Felician University provide activities for self-oriented discovery, but offers a campus ministry program for exploring a personal relationship with God. The campus ministry team collaborates with the 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 University 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 varied 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 University endeavors to build a strong faith community.

## **CAREER DEVELOPMENT CENTER**

The Career Development Center supports the mission and advancement of Felician University as a leading institution whose focus is to “provide a full complement of learning experiences...designed to bring students to their highest potential.” The Center uses a robust tool-kit to meet the needs of both our undergraduate and graduate students and alumni. The department strives to assist students and alumni by helping to identify their values, skills and interests and interpreting how these key factors relate to future goals. A career path begins with finding the right choice of major that will transition into a job function that is ideal for the student’s personality and preferences. In addition, the Center continually strives to cultivate new internship, part-time and full-time opportunities.

The office is prepared to assist students with putting together a job search plan. This includes learning how to write resumes that will get noticed, acquiring effective interviewing techniques, and gaining knowledge about where and how to identify available positions. The Career Development Center also offers assistance for students looking to obtain admission to graduate school.

To ensure students and alumni formulate a successful career plan; the following are essential services available at the Center:

### **COLLEGE CENTRAL NETWORK**

The Career Development Center continues to develop several professional relationships from a variety of majors for all of our Felician students and alumni. All opportunities are easily accessible with College Central Network, our online posting and resume search system. This resource can be accessed free of charge by all students and alumni. Students can use College Central Network to also search for an internship opportunity, or contact us and we will help guide them to which employers are looking for interns. The website received Best of the Best Rating for the 6th consecutive year from Career X Roads.

### **MyPlan.com**

MyPlan.com is an online resources that incorporates the uses four unique career assessments to provide a composite results to helps students and alumni plan more fulfilling lives by making well-informed decisions about their education and careers.

### **Career Personality Test**

Based on personality type theory developed by Carl Jung, the MyPlan.com Career Personality Test will pinpoint your workplace strengths and direct you toward professions that best compliment your unique personality — we'll even rank-order 739 careers according to how well they match your personality.

### **Career Interest Inventory**

The MyPlan.com Career Interest Inventory is based on the renowned work of Dr. Holland who theorized that people with the same or similar interests are often found in the same work environments.

### **Career Skills Profiler**

The MyPlan.com Skills Profiler helps you take a personal inventory of your skills and uses that information to help construct a career path. Whether you're looking to change careers or just getting started, the Skills Profiler will help you understand which careers match your skills.

### **Career Values Assessment**

The MyPlan.com Values Assessment to ensure that your career path is in synch with your underlying values system.

### **MAJOR/DEGREE SHEETS**

Whether you are exploring multiple majors or searching for information about your chosen field, this site will help you connect majors to careers. Learn about the typical career areas and the types of employers that hire people with each major, as well as strategies to make you a more marketable candidate. Continue your research on majors and careers through the websites provided.

### **SIMPLY HIRED - JOB SEARCH TIPS**

Job search tips geared specifically towards new graduates.

### **PRINCETON REVIEW- PREPARING FOR GRADUATE SCHOOL**

All the help you need for applying for graduate and professional school and assistance with GRE, LSAT, MCAT, and GMAT exams.

## **CHILD CARE SERVICES**

The Felician University Child Care Center is available for children of college students, faculty and staff who are between the ages of 2 ½ and 5 years old. The Center is open from 7:30 am to 6:00 pm from Monday through Friday.

The structured program offers hands-on learning activities in an open and spacious facility on the beautiful Lodi Campus. Children are exposed to daily group lessons, art lessons, music, religion and outdoor play in a state of the art playground.

The Center offers a drop-in program and flexible part time arrangements for children of Felician University students, faculty and staff.

The Center also accepts student volunteers from Felician University to complete their community service hours in a pleasant, nurturing and convenient location.

For further information please call the Center at 201-559-6033.

## **COMMUNITY SERVICE**

Building upon the knowledge gained through the University's academic offerings, students have a social responsibility to apply their knowledge and skills to the betterment of society. Motivated by the principles of Christian love and civic responsibility, Felician University encourages students to develop a concern about, and become a participant in remedying, human problems. Community Service is a requirement of the University's Honors program.



## CULTURAL OPPORTUNITIES

The cultural calendar at Felician University encompasses many phases: classical recitals and popular concerts, professional drama and student productions, lectures and demonstrations, movies and art exhibits. In addition to the programs offered at the University, Felician University participates in cultural activities at nearby colleges and community centers. Opportunities are also afforded to enjoy theater parties, trips to museums and places of interest in nearby New York City.

### FOOD SERVICES

Meals are served in the Lodi 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. – 3:00 p.m.

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.

## CENTER FOR HEALTH

Health services such as health assessments, physicals, sick visits, blood work, immunizations and TB testing are available at the Student Wellness Center which is located on the Rutherford campus. Our hours are from 8:30am to 4:30 pm during the fall and spring semester. Health care is provided by a board certified adult nurse practitioner. Appointments can be made by calling (201) 559-3559 or by e-mail via [wellness@felician.edu](mailto:wellness@felician.edu). Urgent care on evenings, weekends and holidays, is available at the ImmediCenter located at 1355 Broad Street in Clifton (approximately 5.3 miles from campus) which can be reached at (973) 778-5566 for hours and appointments (<http://www.immedicenter.com>). Emergency care and night-time urgent care is provided by the local hospital emergency rooms. If required, emergency transportation is provided by the local rescue squad.

All Students including ALL off-site education and nursing students are required to submit a completed Enrollment Prerequisite Health Form. Forms can be obtained through the Student Wellness Center or online at <http://felician.edu/studenthealthrequirements>. Health criteria and documentation are mandated for ALL students by the New Jersey Department of Health & Senior Services and by Felician University policy. Additional health criteria may be required for certain categories of

students as determined by student age, campus residency and declared major. Students should consult the Student Handbook or contact the Student Wellness Center for specific requirements. Any student who takes a leave of absence or withdraws and later re-enters should contact the Student Wellness center upon their return.

The student health insurance policy is maintained through the Student Wellness Center. The policy runs from August 1, 2014 through July 31, 2015. All fulltime undergraduate will automatically be enrolled into the policy unless they have adequate health coverage. Students may choose to waive the insurance by completing a waiver form. It will be available on-line after July 1, 2014. The specific requirements are available in the Student Handbook. The deadline to complete the waiver form for incoming students for the fall semester is September 24, 2014. No waivers will be accepted after this date. Waiver forms can be accessed by logging into [www.firststudent.com](http://www.firststudent.com). Next select **Felician University** from the drop down box on the top right corner. From there select **Waive Your School's Health Insurance** (2<sup>nd</sup> topic in Red Box) and follow the instructions. All eligible students will be automatically enrolled and charged for the Felician University student health insurance plan if he/she fails to completed an online waiver by the published deadline. The premium for the plan will be added to the student's tuition bill. Once enrolled, there are no refunds or cancellations except for entry into the armed forces. For students entering the Spring 2015 semester the waiver form will be available on-line after January 1, 2015. The deadline to complete the waiver form is February 11, 2015. No waivers will be accepted after this date.

All degree seeking part-time undergraduate and degree seeking Graduate students taking 6 or more credit hours are eligible to enroll on a voluntary basis. To enroll into the voluntary insurance log into [www.firststudent.com](http://www.firststudent.com) select Felician University from the drop down box on the top right corner and then choose enroll now- health insurance (top line in red box). Afterwards, scroll down on website to voluntary students and their dependents enrollment. Follow directions to enroll online. You will need a credit card. You can also print the form and send a check. Voluntary students and their eligible dependents only have 30 days from the start of the plan year to enroll. Once the deadline has occurred voluntary students and their dependents will not be eligible to enroll again until the following school year unless a "qualifying event" occurs during the year. Please visit [www.firststudent.com](http://www.firststudent.com) for more information.

Student records are confidential and maintained under the guidelines of the Health Insurance Portability and Accountability Act (HIPAA) privacy standard. All Protected Health Information (PHI) can only be released upon written request by completing a medical disclosure form which can be accessed by <http://felician.edu/studenthealthrequirements>.

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

## LIBRARY SERVICES

The Felician University Libraries is a center for discovery, inspiration, instruction, reflection, and collaboration. Through an ethic of outstanding service, it ensures access to a set of global resources, with the overarching purpose of helping students, both on and off campus, conduct research, explore an increasingly complex architecture of information, achieve academic success, and acquire skills for life-long learning. In aspiring to this mission, the libraries seek to:

- Provide an inviting, user-oriented learning environment for on-site users and the technical infrastructure, resources, and services for online learning communities;
- Initiate, enhance, and improve new and traditional user services;

- Offer an instructional program to provide students with information-seeking skills to assist them in their pursuit of successful careers, productive citizenship, and life-long learning;
- Support the instructional, curricular, and research needs of the University through an effective and collaborative collection development and management program.

The Felician University Libraries are comprised of the Lodi Campus Library and the Rutherford Campus Library. These two facilities complement one another in terms of information sources and services provided to Felician's undergraduate students, graduate students, faculty and staff.

The Lodi Campus Library offers group study spaces, quiet study spaces, computers and printers, as well as print collections for the School of Arts and Science and the School of Nursing. The Rutherford Campus Library, located in the Education Commons, offers group study spaces, a Digital Media Lab, computers and a printer, as well as print collections for the School of Business and the School of Education, which are housed in the Audrey Toron Curriculum Library Collection Room. Professional librarians and library staff are on-site at each facility.

The libraries combined information sources include over 80,000 print and 100,000 electronic books and over 280 print and 20,000 electronic periodicals. Electronic resources can be accessed through the Felician University Libraries website (<http://www.felician.edu/libraries>) both on-campus and off-campus, with a University network ID and password. Material not owned by the Felician University Libraries can be borrowed from another library at no charge through the Interlibrary Loan Service.

Information services include information literacy instruction delivered through classes and workshops on both the Lodi and Rutherford campuses; reference and one-on-one research assistance is provided in-person, by phone, via email and via chat.

Please check the Felician University Libraries website (<http://www.felician.edu/libraries>) for hours of operation, or call the Lodi Campus Library (201/559-6071) or the Rutherford Campus Library (201/559-3319).

Current Felician students may register their university ID cards with the libraries and borrow materials from the collection. Borrowers are responsible for all materials lent on their cards and will not receive grades or graduate if their accounts have unpaid charges for overdue or lost items.

Food and cell phone conversations are not allowed in library spaces; beverages are permitted in covered containers. Campus security will be notified of any suspected theft of library material. All bags are subject to search.

## ORIENTATION

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

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

## ORGANIZATIONS AND CLUBS

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

**Active Minds at Felician University.** Active Minds is the only organization working to utilize the student voice to de-stigmatize mental health disorders and change the conversation about mental health on college campuses.

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

**American Marketing Association Club.** For students with an interest in marketing, this organization offers opportunities for professional and leadership development, experiential learning, and participation in AMA competitions.

**Aspiring Authors.** An organization of students who meet to share original pieces of creative writing and develop their writing skills.

**Angelicum Club.** A group of students and faculty who gather to share their reflections on scripture, Bible study and vital religious topics.

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

**Chess Club.** An organization open to all students, staff and faculty, the Chess Club provides the opportunity to learn, to enjoy and improve one's ability at chess, through a variety of related activities.

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

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

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

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

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

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

**Kappa Delta Pi.** International Honor Society in Education -- Alpha Zeta Rho Chapter ([www.kd-pi.org](http://www.kd-pi.org))

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

**Math Club** is open to all students who are interested in exploring topics in mathematics through field trips, competitions and math related college activities.

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

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

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

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

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

**Psi Chi** – International Honor Society in Psychology [<http://www.psichi.org/>]

**Psychology Club.** Open to faculty and students who are interested in exploring current academic issues and trends in psychology. The **Student Alumni Association (SAA)** is an on-campus student organization that looks to strengthen the relationship between the current students of Felician University and its alumni. SAA will be involved in many fun and educational events and programs on and off campus throughout the school year. Members of SAA will assist in activities and encourage other students to attend. These activities allow SAA members to interact with other students and network with alumni, as well as build lifelong connections to their Felician family.

**Student Ambassador Program.** Working closely with the Office of Admission, Student Ambassadors serve the Felician University community by assisting with the welcoming of guests (students, parents, and distinguished alumni) and representing the University at open houses and campus tours.

**Theta Alpha Kappa,** National Honor Society for Religious Studies and Theology [<http://www.thetaalphakappa.net>]

**Veritas (Philosophy Club),** fosters an enriched life by means of philosophical exploration beyond the classroom, by providing opportunities for student-driven philosophical discussion and interaction, broadening perspectives, and development of critical thinking.

**WRFC Radio Felician University** - A fully student-run, internet radio station featuring programming created and webcast by Felician University students. The programs, in both live and pre-recorded formats, feature all musical forms and various styles of talk shows. The station is available 24/7/365 via a link on the Felician University home page. [[mcateert@felician.edu](mailto:mcateert@felician.edu)]

**Young Entrepreneur's Club.** This club offers students the opportunity to partner with the IRS to participate in VITA (Volunteer Income Tax Assistance), which provides free income tax preparation services to seniors and low-income families.

## PROFESSIONAL ORGANIZATIONS

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

The University's School of Business is a chapter member in Sigma Beta Delta (SBD), the International Honor Society for Business, Management, and Administration. SBD is the highest national recognition that a business student can receive at a college or university with a Sigma Beta Delta chapter. To be eligible for membership, a business major must rank in the upper 20% of the junior, senior or master's class and be invited to membership by the faculty. The purposes of Sigma Beta Delta are to encourage and recognize scholarship and achievement among students of business, management, and administration, as well as to encourage and promote personal and professional improvement and a life distinguished by honorable service to humankind. [<http://www.sigmabetadelta.org/>]

Felician 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 School of to participate fully.

Registered Nurse BSN, MSN, DNP and Certificate 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. Qualified students are inducted annually.

## PUBLICATIONS

*FeliciaNews*, a campus newsletter, is published by Student Government for the Felician University community including alumnae/alumni, faculty, staff and friends.

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

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

The *Newsletter of the Dean of the School of Nursing* 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 University faculty and staff.

## VETERANS

Felician University strongly supports military veterans, active duty service members and their families, offering programs, personnel and educational benefits designed around military and veteran students. Please contact the Veteran's Services office for a complete overview of the University's services including Felician University Military Grant and other support services. (Please also refer to pages 48 and 49).

### DEGREE AND SPECIAL PROGRAMS

#### Bachelor's Degree:

B.A.	Art  Concentrations: Fine Arts, Graphic Design, Photography and New Media, Painting and Drawing
B.A.	Communications  Concentrations: Journalism & Media, Digital Video Production
B.A.	Education
B.A.	English
B.A.	History
B.A.	Humanities  Interdisciplinary Studies Global Peace and Justice Studies
B.A.	Management and Marketing
B.A.	Mathematics
B.A.	Natural Sciences and Mathematics  General Science Concentration
B.A.	Social and Behavioral Sciences
B.A.	Psychology
B.S.	Accounting
B.S.	Biology Pre-M.S. in Physician Assistant Studies (articulated degree program with the Rutgers-SHP) Pre-M.S. in Occupational Therapy (post-baccalaureate degree program at Sage Colleges, Albany) Pre-Doctorate of Physical Therapy (articulated degree program with the Rutgers-SHP) 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.	Clinical Laboratory Sciences (joint degree programs with the Rutgers-SHP)

Cytotechnology  
Medical Laboratory Science

- B.S. Computer Science
- B.S. Cybersecurity
- B.S. Criminal Justice
- B.S. Health Information Management (joint degree program with the Rutgers-SHP)
- B.S. Healthcare Administration
- B.S. Management
- B.S. Marketing
- B.S. Medical Imaging Sciences (joint degree program with the Rutgers-SHP)
  - Diagnostic Medical Sonography
  - Nuclear Medicine Technology
  - Cardiac Sonography
  - Vascular Sonography
- B.S. Nursing
- B.S. Psychiatric Rehabilitation and Psychology (joint degree program with the Rutgers-SHP)

**Associate's Degree:**

- A.A. Liberal Arts

- Minors:**
- Art
    - Fine Arts
    - Graphic Design
    - Photography and New Media
  - Painting and Drawing
  - Biology
  - Chemistry
  - Communications
  - Computer Science
  - Information Assurance and Security
  - Criminal Justice
  - English
  - Gerontology
    - Global Peace & Justice Studies
  - History
  - International Business
  - International Visual Studies
  - Mathematics
  - Medieval Studies
  - Music
  - Philosophy
  - Political Science
  - Psychology
  - Religious Studies
  - Sociology
  - Theater Studies
  - Women's Studies



**Certificates:** Religious Studies; Graphic Design;; Photography; Information Assurance and Computer Security; Forensics; Elementary Education/P-3 Option; Elementary Education; Mathematics Education (K-12); Special 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, Music, and Science

**Concentrations:** Biochemistry, Chemistry, Criminology

## SPECIAL ACADEMIC PROGRAMS

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

Felician's *Educational Opportunity Fund Program* provides full-time undergraduate study to disadvantaged New Jersey residents who would not be able to attend college without additional financial assistance and special services. The program is geared toward students who show potential but traditionally are unable to attend college because of 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 University. Further information may be obtained from the EOF Office at Felician University, (201) 559-6054.

The *JumpStart Program* helps accepted students who are underprepared for college academics. This five week intensive basic skills program exposes students to the academic and study skills necessary to be successful in higher education. Students may be mandated to participate in the program based on their college admission status. Students who have placed into development courses as a result of their Accuplacer testing may register for the program. Students who may want to hone their skills in writing, reading comprehension, and math may enroll for the program as well.

The cost of the program is \$200.00. The University will bill – for the cost of textbooks and related materials – any student who does not complete the program or does not attend Felician University in the fall.

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

*Project Forward* is designed to enable outstanding high school students to experience college learning while completing high school studies. Courses are offered during the fall and spring semesters, carry college credit, and can be applied to degree studies at Felician University. Students who plan to attend another college may be able to transfer these credits into their degree programs. Enrollment into this program is open to high school students who have completed their sophomore year with a GPA of 3.000 on a 4.000 scale, and who have received permission from their guidance counselor and parent or guardian. Tuition for each three-credit course is equal to the cost of one credit.

Felician University provides specialized *Pre-Professional Advising Programs* for students planning to attend medical school or law school after completing their undergraduate degree. Participants in these programs fulfill the usual requirements for a major in their chosen field of study, but also take additional courses specifically intended to prepare them for admission into medical school or law school.

### **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 University willing to help. Whatever career chosen, whether it be M.D., D.D.S., O.D., or any one of the many available, planning and effort as an undergraduate can help insure a rewarding future.

Students seeking admission to Medical School after graduating from Felician University are encouraged to choose Biology as their major. Those students completing the recommended sequence of courses will not only graduate with a degree in Biology, but will also have completed 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, Dr. Patrick Weir (201-559-6059)

## **GENERAL EDUCATION CURRICULAR COMMONS (GECC)**

### **Education for Critical Consciousness: Informed Minds & Understanding Hearts**

Felician University’s General Education Curricular Commons Program provides a cross-disciplinary Liberal Arts education that extends the learning experience of our students beyond their professional competencies, fostering their reflective awareness as both individuals and integral members of their society, global community, and the natural world. Our program encourages the spiritual, ethical, intellectual, social, and creative growth of the whole person within the Catholic Franciscan tradition. The GECC serves as the basis for the integration of necessary skills required in the 21<sup>st</sup> century, and preparation for more specialized learning within the majors.

Felician graduates are expected to be: attentive in their experiences, intelligent in their understandings, critical in their judgments of what is true, responsible in their decisions, and loving in their actions – all of which serve the University’s goal of changing the world, one life at a time. 'Critical Consciousness' speaks to the need for personal responsibility in constructing a self-awareness and self-understanding that is morally, intellectually, practically, and spiritually sound. 'Informed Minds' addresses the desire we have for our students’ intellectual development in both specialized and broad areas of study, which a General Education Program is expected to help develop and which include: competence in fields of study; oral and written communication; creative, critical, and analytical thinking; technology and information literacy; quantitative and scientific reasoning; theological and moral foundations. And 'Understanding Hearts', which we promote *via* our influential Catholic-Felician-Franciscan Mission entrusted with shaping the professional and personal lives of our students and our entire Felician community.

### **GECC Theme Areas & Student Learning Outcomes**

The following are required for fulfilling the General Education requirements at Felician University:

**I. Faith & Reason** (6 credits) – Synthesize the Catholic-Franciscan spiritual and intellectual traditions as a foundation to the advancement of a just and peaceful society, and a sustainable global environment.

**II. Ethics, Values, and Truth** (3 credits) - Develop a framework of values and ethics to guide reflective decision making through the pursuit of truth and a deeper understanding of oneself and the world.

**III. Communication & Expression** (6 credits: ENG-101 & 3-credit course from Area) -Communicate effectively through reading, writing, listening, speaking, and creative expression.

**IV. Critical & Analytical Thinking** (3 credits) – Critique information, ideas, positions, solutions, and actions, through analysis of a variety of resources to reach reasoned and supportable conclusions.

**V. Information Literacy** (4 credits: ENG-102 & LS-100) – Utilize information from diverse sources critically, creatively, and effectively in the service of creating knowledge.

**VI. Technological Acumen** – (3/4 credits to be determined by Major/School) – Use technological resources creatively, ethically, legally, and with integrity.

**VII. Quantitative & Scientific Reasoning** (7 or 8 credits: 3 or 4 Math & 4 Lab Science) – Utilize and apply quantitative and scientific methods to interpret and critically evaluate information and phenomena.

**VIII. Global Consciousness** (6 credits) – Embrace a global perspective through engagement with concerns, trends, gifts and challenges of diverse cultures.

**Liberal Arts Concentration** (9 credits within Arts & Sciences to be determined by Major/School)

### GECC Course Offerings

#### **I. Faith and Reason** (3 credits @ 100-200 level)

- PHIL-203: Philosophy of Religion
- RELS-101: Introduction to Catholic Theology & the Catholic Tradition
- RELS-102: Introduction to Old Testament
- RELS-103: Introduction to New Testament
- RELS-104: Introduction to Basic Themes in Theology
- RELS-105: Exploring Contemporary Moral Issues
- RELS-205: Varieties of Religious Experience

#### **Faith and Reason** (3 credits @ 300-400 level)

- RELS-301: Comparative World Religions (or Area VIII)
- RELS-302: Christian Marriage in a Contemporary Culture
- RELS-303: Religion and Psychology
- RELS-310: Moral and Spiritual Dimensions of Healthcare
- RELS-396: Stories of Faith, Diversity & Community: Religion in the US
- RELS-401: Death, Dying & Religion
- RELS-403: God: Mystery & Problem
- RELS-405: God, Suffering & Evil

#### **II. Ethics, Values, and Truth** (3 credits)

- PHIL-250: Making Moral Decisions
- PHIL-309: Morality and the Pursuit of Happiness
- NURS-380: Ethical and Legal Issues in Healthcare

#### **III. Communication & Expression** (6 credits)

- ENG-101: College Writing and Research I – **Required**
- ART-101: Drawing and Composition
- ART-102: Design and Color

- ART-103: Form, Space, and Time
- ART-214: The Book: Illustration, Print, and Publication
- ART-236: Ceramics
- ART-237: Stained Glass
- ART-245: Introduction to Web Design
- ART-260: Film Video Art I
- ART-272: Painting I
- ART-273: Photography I
- ART-274: Color & Digital Photography
- ART-315: Experiencing the Arts
- COMM-103: Public Speaking
- COMM-140: Introduction to Theatre
- COMM-247: Acting I
- EDU-102: Communication in Educational Settings
- ENG-302: Themes in Literature: From Classic to Modern
- HIST-130: The Enlightenment (Honors w/Reacting to the Past Pedagogy)
- HUM-202: Hurricane Katrina: Tragedy and Triumph
- MUS-103: Basic Piano
- MUS-115: Basic Singing
- MUS-225: Beat Mixing and Composing Music at the Computer

**IV. Critical & Analytical Thinking** (3 credits)

- ENG-150: Critical Thinking for Persuasion
- LS-150: Emerging Leadership (Honors)
- PHIL-100: The Art and Practice of Critical Thinking

**V. Information Literacy** (4 credits)

- ENG-102: College Writing and Research II – **Required**
- LS-100: The Architecture of Information – **Required**  
(Taken in tandem with ENG-102)

**VI. Technological Acumen** (Satisfied within Major/School)

**VII. Quantitative & Scientific Reasoning** (College Level Math – 3/4 credits)

- MATH-110: Math for Financial Decision Making
- MATH-112: Quantitative Reasoning
- MATH-114: Mathematical Explorations – Mathematical Structures I
- MATH-122: Statistics
- MATH-160: College Algebra
- MATH-161: Pre-Calculus
- MATH-212: Topics in Contemporary Mathematics

**Quantitative & Scientific Reasoning** (Lab Science – 4 credits)

- BIO-102 (w/Lab): Human Biology
- BIO-103 (w/Lab): General Biology I
- BIO-205 (w/Lab): Anatomy & Physiology I
- CHEM-101 (w/Lab): Our Chemical World
- ENV-101 (w/Lab): Introduction to Environmental Science
- GSCI-101 (w/Lab): Forensic Science
- PHYS-103 (w/Lab): General Physics I

**VIII. Global Consciousness (6 credits)**

- ARAB-101: Arabic Language & Culture I
- ARAB-102: Arabic Language & Culture II
- ART-275: International Visual Studies: Photography
- ENG-366: Magic & Empire Around the World: Colonial to Post-Colonial Literature
- FREN-101: French Language & Culture I
- FREN-102: French Language & Culture II
- HIST-101: Ancient Societies Through the Middle Ages
- HIST-102: Renaissance & Reformation to the French Revolution
- HIST-103: The Age of Nationalism
- HIST-104: World War I to the Present
- HIST-110: World Geography and Cultures
- HUM-250: Global Citizenship in the Franciscan Tradition
- ITAL-101: Italian Language & Culture I
- ITAL-102: Italian Language & Culture II
- MUS-105: World Music
- NURS-235: Global Issues in Health Care and Social Policy
- PSYC-317: Psychological Principles of Intercultural Communication
- RELS-301: Comparative World Religions (or Area I)
- SOC-104: Sociology of Race & Ethnicity
- SOC-200: Cultural Diversity
- SOC-305: Global Problems & Perceptions of Capitalism
- SPAN-101: Spanish Language & Culture I
- SPAN-102: Spanish Language & Culture II

**Liberal Arts Concentration (9 credits):** Any three (3) courses within the School of Arts & Sciences.

**GECC Policies**

1. Students who transfer into Felician with the AA or AS degree are required to complete **three (3)** credits at the **300/400 level** in each of the **first two** Theme Areas: I. 'Faith & Reason' and II. 'Ethics, Values, and Truth'. Students who have already taken an Ethics course instead complete all **six (6)** credits at the **300/400 level** in Theme Area I.
2. ENG 101 is a prerequisite for ENG 102, and the latter must be taken concurrently with LS 100.
3. All students are required at least **one (1)** eLearning (fully online or hybrid) three-credit course before completion of Bachelor's degree.
4. Up to but no more than **three (3)** courses within the Major may be used to fulfill GECC Theme Areas, and no more than one per Theme Area. No courses within the Major may be used to satisfy the nine **(9) credit** Liberal Arts Concentration.

Please review course offerings, beyond those listed here, for spring, summer, and fall 2017 registrations, as courses may be added that satisfy Theme Area requirements.

## HONORS PROGRAM

### Mission Statement

The mission of the Honors Program is to provide students, who have strong academic backgrounds, intensive courses focusing on primary sources and proficiency in public speaking in a seminar setting. The program fosters in students a lifelong commitment to service and leadership, and also seeks to engender in students a love of learning and a respect for all of God's creation. To achieve this mission, students explore diverse academic disciplines in great depth, as part of the development of the whole person - academically, spiritually, and socially. As a reflection of these outcomes, Honors students produce publishable-quality research papers that may be presented before classes and/or regional Honors conferences, perform ninety hours of service, successfully complete twenty-seven Honors course credits participate in classroom discussions on a high level, and become leaders through the activities of the Honors Program and its club, the Honors Students Association.

Student complete twenty-seven minimum required credit hours by enrolling in Honors sections of each of the following three credit courses:

### List of Courses to take to fulfill Honors Program Requirements

Honors Courses and Honors Sections of Courses Needed	Offered	Credits
ART 274	Color and Digital Photography	3
ART 275SA	International Visual Studies: Photography	3
GECC VII - BIO 120	Lecture/Lab – Basic Life Science	4
GECC III- ENG 101	College Writing and Research I	3
GECC V - ENG 102	College Writing and Research II	3
FYE 100	Freshman Year Experience	1
FYE 101	Freshman Year Experience	1
GECC VIII – HIST 110	World Geography and Cultures	3
GECC III- HIST 130	The Enlightenment	3
GECC VII- MATH 212	Topics in Contemporary Math	3
MATH 161	Pre-Calculus	4
PHIL 360	Philosophy and Literature	3
PSYC 101	Introduction to Psychology	3

PSYC 105	Lifespan Development	3
PSYC 201	Introduction to Child Development	3
PSYC 425	Psychology and the Arts	3
RELS 102	Introduction to First Testament	
RELS 405	God, Suffering, and Evil	3
	EL	
SOC 101	Introduction to Sociology	3
GECC VIII		
– SOC 200	Cultural Diversity	3
SOC 305	Global Problems and Perceptions of Capitalism (spring offering includes summer trip to Nicaragua)	3

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. For current students to be accepted into the Honors Program, applicants must have a 3.5 average after midterms, three faculty letters of recommendation, a review of high school grades and SATs, be a first semester freshman enrolled in at least twelve College-level credits at Felician, and complete a one semester Honors probationary period. A decision will be made by the Honors Director, pending a review of the submitted material. Transfer students must meet the same criteria, except that, since they are first-semester freshmen, they must be able to complete a minimum of twenty-seven Honors credits and compete ninety hours of service prior to graduation. Any appeal of the Director's decision will go to the Honors Advisory Board.

Honors students must complete fifteen hours of volunteer service 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 field trips, and conducts fund-raising.

The University's Honors Advisory Board consists of the Vice President for Academic Affairs, the Dean of the School of Arts and Sciences, the Dean of the School of Education, the Director of Academic Testing, a representative from the Office of Admissions. 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, recruiting prospective Honors students, maintaining records, sending notices of Honors activities to the Public Relations Office, scheduling Honors-sponsored and related activities, conducting the annual awards ceremony, and moderating the Honors Students Association.

After completing the requisite Honors courses and volunteer service requirements, seniors, who have maintained at least a 3.000 GPA, a minimum of a "B" in each Honors course, and are 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 and voluntary service, 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 all 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 Honors 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 (Under GECC)

<b>Year 1</b>	Fall	ENG 101 Honors	Spring	ENG 102 Honors
	All	HIST 130 Honors		HIST 110 Honors
Students		MATH 212 or 161 Honors		ART 275 Honors (SA )Study Abroad
EXCEPT		Major Requirements		SOC 101 Honors or PSYC 101
Nursing *				Major Requirements
Nursing		ENG 101 Honors		ENG 102
Students **		PSYC 105 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.  
 \*\* Other changes for Nursing students will be revised each semester.

<b>Year 2</b>	Fall	SOC 200 Honors	Spring	BIO 120 Honors
		PSYC 201 Honors		SOC 101 Honors or PSYC 101 Honors
		ART 274 Honors		Elective
		Major Requirements		
<b>Year 3</b>	Fall	PHIL Honors or PSYC Honors – upper level course	Spring	RELS 405 EL
		Major Requirements		Upper Level Honors Elective
		Elective		SS 305 Honors (SA) Nicaragua
				Major Requirements



<b>Year 4</b>	Fall	PHIL Honors or PSYC Honors – upper level course	Spring	Major Requirements
		Major Requirements		Senior Research
		Electives		Elective

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

## SCHOOL OF ARTS AND SCIENCES

### Mission Statement

The School of Arts and Sciences is committed to promoting the College's Franciscan-Felician mission by providing an environment that fosters the intellectual, emotional, and spiritual development of our students. The Liberal Arts curriculum challenges students to explore creative ways of thinking within a broad scope of study that integrates intellectual traditions with essential values. Our diverse programs encourage students to become lifelong learners and compassionate contributors to the well-being of others throughout their lives.

**Learning Outcomes:** Graduates of the School of Arts and Sciences will...

- I. Explore the significance of God and the spiritual dimensions of human existence *vis-à-vis* the created order and the works of humankind, and articulate the importance and influence of Franciscan values by constructing a personal philosophy of responsibility that promotes a more just and humane society with reverence for God's creation.
- II. Formulate and apply lifelong learning skills required for personal development and ethical living by integrating the intellect, emotion, body, and spirit in modeling lives of responsibility to self and others.
- III. Utilize both new and traditional methods of communication and creative expression to articulate and interpret experiences through reading, writing, listening, speaking, making, and/or performing.
- IV. Apply skills of analysis, judgment, interpretation, space synthesis, and evaluation through critical reading, writing, listening, seeing, making, and/or problem solving.
- V. Locate, evaluate, and use information obtained from a variety of sources according to its accuracy, authority, currency, integrity, legality, objectivity, and adapt that information for a specific purpose to generate a particular original product, presentation, or performance.
- VI. Implement technology to facilitate learning and professional development, and to advance discipline-specific knowledge and skills.
- VII. Represent and interpret quantitative/qualitative information symbolically, graphically, numerically, verbally, and in written form, and use inductive reasoning to draw general and supportable conclusions from data.
- VIII. Explore cross-cultural issues, ideologies, perspectives, space and articulate the contributions that people of diverse backgrounds and disciplines bring to an interdependent and multicultural world.

### Educational Options

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

1. Master of Arts in Religious Education (online); Master of Arts in Counseling Psychology;

The Bachelor of Arts degree in Art, Communications, English, History, Humanities, Mathematics, Natural Sciences and Mathematics, Psychology, and Social and Behavioral Sciences. The Bachelor of Science degree in Biology, Computer Science, Clinical Laboratory Sciences, Criminal Justice, Cybersecurity, Health Information Management, Medical Imaging Sciences.

2. The two-year Associate degree in Liberal Arts with concentrations in any of the areas listed above.
3. Certificate programs in Religious Studies, Graphic Design, Photography, Forensics, and Information Assurance and Computer Security.

Flexibility characterizes the Arts and Sciences programs. While all students share a common core of liberal studies, students may elect a single or double major or an interdisciplinary major in the Humanities, Natural Science and Mathematics, and Social and Behavioral Sciences, depending upon their educational goals.

*Double Major.* Qualified students may submit an intent to pursue a double major, preferably by the end of the freshman year. Students must receive approval from the Associate Dean who oversees the departments involved, and are expected to complete the major requirements of both departments.

*Interdisciplinary Major.* Students may elect one of the three interdisciplinary majors: Humanities, Social and Behavioral Sciences, or Natural Sciences and Mathematics. They may follow the curriculum required for certain concentrations within these majors, or they may, in consultation with their advisor, design their own interdisciplinary focus. The latter must be coherent and focus on particular areas of investigation which, though not adequately included within a single department or discipline, are worthy of concentrated study. The interdisciplinary focus areas are addressed under the Humanities and Social and Behavioral Science majors.

Applications for interdisciplinary majors are available from the respective Associate Dean. Students are encouraged to file by the end of the freshman year and must file by the fourth week of the semester following completion of 60 credits.

*Pre-Professional Advising Programs.* The traditional and interdisciplinary majors at Felician University can provide excellent preparation for admission to law school, medical school, and graduate business programs, as well as advanced degree programs in the Arts and Sciences. In addition, the University has created several specifically designed Pre-Professional Advising Programs to provide students with the best preparation possible for law or medical school. Please see the Pre-Professional Advising Programs listings under “Special Academic Programs” in this catalog for further information. Students planning to pursue professional post-graduate studies should consult, as early as possible, with their major program advisors to obtain further guidance in planning their academic programs.

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

### **Degree Requirements**

1. Candidates for the Bachelor of Arts or the Bachelor of Science degree are required to:
  - 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 University;
  - 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 minimum total of 120 credit-hours.

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 University;
- 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 University. Academic Probation carries with it a reduction in course load, the repetition of required courses, and participation in the Probation program.

Students failing to meet the requirements of their probationary semester or failing to demonstrate academic improvement after being placed on Probation may be dismissed from the University.

### **Insufficient Academic Progress**

(see also: Standards of Academic Progress)

Insufficient academic progress shall hereafter be defined as follows:

A student who attempts a far greater number of credits than he or she earns is in danger of academic dismissal for making insufficient academic progress. A student who has earned only six (6) credits after attempting twenty-four (24) credits may be dismissed for making insufficient academic progress at the completion of his or her first academic year, or its equivalent. A student who has earned only twenty-four (24) credits after attempting forty-eight (48) credits may be dismissed at the end of his or her second academic year, or its equivalent.

## **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 101**

#### **Introduction to Cultural Anthropology**

##### **3 credits**

This course introduces students to the discipline of anthropology and the anthropological perspective for the analysis of culture and society. Through the study of cross-cultural differences and similarities, it provides an overview of key concepts, topics, methods, and debates in cultural anthropology. The course demonstrates the relevance of anthropology for the understanding of the contemporary world and challenges students to examine the relativism of their own cultural values.

### **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 401**

#### **Topics in Cultural Anthropology**

##### **3 credits**

An anthropological study of primitive and traditional cultures whereby students analyze trans-cultural data using anthropological methodologies, ethnographies and concepts. Similarities and differences in human behavior are studied.

## THE ARTS (ART)

### Fine Arts, Graphic Design, Painting & Drawing, Photography & New Media

The Art Program at Felician University produces artists with the skills, knowledge, and critical sensibility to effectively communicate ideas through individual forms of expression. Offering a variety of courses in Fine Art, Graphic Design, Photography and New Media, the Department's objective is to emphasize the teaching of technique in concert with the critical study of different historical forms of art production, providing a life-long reference of cultural understanding.

Through a rigorous and dynamic curriculum, graduates of the Art Program will be able to implement a variety of creative skills and techniques, as well as produce a range of forms and styles; critique works of art based on their survey knowledge of major historical examples and schools of thought; recognize trends in contemporary cultural thinking; understand the importance of the arts in society; assess their personal strengths and interests; and create and present work suitable for exhibition and publication. Ultimately, graduates will be able to integrate and synthesize their skills, techniques, knowledge, and experience into a powerful career strategy.

The Department of Art offers a four-year Bachelor of Arts (B.A.) with concentrations in Fine Arts, Graphic Design, Painting & Drawing, and Photography & New Media, as well as 18-credit minors and certificate programs. All studio classes are kept small, so that instructors can provide personalized attention to their students, working with them on a level appropriate for their abilities.

As an Art major, you will have access to fully-equipped art studios, a traditional black-and-white darkroom, and a comprehensive graphics lab, as well as opportunities to show your work in our dedicated gallery space. There is also a unique Study Abroad program, which begins with preparatory classes on campus in the spring and concludes abroad in the summer.

Felician's proximity to New York City provides access to world-renowned museums and galleries, and numerous opportunities in the Arts. Graduates may pursue careers in studio art and illustration, graphic design, web design, photography, and art education; they may also consider pursuing a graduate degree.

#### Minor in Fine Arts

Complete 18 credits of Art courses selected from the Fine Arts offerings.

#### Minor in Graphic Design

Complete the following 18 credits:

ART 104	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

**Minor in Photography & New Media**

Complete 18 credits of Art courses selected from Photography & New Media offerings.

**Minor in International Visual Studies**

An intensive minor that provides students the opportunity to study abroad for an entire semester and experience the culture and history of a foreign country. Outstanding preparation for anyone considering a graduate degree.

Complete the following 18 credits:

ART 275 International Visual Studies: Photography

ART 249 International Visual Studies: Book Design

ART 244 International Visual Studies: Web Design

ART 367 International Visual Studies: Culture and History

ART 389 International Visual Studies: Video

Or ART 452 Career Internship in the Arts (Language requirement may apply)

ART 301- International Visual Studies: Portfolio Design

**Minor in Painting and Drawing**

Complete 18 credits of Art courses selected from painting and drawing offerings.

**Four Year Suggested Course Sequence for Majors  
Bachelor of Arts in Art**

**First Year**

Course	Credits	Course	Credits
ART-101 Drawing and Composition	3	ART-103 Form, Space, and Time	3
ART-102 Design and Color	3	ART-151 Art History I: Paleolithic to Gothic	3
GECC Area III – ENG-101 College Writing and Research I	3	GECC Area V –College Writing and Research II	3
GECC Area VII – Math	3	GECC Area V – LS-100 Architecture of Information	1
GECC Liberal Arts Concentration 1	3	GECC Area VI – ART-104 Digital Methods	3
FYE-100 Freshman Year Experience I	1	FYE-101 Freshman Year Experience II	1
<b>Total Credits</b>	<b>16</b>	<b>Total Credits</b>	<b>14</b>

**Second Year**

Course	Credits	Course	Credits
ART-152 Art History II: Renaissance to Impressionism	3	ART-153 Art History III: Modernism to Contemporary	3
Art Concentration 1	3	Art Concentration 3	3
Art Concentration 2	3	Art Concentration 4	3
GECC Area I – Faith & Reason 100/200	3	GECC Area III – Communication & Expression	3
GECC Area IV – Critical & Analytical Thinking	3	GECC Liberal Arts Concentration 2	3
<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>15</b>

**Third Year**

Course	Credits	Course	Credits
Art History Elective	3	ART-301 Junior Seminar	3
Art Concentration 5	3	GECC Area VIII – Global Consciousness (Study Abroad)	3
GECC Area II – Ethics, Values, and Truth	3	GECC Area VIII – Global Consciousness (Study Abroad)	3

GECC Area VII – Lab Science	4	Suggested Elective	3
GECC Liberal Arts Concentration 3	3	General Elective 1 (or Minor)	3
<b>Total Credits</b>	<b>16</b>	<b>Total Credits</b>	<b>15</b>

#### Fourth Year

Course	Credits	Course	Credits
ART-449 Senior Seminar	3	Suggested Elective	3
General Elective 3 (ART-452 Internship in Art)	3	General Elective 3 (or Minor)	3
GECC Area I – Faith & Reason 300/400	3	General Elective 4 (or Minor)	3
Suggested Elective	3	General Elective 5 (or Minor)	3
General Elective 2 (or Minor)	3	General Elective 6 (or Minor)	3
<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>15</b>

### Certificate Programs

The Department of Art offers two 18-credit certificates: one in Graphic Design and one in Photography. These immersive learning experiences reflect the goals of the Department to produce artists who can effectively communicate ideas, as well as its objective of teaching technique in conjunction with the critical study of these fields.

The requirements for the Graphic Design and Photography Certificates are as follows:

- Register as a student in the Certificate program.
- Maintain a minimum grade of “C” in all courses.
- Complete all requirements within five years. Please note that credits from other institutions are not transferable.

#### Certificate in Graphic Design

The Certificate in Graphic Design provides students with the opportunity to upgrade their skills or prepare for a career in graphics, publishing, or printing. It is also excellent preparation for anyone considering the baccalaureate degree in Graphic Design, as well as those seeking admission to graduate programs in Graphic Design or related fields.

#### 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



## Certificate in Photography

The Certificate in Photography provides students with hands-on experience in both traditional and digital photography, in addition to a solid grounding in the history of this contemporary art form. It is excellent preparation for anyone considering the baccalaureate degree in Photography and New Media, as well as those seeking admission to graduate programs in Photography or related fields.

### Required Courses:

- ART 273     Photography I
- ART 274     Color and Digital Photography
- ART 322     Photography II
- ART 363     History of Photography

### Elective (choose one):

- ART 130     Illustrated Travel Journal
- ART 245     Introduction to Web Design
- ART 260     Film Video Art

### Final Project (to be taken in the final semester of study):

- ART 301     Junior Seminar: Portfolio Design



## The Visual Arts Course Offerings

### **ART 101**

#### **Drawing and Composition**

##### **3 credits**

This course examines the fundamental elements of basic drawing: line, value, shape, proportional accuracy, and compositional design. These elements are discussed in relation to the representational rendering of visual reality. Experimental drawing techniques, working from photographs, and perspective will also be addressed. A broad range of art historical approaches to drawing will be explored. A trip to a New York museum is also planned.

### **ART 102**

#### **Design and Color**

##### **3 credits**

Students in this course will study the basic elements and principles of two-dimensional design through experimental projects that explore the dynamic interaction of visual form. This studio class provides a foundation for both fine arts and graphic design majors while also challenging the students' individual creativity. The students will learn the use of appropriate tools when making work. A field trip may also be organized for this class.

### **ART 103**

#### **Form, Space, and Time**

##### **3 credits**

This foundation course considers art as a three-dimensional medium, an interaction of form and space that can also be time-based. Students will experiment with the physicality of art, evaluating different working methods as appropriate solutions to a variety of projects.

### **ART 104**

#### **Digital Methods**

##### **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 pro-

fessional 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: Paleolithic to Gothic**

##### **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: Renaissance to**

#### **Impressionism**

##### **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 153**

#### **Art History III: Modernism to**

#### **Contemporary**

##### **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 evaluate the art from the late 18<sup>th</sup> through 21<sup>st</sup> century globalization. In addition, students will analyze historical connections between contemporary art and the art of the past, exploring non-traditional and multicultural influences. Among the activities are lectures, discussion, projects, and student research.

*Recommended:* ART 152 Art History II

### **ART 202**

#### **Introduction to Printmaking**

##### **3 credits**

This is a studio-based course focusing on the collagraph as a process for creating art image. Craftsmanship, visual concern, self-expression, and concept will be emphasized during image development and studio work. Through presentation, discussion, and critiques, students will become more articulate in communicating their ideas and speaking about art. This course is designed to give students an introduction to printmaking along with in-depth experimentation in creating single and multiple-colored collagraph prints. Creative exploration of ideas and content will be encouraged. Viewing prints will be an important component to this course; this will involve a trip to an art museum or gallery.

### **ART 203**

#### **Experimenting with Monoprint**

##### **3 credits**

Monotypes are made by applying ink to a changing and unprocessed surface, such as glass, acetate, wax paper or metal. These plates are then printed, creating distinctive and painterly prints. This course is a studio-based course exploring the forms of monotype and monoprint within printmaking. Experimentation with material and well-developed ideas are important in this course, as we are working with constantly evolving and unique results. Craftsmanship, visual concern, self-expression, and concept will be emphasized during image development and studio work. Through discussion and critiques, students

will become more articulate in communicating their ideas and speaking about art.

### **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 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**

##### **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 historical stained glass as well as some reading of the history of glass will be included. (see ART 353 Glass Fusion)

### **ART 239**

#### **Mixed Media**

##### **3 credits**

Working with a variety of materials and techniques, students will explore projects that incorporate more than one medium into its design and construction. This course will combine traditional drawing, painting, and 3-D arts techniques such as watercolor, charcoal, collage, soldering, and fired clay with less conventional materials such as beeswax, wood, cement/plaster and found objects. Beginning with observational studies as a starting point, students will examine their environment and surroundings to resource ideas and collect materials. Emphasis will be placed on creative and inventive use of materials, ability to interpret thematic subject matter, and the well-constructed object. In addition, the idea of "green art" or eco-art will be explored through the use of recycled objects and natural materials. Both representational and abstract objects will be possible.

### **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 244 SA**

#### **International Visual Studies:**

##### **Web Design 3 Credits**

This Study Abroad course introduces students to the design and the use of websites as travelogues. While living and studying abroad, students will design a website that chronicles their experiences. Students will also consider the use of blogs and social media sites as ways to expand their web presence.

### **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 249 SA**  
**International Visual Studies:**  
**Book Design**  
**3 credits**

This Study Abroad course introduces students to the design and production of the photographic travel book. While living and studying abroad, students detail their experiences through photographs, utilizing readily accessible web-based software to design and publish their books.

**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 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 in conjunction with the techniques and materials of this contemporary art form. The history of photography is explored through lectures and, time permitting, a New York field trip. (see ART 274 Color and Digital Photography and ART 322 Photography II)

**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.

**ART 275 SA**  
**International Visual Studies: Photography**  
**3 credits**

This Study Abroad course introduces students to the unique demands of travel photography and shooting on locations. While living and studying abroad, students detail their experiences through photographs, considering various techniques for shooting in crowds, from a distance, and in low-light conditions without a flash, among others. Expressive use of color and composition, as well as narrative concepts, will also be discussed.

**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**

##### **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, together with ART 449 Senior Seminar, will lead the students to pull together skills developed in previous courses in order to define a focused direction. An exhibition will be organized to present the work created during the semester.

*Note:* Open to Art majors only; to be taken in one's Junior year

### **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 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 315**

#### **Experiencing the Arts**

##### **3 credits**

This experiential learning course provides an overview of the creative arts through its practical application, critical analysis, and historical study. Students will explore artistic expression in projects that consider how technical decisions inform the communication of ideas. Historical examples of creative expression will also be examined throughout the course; a museum visit or cultural activity may be included.

### **ART 316**

#### **Relief Printmaking: Woodcut and Linoleum Cut**

##### **3 credits**

This is a studio-based course providing focused exploration on the discipline of Relief Printmaking. We will explore the rich possibilities of image production through a variety of carving and printing techniques. The ultimate goal of this course is to motivate students to engage with printmaking processes that stimulate visual interpretation and conceptual investigations in art. Students are encouraged to explore creative methods that meet individual aesthetic and conceptual needs. Drawing, concept, and image quality will be emphasized in the development of all work.

### **ART 317**

#### **Large-Scale Printmaking**

##### **3 credits**

This course explores the issue of scale in printmaking. This is a studio-based course, which is both conceptual and technical in scope. Reading, discussion, and collaboration with peers will be just as important as craftsmanship and work ethic. Students will exper-

iment with materials and processes, including monoprinting and etching, along with drawing techniques. Of equal importance, students will develop concepts and images that are original, imaginative, and expressive. Along with studio work, there will be components of discussion, critique, and writing exercises so that students become more fluent in speaking about art and working within a theme.

**ART 318**  
**Digital Printmaking**

**3 credits**

Throughout history, humans have adopted and adapted technology as a means of creating art. As traditional printmaking continues to evolve, digital techniques are being used alongside and combined with hand processes. In this course, we will explore the use of the computer and digital printing along with traditional printing techniques as creative tools for making art. Demonstration of techniques and concepts will be achieved through hands-on work in the computer lab and art studio, demonstrations, presentation and discussion of examples, and class critiques. Students will make a regular commitment of time outside of class in order to create a portfolio of digital and printed artworks.

**ART 320**  
**Comics and Zines**

**3 credits**

This course focuses on the development and production of comics and zines in printed and digital forms. Through a series of studio assignments and close readings of examples of comics and zines, this course aims to provide students with the necessary skills to create original edition work. The major portion of this course covers the basics of comics and zine production. However, a historical and cultural perspective will also be included. Additional critical and theoretical texts will be incorporated into class discussion.

**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 exhibition printing, lighting control, and more sophisticated camera functions. The culmination of the course is the editing and printing of a portfolio of prints reflecting students' interests.

*Prerequisite:* ART 273

**ART 331**  
**Painting II**

**3 credits**

Building upon the fundamental artistic and technical issues addressed in Painting I, this studio course explores advanced approaches to the art of painting, focusing on translating theoretical, social, and formal concepts into painted art. In a series of projects, Painting II encourages its participants to think, experiment, and create at the outer bounds of their known experience. A trip to New York's gallery districts may also be included.

*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 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**  
**Glass Fusion**  
**3 credits**

In this class, students will learn the skills to develop original glass pieces from experimentation, design, and decorative objects. Both contemporary and ancient art processes of glass fusion will be included in final original work. A field trip will be offered and a research paper will complete the course.

*Recommended:* ART 237 Stained Glass

**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 explores the history of graphic design and the impact that the field has had on social institutions and thought into the present period. Topics include pre-historic mark-making; the invention of writing and the alphabet; the medieval manuscript; the origins of printing and typography; renaissance graphic design; the development of photography; Victorian and Art Nouveau Graphics; Modern Art and its impact on design; historical and contemporary visual identity programs; conceptual images and post-modern designs; computer graphics. Emphasis will be placed on critical thinking and on written communications skills. Image study, concluding research and a field trip are included.

**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 19<sup>th</sup>-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.

*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 367 SA**

#### **International Visual Studies: Culture and History**

##### **3 credits**

This Study Abroad course provides students with the opportunity for field study and experimental learning. While living and studying abroad, students will explore significant cultural and historical sites, with a particular focus on art and art history.

### **ART 368**

#### **Sacred Spaces: The History and Design of Religious Architecture**

##### **3 credits**

From the caves of Lascaux in France to the Crystal Cathedral in California, human beings have created places, buildings, and landscapes for worship and religious ritual. In this course we will examine the construction of sacred spaces across cultures and historical eras. The objectives will include a heightened consciousness of the built environment and how it shapes the religious experience. Class presentations, a guest lecture, and several visits to Bergen County and New York City houses of worship are included.

**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 388**  
**Graphic Design Practicum**  
**3 credits**

This course offers students experience working within the setting of a campus-based creative agency. Students will identify potential clients, schedule and conduct meetings, research creative strategies, produce promotional materials, and launch creative campaigns. Incorporating and presenting this work into student portfolios will also be covered.  
*Note:* Open to Junior and Senior Art majors/minors only with permission of instructor.

**ART 389 SA**  
**International Visual Studies: Video**  
**3 credits**

This Study Abroad course introduces students to the use of video as an expressive medium. While living and studying abroad, students will record their experiences through a variety of video cameras, from handheld HD to cell phones, considering the unique visual properties of each. Several video editing options will also be discussed.

**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 envi-

ronments. Through assignments and readings, students will consider current design issues, as well as the impact of the computer on our society.

**ART 431**  
**Advanced Studio Projects**  
**3 credits**

This course extends the advanced work of the art student through a studio project developed under faculty supervision.  
*Note:* Open to Art majors/minors only with permission of instructor.

**ART 432**  
**Advanced Research Projects**  
**3 credits**

This course extends the advanced work of the art student through a research project developed under faculty supervision.  
*Note:* Open to Art majors/minors only with permission of instructor.

**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**  
**3 credits**

Senior Seminar completes the process of creating a representative body of work that was begun in Junior Seminar. In this course, students will develop a thesis project, or series of projects, that represents the technical and intellectual summation of their academic experience. After developing their ideas, students will mount a thesis exhibition of their work, with a written and oral defense presented to the College faculty. Regular readings will be assigned and discussed in class, and a museum or gallery field trip will also be included.

*Prerequisite:* ART 301

**ART 450**  
**Senior Practicum**  
**3 credits**

This course enables students to develop an advanced project or series of projects, with particular emphasis on professional studio practice. Intended primarily for students interested in graduate study and required of B.F.A. candidates, this course serves as a bridge to their future careers. Regular readings will be assigned and discussed in class, and a museum or gallery field trip will be included as well.

*Prerequisite:* ART 449

**ART 451**  
**Academic Internship in the Arts**  
**3 credits**

This course offers students experience as teaching assistants in a class within their area of specialization. Students will assist instructors with weekly classes, help maintain lab and studio space, and prepare presentations on a specified research topic, culminating in a self-study of their experience.

*Note:* Open to Junior and Senior Art majors/minors only with permission of instructor.

**ART 452**  
**Internship in Art**  
**3 credits**

This course offers art majors the opportunity to work in the field of art for a minimum of 120 hours during the semester. Students must complete all paperwork to register for the Internship at least one semester before; students will meet with the Career Center and complete the application that will be sent to their advisor and site supervisor. This application will then be filed in the Career Center. Students must register for the class with the Registrar as well. They will be required to write a paper that is relevant to the Internship and maintain a journal that reflects their experience; the site supervisor will complete an evaluation form on their performance. This is a Pass/Fail course. (as needed)

*Prerequisite:* Junior or senior status in the art major

## BIOLOGY (BIO)

### Mission of the Department of Natural Sciences

The Department of Natural Sciences is responsible for instruction in the physical and biological sciences. Our programs prepare science majors for careers in biology, nursing, education, and entry into postgraduate programs and current health-related professions. Both science and non-science majors become familiar with scientific methods of inquiry and communication, are imbued with a love of learning, and develop an understanding and appreciation of our interdependence with other organisms and the physical environment. Through rigorous coursework, laboratory experiences, and individual attention and evaluation, students develop the broad knowledge base, critical thinking and analytical skills needed for scientific competence in the twenty-first century.

### Natural Sciences Learning Outcomes

1. **Apply** scientific reasoning in their approach to the fundamental principles and laboratory methods in biology and chemistry.
2. **Analyze** scientific quantitative data through the use of current information technology.
3. **Create** and carry out a valid, independent laboratory research project and literature review.
4. **Apply** written, graphical and oral communications in their scientific findings.
5. **Evaluate** and understand the ethical challenges and responsibilities of applying scientific knowledge, the Franciscan values to the practice of science.
6. **Understand** the contributions of science-related professions to human and environmental sustainability.

Joint degree programs include a B.S. in Medical Imaging Sciences (MIS), and a B.S. in Clinical Laboratory Science (CLS) awarded jointly by Felician University and Rutgers University – School of Health-Related Professions(Rutgers-SHP). In the MIS and CLS programs, students complete three years of general education and science coursework at Felician and 15 months of advanced coursework at Rutgers, culminating in the B.S. degree.

Students seeking accelerated entry into a health-related profession have the option of enrolling in an articulated-degree program with a cooperating professional school. In the articulated programs, students have the opportunity to earn a B.S. in Biology from Felician University while beginning their graduate studies at a cooperating institution. Programs include Physical Therapy (Rutgers-SHP), Physician Assistant (Rutgers-SHP), Podiatry (NY College of Podiatric Medicine, Occupational Therapy (Sage College Albany NY) and Audiology (Bloomsburg University of PA). In most of the articulated programs, students take three years of required courses at Felician, with their first year of professional school courses counting toward their fourth year for the B.S. from Felician University. An additional 2-4 years at the professional school culminates in the graduate degree (duration depending on whether a Masters or Doctorate is awarded).

Students should declare their intention to pursue a specific articulated- or joint-program as soon as possible within their first year to ensure proper advisement and scheduling of the correct sequence of courses. Note that each program has a GPA requirement for entry into the cooperating professional school, and may have other qualifications as specified in the program details given on pages 121.

Please check prerequisites and course selection for all programs in the department. Additional notes on prerequisites and course selection

1. General Biology I and II (BIO 103, 104) are prerequisites for all 300 and 400-level courses. Biology Seminar (BIO 409) is a prerequisite for Undergraduate Research in Biology (BIO/CHEM 450, 451). For other prerequisites, see individual course offerings.
2. BIO 409 and BIO/CHEM 450, 451 are required for the articulated pre-professional programs, students majoring in these programs should take BIO 409 in their third year to allow timely completion of senior research (and therefore timely graduation) should they be unsuccessful in meeting the requirements for transfer to the articulated professional school in their senior year.
3. Students planning to apply to graduate school, medical school, dental school, veterinary school, or other professional programs are strongly encouraged to take Anatomy and Physiology I and II (BIO 205, 206), as well as Calculus I (MATH 262). Students planning to seek an industrial position upon graduation should take Analytical Chemistry (CHEM 303).



**BACHELOR OF SCIENCE DEGREE IN BIOLOGY (120 CREDITS)**

(Revised: March 2016)

## 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/CHEM 450 Undergraduate Research in Biology I		2
BIO/CHEM 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, which are the required laboratory science and Mathematics General Education courses.

**Four Year Suggested Course Sequence for Majors  
Bachelor of Science in Biology**

Updated: March 2016

<b>FIRST YEAR</b>					
<b>COURSE</b>	<b>Fall</b>	<b>CREDITS</b>	<b>COURSE</b>	<b>Spring</b>	<b>CREDITS</b>
FYE100	Freshman Year Exp. I	1 cr.	FYE101	Freshman Year Exp. II	1 cr.
BIO103	Gen. Biology I	4 cr.	BIO104	Gen. Biology II	4 cr.
GECC I	Faith & Reason (100-200 level)	3 cr.	GECC VII	MATH 122 Statistics I	3 cr.
GECC III	ENG 101 - College Writing and Research I	3 cr.	GECC V	ENG 102- College Writing and Research II	3 cr.
GECC VI	CS 103- Introduction to Advanced Computer Applications	4 cr.	GECC V	Arch. Of Information	1 cr.
			GECC IV	Critical & Analytical Thinking	3 cr.
Total		15 cr.	Total		15 cr.
<b>SECOND YEAR</b>					
<b>COURSE</b>	<b>Fall</b>	<b>CREDITS</b>	<b>COURSE</b>	<b>Spring</b>	<b>CREDITS</b>
CHEM 103	Gen. Chem. I	5 cr.	CHEM 104	Gen Chem. II	5 cr.
GECC VIII	Global Consciousness #1	3 cr.	GECC II	Ethics, Values & Truth	3 cr.
MATH161	Precalculus	4 cr.	BIO202	Microbiology	4 cr.
BIO	Biology course	4 cr.	GECC III	Comm. & Expression	3 cr.
Total		16 cr.	Total		15 cr.
<b>THIRD YEAR</b>					
<b>COURSE</b>	<b>Fall</b>	<b>CREDITS</b>	<b>COURSE</b>	<b>Spring</b>	<b>CREDITS</b>
CHEM 201	Organic Chem. I	4 cr.	CHEM 202	Organic Chem. II	4 cr.
BIO	Biology course	3/4 cr.	GECC IV	Critical & Analytical Thinking	3 cr.
	Liberal Arts Elective # 1	3 cr.	BIO 409	Biology Seminar	1 cr.
GECC I	Faith & Reason (300-400 level)	3 cr.		Liberal Arts Elective # 3	3 cr.

	Liberal Arts Elective # 2	3 cr.	GECC VIII	Global Consciousness #2	3 cr.
Total		16/17 cr.	Total		14 cr.
<b>FOURTH YEAR</b>					
<b>COURSE</b>	<b>Fall</b>	<b>CREDITS</b>	<b>COURSE</b>	<b>Spring</b>	<b>CREDITS</b>
PHYS103	Gen. Physics I	4 cr.	PHYS104	Gen. Physics II	4 cr.
BIO450	Undergrad. Res. I	2 cr.	BIO451	Undergrad. Res. II	2 cr.
	Elective	3 cr.	BIO405	Genetics	4 cr.
BIO	Biology course	3/4 cr.	BIO	Biology course	3/4 cr.
	Elective (if needed)	3 cr.			
Total		12/16 cr.			13/14 cr.



### 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 300- or 400-level course, excluding BIO 409, BIO/CHEM 450, and BIO/CHEM 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.

### Concentration in Biochemistry

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

- BIO 103 General Biology I (Lecture/Lab) 4 credits
- BIO 104 General Biology II (Lecture/Lab) 4 credits
- BIO 202 Microbiology (Lecture/Lab) 4 credits
- CHEM 103 General Chemistry I (Lecture/Lab) 5 credits
- CHEM 104 General Chemistry II (Lecture/Lab) 5 credits
- CHEM 201 Organic Chemistry I (Lecture/Lab) 4 credits
- CHEM 202 Organic Chemistry II (Lecture/Lab) 4 credits
- BIO 310 Cell Biology I (Lecture) 3 credits
- BIO/CHEM 360 Biochemistry I (Lecture/Lab) 4 credits
- BIO/CHEM 361 Biochemistry II (Lecture/Lab) 3 credits
- BIO 405 Genetics (Lecture/Lab) 4 credits
- BIO 409 Biology Seminar I credit
- BIO/CHEM 450-451 Undergraduate Research 2 credits/2 credits

**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 spring)

(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 grade of “C” or higher in ENG 002 or equivalent

**BIO 103**  
**General Biology I**

**4 credits**

The first of a two-course sequence required for biology majors, providing a foundation for subsequent biology courses. BIO 103 focuses on scientific method, cell structure and function, molecular biology, principles of genetics, evolutionary mechanisms, and classification and phylogeny of major groups of organisms. Three lecture hours and one 2 ½ 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 ½ laboratory session weekly. Laboratory includes plant and animal dissection. (every spring)

*Prerequisite:* A grade of “C” or higher in BIO 103, or equivalent.

**BIO 113**  
**Disease and History**

**1 credit**

This course is an exploration of the effects that disease had had on history. Basic concepts of disease will be discussed, and their relevance to historical occurrences will be examined. Diseases of influential persons, as well as diseases of groups of people, will be

examined. (offered as needed)

*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 fall)

*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:* A grade of “C” or higher in high school chemistry, and competency in basic math and English skills (as shown by grades of “C” or higher in ENG 002 and MATH 002, or equivalent)

**BIO 205****Anatomy and Physiology I****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)

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

**BIO 206****Anatomy and Physiology II****4 credits**

The second of a two-course sequence (BIO 205-206), continuing a comprehensive study of human anatomy and physiology. BIO 206 focuses on the special senses, autonomic nervous system, endocrine system and regulation of metabolism, cardiovascular and respiratory systems, lymphatic system and immunity, digestive system, urinary system and fluid/electrolyte balance, and reproductive system and development. Homeostasis and interrelationships of systems are discussed, as well as applications in health and fitness. Laboratory investigations include cat and organ dissections, examination of prepared slides and models, and physiological experiments (computer simulations, and analysis of physiological data from human subjects using digital recording systems). Course includes 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. (offered as needed)

*Prerequisite:* A grade of “C” or higher in at least

one-100 or 200-level Biology course, or permission of instructor.

**BIO 301****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:* Grade of “C” or higher in either BIO 103-104 or BIO 205-206

**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 developmental phenomena. Three lecture-hours and one 150-minute laboratory session weekly. (offered as needed)

*Prerequisite:* Grades of “C” or higher in BIO 103 and BIO 104, or BIO 205, or permission of instructor

**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. (offered as needed)

*Prerequisite:* Grades of “C” or higher in BIO 103 and BIO 104, or permission of instructor

**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:* Grades of “C” or higher in BIO 205 and BIO 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. (offered as needed)

*Prerequisites:* Grades of “C” or higher in 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:* Grades of “C” or higher in BIO 103 and BIO 104 and CHEM 103 or CHEM 105 or permission of the instructor.

**BIO 350****Advanced Special Topics in Biology****3 credits****BIO 355****Advanced Special Topics in Biology with Lab/Field Component****4 credits****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:* Grade of “C” or higher in CHEM

201; CHEM 202 strongly recommended

**BIO/CHEM 361****Biochemistry II****3 credits**

This course is a continuation of Biochemistry I. It is an extensive study of the metabolic processes used to maintain life. Differences in pathways utilized by different organisms are examined, as well as some processes in plants and microorganisms. Two lectures weekly.

(fall) *Prerequisite:* BIO/CHEM 360 with a minimum grade of “C”.

**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. (every fall)

*Prerequisite:* Grades of “C” or higher in BIO 103, 206, BIO 310 and CHEM 201 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. (every spring)

*Prerequisites:* Grades of “C” or higher in BIO 103/104, BIO 202 and 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.

*Prerequisite:* Junior or senior status in the Biology major

This course is normally taken during spring of the junior year. (every semester)

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

### **BIO/CHEM 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:* Grades of “C” or higher in BIO 103/104, BIO 409 and CHEM 103/104

### **BIO 452**

#### **Internship in Biology**

#### **3 credits**

This course offers Biology majors the opportunity to work in the field of Biology for a minimum of 120 hours during the semester. Students must complete all paperwork to register for the Internship at least one semester before; students will meet with the Career Center and complete the application that will be sent to their advisor and site supervisor. This application will then be filed in the Career Center. Students must register for the class with the Registrar as well. They will be required to write a paper that is relevant to the Internship and maintain a journal that reflects their experience; the site supervisor will complete an evaluation form on their performance. This is a Pass/Fail course. (as needed)

## **Pre-Professional Tracks Policies and Procedures**

### **Policy 1.**

Students are not officially in the following tracks until 45 credits are completed with satisfactory grades.

The overall GPA and the science GPA (BIO, CHEM, and PHYS) must be B- (2.67) or better for Clinical Laboratory Science (CLS) and Medical Imaging Science (MIS).

The overall GPA and the science GPA (BIO, CHEM, and PHYS) must be B (3.00) or better for Physician Assistant (PA), Physical Therapy (PT), Occupational Therapy (OT), Podiatry, Chiropractic, and Medicine (pre-Med)

Note that these minimum criteria listed above may be lower than those required by the desired professional program.

#### Procedures

- After the student has completed 45 credits toward the major, the department will check the GPAs (both overall and science). If the student meets the criteria as stated above, he/she will be accepted officially into the program.
- If the student is a transfer student, the grades from courses transferred to Felician University will be used as part of the determination. That is, the grades on the student's transcript(s) from the other school or schools will be used.
- A student who started at Felician University in a non-articulation program (e.g., Biology or Nursing major), but then decides to switch to an articulation program, will be evaluated on the basis of their college-level transcripts.
- If the student does not meet the GPA requirement of B- or better, she/he will be counted as a regular Biology major.
- If a student is in one of the programs that require a B average (PA, PT, OT, Podiatry, Chiropractic or Medicine), but has a B- average, that student may transfer to the MIS, CLS, AHT, or regular Biology major.

### **Policy 2.**

Students who do not maintain the minimum GPA (see above) or better will be dismissed from the pre-professional program. This includes the following tracks: PA, PT, Audiology, OT, Podiatry, Chiropractic, MIS, CLS, AHT, and pre-Med. Note that the minimum GPA is for the major and overall, as noted above.

#### Procedures

- For students in the articulation programs, their GPAs will be examined at the end of each term. If the GPA drops below the minimum, the student will be given one semester to raise the GPA to an acceptable level (2.67 for CLS and MIS, and 3.00 for the others).
- If a student has a GPA below the minimum for two semesters (consecutively or not), he/she will be removed from the track and considered a regular Biology major.

### **Policy 3.**

Students in articulation tracks and pre-Med must demonstrate good academic progress or be dismissed from the pre-professional program. The procedures below describe minimal good academic progress.

#### Procedures

- Within the first 60 credits, the student must pass (C or better) the following science courses: BIO103, BIO104, CHEM103, CHEM104.
- If a student does not pass these four courses in a timely manner (i.e., within the first 60 credits), she/he will be removed from the program and counted as a regular Biology major.
- Transfer students who lack any of the courses mentioned (BIO103, BIO104, CHEM103, CHEM104) must complete them within four semesters. Note that a transfer student who needs all four courses will most likely take longer than four years to complete their program at Felician University.

#### **Policy 4.**

Students in pre-professional tracks may change their focus under certain conditions, as outlined below.

#### Procedures

- Students who meet the minimum requirements for articulation programs and pre-Med are free to transfer from one to another with the same minimum requirement. For example, a student with a 3.0 GPA may transfer from PT to Chiropractic.
- Students who meet the minimum criteria stated here, but who do not meet the criteria of the articulation program or medical school, will be advised that they must raise their GPAs and take the required courses for their track in order to be realistic candidates.
- A student who is dismissed from an articulation program may not enter another articulation program that has the same or higher criteria. The student may enter an articulation program with lower criteria, however, if he/she meets the requirements for that other program. For example, a student dismissed from PT with a B- GPA may not transfer to PA, as both tracks have the same minimum requirements of a B. If that student wishes to transfer to MIS, which requires only a B-, that can be done.

#### **Policy 5.**

Students dismissed from, or not accepted into, pre-professional tracks, will have options to remain as science majors.

#### Procedures

- If a student is either not accepted into, or is dismissed from, an articulation program, the student will be able to work toward completing the Biology degree with the aim of applying to professional school during their senior year or after graduation. This is feasible if they can sufficiently improve their GPA by the end of senior year to qualify. Students will be advised of this possibility.
- Students who are dismissed from an articulation program, but who do not wish to continue the Biology major, will be advised of another option, the Natural Sciences and Mathematics major with concentration in General Science.

## Joint Degree Programs

The Department of Natural Sciences administers joint degree programs in Allied Health Technologies (AHT), Medical Imaging Sciences (MIS), and Clinical Laboratory Sciences (CLS). In these programs, students complete three years of general education and science coursework at Felician College and one year of advanced coursework at the Rutgers-SHP, culminating in a jointly-awarded B.S. degree in AHT, MIS, or CLS.

Important objectives of the coursework at Felician are to provide students with the opportunity to develop skills in communication, scientific problem solving, and critical analysis, and to foster an appreciation of Catholic/Franciscan values as they relate to the practitioner of science. Upon successful completion of their Felician coursework, students will be able to demonstrate competence in scientific reasoning and quantitative analysis, critical thinking, and written communication, as well as proficiency in application of fundamental principles and laboratory methods in biology and chemistry. Students will be able to articulate an awareness of the ethical challenges and responsibilities of applying scientific knowledge, the relationship of Franciscan values to professional practice, and the potential contributions of science-related professions to human welfare and sustainability.

Students should declare their intention to pursue a specific joint program as soon as possible within their first year to ensure proper advisement and scheduling of the correct sequence of courses. Note that each program has a minimum GPA as well as other requirements for entry into Rutgers-SHP.

Timely completion of all Joint Degree programs assumes that students enter Felician University with no developmental needs in English or Math.

### MEDICAL IMAGING SCIENCES PROGRAM

The Bachelor of Science degree Medical Imaging Sciences (MIS) is awarded jointly with the Rutgers School of Health Related Professions (Rutgers-SHP) and offers four majors areas of study: Medical Sonography, Nuclear Medicine Technology, Respiratory Therapy and Vascular Technology. The programs are located on the Scotch Plains campus of Rutgers-SHP.

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

#### Medical Sonography

The profession of Diagnostic Medical Sonography includes general sonography, and various subspecialties. The profession requires judgment and the ability to provide appropriate health care services. Sonographers are highly skilled professionals qualified by education to provide patient services using diagnostic techniques under the supervision of a licensed Doctor of Medicine or Osteopathy. The sonographer may provide this service in a variety of medical settings where the physician is responsible for the use and interpretation of appropriate procedures. Sonographers assist physicians in gathering data necessary to reach diagnostic decisions.

The Diagnostic Medical Sonography Program covers both clinical and didactic instruction in abdominal, obstetrical, gynecological and neonatal neurosonography ultrasound. The course of study includes Applied Anatomy and Physiology, Pathophysiology, Ultrasound Physics, Instrumentation and Applied Sonography. Clinical training is provided in active Radiology and Perinatal Testing departments equipped with the most advanced ultrasound equipment.



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

### **Cardiac Sonography**

Cardiac sonography (also known as echocardiography) is the use of ultrasound imaging to view the cardiovascular anatomy in a non-invasive and pain free examination. This safe and convenient method of diagnosis allows the physician to assess the function of the heart in a dynamic way. Cardiac Sonographers are specially trained professionals who are an integral part of the cardiovascular medical management team in today's health care environment. They use sophisticated equipment that acquires two-dimensional images of the heart and Doppler spectral tracings of blood flow to provide an accurate assessment of the patient's condition. They are one of the first lines of diagnosis of cardiovascular conditions and help the physician to guide the patient to the correct path of treatment.

According to the US Department of Labor, employment of cardiac sonographers is expected to grow much faster than average pace through the year 2018. The aging population with its higher incidence of cardiovascular disease will continue to be the driver of demand for the profession. The need for highly trained technologists will also be driven by the advancing technology of cardiac sonography, which is expected to reduce the need for more expensive and risk prone invasive procedures.

The Cardiac Sonography Program covers both clinical and didactic instruction in cardiac ultrasound and non-invasive cardiovascular diagnostic testing. The course of study includes Applied Anatomy and Physiology, Pathophysiology, Ultrasound Physics, Instrumentation and Applied Cardiac Sonography. Clinical training is provided in active Cardiology departments equipped with the most advanced ultrasound equipment.

### **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 ([www.nmtcb.org](http://www.nmtcb.org)) and/or American Registry of Radiologic Technologists ([www.arrt.org](http://www.arrt.org)).

## Vascular Sonography

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

Technologists usually work under the direction of a Vascular Surgeon or Vascular Medicine Specialist. They are most often employed by hospitals but are also employed by private freestanding laboratories or private industry. The tremendous growth in technology and the increasing trend toward non-invasive diagnostics have aroused the need for educated vascular technologists who possess good analytical and technical skills. The constant interaction of technologists with referring physicians and patients necessitates effective communication skills. Throughout the country, the lack of educational programs has restricted entry into this relatively young field of study. Locally and nationally, career opportunities for Vascular Technologists are excellent because of the very real need for highly skilled personnel.

### Medical Imaging Sciences Degree Requirements

1. The first six semesters of liberal study is taken at the partner institution (minimum of 90 semester hours). General education courses lead toward a concentration in biology with requirements in math, physics, chemistry and biology. The clinical track is selected in the late sophomore or early junior year through an application to Rutgers-SHP.
2. Applicants must maintain a minimum GPA of 2.85 and have met or be scheduled to complete all prerequisite requirements prior to the planned date for enrolling in the 4th year specialization coursework. A minimum grade of B- is required for Anatomy and Physiology I and II or the equivalent courses.
3. Students admitted to the 4th year professional phase are selected by an Admissions Committee from among those applicants meeting these minimum standards.
4. APPLICATION DEADLINE: January 15th for September.
5. Students that are in the process of completing courses during the spring semester should submit a letter from their instructor stating their midterm grade for the course. The letter must be on school letterhead and in a sealed school envelope.

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

<b>Required Biology Courses (20 credits)</b>	
BIO 104 General Biology II	4
BIO 202 Microbiology	4
BIO 205 Anatomy & Physiology I	4
BIO 206 Anatomy & Physiology II	4
BIO 405 Genetics	4
BIO 409 Biology Seminar	1
<b>Related Requirements (30 credits)</b>	
CHEM 103 General Chemistry I	5
CHEM 104 General Chemistry II	5
CHEM 201 Organic Chemistry I	4
CHEM 360 Biochemistry	4
MATH 161 Precalculus	4
PHYS 103 General Physics I	4
PHYS 104 General Physics II	4
<b>Professional Courses at Rutgers-SHP (One of the following)</b>	
Medical Sonography (15 months, Full time)	43
Nuclear Medicine Technology (15 months, Full time)	42
Vascular Technology (15 months, Full time)	44

A grade of C is the minimum acceptable for MATH160 College Algebra.

Revised on March 2016

**SUGGESTED COURSE SEQUENCE FOR  
MEDICAL IMAGING SCIENCES MAJORS**

**FIRST YEAR**

COURSE	Fall	CREDITS	COURSE	Spring	CREDITS
FYE100	Freshman Year Exp. I	1 cr.	FYE101	Freshman Year Exp. II	1 cr.
BIO103	Gen. Biology I	4 cr.	BIO104	Gen. Biology II	4 cr.
GECC Area I	Faith & Reason (100-200 level)	3 cr.	GECC Area VII	Statistics I	3 cr.
GECC Area III	ENG 101 College Writing and Research I	3 cr.	GECC Area V	ENG102 College Writing and Research II	3 cr.
GECC Area VI	Intro. to Advance Computer Applications	3 cr.	GECC Area V	LS100- Arch. Of Information	1 cr.
	PSYC101 Intro. To Psychology Liberal Arts Elective # 1 (Required)	3 cr.	GECC Area IV	Critical & Analytical Thinking	3 cr.
			GECC Area II	Ethics, Values & Truth	3 cr.

**SECOND YEAR**

Total		17 cr.	Total		18 cr.
COURSE	Fall	CREDITS	COURSE	Spring	CREDITS
CHEM103	Gen. Chem. I	5 cr.	CHEM104	Gen Chem. II	5 cr.
GECC Area VIII	Global Consciousness #1	3 cr.		Liberal Arts Elective # 2	3 cr.
MATH161	Precalculus	4 cr.	BIO202	Microbiology	4 cr.
BIO205	Anat. & Physiol. I	4 cr.	BIO206	Anat. & Physiol. II	4 cr.
Total		16 cr.			16 cr.

**THIRD YEAR**

COURSE	Fall	CREDITS	COURSE	Spring	CREDITS
CHEM201	Organic Chem. I	4 cr.	CHEM360	Biochemistry	4 cr.
GECC Area III	Comm. & Expression	3 cr.	PHYS104	Gen. Physics II	4 cr.

PHYS103	Gen. Physics I	4 cr.	BIO405	Genetics	4 cr.
	Liberal Arts Elective #3	3 cr.			
GECC Area I	Faith & Reason (300-400 level)	3 cr.	GECC Area VIII	Global Consciousness #2	3 cr.
BIO 409	Biology Seminar	1 cr.			
Total		18 cr.	Total		15 cr.

Updated: March 2016



## **CLINICAL LABORATORY SCIENCE PROGRAM**

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

Students must complete specified degree requirements at Felician University before they can enter the Rutgers-SHP for their professional coursework. Program graduates will receive a B.S. in CLS, with eligibility for national certification, where applicable. Students may attend Felician University on a full- or part-time basis.

### **Medical Laboratory Sciences**

Medical Laboratory Scientists perform a wide variety of laboratory procedures that aid in the diagnosis, treatment, prevention and monitoring of disease. The major areas within this discipline include blood banking, clinical chemistry, hematology, clinical immunology, clinical microbiology, and urinalysis. Many employment opportunities are available in hospital clinical laboratories as well as private and government laboratories, Health Maintenance Organizations (HMO's), pharmaceutical companies, research organizations, and universities.

The curriculum consists of classroom instruction and student laboratory experiences integrated with clinical practice at affiliated clinical laboratories. Additional experiences are provided in laboratory management, education, research, instrumentation, and computers.

The Medical Laboratory Sciences Program is fully accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) (<http://www.naacls.org/>).

### **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 cytological 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) ([www.caahep.org](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 the Rutgers-SHP;
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.
5. Complete an interview with the Cytotechnology Program Director.

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

<b>Required Biology Courses (24 credits)</b>	
BIO 104 General Biology II	4
BIO 202 Microbiology	4
BIO 205 Anatomy & Physiology I	4
BIO 206 Anatomy & Physiology II	4
BIO 310 Cell Biology	3
BIO 403 Immunology (required for MLS; recommended for cytotechnology)	4
<b>BIO 409 Biology Seminar</b>	1
<b>Related Requirements (22 credits)</b>	
CHEM 103 General Chemistry I	5
CHEM 104 General Chemistry II	5
CHEM 201 Organic Chemistry I	4
CHEM 360 Biochemistry	4
MATH 161 Precalculus	4
<b>Professional Courses at Rutgers-SHP (One of the following)</b>	
Cytotechnology (15 months)	
Medical Laboratory Sciences (15 months)	

A grade of C is the minimum acceptable for MATH160 College Algebra.

Revised on April 29, 2014

Senior Year  
At the Rutgers-SHP

- The Cytotechnology track requires Histology, which may be taken at Rutgers
- 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 the following articulated (pre-professional) programs have an opportunity to earn a B.S. in Biology from Felician University and a graduate degree from a cooperating professional school. Felician University provides the necessary sequence of general education and science courses for accelerated entry into the professional school programs.

Important objectives of the coursework at Felician are to provide students with the opportunity to develop skills in communication, scientific problem solving, and critical analysis needed to successfully pursue their graduate programs and professional goals. The pre-professional programs also seek to foster an appreciation of the Catholic/Franciscan values as they related to the practitioner of science. Upon successful completion of their Felician coursework, students will be able to demonstrate competence in scientific reasoning and quantitative analysis, critical thinking, and written communication, as well as proficiency in application of fundamental principles and laboratory methods in biology and chemistry. Students will be able to articulate an awareness of the ethical challenges and responsibilities of applying scientific knowledge, the relationship of Franciscan values to professional practice, and the potential contributions of science-related professions to human welfare and sustainability.

In most of the articulated programs, students take three years of required courses at Felician, with their first year of professional school courses counting toward their fourth year for the B.S. (The exception is Occupational Therapy, which requires a four-year sequence of courses at Felician). An additional 2-3 years at the professional school culminates in the graduate degree (duration depending on whether a Masters or Doctorate is awarded).

Students should declare their intention to pursue a specific articulated program as soon as possible within their first year to ensure proper advisement and scheduling of the correct sequence of courses. Note that each program has a GPA requirement for entry into the cooperating professional school, and may have other qualifications as indicated in the admission details.

Timely completion of all Articulated Programs assumes that students enter Felician University with no developmental needs in English or Math.



## PHYSICAL THERAPY PROGRAM

The Physical Therapy Program is an articulated program sponsored with the Rutgers University School of Health Related Professionals (Rutgers-SHP) and specializes in doctoral-level education for individuals wishing to become physical therapists. Students in the Doctor of Physical Therapy (DPT) program receive state-of-the-art education that prepares them to be in the forefront of the physical therapy profession.

Physical Therapy involves the examination, treatment, and instruction of persons to assess, prevent, and correct physical disability and pain from injury and disease. It includes the planning of treatment and the use of activities and devices for reducing the incidence of movement dysfunction and pain. Physical therapists continue to be in demand throughout the United States. Employment opportunities are available in a wide variety of healthcare settings and geographic locations.

Students in the entry-level component of the Physical Therapy Program spend about three years at Felician University completing 100 credits in the pre-professional component (47 credits in the General Education Curricular Commons and 53 credits in the required departmental core). Students must formally apply for admission for their professional coursework to the Rutgers-SHP Physical Therapy Program. Upon successful completion of their first year of courses (45 credits) at the Rutgers-SHP, Felician University will award a Bachelor of Science degree in Biology. Upon successful completion of the remainder of the required coursework (approximately two additional years), the Rutgers-SHP will award a Doctorate in Physical Therapy (DPT) degree.

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

### Admission Requirements

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

6. Obtain a satisfactory score on all three sections (verbal, quantitative and analytical) of the Graduate Record Examination (GRE);
7. Submit three letters of recommendation, including two from physical therapists; and,
8. Have basic computer literacy, including file management, use of word processing and spreadsheet programs, use of e-mail and the Internet.

### Pre-Professional Requirements

<b>Required Biology Courses (21 credits)</b>	
BIO 104 General Biology II	4
BIO 202 Microbiology	4
BIO 205 Anatomy & Physiology I	4
BIO 206 Anatomy & Physiology II	4
BIO 405 Genetics	4
BIO 409 Biology Seminar	1
<b>Related Requirements (34 credits)</b>	
CHEM 103 General Chemistry I	5
CHEM 104 General Chemistry II	5
CHEM 201 Organic Chemistry I	4
CHEM 360 Biochemistry	4
MATH 161 Precalculus	4
MATH 262 Calculus I	4
PHYS 103 General Physics I	4
PHYS 104 General Physics II	4
<b>Professional Courses at Rutgers-SHP</b>	
Physical Therapy Curriculum (3 years)	

A grade of C is the minimum acceptable for MATH160 College Algebra.

Revised on April 29, 2014

**SUGGESTED COURSE SEQUENCE FOR  
BIOLOGY MAJORS IN THE PHYSICAL THERAPY TRACK  
FIRST YEAR**

Course	Fall	Credits	Course	Spring	Credits
FYE100	Freshman Year Exp. I	1 cr.	FYE101	Freshman Year Exp. II	1 cr.
GECC VII	BIO103 Gen. Biology I	4 cr.	BIO104	Gen. Biology II	4 cr.
GECCI	Faith & Reason (100-200 level)	3 cr.	GECC VII	Statistics I	3 cr.
GECC III	ENG 101 College Writing and Research I	3 cr.	GECC V	ENG102 College Writing and Research II	3 cr.
GECC VI	CS103 Intro. to Advanced Computer Appl.	4 cr.	GECC V	LS100 Arch. Of Information	1 cr.
	Liberal Arts Elective # 1	3 cr.	PSYC101	Intro. To Psychology (LA Elective # 2)	3 cr.
				Liberal Arts Elective # 3	3 cr.
Total		18 cr.	Total		18 cr.

**SECOND YEAR**

COURSE	Fall	CREDITS	COURSE	Spring	CREDITS
CHEM103	Gen. Chem. I	5 cr.	CHEM104	Gen Chem. II	5 cr.
GECC VIII	Global Consciousness #1	3 cr.	GECC II	Ethics, Values & Truth	3 cr.
MATH161	Precalculus	4 cr.	BIO202	Microbiology	4 cr.
BIO205	Anat. & Physiol. I	4 cr.	BIO206	Anat. & Physiol. II	4 cr.
Total		16 cr.	Total		16 cr.

**THIRD YEAR**

COURSE	Fall	CREDITS	COURSE	Spring	CREDITS
CHEM201	Organic Chem. I	4 cr.	CHEM360	Biochemistry I	4 cr.
GECC III	Comm. & Expression	3 cr.	MATH262	Calculus	4 cr.
PHYS103	Gen. Physics I	4 cr.	PHYS104	Gen. Physics II	4 cr.
GECC I	Faith & Reason (300-400 level)	3 cr.	BIO405	Genetics	4 cr.
GECC IV	Critical and Analytical Thinking	3 cr.	GECC VIII	Global Consciousness #2	3 cr.
BIO 409	Biology Seminar	1 cr.			
Total		18 cr.			19 cr.

**FOURTH YEAR**  
At the Rutgers-SHP

## PHYSICIAN ASSISTANT PROGRAM

The Physician Assistant (PA) program is an articulated program sponsored with the Rutgers University School of Health-Related Professions (Rutgers-SHP). Physician Assistants are health care professionals licensed to practice medicine with physician supervision. As part of their comprehensive responsibilities, PAs conduct physical exams, diagnose and treat illnesses, order and interpret tests, counsel on preventive health care, assist in surgery, and in most states write prescriptions. The education of PAs is based on the medical model designed to complement physician training. Upon graduation, Physician Assistants take a national certifying examination developed by the National Commission on Certification of Physician Assistants (<http://www.nccpa.net/>) in conjunction with the National Board of Medical Examiners (<http://www.nbme.org/>).

PAs work in a variety of clinical settings. More than half are employed in one of the primary care fields: family practice, internal medicine, pediatrics, and obstetrics and gynecology. Other popular areas of practice include surgery and emergency medicine.

Students in the entry-level component of the Physician Assistant Program spend about three years at Felician University completing 99 credits in the pre-professional component (47 credits in the General Education Curricular Commons and 52 credits in the required departmental core). Students must formally apply for admission for their professional coursework to the Rutgers-SHP Physician Assistant Program. Upon successful completion of their first year of courses at the Rutgers-SHP, Felician University will award a Bachelor of Science degree in Biology. Upon successful completion of the remainder of the required coursework, the Rutgers-SHP will award a Master of Science in Physician Assistant Studies.

### Admission Requirements

#### **General Information:**

The admissions committee at Rutgers thoroughly reviews each application and only the most competitive applicants are invited for an interview.

**Applications:** Applications are submitted directly to the PA Program by June 1 of the calendar year prior to matriculation. When initially screening applications, the committee looks for evidence of the following:

1. ability to handle a rigorous science course load as demonstrated by the applicant's previous coursework and GPA
2. prior healthcare experience
3. familiarity with the PA profession as evidenced by exposure to PAs through programs such as PA shadowing
4. a commitment to community service

**GPA:** The applicant must have an overall and science grade point average of no less than 3.2 (on a scale where 4.0 equals A.)

**SAT/GRE:** SAT scores should be submitted directly to the PA Program. The SAT Designated Institution Code is 2765. GRE scores are not required.

**Prerequisite coursework:** If any of the prerequisite courses have been satisfied by taking a CLEP exam, the scores should be submitted directly to the PA Program. The CLEP Designated Institution Code is 2145. All foreign transcripts must be evaluated by an evaluation agency.

**Recommendations:** Three completed Recommendation Forms (provided in Application package) are required. Applicants should seek recommendations from individuals who are thoroughly familiar with the candidate's academic ability, their work ethic and professionalism, and their general characteristics. Examples

may be an instructor, a previous employer or volunteer supervisor, a community leader, etc. Many of our more highly competitive applicants have recommendations by healthcare providers such as physicians and PAs.

*Please note that the Waiver of Access statement on the recommendation form must be signed by the applicant.*

**Healthcare Experience:** Patient contact is required. The Program has not established a minimum number of hours of healthcare experience, but the most competitive applicants will be able to document experience working directly with patients. Examples of the types of experiences that are recommended include, but are not limited to, medical assistants, nursing assistants/aides, nurses, EMTs, patient care technicians, physical therapy assistants, hospice volunteers, etc.

**PA Shadowing:** It is important that applicants spend time with PAs to ensure a sufficient understanding of the PA role in the delivery of healthcare. Therefore, applicants to the PA Program must be able to demonstrate familiarity with the PA profession through direct experience. This can be accomplished by either shadowing PAs in practice or working alongside PAs.

**Interviews:** Interviews will be conducted in June-July. Only the most competitive applicants will be interviewed. The determination is made following an initial screening by the Admissions Committee. The interview will serve to identify qualities, such as communication skills, motivation, and general interpersonal skills. The applicant should demonstrate a clear understanding of the PA role and how it fits into the applicant's career goals. The applicant is reminded that competition is very keen for the available spaces.

**Acceptances:** Final notices of acceptance will be made by September 1st of the year prior to enrollment. Commencement of studies at the PA Program is contingent upon completion of all required coursework and maintaining a minimum overall GPA of 3.2.

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

## Major Requirements

<b>Required Pre-Professional Core (54 credits)</b>	
BIO 104 General Biology II	
BIO 205 Anatomy & Physiology I	
BIO 206 Anatomy & Physiology II	
BIO 310 Cell Biology	
BIO 403 Immunology	
BIO 405 Genetics	
BIO 409 Biology Seminar	
CHEM 103 General Chemistry I	
CHEM 104 General Chemistry II	
CHEM 201 Organic Chemistry I	
CHEM 360 Biochemistry	
PHYS 103 Physics I	
PHYS 104 Physics II	
MATH 161 Precalculus	
<b>Professional Courses at Rutgers-SHP</b>	
Physician's Assistant Program (3 years)	

A grade of C is the minimum acceptable for MATH160 College Algebra.  
Revised on April 30, 2014

## SUGGESTED COURSE SEQUENCE FOR BIOLOGY MAJORS IN THE PHYSICIAN ASSISTANT TRACK

### SUGGESTED COURSE SEQUENCE FOR BIOLOGY MAJORS IN THE PHYSICIAN ASSISTANT TRACK FIRST YEAR

COURSE	Fall	CREDITS	COURSE	Spring	CREDITS
FYE100	Freshman Year Exp. I	1 cr.	FYE101	Freshman Year Exp. II	1 cr.
GECC VII	BIO103 Gen. Biology I	4 cr.	BIO104	Gen. Biology II	4 cr.
GECC I	Faith & Reason (100-200 level)	3 cr.	MATH122	Statistics I	3 cr.
GECC III	ENG 101 College Writing and Research I	3 cr.	GECC V	ENG 102 College Writing and Research II	3 cr.
GECC VII	MATH 161 Precalculus	4 cr.	GECC V	LS 100 Arch. Of Informa- tion	1 cr.
			PSYC101	Intro. To Psychology (LA Elective # 1)	3 cr.
			GECC III	Comm. And Expression	3 cr.
Total		15 cr.	Total		18 cr.

### SECOND YEAR

COURSE	Fall	CREDITS	COURSE	Spring	CREDITS
CHEM103	Gen. Chem. I	5 cr.	CHEM104	Gen Chem. II	5 cr.
GECC VIII	Global Consciousness #1	3 cr.	GECC II	Ethics, Values & Truth	3 cr.
GECC VI	CS 103 Intro. Advanced Computer Appl.	4 cr.	BIO202	Microbiology	4 cr.
BIO205	Anat. & Physiol. I	4 cr.	BIO206	Anat. & Physiol. II	4 cr.
PHYS103	General Physics I	4 cr.	PHYS104	General Physics II	4 cr.
Total		20 cr.	Total		20 cr.

### THIRD YEAR

COURSE	Fall	CREDITS	COURSE	Spring	CREDITS
CHEM201	Organic Chem. I	4 cr.	CHEM360	Biochemistry I	4 cr.
BIO403	Immunology	4 cr.		Liberal Arts Elective # 3	3 cr.
GECC IV	Critical & Analytical Think- ing	3 cr.	BIO310	Cell Biology	3 cr.
GECC I	Faith & Reason (300-400 level)	3 cr.	BIO405	Genetics	4 cr.

	Liberal Arts Elective # 2	3 cr.		GECC VIII	Global Consciousness #2	3 cr.
BIO409	Biology Seminar	1 cr.				
Total		18 cr.		Total		17 cr.
<b>FOURTH YEAR- RUTGERS -SHP</b>						

Note: MATH 160 University Algebra or its equivalent must be completed before MATH161 Precalculus.

Updated: March 2016





## PODIATRY PROGRAM

The Podiatry Program is an articulated program between Felician University and the New York College of Podiatric Medicine in Manhattan (<http://www.nycpm.edu/>).

A Podiatrist is able to prevent, diagnose, and treat disorders of the foot and ankle. The foot is often the first area to manifest symptoms of serious conditions, such as diabetes and cardiovascular disease, and the podiatrist is often the first to detect symptoms of these disorders and thus becomes a vital member of the healthcare team.

Students in the entry level components of the program spend about three years at Felician University completing 96 credits in the pre-professional component (47 credits in the General Education Curricular Commons, and 49 credits in the required pre-professional Core). Students must complete their coursework at Felician University with a 3.000 GPA and earn a minimum of “C” in all specified science courses. Students can make an application to the New York College of Podiatric Medicine one year prior to their desired term of entry into the Podiatry program. Upon successful completion of their first year of courses at the New York College of Podiatric Medicine, Felician University will award the Bachelor of Science degree in Biology. Upon completion of the remainder of the required coursework (approximately three additional years), the New York College of Podiatric Medicine will award the degree of Doctor of Podiatric Medicine (DPM).

### Degree Requirements

All students must:

1. Maintain a minimum overall GPA of 3.000 and a minimum grade of “C” in all math and science courses;
2. Attain MCAT scores at least equal to NYCPM’s current minimum;
3. Secure a satisfactory evaluation in a personal interview; and
4. Submit three favorable letters of recommendation.

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

## Pre-Professional Requirements

<b>Required Biology Courses (21 credits)</b>	
BIO 104 General Biology II	4
BIO 202 Microbiology	4
BIO 205 Anatomy & Physiology I	4
BIO 206 Anatomy & Physiology II	4
BIO 405 Genetics	4
BIO 409 Biology Seminar	
<b>Related Requirements (30 credits)</b>	
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
PHYS 103 General Physics I	4
PHYS 104 General Physics II	4
<b>Professional Courses at New York College of Podiatric Medicine</b>	
Podiatry Curriculum (4 years)	

A grade of C is the minimum acceptable for MATH160 College Algebra.

Revised on April 29, 2014

**SUGGESTED COURSE SEQUENCE FOR  
BIOLOGY MAJORS IN THE PODIATRY TRACK  
FIRST YEAR**

<b>COURSE</b>	<b>Fall</b>	<b>CREDITS</b>	<b>COURSE</b>	<b>Spring</b>	<b>CREDITS</b>
FYE100	Freshman Year Exp. I	1 cr.	FYE101	Freshman Year Exp. II	1 cr.
GECC VII	BIO103 Gen. Biology I	4 cr.	BIO104	Gen. Biology II	4 cr.
GECC I	Faith & Reason (100-200 level)	3 cr.	GECC VI	MATH 122 Statistics I	3 cr.
GECC III	ENG 101 College Writing and Research I	3 cr.	GECC V	ENG 102 College Writing and Research II	3 cr.
GECC VI	CS 103 Intro. Advanced Computer Applications	4 cr.	GECC V	LS 100 Arch. Of Information	1 cr.
PSYC101	Introduction to Psychology (LA Elective # 1)			Liberal Arts Elective # 2	3 cr.
			GECC IV	Critical & Analytical Thinking	3 cr.
Total		15 cr.	Total		18 cr.

**SECOND YEAR**

<b>COURSE</b>	<b>Fall</b>	<b>CREDITS</b>	<b>COURSE</b>	<b>Spring</b>	<b>CREDITS</b>
CHEM103	Gen. Chem. I	5 cr.	CHEM104	Gen Chem. II	5 cr.
GECC VIII	Global Consciousness #1	3 cr.	GECC II	Ethics, Values & Truth	3 cr.
MATH161	Precalculus	4 cr.	BIO202	Microbiology	4 cr.
BIO205	Anat. & Physiol. I	4 cr.	BIO206	Anat. & Physiol. II	4 cr.
Total		16 cr.	Total		16 cr.

**THIRD YEAR**

<b>COURSE</b>	<b>Fall</b>	<b>CREDITS</b>	<b>COURSE</b>	<b>Spring</b>	<b>CREDITS</b>
CHEM201	Organic Chem. I	4 cr.	CHEM202	Organic Chemistry II	4 cr.
GECC III	Comm. & Expression	3 cr.	PSYC101	Intro. To Psychology	3 cr.
PHYS103	Gen. Physics I	4 cr.	PHYS104	Gen Physics II	4 cr.
GECC I	Faith & Reason (300-400 level)	3 cr.	BIO405	Genetics	4 cr.
	Liberal Arts Elective # 3	3 cr.	GECC VIII	Global Consciousness #2	3 cr.
BIO 409	Biology Seminar	1 cr.			
Total		18 cr.			18 cr.

**FOURTH YEAR- at NYCPM (4 years)**

## CHIROPRACTIC PROGRAM

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

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

One of the fastest-growing health professions, chiropractic increasingly finds itself managing patient care through collaborative partnerships with other essential health care professionals. Students in the entry level component of the chiropractic program spend about three years at Felician University completing 100 credits in the pre-professional component (47 credits in the General Education Curricular Commons curriculum and 53 credits in the required pre-professional Core).

Students must apply for admission for their professional coursework at the New York Chiropractic University. Applicants must have a 3.000 GPA.

Upon successful completion of their first year of courses at NYCC, Felician University will award the Bachelor of Science degree in Biology. Upon completion of the remainder of the required coursework (approximately two years) NYCC will award the degree of Doctor of Chiropractic (DC).

### Degree Requirements

All students must:

1. Maintain a minimum overall GPA of 3.000 and a minimum grade of “C” in all math and science courses;
2. Notify NYCC of their intent to pursue the Chiropractic Program no later than the end of their first year of studies at Felician University;
3. Provide three letters of recommendation (including at least one from a Doctor of Chiropractic); and
4. Participate in an admissions interview.

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

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

## Major Requirements

<b>Required Pre-Professional Core (47 credits)</b>	
BIO 104 General Biology II	4
BIO 205 Anatomy & Physiology I	4
BIO 206 Anatomy & Physiology II	4
BIO 405 Genetics	4
BIO 409 Biology Seminar	1
CHEM 103 General Chemistry I	5
CHEM 104 General Chemistry II	5
CHEM 201 Organic Chemistry I	4
CHEM 360 Biochemistry <b>OR</b> CHEM 202 Organic Chemistry II	4
MATH 161 Precalculus	4
PHYS 103 General Physics I	4
PHYS 104 General Physics II	4
<b>Professional Courses at NYCC</b>	
Chiropractic Curriculum (3+ years)	

A grade of C is the minimum acceptable for MATH160 College Algebra.  
Revised on April 30, 2014



SUGGESTED COURSE SEQUENCE FOR  
BIOLOGY MAJORS IN THE CHIROPRACTIC TRACK  
**FIRST YEAR**

COURSE	Fall	CREDITS	COURSE	Spring	CREDITS
FYE100	Freshman Year Exp. I	1 cr.	FYE101	Freshman Year Exp. II	1 cr.
GECC VII	BIO 103 Gen. Biology I	4 cr.	BIO104	Gen. Biology II	4 cr.
GECC I	Faith & Reason (100-200 level)	3 cr.	GECC VII	MATH 122 Statistics I	3 cr.
GECC III	ENG 101 Strat. In Research & Rhet I	3 cr.	GECC V	ENG 102 Strat. In Research & Rhet. II	3 cr.
GECC VI	CS 103 Intro. TO Advanced Computer Appl.	4 cr.	GECC V	LS 100 Arch. Of Information	1 cr.
			GECC IV	Critical & Analytical Thinking	3 cr.
				Liberal Arts Elective # 1	3 cr.
Total		15 cr.	Total		18 cr.

**SECOND YEAR**

COURSE	Fall	CREDITS	COURSE	Spring	CREDITS
CHEM103	Gen. Chem. I	5 cr.	CHEM104	Gen Chem. II	5 cr.
GECC VIII	Global Consciousness #1	3 cr.	GECC II	Ethics, Values & Truth	3 cr.
MATH161	Precalculus	4 cr.	BIO202	Microbiology	4 cr.
BIO205	Anat. & Physiol. I	4 cr.	BIO206	Anat. & Physiol. II	4 cr.
Total		16 cr.			16 cr.

**THIRD YEAR**

COURSE	Fall	CREDITS	COURSE	Spring	CREDITS
CHEM201	Organic Chem. I	4 cr.	CHEM	Biochemistry or Org. Chem. II	4 cr.
GECC III	Comm. & Expression	3 cr.	PSYC101	Intro. To Psychology	3 cr.
PHYS103	Gen. Physics I	4 cr.	PHYS104	Gen. Physics II	4 cr.
GECC I	Faith & Reason (300-400 level)	3 cr.	BIO405	Genetics	4 cr.
	Liberal Arts Elective # 2	3 cr.	GECC VIII	Global Consciousness #2	3 cr.
BIO 409	Biology Seminar	1 cr.			
Total		18 cr.			18 cr.

**FOURTH YEAR- Begin 3+ yrs. at NYCC**

Updated: March 2016



## AUDIOLOGY PROGRAM

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

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

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

Students in the entry level component of the program spend about three years at Felician University completing 99 credits in the pre-professional component (50 credits in the General Education Curricular Commons, and 49 credits in the required pre-professional Core). Students must complete their coursework at Felician College with a 3.000 GPA and earn a minimum of “C” in all specified science courses.

Students must apply for admission for their professional coursework to Bloomsburg University of Pennsylvania one year prior to their desired term of entry into the Audiology Program.

Upon successful completion of their first year of courses at Bloomsburg University of Pennsylvania, Felician University will award the Bachelor of Science degree in Biology. Upon completion of the remainder of the coursework (approximately three additional years), Bloomsburg University of Pennsylvania will award the degree of Doctor of Audiology (Au.D.).

### Degree Requirements

All students must:

1. Maintain a minimum overall GPA of 3.000 and a minimum grade of “C” in all math and science courses;
2. Notify 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 University;
3. Provide three letters of recommendation;
4. Submit GRE scores, TOEFL scores (for international students), a program application letter; and
5. Participate in an admissions interview.

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



## Major Requirements

<b>Required Pre-Professional Core (47 credits)</b>	
BIO 104 General Biology II	4
BIO 205 Anatomy & Physiology I	4
BIO 206 Anatomy & Physiology II	4
BIO 405 Genetics	4
BIO 409 Biology Seminar	1
CHEM 103 General Chemistry I	5
CHEM 104 General Chemistry II	5
CHEM 201 Organic Chemistry I	4
CHEM 360 Biochemistry <b>OR</b> CHEM 202 Organic Chemistry II	4
MATH 161 Precalculus	4
PHYS 103 General Physics I	4
PHYS 104 General Physics II	4
<b>Professional Courses at Bloomsburg Univ. of Pennsylvania</b>	
Audiology Curriculum (4 years)	

A grade of C is the minimum acceptable for MATH160 College Algebra.  
Revised on April 30, 2014



SUGGESTED COURSE SEQUENCE FOR  
BIOLOGY MAJORS IN THE AUDIOLOGY TRACK  
**FIRST YEAR**

COURSE	Fall	CREDITS	COURSE	Spring	CREDITS
FYE100	Freshman Year Exp. I	1 cr.	FYE101	Freshman Year Exp. II	1 cr.
GECC VII	BIO 103 Gen. Biology I	4 cr.	BIO104	Gen. Biology II	4 cr.
GECC I	Faith & Reason (100-200 level)	3 cr.	GECC VII	MATH 122 Statistics I	3 cr.
GECC III	ENG 101 College Writing and Research I	3 cr.	GECC V	ENG 102 College Writing and Research II	3 cr.
GECC VI	CS 103 Intro.to Advanced Computer Appl.	4 cr.	GECC V	LS 100 Arch. Of Information	1 cr.
			GECC IV	Critical & Analytical Thinking	3 cr.
				Liberal Arts Elective # 1	3 cr.
Total		15 cr.	Total		18 cr.

**SECOND YEAR**

COURSE	Fall	CREDITS	COURSE	Spring	CREDITS
CHEM103	Gen. Chem. I	5 cr.	CHEM104	Gen Chem. II	5 cr.
GECC VIII	Global Consciousness #1	3 cr.	GECC 11	Ethics, Values & Truth	3 cr.
MATH161	Precalculus	4 cr.	BIO202	Microbiology	4 cr.
BIO205	Anat. & Physiol. I	4 cr.	BIO206	Anat. & Physiol. II	4 cr.
Total		16 cr.	Total		16 cr.

**THIRD YEAR**

COURSE	Fall	CREDITS	COURSE	Spring	CREDITS
CHEM201	Organic Chem. I	4 cr.	CHEM	Biochemistry or Org. Chem. II	4 cr.
GECC III	Comm. & Expression	3 cr.	PSYC101	Intro. To Psychology (LA Elective # 3)	3 cr.
PHYS103	Gen. Physics I	4 cr.	PHYS104	Gen. Physics II	4 cr.
GECC I	Faith & Reason (300-400 level)	3 cr.	BIO405	Genetics	4 cr.
	Liberal Arts Elective # 2	3 cr.	GECC VIII	Global Consciousness #2	3 cr.
BIO 409	Biology Seminar	1 cr.	Total		
Total		18 cr.			18 cr.

**FOURTH YEAR** - Begin 4 years at Bloomsburg University, PA.

Updated: March 2016



## OCCUPATIONAL THERAPY PROGRAM

Felician University and The Sage College School of Health Sciences have developed a collaborative agreement to provide qualified students from Felician University who wish to pursue an MS in Occupational Therapy (OT) from the Sage Graduate Schools (SGS) preferred early admission as indicated below. Sage has developed a partnership agreement with Felician University to offer preferred acceptance to the Sage graduate program in Occupational Therapy for qualified students. These agreements provide for:

1. Preferred acceptance (on a space available basis) into the Occupational Therapy Program for students who have completed OT Program course prerequisites, after initial advisement and interview, and with completed application;
2. Waiver of Sage Graduate School application fee;
3. Priority review of application (to be considered application must be postmarked June 1 of year preceding graduation);
4. Advisement to coordinate undergraduate electives and coursework to address OT Program prerequisites; and
5. Opportunity to apply early for graduate assistantships.

Qualified students will:

1. Earn a baccalaureate degree prior to entering the MS in OT Program;
2. Maintain a minimum overall 3.25 GPA in their undergraduate programs and OT Program prerequisite courses; and
3. Document completion of clinical observation hours under the supervision of an occupational therapist.

To guarantee placement in the OT Program students agree to submit the following information:

By **June 1** of the year preceding graduation from Felician University

1. Submit completed Graduate application packet with supplemental documents (fee waived): current resume, clinical observation form, program prerequisites record, OT program academic standards statement, & career goals statement/ personal essay.

*Forms can be found at:*

[http://www.sage.edu/academics/health\\_sciences/programs/occupational\\_therapy/admission/](http://www.sage.edu/academics/health_sciences/programs/occupational_therapy/admission/)

Mail to: **The Sage Graduate Schools**  
Office of Admission  
45 Ferry Street  
Troy NY 12180

2. Email the OT Department, [sageot@sage.edu](mailto:sageot@sage.edu), and Sage Graduate School Admissions, [sgsadm@sage.edu](mailto:sgsadm@sage.edu), indicating application has been submitted via Articulation Agreement with indicated school.
3. Submit official transcripts from all college institutions attended
4. Submit one letter of reference from the Felician University psychology or sociology faculty, or equivalent faculty representative.

Within 30 Days of Acceptance:

5. Make enrollment deposit of \$50 (non-refundable, though to be applied toward graduate tuition)

Upon Graduation from Felician University:

6. Submit official transcripts documenting completion of undergraduate degree and OT Program prerequisite courses
7. Submit Clinical Observation Document: 20 hours of clinical observation with an occupational therapist



**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

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 2016)

<b>FIRST YEAR</b>					
<b>COURSE</b>	<b>Fall</b>	<b>CREDITS</b>	<b>COURSE</b>	<b>Spring</b>	<b>CREDITS</b>
FYE100	Freshman Year Exp. I	1 cr.	FYE101	Freshman Year Exp. II	1 cr.
GECC VII	BIO 103 Biology I	4 cr.	BIO104	Gen. Biology II	4 cr.
GECC VII	MATH 160 College Algebra	4 cr.	GECC I	Faith & Reason (100-200 Level)	3 cr.
GECC III	ENG 101 College Writing and Research I	3 cr.	GECC V	ENG 102 College Writing and Research II	3 cr.
GECC III	Communications & Expression	3 cr.	GECC V	LS 100 Arch. Of Information	1 cr.
			GECC VI	CS 103 Introduction to Advanced Computer Applications	3 cr.
Total		15 cr.	Total		15 cr.
<b>SECOND YEAR</b>					
<b>COURSE</b>	<b>Fall</b>	<b>CREDITS</b>	<b>COURSE</b>	<b>Spring</b>	<b>CREDITS</b>
CHEM 103	Gen. Chem. I	5 cr.	CHEM 104	Gen Chem. II	5 cr.
GECC VII I	Global Consciousness #1	3 cr.	GECC II	Ethics, Values & Truth	3 cr.
MATH161	Precalculus	4 cr.	BIO206	Anatomy & Physiology II	4 cr.
BIO 205	Anatomy & Physiology I	4 cr.	PSYC 101	Introduction to Psychology (LA Elective # 1)	3 cr.
Total		16 cr.	Total		15 cr.

<b>THIRD YEAR</b>					
<b>COURSE</b>	<b>Fall</b>	<b>CREDITS</b>	<b>COURSE</b>	<b>Spring</b>	<b>CREDITS</b>
CHEM 201	Organic Chem. I	4 cr.	CHEM 202	Organic Chem. II	4 cr.
HYS 103	General Physics I	4 cr.	BIO 202	Microbiology	4 cr.
PSYC 105	Life Span Development (LA Elective # 2)	3 cr.	BIO 409	Biology Seminar	1 cr.
GECC I	Faith & Reason (300-400 level)	3 cr.	PHYS 104	General Physics II	4 cr.
GECC IV	Critical & Analytical Thinking	3 cr.	GECC VII I	Global Conscious- ness #2	3 cr.
Total		17 cr.	Total		16 cr.
<b>FOURTH YEAR</b>					
<b>COURSE</b>	<b>Fall</b>	<b>CREDITS</b>	<b>COURSE</b>	<b>Spring</b>	<b>CREDITS</b>
SOC 101	Principles of Sociology ( LA Elective # 1)	3 cr.	BIO	Biology Elective	3/4 cr.
BIO450	Undergrad. Res. I	2 cr.	BIO451	Undergrad. Res. II	2 cr.
PSYCH 303	Statistics for Psych Res.	3 cr.	BIO405	Genetics	4 cr.
BIO	Biology Elective	3/4 cr.	PSYCH 406	Abnormal Psychology	3 cr.
	Liberal Arts Elective # 2	3 cr.		Liberal Arts Elective # 3	3 cr.
Total		14/15 cr.	Total		15/16 cr.



## CHEMISTRY (CHEM)

The discipline of chemistry provides courses for students with varying backgrounds in science. Students are given the opportunity to choose from a range of chemistry courses to meet their personal and professional needs. All chemistry courses provide the student with fundamental chemistry theory and knowledge by combining lecture material with laboratory experience.

### Chemistry Minor

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

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

The specific requirements are as follows:

CHEM 103	General Chemistry I (Lecture/Lab)	5 credits
CHEM 104	General Chemistry II (Lecture/Lab)	5 credits
CHEM 201	Organic Chemistry I (Lecture/Lab)	4 credits
CHEM 303	Analytical Chemistry I (Lecture/Lab)	4 credits

Electives (at least one course from the following):

CHEM 202	Organic Chemistry II (Lecture/Lab)	4 credits
BIO/CHEM 360	Biochemistry I (Lecture/Lab)	4 credits
BIO/CHEM 361	Biochemistry II (Lecture)	3 credits

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.

### Concentration in Biochemistry

Please refer to the Biology section in this catalog for information on the concentration in Biochemistry.

**CHEM 101**  
**Our Chemical World**  
**4 Credits**

An introductory chemistry course for no science majors. The course is designed for students with no, or limited, exposure to chemistry. The focus will be on the study of chemical

principles, with special emphasis placed on providing an understanding of how these specific principles, and chemistry in general, relate to the non-scientist. This is done by addressing the chemistry involved with common materials such as: plastics and polymers, cosmetics/medicines/drugs, food /nutrition, pollution/environment, batteries/ fuel/nuclear power, and soaps/detergents. The laboratory provides hands on experiments designed to illustrate the principles and the utility of the chemistry discussed in lecture. 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. (fall)

*Prerequisite:* Grade of “C” or higher in MATH 002 or equivalent

**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. Problem solving techniques are stressed.

Three lectures and one 2 ½ hour laboratory session weekly. (fall)

*Prerequisites:* Grade of “C” or higher in high-school chemistry or CHEM 105; MATH 160 (College Algebra) or higher; EN 002 with a minimum of “C”

**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:* Grade of “C” or higher in CHEM 103

**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 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 250**  
**Special Topics in Chemistry**  
**3 credits**

**CHEM 255**  
**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)

*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 201 with a minimum grade of "C"; CHEM 202 strongly recommended

**BIO/CHEM 361**  
**Biochemistry II**  
**3 credits**

This course is a continuation of Biochemistry I. It is an extensive study of the metabolic processes used to maintain life. Differences in pathways utilized by different organisms are examined, as well as some processed in plant and microorganisms. Two lectures weekly. (Fall) *Prerequisite:* BIO/CHEM 360 with a minimum grade of "C".

**CHEM 350**  
**Advanced Special Topics in Chemistry**  
**3 credits**

**CHEM 355**  
**Advanced Special Topics in Chemistry**  
**with Lab Component**  
**4 credits**

**CHEM 452**  
**Internship in Chemistry**  
**3 credits**

This course offers Chemistry majors the opportunity to work in the field of chemistry for a minimum of 120 hours during the semester. Students must complete all paperwork to register for the Internship at least one semester before; students will meet with the Career Center and complete the application that will be sent to their advisor and site supervisor. This application will then be filed in the Career Center. Students must register for the class with the Registrar as well. They will be required to write a paper that is relevant to the Internship and maintain a journal that reflects their experience; the site supervisor will complete an evaluation form on their performance. This is a Pass/Fail course. (as needed)  
*Prerequisite:* Junior or senior status in the Chemistry Program

## **COMMUNICATIONS (COMM)**

The Bachelor of Arts program of the Department of Communications provides students with two pathways through which to engage the world: journalism/media and digital video making. Students in a particular concentration may, and are encouraged to, take courses in the other concentration in order to enhance their experience. Graduates in the Communications major at Felician University will be able to:

- Demonstrate proficiency in critical thinking, clear and precise oral and written communication, and integration of knowledge and skills from courses both inside and outside of the department;
- Demonstrate proficiency in both traditional and electronic resources, and apply and demonstrate this proficiency in original work of a fictional or a documentary nature, either visual or journalistic;
- Articulate the media's power to enhance and to obstruct the lives of the individual and society, and demonstrate a willingness to embrace those positive influences of the media and to expose those which are harmful.

Introductory level courses in each concentration provide thorough introductions to the specific fields for majors, minors, and students from other fields as well. Upper level courses challenge students to apply the basic knowledge gained through the introductory courses in carefully designed areas of specialization. The course sequence within each track culminates with a Senior Capstone Project, which is designed by the individual student with the guidance of a full-time member of the department's faculty, and which will bring into clear focus the student's expertise in his/her field, incorporate the knowledge and skills gained from courses outside the department, and reflect the student's embrace of Franciscan values and the College's mission.

### **Journalism/Media Concentration**

This concentration explores the historical and societal roles the media have played and continue to play in the world. Emphasis is placed on the development, production, and distribution of media in its various forms, especially print, broadcast, and internet journalism.

### **Video Making Concentration**

Students in this concentration explore the history, aesthetics, and technology of visual storytelling while mastering the skills needed to write, produce, tape, and edit their own videos whether fiction or non-fiction.

### **Theater Studies (Minor)**

**The Joint minor in Theater Studies is offered by the Department of Communications and the Department of English and Foreign Languages**

In this minor the student explores theater as a practical craft and an intellectual discipline combining the hands-on courses of the Department of Communication's Theater Concentration with the in-depth studies of specific playwrights and of periods in dramatic styles of specific periods of theater history in courses offered by the Department of English and Foreign Languages.

The minor requires the completion of eighteen (18) credits, 9 from the Department of Communications and 9 from the Department of English and Foreign Languages:

COMM 140 Introduction to Theater  
COMM 247 Acting I

ENG 215 The Drama  
ENG 315 Shakespeare

COMM 248 Acting II

ENG 395 Modern Drama  
ENG 396 Contemporary Drama

Please refer to page 297 for information on the minor in Theater Studies.

**COMMUNICATIONS MAJOR**

**Required Courses** for all majors (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.

All majors select between two concentrations:

**Journalism/Media Concentration**

*Required Courses* (18 credits) selected from: COMM 103 Public Speaking; COMM 110 Writing for Print and Broadcast Media; COMM 210 Journalism; COMM 215 Broadcast Journalism; COMM 226 History of Broadcasting; COMM 240 Videomaking I; COMM 241 Videomaking II; COMM 301 Standards and Practices in Journalism and the Media; COMM 310 Investigative Journalism; COMM 341 Videomaking III; COMM 452 Internship in Communications.

*Related Requirements* (9 credits): ART 151 Prehistoric to Medieval Art *or* ART 152 Renaissance to Post-Modern Art; ENG or HIST elective selected with Faculty Advisor; PHIL 260 Philosophy of Art.

**Videomaking Concentration**

*Required Courses* (18 credits): COMM 230 Screenwriting I; COMM 231 Screenwriting II; COMM 240 Videomaking I; COMM 241 Videomaking II; COMM 316 Seminar in Broadcasting; COMM 341 Videomaking III; COMM 452 Internship in Communications.

*Related Requirements* (9 credits): ART 151 Prehistoric to Medieval Art *or* ART 152 Renaissance to Post-Modern Art; ENG 372 Cinema and Literature; PHIL 260 Philosophy of Art

**FOUR YEAR SUGGESTED COURSE SEQUENCE FOR COMMUNICATIONS  
MAJORS  
(JOURNALISM/MEDIA CONCENTRATION)**

**First Year**

Course	Credits	Course	Credits
COMM 106 Mass Media	3	COMM 120 Film Analysis	3
GECC Area I – Faith & Reason 100/200	3	Major Related Requirement 1	3
GECC Area III – ENG-101: Col- lege Writing and Research I	3	GECC Area V – ENG-102: Col- lege Writing and Research II	3
GECC Area VII – College Level Math	3	GECC Area V – LS-100: Architec- ture of Information	1
GECC Area VI – CS-103: Introduc- tion to Advanced Computer Ap- plications	3	GECC Area IV – Critical & Analyt- ical Thinking	3
FYE 100	1	FYE 101	1
<b>TOTAL</b>	<b>16</b>		<b>14</b>

**Second Year**

Course	Cred- its	Course	Credits
COMM 221 History of the Mo- tion Picture – Fiction Films	3	COMM 222 History of the Motion Picture – Documentary Films	3
COMM – Major Elective 1	3	COMM – Major Elective 2	3
GECC Area II – Ethics, Values, and Truth	3	Major Related Requirement 2 (PHIL 260)	3
GECC Area III – Communication & Expression	3	GECC Area VIII – Global Con- sciousness	3
GECC Area VII – Lab Science	4	GECC Liberal Arts Concentration 1	3
<b>TOTAL</b>	<b>16</b>	<b>TOTAL</b>	<b>15</b>

**Third Year**

Course	Cred- its	Course	Credits
COMM – Major Elective 3	3	COMM – Major Elective 5	3

COMM – Major Elective 4	<b>3</b>
Major Related Requirement 3 (ENG 372)	<b>3</b>
GECC Area I – Faith & Reason 300/400	<b>3</b>
GECC Liberal Arts Concentration 2	<b>3</b>
<b>TOTAL</b>	<b>15</b>

COMM – Major Elective 6	<b>3</b>
GECC Area VIII – Global Con- sciousness	<b>3</b>
GECC Liberal Arts Concentration 3	<b>3</b>
Free Elective (or Minor or Co-Ma- jor)	<b>3</b>
<b>TOTAL</b>	<b>15</b>

#### Fourth Year

Course	Credits
COMM 452 Internship in Com- munications	<b>3</b>
Free Elective (or Minor or Co-Ma- jor)	<b>3</b>
Free Elective (or Minor or Co-Ma- jor)	<b>3</b>
Free Elective (or Minor or Co-Ma- jor)	<b>3</b>
Free Elective (or Minor or Co-Ma- jor)	<b>3</b>
<b>TOTAL</b>	<b>15</b>

Course	Credits
COM 460 Senior Project	<b>3</b>
Free Elective (or Minor or Co-Ma- jor)	<b>3</b>
Free Elective (or Co-Major)	<b>3</b>
Free Elective (or Co-Major)	<b>3</b>
Free Elective (or Co-Major)	<b>3</b>
<b>TOTAL</b>	<b>15</b>

**FOUR YEAR SUGGESTED COURSE SEQUENCE  
FOR COMMUNICATIONS MAJORS  
(VIDEOMAKING CONCENTRATION)**

**First Year**

Course	Credits	Course	Credits
COMM 106 Mass Media	3	COMM 120 Film Analysis	3
GECC Area I – Faith & Reason 100/200	3	Major Related Requirement 1 (Art History)	3
GECC Area III – ENG-101: Col- lege Writing and Research I	3	GECC Area V – ENG-102: Col- lege Writing and Research II	3
GECC Area VII – College Level Math	3	GECC Area V – LS-100: Architec- ture of Information	1
GECC Area VI – CS-103: Intro- duction to Advanced Computer Applications	3	GECC Area IV – Critical & Ana- lytical Thinking	3
FYE 100	1	FYE 101	1
<b>TOTAL</b>	<b>16</b>		<b>14</b>

**Second Year**

Course	Credits	Course	Credits
COMM 221 History of the Motion Picture – Fiction Films	3	COMM 222 History of the Motion Picture – Documentary Films	3
COMM 230 Screenwriting I	3	COMM 231 Screenwriting II	3
COMM 240 Videomaking I	3	COMM 241 Videomaking II	3
GECC Area III – Communication & Expression	3	GECC Area VIII – Global Con- sciousness	3
GECC Area VII – Lab Science	4	GECC Liberal Arts Concentration 1	3
<b>TOTAL</b>	<b>16</b>	<b>TOTAL</b>	<b>15</b>

**Third Year**

Course	Credits	Course	Credits
COMM 341 Videomaking III	3	COMM 452 Internship in Com- munications	3



Major Related Requirement 2 (PHIL 260)	<b>3</b>
Major Related Requirement 3 (ENG 372)	<b>3</b>
GECC Area II – Ethics, Values, and Truth	<b>3</b>
GECC Liberal Arts Concentration 2	<b>3</b>
<b>TOTAL</b>	<b>15</b>

GECC Area I – Faith & Reason 300/400	<b>3</b>
GECC Area VIII – Global Consciousness	<b>3</b>
GECC Liberal Arts Concentration 3	<b>3</b>
Free Elective (or Minor or Co-Major)	<b>3</b>
<b>TOTAL</b>	<b>15</b>

#### Fourth Year

Course	Credits
COMM 452 Internship in Communications	<b>3</b>
Free Elective (or Minor or Co-Major)	<b>3</b>
Free Elective (or Minor or Co-Major)	<b>3</b>
Free Elective (or Minor or Co-Major)	<b>3</b>
Free Elective (or Minor or Co-Major)	<b>3</b>
<b>TOTAL</b>	<b>15</b>

Course	Credits
COM 460 Senior Project	<b>3</b>
Free Elective (or Minor or Co-Major)	<b>3</b>
Free Elective (or Co-Major)	<b>3</b>
Free Elective (or Co-Major)	<b>3</b>
Free Elective (or Co-Major)	<b>3</b>
<b>TOTAL</b>	<b>15</b>

**COMM 103**  
**Public Speaking**  
**3 credits**

Extensive training is offered in voice projection, enunciation, articulation, and oral communication skills. Students will study the structure of successful speeches; they will research content for and deliver speeches in dramatic, historical, biographical, narrative, explanatory, persuasive, and extemporaneous formats.

**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.

**COMM 110**  
**Writing for Print and Broadcast Media**  
**3 credits**

This course will provide a thinking- and exercise-intensive review of the basics of grammar, diction, syntax and writing style, with an emphasis on communicating through the print, broadcast and online media. The mechanics of news, features, editorial writing and interviewing as well as the ethics behind word choice will be presented. Adherence to the *Associated Press Stylebook* will be stressed.

*Prerequisite:* ENG 101

**COMM 120**  
**Film Analysis**  
**3 credits**

The course studies the cinematic-narrative structure of motion pictures by providing shot-by-shot analysis of several films. The discussion focuses on the filmmaker's creation of a motion picture's rhythmic, as well as dramatic, structure through the composition of the shot, the role of movement both within the individual shot and from shot to shot, as well as the effect of sound on the visual images.

**COMM 140**  
**Introduction to Theatre**  
**3 credits**

This course is an introduction to the basic principles of theatre. The theatre utilizes varied methods of discourse in order to explore all aspects of theatrical production. The course will explore the work of the people who make theatre, from actors and playwrights to designers, critics, and audience members. The course will explore theatre terminology and basic theatre history. As theatre is a collaborative art, students will participate in the numerous tasks in putting on a production, including working collaboratively with other members of the class.

*Prerequisite:* ENG 101

**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.

*Prerequisite:* 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.

**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.

### **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.

### **COMM 226**

#### **History of Broadcasting**

##### **3 credits**

A critical study of broadcasting, covering its development and significance in American culture through the eras of radio, television and the Internet. Using reading materials, as well as audio and video examples, students will gain an appreciation for how modern audio and video entertainment models got their roots in early radio and TV, as well as a better understanding of broadcasting's place as an entertainment and information medium and profit center, its role during wartime, how it has adapted to changes in technology, brought a nation together, and now gives millions a voice online.

### **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.

### **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.

*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.

### **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.

*Prerequisite:* COMM 240

### **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.

**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.

*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.

**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.

**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.

**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.

*Prerequisite:* COMM 241

**COMM 347****Practicum: Performance****3 credits**

This course is an advanced study of the craft of acting. It is a continuation of the work done in Acting 1 and 2. Students will have the opportunity to apply the skills they learned in their previous acting classes to a practical performance situation. They will spend a semester rehearsing a play and those rehearsals will culminate in a public performance. This course will give them the time to explore the process of creating a theatrical piece, and will ask them to create fully realized characters that go beyond the scope of one or two scenes.

*Prerequisites:* COMM 247, 248 and an interview or audition with the instructor.

**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.

**COMM 420****Independent Study****3 credits**

With instructor’s approval, a student may pursue a course of independent study in a specific area of communications. The course will involve tutorial meetings with the instructor, independent readings, and an in-depth research project. Restricted to juniors or seniors and may be taken in situations when a sched-

ule conflict prevents a student from taking a regularly scheduled elective.

**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.

**COMM 452****Internship in Communications****3 credits**

This course offers Communications majors the opportunity to work in the field of communications for a minimum of 120 hours during the semester. Students must complete all paperwork to register for the Internship at least one semester before; students will meet with the Career Center and complete the application that will be sent to their advisor and site supervisor. This application will then be filed in the Career Center. Students must register for the class with the Registrar as well. They will be required to write a paper that is relevant to the Internship and maintain a journal that reflects their experience; the site supervisor will complete an evaluation form on their performance. This is a Pass/Fail course.

*Prerequisite:* Junior or senior status in the Communications major

**COMM 460****Senior Project****3 or 6 credits**

This project represents the culmination of the student's work in Communications at Felician University. As such, this requires the student to demonstrate full mastery of the various theories and technological skills on which the program focuses. The project reflects the student's area of concentration within the major and involves the creation of a fictional or journalistic video, a work of investigative journalism, an original screenplay, or a work of scholarly research.

## COMPUTER SCIENCE (CS)

### Mission Statement of the Computer Science Department

In accordance with the University's mission, the mission of the Computer Science Department is to equip our students with technology competence, literacy, knowledge and skills that will bring them to "their highest potential and prepare them to meet the challenges of the new century with informed minds and understanding hearts." As a liberal arts University, the CS curricula contribute in providing our graduates with the necessary critical thinking and problem solving skills needed by today's workplace and society at large.

The purpose of the Computer Science major is to prepare students to work for government agencies, healthcare institutions, private companies, and to pursue graduate degrees. The field of Computer Science is one of the professions predicted by the U.S. Department of Labor to have very high growth through the year 2020. This program emphasizes an understanding of the field of Computer Science both as an academic discipline as well as a profession. Graduates of this program will be well-versed with various areas of Computer Science that have shaped the discipline during its explosive existence. In addition, this program will provide a firm grounding in the liberal arts, while assuring in-depth study of the discipline of computer science. Topics include software engineering, computer hardware and systems software, network and data communications, computer systems analysis and design, and database management systems.

### Computer Science Learning Outcomes

At the end of their program in Computer Science/Cybersecurity Students will:

1. **Apply** their ability to make connections between using computer technologies in their lives and in societal values.
2. **Understand** how to act as a team worker to fulfill complex projects and tasks.
3. **Create** a computer science related project showing their knowledge of the latest developments in computer science and cybersecurity.
4. **Understand** the scientific basis of their discipline.
5. **Apply** quantitative and scientific reasoning in their discipline.



## Bachelor of Science in Computer Science

(Revised: February 2016)

Computer Science Required Courses (45 credits)	Credits
CS 110 Introduction to Programming I	4
CS 120 Introduction to Computer Science	3
CS 201 Programming Logic and Design	3
CS 270 Introduction to Programming II	4
CS 280 Computer Architecture and Organization	3
CS 290 Theoretical Foundations and Principles of CS	3
CS 295 Design Principles of Programming Languages	3
CS 320 Networks and Telecommunications	4
CS 350 Introduction to Operating Systems	3
CS 360 Database Management Systems	3
CS 380 Data Structures and Algorithms	3
CS 400 Computer Systems Analysis and Logical Design	3
CS 420 Software Engineering	3
CS 460 Senior Project Development Practicum	3
Related Requirements (3 credits)	
MATH 161 Precalculus	4
At least 2 CS/CSEC electives (6 credits)	
CS 205 Web Development and Scripting Languages	3
CS 430 Introduction to Big Data and Data Mining	3
CS/CSEC 452 Internship in CS/CSEC	3
CS/CSEC 490 Independent Study	1-3

### Free electives to equal 120 credits

Note:

✦ MATH 160 College Algebra is the required general education mathematics course for computer science majors.

✦ CS majors *must take CS/CSEC course* as their Technology Acumen elective course..

**Four Year Suggested Sequence for Majors  
Bachelor of Science Degree in Computer Science**

<b>First Year</b>			
<b>Fall</b>		<b>Spring</b>	
<b>COURSE</b>	<b>CREDITS</b>	<b>COURSE</b>	<b>CREDITS</b>
FYE 100 Freshman Year Experience I	1	FYE 101 Freshman Year Experience II	1
Elective	3	CS 120 Intro. to Computer Science	3
GECC III-ENG 101 College Writing and Research I	3	CS 270 Introduction to Programming II	4
GECC VII -MATH 160 College Algebra	4	GECC V-ENG 102 College Writing and Research II	3
		GECC V- LS 100 Arch. of Info	1
GECC VI - CS 110 Introduction to Programming I (Technology Acumen)	4	MATH 161 - Precalculus	4
	<b>Total</b>	<b>Total</b>	<b>16</b>

<b>Second Year</b>			
<b>Fall</b>		<b>Spring</b>	
<b>COURSE</b>	<b>CREDITS</b>	<b>COURSE</b>	<b>CREDITS</b>
GECC III- Communication & Exp.	3	GECC IV - Critical & Analytical Thinking	3
CS 295 Design Principles of Programming Languages	3	CS 280 Computer Architecture & Org.	3
CS 290 Theoretical Foundations& Principles of Computer Science	3	CS 360 Database Management Systems	3
Liberal Arts Elective # 1	3	GECC VII - Quantitative & Scientific Reasoning (Lab Science)	4



GECC I Faith and Reason (100-200 Level)	3	Liberal Arts Elective # 2	3
Total		Total	
16		16	

### Third Year

Fall		Spring	
COURSE	CREDITS	COURSE	CREDITS
GECC VIII -Global Consciousness	3	CS 380: Data Structures and Algorithms	3
CS 350 Introduction to Operating Systems	3	CS 400 Computer Sys- tems Analysis and Logical Design	3
CS 320 Networks & Telecommunications	4	GECC I - Faith & Rea- son (300-400 Level)	3
GECC III - Communicatio& Exp.	3	GECC II- Ethics Val- ues, and Truth	3
Elective	3	Elective	3
Total		Total	
16		15	

### Fourth Year

Fall		Spring	
COURSE	CREDITS	COURSE	CREDITS
CS 420 Software Engineering	3	CS 460 Sr. Project De- velopment Practicum	3
Liberal Arts Elective # 3	3	CS Elective	3
CS Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	GECC VIII - Global Consciousness	3
Total		Total	
15		15	

### Minor in Computer Science

The Minor in CS requires a minimum of 21 credits with at least a “C” in all subjects. The specific requirements are:

CS 110	Introduction to Programming I	4 credits
CS 120	Introduction to Computer Science	3 credits
CS 201	Programming Logic and Design	3 credits

(Select *three* of the following courses)

CS 290	Theoretical Foundations and Principles of CS	3 credits
CS 320	Network and Telecommunications	4 credits
CS 360	Database Management Systems	3 credits
CS 400	Computer Systems Analysis and Logical Design	3 credits
CS 420	Software Engineering	3 credits

## **Bachelor of Science Degree in Cybersecurity** (Revised May 2017)

As we know, our country faces new risks every day resulting from our ever-increasing reliance on an electronic information infrastructure. Managing cyber events is challenging because we often lack the information concerning the risks and consequences from infiltration into our systems. Those choosing to enter this field would benefit from an increased understanding of the implications of cybersecurity risks and solutions related to the information infrastructure. They will become adept at making rational decisions, assessing threats, and risk management. This is accomplished through a deep understanding of Information Technology risks and their possible impact on society.

By offering a degree that combines Criminal Justice and Cybersecurity this interdisciplinary program offers tools, technologies, and methodologies relevant for investigating and thwarting cybercrime. It includes courses in computer science, information assurance, computer forensics, and Internet-related investigations, as well as criminal investigation, criminal justice, and cybercrime. It also includes the necessary computer science courses, such as data structures and algorithms, operating systems and network security, scripting languages, cryptography, secure programming, and database security, to help students succeed in being able to apply the tools required to solve problems and analyze credible data sources.

Graduates with this major will be able to assess likely trends and impacts of current and past actions within the cyber world. Further, understanding cybersecurity equips students to guide business and industry decision-makers in understanding the likely effects of cyber security choices. Students also learn how to manage the legal, social, and technological challenges in the criminal justice field and any of its related agencies.

### Required Courses for Degree in Cybersecurity

<b>Computer Science Required Courses (23 credits)</b>	CR
CS 110 Introduction to Computer Programming I	4
CS 120 Introduction to Computer Science	3
CS 201 Programming Logic and Design	3
CS 290 Theoretical Foundations and Principles of CS	3
CS 360 Database Management Systems	3
CS 380 Data Structures and Algorithms	3
<b>Cybersecurity Required Courses (26 credits)</b>	
CSEC 315 Digital Forensics and Investigation	3
CSEC 325 Network Security	4
CSEC 355 OS Security	3
CSEC 365 Cryptography Technologies	4
CSEC 425 Managing Information Security in Information Systems	3
CSEC 435 Secure Software Developments	3
CS/CSEC 460 Senior Project	3
CS/CSEC 490 Independent Study	3
<b>Criminal Justice Required Courses (18 credits)</b>	
CRIM 110 Criminal Justice I	3
CRIM 111 Criminal Justice II	3
CRIM 210 Criminal Investigation	3
CRIM 220 Criminal Law	3
CRIM 313 White Collar Crime	3
CRIM 340 Cyber Crime	3
<b>Related Requirements (11 credits)</b>	

CSEC 225 Principles of Information Assurance and Security	3
GSCI 101 (w/lab) Forensic Science	4
MATH 161 Pre-Calculus	4

**Required Courses in GECC**

<b>VII. Quantitative &amp; Scientific Reasoning</b> <b>MATH 122 Statistics</b>	<b>3</b>
<b>Liberal Arts Concentration</b>	<b>9 Credits</b>
Liberal Arts – PSYC 290 Social Psychology or PSYC 406 Abnormal Psychology	3
Liberal Arts – MATH 160 College Algebra	4
Liberal Arts	3

### Bachelor of Science in Cybersecurity - Bachelor Completion (Fast Track)

The Bachelor Completion program (fast track option) in Cybersecurity is designed for the working student. Classes and laboratories are held one evening a week ( 4 ½ hours per course of lecture or laboratory). Total duration of studies is 24 months for students with an Associate Degree, and will be longer for students without such a degree. In any case, all courses the student may have taken at the College level, or certified ACE military credits, will be considered for transfer credits.

Students applying for the Bachelor Completion (Fast Track) option will usually have an Associate Degree or have earned 60 college credits with a GPA of 2.0 or better. Students should have taken a course in College Algebra and an introductory course in Computer Literacy at the 100 level or higher. Equivalent standing based upon courses plus life-experience will be considered. Students without an Associate Degree can complete the requirements by taking the courses offered through the College's evening adult programs. Students interested in this Bachelor Completion (Fast Track) option should contact the College Admissions Office.

#### Fast Track Cycle – CS/CSEC Courses (each cycle is 8 weeks)

	Courses	Credits
<b>First Cycle</b>	CS 120 Introduction to Computer Science	3
<b>FALL 1</b>	MATH 210 Applied Calculus or MATH 161 Precalculus	3/4
	CS 280 Computer Architecture and Organization	3
	<b>Total</b>	<b>9/10</b>
<b>Second Cycle</b>	CS 110 Introduction to Programming I	4
<b>FALL 2</b>	CSEC 355 Operating Systems security	3
	CSEC 325 Network Security	4
	<b>Total</b>	<b>11</b>
<b>Spring 1</b>	CS 270 Introduction to Programming II	4
	CSEC 435 Secure Software Development	3
	CS 290 Theoretical Foundations and Principles of Computer Science	3
	<b>Total</b>	<b>13</b>
<b>Third Cycle</b>	CSEC 225 Principles of Information Assurance and Security	3

<b>Fourth Cycle</b>	CS 380 Data Structures and Algorithms	3
	CSEC 365 Cryptography Technologies	3
<b>Spring 2</b>	CSEC 425 Managing Information Security	3
<b>Fifth Cycle</b>	CSEC 315 Digital Forensics and Investigations	3
<b>Summer</b>	CS/CSEC 460 Senior Project Development Practicum	3
	<b>Total</b>	<b>6</b>



### Minor in Cybersecurity

The Minor in CSEC requires a minimum of 19 credits with at least a “C” in all subjects. The specific requirements are:

CS 110	Introduction to Programming I	4 credits
CS 120	Introduction to Computer Science	3 credits
CSEC 225	Principles of Information Assurance and Security	3 credits
CSEC 315	Digital Forensics and Investigations	3 credits
CSEC 325	Network Security	3 credits
CSEC 425	Managing Information Security in Information Systems	3 credits

#### Certificate in Information Assurance and Computer Security

The objective of the Certificate Program in Information Assurance and Computer Security is to prepare students to work in technological fields related to cyber security with fundamental IAS knowledge and skills. Students who are interested in the field of Information Assurance and Computer Security with other academic backgrounds could apply for this certificate, which will be issued upon completing the required six courses with a grade of “C” or better in each. Working adults could take the fast track courses in our fast track evening program, while the traditional students should take daytime courses. Upon completion of the course requirements for the Certificate, students will be able to deal with various security attacks on computers or on the internet, and develop plans to defend the information infrastructure of an organization. Students interested in this program should contact the University Admission Office for admission requirements.

#### Certificate in Information Assurance and Computer Security

(Revised May, 2014)

**Required courses:** CSEC 225 Principles of Information Assurance and Security (3 credits), CSEC 315 Digital Forensics and Investigation (3 credits), CSEC 325 Network Security (4 credits), CSEC 365 Cryptography Technology (4 credits), CSEC 425 Managing Information Security in Information Systems (3 credits), and CSEC 460 Project Management Practicum (3 credits)

Total: 20 credits



## Bachelor and Master of Science Degrees in Computer Science (4+1 Format)

### Admission Requirements

The 4+1 format allows a student to complete an undergraduate degree in Computer Science and/or Cybersecurity, as well as the master's degree in Computer Science in five years (4 years for the BS degree, 1 year for the MS degree). This will be accomplished by allowing qualified candidates to take two to three master's-level courses in their senior year of undergraduate studies and have those courses count toward the student's bachelor's degree, thus allowing the student to complete the remainder of the master's degree in one additional year.

Admission to the 4+1 option of the Master of Science degree in Computer Science will require a student's transcript to be evaluated when first he or she applies to the program. If the student is a Computer Science and/or Cybersecurity major at Felician University, he or she would need to maintain a 3.0 average in the major(s) and at least a 2.75 GPA overall through the senior year (the year in which master's degree work would begin).

The Master of Science in Computer Science requires completion of at least 30 credit-hours of study at the graduate level (CS 600 and CS 700 level courses) with a minimum GPA of 3.0 and a minimum grade of C in any course.

All 30 credits must be taken from Computer Science six hundred and seven hundred level courses. Three core courses (total 9 credits) are required and 21 credits are electives. If a course that can be considered a required course is not selected as such (selected among the 9 credits), it can be selected as an elective, if desired. Students have a wide variety of electives to choose from (not all of which will be offered each year) because of the wide variety of specializations available in the Computer Science field today.

<b>Computer Science Required Courses (44 credits from the list below with approval from advisor)</b>	<b>Credits</b>
CS 110 Introduction to Programming I	4
CS 120 Introduction to Computer Science	3
CS 201 Programming Logic and Design	3
CS 270 Introduction to Programming II	3
CS 280 Computer Architecture and Organization	3
CS 290 Theoretical Foundations and Principles of Computer Science	3
CS 295 Design Principles of Programming Languages	3
CS 320 Networks and Telecommunications	4
CS 350 Introduction to Operating Systems	3
CS 360 Database Management Systems	3
CS 380 Data Structures and Algorithms	3
CS 400 Computer Systems Analysis and Logical Design	3
CS 420 Software Engineering	3

CS 460 Senior Project Development Practicum	3
<b>Related Requirements (4 credits)</b>	
MATH 161 – Pre-Calculus	4
<b>At least two CS/CSEC electives</b> 6 credits with approval from advisor – may select from 300/400 level	6
<b>2 MSCS electives – overlap with MS in CS</b> 6 credits with approval from advisor selected from 600 level courses (see Graduate Catalog for course offerings)	6
<b>Free electives to equal 120 credits</b>	
<b>30 graduate level credits are required for completion of the MS in Computer Science – refer to Graduate Catalog for course offerings in the MSCS program.</b>	



## **CS 102** **Digital Technology for Educators**

### **4 credits**

This course is designed for Teacher Education students. The course focuses on developing the needed skills to utilize Microsoft Office applications (Word, Excel, PowerPoint, Access, web page design, and email) in teaching and classroom management. This course provides methods on how to integrate these applications in the teaching and learning processes in the classroom. The course will also include lectures on computer literacy, learning about the hardware and software of computers, and an introduction to Information Assurance and Security. (fall, spring)

*Prerequisite:* MATH 001 or MATH 002

## **CS 103** **Introduction to Advanced Computer Applications**

### **3 credits**

This course provides students with an overview of computer technology and applications

for all disciplines. Topics include a brief introduction to the history of computers, computer hardware and software systems covering CPU, memory, storage, input/output devices, operating systems, networking, compiler concepts, programming basics and algorithms, databases and data mining, the Internet and WWW, information assurance and security, as well as the social impact of computer technologies in daily life and business. Students will have in-depth study of certain advanced computer applications (Excel, Access, and web page creation). (fall, spring)

*Prerequisite:* MATH 001

*Co-requisite:* MATH 002

## **CS 110** **Introduction to Programming I**

### **4 credits**

This is the first programming course for CS majors/minors. It is designed for students with little or no programming experience. It covers basic principles and concepts of object-oriented programming including objects, classes, variables, data types, operators, program control (conditional statements, loop

statements, etc.) arrays, testing, debugging, and event handling. It also covers techniques for simplifying the programming process and improving code quality by solving problems.

It is a programming project-based learning course in a computer lab. (fall)

*Prerequisite:* CS 101/CS 103 or equivalent MATH 160 or its equivalent

## **CS 120** **Introduction to Computer Science**

### **3 credits**

This course covers the basic introduction to computer science, including binary numbers, Boolean logics and gates, computer systems organization, basic techniques for the analysis and design of algorithms, pseudo-language, the software world including introduction to high-level language programming, compilers and language translation, models of computation, as well as an introduction to different applications including simulation and modeling, electronic commerce and databases, artificial intelligence, computer graphics and games. (spring)

*Prerequisite:* CS 101/CS 103 or MATH 160 or their equivalent

## **CS 140** **Management Information Systems**

### **3 credits**

This course covers the basic functions of computing systems at the management level of various types of organizations. The course focuses on how to plan, select, and implement a computerized system and how information systems can assist management in making decisions. Classroom discussions of case studies lend practicality to theory. Familiarity with accessing websites on the Internet is required. (fall, spring)

*Prerequisite:* CS 101 or CS 103 or equivalent knowledge based on life experience

## **CS 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 organiza-

tions, information systems growth, and process improvement are introduced. This course covers Systems concepts; system components and relationships; cost/value and quality of information; competitive advantage of information; specification, design, and 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. (Spring)

*Prerequisite or co-requisite:* CS 101 or CS 103 or its equivalent

### **CS 201 Programming Logic and Design** **3 credits**

This course provides a language independent introduction to programming concepts and problem-solving skills without any previous programming experience. By using pseudocode, flowcharts, and other tools the students will learn how to design the logic of programs without the complication of language syntax.

Topics include: input, processing and output, decision structures and Boolean logic, repetition structures, modules, functions, input validation, arrays, basic sorting and searching algorithms, menu-driven programs, text processing, object-oriented programming, GUI application and event-driven programming

*Prerequisites:* none. No prior computer or programming experience is necessary. (Spring)

### **CS 205** **Web Development and Scripting** **Languages** **3 credits**

This course first presents introductions to basic concepts, issues and techniques related to designing, developing and deploying web sites. Students will learn about Web design,

HTML, XHTML, basic JavaScript, Dynamic HTML, and XML. Students will learn how to create sites both manually and through the use of website development software. This course also presents building web applications by employing server-side scripts that query relational databases. The student learns and reflects on two- and three-tier software architectures, separation of responsibility, model-view-controller pattern, basic security, and web frameworks. Students will design, code, test, debut, and document programs using a server-based scripting language. (fall, spring)

*Prerequisite:* CS 103

### **CSEC 225** **Principles of Information Assurance** **and Security**

**3 credits**

This course is an introduction to the various technical and administrative aspects of Information Assurance and Security. The course covers the basic notions of confidentiality, integrity, availability, authentication models, protection models, security kernels, secure programming, audit, intrusion detection and response, operational security issues physical security issues, personnel security, policy formation and enforcement, access controls, information flow, legal and social issues, identification and authentication in local and distributed systems, classification and trust modeling, risk assessment. (fall, spring)

*Prerequisite:* Workable proficiency of MS-Excel

### **CS 270** **Introductions to Programming II** **3 credits**

This is an advanced programming course for CS students. It provides in-depth coverage of object-oriented programming principles and techniques using object-oriented languages (C++, Java, etc.). Topics include classes, overloading, data abstraction, information hiding, encapsulation, inheritance, polymorphism, file processing, templates, exceptions, container classes, and low-level language features. The course briefly covers the mapping of UML design to implementation, using object-oriented language (C++, Java, etc.) and object-oriented considerations for software de

sign and reuse. The course also relates object-oriented language to GUI, databases, and real-time programming. It is a programming-project-based learning course in a computer lab. (spring)

*Prerequisite:* CS 110

*Co-requisite:* CS 120

## **CS 280**

### **Computer Architecture and Organization** **3 credits**

This course is an overview of digital electronics and how circuits realize logic. Hardware components, i.e., gates, buses, and memory, and their use in constructing adders, comparators and addressing schemes are studied. This course also covers machine-level representation of data, computer architecture and organization at the machine level, assembly-level machine organization, interfacing and communication, memory systems organization and architecture, functional organization, multiprocessing and alternative architectures, performance enhancements, distributed architectures, and future directions in computer science. (fall)

*Prerequisites:* CS 120 and MATH 160 or equivalent

## **CS 290**

### **Theoretical Foundations and Principles of Computer Science** **3 credits**

This course introduces students to theoretical foundations and principles of computer science, including an overview of computational complexity. This course covers definitions of sets, operations on sets, formal logic, functions and relations, graphs and trees, graph algorithms, analysis of algorithms, finite automata, regular languages and regular grammars, property of regular language, context-free languages, and Turing machines. The students will complete programming assignments connected with theory. (fall, spring)

*Prerequisite:* CS 120 or MATH 160 or its equivalent

## **CS 295**

### **Design Principles of Programming Languages** **3 credits**

This course introduces students to fundamental principles and techniques in the design and implementation of modern programming languages. The course covers these issues mainly as they relate to functional programming and object-oriented programming. The emphasis is on rigorous mathematical formalism and reasoning, both in describing programming languages (their syntax) and in analyzing their behavior (their semantics). (spring)

*Prerequisite:* CS 110, CS 120, CS 270 or their equivalents

## **CS 305**

### **Web Development and Scripting Languages** **3 credits**

This course first presents introductions to basic concepts, issues and techniques related to designing, developing and deploying web sites. Students will learn about Web design, HTML, XHTML, basic JavaScript, Dynamic HTML, and XML. Students will learn how to create sites both manually and through the use of website development software. This course also presents building web applications by employing server-side scripts that query relational databases. The student learns and reflects on two- and three-tier software architectures, separation of responsibility, model-view-controller pattern, basic security, and web frameworks. Students will design, code, test, debug, and document programs using a server-based scripting language. (fall, spring)

*Prerequisite:* CS 110

## **CS 315**

### **Digital Forensics and Investigations** **3 credits**

This course introduces students to the techniques and tools of computer forensic investigations. Students will receive step-by-step explanations on how to use the most popular forensic tools. The course maps to the objectives of the International Association of Computer Investigative Specialists (IACIS) certification to provide credible, standards-

based information. Topics include coverage of the latest technology including PDAs, cell phones, and flash drives. Many hands-on activities are included, will allow student to practice skills as they learn. (fall, spring)

*Prerequisite:* CS 101 or CS 103 or its equivalent

### **CS 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:* CS 101 or CS 103 or equivalent knowledge from life experience

### **CS 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 applica-

tions; 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:* CS 120 or its equivalent

### **CSEC 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, spring)

*Prerequisite:* CS 101 or CS 103 or its equivalent

### **CS 350**

#### **Introduction to Operating Systems**

##### **3 credits**

This course provides explanation of operating systems theory and practice. This course covers: principles of operating systems, memory management, resource allocation, single task and multitasking operating systems, process management, threads, interrupt processing, process scheduling algorithms, concurrent processes, typical multiprocessing configurations, process synchronization software, device management, file management, manage-

ment of network functions, system management, common operating systems and their characteristics, Unix, Linux, Windows 7. The students will complete programming assignments. (spring)

*Prerequisite:* 110 and 120 or their equivalents

### **CSEC 355**

#### **Operating Systems Security**

**3 credits**

In this course, we take an in-depth look at operating system security concepts and techniques. We examine theoretical concepts that make the world of security unique. Also, this course adopts a practical hands-on approach when examining operating system security techniques. Along with examining different security strategies, this course explores the advancement of security implementation, as well as timeless problem-solving strategies.

(fall)

*Prerequisites:* CS 110 and CS 120

### **CS 360**

#### **Database Management Systems (DBMS)**

**3 credits**

This course covers conceptual, logical, and physical data models, and modeling tools; structured and object design approaches; relational and object-oriented models for data bases; design tools, data dictionaries, repositories, warehousing, and data mining; database implementation including user interface and reports; multi-tier planning and implementation; data conversion and post implementation review. (fall)

*Prerequisites:* CS 110 and CS 120

### **CSEC 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:* CS 101 or CS 103, MATH 160 or its equivalent

### **CS 380**

#### **Data Structures and Algorithms**

**3 credits**

This course provides students with important aspects of data structures, including introductory data structures as well as advanced data structures and algorithms, the connection between data structures and their algorithms, analysis algorithms complexity, and presentation of data structures using object-oriented language. Topics includes complexity analysis, linked lists, stacks and queues, recursion, binary trees, graphs, sorting, and hashing. (fall)

*Prerequisite:* CS 270 or its equivalent

### **CS 400**

#### **Computer Systems Analysis and Logical Design**

**3 credits**

This course investigates the total information processing environment, focusing on system design and implementation. It involves the examination of such wide-ranging considerations as the following: project management; feasibility analysis; hardware and network configuration planning; consideration of operating systems; platform options and data communication concerns; forms of design and control; procedures and manuals; and multi-level management reports – showing the role of these topics in the design of a complete information system. (spring)

*Prerequisites:* CS 320 and CS 360

### **CS 410**

#### **Advanced Database Systems**

**3 credits**

This is an advanced database course covering, in detail, data warehousing and mining. Topics of data warehousing include data model for data warehouses, and implementing Data Warehouses: data extraction, cleansing, trans

formation and loading, data cube computation, materialized view selection, and OLAP query processing. Topics of data mining include fundamentals of the data mining process and system architecture, relationship with data warehouse and OLAP systems, data pre-processing, as well as mining techniques and association: rules, mining spatial databases, mining multimedia databases, web mining, mining sequence and time-series data, text mining, etc. The lecture materials will be complemented by projects and applications to solve real-world problems. (spring)

*Prerequisite:* CS 360

### **CS 420**

#### **Software Engineering**

**3 credits**

This course provides students with important aspects of classical and object-oriented software development. This course covers software life-cycle models, the united process and phases of united process, United Modeling Language, the differences between classical approach and object-oriented approach, object-oriented analysis and design, architectural design, distributed systems architecture, application architectures, real-time software design, user-interface design, verification and validation, software testing techniques including system testing, component testing, test case design, critical systems validation, system maintenance, introduction to emerging technologies such as security engineering, service-oriented, software development with services. (fall) *Prerequisite:* CS 120 or equivalent

### **CSEC 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:* CS 225

### **CS/HCA 427**

#### **Healthcare Information Systems, Management of Data Protection and Regulatory Compliance**

**3 credits**

This course is an introduction to the various Information Technology, Regulatory and Administrative aspects of Informatics, Information Privacy and Security as it pertains to a modern health care electronic environment. An important area of this course covers HIPAA, the Healthcare Insurance Portability and Accountability Act, and subsequent modifications introduced by the more recent ARRA-HITEC laws. This very important regulatory component of the healthcare industry is composed of the Transactions, Privacy and Security Rules, which are studied in depth in this course, including the key issues associated with protecting information privacy, determining the levels of protection and response to privacy and security incidents, and the different forms, policies and procedures to be used in a health care environment. The study and practice of Electronic Health Records, important Information Systems used in the healthcare industry, as taught as part of this course, is a timely subject, since the U.S. Government is motivating the use of such enterprise systems in all level of the healthcare provider system and there is a national expansion in the use of such electronic systems, from large hospitals to small clinics. (fall)

*Prerequisite:* CS 101 or CS 103 or its equivalent

### **CS 430**

#### **Introduction to Big Data and Data Mining**

This course provides an introduction of concepts, techniques and applications behind data mining, text mining, and web mining on big data sets. It presents techniques for the discovery of patterns hidden in large data sets, focusing on issues relating to their feasibility, usefulness, effectiveness and scalability. This course is designed for computer science students, business students and other professions which request large data analysis skills, including stream data, sequence data, graph structured data, social network data, and multi-relational data. Topics include data pre-process-



ing, data warehousing, OLAP and data cube, association and correlation rules, classification, decision trees, clustering, prediction and anomaly detection. This course will also introduce the state of art software in Big Data such as Apache Hadoop. (Spring)

*Prerequisite:* CS 360

### **CSEC 435**

#### **Secure Software Development**

##### **3 credits**

This course provides students with a comprehensive understanding of the Secure Development Process. The student learns how to apply secure programming concepts and techniques, to identify key characteristics of secure code, to use design patterns for secure code, to build in a secure requirement process in the software life cycle from the beginning to the end, and to write, test, and debug programs using secure programming techniques. Topics include design principles, code snippets, and explanation of each step as the student works through the course material. Students demonstrate their knowledge through hands-on programs, exercises and case study assignments. (fall)

*Prerequisites:* CS 270, CSEC 355 or their equivalents

### **CS/CSEC 452**

#### **Internship in Computer Science**

##### **3 credits**

This course offers computer science majors the opportunity to work in the field of computer science for a minimum of 120 hours during the semester. Students must complete all paperwork to register for the Internship at least one semester before; students will meet with the Career Center and complete the application that will be sent to their advisor and site supervisor. This application will then be filed in the Career Center. Students must register for the class with the Registrar as well. They will be required to write a paper that is relevant to the Internship and maintain a journal that reflects their experience; the site supervisor will complete an evaluation form on their performance. This is a Pass/Fail course. (as needed)

*Prerequisite:* Junior or senior status in the com

puter science major

### **CS/CSEC 460**

#### **Senior Project Development Practicum/Cybersecurity**

##### **3 credits**

Advanced CS majors will engage in and complete the design and implementation of one of the following types of systems: Information Systems, Real-Time Systems, Distribution Systems, etc. Topics include project management, the system life cycle: requirements determination, design, implementation; testing, maintenance, 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. Students in the Cybersecurity program will develop projects related to the management of information security in information systems. (spring)

*Prerequisite:* CS 420 (CS Major) or CSEC 425 (Cybersecurity Major)

### **CS/CSEC 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 Computer Science, Information Assurance, Information Security, Cryptography, programming, advanced graphics, database data mining or business intelligence or modeling and simulation. The course will involve tutorial meetings with the instructor, independent reading and work, and an in-depth research project. The course is normally taken by seniors, juniors or transfer students and may be taken in situations when a schedule conflict prevents a student from taking a regularly-scheduled Computer Science elective. (as needed)

*Prerequisite:* Permission of the instructor and the CS department

**CS 498 HC****Advanced Programming with Java****3 credits**

This course covers the object-oriented programming paradigm, writing classes and creating objects with Java, creating GUI Applications and Applets, fundamental concepts of 2D and 3D computer graphics with Java.

The students will be exposed to the techniques of

developing practical applications using powerful Java packages including graphics. Topics include: writing classes and creating objects, decision structures, loops and files, GUI Applications, creating GUI Applications with JavaFX, creating Applets, 2D and 3D Graphics rendering.

*Prerequisites:* CS 270 or its equivalent, CS290 or its equivalent

**CS 499 HC****Advanced Database and Knowledge Discovery****3 Credits**

This course provides students with the opportunity to reach a demonstrated level of competence in the areas of databases and knowledge discovery, with the primary objective to provide a well-defined target for students who want to advance their knowledge of modern databases and knowledge discovery techniques. Topics include modern database review such as object oriented database, deductive databases, semantic query processing, intelligent and cooperative query languages, active databases, heterogeneous databases, multimedia databases, parallel and distributed database systems, and extensible database systems. It also covers a number of advanced topics in development of database management systems (DBMSs) and the application of DBMSs in modern applications, including advanced concurrency control and recovery techniques, query processing and optimization strategies for relational database systems, advanced access methods, as well as data analysis on large databases. A final project is required to design and implement a complex database system for knowledge discovery techniques on large data sets. (Every Fall)

*Prerequisite:* CS360

## CRIMINAL JUSTICE (CRIM)

Criminal Justice is an interdisciplinary major within the Social Sciences. Department course offerings stress the concepts of restorative justice and social responsibility while at the same time exploring community alternatives to the traditional models of incarceration and punishment.

The major provides students with a comprehensive academic foundation in preparation for law school, graduate school, or a career in the administration of criminal justice.

With the creation of a Federal Department of Homeland Security and the ongoing integration of community, state, and federal law enforcement agencies in the service of counter-terrorism, career opportunities in the field of criminal justice will continue to increase. The United States Bureau of Labor Statistics projects higher than average growth for occupations in the field of Criminal Justice between now and 2018.

### Department of Criminal Justice Learning Outcomes

Students majoring in Criminal Justice take a series of courses that are designed to acquaint them with the theory and practice of criminal justice administration, investigation, and policing. As a result of this, upon graduation, students will:

1. **Demonstrate** an awareness of the primary components of the criminal justice system, including police, courts, and corrections, as well as a thorough understanding of the concept of Restorative Justice and the Rehabilitation of Offenders.
2. **Evaluate** the basis of law, constitutional issues, the decision-making process within the legal system, as well as decision-making in the criminal justice process; contrast criminal law with other forms of law in society.
3. **Analyze** various methods of social science research including survey research, field research, and experimental research, in order to understand the correlation between theory and research.
4. **Understand** the necessity of statistical procedures commonly used in the social sciences, in particular, those applied to descriptive research and hypothesis testing.
5. **Apply** program content to the development of a capstone research project from beginning to end

## Bachelor of Science Degree in Criminal Justice

(Revised: April 2014)

Required courses – 30 credits including:

CRIM 110	Criminal Justice I
CRIM 111	Criminal Justice II
CRIM 220	Criminal Law
CRIM 230	Victimology
CRIM 312	Criminology
PSCI 291	Judicial Systems & Constitutional Law
SOC 315	Terrorism
CRIM/SOC 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 two tracks:

### **Crime and Society track (15 credits)**

CRIM/SOC251	Family Abuse
SOC 303	Sociology of Deviance
CRIM 350	Organized Crime
PSYC 405	Childhood and Adolescent Deviance
SOC 407	Dynamics of Urban Society

### **Police Studies track (15 credits)**

CRIM 112	Police in America
CRIM 210	Criminal Investigation
CRIM 235	Juvenile Delinquency
CRIM 300	Police Administration
CRIM 340	Cyber Crime

Note:

- Recommended electives CS 225, PHIL/PSCI 305, 306, PSYC 406, SOC 201
- General Education Commons required course in Criminal Justice Majors is GSCI 101
- Required General Education Commons Mathematics course for Criminal Justice Majors is MATH 122

## SUGGESTED FOUR YEAR PLAN FOR CRIMINAL JUSTICE MAJORS

## YEAR 1

CRIM-110: Criminal Justice I	3
ART HISTORY ELECTIVE	3
ENG-101: College Writing and Research I (GECC Area III)	3
PHIL-100: The Art & Practice of Critical Thinking (GECC Area IV)	3
MATH-122: Statistics (GECC Area VII)	3
FYE-100: Freshman Year Experience I	1
<b>Total Credits</b>	<b>16</b>

CRIM-111: Criminal Justice II	3
PSCI-291: Constitutional Law	3
ENG-102: College Writing and Research II (GECC Area V)	3
LS-100: Architecture of Information (GECC Area V)	1
GSCI-101: Forensic Science (GECC Area VII)	4
FYE-101: Freshman Year Experience II	1
<b>Total Credits</b>	<b>15</b>

## YEAR 2

CRIM-220- Criminal Law	3
CRIM-230: Victimology	3
CRIM Track Course 1	3
CRIM Track Course 2	3
GECC Area I – Faith & Reason 100/200	3
<b>Total Credits</b>	<b>15</b>

Elective 1	3
CRIM Track Course 3	3
GECC Area II – Critical & Analytical Thinking	3
GECC Area III – Communication & Expression	3
GECC Liberal Arts Concentration 1	3
<b>Total Credits</b>	<b>15</b>

## YEAR 3

CRIM/SOC-315 Terrorism	3
CRIM Track Course 4	3
GECC Area I – Faith & Reason 300/400	3
GECC Area VIII – Global Consciousness	3
GECC Liberal Arts Concentration 2	3
<b>Total Credits</b>	<b>15</b>

CRIM-312 Criminology	3
CRIM Elective	3
GECC Area VIII – Global Consciousness	3
GECC Liberal Arts Concentration 3	3
Elective or Minor	3
<b>Total Credits</b>	<b>15</b>

## YEAR 4

CRIM-400: Senior Seminar	3
Elective or Minor	3
Elective or Minor	3
Elective or Minor	3

CRIM-415- Senior Research II	3
Elective or Minor	3
Elective	3
Elective	3

CRIM Track Course 5	3
<b>Total Credits</b>	<b>15</b>

CRIM-452: Internship in Criminal Justice	3
<b>Total Credits</b>	<b>15</b>

### **Minor in Criminal Justice**

The Minor in Criminal Justice consists of six courses (18 credits) selected in consultation with the faculty advisor:

- 3 Lower Level Criminal Justice Courses (100-200 level)
- 3 Upper Level Criminal Justice Courses (300-400 level)

### **Certificate in Forensics**

The Certificate in Forensics is designed to meet the growing needs of students in the Criminal Justice Major, as well as those majoring in Computer Science, Psychology, and Natural Sciences, who might want to add a specialization to their major and improve their skills in an area that is gaining popularity and importance.

**Learning Outcomes for the Certification in Forensics.** Upon completion of this Certification, students will:

1. Employ the principles and methods proper for scholarly research in the social sciences
2. Integrate critical thinking and problem solving skills
3. Promote scientific and quantitative reasoning
4. Incorporate the principles of the natural and social sciences into practice
5. Apply scientific methods and data analysis to laboratory investigation
6. Investigate and explore the art of critique and analysis, which includes evaluating and synthesizing their discoveries in order to draw conclusions in their original work.

### Concentration in Criminology

The Concentration in Criminology is designed to meet the needs of students in the Criminal Justice Major, as well as those majoring in Social and Behavioral Science or Psychology, or any other major discipline, who might want to examine the treatment of victims and offenders by criminal justice agencies.

#### Learning Outcomes for Concentration in Criminology

Upon completion of the Concentration in Criminology, students will:

1. Assess the emotional effects of criminal activity as it relates to both the offender and victim.
2. Interpret the theoretical causes and outcomes of criminality and society's reaction to law-breaking.
3. Develop crime prevention strategies
4. Analyze the nature, causes and types of domestic abuse
5. Construct treatment options based on the principles of restorative justice and rehabilitation

#### Concentration in Criminology

The Concentration in Criminology consists of six courses (18 credits):

CRIM 110	Criminal Justice I	3 credits
CRIM 230	Victimology	3 credits
CRIM/SOC 251	Family Abuse/Domestic Violence	3 credits
SOC 303	Sociology of Deviance	3 credits
CRIM 312	Criminology	3 credits
PSYC 405	Abnormal Psychology	<i>or</i> 3 credits
PSYC 406	Child and Adolescent Deviance	

## COMBINED BS CRIMINAL JUSTICE/MBA PROGRAM

A combined B.S. / M.B.A. program is available to Criminal Justice majors who meet the admissions requirements listed below. This combined program is designed to facilitate the ongoing academic accomplishments of students who have achieved excellence in the Criminal Justice major. Acceptance into the program will allow up to 6 MBA graduate credits to be “double-counted” toward both the B.S. in Criminal Justice and the Masters in Business Administration. The student is awarded a Bachelor’s degree upon completion of the bachelor’s requirements.

The 6 graduate credits that are double-counted are only applicable to the Felician University Masters’ in Business Administration course of studies after the student has been awarded the Bachelor’s degree in Criminal Justice and matriculates into the MBA program at Felician.

Upon admission to this combined program, students should note that grades below a B in graduate level courses will necessitate the student’s retaking of that course. Courses may only be retaken once.

Students will be limited to one graduate course per semester while still an undergraduate. Courses in the MBA program run over 8 weeks, meeting one evening a week (Tuesday, Wednesday or Thursday) for four (4) hours.

### Admission Requirements

Students may apply for admission into the combined BS/MBA program during the spring of sophomore year or thereafter provided the student has completed at least 60 undergraduate credits worth a minimum 3.0 over GPA (this minimum must be maintained also for the remainder of the undergraduate coursework).

Students applying for the combined BS/MBA program must:

- Have and over GPA of 3.0 or better
- Receive the endorsement of their Criminal Justice Academic Advisor; the Associate Dean for Social and Behavioral Sciences and the Dean of the School of Business
- Personal interview with MBA program director
- Complete graduate application form

**Final approval for admission into the Masters’ of Business Administration program rests with the Dean of the School of Business.**



## SUGGESTED FOUR YEAR PLAN FOR COMBINED BS CRIMINAL JUSTICE/MBA DEGREE PROGRAM

### YEAR 1

CRIM-110: Criminal Justice I	3
ART HISTORY ELECTIVE	3
ENG-101: College Writing and Research I (GECC Area III)	3
PHIL-100: The Art & Practice of Critical Thinking (GECC Area IV)	3
MATH-122: Statistics (GECC Area VII)	3
FYE-100: Freshman Year Experience I	1
<b>Total Credits</b>	<b>16</b>

CRIM-111: Criminal Justice II	3
PSCI-291: Constitutional Law	3
ENG-102: College Writing and Research II (GECC Area V)	3
IS-100: Architecture of Information (GECC Area V)	1
GSCI-101: Forensic Science (GECC Area VII)	4
FYE-101: Freshman Year Experience II	1
<b>Total Credits</b>	<b>15</b>

### YEAR 2

CRIM-220- Criminal Law	3
CRIM-230: Victimology	3
CRIM Track Course 1	3
CRIM Track Course 2	3
GECC Area I – Faith & Reason 100/200	3
<b>Total Credits</b>	<b>15</b>

Elective 1	3
CRIM Track Course 3	3
GECC Area II – Critical & Analytical Thinking	3
GECC Area III – Communication & Expression	3
GECC Liberal Arts Concentration 1	3
<b>Total Credits</b>	<b>15</b>

### YEAR 3

CRIM/SOC-315 Terrorism	3
CRIM Track Course 4	3
GECC Area I – Faith & Reason 300/400	3
GECC Area VIII – Global Consciousness	3
GECC Liberal Arts Concentration 2	3
<b>Total Credits</b>	<b>15</b>

CRIM-312 Criminology	3
CRIM Elective	3
GECC Area VIII – Global Consciousness	3
GECC Liberal Arts Concentration 3	3
Elective or Minor	3
<b>Total Credits</b>	<b>15</b>

### YEAR 4

CRIM-400: Senior Seminar	3
Elective or Minor	3

CRIM-415- Senior Research II	3
Elective or Minor	3

Elective or Minor	3
MBA Course I	3
CRIM Track Course 5	3
<b>Total Credits</b>	<b>15</b>

Elective	3
MBA Course 2	3
CRIM-452: Internship in Criminal Justice	3
<b>Total Credits</b>	<b>15</b>



**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. (fall, spring, 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 110. The course will be broken into the numerous “subsections” of the CJS, including police, courts, and corrections, in more detail. In addition, students will learn about rights of the accused, problems of the court system, positive and negative aspects of alternatives to incarceration as well as the effects of incarceration and expectations for the future of the Criminal Justice System. (fall, spring)

*Prerequisite:* CRIM 110

**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)

*Prerequisite:* completion of CRIM 111

**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 250****Writing and Reading in Criminal Justice and Social Sciences****3 Credits**

This course is designed to help students become familiar with searching criminological and sociological literature, read journal articles in the social sciences and present ideas effectively in written form within the discipline. Students will also learn to make oral presentations of written work. By the end of this course, students will be able to demonstrate their ability to read journal articles in criminal justice, present ideas effectively in writing, use APA style, and do effective presentations. In-class writing exercises, a critique of a research paper, a term paper, a presentation, and class participation will be used to assess achievement of these objectives.

**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 260****Introduction to Homeland Security****3 credits**

Homeland Security occupies a unique place at the interface of national and international security as well as domestic and foreign policy decision making. It has many dimensions, ranging in diversity from vaccine develop-

ment, to border fence building, and efforts to secure air travel, sea containers and critical infrastructures. Homeland security responsibilities and jurisdictions are divided among federal, state and local governments, in addition to the private sector. The purpose of this course is to help students develop a better understanding of the complex set of actors, institutions, processes and issues that constitutes the realm of homeland security. The course relies upon theories, concepts and case studies to explore the challenges facing organizations which are part of protecting our homeland security.

*Prerequisite:* CRIM 110

**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. (every spring, or as needed)

*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. (every fall, or as needed)

*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. (as needed)

*Prerequisites:* CRIM 110, 290

### **CRIM/SOC 312**

#### **Criminology**

##### **3 credits**

An examination of the study of society's reaction to law-breaking behaviors, including the theories that explain the causes and outcomes of criminality, law making and crime prevention strategies. (every fall and spring as needed)

*Prerequisite:* SOC 101

### **CRIM 313**

#### **White Collar Crime**

##### **3 Credits**

This course exhibits an in-depth look at the most committed occupational crime in the United States, as well as represents the second most current crime (origin of 1940, Cybercrime 1970s, respectively) in existence, whereas the current literature and criminality derived from modern White Collar Crime essentially should be in its own category of curriculum.

### **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. (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 cybercrime, jurisdictional challenges, federal law enforcement efforts and private efforts to combat cybercrime. (every fall, or as needed)

### **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. (spring)

**CRIM 351****Special Issues in Criminal Justice****3 credits**

(as needed) Please check the Registrar's listing of courses for topics and times)

**CRIM/PHIL 380****Philosophical Issues in Criminal Justice****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. (as needed)

*Prerequisite:* PHIL 101

**CRIM/SOC 400****Senior Research I/Research Methods for the Social Sciences**

This course will provide students with a broad understanding of discipline inquiry and analysis of methods and will focus on issues in social science research with an emphasis on sociology or history and the methodology of social science; logic and its application to specific methods; contemporary issues in social science research; and on the legal implications of social scientific research for the student. (every fall)

**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. (as needed)

**CRIM 405****Restorative Justice: Crime, Ethics, and Morality****3 Credits**

This course introduces the philosophies and principles of restorative justice, including its historical and theological roots. Beliefs and ideas surrounding crime and social justice will be analyzed by comparing and contrasting retributive and restorative paradigms. In addition to identifying the fundamental principles and practices of restorative justice, the course will further explore the needs and roles of key stakeholders (e.g., victims, offenders, communities, justice systems).

**CRIM 410****Emergency Preparedness Planning and Management****3 credits**

This course will address the full spectrum of emergency planning: mitigation, preparedness, response and recovery. It profiles infrastructure preparedness and explores techniques and tools used to develop strategic plans. Students will engage in the examination of the peripheral actions of emergency planning, including media and consequence management, and the exploration of the psychology of disasters. (every fall)

**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, CRIM/SOC 400

**CRIM 445****Research Practicum in Criminal Justice****1-3 Credits**

This course will allow the student to work closely with a faculty member in designing and carrying out a research project of shared

interest. This course is intended for students contemplating further study in academic criminal justice. Activities may include one or more of the following: literature searching, data input, and quantitative and/or qualitative data analysis.

*Prerequisite:* Junior or Senior status in the Criminal Justice major

## **CRIM 452**

### **Internship in Criminal Justice**

#### **3 credits**

This course offers criminal justice majors the opportunity to work in the field of criminal justice for a minimum of 120 hours during the semester. Students must complete all paperwork to register for the Internship at least one semester before; students will meet with the Career Center and complete the application that will be sent to their advisor and site supervisor. This application will then be filed in the Career Center. Students must register for the class with the Registrar as well. They will be required to write a paper that is relevant to the Internship and maintain a journal that reflects their experience; the site supervisor will complete an evaluation form on their performance. This is a Pass/Fail course. (as needed)

*Prerequisite:* Junior or senior status in the Criminal Justice major

## ENGLISH AND FOREIGN LANGUAGES (ENG)

Graduates in the English major at Felician University will be able to:

1. Relate to the text as a means of gaining a deeper understanding of themselves and of the world.
2. Apply critical reading and thinking skills to the analysis and explication of the literary text.
3. Interpret texts from a variety of genres using literary critical approaches.
4. Incorporate scholarly research in the interpretation and analysis of literature.
5. Refine skills in written and oral communication.

English majors are prepared for graduate school by exposure to a variety of literary forms, works, and historical periods as well as by practice in critical analysis. The curriculum is also designed to produce literate, well-spoken persons who can enter professional studies in law or medicine as well as to provide communication and thinking skills highly valued in the business and professional world. Independent study, internships, seminars, and a senior research project help the student acquire intellectual maturity and a wide range of practical and scholarly experience.

### Bachelor of Arts Degree in English

(Revised: June 2016)

**Required courses:** 36 credits, including ENG 201 (Literatures in English I), ENG 202 (Literatures in English II), ENG 203 (Literatures in English III), 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.

Area 1:	ENG 300, 301, 305, 310, 312	Area 2: ENG
215, 320, 325		
Area 3:	ENG 210, 302, 340, 345, 365	Area 4: ENG
313, 366, 370, 371, 375, 380, 381, 383, 385, 390, 395, 396		



### Theater Studies (Minor)

**The Joint minor in Theater Studies is offered by the Department of Communications and the Department of English and Foreign Languages**

In this minor the student explores theater as a practical craft and an intellectual discipline combining the hands-on courses of the Department of Communication's Theater Concentration with the in-depth studies of specific playwrights and of periods in dramatic styles of specific periods of theater history in courses offered by the Department of English and Foreign Languages.

The minor requires the completion of eighteen (18) credits, 9 from the Department of Communications and 9 from the Department of English and Foreign Languages:

COMM 140 Introduction to Theater	ENG 215 The Drama
COMM 247 Acting I	ENG 315 Shakespeare
COMM 248 Acting II	ENG 395 Modern Drama
	ENG 396 Contemporary Drama

#### Minor in English

A minor in English consists of 18 credits, including the following courses: ENG 201, ENG 202, ENG 203, ENG 315, and an additional 6 credits of English electives, at least 3 credits of which must be at the 300/400 level.

### FOUR YEAR SUGGESTED COURSE SEQUENCE FOR ENGLISH MAJORS (B.A.)

#### First Year

Course	Credits	Course	Credits
GECC Area I – Faith & Reason 100/200	3	GECC Area II – Ethics, Values, and Truth	3
GECC Area III – ENG-101: Col- lege Writing and Research I	3	GECC Area V – ENG-102: College Writ- ing and Research II	3
GECC Area VII – College Level Math	3	GECC Area V – LS-100: Architecture of Information	1
GECC Area VI – CS-103: Introduc- tion to Advanced Computer Ap- plications	3	GECC Area IV – Critical & Analytical Thinking	3
GECC Liberal Arts Concentration 1	3	GECC Liberal Arts Concentration 2	3
FYE 100	1	FYE 101	1
<b>TOTAL</b>	<b>16</b>		<b>14</b>

#### Second Year

Course	Credits	Course	Credits
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ENG 201 Literatures in English I	3	ENG 202 Literatures in English II	3
English Area 1	3	English Area 2	3
GECC Area III – Communication & Expression	3	GECC Area VIII – Global Consciousness	3
GECC Area VII – Lab Science	3	Free Elective (or Minor)	3
GECC Liberal Arts Concentration 3	4	Free Elective (or Minor)	3
<b>TOTAL</b>	<b>16</b>	<b>TOTAL</b>	<b>15</b>

### Third Year

Course	Credits	Course	Credits
GECC Area I – Faith & Reason 300/400	3	English Area 4	3
English Area 3	3	ENG 315 Shakespeare	3
ENG 203 Literatures in English III	3	GECC Area VIII – Global Consciousness	3
Free Elective (or Minor)	3	Free Elective (or Minor)	3
Free Elective (or Minor)	3	Free Elective (or Minor)	3
<b>TOTAL</b>	<b>15</b>	<b>TOTAL</b>	<b>15</b>

### Fourth Year

Course	Credits	Course	Credits
ENG 480 Critical Perspectives on Literature	3	ENG 490 Senior Research in English	3
English Elective 2	3	Free Elective (or 2 <sup>nd</sup> Minor)	3
Free Elective (or 2 <sup>nd</sup> Minor)	3	Free Elective (or 2 <sup>nd</sup> Minor)	3
Free Elective (or 2 <sup>nd</sup> Minor)	3	Free Elective (or 2 <sup>nd</sup> Minor)	3
Free Elective (or 2 <sup>nd</sup> Minor)	3	Free Elective (or 2 <sup>nd</sup> Minor)	3
<b>TOTAL</b>	<b>15</b>	<b>TOTAL</b>	<b>15</b>

Students interested in English may also opt for an English Focus within the Humanities Interdisciplinary Studies Major. (See Humanities.)

Note: Unless indicated otherwise, all Literature and/or 200-level and above courses require ENG 102 as a prerequisite.

**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 minimal acceptable grade in this course.

**ENG 002/101**  
**Reading and Writing Workshop**

**3 credits (in-house)/3 credits (towards graduation)**

A reading and writing intensive course, this is a single, linked course that looks like two courses when the student enrolls. There is one developmental English professor assigned to both classes which run back to back, and students are essentially doing the same work as any other student taking ENG 101, *Writing the College Essay*: they just have twice the time to do it. Because of this, students receive three credits that count towards graduation once they pass the course. The course is designed to give students with weaker backgrounds or greater difficulties in writing and reading the extra time and instruction they need to succeed in ENG 101. Emphasis is placed on increasing the level of writing skills and reading comprehension. The use of the thesis sentence and 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.

**ENG 005**  
**Reading Comprehension/Reading Seminar**

**3 credits (in-house)**

This three credit course is designed to give students with weaker backgrounds or greater difficulties in reading added skills and an exposure to readings across the curriculum. It is designed to equip students with the skills needed to become effective readers and critical thinkers. Emphasis will be placed on developing the reading techniques essential for

mastering the comprehension of college reading materials, acquiring a fundamental knowledge of vocabulary in various disciplines, and applying reading skills to expand proficiency in college writing. (Students are placed in this class by their Accuplacer reading scores). Note: A “C” is the minimum acceptable grade in this course.

**ENG 101**  
**College Writing and Research I**  
**3 credits**

This course reinforces the methods of writing college-level expository prose, with emphasis on the following: revision techniques, paragraph coherence, grammatical and structural clarity, patterns of organization, and thematic development. Students write several essays utilizing writing methods acquired in the course. Students will learn and apply the fundamentals of college research using MLA and APA research formats. Note: A “C” is the minimum acceptable grade for this course. (Partially satisfies the GECC Area III Communication & Expression requirement.)

**ENG 102**

**College Writing and Research II**  
**3 credits**

This is a research and writing course designed to develop students' ability to locate, evaluate, and incorporate a variety of sources of information into a text of their own. Students will construct persuasive arguments incorporating their research in a variety of papers and writing assignments including the research paper. Critical reading and analysis of selections of literature (fiction, poetry, drama, and non-fiction) will provide examples of sophisticated strategies of writing to enhance the student's effectiveness in written communication. These readings will focus on themes and issues that will then serve as the topic of student essays. Refining the research and writing skills developed in ENG-101 will be part of each paper assignment, including the research paper, allowing the student to demonstrate competency in the correct use of APA or MLA citation, the processes of revision and editing, and the correct use of style, grammar, and punctuation. Note: A “C” is the mini-

mum acceptable grade for this course. (Taken in tandem with LS-100 and partially satisfies the GECC Area V Information Literacy requirement.)

*Prerequisite:* ENG 101

**ENG 109**  
**Crafting a Life: Biographies, Autobiographies, Diaries, Journals**  
**3 credits**

A study of major writers of personal non-fictional prose. Students will analyze the characteristics of the genres of biography, autobiography, letters, journals, and diaries. This course will develop writing and critical skills while introducing writers of varied historical times, styles, ethnic groups, sexes, and classes. *Prerequisite:* ENG 101

**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 121**  
**Praxis Review**  
**1 Credit**

This course is designed to familiarize the student with the structure and content of the Praxis I Core Reading (5712) and Writing (5722) tests. These CORE exams measure reading and writing competencies needed to prepare for a career in education. The course focuses on key concepts of language arts and the ability to effectively read and write before enrolling in a teacher education program. The course includes detailed instruction and hands-on practice through quizzes and practice tests.

**ENG 130**  
**Travel Writing**  
**3 credits**

"Travel Writing" is a creative essay-writing course, an introduction to both the theory and practice of travel writing. We will read both contemporary and classics of travel writing that use poetry, historical analysis, narrative and description to engage readers in the experience of the journey. Rather than following a lectured program around historic sites, students will engage in research and actively pursue a knowledge of art, history, and culture, with which to contextualize their own experience. Students will evaluate both the literary and ethical value of the texts they read. The class will serve as a creative writing workshop, and the student will finish the course with a polished, creative, and expressive essay in a popular and publishable genre. (This class is a study abroad course. The first part of the course takes place two days a week during the spring semester at FC; the second part takes place during late spring/summer for five weeks abroad.) *Prerequisite:* ENG 102 or concurrent enrollment

**ENG 150**  
**Critical Thinking for Persuasion**  
**3 credits**

The essay is a laboratory of thought. Logical thinking and valid evidence are key to effective essay writing but also to any kind of writing intended to persuade. This course builds

on the skills practiced in ENG 101, with self-reflexive examination of the students' own writing processes. Students will examine logical fallacies and effective arguments in their own work and in the world. Students will write to experiment with critical thinking in a variety of persuasive modes, including oral presentations, essays, and hypertext. Students will write reasoned and creative non-fiction for a variety of audiences in and beyond the academy. (Satisfies the GECC Area IV Critical & Analytical Thinking requirement.) *Prerequisite:* ENG 101

### **ENG 201** **Literatures in English I**

An in-depth survey of representative literary selections from British and American literature from the Middle Ages to 1699. Students will examine in detail major writers and texts, and will acquire knowledge of the significant historical, intellectual, and cultural events of the period.

### **ENG 202** **Literatures in English II**

An in-depth survey of representative literary selections from British and American literature from 1700 to 1899. Students will examine in detail major writers and texts and will acquire knowledge of the significant historical, intellectual, and cultural events of the period.

### **ENG 203** **Literatures in English III**

An in-depth survey of representative literary selections from British, American, and European literature from 1900 to the present. Students will examine in detail major writers and texts and will acquire knowledge of the significant historical, intellectual, and cultural events of the period.

### **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.

### **ENG 210** **History of the Novel** **3 credits**

Students analyze the elements of the novel and categories within this genre. A critical evaluation of major English and American novels concentrates on those exemplifying historical and aesthetic development of this literary form. [AREA 3]

### **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.

### **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]

### **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.

**ENG 300**  
**Medieval Literature**  
**3 credits**

Students study in-depth the major texts and authors from the Middle Ages. [AREA 1]

**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 Geoffrey of Monmouth through the beginnings of the mythic Arthur in the Arthurian Romances of Chretien de Troyes, Marie de France, and Thomas Malory. We will look briefly at the presence of Arthur in contemporary literature as well. The course will conclude with readings and analysis of the Grail legends to gain an understanding of how a literary archetype is born. [AREA 1]

**ENG 302**  
**Themes in Literature: From Classic to Modern**  
**3 credits**

This course explores paired readings from classical and modern literary works and introduces students to the inter-textual nature of literary interpretation and to such common concerns as self, identity, and community. Students read ancient texts from the classical Greek and Roman worlds, the Judeo-Christian tradition, and modern works. Homer, Sophocles, Aeschylus, Euripides, Dante, Shakespeare and others may be included. Students will read deeply and critically in multiple genres, disciplines, and themes to understand how “great works” remain in dialogue with one another over time and how the legacy of western thought can be understood through the prism of contemporary literature. Each work read describes a series of choices that leave the main characters changed by their encounters as they construct their identity and what they learn on their way.

**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]

**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]

**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 among others. [AREA 1]

**ENG 313**  
**Two American Poets:  
 Dickinson and Frost**  
**3 credits**

This course gives students an opportunity to study closely two of the most important American poets: Emily Dickinson and Robert Frost. Emphasis is upon the technical and lyric characteristics of the poetry, as well as an understanding of the thematic construction. [AREA 3 or 4]

**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.

**ENG 320****Seventeenth Century Literature:****Politics, Passion, and Prayer****3 credits**

A study of the major poetry and prose of the seventeenth century in England including an examination of the intellectual and political events of the period and a detailed analysis of significant works by Milton, Donne, Herbert, Herrick, and others. The student will understand the development of the prose, poetry, and thought of this era. [AREA 2]

**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]

**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]

**ENG 335****Community Writing****3 credits**

This is a theme based reading and writing course that gives students the opportunity to

read a variety of non-fiction texts and write for an audience outside of the academic context. It integrates service learning by focusing on having students write and do research for a non-profit organization. Prerequisite: Permission of the instructor, which will include a face-to-face meeting and the submission of a brief writing sample.

**ENG 340****The Romantic Rebellion****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]

**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]

**ENG 347****Myths, Fairy Tales and****Medieval Romances****3 credits**

An in-depth examination of selected myths, fairy tales and medieval romances in English. Students will examine in detail major writers and texts and will acquire knowledge of these genres and the significant historical, intellectual, and cultural events surrounding them. This course is taught through electronic delivery and is on-line. [AREAS 1 or 2]

**ENG 350****Special Topics in English**

This course varies by semester and instructor and allows students to pursue an area not addressed by other courses in the Department.

**ENG 365****American Romantic Writers****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]

**ENG-366: Magic and Empire Around the World: Colonial to Post-Colonial Literature**

– Essential to understanding contemporary global culture, colonial literature of the nineteenth and early twentieth century justified the rule of colonies from Europe, particularly Britain's empire. Postcolonial literature of the late twentieth and twenty-first centuries highlights the lingering traumas of colonialism and imperialism which were left behind by the clash of cultures with unequal distributions of power. This course is designed to acquaint students with significant colonial and postcolonial narratives from around the world. Themes of identity, language, race, religion, and gender will inform readings of magical realism and representations of exotic others. [AREA 4]

**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]

**ENG 371****Autobiography****3 credits**

Students examine major English and American authors from 17<sup>th</sup> to 21<sup>st</sup> century who have written autobiographies. Through an analysis of style, form, and theme, autobiography will be seen as a literary genre expressing self and self-consciousness, and combining fictive and factual elements. [AREA 3 or AREA 4]

**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.

**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, Millay, T.S. Eliot, Moore, Pound, Stevens, Frost, Williams, and Plath. [AREA 4]

**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 in English. [AREA 4]

**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 the writings and cultures of Native American, Latino, Asian, African-American, Jewish, and various White American authors. [AREA 4]

**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 explores their influence on African-American literature from 1750 to the present, with a particular focus on 20th century literature.



The importance of literature as a reflection of the African experience in America will be stressed. [AREA 4]

### **ENG 385**

#### **Women in Literature**

##### **3 credits**

A thematic study of the female image created by male and female writers, focusing on major authors who are women, and on the practice of feminist literary analysis. It explores women's and men's creation of identity within social structures that define acceptable feminine and masculine images. [AREA 4]

### **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]

### **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]

### **ENG 396**

#### **Contemporary Drama**

##### **3 credits**

This course concentrates on selected authors and movements in contemporary drama from the 1980's to the present. [AREA 4]

### **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 452**

#### **Internship in English**

##### **3 credits**

This course offers English majors the opportunity to work in the field of English for a minimum of 120 hours during the semester. Students must complete all paperwork to register for the Internship at least one semester before; students will meet with the Career Center and complete the application to be sent to their advisor and site supervisor. This application will then be filed in the Career Center. Students must register for the class with the Registrar as well. They will be required to write a paper that is relevant to the Internship and maintain a journal that reflects their experience; the site supervisor will complete an evaluation form on their performance. This is a Pass/Fail course. *Prerequisite:* Junior or senior status in the English major.

### **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.

### **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. *Prerequisite:* ENG 480 or permission of instructor.

## Foreign Languages

Elementary courses are offered in modern Arabic, French, Italian, Spanish, and in Classical Latin. While the University 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. In addition, any modern language course may satisfy the GECC Area VIII – Global Consciousness requirements.

### **ARAB 101-102**

#### **Arabic Language and Culture I and II 3, 3 credits**

These courses take a communicative approach to the fundamentals of the Arabic language, with emphasis on listening comprehension, speaking, and developing mastery of the Arabic writing system. Students will engage in basic reading and writing of simple sentences and short paragraphs. The course stresses communication using both formal and informal Arabic, designed to enable students to communicate in Arabic in everyday situations. Students will also explore Arabic speaking countries and their inherent cultural differences to develop students' awareness of the global challenges experienced in these countries and an appreciation of their contributions to the world at large. Both courses are designed for students with little or no previous experience in the language.

### **FREN 101 - 102**

#### **French Language and Culture I and II 3, 3 credits**

These courses introduce students to the French language using the basic components of French grammar in order to engage in spoken, interpersonal communication. In conjunction with language learning students will examine the ideological and cultural differences of countries where French is spoken. The course develops students' awareness of the global challenges experienced in these countries and an appreciation of their artistic and social contributions.

### **ITAL 101 - 102**

#### **Italian Language and Culture I and II 3, 3 credits**

These courses introduce students to a communicative approach to the fundamentals

of the Italian language, with emphasis on listening comprehension, speaking, and cultural awareness, and designed to enable students to communicate in Italian in everyday situations. They incorporate global perspectives into the study of language, dealing primarily with language and the communication necessary to identify cross-cultural issues, perspectives and contributions of Italian speaking cultures.

### **LAT 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.

### **LAT 102**

#### **Elementary Latin II 3 credits**

A continued exploration of Classical Latin that builds upon the skills learned in Latin 101. Emphasis will be threefold: 1) the acquisition of a larger vocabulary, 2) a deepened understanding of Latin grammar, and 3) more practice in sight translations and composition. *Prerequisites:* LT 101 or at least two years of high school Latin.

**SPAN 101 - 102**  
**Spanish Language and Culture I and II**  
**3, 3 credits**

These courses introduce students to a communicative approach to the fundamentals of the Spanish language, with emphasis on listening comprehension, speaking, and cultural awareness, and designed to enable students to communicate in Spanish in everyday situations. This course embraces a global perspec-

tive by introducing students to the Spanish language, which is spoken in many areas of the world. It incorporates global perspectives into the study of language, dealing primarily with language and the communication necessary to identify cross-cultural issues, perspectives and contributions of Spanish speaking cultures



## ENVIRONMENTAL SCIENCE (ENV)

### 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.



## EXERCISE SPORTS SCIENCE (EXSC)

The mission of the Bachelor's degree in Exercise Sports Science is to provide a quality undergraduate education in the field of Exercise Sports Science that prepares students for meaningful engagement in work experiences and/or a furthering of their education in a graduate program. Students majoring in Exercise Sports Science explore how the body functions during physical activity and exercise. Principles and concepts taught in human anatomy and physiology, exercise physiology, biomechanics, chemistry, physics, and nutrition are mastered to help understand how the body responds to acute bouts of exercise and how it adapts to chronic physical activity and exercise. The impact that physical activity and exercise have on one's capacity to do work, physical performance, health, and disease, makes study of this discipline rewarding, both individually and for society at large.

### Program Learning Outcomes

Upon completion of the program requirements, students will be able to:

1. Demonstrate a sound foundational knowledge and understanding of the principles of biology, chemistry, and nutrition, and an advanced understanding of human anatomy and physiology as they relate to responses and adaptations to physical activity, exercise, health, and disease.
2. Demonstrate basic laboratory skills pertaining to assessments, laboratory methods, sound experimental and analytical practices, data acquisition, and reporting in the Exercise Sports Sciences.
3. Demonstrate knowledge of the importance and influence of physical activity, kinesiology, nutrition and exercise on health and be an advocate for physically active lifestyles as a means to improve quality of life and reduce the risk and prevalence of lifestyle related diseases.
4. Plan, administer, and evaluate wellness and fitness programs, nutrition projects, and exercise physiology tracks based in sport, clinical, and/or corporate environments.
5. Demonstrate requisite skills and abilities for meaningful employment in Exercise Sports Science related areas and/or pursue graduate studies in an Exercise Sports Science related area.

### Admission and Program Requirements:

In order to declare the Exercise Sports Science major, students must meet the following requirements:

1. Satisfy Felician University admission requirements and complete Program application by deadline.
2. Applicants must have a 2.75 cumulative grade point average with a minimum grade of "C" in each required course, including: BIO-205: Anatomy & Physiology I w/Lab; BIO-206: Anatomy & Physiology II w/Lab; CHEM-103: General Chemistry I w/Lab; CHEM-104: General Chemistry II w/Lab; and EXSC-101: Foundations in Exercise Sports Science.
3. Admitted students must maintain an Institutional GPA of 2.75 to remain in the Exercise Sports Science degree program and be eligible to enroll in Exercise Sports Science courses. Once admitted to the Program, students falling below the required 2.75 Institutional GPA will be required to improve their Institutional GPA to a 2.75 in order to be readmitted to the Program. Also, as per University policy, students must earn a grade of 'C' or better in all major required coursework.
4. The Bachelor of Science in Exercise Sports Science requires completion of 49 credit-hours of study in our General Education Curricular Commons (GECC) Program, 35 credits in required cognate courses in the biological, chemical, and physical sciences, and 38 credits (including 6 elective credits) in the Exercise Sports Science major, for a total of 73 credits in the major (cognate science courses and required EXSC courses and electives).

**Four-Year Suggested Course Sequence for Majors  
Bachelor of Science in Exercise Sports Science**

**FRESHMAN YEAR – Fall**

(GECC Area I) Faith & Reason 100/200 level	3
(GECC Area III) ENG-101: College Writing & Research I	3
(GECC Area VII Lab Science) BIO-103: General Biology I w/Lab	4
EXSC-101: Foundations in Exercise Sports Science	3
FYE-100: Freshman Year Experi- ence I	1
<b>Total Credits</b>	<b>14</b>

**FRESHMAN YEAR – Spring**

(GECC Area V) ENG-102: College Writing & Research II	3
(GECC Area V) LS-100: Architecture of Information	1
(GECC Area VI) CS-103: Intro to Advanced Computer Applications	3
(GECC Area VII College Math) MATH-160: College Algebra	4
BIO-104: General Biology II w/Lab	4
FYE-101: Freshman Year Experience II	1
<b>Total Credits</b>	<b>16</b>

**SOPHOMORE YEAR – Fall**

(GECC Area II) Ethics, Values & Truth	3
(GECC Area III) Communication & Expression	3
(GECC Area IV) Critical and Ana- lytical Thinking	3
EXSC-102: Principles of Health Nutrition & Weight Management	3
BIO-205: Anatomy & Physiology I w/Lab	4
<b>Total Credits</b>	<b>16</b>

**SOPHOMORE YEAR – Spring**

(GECC Area VIII) Global Con- sciousness 1	3
(GECC Liberal Arts 1) PSYC-101: Introduction to Psychology	3
(GECC Liberal Arts 2) MATH-161: Pre-Calculus	4
EXSC-201: Health and Fitness	3
BIO-206: Anatomy & Physiology II w/Lab	4
<b>Total Credits</b>	<b>17</b>

**JUNIOR YEAR – Fall**

(GECC Area I) RELS-303: Reli- gion and Psychology	3
(GECC Area VIII) Global Con- sciousness 2	3
EXSC-205: Exercise Physiology w/ Lab	4

**JUNIOR YEAR – Spring**

CHEM-104: General Chemistry II w/Lab	5
PHYS-103: General Physics I w/ Lab	4
EXSC-210: Principles of Strength Training & Conditioning	4

CHEM-103: General Chemistry I w/Lab	5
<b>Total Credits</b>	<b>15</b>

GECC Liberal Arts 3	3
<b>Total Credits</b>	<b>16</b>

**SENIOR YEAR – Fall**

MGT-230: Introduction to Sports Management	3
BIO-311: Cell and Molecular Biology w/Lab	4
EXSC-310: Exercise Biomechanics (PHYS-103 prerequisite)	3
EXSC-330: Therapeutic Principles	3
Major Related Elective 1	3
<b>Total Credits</b>	<b>16</b>

**SENIOR YEAR – Spring**

EXSC-320: Stress Assessment & Exercise Prescriptions w/Lab	4
EXSC-450: Research in Exercise Sports Science	3
EXSC-452: Internship	3
Major Related Elective 2	3
General Elective or Internship (Optional)	3
<b>Total Credits</b>	<b>15</b>

**Exercise Sports Science Course Descriptions****EXSC 101****Foundations in Exercise Sports Science****3 credits**

This course provides an introduction to the field of exercise and sport science. This is the stepping stone to engaging with scientific foundations of exercise science and sport. Students will be exposed to the key issues and challenges of exercise science and sport including the structure of the industry, as well as career opportunities and pathways.

**EXSC 102****Principles of Health Nutrition and Weight Management****3 credits**

This course emphasizes the fundamental concepts of nutrition with a focus on the relationships of nutrients to health, fitness, and athletic performance. Topics include basic dietary constituents, principles of body function, considerations for disease prevention and management, dietary regulation, dietary myths, food safety and weight management.

**EXSC 201****Health and Fitness****3 credits**

This course introduces students to a variety of topics related to health and wellness. Topics include, but are not limited to, wellness and lifestyle management, basic principles of physical fitness, nutrition, weight management, stress management, sexually transmitted diseases, substance use and abuse, and chronic diseases.

**EXSC 203****Athletic Injuries****3 credits**

This course is a study of the prevention and treatment of specific sport injuries resulting from activities in the home, recreational, intramural, and extramural settings. Areas addressed include the identification of injuries, proper treatment after they occur, and preventative measures. Students learn how to create a safe environment for athletes.

**EXSC 205****Exercise Physiology w/ Lab****4 credits**

This course studies basic principles of human physiology and metabolic processes used to produce and store energy with direct application to acute and chronic exercise. Students will develop an understanding of the structure, function, and measurement of the cardiovascular, pulmonary, and neuromuscular systems with respect to human activity and athletic performance. The course and lab utilize this information to focus on how the body and its systems respond to the differing types of intensities of exercise. Understanding the interactions of metabolism, circulation, and structural adaptations in response to exercise and training are required to be an effective exercise sports physiologist.

**Prerequisite Course:** BIO 205 and BIO 206

**EXSC 210****Principles of Strength Training and Conditioning****3 credits**

This course is intended to prepare future professionals in various fitness fields to apply scientifically sound principles to strength and conditioning programs. We will study strength, speed, cardiovascular, and flexibility training through the use of concepts learned in physiology, anatomy, kinesiology, and psychology. You will learn appropriate exercise program design, safe exercise technique, and the ways to assess physical improvement in your clients.

**EXSC 310****Exercise Biomechanics****3 credits**

This course provides students the opportunity to study advanced techniques in the analysis of mechanical factors related to human movement. Specific areas of human movement include: sports, aquatics, ergonomics, rehabilitation, disability sport, exercise/fitness, and gait. Students gain an understanding of the mechanical and anatomical principles that govern human motion and develop the ability to link the structure of the human body with its function (motion, rotation, force, etc.) from a mechanical perspective.

**Prerequisite:** PHYS 103 or equivalent

**EXSC 320****Stress Assessment and Exercise Prescriptions w/Lab****4 credits**

This course incorporates laboratory and field tests used to assess physical fitness components as well as principles of exercise prescription. Test results are used to develop individualized exercise prescriptions to improve cardiorespiratory fitness, muscular fitness, body weight and composition, and well as flexibility and stress levels



**EXSC 330****Motor Learning and Skill Performance****3 credits**

This course will examine the theoretical and applied concepts relating to performance and learning of perceptual-motor skills in everyday lifestyle, recreational, and sport tasks. Through this content, students will be provided an opportunity to explore how motor skills are developed and controlled, and how methods of instruction can be used to assist re-learning of motor skills.

**EXSC 340****Therapeutic Principles****3 credits**

This course is designed to prepare students to safely, legally, ethically, and appropriately apply physical agents and modalities such as heat, cold, light, sound, water, wrapping/taping, mechanical compression, and mechanical traction as components of physical therapy intervention. Course content includes interactive case studies designed to assist the student in applying concepts of evidence-based practice, clinical reasoning, stages of tissue healing/repair, and pain mechanisms while making treatment intervention decisions in the appropriate use of these procedures.

**EXSC 450****Research in Exercise Sports Science****3 credits**

This is a senior capstone course that integrates the knowledge, concepts, as well as professional skills gained from prior coursework in the exercise sports science undergraduate program. Students will be able to choose from two different options in this capstone course: a) an applied project in which the student will develop a hypothetical applied case and intervention program for a client/team in order to synthesize and demonstrate their ability to understand, develop, and advance the principles of applied physiology; or b) a research project in which the student will apply research techniques, including the ability to define a research problem, write hypotheses, review the literature, apply a research design, collect and analyze data, and interpret the results.

**EXSC 452****Internship****3- 6 credits**

The internship component introduces Exercise Sports Science majors to real-world applications of what they have learned through coursework in the program, providing comprehensive practical experience in a selected Exercise Science environment. Students are expected to apply and register for the internship at least one semester prior and will need to visit the Career Center to complete the application, which will then be sent to the advisor and site supervisor. They will be required to write a paper that is relevant to the internship and maintain a journal reflecting on their experience. The site supervisor will complete an evaluation form on the student's performance upon completion of the internship experience.

Prerequisite: Junior or Senior status

## 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 71 for the College's policy on taking a Leave of Absence and page 71 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 mean-

ing 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:

AN 200	Anthropology of Aging	PSYC 203	Psychology of Adult Development and Aging
SOC 203	Aging: A Social Affair	BIO 301	Biology of Aging
HIST 340	Aging in American Society	RELS 401	Death and Dying
NURS 245	Geriatrics and Health Care	PSYC 377	Psychology of Health and Illness

## HEALTH INFORMATION MANAGEMENT

The Department of Computer Science administers a Joint Degree program in Health Information Management. The program involves General Education, Core Curriculum and pre-professional coursework during two years at Felician University, and completing the program at the Rutgers-SHP, culminating in a jointly awarded Bachelor of Science degree. This program is accredited by CAHIIM ([www.cahiim.org](http://www.cahiim.org)).

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

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

### Degree Requirements

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

**BACHELOR OF SCIENCE IN HEALTH INFORMATION MANAGEMENT  
JOINT DEGREE WITH THE RUTGERS-SHP  
124 credits (63 credits at Felician University)  
Suggested Course Sequence for HIM Majors**

**FIRST YEAR**

<b>FALL</b>		<b>SPRING</b>	
Course	Credits	Course	Credits
GECC III - College Writing and Research I	3	GECC V - ENG 102 College Writing and Research II	3
GECC VII - MATH 160 College Algebra	4	GECC I RELS Faith and Reason (100-200 Level)	3
GECC IV - PHIL 100 The Art & Practice of Critical Thinking	3	GECC VI - CS 103 Intro. to Advanced Comp. Apps.	4
GECC VII - BIO 102 Human Biology	4	GECC III - COMM 103 Public Speaking	3
FYE 100 Freshman Year Experience I	1	FYE 101 Freshman Year Experience II	1
		GECC V - The Architecture of Information	1
	<b>Total Credits</b> 15		<b>Total Credits</b> 17

**SECOND YEAR**

<b>FALL</b>		<b>SPRING</b>	
Course	Credits	Course	Credits
GECC II - PHIL 250 Making Moral Decisions	3		
GECC VIII - Global Consciousness I	3	GECC I - Faith & Reason (300-400 Level)	3
ACC 100 Principles of Financial Accounting	3	MATH 122 Statistics	3
MGT 100 Fundamentals of Management	3	CS 317 Computer Informatics Healthcare	3
Liberal Arts Elective I	3	GECC VIII Global Consciousness II	3
Liberal Arts Elective II	3	Liberal Arts Elective III	3
	<b>Total Credits</b> 15		<b>Total Credits</b> 16

Co-Requisites (12 credits) MATH 122, ACC 100, CS 317

**TWO YEARS (61 CREDITS) AT THE RUTGERS-SHP**

## HISTORY (HIST)

The History Department provides students a vigorous academic and intellectual experience. It enables them to analyze the major circumstances and events that have shaped today's world. Completing the History major prepares students for graduate studies, teaching, research, as well as archival, museum, and business careers. It is expected that students will embark on their chosen career paths with an understanding and appreciation of Catholic Franciscan values and their application to their professional and personal lives.

### Learning Outcomes for the History Major

Students completing the History major will have attained:

- Mastery of the narrative of European History
- Mastery of the narrative of American History
- Competence in oral and written communication
- Competence in critical and analytical skills
- Technological literacy

**Required courses:** 39 credits, including nine credits to be selected from HIST 101, 102, 103, 104; nine credits from HIST 201, 202, 203; both HIST 440 and HIST 450; plus fifteen additional credits from history course offerings (at least six credits of which must be courses at the 300/400 level), including a minimum of one non-western history or political science course (any level).

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

### Survey Courses

Western Civilization (HIST 101 - HIST 104), the survey courses in World and European History, study the major political, social, intellectual and economic forces that have shaped Western society. Each course emphasizes a specific period in Ancient and European History and studies the problems of that era.

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 critically examines the problems of that period.

## FOUR YEAR SUGGESTED COURSE SEQUENCE FOR HISTORY MAJORS (B.A.)

(Revised: May 2015)

Freshman Year				Junior Year			
Fall	Cr.	Spring	Cr	Fall	Cr.	Spring	Cr
FYE 100: Freshman Year Experience I	1	FYE 101: Freshman Year Experience II	1	GECC VIII: Global Consciousness course	3	History Related Course	3
GECC III : ENG 101 College Writing and Research I	3	GECC VIII: HIST 110-World Geography and Cultures	3	History Related Course	3	History Related Course	3
GECC VII: Math Course	3-4	GECC V: ENG 102 College Writing and Research II	3	History Related Course	3	HIST Elective	3
		GECC V: LS 100 – The Architecture of Information	1	HIST Elective	3	Free Elective	3
GECC I: Faith & Reason course (100-200 level)	3	GECC IV: Critical and Analytical Thinking course	3	GECC IV: Critical and Analytical Thinking course	3	Free Elective	3
HIST 100 level	3	HIST 201/202/203	3	Total	15	Total	15
Free Elective	3						
Total	16-17	Total	14				
Sophomore Year				Senior Year			
Fall	Cr.	Spring	Cr	Fall	Cr.	Spring	Cr
GECC II: Ethics, Values, and Truth course	3	GECC VII: Natural Science course	3-4	GECC I: Faith & Reason course (300-400 level)	3	History 300/400 Level	3
GECC III: Communications & Expression course	3	GECC VI: Technology course	3	History 300/400 Level	3	HIST 450: Senior Seminar in History	3
HIST 201/202/203	3	HIST Related Course	3	HIST 440: Historiography and Historical Methods	3	History Elective	3
HIST 100 level	3	HIST 201/202/203	3	History Related Course	3	Free Elective	3
HIST 100 – 200 level	3	HIST Elective	3	History Elective	3	Free Elective	3
Total	15	Total	15	Total	15	Total	15

### Minor in History

A Minor in History consists of 18 credits, including a 100-level course selected from HIST 101, 102, 103 or 104; a 200-level American History course; and 300- and 400-level courses selected in consultation with the advisor.

**HIST 101**  
**Ancient Societies through**  
**the Middle Ages**  
**3 credits**

This course surveys Paleolithic and Neolithic societies, Ancient Egypt, the Near East, Israel, Persia, Greek and Roman civilizations, the rise of Christianity, Byzantium, and medieval history, including feudalism, manorialism, the life of St. Francis of Assisi, and the rise of towns and universities.

**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.

**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 siècle* to 1914.

**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 (also Honors Section)**  
**World Geography and Culture**  
**3 credits**

This course employs the study of geographic, cultural, and regional geography, and natural resources in order to understand societies, resources, and economies of the world's regions. Special attention is given to global problems and proposed solutions. (every semester)

**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.

**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. This course uses, extensively, the primary source documents and the writings of Enlightenment thinkers. (every spring)

**HIST 164 - 170**  
**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 Toqueville's *Democracy*, World War II in Europe, the Russian Revolution, and Fascism. (every semester) Note: successful completion of three one-credit "Mini Courses" can be counted as fulfilling the College's General Education history requirement.

**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.



**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.

**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.

**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.

**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.

**HIST 250****Special Topics****3 credits****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.

**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 is more on breadth than depth, as necessitated by an attempt to cover the most important developments within the religious, political, social, economic, and military spheres.

**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. (as needed)

*Prerequisites:* HIST 104 or HIST 202 or HIST 203

**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.

*Prerequisites:* HIST 101, 102, 103, 104, 201, 202, or 203

**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.

*Prerequisites:* HIST 110 or permission of instructor

**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.

*Prerequisites:* HIST 201, 202, or 203

**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 ethnic communities together with a study of their artistic, cultural and social contributions.

*Prerequisites:* HIST 202 or HIST 203

**HIST 420**  
**The 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.

*Prerequisites:* HIST 101 or HIST 102

**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.

*Prerequisites:* HIST 201

**HIST 440**  
**Historiography and Historical Methods**  
**3 credits**

This course introduces students to the historical method, from the identification of evidence to employment of scholarly style. It prepares students to write an original historical research paper. This course is designed for History majors in anticipation of HIST 450. (every fall and spring)

*Prerequisites:* 15 credits in History or permission of the instructor

**HIST 450**  
**Senior Seminar in History**  
**3 credits**

Students engage in completing an original historical research project with extensive written research of primary sources and presenting the paper orally at a University-wide event at the end of the semester. (every spring and fall as needed)

*Prerequisite:* HIST440

**HIST 452**  
**Internship in History**  
**3 credits**

This course offers History majors the opportunity to work in the field of History for a minimum of 120 hours during the semester. Students must complete all paperwork to register for the Internship at least one semester before; students will meet with the Career Center and complete the application that will be sent to their advisor and site supervisor. This application will then be filed in the Career Center. Students must register for the class with the Registrar as well. They will be required to write a paper that is relevant to the Internship and maintain a journal that reflects their experience; the site supervisor will complete an evaluation form on their performance. This is a Pass/Fail course. (as needed)

*Prerequisite:* Junior or senior status in the History major.

## 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 Interdisciplinary Studies Concentration or the Global Peace and Justice Studies Concentration. The Major is designed as a highly individualized course of study of particular themes, movements, and schools of thought within the Humanities. For example, a student may explore the evolution of Western culture as manifested in its artistic, literary, musical, philosophical, and/or religious expressions. Or, a student may pursue a multidisciplinary major in preparation for addressing the historical, institutional, political, and social challenges of an increasingly globalized humanity.

### Interdisciplinary Studies Concentration

Graduates with the Humanities Interdisciplinary Studies Concentration will be able to:

- develop reading, writing, communication, and critical thinking skills necessary for the analysis of information and research;
- explore unique methods of analysis through their exposure to various aesthetic forms of expression of cultural imagery (e.g., narrative, visual, musical, etc.);
- synthesize traditional areas of knowledge, using the resources from more than one area (Art, Music, Literature, Philosophy, and Religious Studies) to develop their ability to apply knowledge and skills to a wide variety of contexts.



**Four-Year Suggested Course Sequence  
B.A. in Humanities Interdisciplinary Studies**

**First Year**

Course	Credits
Humanities Core: MUS-102	3
Humanities Core: PHIL-101	3
GECC Area III – ENG-101: College Writing and Research I	3
GECC Area IV – Critical & Analytical Thinking	3
GECC Area VII – MATH-112: Quantitative Reasoning or MATH 122: Statistics	3
FYE-100: Freshman Year Experience I	1
<b>Total Credits</b>	<b>16</b>

Course	Credits
Humanities Core: ART-151	3
Humanities Core: RELS-104	3
GECC Area V – ENG-102: College Writing and Research II	3
GECC Area V – LS-100: Architecture of Information	1
GECC Area VI – CS-103: Introduction to Advanced Computer Applications	3
FYE-101: Freshman Year Experience II	1
<b>Total Credits</b>	<b>14</b>

**Second Year**

Course	Credits
Humanities Core: ENG-201	3
GECC Area I – Faith & Reason 100/200	3
GECC Area II – Ethics, Values, and Truth	3
GECC Area III – Communication & Expression	3
GECC Area VII – Lab Science	4
<b>Total Credits</b>	<b>16</b>

Course	Credits
Humanities Focus 1	3
Humanities Focus 2	3
GECC Area VIII – Global Consciousness	3
GECC Liberal Arts Concentration 1	3
GECC Liberal Arts Concentration 2	3
<b>Total Credits</b>	<b>15</b>

**Third Year**

Course	Credits
Humanities Focus 3	3
Humanities Interdisciplinary Elective 1	3

Course	Credits
Humanities Focus 4	3
Humanities Interdisciplinary Elective 2	3

GECC Area I – Faith & Reason 300/400	3
GECC Liberal Arts Concentration 3	3
General Elective 1 (or Minor)	3
<b>Total Credits</b>	<b>15</b>

GECC Area VIII – Global Consciousness	3
General Elective 2 (or Minor)	3
General Elective 3 (or Minor)	3
<b>Total Credits</b>	<b>15</b>

#### Fourth Year

Course	Credits
Humanities Focus Senior Research Methods (ART-449, ENG-480, MUS-455, PHIL-445, or RELS-420)	3
General Elective 4 (or Minor)	3
General Elective 5 (or Minor)	3
General Elective 6 (or Minor)	3
Internship Elective	2
<b>Total Credits</b>	<b>14</b>

Course	Credits
Humanities Focus Senior Research Seminar (ART-450, ENG-490, MUS-456, PHIL-445, or RELS-410)	3
General Elective 7	3
General Elective 8	3
General Elective 9	3
<b>Total Credits</b>	<b>15</b>

### **Humanities Interdisciplinary Minor**

The minor consists of 15 credits:

One Art course

One Music course

One Literature course

One Philosophy course

One Religious Studies course

### **Global Peace and Justice Studies Concentration**

Graduates with the Humanities Global Peace and Justice Studies Concentration will be able to:

- Recognize the complexity and diversity of human experience
- Identify the pressing social issues of the global community
- Critically evaluate proposed solutions to social issues
- Integrate knowledge from various disciplines
- Interpret data that can be used to educate others
- Articulate clearly and persuasively our obligation to act on the global stage

Felician University takes seriously the responsibility to contribute to world peace and global solidarity. Inherent in this charge is the promotion of human dignity, respect for all human rights, sustainable economic and social development, international peace and security, as well as ensuring equality between men and women, fostering democratic participation by educating responsible citizens, and the advancement of understanding, tolerance, and solidarity.

As reflected in its mission and objectives, the University believes that its students have the potential to change the world in significant ways. Students graduating with this particular major are able to identify the importance of social, racial, economic, and gender equality, and locate concern over these issues within the Catholic and Franciscan traditions of the University. Students also explore basic issues of war, peace, justice, and nonviolence, and apply the necessary skills needed for active involvement in these areas, as well as for the integration of a long term commitment to these concerns within their personal lives.

The Major consists of 39 total credits, made up of a 15-credit Core in either Humanities Interdisciplinary Studies or Social and Behavioral Sciences, an 18-credit Multidisciplinary Focus (see course selection below), and a 6-credit Senior United Nations Sequence. (A maximum of 18 credits allowed within any specific discipline and at 100/200 level.)

Our program prepares graduates for exciting and challenging careers. Some continue education at the graduate level, while many move into careers in government, business, international organizations, NGOs, and non-profits. Whether handling issues of commerce, human security, intelligence, and peace-making; engaging in international trade, working with global corporations, or humanitarian organizations, our alumni engage in promoting peace and justice, and building a better world at home and abroad.

**Bachelor of Arts (B.A.) in Humanities**  
**Global Peace and Justice Studies Concentration**

**Multidisciplinary Core** – Completion of either Humanities Core *or* Social and Behavioral Sciences Core (15 credits)

**Humanities Core:** ART 151, ENG 201, MUS 102 or 105, PHIL 101, and RELS 104

**Social and Behavioral Sciences Core:** PSYC 101, SOC 201, CRIM 110, PSCI 101 or 102, HIST 102 or 201

**Multidisciplinary Focus** – Selected from the following courses, in consultation with faculty advisor (18 credits):

BIO 306	Ecology
BUS 300/LAW 300	Ethics in the Corporate Environment
CRIM/PHIL 380	Philosophical Issues in Criminal Justice
ENG 350	Special Topics (e.g., Violence in the American Novel or War and Peace in Literature)
ENG 366	Magic & Empire Around the World
ENV 101	Introduction to Environmental Science
GSCI 105	Earth Science
HIST 110	World Geography and Culture
HUM-202	Hurricane Katrina: Tragedy and Triumph
HUM-250	Global Citizenship in the Franciscan Tradition
NURS 235	Global Issues in Health Care and Social Policy
PHIL 214	Franciscan Philosophical Thought
PHIL 301	Moral Philosophy
PHIL/PSCI 305	History of Ancient Political Thought
PHIL/PSCI 306	History of Modern Political Thought
PHIL 307	Islam and the West (pending)
PHIL 308	Business Ethics
PHIL 320	Philosophy of Law
PSCI 303	International Relations
PSCI 402	The Developing World
PSCI/SOC 407	Living and Working Overseas
PSYC 317	Psych. Principles Intercultural Communication
PSYC 330	Multicultural Perspectives in Psychology
RELS 301	Comparative World Religions
RELS 305	The Holocaust: History and Theology
RELS 306	Peace, Justice, and Contemporary Social Issues

RELS 400	The Franciscan Vision: Self, Service, and Society
RELS 404	A Walk with Francis and Friends
RELS 408	Genocide: Past, Present, and Future
SOC 200	Cultural Diversity
SOC 220	Social Stratification and Inequality in the U.S.
SOC 305	Global Problems and Perceptions of Capitalism
SOC 310	Social Change
SOC 315	Terrorism and Political Violence
SOC 320	Social Movements

**United Nations Sequence** – (6 credits, w/permission of UN Fellows Program Director)

HUM 451 United Nations Seminar

HUM 453 United Nations Fellows Program



### Global Peace and Justice Studies Minor

The Minor consists of 15 credits:

HUM 451 United Nations Seminar  
HUM 453 United Nations Fellows Program

And three additional courses selected from the list above.

### Four-Year Suggested Course Sequence B.A. in Global Peace and Justice Studies

#### First Year

Course	Credits	Course	Credits
HUM or SBS Core Course 1	3	HUM or SBS Core Course 3	3
HUM or SBS Core Course 2	3	HUM or SBS Core Course 4	3
GECC Area III – ENG-101: College Writing and Research I	3	GECC Area V – ENG-102: College Writing and Research II	3
GECC Area IV – Critical & Analytical Thinking	3	GECC Area V – LS-100: Architecture of Information	1
GECC Area VII – MATH-112: Quantitative Reasoning or MATH 122: Statistics	3	GECC Area VI – CS-103: Introduction to Advanced Computer Applications	3
FYE-100: Freshman Year Experience I	1	FYE-101: Freshman Year Experience II	1
<b>Total Credits</b>	<b>16</b>	<b>Total Credits</b>	<b>14</b>

#### Second Year

Course	Credits	Course	Credits
HUM or SBS Core Course 5	3	GP&J Multidisciplinary Focus Course 1	3
GECC Area I – Faith & Reason 100/200	3	GP&J Multidisciplinary Focus Course 2	3
GECC Area II – Ethics, Values, and Truth	3	GECC Area VIII – Global Consciousness	3
GECC Area III – Communication & Expression	3	GECC Liberal Arts Concentration 1	3
GECC Area VII – Lab Science	4	GECC Liberal Arts Concentration 2	3
<b>Total Credits</b>	<b>16</b>	<b>Total Credits</b>	<b>15</b>

**Third Year**

<b>Course</b>	<b>Credits</b>	<b>Course</b>	<b>Credits</b>
GP&J Multidisciplinary Focus Course 3	3	GP&J Multidisciplinary Focus Course 5	3
GP&J Multidisciplinary Focus Course 4	3	GP&J Multidisciplinary Focus Course 6	3
GECC Area I – Faith & Reason 300/400	3	GECC Area VIII – Global Consciousness	3
GECC Liberal Arts Concentration 3	3	General Elective 2 (or Minor)	3
General Elective 1 (or Minor)	3	General Elective 3 (or Minor)	3
<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>15</b>

**Fourth Year**

<b>Course</b>	<b>Credits</b>	<b>Course</b>	<b>Credits</b>
HUM-451: United Nations Seminar	3	HUM-453: United Nations Fellows Program	3
General Elective 4 (or Minor)	3	General Elective 7	3
General Elective 5 (or Minor)	3	General Elective 8	3
General Elective 6 (or Minor)	3	General Elective 9	3
Internship Elective	2		
<b>Total Credits</b>	<b>14</b>	<b>Total Credits</b>	<b>15</b>

## Humanities Courses

### **HUM 202**

#### **Hurricane Katrina: Tragedy and Triumph 3 Credits**

This course invites students to analyze historical, literary, and artistic elements present in contemporary works of poetry, fiction, essay, short story, memoir, film, photography, and art. All of the conceptual knowledge examined in class will culminate in an optional trip to New Orleans for one week during Spring Break to do community service, interview people who survived the storm, and use social media platforms like Instagram and Tumblr to create a book about their experiences.

### **HUM 250**

#### **Global Citizenship in the Franciscan Tradition**

##### **3 Credits**

This course promotes global citizenship in its philosophy and practice by referring to a deeply human meaning of global citizenship. This approach is different from that presented in political, activism, or business-oriented definitions, is closer to the Franciscan Tradition, and can build on its rich foundation. Topics discussed in the course are: global issues, civic engagement, sustainable development, nonviolence, peacemaking, Franciscan culture of dialogue, styles of leadership, and justice and peace issues. The capstone of the course is a

service-learning program offered abroad, or in local settings.

### **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 Director of UN Fellows program 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 Director of UN Fellows program is required.

## Liberal Studies Courses

### LS 100

#### Architecture of Information

##### 1 credit

Explore information and the role it plays within our society. The course will focus on how to locate and use existing knowledge and data. Using a research assignment from a simultaneous course, you will leave the course with a competency in research that will ensure that you can ask the right questions and find the answers to them. (This course is taken in tandem with ENG-102: Strategies in Research and Rhetoric II, which together satisfy the GECC Theme Area V – Information Literacy requirement.)

### LS 105

#### Veterans' Transition to College

##### 1 credit

This course is designed to help veterans newly-enrolled in the College make a successful transition from a military culture to the rather different culture of an institution of higher education. The course is offered in three four-hour modules. The first module, "Pathways," offers veterans a "map" of the College's organization and the resources available to assist them in navigating the system. In the second module, "Personal Assessment," veterans assess their educational goals, their personal resources, possible impediments to attaining their goals, and the coping skills needed to succeed. They will also assess the effect of military service on their personal development, especially as it influences their coping strategies for facing the challenges presented in an academic institutional environment. "My Career Goals," the final module, offers tools for assessment of the knowledge, skill, and personality traits needed to make an effective choice of both an academic major and, eventually, career.

### LS 150

#### Emerging Leadership (Honors)

##### 3 Credits

This course is designed to acquaint students with 21st-century models of leadership, and to expose them to the multiple opportunities for active participation in leadership. Through readings, class presentations, experiential exercises, journal reflections, and small group discussions, students will be challenged to map their path of leadership development.

### LS 201 HC

#### Academic Tutor Training Across the Disciplines – Hybrid Course

##### 1 credit

This course has been designed to provide training for individuals who will work as peer tutors on campus and online. It focuses on tutoring principles found universal to effective tutoring across different disciplines and settings. Because these principles are flexible, each tutor will be applying them in practice to his or her own major, exploring and adapting strategies as they suit specific tutoring situations. At the completion of the course, tutors will have basic knowledge of tutoring skills and techniques needed to work with students in our diverse campus environment. This is an eight week hybrid course: weeks 1, 4, and 8 *on campus*, and weeks 2, 3, 5, 6, and 7 *online*.

*Prerequisites:* A GPA of 3.0 or better; a referral or recommendation from at least one faculty member; availability of two-hour blocks of time to schedule tutoring per week for a total of 16 hours per semester for two consecutive semesters following course completion.

## MATHEMATICS (MATH)

### Mission Statement of the Mathematics Department

The Department of Mathematical Sciences supports the mission of Felician University by providing the portion of students' educational experiences dealing with quantitative literacy. The Department supports the mission of Felician University to provide a strong academic program by providing rigorous mathematics courses to students in all majors at all levels. The Department supports the mission of the School of Arts and Sciences by providing a high quality of instruction in mathematics at both the University level and the developmental level. The broad variety of courses offered by the Department of Mathematical Sciences helps bring students to their highest potential by providing theory and practice related to problem solving, logical reasoning, and analytical skills. This will help prepare Felician University students to meet future challenges with informed mathematical minds.

The mathematics curriculum is designed to promote the student's understanding of mathematical concepts and their interrelations and applications; and provide a symbolic language as a tool for precise reasoning, expression, and computation. Mathematics major graduates will demonstrate the ability to reason critically and logically through problem solving, the ability to communicate effectively through oral and written presentations of solutions, and the ability to apply mathematical knowledge to novel situations. Such abilities lay a foundation for graduate work in mathematics and/or related fields, and prepare the student for employment in a wide range of math-science related fields such as business, computer science, education, insurance, and industry.

### Mathematics Learning Outcomes

At the end of their program in Mathematics students will be able to:

1. **Apply** mathematical concepts and their interrelations and applications.
2. **Apply** a symbolic language as a tool for precise reasoning, expression, and computation.
3. **Apply** critical reasoning and logic in their problem solving.
4. **Understand** and utilize effective communication both orally and in their written presentations of solutions.
5. **Apply** mathematical knowledge skills required for personal development and ethical living.
6. **Evaluate** and use mathematical information obtained from a variety of sources.

### Bachelor of Arts Degree in Mathematics

(Revised: February 2016)

**Required Courses:** Precalculus (MATH 161), Geometry I (MATH 231), Discrete Mathematics (MATH 241), Calculus I (MATH 262), Calculus II (MATH 263), Matrix Theory and Linear Algebra (MATH 343), Calculus III (MATH 364), Probability with Statistics (MATH 423), Senior Capstone in Mathematics (MATH 495)

**Required Electives (Choose Two):** Number Theory (MATH 324), History of Math (MATH 332), Abstract Algebra (MATH 434), Differential Equations (MATH 365)

**Required Related Courses:** General Physics I (PHYS 103) and General Physics II (Physics 104)

## Rules and guidelines for majors in Mathematics:

1. Students who wish to be admitted into the mathematics major need a minimum grade of “C +” in Precalculus (MATH 161).
2. Math majors must meet with a member of the Mathematics Department *every semester* during registration to discuss their progress in the program. The signature on the registration form of a faculty member who is not a member of the mathematics department is not sufficient.
3. No student may take more than two mathematics courses in a single semester without the approval of the associate dean for the Mathematics Department. This approval will be given only in exceptional circumstances.
4. Mathematics majors are cautioned that some of the required courses are linked by prerequisites into two sequences. The sequences are (i) Calculus I-III and Differential Equations and (ii) Geometry I, Discrete Mathematics, Matrix Theory & Linear Algebra, and Abstract Algebra. The courses are given in at most one semester each year and in some cases (Abstract Algebra and Differential Equations) only in alternate years. But they are arranged so that a student can take all 8 courses in 5 consecutive semesters by taking the courses in each sequence in consecutive semesters, and by taking Geometry I and Discrete Mathematics in consecutive semesters. Failing to follow this order can delay graduation.

**Four Year Suggested Course Sequence for Majors  
Bachelor of Arts in Mathematics**

**FIRST YEAR**

FALL		SPRING		
COURSE	CREDITS	COURSE	CREDITS	
FYE 100: Freshman Yr. Experience I	1	FYE 101: Freshman Year Experience II	1	
GECC Area III -ENG 101: College Writing and Research I	3	GECC Area V-ENG 102: College Writing and Research II	3	
MATH 161: Precalculus	4	MATH 231: Geometry I	3	
GECC Area VI -CS 103: Introduction to Advanced Computer Applications	3	GECC Area I- Faith and Reason (100-200 Level)	3	
GECC Area III - Comm. & Expression	3	GECC Area IV-Critical & Analytical Thinking	3	
		GECC Area V-LS 100: Architecture of Information	1	
<b>Total Credits</b>		<b>14</b>	<b>Total Credits</b>	
		<b>14</b>		

**SECOND YEAR**

FALL		SPRING		
COURSE	CREDITS	COURSE	CREDITS	
GECC Area II- Ethics, Faith , and Truth	3	Liberal Arts Concentration 1	3	
MATH 241: Discrete Mathematics	3	MATH 263: Calculus II	4	
MATH 262: Calculus I	4	MATH 343: Matrix Theory and Linear Algebra	4	
GECC Area VII-PHYS 103 General Physics I	4	PHYS 104: General Physics II	4	
<b>Total Credits</b>		<b>14</b>	<b>Total Credits</b>	
		<b>14</b>	<b>15</b>	

**THIRD YEAR**

FALL		SPRING	
COURSE	CREDITS	COURSE	CREDITS
GECC Area I-Faith & Reason (300/400 level)	3	MATH 332 :History of Mathematics <b>or</b> MATH 365: Differential Equations	3/4
MATH 364: Calculus III	4	Liberal Arts Concentration 3	3
MATH 434: Abstract Algebra <b>or</b> MATH 324 Number Theory	3/4	GECC Area VIII-Global Consciousness	3

Liberal Arts Concentration 2	3	Elective 2	3
Elective 1	3	Elective 3	3
<b>Total Credits</b>		<b>Total Credits</b>	
	<b>16/17</b>		<b>15/16</b>

#### FOURTH YEAR

FALL		SPRING	
COURSE	CREDITS	COURSE	CREDITS
MATH 423 Probability w/Statistics	4	MATH 495 Senior Capstone in Mathematics	4
GECC VIII-Global Consciousness	3	Elective 7	3
Elective 4	3	Elective 8	3
Elective 5	3	Elective 9	3
Elective 6	3	Elective 10	3
<b>Total Credits</b>		<b>Total Credits</b>	
	<b>16</b>		<b>16</b>



### **Co- Major in Mathematics and Education**

This program in conjunction with the School of Education is designed to prepare future teachers of mathematics. The program is designed to promote the student's understanding of mathematical concepts and their interrelations and applications; provide a symbolic language as a tool for precise reasoning, expression and computation; and lay a foundation for graduate work in Mathematics or Mathematics Education. The School of Education requires that all majors complete all math courses prior to Student Teaching or any Internship.

### **Minor in Mathematics**

Students must complete 18 credits in mathematics not already required by their major with at least a "C" in all courses.

Required Courses: MATH 262 Calculus I, MATH 263 Calculus II, and at least one 300-level math course. Other acceptable courses include MATH 161 (Precalculus) and any 200, 300, or 400 level math course except for MATH 210 (Applied Calculus). Note that MATH 122 (Statistics) does not count toward a minor in mathematics. Students who are interested in the mathematics minor should consult with the associate dean for mathematics for more information.



**MATH 002/112****Algebra Skills w/ Quantitative Reasoning  
6 credits (3 in-house, 3 credits toward graduation)**

This course aims to help students achieve quantitative literacy through study of various topics in contemporary mathematics. Integration of numeracy and literacy skills will be stressed. Topics from Math 002 (Basic Math Skills – Algebra) will be covered as needed. These topics include solving equations, polynomials, factoring, graphing linear equations and inequalities, solving systems of linear equations, and radical expressions. Students must get a C or higher in this class in order to get University credit.

**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, variables and functions, unit analysis, spatial reasoning, uncertainty, probability, and coincidence. Integration of numeracy and literacy skills will be stressed. (every semester)

*Prerequisite:* MATH 002 or equivalent

**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 120 Praxis Review****1 credit (Pass/Fail)**

This intensive 13-hour hybrid review course (8 hours in class and 5 hybrid) is designed to familiarize the student with the structure and content of the Praxis I Core Math test. The Praxis I Math exam measures mathematical skills and concepts needed to prepare for a career in education. It focuses on key concepts of mathematics and the ability to reason in a quantitative context to determine aptitude before enrolling in a teacher education program or obtaining teacher licensing. The course includes detailed instruction and hands-on practice in math review.

**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 appro-

priate 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**  
**Applied Calculus**  
**3 credits**

This course, designed for students who are not majoring in math, will introduce techniques of calculus. Students will use differentiation and integration in solving application problems such as optimization, related rates, and accumulation in the areas of science, economics, and other fields. (spring)

*Prerequisite:* Math 160 College Algebra or higher

**MATH 212**  
**Topics in Contemporary Mathematics**  
**3 credits**

This course explores mathematical aspects of real-life political, economic, and social systems and contemporary mathematical ideas.

*Prerequisites:* MATH 002 or equivalent and honors status or permission of instructor.

**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**

An overview of ideas and strategies in discrete(non-continuous) mathematics, this course introduces enumeration techniques including factorials, and Pascal's triangle. Students will become familiar with abstraction in Mathematics via graph theory and will learn to use tools for mathematical reasoning in the discrete setting, including the pigeonhole principle and bijections. (fall)

*Prerequisite:* MATH 231

**MATH 250**  
**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 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 in-

tegral, 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 262

### **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. (as needed)

*Prerequisite:* MATH 122

### **MATH 324**

#### **Number Theory**

**3 credits**

This course deals with basic concepts of number theory and proof. Topics covered include mathematical induction, properties of integers, Diophantine equations, the division algorithm, Euclid's algorithm, prime numbers, modular arithmetic, and congruences. (fall, even years)

*Prerequisite:* Math 241 Discrete Mathematics

### **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, odd years)

*Prerequisite:* MATH 231 or permission of instructor

### **MATH 333**

#### **Geometry II**

**3 credits**

This course will cover advanced topics in Eu-

clidean Geometry and topics in non-Euclidean Geometry. The topics covered in geometries other than Euclidean geometry are such things as finite geometries, geometric transformations, convexity, projective geometry, topological transformations, and brief excursions into point set topology, knot theory, orientable and non-orientable surfaces, and fractal geometry. (as needed)

*Prerequisite:* MATH 231

### **MATH 343**

#### **Matrix Theory and Linear Algebra**

**4 credits**

An introductory course in Linear Algebra, from computational, theoretical, and geometric perspectives. Topics include linear independence, matrix operations, determinants, bases, eigenvalues and eigenvectors. This course develops the idea of abstract vector spaces and linear transformations on these spaces, drawing examples from calculus. This course also provides the foundation for the further study of abstract structures in MATH 434 (Abstract Algebra). (Spring)

*Prerequisites:* MATH 263 Calculus II and MATH241 Discrete Mathematics

### **MATH 350**

#### **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 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 differen-

tiation, multiple integrals, line integrals including Green's Theorem, Divergence and Curl. (fall)

*Prerequisites:* MATH 263 and MATH 343

### **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, even years)

*Prerequisite:* MATH 364

### **MATH 423**

#### **Probability with Statistics**

##### **4 credits**

This course covers Probability from both discrete and continuous points of view, using techniques from elementary Combinations and Calculus. Topics include well-known probability distributions such as binomial, geometric, normal, and Poisson, and the expectation and variance of random variables with these distributions. The interplay between discrete and continuous is emphasized, particularly in the applications of the Central Limit Theorem and hypothesis testing. (fall).

*Prerequisites:* MATH 241 (Discrete Mathematics) and MATH 263 (Calculus II).

### **MATH 434**

#### **Abstract Algebra**

##### **4 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. (fall, odd years)

*Prerequisite:* MATH 343

### **MATH 452**

#### **Internship in Mathematics**

##### **3 credits**

This course offers mathematics majors the opportunity to work in the field of mathemat-

ics for a minimum of 120 hours during the semester. Students must complete all paper work to register for the Internship at least one semester before; students will meet with the Career Center and complete the application that will be sent to their advisor and site supervisor. This application will then be filed in the Career Center. Students must register for the class with the Registrar as well. They will be required to write a paper that is relevant to the Internship and maintain a journal that reflects their experience; the site supervisor will complete an evaluation form on their performance. This is a Pass/Fail course. (as needed)

*Prerequisite:* Junior or senior status in the mathematics major

### **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. (as needed)

*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. (as needed)

*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 se-

ries. Students will be required to write proofs and solve generalizations of problems as seen in calculus. (as needed)

*Prerequisite:* MATH 466

### **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

### **MATH 495**

#### **Senior Capstone in Mathematics**

##### **4 credits**

In this course, students will explore methods of solving mathematical problems. Students will focus on understanding their own problem solving processes and on understanding how these processes develop in learners of mathematics. (spring)

## MEDIEVAL STUDIES (Minor)

Struggles within (and between) religions, Eastern influences on Western music, curricula revisions in the universities, conflicts between church and state, buildings soaring towards the heavens, trial by jury, and people struggling to blend the old ways with new knowledge – all very modern, yes? NO. Students willing to throw away the pre-college roadmap labeled “Dark Ages” and embark on an intellectual journey will be richly rewarded for their participation in the Medieval Studies minor. Through an interdisciplinary approach to the period between 500 and 1500, students will plot their own course to discover the complexity and richness of medieval life. A member of the English Department will provide advising for those minoring in Medieval Studies.

### MS 200

#### Introduction to Medieval Studies

#### 3 credits

This is the portal course for the Medieval Studies Minor and is required for all students within the minor. The course will touch upon many of the major aspects of the Middle Ages, focusing on important people, events, institutions, and culture. Students will work with primary documents, and have the opportunity to study one particular area in depth, and to produce their own interpretation and

assessment of the selected area. Although History and English are the primary foundation disciplines, this will be an interdisciplinary course that combines art, architecture, music, literature, and philosophy into a continuum whose primary goal is an integrated understanding of not just a historical period, but of a once vibrant world, its people, and its achievements.

Note: this course satisfies the General Education HIST requirement

## MUSIC (MUS)

The Music Program offers courses that develop technical and analytical skills and promote creativity, musicianship, and artistic interpretation in all genres and eras of music. The curriculum is designed to foster understanding of music's syntax and how it is organized. Students minoring in music are able to apply high-level performance skills in the development of their talents, preparing them for success artistically in the workforce or in graduate study. Students learn to appreciate the importance of the performing arts at all levels of education and in society at large, and recognize music's impact in the development of freedom of expression.

The program in Music offers a well-balanced and rigorous curriculum that includes courses in music history and literature, theory, keyboard and aural skills, music technology, studio, and performance. Opportunities to take Independent Study courses in Advanced Composition and Music Technology are also available to our students. Studio lessons on the student's primary instrument occur weekly, with opportunities to perform regularly in the WIP (works in progress) concert series.

The Felician University Choir and the Felician Jazz Ensemble present two concerts a year and often perform at University functions. A String Ensemble and Wind and Percussion Ensemble were launched in academic year 2012-2013. A Guitar Ensemble will begin in fall 2013.

Music classes are small, ensuring that our students will receive individualized attention in all of their music courses. The music faculty – active performers, published scholars, and award-winning composers – seek to assure their students' success. Felician University's proximity to New York City provides ongoing opportunities to attend concerts, recitals, and Broadway productions, enriching and expanding students' learning experience.

The University offers a minor in Music in which students take 18 credits of Music in conjunction with their chosen major. The K-12 Endorsement in Music for Education majors is a degree program for students who wish to teach Music. These students will be offered 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. Students who wish to teach K-5 Elementary Education may choose a Music Concentration as their co-major.

Students graduating with a minor in Music will be well-prepared to continue their studies at the graduate level. A music minor provides students with many career options upon graduation, including performer, teacher, conductor, composer, producer, sound engineer, manager of pop artists, musical theater agent, or editor in music publishing. 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 in which the possession of an in-depth knowledge of music will play a significant role in achieving success.



## Music Course Offerings

### **MUS 101** **Foundations of Music** **3 Credits**

A study of music notation, rhythm, scales, keys, intervals, triads and inversions. Skill development in 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. Note: No prior piano background or training necessary.

### **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 109** **Basic Guitar** **3 credits**

This class is designed to teach beginning students the basic elements of guitar performance. Person with some experience with the instrument can also benefit from the areas of technique and musical understanding that will be covered in class.

### **MUS 110** **Felician Jazz 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 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 116**  
**String Ensemble**

**1 credit**

String Ensemble is designed for students who want to develop their musicianship and performance skills while playing in a string ensemble. Emphasis is placed on learning and performing string repertoire from various periods and in different styles. This includes standard works of the chamber music literature and non-standard transcriptions.

*Prerequisites:* placement audition; Students must supply own instruments

**MUS 117**  
**Wind and Percussion Ensemble**

**1 credit**

The Wind and Percussion Ensemble is focused on chamber music, orchestral and/or concert band literature of all periods. The ensemble is open to all who perform either a wind or percussion instrument. All rehearsals are mandatory and will meet once a week; there will be a performance at the end of the semester.

*Prerequisites:* placement audition; Students must provide own instruments

**MUS 118**  
**Guitar Ensemble**

**1 credit**

Guitar Ensemble is designed for students who want to develop musicianship and performance skills while playing in a guitar ensemble. Emphasis is placed on learning and performing guitar repertoire from various periods and in different styles. This includes standard works of the chamber music literature and non-standard transcriptions.

*Prerequisites:* placement audition; Students must provide own instrument

**MUS 121-122; 221-222; 321-322; 421-422**

**Vocal Ensemble I-II; III-IV; V-VI; VII-VIII**

**0.5 credits each**

Vocal ensemble performing representative repertoire encompassing diverse styles and periods. These courses must be taken sequentially. These courses are for Music Majors only.

**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.

*Prerequisite:* MUS 132

*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 141-142; 241-242; 341-342; 441-442**  
**Instrumental Ensemble I-II; III-IV; V-VI; VII-VIII**  
**0.5 credits each**

Instrumental ensemble performing representative repertoire encompassing diverse styles and periods. These courses must be taken sequentially. These courses are for Music Majors only.

**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. These courses are for Music Majors only.

**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 18<sup>th</sup> century to the present, tracing the development of the minstrel show, operetta, vaudeville, and the musical play. This course will also explore the traditional musicals of Broadway, both on and off, the rock musical, and recent hybrids, with an ongoing analysis of how these genres reflect cultural and socio-economic change.

*Prerequisite:* MUS 105 or permission of the instructor

**MUS 210-310-410**  
**Felician Jazz Band**  
**3 credits**

This course brings together an instrumental ensemble for the purpose of rehearsal technique and performance. Literature will cover both jazz and popular genres of music.

**MUS 212**  
**Felician 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 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 or permission of the instructor

**MUS 217**  
**String Practicum**  
**1 credit \***

Basic instruction in string technique. Examination of teaching methods including the Suzuki approach.

*Prerequisite:* MUS 101 or permission of the instructor

**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 or permission of the instructor

**MUS 221-222**  
**Ensemble III-IV**

(please see MUS 121-122 on page 245) check revised page number

**MUS 225****Beat Mixing and Composing at the Computer****3 credits**

Introduction to Computer Music covers basic concepts related to MIDI, digital audio, music composition and production. Topics include file management, acoustics, digital audio, recording techniques, MIDI, digital signal processing, sound mixing, and music production. Student will get hands-on experience using Pro Tools, and related software applications. Emphasis is placed on creativity: fundamentals of composition and song writing. No formal music training is necessary.

**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, transposition and an examination of techniques for improvisation and accompaniment.

*Prerequisite:* MUS 136

**MUS 250-251****Applied Music III-IV**

(please see MUS 150-151 on page 247) check revised page number

**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 Minors

**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 312-412****Felician Choir III-IV****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 321-322****Ensemble V-VI**

(please see MUS 121-122 on page 245) check revised page number

**MUS 325****Music Technology****3 credits**

Music Technology provides students with an understanding of music technology and its application in areas such as teaching, composing, arranging, and performance. Topics include file management, acoustics, digital audio, recording techniques, MIDI, digital signal

processing, sound mixing, music production, and music notation.

*Prerequisite:* MUS 130 Theory I, or permission of the instructor.

### **MUS 326**

#### **Music in the Elementary School**

**3 credits \***

An examination of teaching methods and techniques applicable to elementary school-aged children, including Dalcroze, Kodaly, and Orff. Development of interdisciplinary curricula with a focus on effective, creative, and culturally responsive teaching.

*Prerequisite:* MUS 230

### **MUS 330**

#### **Twentieth-Century Form and Analysis**

**3 credits**

This course is concerned with compositional techniques and analytical methods in twentieth-century music. The subject is approached from an aesthetic, theoretical, and practical perspective. Students will study a diverse body of musical literature, which begins in the late-nineteenth century and concludes with more recent trends in the twenty-first century. Particular attention is given to major composers who are credited with helping to shape the musical landscape of the twentieth-century.

*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/instrumental 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 247) check revised page numbers

### **MUS 401**

#### **Instrumental Conducting**

**1 credit \***

Development of conducting skills applicable to small and large instrumental ensembles. Score-reading and interpreting music are emphasized.

*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. Reading and interpreting choral scores are emphasized.

*Prerequisite:* MUS 330 or permission of the instructor

### **MUS 421-422**

#### **Ensemble VII-VIII**

(please see MUS 121-122 on page 245) check revised page numbers

### **MUS 430/431/432**

#### **Independent Study: Special**

#### **Topics in Music I, II, III**

**3 credits**

With instructor's approval a student may arrange to pursue a course of study in a specific area of Music Composition. The course involves tutorial meetings with the instructor and independent work on the chosen topic that demonstrates in-depth understanding. Open to juniors and seniors. These courses must be taken in sequence.

### **MUS 450-451**

#### **Applied Music VII-VIII**

(please see MUS 150-151 on page 247) check revised page numbers

### **MUS 452**

**Internship in Music****3 credits**

This course offers music minors the opportunity to work in the field of Music for a minimum of 120 hours during the semester. Students must complete all paperwork to register for the Internship at least one semester before; students will meet with the Career Center and complete the application that will be sent to their advisor and site supervisor. This application will then be filed in the Career Center. Students must register for the class with the Registrar as well. They will be required to write a paper that is relevant to the Internship and maintain a journal that reflects their experience; the site supervisor will complete an evaluation form on their performance. This is a Pass/Fail course.

*Prerequisite:* Junior or senior status in the Music minor

**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 examination of musical scores and concurrent listening of recordings from each era.

*Prerequisite:* MUS 330 or permission of the instructor

**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 from each era.

*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 AND MATH (NSM)

### General Science Concentration

The general science concentration provides the flexibility of majoring in the sciences without the need to specialize in a specific field of science. The program provides a selection of representative laboratory courses in the biological and physical sciences, and an opportunity for students to write and present an original paper synthesizing current research on a specific topic of interest. Important objectives are for students to develop a scientific and quantitative approach to problem solving, develop skills in accessing and evaluating scientific information, and enhance their skills in written and oral communication. The program also seeks to foster an appreciation of Catholic/Franciscan values as they relate to the practitioner of science.

Students preparing to teach science in grades K-8 have the option of pursuing a double major in education and general science.

At the end of their program in Natural Science and Mathematics (NSM) students will:

1. Apply scientific reasoning in their approach to the fundamental principles and laboratory methods in general sciences.
2. Analyze scientific quantitative data through the use of current information technology.
3. Create and carry out a valid, independent laboratory research project and literature review.
4. Apply written, graphical and oral communications in their scientific findings.
5. Evaluate and understand the ethical challenges and responsibilities of applying scientific knowledge, the Franciscan values to the practice of science.
6. Understand the contributions of science-related professions to human and environmental sustainability.

SUGGESTED COURSE SEQUENCE FOR  
NATURAL SCIENCE AND MATH MAJORS

**FIRST YEAR**

<b>COURSE</b>	<b>Fall</b>	<b>CREDITS</b>	<b>COURSE</b>	<b>Spring</b>	<b>CREDITS</b>
FYE100	Freshman Year Exp. I	1 cr.	FYE101	Freshman Year Exp. II	1 cr.
GECC VII	BIO103 Gen. Biology I	4 cr.	BIO	Biology Course	4 cr.
GECC I	Faith & Reason (100-200 level)	3 cr.	GECC VII	MATH 160 College Algebra	4 cr.
GECC III	ENG101 College Writing and Research I	3 cr.	GECC V	ENG102 College Writing and Research II	3 cr.
GECC VI	CS 103 Introduction To Advanced Computer Applications	3 cr.	GECC V	LS100 Arch. Of Information	1 cr.
			GECC IV	Critical & Analytical Thinking	3 cr.
Total		14 cr.	Total		16 cr.

**SECOND YEAR**

<b>COURSE</b>	<b>Fall</b>	<b>CREDITS</b>	<b>COURSE</b>	<b>Spring</b>	<b>CREDITS</b>
ENV101	Intro. To Environmental Sci	4 cr.	GSCI105	Earth Science	4 cr.
GECC VIII	Global Consciousness #1	3 cr.	GECC II	Ethics, Values & Truth	3 cr.
	Liberal Arts Elective #1	3 cr.	BIO	Biology Course	4 cr.
CHEM 103	General Chemistry I	5 cr.	GECC III	Comm. & Expression	3 cr.
			MATH 161	Precalculus	4 cr.
Total		15 cr.			18 cr.

**THIRD YEAR**

<b>COURSE</b>	<b>FALL</b>	<b>CREDITS</b>	<b>COURSE</b>	<b>SPRING</b>	<b>CREDITS</b>
PHYS103	Gen. Physics I	4 cr.		Elective	3 cr.



BIO	Biology course	4 cr.		Elective	3 cr.
	Liberal Arts Elective # 2	3 cr.	GSCI409	General Science Seminar	1 cr.
GECC I	Faith & Reason (300-400 level)	3 cr.		LA Course	3 cr.
	Liberal Arts Elective # 3	3 cr.	GECC VIII	Global Consciousness #2	3 cr.
Total		17 cr.			14 cr.
<b>FOURTH YEAR</b>					
<b>COURSE</b>	<b>Fall</b>	<b>CREDITS</b>	<b>COURSE</b>	<b>Spring</b>	<b>CREDITS</b>
	Science elective	4 cr.	GSCI450	Undergrad. Research	3 cr.
	Elective	3 cr.		Science elective	3/4 cr.
	Elective	3 cr.		Elective	3 cr.
	Elective	3 cr.		Elective	3 cr.
	Elective	3 cr.		Elective	3 cr.
Total		16 cr.	Total		15/16 cr.

**BACHELOR OF ARTS DEGREE IN NATURAL SCIENCES AND MATHEMATICS  
CONCENTRATION IN GENERAL SCIENCE**

(Revised: May 2012)

**COURSES**

**Biological Science Requirement (16 credits minimum from the list below; must include BIO 103):**

BIO 103 General Biology I

BIO 104 General Biology II

BIO 202 Microbiology

BIO 205 Anatomy and Physiology I

BIO 206 Anatomy and Physiology II

**Physical Science Requirement (12 credits minimum from the list below; must include GSCI 105,  
and at least one CHEM course, and one PHYS course):**

CHEM 103 General Chemistry I

CHEM 104 General Chemistry II

CHEM 105 Principles of Chemistry

PHYS 103 General Physics I

PHYS 104 General Physics II

GSCI 105 Earth Science

**Senior Research (4 credits)**

GSCI 409 General Science Seminar

GSCI 450 Undergraduate Research in General Science

**Science Electives (8 credits from PSYC 311, BIO, CHEM, and/or PHYS courses – one course  
must be at the 300-400 level)**

**Free Electives (24 credits)**

Notes:

## WITH CONCENTRATION IN GENERAL SCIENCE

Updated: May 19, 2014

### **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. (fall and spring)

*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. (fall and spring)

*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. (fall and spring)

*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. (fall and spring)

*Prerequisite:* Permission of the instructor and approval of a proposal submitted to the mentor during the previous semester

## PHILOSOPHY (PHIL)

Students study philosophy by engaging in the pursuit of truth and understanding through rational reflection upon all facets of human experience and concern, including knowledge, reason, reality, faith, and the significance of fundamental moral, social, and aesthetic values. At Felician, students who study philosophy (whether in Humanities Studies or as Philosophy Minors) are: prepared practically and realistically to face the challenges of the 21<sup>st</sup> century and will be able to:

- apply critical and analytical problem-solving skills, as these are exercised within the areas of their various philosophical interests;
- employ written and oral communication while engaging in the interpretation of historically significant philosophical problems and perspectives
- practice these skills and exercising their knowledge through their coursework, as well as through participation in the wider philosophical community through direct involvement in our annual ethics conference and regular department-sponsored colloquia.

Students who focus on philosophy are also prepared and encouraged to develop personal philosophical perspectives, which, along with the requisite communication and thinking skills, will prepare them for professional careers and the challenges of life. For instance, our unique Focus area within the Humanities Studies major develops the specialized skills and knowledge that prepare our graduates for success in graduate studies and various professional fields. Lastly, integral to the development of our students throughout their careers with us is their awareness of the importance of service, compassion, respect, and social responsibility generally, as personified in the Department's active commitment to the College's Catholic-Franciscan mission.

Students interested in studying philosophy may pursue the Philosophy Focus in partial fulfillment of the Humanities Interdisciplinary Studies major.

### Minor in Philosophy

Students who have taken one or more philosophy courses should consider adding a minor in philosophy to their degree program. A minor in philosophy is especially desirable for pre-law students, religious studies students, and anyone considering graduate school.

**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: one at the 200 level or higher, the other at the 300 level. (15 credits total)

**PHIL 100****The Art and Practice of Critical Thinking  
3 Credits**

This course introduces students to the theory, application and practical art of reasoning and persuasion. Students will study the nature of sound reasoning, the patterns of reasoning (both good and bad) the use and abuse of language and how to evaluate arguments.

Drawing upon a variety of resources, disciplines and perspectives, students will be challenged to apply and hone the knowledge and skills they learn by analyzing, critiquing, and defending their own points of view, as well as those found in advertising, news reports, editorials, and excerpts from fiction and non-fiction literature.

**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 and the good life, the existence of God, the soul, and the possibility of an after-life will be explored.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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,

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.

**PHIL 250**  
**Making Moral Decisions**  
**3 credits**

This course introduces students to moral reasoning and to a variety of influential ethical theories. Students reflect upon their own moral assumptions as well as how various ethical concepts and theories challenge, strengthen, or alter those assumptions. Students are also led to evaluate culturally derived conven-



Bonaventure, and Bacon upon the Franciscan tradition, the course also includes a study of representative works by such thinkers as Olivi, Lully, Duns Scotus, and Ockham.

**PHIL 221**  
**Philosophical Perspectives on Women**  
**3 credits**

tions and laws, distinguishing these from genuine moral claims. To practice moral decision making, students analyze and resolve a range of moral case problems, justifying their solutions by carefully reasoned arguments that appeal to key ethical principles and theories. Case problems explore moral issues arising

from everyday personal experience, as well as from current social problems.

**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 questions, we will survey the ideas of thinkers such as: Plato, Aristotle, Hume, Tolstoy, Dewey, Bell, Collingwood, Goodman, and Danto. A wide variety of illustrations – from music, literature, film, painting, etc. – will also be included.

**PHIL 301**  
**Moral Philosophy**  
**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.).

**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.

**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.

**PHIL 304**  
**Epistemology: 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.

**PHIL/PSCI 305**  
**History of Ancient Political Thought**  
**3 credits**

This course 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.

**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.

**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.

**PHIL 309**  
**Morality and the Pursuit of Happiness**  
**3 credits**

This course provides a foundation for moral decision-making through the study of fundamental ethical theories, as students address the theme of ‘happiness’ – its definition, pursuit, and attainment. Students will explore philosophical approaches to the many questions, problems, and methods associated with the pursuit of this ultimate of human goals, and how this pursuit relates to who we are as moral beings. We will be concentrating on the works of ancient and contemporary thinkers, who address topics such as: the nature of happiness, its elusiveness, expressions of its attainment, its relationship to human nature, freedom, and knowledge, and particularly its implications for and relationship to morality – generally, happiness as a conduit for moral activity that imbues human existence with meaning and value.

**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.

**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.

**PHIL 360 HON**  
**Philosophy and Literature**

**3 credits**

This course examines the philosophical themes of famous literary works. Such philosophical themes might include life and death, freedom and responsibility, war and peace, justice, racism, love, utopia, faith, evil, the nature of reality, etc. Course content will be organized thematically, historically, or by culture or society. This course is for students in the Honors Program or declared Philosophy Minors

**PHIL/CRIM 380**  
**Philosophical Issues in Criminal Justice**  
**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.

**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.

*Prerequisite:* Permission of Instructor

**PHIL 420**  
**Independent Study**  
**3 credits**

This course offers upper-level students the opportunity to focus study on a particular philosophical topic, figure, or problem of particular interest to them. Approval is required by both the instructor and Department.

**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 philosophi-



cal periodicals, and to the basic procedures of philosophical research - tailored to the student's particular philosophical interests. Students will complete this course by producing an outline of their proposed PHIL 450 project. (Normally taken just prior to PHIL 450; may be taken concurrently only with the permission.)

**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 student.

*Prerequisite:* This course is normally taken right after PH 445. It may be taken concurrently only with the Department's permission.

## 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 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 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.

**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)

*Prerequisites:* Grade of “C” or higher in MATH 160; co-prerequisite is MATH 161 or equivalent; competency in basic English skills, as shown by a minimum grade of “C” in EN 002 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 350****Advanced Special Topics in****Physical Science****3 credits****PHYS 355****Advanced Special Topics in****Physical Science with Lab Component****4 credits**

## **POLITICAL SCIENCE (PSCI)**

Political Science is offered as a focus area for the Bachelor of Arts in Social and Behavioral Sciences.

### **LEARNING OUTCOMES FOR THE POLITICAL SCIENCE FOCUS AREA:**

Students successfully completing the Social and Behavioral Science Major with a Political Science focus will:

- Understand the theory and practice of political institutions and rule.
- Differentiate among the various forms of government – American and International
- Analyze international relations and the role of good citizenship both locally and
- Achieve competency in written and oral expression and critical thinking.

As a result of completing the requirements for the Political Science major, students will be prepared for graduate-level education, including law school, or careers in government, public administration, the United Nations, and international corporations. It is expected that students will embark on their chosen career paths with an understanding and appreciation of the Catholic Franciscan values, and their application within their professional and personal lives.

**PSCI 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. (every fall or as needed) *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)

**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. (every spring or as needed)

*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, Friedrich Nietzsche, and others. (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 in social science research with an emphasis on sociology or history and the methodology of social science; logic and its application to specific methods; 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.

*Prerequisite:* PSCI 101 or HIST 110

### **PSCI/SOC 404**

#### **Living and Working Overseas**

##### **3 credits**

This course enables students to experience another culture and to explore, analyze and present issues of global significance from a non-Western perspective. Students address several related issues, including the nature of traditional and modern societies; ethnocentrism and stereotyping; nationalism and inter-

dependence; “culture shock” and “re-entry shock;” and intercultural sensitivity.

### **PSCI 415**

#### **Senior Seminar**

##### **3 credits**

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)

*Prerequisites:* 7 of the 9 courses required for a PSCI concentration; SS 400

### **PSCI 452**

#### **Career Internship in Political Science**

This course offers political science majors the opportunity to work in the field of political science for a minimum of 120 hours during the semester. Students must complete all paperwork to register for the Internship at least one semester before; students will meet with the Career Center and complete the application that will be sent to their advisor and site supervisor. This application will then be filed in the Career Center. Students must register for the class with the Registrar as well. They will be required to write a paper that is relevant to the Internship and maintain a journal that reflects their experience; the site supervisor will complete an evaluation form on their performance. This is a Pass/Fail course. (as needed)

## PSYCHOLOGY (PSYC)

Psychology is the study of the mind and behavior. The objective of the Psychology Department is to prepare students to enter graduate or professional schools, or a variety of careers in areas related to the discipline, such as mental health, education, research, business, human resources, human services, and counseling. In accordance with Felician University's Catholic/Franciscan mission and the values underpinning the discipline of psychology, students will also learn to act ethically, and recognize, understand and respect human diversity. The Psychology Department offers a variety of courses that enable students to gain the requisite knowledge and skills, including lecture courses, research and field practicum courses, and an independent undergraduate research course in which students develop and present an individual project. Students not only have the opportunity to learn from faculty mentors, but can also enrich their experiences within the program by interacting with peers in the Psychology Club.

The learning outcomes of the major are adapted from the American Psychological Association's guidelines for undergraduate programs in Psychology.\*

### Psychology Learning Outcomes:

Students successfully completing the Psychology major will:

- Be familiar with the concepts, theoretical perspectives, empirical findings and historical trends in the field of psychology.
- Understand and apply psychological principles to personal, social, and organizational issues
- Understand and apply basic research methods in psychology, including research design, data analysis and interpretation
- Demonstrate competence in gathering, analyzing, synthesizing and evaluating information; weigh evidence
- Develop insight into their own and others' behavior and mental processes
- Apply effective strategies for self-management and self-improvement
- Develop realistic ideas about how to implement their psychological knowledge, skills and values in occupational pursuits that meet personal goals and societal needs.

\* American Psychological Association. (2007). *APA guidelines for the undergraduate psychology major*. Washington, DC: Author. Retrieved from <http://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf> on 6/29/11.

### Bachelor of Arts in Psychology

(Revised: February 2010)

**Requirements:** 43 credits in Psychology, as described below.

**Required Courses (25 credits):** Introduction to Psychology; Introduction to Child Development (PSYC 201) *or* Adolescent Psychology (PSYC 202) *or* The Psychology of Adult Development and Aging (PSYC 203); Writing and Reading in Psychology (PSYC 250); Statistics for Psychological Research (PSYC 303); Research Design in Psychology (PSYC 309); Biopsychology (PSYC 311); History and Systems of Psychology (PSYC 490); and Undergraduate Research in Psychology (PSYC 410).

**Psychology Electives (18 credits):** Six additional Psychology courses of which at least three must be at the 300/400 level.

**Electives should be selected in consultation with academic advisors, to suit career goals or personal interests.**

**Bachelor of Arts Degree in Psychology  
Recommended Four-Year Sequence**

**FRESHMAN YEAR – Fall**

ENG-101: College Writing and Research I (GECC Area III)	3
GECC Area I - Faith & Reason 100/200	3
Elective	3
GECC Area II- Ethics, Values & Truth	3
MATH-114: Mathematical Explorations or MATH 160: College Algebra (GECC Area VII College Math)	3/4
FYE-100: Freshman Year Experience I	1
<b>Total Credits</b>	<b>16/17</b>

**FRESHMAN YEAR – Spring**

PSYC 101: Introduction to Psychology	3
ENG-102: College Writing and Research II (GECC Area V)	3
LS-100: Architecture of Information (GECC Area V)	1
GECC Area VI- Technological Acumen	3
GECC Area VII: Quantitative & Scientific Reasoning (Lab Science)	4
FYE-101: Freshman Year Experience II	1
<b>Total Credits</b>	<b>15</b>

**SOPHOMORE YEAR – Fall**

PSYC 201/202/203 (pick any one of these)	3
GECC Area III – Communication & Expression	3
PSYC elective	3
PSYC elective	3
Elective	3
<b>Total Credits</b>	<b>15</b>

**SOPHOMORE YEAR – Spring**

PSYC 250 Writing and Reading in Psychology	2
GECC Area VIII – Global Consciousness	3
GECC Area IV – Critical and Analytical Thinking	3
PSYC elective	3
GECC Liberal Arts Concentration 1	3
<b>Total Credits</b>	<b>14</b>



**JUNIOR YEAR – Fall**

PSYC 303 Statistics for Psychological Research	3
PSYC elective (300/400 level)	3
GECC Area I – Faith & Reason 300/400	3
GECC Area VIII – Global Consciousness	3
GECC Liberal Arts Concentration 2	3
<b>Total Credits</b>	<b>15</b>

**JUNIOR YEAR – Spring**

PSYC 309 Research Design in Psychology	3
PSYC elective (300/400 level)	3
GECC Area VIII – Global Consciousness	3
GECC Liberal Arts Concentration 3	3
Elective	3
<b>Total Credits</b>	<b>15</b>

**SENIOR YEAR – Fall**

PSYC 311 Biopsychology	4
PSYC elective (300/400 level)	3
Elective	3
Elective	3
Elective	2
<b>Total Credits</b>	<b>15</b>

**SENIOR YEAR – Spring**

PSYC 410 Undergraduate Research in Psychology	3
PSYC 490 History and Systems of Psychology	3
Elective	3
Elective	3
Elective	3
<b>Total Credits</b>	<b>15</b>

**Minor in Psychology**

Students who have taken one or more courses in Psychology should consider adding a minor in Psychology to their degree program. A minor in Psychology can be useful for all students, and especially desirable for those majoring in Nursing, Teacher Education or Business

**Requirements (18 credits):** Introduction to Psychology (PSYC 101); Lifespan Development (PSYC 105) *or* Introduction to Child Development (PSYC 201) *or* Adolescent Psychology (PSYC 202) *or* The Psychology of Adult Development and Aging (PSYC 203); Personality (PSYC 407); and three additional Psychology courses of which two must be at the 300/400 level.

## **Bachelor of Science Degree in Psychiatric Rehabilitation and Psychology**

The Bachelor of Science Degree in Psychiatric Rehabilitation and Psychology is a Joint Degree Program with Rutgers University School of Health Related Professions (Rutgers-SHP). The program produces graduates ready to work with persons with mental illness and other disabilities. Graduates are also prepared to go on to graduate studies in counseling or social work.

The program involves five semesters (75 credits) taken at Felician University and three semesters (45 credits) at Rutgers' Scotch Plains campus for a total of 120 credits. Students accepted to the program can take course work on either a full-time or a part-time basis. For the professional phase of the program, students apply to Rutgers. A Rutgers/Felician University joint admission committee will identify candidates to whom admission will be offered. Students in the pre-professional phase of the program are advised by faculty of Felician University's Psychology Department.

Students admitted to the Joint Program must complete all required general education and psychology course with a cumulative GPA of 2.5 and a GPA of 3.0 in their psychology major requirements prior to the start of the Professional Phase of the Joint Program. Applicants must submit two letters of recommendation and a strong personal statement.

Students will be responsible for meeting all Rutgers' requirements including health and immunization requirements, completion of Technical Standards/Essential Functions form, Criminal Background Check and all additional required enrollment forms and activities. Students will be required to complete the SHP orientation online and attend a Psychiatric Rehabilitation Department orientation, which are scheduled the semester prior to the beginning of the Professional Phase of the Joint Program(s). Failure to attend or fulfill any of the Rutgers' requirements may preclude admission to classes.

### **Directions for Applying**

#### **Rutgers-Felician University**

#### **Joint B.S. Degree Program in Psychiatric Rehabilitation and Psychology**

You should apply in the Spring semester of your Sophomore year or in the Fall of your Junior year.

*Deadline for applications: To begin Psychiatric Rehabilitation classes in the spring semester apply by October 15<sup>th</sup>; to begin Psych Rehab classes in the fall apply by May 15<sup>th</sup>.*

All of the following items must be included in your admissions packet:

1. A completed SHP application form. This form is included in an application packet that you can obtain from your advisor. It can also be downloaded and printed from the link below:  
[http://SHP.rutgers.edu/prospective\\_students/admissions/index.html](http://SHP.rutgers.edu/prospective_students/admissions/index.html)

#### **IMPORTANT NOTES:**

- Please do NOT submit the online version of the SHP application.
  - There is NO application fee for Rutgers-SHP Joint Degree Programs (even though it is mentioned on the application form); Please do NOT enclose payment.
2. Two (2) letters of recommendation from professors or professionals who can attest to your academic and/or work experience (at least 1 should be from a college professor). Letters must be submitted in sealed envelopes that are signed across the seal by the recommender.
  3. A completed personal statement that focuses on your professional goals and your reasons for choosing the Dual Major Program in Psychiatric Rehabilitation and Psychology. Personal statements must be typed and are typically 2-3 pages (double spaced) in length.

4. An Official transcript from Felician University (for the courses completed so far) as well as any other colleges and universities that you have attended. To be admitted students should have a cumulative GPA of 2.5 and a GPA of 3.0 in their psychology major requirements prior to the start of the Professional Phase of the Joint Program.

All information should be collected by the applicant and sent in a single packet to:

Nora Barrett  
Rutgers-SHP  
Department of Psychiatric Rehabilitation & Counseling Professions – Room 323  
1776 Raritan Road  
Scotch Plains, NJ 07076

If you have questions, contact Professor Barrett at:  
908-889-2431 or [nora.barrett@SHP.rutgers.edu](mailto:nora.barrett@SHP.rutgers.edu)



**BACHELOR OF SCIENCE IN PSYCHIATRIC REHABILITATION AND PSYCHOLOGY  
JOINT DEGREE WITH THE RUTGERS-SHP**

**COURSES TO BE TAKEN AT FELICIAN COLLEGE (2 and ½ years)**

**75 CREDITS**

(Revised: June 9, 2014)

**First Year**

Course	Credits
FYE 100 Freshmen Year Exp. I	<b>1</b>
PSYC 101 Introduction to Psychology	<b>3</b>
MATH 160 College Algebra GECC VII	<b>3</b>
ENG 101 GECC III	<b>3</b>
___ Laboratory Science GEC VII	<b>3 - 4</b>
<b>TOTAL CREDITS</b>	<b>13 - 14</b>

Course	Credits
FYE 101 Freshmen Year Exp. II	<b>1</b>
PSYC 201 <i>or</i> 202 <i>or</i> 203 (Soc. Sci. Req.)	<b>3</b>
LS 100 GECC V	<b>1</b>
RELS 100/200 GECC I	<b>3</b>
ENG 102 GECC V	<b>3</b>
GECC VI	<b>3</b>
<b>TOTAL CREDITS</b>	<b>14</b>

**Second Year**

Course	Credits
GECC Liberal Arts 1	<b>3</b>
GECC Liberal Arts 2	<b>3</b>
PSYC 250 Reading and Writing in Psych.	<b>3</b>
GECC III	<b>3</b>
GECC VIII	<b>3</b>
<b>TOTAL CREDITS</b>	<b>15</b>

Course	Credits
GECC VIII	<b>3</b>
RELS 310 Moral/Spiritual Dimensions GECC I	<b>3</b>
PSYC 303 Statistics for Psychological Res.	<b>3</b>
PSYC 406 Abnormal Psychology	<b>3</b>
GEC II	<b>3</b>
<b>TOTAL CREDITS</b>	<b>15</b>

**Third Year**

Course	Credits
GECC Liberal Arts 3	<b>3</b>
PSYC 311 Biopsychology	<b>4</b>
PSYC 490 Systems and Concepts of Psych.	<b>3</b>
PSYC 309 Research Design in Psychology	<b>3</b>

Course	Credits
<b>UPON ACCEPTANCE TO RUTGERS-SHP:</b>	
<b>One and One-Half Years (45 credits) at the Rutgers-SHP</b>	

## COMBINED B.A. IN PSYCHOLOGY/M.A. IN COUNSELING

A combined B.A./M.A.C.P. program is available to Psychology majors who meet the admissions requirements listed below. This combined program is designed to facilitate the ongoing academic accomplishments of students who have achieved excellence in the psychology major. Acceptance into the program will allow up to 12 psychology credits to be “double-counted” toward both the B.A. in Psychology and M.A. in Counseling Psychology. The student is awarded a Bachelor’s degree upon completion of the bachelor’s requirements.

The 12 graduate credits that are double-counted credits are only applicable to the Felician University Master’s degree in Counseling Psychology course of studies after the student has been awarded the Bachelor’s degree in Psychology and matriculates into the MACP at Felician.

The designation of “graduate credits” will be canceled if the student withdraws from the Felician University MACP program before completing the Master’s degree. If this occurs, Felician University will count those credits only toward the student’s undergraduate degree.

Upon admission to this combined program, students should note that grades below a B in graduate level courses will necessitate the retaking of that course. Courses may only be retaken once. Students will be limited to one graduate course per semester while still an undergraduate. Students may elect to take a course during the summer session.

### Admissions Requirements

Students may apply for admission into the combined BA/MACP program during the spring of sophomore year or thereafter provided the student has completed at least 60 undergraduate credits with a minimum 3.0 overall GPA (this minimum must be maintained also for the remainder of the undergraduate coursework).

Students applying for the combined BA/MACP program must:

- At a minimum have completed PSYC 101, PSYC 201 *or* 202 *or* 203, PSYC 250, and PSYC 311.
- Rising Juniors must be registered for PSYC 303 and PSYC 309.
- Submit two letters of recommendation from full time undergraduate faculty.
- Submit an APA style paper from any 200 level Psychology course.
- Personal interview with MACP program director or MACP faculty admissions committee.
- Submit a Personal Statement.
- Complete graduate application form.

Final approval for admission into the Masters in Counseling Psychology rests with the MACP faculty.

MACP courses that can be taken as elective undergraduate credits, double - counting toward a combined BA in Psychology and MA in Counseling Psychology:

PSYC 505 Introduction to Counseling Psychology

PSYC 507 Developmental Models of Personal Growth

PSYC 510 Techniques of Counseling and Appraisal

And one or two additional courses selected in consultation with your advisor.

**COMBINED B.A. IN PSYCHOLOGY/M.A. IN COUNSELING**  
**Recommended Four-Year Sequence**

**FRESHMAN YEAR – Fall**

ENG-101: College Writing and Research I (GECC Area III)	3
GECC Area I - Faith & Reason 100/200	3
Elective	3
GECC Area II- Ethics, Values & Truth	3
MATH-114: Mathematical Explorations or MATH 160: College Algebra (GECC Area VII College Math)	3/4
FYE-100: Freshman Year Experience I	1
<b>Total Credits</b>	<b>16/17</b>

**FRESHMAN YEAR – Spring**

PSYC 101: Introduction to Psychology	3
ENG-102: College Writing and Research II (GECC Area V)	3
LS-100: Architecture of Information (GECC Area V)	1
GECC Area VI- Technological Acumen	3
GECC Area VII: Quantitative & Scientific Reasoning (Lab Science)	4
FYE-101: Freshman Year Experience II	1
<b>Total Credits</b>	<b>15</b>

**SOPHOMORE YEAR – Fall**

PSYC 201/202/203 (pick any one of these)	3
GECC Area III – Communication & Expression	3
PSYC elective	3
PSYC elective	3
Elective	3
<b>Total Credits</b>	<b>15</b>

**SOPHOMORE YEAR – Spring**

PSYC 250 Writing and Reading in Psychology	2
GECC Area VIII – Global Consciousness	3
GECC Area IV – Critical and Analytical Thinking	3
PSYC elective	3
GECC Liberal Arts Concentration 1	3
<b>Total Credits</b>	<b>15</b>

**JUNIOR YEAR – Fall**

PSYC 303 Statistics for Psychological Research	3
PSYC elective (300/400 level)	3
GECC Area I – Faith & Reason 300/400	3
GECC Area VIII – Global Consciousness	3

**JUNIOR YEAR – Spring**

PSYC 309 Research Design in Psychology	3
PSYC elective (300/400 level)	3
GECC Area VIII – Global Consciousness	3
GECC Liberal Arts Concentration 3	3

GECC Liberal Arts Concentration 2	3
PSYC 505 Intro. to Counseling Psychology	
<b>Total Credits</b>	<b>18</b>

PSYC 507 Developmental Models of Personal Growth	3
<b>Total Credits</b>	<b>15</b>

**SENIOR YEAR – Fall**

PSYC 311 Biopsychology	4
PSYC elective (300/400 level)	3
PSYC 510 Techniques of Counseling and Appraisal	3
Elective	3
Elective	2
<b>Total Credits</b>	<b>15</b>

**SENIOR YEAR – Spring**

PSYC 410 Undergraduate Research in Psychology	3
PSYC 490 History and Systems of Psychology	3
PSYC (Graduate elective in consultation with advisor)	3
Elective	3
Elective	3
<b>Total Credits</b>	<b>15</b>

**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. (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. (fall and spring)

**PSYC 202****Adolescent Psychology****3 credits**

This course studies adolescence from a physiological, cognitive, social and personality developmental perspective. Contemporary issues of the changing adolescent landscape are also discussed as related to the larger social contexts (fall and spring).

**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. (fall and spring)

**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. (fall)

**PSYC 250****Writing and Reading in Psychology****3credits**

This course is designed to help students become familiar with searching the psychological literature, read journal articles in psychology and present ideas effectively in written form within the discipline of psychology. Students will also learn to make oral presentations of written work.

*Prerequisites:* ENG 101, ENG 102, PSYC 101

**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. (offered as needed)

*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. (fall, spring)

*Prerequisite:* PSYC 101

**PSYC 295****Psychology of Addiction****3 credits**

This course covers the main theories of addiction. The main focus is on substances of misuse along with prevention and treatment



implications. Behavioral addictions such as gambling, pornography, sex, eating, etc. are also addressed. (spring)

*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. (fall and spring)

*Prerequisites:* 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. (fall and spring)

*Prerequisites:* 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 (fall and spring)

*Prerequisites:* PSYC 101 and any one of the following math courses: MATH 110, 112, 114, 160, or 161; Junior status

### **PSYC 304**

#### **Advanced Statistical Methods**

##### **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. Computer-based statistical exercises will be employed to provide practical examples of data analytic techniques. (offered as needed)

*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. (offered as needed)

*Prerequisites:* 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 through the study of social behavior such as aggression, altruism, social influence, nonverbal behavior, and achievement. Finally, the impact of changing gender roles on attitudes and personality will be examined through a review of current literature in this field. (spring)

*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 studies. (fall and spring)

*Prerequisites:* PSYC 101, PSYC 250, 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, and the reporting of research findings. (offered as needed)

*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. (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. (offered as needed)

*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. (fall)

*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 377**  
**Psychology of Health and Illness**  
**3 credits**

This course explores the ways in which psychological, social and biological factors interact in health and illness. Topics include the mind-body connection, stress and health, the effect of beliefs and social relationships on physical health, and psychosocial responses to illness. (spring)

*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. (fall, spring)

*Prerequisite:* PSYC 101

**PSYC 401**  
**Psychology of the Mind: Exploring How We Think**  
**3 credits**

This course introduces cognition and memory. Topics include problem solving, types and structures of memory, judgment and decision-making, and self-regulation. (offered as needed)

*Prerequisite:* PSYC 101

**PSYC 403**  
**The Psychology of Women**  
**3 credits**

This course investigates the hypothesis that there are distinct psychological characteristics of women and explores the alleged psychological sex differences attributable to biological and/or cultural factors. It considers productivity in traditional roles and contemporary

work roles in order to understand the psychological dynamics of American women. (offered as needed)

*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**

#### **Abnormal Psychology**

##### **3 credits**

This course describes disorders of behavior, affect and personality. Symptomatology, diagnosis, etiology, and treatment of disorders are examined. (fall and spring)

*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. (fall and spring)

*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. (fall and spring)

*Prerequisites:* PSYC 101, PSYC 309, and 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. (offered as needed)

*Prerequisite:* Permission of the instructor

### **PSYC 412**

#### **Advanced Studies in Neuropsychology**

##### **3 credits**

This course provides an in-depth study of neuropsychology including an acquaintance with current research and theory. (offered as needed)

*Prerequisites:* PSYC 311 and 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." (spring)

**PSYC 414**  
**Positive Psychology**  
**3 credits**

This course will explore an emerging approach in psychology which examines human strengths, positive psychological experiences, growth-enhancing individual traits and the characteristics of constructive groups and institutions. The most basic assumption that positive psychology urges is that human goodness and excellence are as authentic as disease, disorder, and distress. This approach will be contrasted to the “disease model” traditionally employed in understanding mind and behavior. Positive psychology proposes that positive institutions facilitate the development and manifestation of positive traits, which in turn facilitate positive subjective experiences.

*Prerequisite:* PSYC 101

**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. (offered as needed)

*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. (spring)

*Prerequisite:* Permission of the instructor

**PSYC 445**  
**Research Practicum**  
**3 credits**

This course allows the student to work closely with a faculty member in designing and carrying out a research project of shared interest. This course is intended for students contem-

plating further study in academic psychology. (offered as needed)

*Prerequisites:* PSYC 309 and permission of the instructor

**PSYC 446**  
**Research Practicum II**  
**3 credits**

This course allows students to further extend their understanding of the research process by working closely with a faculty member in carrying out a research project of shared interest. It is intended for students contemplating further study in academic psychology. (offered as needed)

*Prerequisites:* PSYC 445 and permission of the instructor

**PSYC 448**  
**Field Practicum in Psychology**  
**3 credits**

This course provides the student with an opportunity to work in a professional setting observing and/or engaging in work related to the field of psychology. The student will spend a set number of hours at a site approved by the faculty mentor and, in addition, will attend regular on-campus meetings with the faculty mentor. (fall, spring)

*Prerequisites:* Junior or senior status, availability of daytime hours for working at the selected site, and approval of the field supervisor and faculty mentor

**PSYC 490**  
**History and Systems of Psychology**  
**3 credits**

This course is a historical and conceptual survey of the key figures, ideas, methods, and philosophical underpinnings and scientific presuppositions of psychology. Emphasis will be given to modern psychological theories currently influencing psychology. The course will review a variety of concepts studied during the psychology major, and thus covers a wide range of psychological subfields.

*Prerequisite:* Senior status

## **RELIGIOUS STUDIES (RELS)**

The mission of the Religious Studies Department is to provide students with the opportunity to explore the universal dimensions of faith and religion and to study the Catholic Faith as a relevant world view within contemporary society. At the same time, students of other faiths and traditions are welcomed and encouraged to participate in an atmosphere of courtesy and respect for the traditions they represent.

This corresponds to the overall mission of the College – “to address the needs of students by providing a full complement of academic experiences along with a unique development and support system that brings students to their highest potential and fosters a love for learning, self-knowledge, and service to others and to God in the Felician/Franciscan tradition” – and integrates the teachings of the Catholic Church with the lived experience of the people.

It is the goal of the Religious Studies Department that those who experience its courses will be able to:

- understand and articulate the religious beliefs, practices, and value systems of the Catholic tradition within an interfaith framework;
- utilize the insights of theological and relevant scientific and humanistic disciplines in addressing religious issues and investigating the beliefs and practices of other religions of the world
- to critique contemporary moral and ethical positions in order to make educated moral and ethical decisions rooted in our Catholic Franciscan values.

Students interested in Religious Studies may opt for a Religious Studies Focus within the Humanities Interdisciplinary Studies Major. (See Humanities Interdisciplinary Studies)

### **Religious Studies Minor**

The minor in Religious Studies consists of 15 credits (above and beyond the two GECC Area I courses), including at least two courses on the lower (100/200) level and two course on the upper (300/400) level.

### **Religious Studies Certificate Program**

Successful completion of the Religious Studies Certificate program will enable students to:

- Apply their certificate (24 credits) toward the completion of a Bachelor’s degree in Humanities (Religious Studies track).
- Fulfill the prerequisites in Religious Studies for entrance into graduate programs and, in particular, for entrance into the Felician University Master of Arts in Religious Education program.
- Work in the areas of:
  - Parish Catechetical Ministry
  - Parish Pastoral Ministry
  - Youth Ministry

### **Requirements for Admission**

- Students must hold a secondary school diploma or equivalent.
- Students register through the designated Religious Studies Certificate advisor.
- Religious Studies/Theology credits from other institutions will be evaluated for acceptance upon application.

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, 204, 301, 303, 306, and 307.

All students must have completed ENG 002 with a grade of “C” or better, or passed the Basic Skills English Test before enrolling in Religious Studies courses.

100 and 200 level Religious Studies courses are open to all students. ALL 300 and 400 level courses are open to Juniors or Seniors who have completed their 100/200 level requirement and 60 credits, or to those students who have prior permission from the instructor.

**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. (For students enrolled in ENG 001 or 002 only.)

**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.

**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.

**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. (Not open to students who have taken RELS 101.)

**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.

**RELS 204**  
**Christian Sacraments: Signs for**  
**Our Times**

**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.

**RELS 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.

**RELS 250**  
**Special Topics in Religious Studies**  
**3 credits**

As announced, directed towards Freshmen and Sophomores.

**RELS 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.

**RELS 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.

**RELS 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.

**RELS 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.

**RELS 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.

**RELS 307**  
**Jesus: Journey Toward a Multi-Cultural**  
**and Artistic Vision**  
**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.

**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.

**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.

**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.

**RELS 350**  
**Special Topics in Religious Studies**  
**3 credits**

As announced, directed towards Juniors and Seniors.

**RELS 396**  
**Religion in the United States:**  
**Stories of Faith, Diversity and Community**  
**3 credits**

This course explores the broad landscape of religion in America, focusing on the diverse religious traditions that make up the tapestry of religious life in the United States. While special attention will be paid to the narrative of the Catholic Church in the United States, contributions made by the diverse religious traditions to the social, cultural and religious dimensions of life in the United States will also be examined. Topics include: religious and cultural diversity, pluralism, fundamentalism, ecumenism, education, interreligious dialogue and current issues in American religion. This course is conducted as a seminar.

**RELS 400**  
**The Franciscan Vision: Self, Service, and Society**  
**3 Credits**

Relying on the American heritage of concern for the rights and dignity of the individual, coupled with the Franciscan belief in the transcendent value and communal understanding

of the person, this course fosters a sense of service informed by these traditions. This course also aims to deepen civic responsibility and an understanding of the Franciscan tradition while empowering students through direct involvement with a wide array of persons. Students meet in a seminar setting to share their respective off-campus service experiences in light of assigned readings and keep journals reflecting upon their service work in dialogue with course content. Each student will serve a minimum of 20 hours in approved direct service over the course of the semester.

**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.

**RELS 402**  
**Planet Auschwitz**  
**3 credits**

During the Shoa, human beings were faced with moral dilemmas for which no one could prepare. The decisions forced upon them required immediate action and often impossible choices. Using case studies, primary sources, Responsa Literature, diaries and film, this course examines the actions of victims, perpetrators, rescuers, and bystanders in the context of the Nazi persecution.

**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 suf-

fering (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.

#### **RELS 404**

##### **A Walk with Francis and Friends**

##### **3 credits**

This course invites students to journey with St. Francis of Assisi and some of the men and women who chose to join him on the Franciscan journey. Course participants will engage in a conversation with St. Francis of Assisi by examining own his writings and those of his biographers. Students will be introduced to other Franciscan women and men whose lives have given shape to the Gospel vision of peace and justice that St. Francis had for all of creation. As a Study Abroad course, students will be given the option of participating in the AFCU Pilgrimage for College and University Students at the conclusion of the fall semester.

#### **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.

#### **RELS 408**

##### **Genocide: Past, Present, and Future**

##### **3 credits**

The course examines the definition of genocide in its religious, legal and historical under-

standing. It will also investigate the nature of genocide including its origins, history, causes, global dimensions, and the ways in which religious beliefs influence attitudes and understandings.

#### **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. (spring and fall as needed)

*Prerequisites:* Permission of Associate Dean of Humanities and 3.00 cumulative GPA or better; or permission of instructor.

#### **RELS 452**

##### **Internship in Religious Studies**

##### **3 credits**

This course offers religious studies majors the opportunity to work in the field of religious studies for a minimum of 120 hours during the semester. Students must complete all paperwork to register for the Internship at least one semester before; students will meet with the Career Center and complete the application that will be sent to their advisor and site supervisor. This application will then be filed in the Career Center. Students must register for the class with the Registrar as well. They will be required to write a paper that is relevant to the Internship and maintain a journal that reflects their experience; the site supervisor will complete an evaluation form on their performance. This is a Pass/Fail course.

## **SOCIAL and BEHAVIORAL SCIENCES (SBS)**

The Social and Behavioral Science major is an interdisciplinary course of study that engages students at the intersection of social and human behavior. Students majoring in SBS have the opportunity to draw from a broad range of disciplines in their pursuit of knowledge. Focus areas for this degree include: Sociology, Psychology, Political Science, History and Criminal Justice. Students also have the opportunity to choose free electives from various disciplines within Arts & Sciences and the School of Business. Modern social theory and methodology inform the major as students hone their skills for graduate level education and careers in social work, law, research, government or community based institutions or organizations. Competency and achievement are accompanied by Franciscan values and their application to the student's professional and personal life.

### **LEARNING OUTCOMES:**

**Students successfully completing the Social and Behavioral Science degree with a Sociology focus area will:**

- Understand the methodologies of sociological investigation
- Analyze contemporary society using sociological principles and theories
- Evaluate issues related to race, class, ethnicity, gender and justice within various societies

**Four Year Suggested Course Sequence For  
Bachelor's Degree Social and Behavioral Sciences**

<b>COURSE</b>	<b>Credits</b>
PSYC 101: SBS CORE	3
ENG 101 (GECC AREA III)	3
PHIL 100 (GECC AREA IV)	3
MATH 122 (GECC AREA VII)	3
HIST-110 (GECC VIII )	3
FYE 100	1
<b>TOTAL CREDITS</b>	<b>16</b>

<b>COURSE</b>	<b>Credits</b>
SOC 201: SBS CORE	3
ENG 102 (GECC AREA V)	3
LS-100 (GECC AREA V)	3
LA Concentration Course 1(GECC)	3
SBS Focus Course 1	3
FYE 101	1
<b>TOTAL CREDITS</b>	<b>16</b>

<b>COURSE</b>	<b>Credits</b>
CRIM 110: SBS CORE	3
RELS 100/200 LEVEL (GECC AREA I)	3
Interdisciplinary Elective 1	3
GECC AREA VI	3 / 4
SBS Focus Course 2	3
<b>TOTAL CREDITS</b>	<b>16 /17</b>

<b>COURSE</b>	<b>Credits</b>
SBS CORE: HIST 102 OR 201	3
GECC AREA III	3
GECC AREA II	3
SOC 200 (GECC AREA VIII)	3
Lab Science (GECC AREA VII)	3 / 4
<b>TOTAL CREDITS</b>	<b>16</b>

<b>COURSE</b>	<b>Credits</b>
PSCI 102: SBS CORE	3
LA Concentration Course 2 (GECC)	3
RELS 300/400 LEVEL (GECC AREA I)	3
SBS Focus Course 3	3
General Elective 1 (Or Minor)	3
<b>TOTAL CREDITS</b>	<b>15</b>

<b>COURSE</b>	<b>Credits</b>
SBS Interdisciplinary Elective 2	3
LA Concentration Course 3 (GECC)	3
SBS Focus Course 4	3
General Elective 2 (Or Minor)	3
General Elective 3 (Or Minor)	3
<b>TOTAL CREDITS</b>	<b>15</b>

COURSE	Credits
SS 400	3
General Elective 4 (Or Minor)	3
General Elective 5 (Or Minor)	3
General Elective 6 (Or Minor)	3
Internship Elective	1 - 3
<b>TOTAL CREDITS</b>	<b>13- 15</b>

COURSE	Credits
SBS FOCUS Senior Research Seminar	3
General Elective 7 (Or Minor)	3
General Elective 8 (Or Minor)	3
General Elective 9 (Or Minor)	3
<b>TOTAL CREDITS</b>	<b>12</b>

**SBS Core** (5 courses/ 12 credits):

Students must take the following courses: CRIM-110, HIST-102 or 201, PSCI-102, PSYC-101, SOC-201, HIST,

**Focus Area** ( 4 Courses/12 Credits):

Students choose a 4 course Focus Area in consultation with a faculty advisor. Course choices are made based upon the student's designated focus within the Social and Behavioral Sciences.

**Sociology Focus**

SOC 104	Sociology of Race and Ethnicity	3
SOC 220	Social Stratification and Inequality	3
SOC 301	Marriage and the Family	3
SOC 305	Global Problems and Perceptions	3
SOC 310	Social Change	3
SOC 405	Living in American Society or	
SOC 407	The Dynamics of Urban Society	3
SOC 452	Career Internship in Sociology	3

**Political Science Focus**

PSCI 205	The Legislative Process and Electoral Politics	3
PSCI 290	The American Presidency	3
PSCI 291	The Judicial System and Constitutional Law	3
PSCI 306	History of Modern Political Thought	3
PSCI 402	The Developing World	3
PSCI/SOC 404	Living and Working Overseas or	
PSCI 452	Career Internship in Political Science	3

**Interdisciplinary Focus Area**

Students can choose a 4 Course Focus Area that includes courses from the range of Social and Behavioral Sciences in consultation with their academic advisor.

Courses in Focus Areas in PSYC, CRIM, and HIST to be determined in consultation with a faculty advisor.

**COMBINED  
B.A. SOCIAL & BEHAVIORAL SCIENCES  
M.A. IN COUNSELING PSYCHOLOGY**

A combined BA/MACP program is available to Social & Behavioral Sciences (SBS) majors who meet the admissions requirements listed below. This combined program is designed to facilitate the ongoing academic accomplishments of students who have achieved excellence in the SBS major. Acceptance into the program will allow up to 12 psychology credits to be “double-counted” toward both the B.A. in SBS and M.A. in Counseling Psychology. The student is awarded a Bachelor’s degree upon completion of the bachelor’s requirements.

The 12 graduate credits that are double-counted credits are only applicable to the Felician University Master’s degree in Counseling Psychology course of studies after the student has been awarded the Bachelor’s degree in SBS and matriculates into the MACP program at Felician. The designation of “graduate credits” will be canceled if the student withdraws from the Felician MACP program before completing the Master’s degree. If this occurs, Felician will count those credits only toward the student’s undergraduate degree.

Upon admission to this combined program, students should note that grades below a ‘B’ in graduate level courses will necessitate the retaking of that course. Courses may only be retaken once. Students will be limited to one graduate course per semester while still an undergraduate. Students may elect to take a course during the summer session.

### **Admissions Requirements**

Students may apply for admission into the combined BA/MACP program during the spring of sophomore year, or thereafter, provided the student has completed at least 60 undergraduate credits with a minimum 3.0 overall GPA (this minimum must also be maintained for the remainder of the undergraduate coursework).

Students applying for the combined BA/MACP program must:

- At a minimum have completed PSYC 101, PSYC 201 *or* 202 *or* 203, PSYC 250, and PSYC 311.
- Juniors must successfully complete PSYC 303 and PSYC 309.
- Submit two letters of recommendation from full time undergraduate faculty.
- Submit an APA style paper from any 200 level Psychology course.
- Personal interview with MACP program director or MACP faculty admissions committee.
- Submit a Personal Statement.
- Complete the Felician graduate application form.

**Final approval for admission into the MACP program rests with the MACP faculty.**

MACP courses that can be taken as elective undergraduate credits, double-counting toward a combined B.A. in Psychology and M.A. in Counseling Psychology:

PSYC-505: Introduction to Counseling Psychology

PSYC-507: Developmental Models of Personal Growth

PSYC-510: Techniques of Counseling and Appraisal

And one or two additional courses selected in consultation with your advisor.

**COMBINED**  
**B.A. SOCIAL & BEHAVIORAL SCIENCES**  
**M.A. COUNSELING PSYCHOLOGY**  
**Recommended Four-Year Sequence**

**FRESHMAN YEAR – Fall**

(GECC Area I) Faith & Reason 100/200 level	3
GECC Area III) ENG-101: College Writing & Research I	3
(SBS Core) PSYC 101: Introduction to Psychology	3
(GECC Area IV) Critical and Analytical Thinking	3
MATH-122: Statistics (GECC Area VII College Math)	3
FYE-100: Freshman Year Experience I	1
<b>Total Credits</b>	<b>16</b>

**FRESHMAN YEAR – Spring**

(SBS Core) CRIM-110: Criminal Justice I	3
(GECC Area V) ENG-102: College Writing & Research II	3
(GECC Area V) LS-100: Architecture of Information	1
(GECC Area VI) CS-103: Introduction to Advanced Computer Applications	3
GECC Area VII (Lab Science) BIO-102: Human Biology	4
FYE-101: Freshman Year Experience II	1
<b>Total Credits</b>	<b>15</b>

**SOPHOMORE YEAR – Fall**

(SBS Core) HIST-102: Renaissance, Reformation, to French Revolution <i>or</i> HIST-201: From Colonies to Nation	3
PSYC 201 <i>or</i> 202 <i>or</i> 203 (pick any one)	3
(GECC Area II) Ethics, Values & Truth	3
(GECC Area III) Communication & Expression	3
GECC Liberal Arts Concentration 1	3
<b>Total Credits</b>	<b>15</b>

**SOPHOMORE YEAR – Spring**

(SBS Core) PSCI-102: American Government	3
(SBS Core) SOC-201: Sociological Theory	3
PSYC-250: Writing and Reading in Psychology	3
(GECC Area VIII) Global Consciousness 1	3
GECC Liberal Arts Concentration 2	3
<b>Total Credits</b>	<b>15</b>

**JUNIOR YEAR – Fall**

(GECC Area I) RELS-303: Religion and Psychology	3
(GECC Area VIII) Global Consciousness 2	3
GECC Liberal Arts Concentration 3	3
General Elective or Minor Course	3

**JUNIOR YEAR – Spring**

PSYC-309: Research Design in Psychology	3
PSYC-311: Biopsychology	4
General Elective or Minor Course	3
General Elective or Minor Course	3

PSYC-303: Statistics for Psychological Research	3
<b>Total Credits</b>	<b>15</b>

**SENIOR YEAR – Fall**

PSYC-490: History and Systems of Psychology	3
PSYC-507: Developmental Models of Personal Growth	3
General Elective or Minor Course	3
General Elective or Minor Course	3
General Elective or Minor Course	3
<b>Total Credits</b>	<b>15</b>

PSYC-505: Introduction to Counseling Psychology	3
<b>Total Credits</b>	<b>16</b>

**SENIOR YEAR – Spring**

PSYC-410: Undergraduate Research in Psychology	3
PSYC-510: Techniques of Counseling and Appraisal	3
PSYC Graduate Level Elective (in consultation with advisor)	3
General Elective or Minor Course	3
General Elective or Minor Course	3
<b>Total Credits</b>	<b>15</b>



**The Online Institute for Religious Studies and Education Ministry**  
**Undergraduate Completion Degree** *in Social Behavior and Sciences*  
*Focus in Religious Studies*  
*(60 credits)*

All courses in this undergraduate completion degree are taught *entirely online* by Felician University Faculty who hold degrees in relevant fields and are certified in online teaching/learning. All instructors act as mentors while creating an atmosphere of collaboration and interaction.

### Undergraduate Completion Degree

Adults who seek to hold a leadership role and who wish to pursue academic study in the ministry of education may do so through Felician University by earning a Bachelor's Degree in Social Behavior and Sciences with a focus in Religious Studies (applicants are required to have the minimum of an Associate's Degree - 60 credits).

Each fully online course runs for 15 weeks with the exception of RELED 503, a graduate level course which is 12 weeks in duration.

Religious Studies Course Descriptions can be found in this Catalog.

**The degree requires eight core courses (24 credits) in Social Behavior and Sciences:**

HIST 340 – Aging in America  
 SOC 305 – Global Problems and Perceptions of Capitalism  
 SOC 405 – Living in American Society  
 PSYC 301 – Educational Psychology  
 PSYC 380 – Psychology of the Family  
 PSYC 409 – Counseling Principles & Procedures  
 PSCI 402 – The Developing World  
 RELS 410 – Seminar in Religious Studies or Ministry

**Ten Religious Studies Focus Courses (24 credits) in consultation with the program students choose 7 courses from the first 8 listed here.**

RELS 301 – Comparative World Religions  
 RELS 303 – Religion and Psychology  
 RELS 306 – Peace, Justice, & Contemporary Social Issues  
 RELS 307 – Jesus : Journey Towards a Multicultural and Artistic Vision  
 RELS 316 – Spirituality, Meditation, & Mysticism  
 RELS 320 – The Foundations of Theology  
 RELS 404 – A Walk with Francis and Friends  
 RELS 405 – God, Suffering, & Evil  
 RELED 503 – **\*\*Religious Education Through the Scriptures** (this is a graduate course that serves as credit for both the undergraduate and graduate programs).

**\*\* Required**

Electives (12 credits) chosen from any Arts and Sciences Courses in consultation with the program advisor.

Requirements for Admission:

- Students must hold an Associate's Degree (60 credits) from an accredited institution
- A completed application for admission
- Official transcripts from previously attended post-secondary institutions
- A letter of recommendation
- A personal statement
- Completed ministerial discount form
- A verification of identification in the form of either a:

- a. Notarized copy of a valid passport (photo page with signature) or
- b. Notarized copy of a valid government-issued photo (such as a driver's license)



## SOCIOLOGY (SOC)

Sociology is offered as a focus area for the Bachelor of Arts in Social and Behavioral Sciences.

### **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 200**

#### **Cultural Diversity**

**3 credits**

This course offers students an examination of at least five distinct world cultures (e.g., Namibian Kung People, Egyptian, Latin American, Asian, and/or European). The differences and similarities between these cultures, as well as between them and cultural groups living within the US, are highlighted.

### **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 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-à-vis* their application to specific substantive issues in the field of sex and gender. (every spring)

### **SOC 220**

#### **Social Stratification and Inequality in the United States**

**3 credits**

This course will examine the stratification system in American society. Particular emphasis will be placed on the theories and patterns of inequality inclusive of class, race, and gender. Specific focus will be given to Educational, Family, Criminal, Judicial, and Political institutions

### **SOC 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)

*Prerequisites:* Junior or Senior status, or permission of instructor

### **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)

*Prerequisites:* Junior or Senior status, or permission of instructor

### **SS 305 EL**

#### **Global Problems and Perceptions of Capitalism**

##### **3 credits**

This course will introduce students to the socio-cultural, historical and political analysis of the spread of capitalism, its consequences and interpretations among different cultures. Issues such as global poverty, ethnic conflicts, economic development, disease, environment and social protests will be examined within the context of global problems and the challenges leading to possible solutions. (every spring, or as needed)

*Prerequisites:* Junior or Senior status, or permission of instructor

### **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 be-

tween schools and other institutions of society, the relationships among managers, teachers and "consumers" of education in school organizations, and the effect of the school social system and culture on learning. (every spring or as needed)

*Prerequisites:* Junior or Senior status, or permission of instructor

### **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, or as needed)

*Prerequisites:* SOC 101 or permission of the instructor.

### **SOC/CRIM 312**

#### **Criminology**

##### **3 credits**

An examination of the study of society's reaction to law-breaking behaviors, including the theories that explain the causes and outcomes of criminality, law making and crime prevention strategies.

*Prerequisites:* SOC 101; Junior or Senior status, or permission of instructor

### **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)

*Prerequisites:* SOC 101; Junior or Senior status, or permission of instructor

**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. (fall 2012)

*Prerequisites:* Junior or Senior status, or permission of instructor

**SOC 350**  
**Advanced Special Topics in Sociology**  
 (as needed)

**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)

*Prerequisites:* SOC 101; Junior or Senior status, or permission of instructor

**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. (every spring or as needed)

*Prerequisites:* SOC 101; Junior or Senior status, or permission of instructor

**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. (every fall or as needed)

*Prerequisites:* SOC 101; Junior or Senior status, or permission of instructor

**SOC/PSCI 407**  
**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)

**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 fall and spring as needed)

*Prerequisites:* SOC 101, SOC 201, and SOC 304; Junior or Senior status, or permission of instructor

**SOC 452**  
**Career Internship in Sociology**  
**3 credits**

This course offers sociology majors the opportunity to work in the field of sociology for a minimum of 120 hours during the semester. Students must complete all paperwork to register for the Internship at least one semester before the semester of their internship; students will meet with the Career Center and complete the application that will be sent to

their advisor and site supervisor. This application will then be filed in the Career Center. Students must register for the class with the Registrar as well. They will be required to write a paper that is relevant to the Internship and maintain a journal that reflects their experience; the site supervisor will complete an evaluation form on their performance. This is a Pass/Fail course. (as needed)

*Prerequisites:* Junior or senior status in the social and behavioral science major.



## 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.

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

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 and PSYC 105 or PSYC 201)

SOC 215 Sociology of Sex and Gender

**The Online Institute for Religious Studies and Education Ministry (ONLINE)**

**Master of Arts in Religious Education (33 credits)**

**Graduate Certificate in Religious Education (18 credits)**

**Post-Master's Certificate in Religious Education (18 credits)**

**Undergraduate Completion Degree in Social and Behavioral Sciences with a Focus in Religious Studies (60 credits)**

**The Mission of the Institute:**

In the spirit of the New Evangelization and in accordance with the guidelines set by the United States Conference of Catholic Bishops, these dynamic programs focus on educating and evangelizing in today's world. The Online Institute offers a variety of education opportunities that address the academic and practical needs of those adults who hold or seek to hold leadership roles within a variety of roles within education ministry of the Catholic Church.

In the spirit of the New Evangelization, our programs:

- Prepare leaders to share the Gospel message for the New Evangelization in a technological world
- Provide a comprehensive exploration of core elements of Catholic faith and practice in the contemporary world
- Advocate for the Church's teaching on Peace and Social Justice
- Impart an understanding and appreciation of other religious traditions
- Create a vibrant online learning environment for the Catholic adult

**General Information on the Programs:**

The programs offered at the Institute of Religious Studies and Education Ministry here at Felician College focus on building knowledge of the Word of God, as revealed by Jesus the Christ and expressed through the teachings of the Catholic Church. These programs provide models and support for our students as they prepare to share this knowledge with others in their ministerial settings. The combination of theological and practical knowledge results in the formation of catechetically competent and skilled education ministers who can meet the religious education challenges of today's world. In accordance with the guidelines set forth by the U.S. Conference of Catholic Bishops in the pastorals on Lay Ecclesial Ministry such as *Co-Workers in the Vineyard of the Lord*, our programs highlight religious education and catechesis across the life span. Thus the programs:

- Provide people, who have been called to the work of education ministry of the Church, with continued theological reflection and updating as they meet their faith formation needs and requirements
- Overcome the constraints of time and geography by offering computer mediated instruction
- Bring to Catholic education the perspectives and concerns of different cultures and special pastoral needs
- Contribute to evangelization and Catholic identity by helping adults with their own faith formation and relationship with the Church

Our degree programs are taught entirely online by Felician University Faculty who hold degrees in relevant fields, and are certified in online teaching/learning. All instructors act as mentors while creating an atmosphere of collaboration and interaction.



Felician University is committed to the education ministry of the Catholic Church. In keeping with the Franciscan spirit, we offer our degree programs at a 50% tuition discount to eligible persons who share their knowledge, gifts and talents in Catholic education ministry. This includes individuals such as parish catechetical leaders, diocesan catechetical personnel, pastoral associates, clergy, vowed religious, religious education teachers (K-12), youth ministers, volunteer catechists, RCIA coordinators, youth and adult ministers and other qualified persons.

**Accredited by:**

The Middle States Association of Colleges and Schools

## **GRADUATE PROGRAMS**

### **Master of Arts in Religious Education (33 credits)**

Intellectual formation is a cornerstone in developing a lay ecclesial minister's understanding and appreciation of the Catholic faith. The role of leaders in ministry is to explore current developments and the issues raised by them. The fully online Master of Arts in Religious Education Program prepares students to be well versed in the teachings of the Church, to realize the landscape of the contemporary Church, and to create life-giving catechetical/religious education experiences.

### **Post Masters Certificate in Religious Education (24 credits)**

This program is for students who already hold a graduate degree in theology or related field and are looking to expand their expertise in the area of catechesis/religious education.

### **Graduate Certificate in Religious Education (18 credits)**

The Graduate Certificate in Religious Education provides new career and service opportunities to students. The graduate certificate offers deepened knowledge and explores practical methods for translating this knowledge into meaningful content in an education ministerial context. Students who wish to continue their education can easily transition into our Master of Arts in Religious Education.

**Program Objectives** The Degree and Certificate Programs will enable students to:

1. Employ the principles and methods proper for scholarly research in graduate theological and ministerial studies.
2. Integrate biblical, theological, and liturgical studies with Religious Education/Faith Formation ministry.
3. Examine Church History and the history of Religious Education as it informs Religious Education/Faith Formation Practice.
4. Research the Religious Education/Faith Formation needs of culturally diverse communities.
5. Incorporate the principles of sound pedagogy and the human sciences into Religious Education/Faith Formation endeavors.
6. Investigate the role of Religious Education/Faith Formation in a time of increasing ecumenical and inter-religious family and community life.
7. Prepare leaders to meet the challenges of Religious Education/Faith Formation ministry in the Twenty-First Century.

### **Course List**

RELED 501 – Leadership in Education Ministry - 3 credits

RELED 502 – Sacramental Theology for the Religious Educator - 3 credits

RELED 503 – Religious Education Through the Scriptures - 3 credits

RELED 504 – Educating for Social Justice - 3 credits

RELED 505 – A Comprehensive Approach to Moral Education - 3 credits

RELED 506 – The Psychology and Pedagogy of Religious Education - 3 credits

RELED 508 – The History And Heritage of the Catholic Church - 3 credits

RELED 509 – Theological Issues for the Religious Educator - 3 credits

RELED 510 – Religious Education for a Spiritual Life - 3 credits

RELED 511 – Religious Education for Ecumenism & Inter-Religious Dialogue - 3 credits

RELED 512 – Education Ministry in a Technological World - 3 credits

RELED 520\* – Integrated Project or Thesis - 3 credits

**Admission Requirements:**

1. A bachelor's degree from an accredited college or university.
2. Six undergraduate credits in theology or religious studies from a Catholic College. Equivalencies, such as diocesan certification, will be considered on a case by case basis. Years of experience in religious education ministry or having a master's degree in a research/writing project, if indicated, may be substituted at the discretion of the Executive Director.
3. Students with a baccalaureate degree that is without theology/religious studies credits may, upon the approval of the Director, participate in an online reading, research, and writing series.
4. An interview by phone or in person with the Program Director. Appointments will be at the mutual convenience of the Director and the applicant.
5. Successful completion by all applicants of a reading/writing assignment to demonstrate required abilities in comprehension, research and writing skills for graduate study.
6. A letter of recommendation from a pastor, parish catechetical leader, principal, or diocesan administrator attesting to the applicant's ability to pursue graduate studies in religious education/faith formation ministry.
7. A verification of identification in the form of either a:
  - a. Notarized copy of a valid passport (photo page with signature) or
  - b. Notarized copy of a valid government-issued photo (such as a driver's license)

**Transfer Policy:**

Up to nine graduate credits may be transferred provided they are from an accredited Catholic College or university, a grade of "B" or higher was earned, and the content is similar to MARE Program core courses as determined by the program administrator. *Transfer credit cannot be applied to the Graduate or Post-Masters Certificate Programs.*

**Ministerial Discount:**

A ministerial discount of up to 50% is available to qualified persons in both professional and volunteer ministry. A completed application signed by a pastor, principal, or diocesan administrator must be sent directly to the Graduate Admissions Office.

**Graduate Religious Education Graduation and Retention Policy:**

- A grade of B- or higher is required in all courses. Failure to do so results in dismissal from the program.
- A 3.0 Quality Point Index (GPA) is required throughout the program for retention and graduation
- Complete all 11 core courses for the Master's Degree
- Degree requirements must be completed in 5 years from the date of admission
- For the Graduate and Post-Masters Certificates complete six courses selected in consultation with the program administrator. One of the six courses must be REELS 506 The Psychology and Pedagogy of Religious Education.

### Required Core Courses:

#### **RELED 501**

##### **Leadership in Education Ministry**

##### **3 credits**

Recognizing specific competencies for lay ministry, the document, *Co-Workers in the Vineyards of the Lord*, determines the necessity for lay ecclesial ministers to be cultivated in leadership qualities. Through the facilitation of a variety of faculty, this course will allow the educational minister to study leadership qualities based on the example of Jesus the Christ in order that they may inspire and enable others to fulfill their baptismal calling.

#### **RELED 502**

##### **Sacramental Theology for the Religious Educator**

##### **3 credits**

The focus of this course will be sacramental preparation and meaningful rituals based on biblical, theological, and liturgical foundations. Attention will be given to the Rite of Christian Initiation for Adults (RCIA) as a core perspective for community, conversion and growth.

#### **RELED 503**

##### **Religious Education Through the Scriptures**

##### **3 credits**

This course will analyze both the content and context of Biblical themes, images, and personalities as they apply to the life of a Christian. Strategies to teach and use the Bible in developmentally appropriate ways will be stressed.

#### **RELED 504**

##### **Educating for Social Justice**

##### **3 credits**

This course will examine the theme of social wisdom in the Church – arising from biblical insights, Church writings and various philosophies, and recent experiences of the People of God animating their faith in justice. Principles of Catholic Social Teaching and their

application to contemporary issues will be analyzed. Students will be challenged to think globally but to act locally via the application of Catholic Social Teaching within the local church and parochial structures.

#### **RELED 505**

##### **A Comprehensive Approach to Moral Education**

##### **3 credits**

Course content will focus on essential elements, distinct methodologies and overall purpose of morality to the life of a Christian. Included will be ethical models, conscience formation, the role of Scripture and the nature of Church norms. A focus will be on religious methods that help shape a moral life.

#### **RELED 506**

##### **The Psychology and Pedagogy of Religious Education**

##### **3 credits**

This course will investigate the psychological, philosophical and historical constructs involved in religious education/faith formation. Specifically, current research in educational and developmental psychology will be introduced to help create optimal and developmentally appropriate religious education/faith formation learning environments across the life span.

#### **RELED 508**

##### **The History And Heritage of the Catholic Church**

##### **3 credits**

Through a historical study of the Church, Religious Educators will have a context in which to explore the theological, devotional, sociological and political aspects of the Catholic tradition. In addition, an understanding of the heritage of the Catholic Church enables the religious educator to participate more intelligently within the life and ministry of the Church.

**RELED 509****Theological Issues  
for the Religious Educator****3 credits**

A study of critical theological issues such as faith, creation, redemption, resurrection, sin, grace, eschatology and the doctrine of God and the Trinity, will be examined through the lens of the Creed, other Church documents, and theologians. Approaches to teaching these foundational articles of faith will be investigated.

**RELED 510****Religious Education for a Spiritual Life****3 credits**

This course will explore the history, nature, theological and scriptural foundations of spirituality through out the history of the Church. Students will analyze how Religious Educators can inspire, support, and guide spiritual formation in ways that meet individual and community needs.

**RELED 511****Religious Education for Ecumenism  
and Inter-Religious Dialogue****3 credits**

This course will study the history and theology of ecumenism and inter-religious dialogue in the Catholic Church. In response to trends such as religious pluralism and inter-faith marriages, Religious Education programs that promote respect, understanding and focus on common values will be explored

**RELED 512****Education Ministry  
in a Technological World****3 credits**

This course is the capstone course for the MARE Program. It provides an overview and experience of a variety of technologies and their application for education ministry. Students will explore and use technological resources, particularly Computer Mediated Instruction (CMI) and the Internet, to supplement or to provide alternate delivery systems for Religious Education/Faith Formation activities across the life span. As a capstone course, the student will incorporate research, application, and material from all previous

courses. The student will create projects that demonstrate competence using technology to enhance and enrich education ministry culminating in scholarly project presentation.

Prerequisites: Completion of all required MARE courses or permission of the Executive Director of MARE

## SCHOOL OF BUSINESS

### Mission Statement

The mission of the School of Business at Felician University is to continuously improve the quality and relevance of the academic experience we offer to educate undergraduate and graduate students in accordance with the highest academic and professional standards and within the context of a Catholic and Franciscan Liberal Arts tradition, and to prepare our students for their lives in general and in particular for the world of business.

Our vision is:

- To be the University of choice for undergraduate and graduate students seeking to prepare for or advance their careers in the world of business.
- To welcome students into a learning environment of continuous improvement that is both nurturing and challenging.
- To graduate students who are well prepared academically and markedly influenced by their immersion in the Felician/Franciscan tradition.

The School of Business is committed to helping students achieve their educational goals and objectives. To accomplish this we are dedicated, and maintain a consistent resolve, to providing quality programs and courses. Business programs seek to provide students with theoretical knowledge and applied skills in ethical business practices, while furthering comprehensive study in the Liberal Arts and Sciences. Felician University business programs are accredited or approved by the Middle States Commission on Higher Education and most are also accredited by the International Accreditation Council for Business Education (IACBE - <http://iacbe.org/>).

In the School of Business you will find help in identifying and developing your potential. You can expect dedicated, professional, and caring faculty, individualized academic advising, small class sizes, and a positive nurturing environment - we simply put "Students First."

The School of Business currently offers the following traditional and Accelerated Degree Programs:

- A. A. (Concentration in Business)
  - B.S. in Business Administration
    - B.S. in Accounting
    - B.S. in Management
    - B.S. in Marketing
    - B.S./MBA
  - B.S. in Healthcare Administration
    - B.S. in Business Analytics
    - B.S./MSHA
  - B.P.S. – Management Minor
  - B.P.S. - Marketing Minor
- M.B.A. in Innovation and Entrepreneurial Leadership
- M.S. in Healthcare Administration

Undergraduate students may also opt into the 5-year combined BS and MBA or MSHA program. In this program, students begin taking graduate courses during their senior year and are able to complete their graduate program by attending courses year-round for approximately 15 months.

### **Core Competencies**

Competencies are abilities to do things. Employers expect their employees to perform in such a way so that organizations are able to meet their goals and to grow, thus increasing value to the organization and its customers. Thus, employees need to act, to do things that bring value to the bottom line. Over and above having knowledge from a content point of view, employees must have certain capabilities or competencies.

The portfolio is the primary means of demonstrating mastery of a set of these skills. The Felician undergraduate business program has been designed around the following six (6) core competencies:

- Critical Reasoning
- Effective Communication
- Ethical Decision Making
- Personal Accountability
- Quantitative Reasoning
- Teamwork

Throughout the course of study, students are expected to build a portfolio demonstrating mastery of the core competencies. As part of the capstone course, students will orally present their portfolios.

### **Degree Requirements**

Candidates for the Associate in Arts, Business Concentration and Bachelor of Sciences degrees in Business must:

- a. satisfy all entrance requirements (Formal acceptance into the Business 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 credit-hours at Felician University.
- d. maintain an average GPA of 2.500 throughout the program.
- e. earn a minimum grade of “C” in all courses in the major.

### B.S. Business Administration

***Required Courses in addition to the 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; FIN 300 Corporate Financial Management; INT 410 International Business; BUS 300/LAW 300 Ethics in a Corporate Environment; LAW 310 Business Law I; QUAN 341 Introduction to Research and Analysis using Statistics; MGT 490 Business Policy.

***Major Requirements:*** LAW 315 Business Law II; BUS 499 Business Capstone; MGT 300 Organizational Behavior.

***Business Electives:*** Two at 300 or 400 level; one at any level

***Additional Requirements – Traditional Students only:***

BUS 110 Business, Organization & Management; BUS 200 Professional Development I; BUS 210 Professional Development II; BUS 220 Professional Development III.

### B.S. Accounting

***Required Courses in addition to the 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; FIN 300 Corporate Financial Management; INT 410 International Business; BUS 300/LAW 300 Ethics in a Corporate Environment; LAW 310 Business Law I; QUAN 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 430 Auditing; ACC 572 Advanced Accounting; LAW 315 Business Law II; FIN 320 Intermediate Topics in Corporate Financial Management; BUS 499 Business Capstone.

***Additional Requirements – Traditional Students only:***

BUS 110 Business, Organization & Management; BUS 200 Professional Development I; BUS 210 Professional Development II; BUS 220 Professional Development III.



## B.S. Management

### *Required Courses in addition to the 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; FIN 300 Corporate Financial Management; INT 410 International Business; BUS 300/LAW 300 Ethics in a Corporate Environment; LAW 310 Business Law I; QUAN 341 Introduction to Research and Analysis using Statistics; MGT 490 Business Policy.

***Major Requirements:*** BUS 499 Business Capstone; 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.

### ***Additional Requirements – Traditional Students only:***

BUS 110 Business, Organization & Management; BUS 200 Professional Development I; BUS 210 Professional Development II; BUS 220 Professional Development III.

## B.S. Marketing

### *Required Courses in addition to the 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; FIN 300 Corporate Financial Management; INT 410 International Business; BUS 300/LAW 300 Ethics in a Corporate Environment; LAW 310 Business Law I; QUAN 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; BUS 499 Business Capstone.

### ***Additional Requirements – Traditional Students only:***

BUS 110 Business, Organization & Management; BUS 200 Professional Development I; BUS 210 Professional Development II; BUS 220 Professional Development III.

### B.S. Healthcare Administration

***Required Courses in addition to the 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; FIN 300 Corporate Financial Management; INT 410 International Business; BUS 300/LAW 300 Ethics in a Corporate Environment; LAW 310 Business Law I; QUAN 341 Introduction to Research and Analysis Using Statistics; MGT 490 Business Policy

*(Traditional Students Only)* BUS110 Business, Organization & Management, BUS200 Professional Development I, BUS210 Professional Development II, BUS220 Professional Development III.

***Major Requirements:*** HCA 200 Principles of Healthcare Administration; HCA 300 Organizational Behavior in Healthcare Settings; HCA 310 Human Resource Management in Health Care; HCA 480 Ethics and Legal Issues in Healthcare; HCA/CS 427 Healthcare Information Systems, Management of Data Protection and Regulatory Compliance; HCA 440 Delivery of Quality Care; HCA 490 Healthcare Policy; Business or Nursing Elective; BUS 499 Business Capstone

### B.S. Business Analytics

***Required Courses in addition to the general education requirements:***

MKT 100 Fundamentals of Marketing; MGT 100 Fundamentals of Management; ACC 100 Principles of Financial Accounting I; MATH 263 Calculus II; ACC 200 Principles of Managerial Accounting; ECON 220 Microeconomics; FIN 300 Corporate Financial Management; INT 410 International Business; LAW 310 Business Law I; BUS 341 Introduction to Research and Analysis using Statistics; MGT 490 Business Policy; BUS 499 Business Capstone.

***Major Requirements:*** MATH 323 Statistics II; MGT 300 Organizational Behavior; MGT 340 Project and Program Management OR MGT 440 Production and Operations Management; MGT 450 Leadership and Strategy; MGT 499 Selected Topics in Business Analytics; MKT 410 Marketing Research; MKT 420 Product Management; CS 360 Database Management Systems; CS 380 Data Structures and Algorithms; CS 400 Computer Systems Analysis and Logical Design; CS 430 Introduction to Big Data and Data Mining

***Additional Requirements – Traditional Students only:***

BUS 110 Business, Organization & Management; BUS 200 Professional Development I; BUS 210 Professional Development II; BUS 220 Professional Development III.

### **B.P.S. Management Minor**

***Required Courses in addition to the general education requirements:***

***Professional Studies Option - Management:*** MGT 100 Fundamentals of Management; MGT 300 Organizational Behavior; MGT 310 Human Resource Management; MGT 340 Project/Program Management; MGT 440 Production and Operations Management; MGT 450 Leadership & Strategy

***Major Concentration or Professional Focus:*** 38 credits in:

- Major Concentration – AAS degree major courses; or
- Professional Focus – Courses based on personal and/or career goals selected in consultation with an advisor

***Additional Requirements:*** Free upper level electives (300/400 Level)

### **B.P.S. Marketing Minor**

*Required Courses in addition to the general education requirements:*

**Professional Studies Option - Marketing:** MKT 100 Fundamentals of Marketing; MKT 230 Sales Management; MKT 300 Consumer Behavior; MKT 310 New Product Development; MKT 410 Marketing Research; MKT 420 Product Management

**Major Concentration or Professional Focus:** 38 credits in:

- Major Concentration – AAS degree major courses; or
- Professional Focus – Courses based on personal and/or career goals selected in consultation with an advisor

**Additional Requirements:** Free upper level electives (300/400 Level)

### **Concentration in International Business**

*Required Courses in addition to the general education requirements:*

ECON 440/INT 440 Comparative Economic Systems; ECON 450/INT 450 International Trade and Finance; PSCI 303 International Relations; PSCI 404 Living and Working Overseas OR SS 305 EL Global Problems and Perspectives of Capitalism. Also any combination of 6 credits in the following: Foreign Language, HUM 51 United Nations Seminar, HUM 453 United Nations Fellows Program. Study Abroad is strongly recommended. \*Special Admittance Criteria\*

### **Minor in International Business for Non-Business Majors**

*Required Courses in addition to the general education requirements:*

ECON 200 Macroeconomics; INT 410 International Business; ECON 440/INT 440 Comparative Economic Systems; ECON 450/INT 450 International Trade and Finance; PSCI 303 International Relations; PSCI 404 Living and Working Overseas OR SS 305 EL Global Problems and Perspectives of Capitalism. Also any combination of 6 credits in the following: Foreign Language, HUM 451 United Nations Seminar, HUM 453 United Nations Fellows Program. Study Abroad is strongly recommended. \*Special Admittance Criteria\*

***Policies of the School:***

- Upon acceptance into the School, students will be given a control sheet with a required sequence of courses that must be completed within the major. Students may not deviate from this sequence without signed permission of the Dean of the School and Associate Dean. Failure to follow the prescribed sequence often will result in the student's inability to complete the program in the anticipated amount of time.
- Students who fail to maintain the required GPA for their programs (2.5 for B.S.; 2.0 for B.P.S.) will be placed on academic probation. Students on academic probation will receive letters from the Dean of the School explaining actions to be taken to return them to good academic standing. Students who are placed on probation more than twice over the course of their academic careers will be dismissed from the School.
- Students must earn a minimum grade of "C" in all courses in the major/minor.
- Students may repeat a Business or required course only once. Failure to achieve a grade of "C" or better in a repeated required course will result in dismissal from the School.
- Students must repeat any required Business course in which they receive a D or an F as soon as the course is offered again. Failure to repeat the course the next time it is offered may result in dismissal from the School.

***Probation and Dismissal Policy:***

Students who fail to maintain a minimum overall or semester GPA of 2.500 will be placed on academic probation or dismissed from Felician University. Academic probation carries with it a reduction in course load, the repetition of required courses, and participation in the School's Probation Program. The requirements of the program include:

- 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.

## School of Business 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 bal-

ance 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.

*Prerequisite:* ACC 200

#### **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.

*Prerequisites:* ACC 320, ACC 340

### **ACC 430**

#### **Auditing**

##### **3 credits**

The essential question to be answered by an audit engagement for a CPA firm is: "Based on the application of generally accepted auditing standards, are the client's financial statements for the stated periods fairly presented in all material respects in accordance with generally accepted accounting principles." This course introduces the student to auditing and other assurance services provided by accountants for their clients. The course will focus on the auditor's decision-making process in terms of the nature and amount of evidence to be systematically gathered by the auditor given the nature and circumstances of the engagement and the communication of results to interested parties. This process is based on application of generally accepted auditing standards and procedures promulgated by the American Institute of Certified Accountants (AICPA) and, for public companies, the Public Company Accounting Oversight Board (PCAOB).

*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.

*Prerequisite:* 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.

*Prerequisite:* ACC 320

### **ACC 574**

#### **Forensic Accounting**

##### **3 credits**

The newspaper headlines and financial press reveal that white-collar crime not only exists, but is fairly prevalent in corporate America. The impact on stakeholders is often beyond significant. This course deals with fraud of an accounting nature and delves into how the fraud examiner or forensic accountant investigates fraud allegations and documents the criminality of such activities. We begin with an understanding of the nature of fraud, why it occurs, its symptoms, and conducting investigations. Also, specific attention is given to financial statement, bankruptcy, divorce, and tax fraud. While the course is intended for students planning on entering the accounting profession, it is extremely beneficial to those entering other fields due to the student's opportunity to develop inquiring minds.

*Prerequisite:* ACC 320

**BUSINESS – GENERAL (BUS)****BUS 110****Business, Organizations & Management  
3 Credits**

The course surveys the activities that make up the field of business. Emphasis is placed on such topics as ownership management, organization, purchasing, marketing, production, human resource management, finance, accounting, government regulations, and the economics of business. Industry's societal responsibility relating to pollution, minorities, and ethical practices are explored.

**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.

**BUS 200****Professional Development I  
1 credit**

This course introduces students to the tools of career preparation and professional growth. Students engage in self-assessment and goal setting activities, develop a personal marketing plan and resume, and prepare for a Junior year internship or business service project. Students will prepare for and schedule a 15 minute mock interview and will be evaluated on their performance.

**BUS 210****Professional Development II  
1 credit**

This course is designed to help students develop an understanding of the various business concepts and the tools necessary to apply them in an external environment. Once these concepts are understood, each student will be required to develop an action plan applying them on their own in an external environ-

ment, such as an internship, employment or business service project.

*Prerequisite:* BUS 200

**BUS 220****Professional Development III  
1 credit**

This course is designed to assist students in establishing the final bridge as they prepare to cross over from their academic to their professional careers. In this one credit course, students are required to convert the concepts and tools learned and perfected over Professional Development II and incorporate them into an actual "Professional Development 5 year Plan." Once the framework of the plan is introduced, students will meet periodically in smaller groups to exchange thoughts and ideas, simulating work place collaboration. Each student will be required to submit a final plan & make a brief presentation to the class.

*Prerequisite:* BUS 210

**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.

*Prerequisite:* MGT 100

**BUS/LAW 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/LAW 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:* LAW 310

**BUS 320**  
**Business Information Systems**  
**3 credits**

This course introduces undergraduate business students to information systems (IS). The course includes important topics related to IS, such as the drivers of IS, database concepts, IS development, and the types of systems used in organizations.

*Prerequisites:* CS 140; MGT 100

**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.

*Prerequisite:* MATH 160 or equivalent

**BUS 410**  
**Career Internship**  
**1 - 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. Only 1-3 credits may be taken in a given semester

*Prerequisite:* Permission of the Dean

**BUS 499**  
**Business Capstone**  
**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. A presentation of the student's LiveText portfolio is included. Senior status is required for admission to this class.

*Prerequisites:* MGT 490, senior status and all business and related courses

## ECONOMICS (ECON)

### **ECON 100**

#### **Economics for the Non-Major**

#### **3 credits**

Economics is a social science that includes the study of how individual and aggregate choices influence the marketplace and the overall economy. This course will introduce students to the broad dimensions of the United States and global economies, and the core principles of micro- and macroeconomic theory, while emphasizing real-world personal, business and government applications of both. Microeconomics explores the way in which individual economic agents, such as producers and consumers of goods and services, make decisions. Macroeconomics encompasses the aggregate economy and is concerned with issues such as the national income, interest rates, inflation and unemployment.

### **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, MATH 160

### **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 200

### **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 advisor

### **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.

*Prerequisites:* ECON 200, ECON 220

### **ECON 450**

#### **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.

*Prerequisites:* ECON 200, ECON 220, FIN 300, MGT 410

### **ECON 440**

#### **Comparative Economic Systems**

#### **3 credits**

This course is a focused examination of the policies and performances of different historical and contemporary economies, trying to establish the impact of ideological versus external or concrete influence on the shaping of economic systems. Emphasis will be placed on the comparison of capitalism and social-

ism, as well as on the intense analysis of existing capitalist systems and the continuing evolution of the emerged and emerging economies of the world.

*Prerequisites:* ECON 200, ECON 220, MGT 410

**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.

**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, MATH 160

**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

**FIN 320****Intermediate Topics in Corporate Financial Management****3 credits**

This course builds upon the basics learned in Corporate Finance to develop skills inherent in the managerial finance function. Using the case study method, this course will give students a solid background in the long-term financial decision-making of the firm, including capital investment, particularly with regard to capital budgeting, and financing, as it deals with the cost of capital and ramifications for capital structure. This course will also delve into short-term financial decision-making as it relates to working capital and current assets and liabilities management. Finally, special topics in hybrid and derivative securities will be explored.

*Prerequisites:* ACC 100, ACC 200, FIN 300

## HEALTHCARE ADMINISTRATION (HCA)

### **HCA 200** **Principles of Healthcare Administration** **3 credits**

An assessment of the health of the US population coupled with the design of healthcare systems and structures, including governance mechanisms and an evaluation of same. Thus, we will study the basic structures and operations of the healthcare system in the US from its origins to current times, including analysis of cost and quality.

### **HCA/MGT 310** **Human Resource Management** **in Healthcare** **3 credits**

As healthcare organizations strive to be high performers, the human resources function is a key player in achieving that goal. Thus, we study the human resources function from its administrative and strategic perspectives, including the line manager's human resources role. Specifically, we examine its role in strategic planning along with the traditional roles of wage and salary administration, training and development, employee and labor relations, performance appraisal, and its ever expanding role due to legislative enactments.

*Prerequisite:* MGT 100

### **HCA/MGT 300** **Organizational Behavior in** **Healthcare Settings** **3 credits**

This course introduces the student to the notion of the healthcare organization as a social system. We will examine how individual and group behavior relates to organizational structure, task achievement, and goal attainment. Students will gain an understanding of the role of organizational culture in shaping individual and group behavior and the linkage of culture to leadership.

*Prerequisite:* MGT 100

### **HCA 330** **Ethics and Legal Issues in Healthcare** **3 credits**

The student examines current legal issues occurring within healthcare. This course will allow the student to gain an understanding of what health care providers need to be aware of the void of legal pitfalls. Case studies will be presented for review and analysis.

### **MGT 420** **Business Dimensions of Healthcare** **3 credits**

This course is designed for healthcare professionals who are continuing their education and for students who are otherwise planning to pursue a career in healthcare. The course focuses on introductory business theory, principles, and practices as they relate to the healthcare industry, including leadership, motivation, communication, decision-making, budgeting, and other issues related to the healthcare industry. Students will be introduced to the economic forces that shape today's healthcare delivery system. The course provides a framework for understanding healthcare as a business system. The course also consists of a series of application exercises designed to equip students with a basic understanding of business management practices.

*Prerequisite:* MGT 100

### **HCA/CS 427** **Healthcare Information Systems,** **Management of Data Protection and** **Regulatory Compliance** **3 credits**

This course is an introduction to the various information technology, regulatory and administrative aspects of informatics, information privacy and security as they pertain to a healthcare modern electronic environment. An important area of this course covers the HIPAA, the Healthcare Insurance Portability and Accountability Act, and subsequent modifications introduced by the more recent ARRA-HITEC laws. The study and practice

of electronic health records, important information systems in the healthcare industry, is taught as part of this course.

**HCA 440**  
**Delivery of Quality Care**

**3 credits**

In this course, students will examine evidence-based best practices and other research on the delivery of quality healthcare. Mandates for reporting and the use of government issued healthcare report cards will be examined. Standards published by authoritative organizations such as ANCC (Magnet Hospitals) and IOM National Quality Forum will be examined.

*Prerequisite:* HCA 330

**HCA 490**  
**Healthcare Policy**

**3 credits**

This course will focus on the role and function of healthcare policy and how healthcare policy guides social and behavioral change. Students will learn how managers use policy to identify, define and produce service delivery alternatives and revenue streams. Consideration will be given to the varied (and sometimes conflicting) motivations of policy-makers, payers, providers and patients. The course will investigate the policies surrounding the World Health Organization's (WHO) public health policies on mental health and contagious diseases as well as on the United States Federal policies on the Affordable Care Act (Obama care), Medicaid, Medicare, and HIP-PA. Students will review and prepare evidence-based policy briefs that bring together global and local research evidence to inform policy dialogues about the advantages and disadvantages of a policy as well as the costs of alternative healthcare interventions. Values and preferences for making policies within a pluralistic society will be considered.

*Prerequisites:* All courses in the major (senior status)

**BUS 501**  
**Advanced Business Dimensions  
of Healthcare**  
**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 healthcare 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 healthcare 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 healthcare setting.

*Prerequisite:* MGT 420

## 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 210**

#### **Supervision**

##### **3 credits**

Enhance your personal and professional learning agenda and welcome the challenges of supervision. In this course, you will learn about the roles and responsibilities of supervisors. The course builds from a foundation of fundamental skills through a pyramid of understanding the expanded scope of responsibilities for first-time, first-line supervisors through the chairman of the board in private, service, or public organizations.

*Prerequisite:* MGT 100

### **HCA/MGT 300**

#### **Organizational Behavior**

##### **3 credits**

The course is designed to provide an understanding of the social system in organizations. To be studied and understood are the relationship of individual and group behavior patterns to organizational structure and task requirements, the role of the individual, and the human factors confronting the manager laboring to establish the necessary environment and motivation for the appropriate functioning of the organization. People problems, the work environment, and the interaction between the two are a major concern of the course.

*Prerequisite:* MGT 100

### **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 325**

#### **Entrepreneurship**

##### **3 credits**

This course introduces students to the challenges and opportunities of entrepreneurship. It includes sound academic theory, success stories, case studies, and exercises in critical thinking to help students develop the understanding, skills, and plans needed to start a successful new business.

*Prerequisite:* MGT 100

### **HCA/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 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, ECON 200, ECON 220, FIN 300

**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, QUAN 341 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, MGT 300, 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 from among different strategic alternatives, and implementing and then evaluating the strategies are major components of the course. The case-study method is used extensively.

*Prerequisites:* All lower level Business courses, senior status

**MGT 499****Selected Topics in Business Analytics****3 credits**

An in-depth study of specific topics in business analytics designed to enhance understanding of areas of data management and analysis. Emphasis will be placed on simulation analytics and, when possible, instruction will incorporate the expertise of professionals in the field of business analytics.

*Prerequisite:* Permission of advisor



## 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 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 on 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 sub-

ject 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, MKT 310, QUAN 341 (or permission of Associate Dean), and 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.

*Prerequisites:* Junior or senior status and all courses in marketing major (except BUS 499), or permission of Associate Dean.

## **SCHOOL OF EDUCATION**

Felician University offers nationally accredited and state approved undergraduate programs in: Early Childhood Education (PreK-3), Elementary Education (K-6), Elementary Education (K-6/Early Childhood (P-3), Elementary Education (K-6)/Subject Matter Specialization (5-8), Elementary Education (K-6/Students with Disabilities (Special Education) and Secondary (K-12).

Our clinically rich School of Education programs are designed to develop personal, intellectual, and professional qualities that are essential for excellent, caring, highly competent teachers. Throughout their experience at Felician, our students are immersed in a culture that exemplifies our Franciscan values of Respect for Human Dignity, Solidarity with the Poor, Justice and Peace, Compassion, and Transformation. In addition to being excellent teachers, our graduates reflect our Franciscan values and our mission in their personal and professional lives.

Starting with their first year, our students spend time observing in real classrooms in a variety of contexts. This experience helps our teacher candidates to discern if they are really called to teach; it also helps to familiarize them with the challenges facing children and schools in our society.

Along with the personal attention the faculty gives to each teacher candidate and the caring, Franciscan curriculum and teaching in the School of Education, the intensive clinical field experiences are a hallmark of Felician's Teacher Education program. Throughout four academic years, the specialized professional areas of the curriculum focus on the learner-centered nature of early childhood, elementary, secondary, and special education. The sequence of carefully planned and directed professional clinical experiences enables our students to apply theory to practice and to deepen their understanding of how children grow and learn. The continuum of clinical experiences begins in freshman year and extends through both sophomore and junior semesters, and the first semester of the senior year; culminating with the Clinical Practice II.

Faculty in the School of Education are experienced professionals committed to providing the kind of education for our teacher candidates that we would like them to provide for their students. The School of Education faculty regularly engages in collaborative reflection to assess the program and to chart a course of continuous improvement in the curriculum and teaching we provide for our candidates. Our faculty models the values and skills we would like our candidates to demonstrate.

### **School of Education Mission Statement**

The School of Education at Felician University, in accordance with the Franciscan tradition, fosters competent, caring, and compassionate educators to serve a diverse population by promoting a collaborative spirit, encouraging self-reflection, and emphasizing life-long learning.

The School of Education strives to prepare teachers who:

- Know and understand the New Jersey Professional Teaching Standards and New Jersey State Common Core Standards;
- Value and are committed to the tenets of these standards; and
- Actively engage in applying the intent of the standards within their learning communities.

### **Programs**

Felician University offers state approved programs in School of Education:

- Early Childhood Education (PreK-3)
- Elementary Education (K-6)
- Elementary Education (K-6) and Preschool-Grade Three Endorsement (P-3)

- Elementary Education (K-6) and Subject Matter Specialization Endorsement (5-8) in the following content areas: Language Arts/Literacy, Mathematics, Social Studies, and Science
- Elementary Education (K-6) 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 Social Studies (K-12)
- K-12/Teacher of Students with Disabilities Endorsement

### **Degree Requirements <sup>4</sup>**

Candidates for the Bachelor of Arts degree with a major in Early Childhood Education (PreK-3), Elementary Education (K-6), 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), English (K-12), and Social Studies (K-12) must:

1. Satisfy all University entrance requirements.
2. Complete a program of at least 120 semester hours which includes courses in:
  - Early Childhood Education
  - 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 a 3.0 cumulative GPA throughout the program. A minimum grade of “C” is required in all academic and professional courses. Courses graded “D” or “F” must be repeated.
4. Receive a grade of “B” or better in EDU101, EDU200, EDU201, EDU290, EDU302, EDU304, EDU312, EDU314 and EDU303, excluding EDU100 (fall semester) and EDU403.

### **School of Education Program Admissions Policy**

(For all undergraduate School of Education Programs)

1. Satisfy all University entrance requirements.
2. Meet the minimum cumulative GPA of 3.0. This applies to all transfer students within Felician University (internal) and credited institution/s of higher education (external).
3. Off-Campus Community College Felician University cohort candidates must have an earned Associates Degree or equivalent. A grade of “C” or better in general education college-level courses is required for teacher education transfer credit. A grade of “B” or better in education and professional related course is required for teacher education program transfer credit.
4. A personal statement, interview or recommendation letters may be required.

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<sup>4</sup> 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.

5. As per NJ State DOE requirements, all candidates must show proof of passing the Praxis CORE examination for formal admission to the School of Education.

### **Dismissal and Probationary Policies**

If a student's cumulative GPA falls below 3.0 but above 2.75, he/she will be placed on probation for one semester. If a student does not obtain a 3.0 cum in the succeeding semester, the student will be dismissed from the program. A student who is dismissed from the program may reapply for readmission after one year; however, the student must have a cum GPA of 3.0 to be considered. The student must contact either the Dean or Associate Dean to declare his/her intent. A student who is readmitted to the program must maintain a minimum 3.0 cum GPA for each subsequent semester after readmission.

### **Dismissal Policy Without Probation**

If a student's cumulative GPA falls below 2.75 he/she will be dismissed from the program. The student will not be given probationary status. A student who wishes to reapply to the teacher education program must wait a full academic year before seeking readmission.

### **School of Education Program Policies**

1. Students must complete ANY developmental coursework by the time they complete 30 college level credits. Students who transfer in more than 30 credits and who are in need of remedial work must complete developmental coursework within one year. Students cannot take any 300 level course or above until all developmental coursework is completed.
2. Students 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 Undergraduate Programs for program advisement and an assigned School of Education faculty advisor. Students must have a cum GPA of 3.0 to be eligible for admission into the School of Education.

\*Prospective teacher education students may be permitted to take EDU 100 Trends and Issues I at the discretion of the Dean of the School.

Students who have applied and have not been accepted to the School of Education Program may take 100 or 200 level courses with the permission of the Dean of the School of Education and/or the Associate Dean for Undergraduate Programs. At the conclusion of the trial semester, the students' academic progress will be reviewed for acceptance and/or enrollment in the teacher education program.

Teacher Education students are required to take and pass the Praxis CORE examination prior to a formal acceptance to the School of Education, as per NJ DOE.

3. Students enrolled in EDU 100 and EDU 101, as well as students wishing to complete clinical experiences in Catholic schools, will be required to attend the Archdiocesan Protecting God's Children program offered on campus.
4. All School of Education students, beginning the first semester of attendance, are required to be fingerprinted and apply for a criminal background check through the NJ Department of Education.

5. All School of Education students must submit an annual negative TB (PPD) test to the Center for Health. If the student has a positive TB test, they must complete an annual TB Symptom Assessment form. Both forms can be found at <http://felician.edu/studentwellness>. Results can be brought to the Center for Health, mailed, or faxed to (201) 559-3579.
6. Transfer students only (second semester sophomores and first semester juniors) are required to take EDU 290 (Transition into Teaching). Bachelor of Arts in Education for Working Adult (BWA) and all education cohort major students are required to register for EDU 290, Transition into Teaching. Registration for this course is at the discretion of the Dean of the School and/or the Associate Dean for Undergraduate Programs.
7. Complete a minimum of 20 volunteer hours of supervised contact with children in a variety of learning situations, by the end of the sophomore year. Transition EDU 290 transfer students may have an additional semester to meet this requirement. The following activities are acceptable:
  - Teaching religion class
  - Teaching arts and crafts or sports as recreational centers
  - Being a teacher's aide in a summer school program or after school program
  - Assisting with Girl/Boy Scout groups
  - Assisting with Head Start groups, day nursery school, and/or in a classroom setting
  - Coaching, assisting in a cheerleading squad, etc.
  - Working with children in hospitals, etc.
  - Participating in designated volunteer activities for the Teacher Education Club or Kappa Delta Pi

Additional volunteer settings must be approved by the Dean of the School of Education or the Associate Dean for Undergraduate Programs. The experience must be volunteering, no monetary compensation is allowed. The field placement experience does not qualify for the 20 volunteer hour requirement. Babysitting does not qualify for the 20 hour 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.

8. Fulfill all clinical experience requirements for the respective course. Clinical Practice I consists of at least 100 field hours (effective 2017/18) and Clinical Practice II 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.
9. Apply formally for admission to the School of Education Program during the second semester of the sophomore year. The Community College Off-Campus/ Felician Cohorts will formally apply for admission to the School of Education Program during or after the Transition into Teaching (EDU 290), The Integrated Curriculum: Social Studies & ELA (EDU 302), or The Integrated Curriculum: ELA and the Content Areas (EDU312). Admission to the program is decided by the Faculty Committee of School of Education and the School of Arts and Sciences. Off-campus cohorts will formally apply for admission to the program at the completion of their earned Associates Degree, as well as, proof of passing the Praxis CORE and a GPA of 3.0.

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.
10. To complete the program the following is required: Clinical Practice I and Clinical Practice II (w/minimal grade of C) as well as submit and complete the edTPA handbook for the respective program..
  11. Maximum Allowable Credits during EDU403
 

The maximum number of credits during the Clinical Practice II semester, cannot exceed 15. Exceptions to the above policy will be made at the discretion of the Dean of the School of Education.
  12. Students must adhere to all guidelines and policies stated in the Felician Student Handbook and in the Clinical Experience Handbooks (all levels and all programs). Students must adhere to all policies and procedures that are enacted after the publication of the catalog.
  13. Areas of study open to Education majors are Art, Biology, English, History, Mathematics, Science and Psychology- (Psychology for the PreK-3 and K-6 degree programs only). Students may choose any of these disciplines and plan courses in consultation with an assigned faculty advisor.
  14. All junior level School of Education students are required to register for and successfully pass the appropriate teacher education program PRAXIS for initial certification (PreK-3 Early Childhood, K-6 Elementary or K-12 Secondary Education) prior to registering for the Clinical Practice II (EDU 403). All secondary K-12 Education students are required to register for the appropriate content area PRAXIS. All PreK-3 Elementary and Elementary K-6 students are required to register for the appropriate PRAXIS. Post-baccalaureate (TEC) students must pass the appropriate PRAXIS for initial certification, K-6, or secondary education, K-12 prior to registering for the Inquiry Based Learning and Clinical Experience (EDU 304 or EDU 314).

All elementary K-6/5-8 education students are required to register for appropriate elementary school PRAXIS and the appropriate Middle School Subject Matter Specialization PRAXIS. All elementary K-6/Prekindergarten through Grade 3 education students are required to register for the appropriate elementary school PRAXIS and PRAXIS 5025 (Early Childhood PRAXIS). A student who successfully passes the PRAXIS endorsement for 5-8 Middle School and/or for the P-3 Early Childhood PRAXIS endorsement will not be able to register and enroll in Clinical Practice II unless he/she has successfully passed the PRAXIS for initial certification i.e. K-6 Elementary PRAXIS or K-12 Secondary Education.

PRAXIS test scores must be submitted to the Director of the Office of Field Placement.

15. Every upper level teacher education student must have evidence of his/her Criminal Background Check and New Jersey State Department of Education Applicant Authorization and Certification form (Substitute Teaching Certificate) in order to be formally accepted into the School of Education program and register for EDU304 or EDU314. A copy of the form must be submitted to the Office of Field Placement to be placed in the student's folder.

### **Transfer Policy for Internal and External Students**

1. Satisfy all University transfer requirements.
2. All transfer students entering the program must meet the minimum cumulative GPA of 3.0.
3. Effective 9/1/15, all candidates are required to successfully pass the Praxis CORE examination before submitting a formal application for admission to the Teacher Education Program.
4. A grade of “C” or better in general college-level courses is required for program transfer credit. A grade of “B” or better in education and professional related courses is required for School of Education program transfer credit.
5. University-level courses related to the program cannot have been completed more than 10 years prior to admission to the program.
6. Transferring of college credits will be done on an individual basis.
7. The number of college credits successfully earned will determine the student’s Field Experience and Seminar course.

EDU 290 Transition into Teaching is for the transfer student whose classification level is second semester sophomore or first semester junior. Effective 9/1/15, students in this course are required to take the Praxis CORE examination and show proof of passing.

All School of Education students beginning the first semester of attendance are required to be fingerprinted and apply for a criminal background check through the NJ Department of Education prior to formal acceptance to the School of Education program.

8. EDU 290 Transition into Teaching is for all Off-Campus Felician Teacher Education Cohort students.
9. Transfer students and Post-baccalaureate education students who have completed either a teacher education program or who have completed education courses from another institution prior to enrolling into Felician’s education program, must complete a sequence of teacher education upper level courses from Felician prior to student teaching. Felician does not allow a student to enroll in the teacher education program only to complete Clinical Practice I & Clinical Practice II.

### **Clinical Experience Policies and Guidelines**

**EDU 302- The Integrated Curriculum: Social Studies & ELA, EDU 312- The Integrated Curriculum: ELA & the Content Areas, EDU 304/314- Inquiry Based Learning & the Clinical Experience, EDU 400- Clinical Practice I, EDU 403- Clinical Practice II Seminar and EDU 404- Clinical Practice II**

### **POLICY**

#### **Removal from EDU 304/314, ED U400 or EDU 404 - Due to Student Performance for Academic and Non Academic Reasons in the Clinical Experience Setting**

A committee comprised of the Director of Field Placement, Associate Dean for Undergraduate programs, 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 following policy accordingly.



Upon the recommendation of the Committee, the Dean of the School of Education, with the approval of the Vice President for Academic Affairs, reserves the right to dismiss a student from the School of Education at any time for behavior which is deemed unethical, unprofessional or not up to academic standards. The student in question has the right to appeal the decision.

If removed by Felician University for academic reasons, the student will receive a grade of incomplete (“INC”) for that semester. This option is for one time. The Director of Field Placement, in consultation with the Dean of the School and Associate Dean for Undergraduate Programs, 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 EDU 302/312, EDU 304/314, EDU 400 or EDU 404, and no second attempt will be permitted.

If the student experiences difficulty in the first placement but asks to remain at the first placement and subsequently fails EDU 302/312, EDU 304/314, EDU 400 or EDU 404, 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 University catalog.

When the student is in another setting, he/she must attempt to remediate all deficiencies cited during EDU 302/312, EDU 304/314, and EDU 400 by the end of that semester. In this second setting, the student will implement a written action plan created by the Committee. During the second attempt, the student will be required to attain specific performance benchmarks at three-week intervals, which will be evaluated by the cooperating teacher, supervisor, and seminar instructor.

A different supervisor will be assigned for the second attempt. The student will be required to pay the cooperating teacher’s stipend for Clinical Practice I and/or II.

At any point during the second attempt in EDU 302/312, EDU 304/314, EDU 400 or EDU 404, the student may be removed from the placement for deficiencies noted by members of the Committee. The student will receive a grade of “F” and will be dismissed from the program.

If the student fails his/her second attempt, Felician University will not find another placement and will issue a grade of “F” on the student’s transcript.

If the Director of Field Placement and the supervisor determine that the placement is unsatisfactory, the student may be removed from that setting. The Office of Field Placement will obtain a suitable placement and the appropriate number of days or weeks will be added to the new assignment.

#### *Withdrawal from EDU302/312, EDU304/314, EDU400 or EDU404*

- If a student withdraws from EDU302/312, EDU304/314, EDU400, or EDU404, the Office of Field Placement will not obtain another field placement for the student. This student will receive a grade of “F” on his/her transcript and will be dismissed from the program. Exceptions to this procedure would be determined by the Committee.

#### *Dismissal for other than Academic Reasons:*

- If a student is removed for other than academic reasons, the student will receive a grade of “F” and will be dismissed from the program. The student may appeal the decision following the guidelines in the Felician University catalog.

#### *Recommendation for Post-Baccalaureate Students (TEC) for additional Field Experience Prior to Clinical Practice.*

A TEC student who receives a majority grade of “ineffective and partially effective” on the Inquiry Based Learning & Clinical Experience: K-6 (EDU 304) or Inquiry Based Learning & Clinical Experience: K-12 (EDU314) final grade evaluation form, must attempt to remediate all deficiencies before the Clinical Experience I. A committee comprised of the seminar professor, Associate Dean for Undergraduate Programs and the Dean of the School, in discussion with the student, will decide on the appropriate recommendations.

### **Internship Education Program**

Parochial, private and public school systems are used for clinical experience 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. School of Education students are not permitted to secure and/or pursue their own clinical experience and/or Clinical Practice II assignment. The student may not contact school personnel, i.e. superintendent of schools, principal, cooperating teacher, school board member, etc. for a placement. This contact includes an in person meeting, telephone, written, or email communication. If a student secures a placement via personal contact or communication, the placement will not be accommodated or the assignment will be terminated. The School of Education student will be placed in a new school setting each semester.

### **Field Experience/Seminar Policies and Requirements**

All School of 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.
2. Submit the required Clinical Experience Attendance Form at designated intervals throughout the semester. The cooperating teacher's (CT) signature is required for each student-attended clinical experience day.
3. Submit, at the end of the current semester, the required cooperating teacher Field Evaluation Form. The CT signature is required on the Clinical Experience Evaluation Form and the Clinical Experience Attendance Form.
4. Submit all required clinical experience documentations 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 for Clinical Practice I (EDU400) which requires part-time, at least 100 hours and Clinical Practice II, which requires 15 consecutive full weeks.
6. Attend seminar class during the entire semester for all levels.
7. Meet with their seminar professor for a mid-term and final conference for all levels.
8. Achieve a grade of “B” or better in all clinical experiences, excluding EDU 100 and 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 clinical experience and seminar components. The student will not be permitted to register for the subsequent level clinical experience course until he/she has repeated and successfully achieved a grade of “B” or bet-

ter in the repeated clinical experience course. The repeating of a clinical experience course will impact the student's status in the School of Education Program by requiring an additional semester in order to complete the repeated clinical experience course. As stated in the Felician University 2013-2014 Catalog (page 65): "The *Repeat* grade becomes the official grade. The original grade and repeat grade appear on the academic transcript." A student who does not achieve a grade of "B" or better after the repeat of the clinical experience/ seminar course will be dismissed from the School of Education program.

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 may be withdrawn from the course (Seminar and Clinical Experience).

##### For Field:

1. One excused absence is permitted which must be made up in collaboration with the cooperating teacher and seminar professor. More than one field absence results in an "F" for the attendance portion of the field grade. A student who is absent more than 20% of the required number of clinical experience days during the semester may be withdrawn from the course (seminar and clinical experience).
2. No clinical experience is to be made-up at the expense of scheduled course time, as is policy for all School of Education students.

Extenuating circumstances will be evaluated on a case-by-case basis at the discretion of the Dean of the School.

#### *School of Education Student Athlete*

1. Student athletes are not permitted to miss scheduled class time or field due to practices and/or scrimmages.
2. All full or half day absences from the clinical experience must be made up before the end of the current semester. This must meet the approval of the Cooperating Teacher (CT), school principal and college supervisor.
3. Student athletes must provide the Clinical Practice and Seminar professor with their game schedule. The University supervisor/seminar professor and the student athlete will review the schedule for away and home games that may conflict with field and seminar class. Make up possibilities will be discussed between the college supervisor and the student.
4. Student athletes are not permitted to leave their clinical experience for home games without the approval of their college supervisor/seminar professor. Education student athletes are placed in field assignments close to the University. The proximity of the clinical experience to the University will dictate the field placement departure time.
5. No clinical experience is to be made-up at the expense of scheduled course time, as is policy for all School of Education students.

6. Student athletes must notify their CT and college supervisor/seminar professor in advance of away games. Notification the day of an away game is unprofessional.

### **Clinical Experience Procedures**

The Director of the Office of Field Placement provides and secures all pre-service and student teaching field placements/ assignments. School of Education students are required to complete and submit a Personal Data Form (PDF) to the Office of Field Placement. A current PDF is submitted each semester. The clinical experience placements and settings are varied and complement the student's academic level and program.

1. All teacher education students must have field experience in an urban and special education setting.
2. Field experience cannot be waived.
3. Transfer and Bachelor for Working Adult students must enroll in EDU 290 Transition into Teaching. Undergraduate education cohort students must comply with all clinical experience 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 304/314 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 Field Placement Director of the School of Education. Location and program suitability will be reviewed before approval is granted. The school must be an accredited educational site. Day-care and toddler employment sites cannot qualify for a change of class setting.  
\*Extenuating circumstances will be evaluated on a case-by-case basis at the discretion of the Dean of the School of Education.

### **Clinical Practice I & II Placement Procedures for Undergraduate and Graduate School of 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 or currently resides in a requested school/town/district.
2. A student has been or is currently employed in a requested school/town/district.
3. A student has been or is currently an aide/assistant, board member (or related to one) or a PTA/PTO executive member in a requested school/town/district.
4. A student has children attending a school in a requested school/town/district.
5. A student has a relative attending/ employed in a requested school/town/district
6. 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 Clinical Practice Application Form/Clinical Practice I & II Request for Placement Form, which is processed by the Office of Field Placement, will jeopardize his/her clinical practice. Termination of the Clinical Practice I & II placement will result in violation of this policy and may require the student to repeat the clinical experience the following semester.

\*Extenuating circumstance will be evaluated on a case-by-case basis at the discretion of the Dean of the School of Education.

## School of Education Bachelor of Arts Degree in Early Childhood Education

Instructional Certificate – Preschool through Grade 3  
Control Sheet with the following co-majors:  
English, Mathematics, Social Studies, Science, and Art

COURSE #	COURSE TITLE	CREDITS
<b>DEVELOPMENTAL COURSES ( In House Credits in parentheses)</b>		
ENG 001	Developmental Writing I	(5)
ENG 002/101	Reading and Writing Workshop	(3) 3
ENG 005/105	Reading Comprehension	(3)
MATH 001	Basic Skills in Mathematics (Pre-Algebra)	(4)
MATH 002/112	Algebra Skills with Quantitative Reasoning	(3) 3
<b>GENERAL EDUCATION CURRICULAR COMMONS (50 CREDITS)</b>		
<b>I. FAITH &amp; REASON (6 CREDITS)</b>		
<b>100/200 LEVEL:</b>		3
<b>300/400 LEVEL:</b>		3
<b>II. ETHICS, VALUES &amp; TRUTH</b>		
<b>PHIL 250: MAKING MORAL DECISIONS OR PHIL 309: MORALITY AND THE PURSUIT OF HAPPINESS</b>		3
<b>III. COMMUNICATION &amp; EXPRESSION (6 CREDITS)</b>		
<b>ENG 101 : COLLEGE WRITING AND RESEARCH I- (REQUIRED)</b>		3
<b>EDU 102: COMMUNICATION IN EDUCATIONAL SETTINGS</b>		3
<b>V. INFORMATION LITERACY (4 CREDITS)</b>		
<b>LS-100 THE ARCHITECTURE OF INFORMATION –REQUIRED</b>		1
<b>ENG 102: COLLEGE WRITING AND RESEARCH II- REQUIRED</b>		3
<b>VI. TECHNOLOGICAL ACUMEN (SATISFIED WITHIN MAJOR)</b>		
<b>CS 102 COMPUTERS FOR EDUCATORS</b>		4
<b>VII. QUANTITATIVE &amp; SCIENTIFIC REASONING (8 CREDITS)</b>		
<b>MATH 114: MATHEMATICAL EXPLORATIONS</b>		4
<b>GSCI: EARTH SCIENCE W/LAB</b>		4
<b>VIII. GLOBAL CONSCIOUSNESS (6 CREDITS)</b>		
<b>HIST 110: WORLD GEOGRAPHY AND CULTURE</b>		3
<b>CHOOSE ADDITIONAL FROM LIST OF APPROVED COURSES</b>		3
<b>LIBERAL ARTS CONCENTRATION</b>		3
<b>LIBERAL ARTS: PSYC 201 INTRODUCTION TO CHILD DEVELOPMENT</b>		3
<b>LIBERAL ARTS : PSYC 301 EDUCATIONAL PSYCHOLOGY</b>		3
<b>LIBERAL ARTS: PHIL 200 PHILOSOPHICAL FOUNDATIONS OF EDUCATION</b>		3
<b>RELATED COURSES</b>		
<b>FYE 100: FRESHMAN YEAR EXPERIENCE</b>		1
<b>PROFESSIONAL COURSES: (49 CREDITS)</b>		PROFESSOR
<b>EDU 100</b>	Trends & Issues I (fall)	1
<b>ECED 101</b>	Trends & Issues II in the PreK-3 Classroom (spring)	1

<b>ECED201</b>	Introduction to Early Childhood: A Primer for Preschool and Primary Education & the Culturally Diverse Experience (fall)		3
<b>ECSPEd 202</b>	Serving the Young Child with Special Needs & the Special Education Experience (spring)		3
<b>EDU 214</b>	Mathematical Structures II (waived if exempt from Praxis CORE)		3
<b>EDU 302*</b>	The Integrated Curriculum; ELA & Social Studies PreK-3 Clinical Experience (fall)		3
<b>EDU 303*</b>	School Curriculum: Reading/Language Arts (fall)		3
<b>Proof of Passing Core to move to courses below</b>			
<b>ECED 304**</b>	Inquiry Based Learning and the PreK-3 and K-6 Clinical Experience (spring)		3
<b>ECED 305**</b>	The Young Child: Emergent Literacy & Numeracy for Diverse Learners (spring)		3
<b>ECED 307</b>	Nurturing the Expressive Arts in Young Children (fall)		3
<b>EDU 320</b>	Educational Assessment		3
<b>ECED 409</b>	Working with Families of Young Children in Diverse & Inclusive Educational Settings (spring)		3
<b>ECED 413</b>	Teaching the Young Child in a Culturally Diverse Technological World (fall)		3
<b>EDU 400</b>	Clinical Practice I (fall)		2
<b>EDU 403</b>	Clinical Practice II & Seminar (spring)		2
<b>EDU 404</b>	Clinical Practice II (spring)		10
<b>Non-required electives</b>			
<b>Math 120</b>	Math Praxis Review (non-required elective)		1
<b>ENG 121</b>	CORE Prep (non-required elective)		1
Total of 99 credits <b>not</b> including Liberal Arts co-major. Courses are subject to change as per NJ State Department of Education revisions for courses and NJ Licensing Codes			

\***EDU302/EDU303** must be taken concurrently  
**\*\*ECED304/ECED305** must be taken concurrently

**See Co-major Course Requirements Below [not including Psychology]:**

<b>ENGLISH CO-MAJOR REQUIREMENTS: (30 CREDITS)</b>			
<b>ENG 201</b>	Literatures in English I		3
<b>ENG 202</b>	Literatures in English II		3
<b>ENG 203</b>	Literatures in English III		3
<b>ENG 315</b>	Shakespeare		3
<b>ENG 480</b>	Critical Perspectives on Literature		3
<b>ENG 490</b>	Senior Research in English		3
<b>RELATED REQUIREMENTS</b>			

<i>Selection 1 Course (3 Credits) from each of the following areas:</i>			
<b>AREA I – Medieval (3 credits)</b>			
<b>ENG 300</b>	Medieval Literature		3
<b>ENG 301</b>	King Arthur in History and Myth		3
<b>ENG 305</b>	Chaucer or ENG 310 History of English Language		3
<b>ENG 310</b>	History of English Language: Old & Middle English		3
<b>ENG 312</b>	Literature of the Saints		3
<b>ENG 347</b>	Myths, Fairy Tales & Medieval Romances		3
<b>AREA 2 – Renaissance (3 credits)</b>			
<b>ENG 215</b>	The Drama		3
<b>ENG 320</b>	17 <sup>th</sup> Century Literature		3
<b>ENG 325</b>	Milton		3
<b>ENG 347</b>	Myths, Fairy Tales and Romance		3
<b>AREA 3 – Eighteenth and Nineteenth Centuries (3 credits)</b>			
<b>ENG 210</b>	History of the Novel		3
<b>ENG 313</b>	Two American Poets: Dickinson & Frost		3
<b>ENG 330</b>	18 <sup>th</sup> Century Literature		3
<b>ENG 340</b>	Romanticism		3
<b>ENG 345</b>	19 <sup>th</sup> Century Studies: The Victorian Age		3
<b>ENG 365</b>	American Romantic Writers		3
<b>ENG 371</b>	Autobiography		3
<b>AREA 4 – Modern to Postmodern (3 credits)</b>			
<b>ENG 313</b>	Two American Poets: Dickinson & Frost		3
<b>ENG 366</b>	Magic & Empire Around the World: Colonial to Post-Colonial Literature		3
<b>ENG 370</b>	Twentieth Century Prose		3
<b>ENG 371</b>	Autobiography		3
<b>ENG 375</b>	Twentieth Century Poetry		3
<b>ENG 380</b>	Post Modern Literature		3
<b>ENG 381</b>	Multi-Ethnic Literature		3
<b>ENG 383</b>	African American Literature		3
<b>ENG 385</b>	Women in Literature		3
<b>ENG 390</b>	Modern Continental Authors		3
<b>ENG 395</b>	Modern Drama		3
<b>ENG 396</b>	Contemporary Drama		3

## Math Co-Major Requirements

<b>MATH 161</b>	Pre Calculus		4
<b>MATH 231</b>	Geometry I		3
<b>MATH 241</b>	Discrete Mathematics		3
<b>MATH 262</b>	Calculus I		4
<b>MATH 343</b>	Matrix Theory Linear Algebra		4
<b>MATH 423</b>	Probability with Statistics		4
<b>MATH 495</b>	Senior Capstone in Mathematics		4
<b>PHYS 103</b>	General Physics I w/ Lab		4

<b>SCIENCE CO-MAJOR COURSE REQUIREMENTS: (36 TOTAL CREDITS)</b>			
BIO 103	General Biology I w/lab		4
BIO 104	General Biology II w/lab		4
ENV 101	Introduction to Environmental Science w/lab		4
CHEM 105	Principles of Chemistry w/lab		4
PHYS 103	General Physics I w/lab		4
PHYS 104	General Physics II w/lab		4
GSCI 409	General Science Seminar		1
GSCI 450	General Science Research I		3
<b>RELATED REQUIREMENTS (8 credits)</b>			
MATH 160	College Algebra		4
MATH 161	Precalculus		4

<b>SOCIAL STUDIES COURSE REQUIREMENTS: (33 TOTAL CREDITS – MUST INCLUDE HIST 201, 202, 203)</b>			
HIST 102 <i>or</i> HIST 103 <i>or</i> HIST 104	Renaissance, Reformation to the French Revolution (in consultation with advisor) The Age of Nationalism World War I to the Present		3
HIST 110	World Geography and Culture (GECC)		-
HIST 201	From Colonies to Nation		3
HIST 202	From the Civil War to a World Power		3
HIST 203	From the Jazz Age to the Computer Age		3
HIST 120 <i>or</i> HIST 210	The Family in American History African American History		3
HIST 315 <i>or</i> HIST 390	Women in History (in consultation with advisor) <i>or</i> The Eastern European Immigrant Experience in America		3
HIST 430	The American Revolution		3



HIST 440	Historiography and Historical Methods		3
HIST 450	Senior Seminar in History		3
<b>Related Coursework (3credits)</b>			
SOC 307	Sociology of Education		3

<b>ART Co-major Requirements: (36 credits)</b>			
	Drawing and Composition		3
	Design and Color		3
	Form, Space and Time		3
	Intro. To Computer Graphics		3
	Art History I; Paleolithic to Gothic		3
	Art History II: Renaissance to Impressionism		3
	Art History III: Modernism to Contemporary		3
	Introduction to Printmaking		3
	Painting I		3
	Photography 1		3
	Ceramics I		3
	Junior Seminar		3

**Bachelor of Arts Degree in Early Childhood Education  
Instructional Certificate - Preschool through Grade 3 Control Sheet w/Psychology Co-major**

COURSE #	COURSE TITLE	CRED-ITS
<b>DEVELOPMENTAL COURSES ( In House Credits in parentheses)</b>		
ENG 001	Developmental Writing I	(5)
ENG 002/101	Reading and Writing Workshop	(3) 3
ENG 005	Reading Comprehension	(3)
MATH 001	Basic Skills in Mathematics (Pre-Algebra)	(4)
MATH 002/112	Algebra Skills w/ Quantitative Reasoning	(3) 3
<b>GENERAL EDUCATION CURRICULAR COMMONS (49 CREDITS)</b>		
<b>I. FAITH &amp; REASON (6 CREDITS)</b>		
100/200 LEVEL:		3
300/400 LEVEL:		3
<b>II. ETHICS, VALUES &amp; TRUTH</b>		
PHIL 250: MAKING MORAL DECISIONS OR PHIL 309: MORALITY AND THE PURSUIT OF HAPPINESS		3
<b>III. COMMUNICATION &amp; EXPRESSION (6 CREDITS)</b>		
ENG 101: COLLEGE WRITING AND RESEARCH I – (REQUIRED)		3
EDU 102: COMMUNICATION IN EDUCATIONAL SETTINGS		3
<b>IV. CRITICAL &amp; ANALYTICAL THINKING</b>		
ENG 150: CRITICAL THINKING FOR PERSUASION OR PHIL 100: THE ART AND PRACTICE OF CRITICAL THINKING		3
<b>V. INFORMATION LITERACY (4 CREDITS)</b>		
LS 100: THE ARCHITECTURE OF INFORMATION – REQUIRED		1
ENG 102: COLLEGE WRITING AND RESEARCH II – REQUIRED		3
<b>VI. TECHNOLOGICAL ACUMEN (SATISFIED WITHIN MAJOR)</b>		
CS 102: DIGITAL TECHNOLOGIES FOR EDUCATORS		4
<b>VII. QUANTITATIVE &amp; SCIENTIFIC REASONING (8 CREDITS)</b>		
MATH 114: MATHEMATICAL EXPLORATIONS		4
GSCI 105: EARTH SCIENCE (WITH LAB)		4
<b>VIII. GLOBAL CONSCIOUSNESS (6 CREDITS)</b>		
HIST 110: WORLD GEOGRAPHY AND CULTURE		3
CHOOSE ADDITIONAL FROM AMONG LIST OF APPROVED COURSES		3
<b>LIBERAL ARTS CONCENTRATION</b>		
PHIL 200: PHILOSOPHICAL FOUNDATIONS OF EDUCATION		3
ENG 220: CHILDREN'S LITERATURE		3
FREE ELECTIVE WITHIN ARTS/SCIENCES		3
<b>RELATED COURSES (1 CREDIT)</b>		
FYE 100: FRESHMAN YEAR EXPERIENCE		1
<b>PROFESSIONAL COURSES: (49 CREDITS)</b>		
<b>PROFESSOR</b>		
<b>EDU 100</b>	Trends & Issues I (fall)	1
<b>ECED 101</b>	Trends & Issues II in the PreK-3 Classroom (spring)	1
<b>ECED201</b>	Introduction to Early Childhood: A Primer for Preschool and Primary Education & the Culturally Diverse Experience (fall)	3

<b>ECSPEd 202</b>	Serving the Young Child with Special Needs & the Special Education Experience (spring)		3
<b>EDU 214</b>	Mathematical Structures II		3
<b>EDU 302*</b>	The Integrated Curriculum; ELA & Social Studies PreK-3 Clinical Experience (fall)		3
<b>EDU 303*</b>	School Curriculum: Reading/Language Arts (fall)		3
<b>Proof of Passing Core to move on to courses below</b>			
<b>ECED 304**</b>	Inquiry Based Learning and the PreK-3 and K-6 Clinical Experience (spring)		3
<b>ECED 305**</b>	The Young Child: Emergent Literacy & Numeracy for Diverse Learners (spring)		3
<b>ECED 307</b>	Nurturing the Expressive Arts in Young Children (fall)		3
<b>EDU 320</b>	Educational Assessment		3
<b>ECED 409</b>	Working with Families of Young Children in Diverse & Inclusive Educational Settings (spring)		3
<b>ECED 413</b>	Teaching the Young Child in a Culturally Diverse Technological World (fall)		3
<b>EDU 400</b>	Clinical Practice I (fall)		2
<b>EDU 403</b>	Clinical Practice II & Seminar (spring)		2
<b>EDU 404</b>	Clinical Practice II (spring)		10
<b>Non-required electives</b>			
<b>Math 120</b>	Math Praxis Review (non-required elective)		1
<b>ENG 121</b>	CORE Prep (non-required elective)		1

\*EDU302/EDU303 must be taken concurrently

\*\*ECED305/ECED305 must be taken concurrently

Course #	Course Title	Credits
<b>Major Requirements – 30 Credits</b>		
<b>PSYC 101</b>	Introduction to Psychology	3
<b>PSYC 201</b>	Introduction to Child Development	3
<b>PSYC 250</b>	Writing and Reading in Psychology	3
<b>PSYC 301</b>	Educational Psychology	3
<b>PSYC 303</b>	Statistics for Psychological Research	3
<b>PSYC 309</b>	Research Design in Psychology	3
<b>PSYC 380</b>	Psychology of the Family	3
<b>PSYC 401</b>	Psychology of the Mind: Exploring How We Think	3
<b>PSYC 410</b>	Undergraduate Research in Psychology	3
<b>PSYC 490</b>	History and Systems of Psychology	3

**Total Credits: 129**

Courses are subject to change as per NJ State Department of Education revisions for courses and NJ Licensing Codes

**School of Education Bachelor of Arts Degree in Elementary Education**

**Instructional Certificate – Elementary Endorsement (K-6)**  
**Control Sheet with following co-majors:**  
**English, Social Studies, Art, and Science**

(Subject to New Jersey Department of Education revisions for courses, and New Jersey Licensing Codes)

COURSE #	COURSE TITLE	CREDITS
<b>DEVELOPMENTAL COURSES ( In House Credits in parentheses)</b>		
ENG 001	Developmental Writing I	(5)
ENG 002/101	Reading and Writing Workshop	(3) 3
ENG 005	Reading Comprehension	(3)
MATH 001	Basic Skills in Mathematics (Pre-Algebra)	(4)
MATH 002/112	Algebra Skills with Quantitative Reasoning	(3) 3
<b>GENERAL EDUCATION CURRICULAR COMMONS (50 CREDITS)</b>		
<b>I. FAITH &amp; REASON (6 CREDITS)</b>		
<b>100/200 LEVEL:</b>		3
<b>300/400 LEVEL:</b>		3
<b>II. ETHICS, VALUES &amp; TRUTH (3 CREDITS)</b>		
<b>PHIL 250: MAKING MORAL DECISIONS OR PHIL 309: MORALITY AND THE PURSUIT OF HAPPINESS</b>		3
<b>III. COMMUNICATION &amp; EXPRESSION (6 CREDITS)</b>		
<b>ENG 101 : COLLEGE WRITING AND RESEARCH I- (REQUIRED)</b>		3
<b>EDU 102: COMMUNICATION IN EDUCATIONAL SETTINGS</b>		3
<b>IV. CRITICAL &amp; ANALYTICAL THINKING (3 CREDITS)</b>		
<b>ENG 150: CRITICAL THINKING FOR PERSUASION OR PHIL 100: THE ART AND PRACTICE OF CRITICAL THINKING</b>		3
<b>V. INFORMATION LITERACY (4 CREDITS)</b>		
<b>LS-100 THE ARCHITECTURE OF INFORMATION –REQUIRED</b>		1
<b>ENG 102: COLLEGE WRITING AND RESEARCH II- REQUIRED</b>		3
<b>VI. TECHNOLOGICAL ACUMEN (SATISFIED WITHIN MAJOR)</b>		
<b>CS 102: DIGITAL TECHNOLOGY FOR EDUCATORS</b>		4
<b>VII. QUANTITATIVE &amp; SCIENTIFIC REASONING ( 8 CREDITS))</b>		
<b>MATH 114: MATHEMATICAL EXPLORATIONS</b>		4
<b>GSCI 105: EARTH SCIENCE W/LAB</b>		4
<b>VIII. GLOBAL CONSCIOUSNESS (6 CREDITS)</b>		
<b>HIST 110: WORLD GEOGRAPHY AND CULTURE</b>		3
<b>CHOOSE ADDITIONAL FROM APPROVED LIST OF COURSES</b>		3
<b>LIBERAL ARTS CONCENTRATION ( 9 CREDITS)</b>		
<b>LIBERAL ARTS: PSYC 201 INTRODUCTION TO CHILD DEVELOPMENT</b>		3
<b>LIBERAL ARTS : PSYC 301 EDUCATIONAL PSYCHOLOGY</b>		3
<b>LIBERAL ARTS: PHIL 200 PHILOSOPHICAL FOUNDATIONS OF EDUCATION</b>		3
<b>RELATED COURSES</b>		
<b>FYE 100: FRESHMAN YEAR EXPERIENCE</b>		1
<b>PROFESSIONAL COURSES: (42 CREDITS)</b>		
<b>PROFESSOR</b>		
EDU 100	Trends and Issues I	1
EDU 101	Trends and Issues I	1
IEDU 290*	Transition Into Teaching* (transfer students only-takes the place of EDU 101, 200, 201)	3
EDU 200	The Special Education Experience	1

EDU 201	The Culturally Responsive Experience		1
EDU 220	Introduction to Special Needs in Home, School and Community		3
EDU 214	Mathematical Explorations II		3
EDU 302	The Integrated Curriculum: Social Studies & ELA **		3
EDU 303/ EDU 303H	School Curriculum: Reading/Language Arts		3
<b>Proof of passing Praxis CORE to move to courses below</b>			
EDU 304	Inquiry Based Learning and Clinical Experience: K-6, (P-3, 5-8)		3
EDU 305 <i>or</i> EDU 306 <i>or</i> EDU 308	Young Child and Emergent Literacy for Diverse Learners Reading in the Content Areas (if adding 5-8 endorsement) Reading Diagnosis and Remediation for Exceptional Learners		3
EDU 320	Educational Assessment		3
EDU 400	Clinical Practice I & Seminar		2
EDU 403	Clinical Practice II Seminar		2
EDU 404	Clinical Practice II		10
<b>NON-REQUIRED ELECTIVES</b>			
MATH 120	Praxis CORE Math Prep		1
ENG 121	Praxis (CORE) Review		1
<b>RELATED REQUIREMENTS: (3 CREDITS ) PROFESSOR</b>			
ENG 220	Children's Literature		3

See Co-Major Control Sheets Below (not including Math & Psychology)

<b>ENGLISH COURSE REQUIREMENTS: (30 CREDITS)</b>			
ENG 201	Literatures in English I		3
ENG 202	Literatures in English II		3
ENG 203	Literatures in English III		3
ENG 315	Shakespeare		3
ENG 480	Critical Perspectives on Literature		3
ENG 490	Senior Research in English		3
<b>RELATED REQUIREMENTS</b>			
<i>Selection 1 Course (3 Credits) from each of the following areas:</i>			
<b>AREA I – Medieval (3 credits)</b>			
ENG 300	Medieval Literature		3
ENG 301	King Arthur in History and Myth		3
ENG 305	Chaucer or ENG 310 History of English Language		3
ENG 310	History of English Language: Old & Middle English		3
ENG 312	Literature of the Saints		3

ENG 347	Myths, Fairy Tales & Medieval Romances		3
<b>AREA 2 – Renaissance (3 credits)</b>			
ENG 215	The Drama		3
ENG 320	17 <sup>th</sup> Century Literature		3
ENG 325	Milton		3
ENG 347	Myths, Fairy Tales and Romance		3
<b>AREA 3 – Eighteenth and Nineteenth Centuries (3 credits)</b>			
ENG 210	History of the Novel		3
ENG 313	Two American Poets: Dickinson & Frost		3
ENG 330	18 <sup>th</sup> Century Literature		3
ENG 340	Romanticism		3
ENG 345	19 <sup>th</sup> Century Studies: The Victorian Age		3
ENG 365	American Romantic Writers		3
ENG 371	Autobiography		3
<b>AREA 4 – Modern to Postmodern (3 credits)</b>			
ENG 313	Two American Poets: Dickinson & Frost		3
ENG 366	Magic & Empire Around the World: Colonial to Post-Colonial Literature		3
ENG 370	Twentieth Century Prose		3
ENG 371	Autobiography		3
ENG 375	Twentieth Century Poetry		3
ENG 380	Post Modern Literature		3
ENG 381	Multi-Ethnic Literature		3
ENG 383	African American Literature		3
ENG 385	Women in Literature		3
ENG 390	Modern Continental Authors		3
ENG 395	Modern Drama		3
ENG 396	Contemporary Drama		3

<b>SOCIAL STUDIES COURSE REQUIREMENTS: (30 CREDITS – MUST INCLUDE HIST 201, 202, 203)</b>			
HIST 102 <i>or</i> HIST 103 <i>or</i> HIST 104	Renaissance, Reformation to the French Revolution (in consultation with advisor) The Age of Nationalism World War I to the Present		3
HIST 110	World Geography and Culture (GECC)		-
HIST 201	From Colonies to Nation		3
HIST 202	From the Civil War to a World Power		3
HIST 203	From the Jazz Age to the Computer Age		3
HIST 120 <i>or</i> HIST 210	The Family in American History African American History		3

HIST 315 <i>or</i> HIST 390	Women in History (in consultation with advisor) <i>or</i> The Eastern European Immigrant Experience in America		3
HIST 430	The American Revolution		3
HIST 440	Historiography and Historical Methods		3
HIST 450	Senior Seminar in History		3
<b>Related Coursework (3 credits)</b>			
SOC 307	Sociology of Education		3

<b>ART COURSE REQUIREMENTS (36 credits)</b>			
Foundations			
ART 101	Drawing and Composition		3
ART 102	Design and Color		3
ART 103	Form, Space and Time		3
ART 240	Intro. To Computer Graphics		3
<u>Art History</u>			
ART 151	Art History I; Paleolithic to Gothic		3
ART 152	Art History II: Renaissance to Impressionism		3
ART 153	Art History III: Modernism to Contemporary		3
ART 201	Introduction to Printmaking		3
ART 272	Painting I		3
ART 273	Photography 1		3
ART-236	Ceramics I		3
ART-301	Junior Seminar		3

<b>SCIENCE COURSE REQUIREMENTS: (28 CREDITS)</b>			
BIO 103	General Biology I w/lab		4
BIO 104	General Biology II w/lab		4
ENV 101	Introduction to Environmental Science w/lab		4
CHEM 105	Principles of Chemistry w/lab		4
PHYS 103	General Physics I w/lab		4
PHYS 104	General Physics II w/lab		4
GSCI 409	General Science Seminar		1
GSCI 450	General Science Research I		3
<b>RELATED REQUIREMENTS (8 credits)</b>			
MATH 160	College Algebra		4

MATH 161	Precalculus		4
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School of Education Bachelor of Arts Degree in Elementary Education  
Instructional Certificate – Elementary Endorsement (K-6) – Co-Major: Math

COURSE #	COURSE TITLE	CREDITS
<b>DEVELOPMENTAL COURSES ( In House Credits in parentheses)</b>		
ENG 001	Developmental Writing I	(5)
ENG 002/101	Reading and Writing Workshop	(3) 3
ENG 005	Reading Comprehension	(3)
MATH 001	Basic Skills in Mathematics (Pre-Algebra)	(4)
MATH 002/112	Algebra Skills with Quantitative Reasoning	(3) 3
<b>GENERAL EDUCATION CURRICULAR COMMONS (50 CREDITS)</b>		
<b>I. FAITH &amp; REASON (6 CREDITS)</b>		
100/200 LEVEL:		3
300/400 LEVEL:		3
<b>II. ETHICS, VALUES &amp; TRUTH ( 3 CREDITS)</b>		
PHIL 250: MAKING MORAL DECISIONS <i>OR</i> PHIL 309: MORALITY AND THE PURSUIT OF HAPPINESS		3
<b>III. COMMUNICATION &amp; EXPRESSION (6 CREDITS)</b>		
ENG 101: COLLEGE WRITING AND RESEARCH I- (REQUIRED)		3
EDU 102: COMMUNICATION IN EDUCATIONAL SETTINGS		3
<b>IV. CRITICAL &amp; ANALYTICAL THINKING (3 CREDITS)</b>		
ENG150: CRITICAL THINKING FOR PERSUASION <i>OR</i> PHIL100: THE ART AND PRACTICE OF CRITICAL THINKING (SUGGESTED)		3
<b>V. INFORMATION LITERACY (4 CREDITS)</b>		
LS-100: THE ARCHITECTURE OF INFORMATION –REQUIRED		1
ENG 102: COLLEGE WRITING AND RESEARCH II- REQUIRED		3
<b>VI. TECHNOLOGICAL ACUMEN (SATISFIED WITHIN MAJOR)</b>		
CS 102: DIGITAL TECHNOLOGY FOR EDUCATORS		4
<b>VII. QUANTITATIVE &amp; SCIENTIFIC REASONING ( 8 CREDITS))</b>		
MATH 160: COLLEGE ALGEBRA		4
GSCI 105: EARTH SCIENCE W/LAB		4
<b>VIII. GLOBAL CONSCIOUSNESS (6 CREDITS)</b>		
HIST 110: WORLD GEOGRAPHY AND CULTURE		3
CHOOSE ADDITIONAL FROM LIST OF APPROVED COURSES		3
<b>LIBERAL ARTS CONCENTRATION (9 CREDITS)</b>		
LIBERAL ARTS: PSYC 201: INTRODUCTION TO CHILD DEVELOPMENT		3
LIBERAL ARTS: PSYC 301: EDUCATIONAL PSYCHOLOGY		3
LIBERAL ARTS: PHIL 200: PHILOSOPHICAL FOUNDATIONS OF EDUCATION		3
<b>RELATED COURSES</b>		
FYE 100: FRESHMAN YEAR EXPERIENCE		1
<b>PROFESSIONAL COURSES: (39 CREDITS)</b>		
PROFESSOR		
EDU 100	Trends & Issue I	1
EDU 101	Trends & Issue II	1



EDU 200	The Special Education Experience		1
EDU 201	The Culturally Diverse Experience		1
EDU 290*	Transition into Teaching (transfer students only-in place of EDU101, 200, 201)		3
EDU 214	Mathematical Explorations II		3
EDU 220	Introduction to Special Needs in Home, School and Community		3
EDU 302	Integrated Curriculum: ELA and Social Studies		3
EDU 303	School Curriculum: Reading/Language Arts		3
<b>Proof of passing CORE required to move to courses below</b>			
EDU 304	Inquiry Based Learning and Clinical Experience K-6		3
EDU 305 or EDU 306 or EDU 308	Young Child and Emergent Literacy Reading in the Content Areas Reading Diagnosis and Remediation		3
EDU 320	Educational Assessment		3
EDU 400	Clinical Practice I & Seminar		2
EDU 403	Clinical Practice II Seminar		2
EDU 404	Clinical Practice II		10
<b>NON-REQUIRED ELECTIVES</b>			
MATH 120	Praxis Review (non-required elective)		1
ENG 121	Praxis Review (non-required elective)		1
<b>Related Requirement: (3 Credits)</b>			
ENG 220	Children's Literature		3
MATH 161	Pre-Calculus		4
MATH 231	Geometry I		3
MATH 241	Discrete Mathematics		3
MATH 262	Calculus I		4
MATH 343	Matrix Theory Linear Algebra		4
MATH 423	Probability with Statistics		4
MATH 495	Senior Capstone in Mathematics		4
PHYS 103	General Physics I w/ Lab		4

**School of Education Bachelor of Arts Degree in Elementary Education**  
**Instructional Certificate – Elementary Endorsement (K-6) – Co-Major: Psychology**

COURSE #	COURSE TITLE	CREDITS
<b>DEVELOPMENTAL COURSES ( In House Credits in parentheses)</b>		
ENG 001	Developmental Writing I	(5)
ENG 002/101	Reading and Writing Workshop	(3) 3

ENG 005/105	Reading Comprehension	(3)
MATH 001	Basic Skills in Mathematics (Pre-Algebra)	(4)
MATH 002/112	Algebra Skills with Quantitative Reasoning	(3) 3
<b>GENERAL EDUCATION CURRICULAR COMMONS (50 CREDITS)</b>		
<b>I. FAITH &amp; REASON (6 CREDITS)</b>		
<b>100/200 LEVEL:</b>		3
<b>300/400 LEVEL:</b>		3
<b>II. ETHICS, VALUES &amp; TRUTH (3 CREDITS)</b>		
<b>PHIL 250: MAKING MORAL DECISIONS OR PHIL 309: MORALITY AND THE PURSUIT OF HAPPINESS</b>		3
<b>III. COMMUNICATION &amp; EXPRESSION (6 CREDITS)</b>		
<b>ENG 101: COLLEGE WRITING AND RESEARCH I- (REQUIRED)</b>		3
<b>EDU 102: COMMUNICATION IN EDUCATIONAL SETTINGS</b>		3
<b>IV. CRITICAL &amp; ANALYTICAL THINKING (3 CREDITS)</b>		
<b>ENG150: CRITICAL THINKING FOR PERSUASION OR PHIL100: THE ART AND PRACTICE OF CRITICAL THINKING (SUGGESTED)</b>		3
<b>V. INFORMATION LITERACY (4 CREDITS)</b>		
<b>LS-100: THE ARCHITECTURE OF INFORMATION –REQUIRED</b>		1
<b>ENG 102: COLLEGE WRITING AND RESEARCH II- REQUIRED</b>		3
<b>VI. TECHNOLOGICAL ACUMEN (SATISFIED WITHIN MAJOR)</b>		4
<b>CS 102: DIGITAL TECHNOLOGY FOR EDUCATORS</b>		
<b>VII. QUANTITATIVE &amp; SCIENTIFIC REASONING (8 CREDITS))</b>		
<b>MATH 160: COLLEGE ALGEBRA</b>		4
<b>GSCI 105: EARTH SCIENCE W/LAB</b>		4
<b>VIII. GLOBAL CONSCIOUSNESS (6 CREDITS)</b>		
<b>HIST 110: WORLD GEOGRAPHY AND CULTURE</b>		3
<b>CHOOSE ADDITIONAL FROM LIST OF APPROVED COURSES</b>		3
<b>LIBERAL ARTS CONCENTRATION (9 CREDITS)</b>		
<b>PHIL 200: PHILOSOPHICAL FOUNDATIONS OF EDUCATION</b>		3
<b>ENG 220: CHILDREN'S LITERATURE</b>		3
<b>FREE ELECTIVE WITHIN ARTS/SCIENCES</b>		3
<b>RELATED COURSES</b>		
<b>FYE 100: FRESHMAN YEAR EXPERIENCE</b>		1
<b>PROFESSIONAL COURSES: (39 CREDITS)</b>		
<b>PROFESSOR</b>		
EDU 100	Trends & Issue 1	1
EDU 101	Trends & Issue II	1
EDU 200	The Special Education Experience	1
EDU 201	The Culturally Diverse Experience	1
EDU 290*	Transition into Teaching (transfer students only-in place of EDU101, 200, 201)	3
EDU 214	Mathematical Explorations II	3
EDU 220	Introduction to Special Needs in Home, School and Community	3
EDU 302	Integrated Curriculum: ELA and Social Studies	3
EDU 303	School Curriculum: Reading/Language Arts	3
<b>Proof of passing CORE required to move to courses below</b>		

EDU 304	Inquiry Based Learning and Clinical Experience K-6		3
EDU 305 or EDU 306 or EDU 308	Young Child and Emergent Literacy Reading in the Content Areas Reading Diagnosis and Remediation		3
EDU 320	Educational Assessment		3
EDU 400	Clinical Practice I & Seminar		2
EDU 403	Clinical Practice II Seminar		2
EDU 404	Clinical Practice II		10
<b>NON-REQUIRED ELECTIVES</b>			
MATH 120	Praxis Review		1
ENG 121	Praxis Review		1
<b>Course #</b>	<b>Course Title</b>	<b>Credits</b>	
<b>Major Requirements – 33 Credits</b>			
<b>PSYC 101</b>	Introduction to Psychology		3
<b>PSYC 201</b>	Introduction to Child Development		3
<b>PSYC 250</b>	Writing and Reading in Psychology		3
<b>PSYC 301</b>	Educational Psychology		3
<b>PSYC 303</b>	Statistics for Psychological Research		3
<b>PSYC 309</b>	Research Design in Psychology		3
<b>PSYC 380</b>	Psychology of the Family		3
<b>PSYC 401</b>	Psychology of the Mind: Exploring How We Think		3
<b>PSYC 405</b>	Childhood and Adolescence Deviance		3
<b>PSYC 410</b>	Undergraduate Research in Psychology		3
<b>PSYC 490</b>	History and Systems of Psychology		3

**The Following Endorsements Maybe Added onto Instructional Certificate - K-6**

**Teacher of Students with Disabilities (TOSD) Endorsement Control Sheet – 21 Credits**

<b>Course #</b>	<b>Course Title</b>	<b>Credit</b>
<b>Professional Courses: 21 Credits</b>		
ECED 202	Meeting the Needs of All: Serving the Young Child with Special Needs	3
EDU 220	Introduction to Special Needs in Home, School, and Community	3
EDU 308	Reading Diagnosis and Remediation for Exceptional Learners	3
SPED 300	Education of Students with Moderate Exceptionalities	3
SPED 400	Education of the Behaviorally Disordered	3

SPED 401	Education of the Learning Disabled	3
SPED 410	Universal Design and Assistive Technology	3
<b>Total: 21 Credits</b>		

**Pre-School Through Grade 3 (PreK-3) Endorsement Control Sheet – 24 Credits**

<b>Course #</b>	<b>Course Title</b>	<b>Credit</b>
<b>Professional Courses: 24Credits</b>		
<b>ECECD 201</b>	Introduction to Early Childhood: A Primer for Preschool and Primary Education	3
<b>ECSPED 202</b>	Serving the Young Child with Special Needs	3
<b>EDU 303</b>	School Curriculum: Reading/Language Arts; K-6	3
<b>ECED 305</b>	The Young Child and Emergent Literacy for Diverse Learners	3
<b>ECED 307</b>	Nurturing the Expressive Arts in Young Children	3
<b>EDU 320</b>	Educational Assessment	3
<b>ECED 413</b>	Teaching the Young Child in a Culturally Diverse Technological World	3
<b>Related Requirements: 3 Credits</b>		
<b>PSYC 201</b>	Introduction to Child Development	3
<b>Total: 24 Credits</b>		



**School of Education Bachelor of Arts Degree in Education**

**Instructional Certificate – Elementary Education (K-6)  
and Preschool through Grade Three Endorsement**

(Subject to New Jersey Department of Education revisions for courses, and New Jersey Licensing Codes)

COURSE #	COURSE TITLE	CREDITS
<b>DEVELOPMENTAL COURSES ( In House Credits in parentheses)</b>		
ENG 001	Developmental Writing I	(5)
ENG 002/101	Reading and Writing Workshop	(3) 3
ENG 005	Reading Comprehension	(3)
MATH 001	Basic Skills in Mathematics (Pre-Algebra)	(4)
MATH 002/112	Algebra Skills with Quantitative Reasoning	(3) 3
<b>GENERAL EDUCATION CURRICULAR COMMONS (50 CREDITS)</b>		
<b>I. FAITH &amp; REASON (6 CREDITS)</b>		
<b>100/200 LEVEL:</b>		3
<b>300/400 LEVEL:</b>		3
<b>II. ETHICS, VALUES &amp; TRUTH (3 CREDITS)</b>		
<b>PHIL 250: MAKING MORAL DECISIONS OR PHIL 309: MORALITY AND THE PURSUIT OF HAPPINESS</b>		3
<b>III. COMMUNICATION &amp; EXPRESSION (6 CREDITS)</b>		
<b>ENG 101 : COLLEGE WRITING AND RESEARCH I- (REQUIRED)</b>		3
<b>EDU 102: COMMUNICATION IN EDUCATIONAL SETTINGS</b>		3
<b>IV. CRITICAL &amp; ANALYTICAL THINKING (3 CREDITS)</b>		
<b>ENG 150: CRITICAL THINKING FOR PERSUASION OR PHIL 100: THE ART AND PRACTICE OF CRITICAL THINKING</b>		3
<b>V. INFORMATION LITERACY (4 CREDITS)</b>		
<b>LS-100 THE ARCHITECTURE OF INFORMATION –REQUIRED</b>		1
<b>ENG 102: COLLEGE WRITING AND RESEARCH II- REQUIRED</b>		3
<b>VI. TECHNOLOGICAL ACUMEN (SATISFIED WITHIN MAJOR)</b>		
<b>CS 102: DIGITAL TECHNOLOGY FOR EDUCATORS</b>		4
<b>VII. QUANTITATIVE &amp; SCIENTIFIC REASONING ( 8 CREDITS))</b>		
<b>MATH 114: MATHEMATICAL EXPLORATIONS</b>		4
<b>GSCI 105: EARTH SCIENCE W/LAB</b>		4
<b>VIII. GLOBAL CONSCIOUSNESS (6 CREDITS)</b>		
<b>HIST 110: WORLD GEOGRAPHY AND CULTURE</b>		3
<b>CHOOSE ADDITIONAL FROM APPROVED LIST OF COURSES</b>		3
<b>LIBERAL ARTS CONCENTRATION ( 9 CREDITS)</b>		
<b>LIBERAL ARTS: PSYC 201 INTRODUCTION TO CHILD DEVELOPMENT</b>		3
<b>LIBERAL ARTS : PSYC 301 EDUCATIONAL PSYCHOLOGY</b>		3
<b>LIBERAL ARTS: PHIL 200 PHILOSOPHICAL FOUNDATIONS OF EDUCATION</b>		3
<b>RELATED COURSES</b>		
<b>FYE 100: FRESHMAN YEAR EXPERIENCE</b>		1

**Professional Courses: (32/33 Credits)**

EDU 100/101	Trends and Issues I & II (F/S) – 1 credit/semester	2
EDU 290	Transition Into Teaching (Transfer/Upper Level Students Only)	3
EDU 200/201	The Special Education Experience/The Culturally Diverse Experience	2
EDU 214	Mathematical Explorations II	3
EDU 220	Introduction to Special Needs in Home, School and Community	3
EDU 302	The Integrated Curriculum: Social Studies and ELA **	2
EDU 303	School Curriculum: Reading/Language Arts	3
EDU 304	Inquiry Based Learning and the Clinical Experience: K-6; P-3	3
EDU 305	The Young Child and Emergent Literacy for Diverse Learners	3
EDU 320	Educational Assessment Techniques	3
EDU 400	Clinical Practice I and Seminar	2
EDU 403	Clinical Practice II Seminar	2
EDU 404	Clinical Practice II	4
EDU 413	Cultural Responsiveness to the 21 <sup>st</sup> Century Learner (elective)	3

**Endorsement Requirements: (8 credits)**

ECED 201	Introduction to Early Childhood: A Primer for Preschool and Primary Education	3
ECSPED 202	Serving the Young Child with Special Needs	3
ECED 307	Nurturing the Expressive Arts in Young Children	2

**Related Requirements: (3 credits)**

EDU 102	Communication in Educational Settings	Gen Ed
ENG 220	Children's Literature	3
PHIL 200	Philosophical Foundations of Education	Gen Ed
PSYC 201	Introduction to Child Development	Gen Ed
PSYC 301	Educational Psychology	Gen Ed

**TOTAL CREDITS: –91-94 Credits plus Liberal Arts Co- Major**

\*Plus related content area credit requirements

**School of Education Bachelor of Arts Degree in Education**

**Instructional Certificate – Elementary Endorsement (K-6) and Teacher of Students with Disabilities**

(Subject to New Jersey Department of Education revisions for courses, and New Jersey Licensing Codes)

<b>COURSE #</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>
<b>DEVELOPMENTAL COURSES ( In House Credits in parentheses)</b>		
ENG 001	Developmental Writing I	(5)
ENG 002/101	Reading and Writing Workshop	(3) 3
ENG 005	Reading Comprehension	(3)
MATH 001	Basic Skills in Mathematics (Pre-Algebra)	(4)
MATH 002/112	Algebra Skills with Quantitative Reasoning	(3) 3
<b>GENERAL EDUCATION CURRICULAR COMMONS (50 CREDITS)</b>		
<b>I. FAITH &amp; REASON (6 CREDITS)</b>		
<b>100/200 LEVEL:</b>		3
<b>300/400 LEVEL:</b>		3
<b>II. ETHICS, VALUES &amp; TRUTH (3 CREDITS)</b>		
<b>PHIL 250: MAKING MORAL DECISIONS OR PHIL 309: MORALITY AND THE PURSUIT OF HAPPINESS</b>		3
<b>III. COMMUNICATION &amp; EXPRESSION (6 CREDITS)</b>		
<b>ENG 101 : COLLEGE WRITING AND RESEARCH I- (REQUIRED)</b>		3
<b>EDU 102: COMMUNICATION IN EDUCATIONAL SETTINGS</b>		3
<b>IV. CRITICAL &amp; ANALYTICAL THINKING (3 CREDITS)</b>		
<b>ENG 150: CRITICAL THINKING FOR PERSUASION OR PHIL 100: THE ART AND PRACTICE OF CRITICAL THINKING</b>		3
<b>V. INFORMATION LITERACY (4 CREDITS)</b>		
<b>LS-100 THE ARCHITECTURE OF INFORMATION –REQUIRED</b>		1
<b>ENG 102: COLLEGE WRITING AND RESEARCH II- REQUIRED</b>		3
<b>VI. TECHNOLOGICAL ACUMEN (SATISFIED WITHIN MAJOR)</b>		
<b>CS 102: DIGITAL TECHNOLOGY FOR EDUCATORS</b>		4
<b>VII. QUANTITATIVE &amp; SCIENTIFIC REASONING ( 8 CREDITS))</b>		
<b>MATH 114: MATHEMATICAL EXPLORATIONS</b>		4
<b>GSCI 105: EARTH SCIENCE W/LAB</b>		4
<b>VIII. GLOBAL CONSCIOUSNESS (6 CREDITS)</b>		
<b>HIST 110: WORLD GEOGRAPHY AND CULTURE</b>		3
<b>CHOOSE ADDITIONAL FROM APPROVED LIST OF COURSES</b>		3
<b>LIBERAL ARTS CONCENTRATION ( 9 CREDITS)</b>		
<b>LIBERAL ARTS: PSYC 201 INTRODUCTION TO CHILD DEVELOPMENT</b>		3
<b>LIBERAL ARTS : PSYC 301 EDUCATIONAL PSYCHOLOGY</b>		3
<b>LIBERAL ARTS: PHIL 200 PHILOSOPHICAL FOUNDATIONS OF EDUCATION</b>		3
<b>RELATED COURSES</b>		
<b>FYE 100: FRESHMAN YEAR EXPERIENCE</b>		1

**Professional Courses: (32/33 Credits)**

EDU 100/101	Trends and Issues I & II (F/S) – 1 credit/semester)	2
EDU 290	Transition Into Teaching*	3
EDU 200/201	The Special Education Experience/The Culturally Diverse Experience (F/S, one credit each semester)	2
EDU 214	Mathematical Explorations II	3
EDU 220	Introduction to Special Needs in Home, School and Community	3
EDU 302	The Integrated Curriculum: Social Studies and ELA **	3
EDU 303	School Curriculum: Reading/Language Arts	3
EDU 304	Inquiry Based Learning and Clinical Experience: K-6; P-3	3
EDU 305 <i>or</i>	The Young Child and Emergent Literacy for Diverse Learners <i>or</i>	3
EDU 306 <i>or</i>	Reading in the Content Areas <i>or</i>	3
EDU 308	Reading Diagnosis and Remediation for Exceptional Learners	3
EDU 320	Educational Assessment Techniques	3
EDU 400	Clinical Practice I and Seminar	2
EDU 403	Clinical Practice II Seminar	2
EDU 404	Clinical Practice II	4
EDU 413	Cultural Responsiveness to the 21 <sup>st</sup> Century Learner (elective)	3

**Endorsement Requirements:****Total Credits 12**

SPED 300	Education of Students with Moderate Exceptionalities	3
SPED 400	Education of the Behaviorally Disordered	3
SPED 401	Education of the Learning Disabled	3
SPED 410	Universal Design for Learning & Assistive Technology	3

**Related Requirements: (12 Credits)**

EDU 102	Communication in Educational Settings	Gen Ed
ENG 220	Children's Literature	3
PHIL 200	Philosophical Foundations of Education	Gen Ed
PSYC 201	Introduction to Child Psychology	Gen Ed
PSYC 301	Educational Psychology	Gen Ed

Indicates Alternative for Transfer Students

\*\* To Be Taken Concurrently with ED 303

\*\*\* Certification Requirement

**TOTAL CREDITS:95/98 Credits plus Liberal Arts Co-major**



**School of Education Bachelor of Arts Degree in Education**

**Instructional Certificate – Elementary Endorsement (K-6) and Subject Matter Specialization Endorsement  
(5-8) Language Arts / Literacy**

(Subject to New Jersey Department of Education revisions for courses, and New Jersey Licensing Codes)

COURSE #	COURSE TITLE	CREDITS
<b>DEVELOPMENTAL COURSES ( In House Credits in parentheses)</b>		
ENG 001	Developmental Writing I	(5)
ENG 002/101	Reading and Writing Workshop	(3) 3
ENG 005	Reading Comprehension	(3)
MATH 001	Basic Skills in Mathematics (Pre-Algebra)	(4)
MATH 002/112	Algebra Skills with Quantitative Reasoning	(3) 3
<b>GENERAL EDUCATION CURRICULAR COMMONS (50 CREDITS)</b>		
<b>I. FAITH &amp; REASON (6 CREDITS)</b>		
<b>100/200 LEVEL:</b>		3
<b>300/400 LEVEL:</b>		3
<b>II. ETHICS, VALUES &amp; TRUTH (3 CREDITS)</b>		
<b>PHIL 250: MAKING MORAL DECISIONS OR PHIL 309: MORALITY AND THE PURSUIT OF HAPPINESS</b>		3
<b>III. COMMUNICATION &amp; EXPRESSION (6 CREDITS)</b>		
<b>ENG 101 : COLLEGE WRITING AND RESEARCH I- (REQUIRED)</b>		3
<b>EDU 102: COMMUNICATION IN EDUCATIONAL SETTINGS</b>		3
<b>IV. CRITICAL &amp; ANALYTICAL THINKING (3 CREDITS)</b>		
<b>ENG 150: CRITICAL THINKING FOR PERSUASION OR PHIL 100: THE ART AND PRACTICE OF CRITICAL THINKING</b>		3
<b>V. INFORMATION LITERACY (4 CREDITS)</b>		
<b>LS-100 THE ARCHITECTURE OF INFORMATION –REQUIRED</b>		1
<b>ENG 102: COLLEGE WRITING AND RESEARCH II- REQUIRED</b>		3
<b>VI. TECHNOLOGICAL ACUMEN (SATISFIED WITHIN MAJOR)</b>		
<b>CS 102: DIGITAL TECHNOLOGY FOR EDUCATORS</b>		4
<b>VII. QUANTITATIVE &amp; SCIENTIFIC REASONING ( 8 CREDITS)</b>		
<b>MATH 114: MATHEMATICAL EXPLORATIONS</b>		4
<b>GSCI 105: EARTH SCIENCE W/LAB</b>		4
<b>VIII. GLOBAL CONSCIOUSNESS (6 CREDITS)</b>		
<b>HIST 110: WORLD GEOGRAPHY AND CULTURE</b>		3
<b>CHOOSE ADDITIONAL FROM APPROVED LIST OF COURSES</b>		3
<b>LIBERAL ARTS CONCENTRATION ( 9 CREDITS)</b>		
<b>LIBERAL ARTS: PSYC 201 INTRODUCTION TO CHILD DEVELOPMENT</b>		3
<b>LIBERAL ARTS : PSYC 301 EDUCATIONAL PSYCHOLOGY</b>		3
<b>LIBERAL ARTS: PHIL 200 PHILOSOPHICAL FOUNDATIONS OF EDUCATION</b>		3
<b>RELATED COURSES</b>		
<b>FYE 100: FRESHMAN YEAR EXPERIENCE</b>		1

**Professional Courses: (32/33 Credits)**

EDU 100/101	Trends and Issues I & II (F/S)-1 credit/semester	1
EDU 290	Transition into Teaching*	3
EDU 200/201	The Special Education Experience/The Culturally Diverse Experience (F/S_ - 1 credit/semester	1
EDU 214	Math Explorations II	3
EDU 220	Introduction to Special Needs in Home, School and Community	3
EDU 302	The Integrated Curriculum: Social Studies & ELA**	3
EDU 303	School Curriculum: Reading/Language Arts	3
EDU 306	Reading in the Content Area	3
EDU 314	Inquiry Based Learning and Clinical Experience: K-12; 5-8	3
EDU 320	Educational Assessment	3
EDU 400	Clinical Practice I and Seminar	2
EDU 403	Clinical Practice II Seminar	2
EDU 404	Clinical Practice II	4
EDU 413	Cultural Responsiveness for the 21st Century Learner (elective)	3

**Professional Related Courses: (6 credits)**

EDU 102	Communication in Educational Settings	Gen Ed
ENG 220	Children's Literature	3
PHIL 200	Philosophical Foundations of Education	Gen Ed
PSYC 201	Introduction to Child Development	Gen Ed
PSYC 202	Adolescent Psychology	3
PSYC 301	Educational Psychology	Gen Ed

**English Requirements: (33 Credits)**

ENG 201	Literatures in English I	3
ENG 202	Literatures in English II	3
ENG 203	Literatures in English III	3
ENG 315	Shakespeare	3
ENG 480	Critical Perspectives on Literature	3
ENG 490	Senior Research in English	3

*Selection 1 Course (3 Credits) from each of the following areas:*

**AREA I – Medieval – English Requirement (3 credits)**

ENG 301	King Arthur in History and Myth	3
ENG 305	Chaucer	3
ENG 347	Myths, Fairy Tales & Medieval Romances	3
ENG 312	Literature of the Saints	3

**AREA 2 – Renaissance – English Requirement (3 credits)**

ENG 320	Seventeenth (17 <sup>th</sup> ) Century Literature	3
ENG 315	Milton	3
ENG 215	The Drama	3
ENG 347	Myths, Fairy Tales and Romance	3

**AREA 3 – Eighteenth and Nineteenth Centuries – English Requirement (3 credits)**

ENG 210	History of the Novel	3
ENG 345	Nineteenth Century Studies: The Victorian Age	3
ENG 340	Romanticism	3
ENG 330	18 <sup>th</sup> Century Literature	3
ENG 371	Autobiography	3
ENG 313	Dickenson and Frost	3
ENG 383	African American Literature	3

**AREA 4 – Modern to Post-Modern – English Requirement (3 credits)**

ENG 366	Magic and Empire Around the World	3
ENG 370	Twentieth Century Prose	3
ENG 371	Autobiography	3
ENG 380	Post Modern Literature	3
ENG 381	Multi-Ethnic Literature	3
ENG 385	Women in Literature	3

ENG 396	Contemporary Drama	3
ENG 375	Twentieth Century Poetry	3
ENG 390	Modern Continental Authors	3
ENG 395	Modern Drama	3
ENG 396	Contemporary Drama	3

<b><u>Additional English Requirements:</u></b>		<b><u>Total Credits</u></b>	<b>6</b>
ENG 310	History of the English Language: Old & Middle English (Also Area I)		3
ENG 383	African American Literature (Also Area 4)		3

Indicates Alternative for Transfer Students

\*\* To Be Taken Concurrently with ED 303

\*\*\* Certification Requirement

**TOTAL CREDITS: 119/122 Credits**

**School of Education Bachelor of Arts Degree in Education**  
**Instructional Certificate – Elementary Endorsement (K-6)**  
**and Subject Matter Specialization Endorsement (5-8 Mathematics)**

(Subject to New Jersey Department of Education revisions for courses, and New Jersey Licensing Codes)

<b>COURSE #</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>
<b>DEVELOPMENTAL COURSES ( In House Credits in parentheses)</b>		
ENG 001	Developmental Writing I	(5)
ENG 002/101	Reading and Writing Workshop	(3) 3
ENG 005/105	Reading Comprehension	(3)
MATH 001	Basic Skills in Mathematics (Pre-Algebra)	(4)
MATH 002/112	Algebra Skills with Quantitative Reasoning	(3) 3
<b>GENERAL EDUCATION CURRICULAR COMMONS (50 CREDITS)</b>		
<b>I. FAITH &amp; REASON (6 CREDITS)</b>		
<b>100/200 LEVEL:</b>		3
<b>300/400 LEVEL:</b>		3
<b>II. ETHICS, VALUES &amp; TRUTH</b>		
<b>PHIL 250: MAKING MORAL DECISIONS OR PHIL 309: MORALITY AND THE PURSUIT OF HAPPINESS</b>		3
<b>III. COMMUNICATION &amp; EXPRESSION (6 CREDITS)</b>		
<b>ENG 101 : COLLEGE WRITING AND RESEARCH I- (REQUIRED)</b>		3
<b>EDU 102: COMMUNICATION IN EDUCATIONAL SETTINGS</b>		3
<b>V. INFORMATION LITERACY (4 CREDITS)</b>		
<b>LS-100 THE ARCHITECTURE OF INFORMATION –REQUIRED</b>		1
<b>ENG 102: COLLEGE WRITING AND RESEARCH II- REQUIRED</b>		3
<b>VI. TECHNOLOGICAL ACUMEN (SATISFIED WITHIN MAJOR)</b>		
<b>CS 102 COMPUTERS FOR EDUCATORS</b>		4
<b>VII. QUANTITATIVE &amp; SCIENTIFIC REASONING (8 CREDITS)</b>		
<b>MATH 114: MATHEMATICAL EXPLORATIONS</b>		4
<b>GSCI: EARTH SCIENCE W/LAB</b>		4
<b>VIII. GLOBAL CONSCIOUSNESS (6 CREDITS)</b>		
<b>HIST 110: WORLD GEOGRAPHY AND CULTURE</b>		3
<b>CHOOSE ADDITIONAL FROM LIST OF APPROVED COURSES</b>		3
<b>LIBERAL ARTS CONCENTRATION</b>		3
<b>LIBERAL ARTS: PSYC 202 ADOLESCENT PSYCHOLOGY</b>		3
<b>LIBERAL ARTS : PSYC 301 EDUCATIONAL PSYCHOLOGY</b>		3
<b>LIBERAL ARTS: PHIL 200 PHILOSOPHICAL FOUNDATIONS OF EDUCATION</b>		3
<b>RELATED COURSES</b>		
<b>FYE 100: FRESHMAN YEAR EXPERIENCE</b>		1

**Professional Courses: (32/33 Credits)**

EDU 100/101	Trends and Issues I & II (F/S)-1 credit/semester	2
EDU 290	Transition into Teaching*	3
EDU 200/200	The Special Education Experience/The Culturally Diverse Experience (F/S) – 1 credit/semester	2
EDU 214	Math Explorations II	3
EDU 220	Introduction to Special Needs in Home, School and Community	3
EDU 302	The Integrated Curriculum: Social Studies & ELA**	3
EDU 303	School Curriculum: Reading/Language Arts	3
EDU 306	Reading in the Content Area	3
EDU 314	Inquiry Based Learning and Clinical Experience: K-12; 5-8	3
EDU 320	Educational Assessment	3
EDU 400	Clinical Practice I and Seminar	2
EDU 403	Clinical Practice II Seminar	2
EDU 404	Clinical Practice II	4
EDU 413	Cultural Responsiveness for the 21st Century Learner (elective)	3
Related Requirements (10 Credits)		
EDU 102	Communication in Educational Settings	Gen Ed
ENG 220	Children's Literature	3
PHIL 200	Philosophical Foundations of Education	Gen Ed
PSYC 301	Educational Psychology	Gen Ed
PSYC 202	Adolescent Psychology	Gen Ed
PHYS 104	General Physics II	Gen Ed

**Mathematics Requirements: (38 Credits)**

MATH 161	Pre-calculus	
MATH 231	Geometry I	3
MATH 241	Discrete Mathematics	3
MATH 262	Calculus I	4
MATH 263	Calculus II	4
MATH 364	Calculus III	4
MATH 300/400	Mathematic Elective:	3/4
MATH 300/300	Mathematic Elective	3/4
MATH 332	History of Mathematics	3
MATH 343	Matrix Theory and Linear Algebra	
MATH 423	Probability and Statistics	4
MATH 495	Senior Capstone	

Indicates Alternative for Transfer Students

\*\* To Be Taken Concurrently with ED 303

\*\*\* Certification Requirement

**TOTAL CREDITS: -132-135 Credits**

**School of Education Bachelor of Arts Degree in Education**

**Instructional Certificate – Elementary Endorsement (K-6)**  
**and Subject Matter Specialization Endorsement (5-8 Science)**

(Subject to New Jersey Department of Education revisions for courses, and New Jersey Licensing Codes)

<b>COURSE #</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>
<b>DEVELOPMENTAL COURSES ( In House Credits in parentheses)</b>		
ENG 001	Developmental Writing I	(5)
ENG 002/101	Reading and Writing Workshop	(3) 3
ENG 005/105	Reading Comprehension	(3)
MATH 001	Basic Skills in Mathematics (Pre-Algebra)	(4)
MATH 002/112	Algebra Skills with Quantitative Reasoning	(3) 3
<b>GENERAL EDUCATION CURRICULAR COMMONS (50 CREDITS)</b>		
<b>I. FAITH &amp; REASON (6 CREDITS)</b>		
<b>100/200 LEVEL:</b>		3
<b>300/400 LEVEL:</b>		3
<b>II. ETHICS, VALUES &amp; TRUTH</b>		
<b>PHIL 250: MAKING MORAL DECISIONS OR PHIL 309: MORALITY AND THE PURSUIT OF HAPPINESS</b>		3
<b>III. COMMUNICATION &amp; EXPRESSION (6 CREDITS)</b>		
<b>ENG 101 : COLLEGE WRITING AND RESEARCH I- (REQUIRED)</b>		3
<b>EDU 102: COMMUNICATION IN EDUCATIONAL SETTINGS</b>		3
<b>V. INFORMATION LITERACY (4 CREDITS)</b>		
<b>LS-100 THE ARCHITECTURE OF INFORMATION –REQUIRED</b>		1
<b>ENG 102: COLLEGE WRITING AND RESEARCH II- REQUIRED</b>		3
<b>VI. TECHNOLOGICAL ACUMEN (SATISFIED WITHIN MAJOR)</b>		
<b>CS 102 COMPUTERS FOR EDUCATORS</b>		4
<b>VII. QUANTITATIVE &amp; SCIENTIFIC REASONING (8 CREDITS)</b>		
<b>MATH 114: MATHEMATICAL EXPLORATIONS</b>		4
<b>GSCI: EARTH SCIENCE W/LAB</b>		4
<b>VIII. GLOBAL CONSCIOUSNESS (6 CREDITS)</b>		
<b>HIST 110: WORLD GEOGRAPHY AND CULTURE</b>		3
<b>CHOOSE ADDITIONAL FROM LIST OF APPROVED COURSES</b>		3
<b>LIBERAL ARTS CONCENTRATION</b>		3
<b>LIBERAL ARTS: PSYC 202 ADOLESCENT PSYCHOLOGY</b>		3
<b>LIBERAL ARTS : PSYC 301 EDUCATIONAL PSYCHOLOGY</b>		3
<b>LIBERAL ARTS: PHIL 200 PHILOSOPHICAL FOUNDATIONS OF EDUCATION</b>		3
<b>RELATED COURSES</b>		
<b>FYE 100: FRESHMAN YEAR EXPERIENCE</b>		1

**Professional Courses: (32/33 Credits)**

EDU 100/101 Trends and Issues I & II (F/S) – 1 credit/semester



EDU 290	Transition Into Teaching *	3
EDU 200/201	The Special Education Experience/The Culturally Diverse Experience (F/S) – 1 credit/semester	2
EDU 214	Math Explorations II	3
EDU 220	Introduction to Special Needs in Home, School and Community	3
EDU 302	The Integrated Curriculum: Social Studies & ELA **	3
EDU 303	School Curriculum: Reading/Language Arts	3
EDU 314	Inquiry Based Learning and Clinical Experience: K-12; 5-8	3
EDU 306	Reading in the Content Area	3
EDU 320	Educational Assessment	3
EDU 400	Clinical Practice I and Seminar	2
EDU 403	Clinical Practice II Seminar	2
EDU 404	Clinical Practice II	4
EDU 413	Cultural Responsiveness for the 21 <sup>st</sup> Century Learner (elective)	

**Professional Related Requirements (6 Credits)**

EDU 102	Communication in Educational Settings	Gen Ed
ENG 220	Children's Literature	3
PHIL 200	Philosophical Foundations of Education	Gen Ed
PSYC 301	Educational Psychology	Gen Ed
PSYC 202	Adolescent Psychology	Gen Ed
PHYS 104	General Physics II	Gen Ed

**Science Requirements:**

		<b><u>Total Credits</u></b>	<b>32</b>
BIO 103	General Biology I	4	
BIO 104	General Biology II	4	
ENV 101	Introduction to Environmental Science	4	
GSCI 450	General Science Research I	3	
GSCI 409	General Science Seminar	1	
CHEM 105	Principles of Chemistry	4	
PHYS 103	General Physics I	4	
PHYS 104	General Physics II	4	

GSCI 105      Earth & Planetary Science      Gen Ed

<b><u>Related Math Requirements:</u></b>		<b><u>Total Credits</u></b>	
MATH 160	College Algebra ( <i>Under General Education</i> )		N/A
MATH 161	Precalculus		4

Indicates Alternative for Transfer Students

\*\* To Be Taken Concurrently with ED 303

\*\*\* Certification Requirement

**TOTAL CREDITS: 126 - 129 Credits**



**School of Education Bachelor of Arts Degree in Education  
Instructional Certificate – Elementary Endorsement (K-6)  
and Subject Matter Specialization Endorsement (5-8 Social Studies)**

(Subject to New Jersey Department of Education revisions for courses, and New Jersey Licensing Codes)

<b>COURSE #</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>
<b>DEVELOPMENTAL COURSES ( In House Credits in parentheses)</b>		
ENG 001	Developmental Writing I	(5)
ENG 002/101	Reading and Writing Workshop	(3) 3
ENG 005/105	Reading Comprehension	(3)
MATH 001	Basic Skills in Mathematics (Pre-Algebra)	(4)
MATH 002/112	Algebra Skills with Quantitative Reasoning	(3) 3
<b>GENERAL EDUCATION CURRICULAR COMMONS (50 CREDITS)</b>		
<b>I. FAITH &amp; REASON (6 CREDITS)</b>		
<b>100/200 LEVEL:</b>		3
<b>300/400 LEVEL:</b>		3
<b>II. ETHICS, VALUES &amp; TRUTH</b>		
<b>PHIL 250: MAKING MORAL DECISIONS OR PHIL 309: MORALITY AND THE PURSUIT OF HAPPINESS</b>		3
<b>III. COMMUNICATION &amp; EXPRESSION (6 CREDITS)</b>		
<b>ENG 101 : COLLEGE WRITING AND RESEARCH I- (REQUIRED)</b>		3
<b>EDU 102: COMMUNICATION IN EDUCATIONAL SETTINGS</b>		3
<b>V. INFORMATION LITERACY (4 CREDITS)</b>		
<b>LS-100 THE ARCHITECTURE OF INFORMATION –REQUIRED</b>		1
<b>ENG 102: COLLEGE WRITING AND RESEARCH II- REQUIRED</b>		3
<b>VI. TECHNOLOGICAL ACUMEN (SATISFIED WITHIN MAJOR)</b>		
<b>CS 102 COMPUTERS FOR EDUCATORS</b>		4
<b>VII. QUANTITATIVE &amp; SCIENTIFIC REASONING (8 CREDITS)</b>		
<b>MATH 114: MATHEMATICAL EXPLORATIONS</b>		4
<b>GSCI: EARTH SCIENCE W/LAB</b>		4
<b>VIII. GLOBAL CONSCIOUSNESS (6 CREDITS)</b>		
<b>HIST 110: WORLD GEOGRAPHY AND CULTURE</b>		3
<b>CHOOSE ADDITIONAL FROM LIST OF APPROVED COURSES</b>		3
<b>LIBERAL ARTS CONCENTRATION</b>		
<b>LIBERAL ARTS: PSYC 201 INTRODUCTION TO CHILD DEVELOPMENT</b>		3
<b>LIBERAL ARTS : PSYC 301 EDUCATIONAL PSYCHOLOGY</b>		3
<b>LIBERAL ARTS: PHIL 200 PHILOSOPHICAL FOUNDATIONS OF EDUCATION</b>		3
<b>RELATED COURSES</b>		
<b>FYE 100: FRESHMAN YEAR EXPERIENCE</b>		1

**Professional Courses:****Total Credits****39**

EDU 100/101 Trends and Issues I &amp; II (F/S) – 1 credit/semester

2

EDU 290 Transition into Teaching\*

3

EDU 200/201	The Special Education Experience/The Culturally Diverse Experience (F/S) -1 credit/semester	1
EDU 214	Mathematical Explorations II	3
EDU 220	Introduction to Special Needs in Home, School and Community	3
EDU 302	In Integrated Curriculum: Social Studies & ELA**	3
EDU 303	School Curriculum: Reading/Language Arts	3
EDU 314	Inquiry Based Learning and Clinical Experience: K-12; 58	3
EDU 306	Reading in the Content Area	3
EDU 320	Educational Assessment	3
EDU 400	Clinical Practice I and Seminar	2
EDU 403	Clinical Practice II Seminar	2
EDU 404	Clinical Practice II	4
EDU 413	Cultural Responsiveness for the 21 <sup>st</sup> Century Learner (elective	3

<b><u>Professional Related Courses:</u></b>		<b><u>Total Credits</u></b>	<b>6</b>
EDU 102	Communication in Educational Settings		Gen Ed
ENG 220	Children's Literature	3	
PHIL 200	Philosophical Foundations of Education		Gen Ed
PSYC 201	Introduction to Child Development		Gen Ed
PSYC 202	Adolescent Psychology	3	
PSYC 301	Educational Psychology		Gen Ed

<b><u>Social Studies Requirements:</u></b>		<b><u>Total Credits</u></b>	<b>30</b>
HIST 102 <i>or</i> HIST 103	Renaissance, Reformation to the French Revolution (in consultation with advisor) <i>or</i> The Age of Nationalism	3	
HIST 110 <i>or</i> HIST 120	World Geography and Culture (In consultation with advisor) <i>or</i> Survey of African American History	3	
HIST 201	From Colonies to Nation	3	
HIST 202	From the Civil War to a World Power	3	
HIST 203	From the Jazz Age to the Computer Age	3	

HIST 210	The Family in American History	3
HIST 315 <i>or</i> HIST 390	Women in History (in consultation with advisor) <i>or</i> The Eastern European Immigrant Experience in America	3
HIST 430	The American Revolution	3
HIST 440	Historiography and Historical Methods	3
HIST 450	Senior Seminar in History	3
<b><u>Related Social Studies Requirements:</u></b>		<b><u>Total Credits</u></b>
SOC 307	Sociology of Education	3

Indicates Alternative for Transfer Students

\*\* To Be Taken Concurrently with ED 303

\*\*\* Certification Requirement

**TOTAL CREDITS: 119/122 Credits**

**School of Education Bachelor of Arts Degree in Education**

**Instructional Certificate – Teacher of Art Endorsement (K-12)**

(Subject to New Jersey Department of Education revisions for courses, and New Jersey Licensing Codes)

<b>COURSE #</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>
<b>DEVELOPMENTAL COURSES ( In House Credits in parentheses)</b>		
ENG 001	Developmental Writing I	(5)
ENG 002/101	Reading and Writing Workshop	(3) 3
ENG 005/105	Reading Comprehension	(3)
MATH 001	Basic Skills in Mathematics (Pre-Algebra)	(4)
MATH 002/112	Algebra Skills with Quantitative Reasoning	(3) 3
<b>GENERAL EDUCATION CURRICULAR COMMONS (50 CREDITS)</b>		
<b>I. FAITH &amp; REASON (6 CREDITS)</b>		
<b>100/200 LEVEL:</b>		3
<b>300/400 LEVEL:</b>		3
<b>II. ETHICS, VALUES &amp; TRUTH</b>		
<b>PHIL 250: MAKING MORAL DECISIONS OR PHIL 309: MORALITY AND THE PURSUIT OF HAPPINESS</b>		3
<b>III. COMMUNICATION &amp; EXPRESSION (6 CREDITS)</b>		
<b>ENG 101 : COLLEGE WRITING AND RESEARCH I- (REQUIRED)</b>		3
<b>EDU 102: COMMUNICATION IN EDUCATIONAL SETTINGS</b>		3
<b>V. INFORMATION LITERACY (4 CREDITS)</b>		
<b>LS-100 THE ARCHITECTURE OF INFORMATION –REQUIRED</b>		1
<b>ENG 102: COLLEGE WRITING AND RESEARCH II- REQUIRED</b>		3
<b>VI. TECHNOLOGICAL ACUMEN (SATISFIED WITHIN MAJOR)</b>		
<b>CS 102 COMPUTERS FOR EDUCATORS</b>		4
<b>VII. QUANTITATIVE &amp; SCIENTIFIC REASONING (8 CREDITS)</b>		
<b>MATH 114: MATHEMATICAL EXPLORATIONS</b>		4
<b>GSCI: EARTH SCIENCE W/LAB</b>		4
<b>VIII. GLOBAL CONSCIOUSNESS (6 CREDITS)</b>		
<b>HIST 110: WORLD GEOGRAPHY AND CULTURE</b>		3
<b>CHOOSE ADDITIONAL FROM LIST OF APPROVED COURSES</b>		3
<b>LIBERAL ARTS CONCENTRATION</b>		3
<b>LIBERAL ARTS: PSYC 202 ADOLESCENT PSYCHOLOGY</b>		3
<b>LIBERAL ARTS : PSYC 301 EDUCATIONAL PSYCHOLOGY</b>		3
<b>LIBERAL ARTS: PHIL 200 PHILOSOPHICAL FOUNDATIONS OF EDUCATION</b>		3
<b>RELATED COURSES</b>		
<b>FYE 100: FRESHMAN YEAR EXPERIENCE</b>		1

**Professional Courses: (32/33 Credits)**

EDU 100/101	Trends and Issues I & II (F/S) 1 credit/semester	2
EDU 290	Transition into Teaching*)	3
EDU 200/201	The Special Education Experience/The Culturally Diverse Experience (F/S) 1 credit/semester	2
EDU 214	Mathematical Explorations II	3
EDU 220	Introduction to Special Needs in Home, School and Community	3
EDU 302	The Integrated Curriculum: Social Studies & ELA**	3
EDU 303	School Curriculum: Reading/Language Arts	3
EDU 314	Inquiry Based Learning and Clinical Experience: K-12; 5-8	3
EDU 306	Reading in the Content Areas	3
EDU 320	Educational Assessment	3
EDU 400	Clinical Practice I and Seminar	2
EDU 403	Clinical Practice II Seminar	2
EDU 404	Clinical Practice II	4
EDU 413	Cultural Responsiveness for the 21 <sup>st</sup> Century Learner (elective)	3

**Related Requirements: (3 Credits)**

EDU 102	Communication in Educational Settings	Gen Ed
PHIL 200	Philosophical Foundations of Education	Gen Ed
PSYC 202	Adolescent Psychology	Gen Ed
PSYC 301	Educational Psychology	Gen Ed

**Foundations: Art Requirements (39 Credits)**

ART 101	Basic Drawing	3
ART 240	Intro to Computer Graphics	
ART 104 <i>or</i>	Digital Methods	3
ART 240	Introduction to Computer Graphics	3
ART 151	Art History I: Paleolithic to Gothic	3
ART 152	Art History II: Renaissance to Impressionism	3

ART 153 <i>or</i>	Art History III: Modernism to Contemporary	3
ART 360	Modern and Contemporary Art	
<i>..... and 3 credits from the following (Chosen with Advisor):</i>		
ART 361	Women in Art	3
ART 362	History of Graphic Design	3
ART 363	History of Photography	3
ART 364	New Media History	3
ART 365	The Art of Medieval Europe	3
ART 366	Surrealism	3
<b><u>Concentration: Fine Arts (15 Credits option 1)</u></b>		<b>15</b>
ART 201	Introduction to Printmaking	3
ART 272	Painting I	3
ART 273	Photography 1	3
ART 273	Photography I or	3
ART 341	Sculpture	3
ART Elective		3
<b><u>Concentration: Painting and Drawing (15 credits option 2)</u></b>		<b><u>Total Credits</u></b>
		<b>6</b>
ART 272	Painting I	3
ART 280	Advanced Drawing	3
ART 281	Life Drawing	3
ART 331	Painting II	3
ART 333	Watercolor	3

**TOTAL CREDITS:122/125 Credits**

**\*Indicates Alternative for Transfer Students**

**\*\* To Be Taken Concurrently with EDU 303**

**\*\*\* Certification Requirement**



**School of Education Bachelor of Arts Degree in Education**  
**Instructional Certificate – Teacher of Biology Endorsement (K-12)**

(Subject to New Jersey Department of Education revisions for courses, and New Jersey Licensing Codes)

<b>COURSE #</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>
<b>DEVELOPMENTAL COURSES ( In House Credits in parentheses)</b>		
ENG 001	Developmental Writing I	(5)
ENG 002/101	Reading and Writing Workshop	(3) 3
ENG 005/105	Reading Comprehension	(3)
MATH 001	Basic Skills in Mathematics (Pre-Algebra)	(4)
MATH 002/112	Algebra Skills with Quantitative Reasoning	(3) 3
<b>GENERAL EDUCATION CURRICULAR COMMONS (50 CREDITS)</b>		
<b>I. FAITH &amp; REASON (6 CREDITS)</b>		
<b>100/200 LEVEL:</b>		3
<b>300/400 LEVEL:</b>		3
<b>II. ETHICS, VALUES &amp; TRUTH</b>		
<b>PHIL 250: MAKING MORAL DECISIONS OR PHIL 309: MORALITY AND THE PURSUIT OF HAPPINESS</b>		3
<b>III. COMMUNICATION &amp; EXPRESSION (6 CREDITS)</b>		
<b>ENG 101 : COLLEGE WRITING AND RESEARCH I- (REQUIRED)</b>		3
<b>EDU 102: COMMUNICATION IN EDUCATIONAL SETTINGS</b>		3
<b>V. INFORMATION LITERACY (4 CREDITS)</b>		
<b>LS-100: THE ARCHITECTURE OF INFORMATION –REQUIRED</b>		1
<b>ENG 102: COLLEGE WRITING AND RESEARCH II- REQUIRED</b>		3
<b>VI. TECHNOLOGICAL ACUMEN (SATISFIED WITHIN MAJOR)</b>		
<b>CS 102 COMPUTERS FOR EDUCATORS</b>		4
<b>VII. QUANTITATIVE &amp; SCIENTIFIC REASONING (8 CREDITS)</b>		
<b>MATH 114: MATHEMATICAL EXPLORATIONS</b>		4
<b>BIO 103: GENERAL BIOLOGY W/LAB</b>		4
<b>VIII. GLOBAL CONSCIOUSNESS (6 CREDITS)</b>		
<b>HIST 110: WORLD GEOGRAPHY AND CULTURE</b>		3
<b>CHOOSE ADDITIONAL FROM LIST OF APPROVED COURSES</b>		3
<b>LIBERAL ARTS CONCENTRATION</b>		3
<b>LIBERAL ARTS: PSYC 201 INTRODUCTION TO CHILD DEVELOPMENT</b>		3
<b>LIBERAL ARTS : PSYC 301 EDUCATIONAL PSYCHOLOGY</b>		3
<b>LIBERAL ARTS: PHIL 200 PHILOSOPHICAL FOUNDATIONS OF EDUCATION</b>		3
<b>RELATED COURSES</b>		
<b>FYE 100: FRESHMAN YEAR EXPERIENCE</b>		1

**Professional Courses: (32/33 Credits)**

EDU 100/101	Trends & Issues I & II (F/S) 1 credit/semester	2
EDU 290	Transition into Teaching*)	3
EDU 200/201	The Special Education Experience/The Culturally Diverse Experience (F/S) 1 credit/semester	2
EDU 214	Mathematical Explorations II	3
EDU 220	Introduction to Special Needs in Home, School and Community	3
EDU 302	The Integrated Curriculum: Social Studies & ELA**	3
EDU 303	School Curriculum: Reading/Language Arts	3
EDU 314	Inquiry Based Learning and the Clinical Experience: K-12; 5-8	3
EDU 306	Reading in the Content Areas	3
EDU 320	Educational Assessment	3
EDU 400	Clinical Practice I and Seminar	2
EDU 403	Clinical Practice II	2
EDU 404	Clinical Practice I and Seminar	4
EDU 413	Cultural Responsiveness for the 21 <sup>st</sup> Century Learner (elective)	3
GSCI 105	Earth and Planetary Sciences	4
CS 102	Computer Applications for Educators	Gen Ed
PSYC 201	Introduction to Child Development	Gen Ed
PSYC 202	Social Science – Adolescent Psychology	3
<b>Total Credits</b>		<b>12</b>

**Related Requirements: (3 credits)**

EDU 102	Communication in Educational Settings	Gen Ed
PHIL 200	Philosophical Foundations of Education	Gen Ed
PSYC 202	Adolescent Psychology	3
PSYC 301	Educational Psychology	Gen Ed

**Biology Requirements: (31/33 Credits)**

BIO 103	General Biology I	4
BIO 104	General Biology II	4
BIO 202	Microbiology	4

BIO 205	Anatomy & Physiology I	4
BIO 206	Anatomy & Physiology II	4
BIO 300-400 level	Elective	3-4
BIO 300-400 level	Elective	3-4
BIO 405	Genetics	4
BIO 409	Biology Seminar	1
BIO 450	Undergraduate Research	2
BIO 451	Undergraduate Research	2

**Related Science Requirements: (26 Credits)**

CHEM 103	Chemistry	5
CHEM 104	Chemistry	5
CHEM 201	Organic Chemistry I	4
CHEM 202	Organic Chemistry II	4
PHYS 103	Physics I	4
PHY 104	Physics II	4

**Related Math Requirements: (7 credits)**

MATH 122	Statistics I	3
MATH 161	Precalculus	4

**Total Credits** 7

**TOTAL CREDITS: 144/149 Credits**

\*Indicates Alternative for Transfer Students

\*\* To Be Taken Concurrently with EDU 303

\*\*\* Certification Requirement

**School of Education Bachelor of Arts Degree in Education**

**Instructional Certificate – Teacher of Biology/Earth Science Endorsement (K-12)**

(Subject to New Jersey Department of Education revisions for courses, and New Jersey Licensing Codes)

<b>COURSE #</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>
<b>DEVELOPMENTAL COURSES ( In House Credits in parentheses)</b>		
ENG 001	Developmental Writing I	(5)
ENG 002/101	Reading and Writing Workshop	(3) 3
ENG 005/105	Reading Comprehension	(3)
MATH 001	Basic Skills in Mathematics (Pre-Algebra)	(4)
MATH 002/112	Algebra Skills with Quantitative Reasoning	(3) 3
<b>GENERAL EDUCATION CURRICULAR COMMONS (50 CREDITS)</b>		
<b>I. FAITH &amp; REASON (6 CREDITS)</b>		
<b>100/200 LEVEL:</b>		3
<b>300/400 LEVEL:</b>		3
<b>II. ETHICS, VALUES &amp; TRUTH</b>		
<b>PHIL 250: MAKING MORAL DECISIONS OR PHIL 309: MORALITY AND THE PURSUIT OF HAPPINESS</b>		3
<b>III. COMMUNICATION &amp; EXPRESSION (6 CREDITS)</b>		
<b>ENG 101 : COLLEGE WRITING AND RESEARCH I- (REQUIRED)</b>		3
<b>EDU 102: COMMUNICATION IN EDUCATIONAL SETTINGS</b>		3
<b>V. INFORMATION LITERACY (4 CREDITS)</b>		
<b>LS-100 THE ARCHITECTURE OF INFORMATION –REQUIRED</b>		1
<b>ENG 102: COLLEGE WRITING AND RESEARCH II- REQUIRED</b>		3
<b>VI. TECHNOLOGICAL ACUMEN (SATISFIED WITHIN MAJOR)</b>		
<b>CS 102 COMPUTERS FOR EDUCATORS</b>		4
<b>VII. QUANTITATIVE &amp; SCIENTIFIC REASONING (8 CREDITS)</b>		
<b>MATH 114: MATHEMATICAL EXPLORATIONS</b>		4
<b>GSCI: EARTH SCIENCE W/LAB</b>		4
<b>VIII. GLOBAL CONSCIOUSNESS (6 CREDITS)</b>		
<b>HIST 110: WORLD GEOGRAPHY AND CULTURE</b>		3
<b>CHOOSE ADDITIONAL FROM LIST OF APPROVED COURSES</b>		3
<b>LIBERAL ARTS CONCENTRATION</b>		3
<b>LIBERAL ARTS: PSYC 202 ADOLESCENT PSYCHOLOGY</b>		3
<b>LIBERAL ARTS : PSYC 301 EDUCATIONAL PSYCHOLOGY</b>		3
<b>LIBERAL ARTS: PHIL 200 PHILOSOPHICAL FOUNDATIONS OF EDUCATION</b>		3
<b>RELATED COURSES</b>		
<b>FYE 100: FRESHMAN YEAR EXPERIENCE</b>		1

**Professional Courses: (32/33 Credits)**

EDU 100/101	Trends and Issues I & II (F/S) 1 credit/semester	2
EDU 290	Transition into Teaching*)	3
EDU 200/201	The Special Education Experience/The Culturally Diverse Experience (F/S) 1 credit/semester	2
EDU 214	Mathematical Explorations II	3
EDU 220	Introduction to Special Needs in Home, School and Community	3
EDU 302	The Integrated Curriculum: Social Studies & ELA**	3
EDU 303	School Curriculum: Reading/Language Arts	3
EDU 314	Inquiry Based Learning and Clinical Experience: K-12; 5-8	3
EDU 306	Reading in the Content Areas	3
EDU 320	Educational Assessment	3
EDU 400	Clinical Practice I and Seminar	2
EDU 403	Clinical Practice II Seminar	2
EDU 404	Clinical Practice II	4
EDU 413	Cultural Responsiveness for the 21 <sup>st</sup> Century Learner (elective)	3

**Professional Related Requirements (6 Credits)**

EDU 102	Communication in Educational Settings	Gen Ed
PSYC 202	Adolescent Psychology	Gen Ed
PHIL 200	Philosophical Foundations of Education	Gen Ed
PSYC 301	Educational Psychology	Gen Ed

**Biological Science Requirements (31/33 Credits)**

BIO 103	General Biology I	4
BIO 104	General Biology II	4
BIO 202	Microbiology	4
BIO 205	Anatomy and Physiology I	4
BIO 206	Anatomy and Physiology II	4
BIO 300 – 400	Biology Elective	3/4

BIO 300 – 400	Biology Elective	3/4
BIO 409	Biology Seminar	1
BIO 450	Undergraduate Research	2
BIO 451	Undergraduate Research	2

**Related Science Requirements (30 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
PHYS 103	General Physics I	4
PHYS 104	General Physics II	4
GSCI 105	Earth Science	4

**Related Math Requirements (7 Credits)**

MATH 122	Statistics	3
MATH 161	Precalculus	4

**School of Education Bachelor of Arts Degree in Education**  
**Instructional Certificate – Teacher of English Endorsement (K-12)**

(Subject to New Jersey Department of Education revisions for courses, and New Jersey Licensing Codes)

<b>COURSE #</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>
<b>DEVELOPMENTAL COURSES ( In House Credits in parentheses)</b>		
ENG 001	Developmental Writing I	(5)
ENG 002/101	Reading and Writing Workshop	(3) 3
ENG 005/105	Reading Comprehension	(3)
MATH 001	Basic Skills in Mathematics (Pre-Algebra)	(4)
MATH 002/112	Algebra Skills with Quantitative Reasoning	(3) 3
<b>GENERAL EDUCATION CURRICULAR COMMONS (50 CREDITS)</b>		
<b>I. FAITH &amp; REASON (6 CREDITS)</b>		
<b>100/200 LEVEL:</b>		3
<b>300/400 LEVEL:</b>		3
<b>II. ETHICS, VALUES &amp; TRUTH</b>		
<b>PHIL 250: MAKING MORAL DECISIONS OR PHIL 309: MORALITY AND THE PURSUIT OF HAPPINESS</b>		3
<b>III. COMMUNICATION &amp; EXPRESSION (6 CREDITS)</b>		
<b>ENG 101 : COLLEGE WRITING AND RESEARCH I- (REQUIRED)</b>		3
<b>EDU 102: COMMUNICATION IN EDUCATIONAL SETTINGS</b>		3
<b>V. INFORMATION LITERACY (4 CREDITS)</b>		
<b>LS-100 THE ARCHITECTURE OF INFORMATION –REQUIRED</b>		1
<b>ENG 102: COLLEGE WRITING AND RESEARCH II- REQUIRED</b>		3
<b>VI. TECHNOLOGICAL ACUMEN (SATISFIED WITHIN MAJOR)</b>		
<b>CS 102 COMPUTERS FOR EDUCATORS</b>		4
<b>VII. QUANTITATIVE &amp; SCIENTIFIC REASONING (8 CREDITS)</b>		
<b>MATH 114: MATHEMATICAL EXPLORATIONS</b>		4
<b>GSCI: EARTH SCIENCE W/LAB</b>		4
<b>VIII. GLOBAL CONSCIOUSNESS (6 CREDITS)</b>		
<b>HIST 110: WORLD GEOGRAPHY AND CULTURE</b>		3
<b>CHOOSE ADDITIONAL FROM LIST OF APPROVED COURSES</b>		3
<b>LIBERAL ARTS CONCENTRATION</b>		3
<b>LIBERAL ARTS: PSYC 202 ADOLESCENT PSYCHOLOGY</b>		3
<b>LIBERAL ARTS : PSYC 301 EDUCATIONAL PSYCHOLOGY</b>		3
<b>LIBERAL ARTS: PHIL 200 PHILOSOPHICAL FOUNDATIONS OF EDUCATION</b>		3
<b>RELATED COURSES</b>		
<b>FYE 100: FRESHMAN YEAR EXPERIENCE</b>		1

**Professional Courses: (32/33 Credits)**

EDU 100/101	Trends and Issues I & II (F/S) 1 credit/semester	2
EDU 290	Transition into Teaching*	3
EDU 200/201	The Special Education Experience/The Culturally Diverse Experience (F/S) 1 credit/semester	2
EDU 214	Mathematical Explorations II	3
EDU 220	Introduction to Special Needs in Home, School and Community	3
EDU 302	The Integrated Curriculum: Social Studies & ELA**	3
EDU 303	School Curriculum: Reading/Language Arts	3
EDU 314	Inquiry Based Learning and Clinical Experience: K-12; 5-8	3
EDU 306	Reading in the Content Areas	3
EDU 320	Educational Assessment	3
EDU 400	Clinical Practice I and Seminar	2
EDU 403	Clinical Practice II Seminar	2
EDU 404	Clinical Practice II	4
EDU 413	Cultural Responsiveness for the 21 <sup>st</sup> Century Learner (elective)	3

**Related Requirements: (6 credits)**

EDU 102	Communication in Educational Settings	Gen Ed
ENG 220	Children's Literature	3
PHIL 200	Philosophical Foundations of Education	Gen Ed
PSYC 202	Adolescent Psychology	Gen Ed
PSYC 301	Educational Psychology	Gen Ed

**English Requirements: (33 Credits)**

ENG 201	Literatures in English I	3
ENG 202	Literatures in English II	3
ENG 203	Literatures in English III	3
ENG 315	Shakespeare	3



ENG 480	Critical Perspectives on Literature	3
ENG 490	Senior Research in English	3

*Selection 1 Course (3 Credits) from each of the following areas:*

**AREA I – Medieval – English Requirement (3 credits)**

ENG 301	King Arthur in History and Myth	3
ENG 305	Chaucer	3
ENG 347	Myths, Fairy Tales & Medieval Romances	3
ENG 312	Literature of the Saints	3

**AREA 2 – Renaissance – English Requirement (3 credits)**

ENG 320	Seventeenth (17 <sup>th</sup> ) Century Literature	3
ENG 315	Milton	3
ENG 215	The Drama	3
ENG 347	Myths, Fairy Tales and Romance	3

**AREA 3 – Eighteenth and Nineteenth Centuries – English Requirement (3 credits)**

ENG 210	History of the Novel	3
ENG 345	Nineteenth Century Studies: The Victorian Age	3
ENG 340	Romanticism	3
ENG 330	18 <sup>th</sup> Century Literature	3
ENG 371	Autobiography	3
ENG 313	Dickenson and Frost	3
ENG 383	African American Literature	3
ENG 366	Magic and Empire Around the World	3
ENG 370	Twentieth Century Prose	3
ENG 371	Autobiography	3
ENG 380	Post Modern Literature	3
ENG 381	Multi-Ethnic Literature	3
ENG 385	Women in Literature	3

ENG 396	Contemporary Drama	3
ENG 375	Twentieth Century Poetry	3
ENG 390	Modern Continental Authors	3
ENG 395	Modern Drama	3
ENG 396	Contemporary Drama	3

<b><u>Additional English Requirements:</u></b>	<b><u>Total Credits</u></b>	<b>6</b>
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ENG 310	History of the English Language: Old & Middle English (Also Area I)	3
ENG 383	African American Literature (Also Area 4)	3

Indicates Alternative for Transfer Students

\*\* To Be Taken Concurrently with ED 303

\*\*\* Certification Requirement

Total Credits: 119/122

TOTAL CREDITS: 119/122 Credits

**School of Education Bachelor of Arts Degree in Education**

**Instructional Certificate – Teacher of Mathematics Endorsement (K-12)**

(Subject to New Jersey Department of Education revisions for courses, and New Jersey Licensing Codes)

<b>COURSE #</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>
<b>DEVELOPMENTAL COURSES ( In House Credits in parentheses)</b>		
ENG 001	Developmental Writing I	(5)
ENG 002/101	Reading and Writing Workshop	(3) 3
ENG 005/105	Reading Comprehension	(3)
MATH 001	Basic Skills in Mathematics (Pre-Algebra)	(4)
MATH 002/112	Algebra Skills with Quantitative Reasoning	(3) 3
<b>GENERAL EDUCATION CURRICULAR COMMONS (50 CREDITS)</b>		
<b>I. FAITH &amp; REASON (6 CREDITS)</b>		
<b>100/200 LEVEL:</b>		3
<b>300/400 LEVEL:</b>		3
<b>II. ETHICS, VALUES &amp; TRUTH</b>		
<b>PHIL 250: MAKING MORAL DECISIONS OR PHIL 309: MORALITY AND THE PURSUIT OF HAPPINESS</b>		3
<b>III. COMMUNICATION &amp; EXPRESSION (6 CREDITS)</b>		
<b>ENG 101 : COLLEGE WRITING AND RESEARCH I- (REQUIRED)</b>		3
<b>EDU 102: COMMUNICATION IN EDUCATIONAL SETTINGS</b>		3
<b>V. INFORMATION LITERACY (4 CREDITS)</b>		
<b>LS-100 THE ARCHITECTURE OF INFORMATION –REQUIRED</b>		1
<b>ENG 102: COLLEGE WRITING AND RESEARCH II- REQUIRED</b>		3
<b>VI. TECHNOLOGICAL ACUMEN (SATISFIED WITHIN MAJOR)</b>		
<b>CS 102 COMPUTERS FOR EDUCATORS</b>		4
<b>VII. QUANTITATIVE &amp; SCIENTIFIC REASONING (8 CREDITS)</b>		
<b>MATH 114: MATHEMATICAL EXPLORATIONS</b>		4
<b>GSCI: EARTH SCIENCE W/LAB</b>		4
<b>VIII. GLOBAL CONSCIOUSNESS (6 CREDITS)</b>		
<b>HIST 110: WORLD GEOGRAPHY AND CULTURE</b>		3
<b>CHOOSE ADDITIONAL FROM LIST OF APPROVED COURSES</b>		3
<b>LIBERAL ARTS CONCENTRATION</b>		3
<b>LIBERAL ARTS: PSYC 202 ADOLESCENT PSYCHOLOGY</b>		3
<b>LIBERAL ARTS : PSYC 301 EDUCATIONAL PSYCHOLOGY</b>		3
<b>LIBERAL ARTS: PHIL 200 PHILOSOPHICAL FOUNDATIONS OF EDUCATION</b>		3
<b>RELATED COURSES</b>		
<b>FYE 100: FRESHMAN YEAR EXPERIENCE</b>		1

<b><u>Professional Courses:</u></b>		<b><u>Total Credits</u></b>	<b>41</b>
EDU 100/101	Trends and Issues I & II (F/S) 1- Credit/semester		2
EDU 290	Transition Into Teaching*		3
EDU 200/201	The Special Education Experience/The Culturally Diverse Experience (F/S) 1- Credit/semester		3
EDU 214	Mathematical Explorations II		3
EDU 220	Introduction to Special Needs in Home, School and Community		3
EDU 302	The Integrated Curriculum: Social Studies and ELA **		3
EDU 306	Reading in the Content Areas		3
EDU 314	Inquiry Based Learning and Clinical Experience: K-12; 5-8		3
EDU 320	Educational Assessment Techniques		3
EDU 400	Clinical Practice I and Seminar		2
EDU 403	Clinical Practice II Seminar		2
EDU 404	Clinical Practice II		4
EDU 413	Cultural Responsiveness for the 21 <sup>st</sup> Century Learner (elective)		3

**Related Requirements: (6 Credits)**

EDU 102	Communication in Educational Settings	Gen Ed
PHIL 200	Philosophical Foundations of Education	Gen Ed
PSYC 202	Adolescent Psychology	Gen Ed
PSYC 301	Educational Psychology	Gen Ed

**Mathematics Requirements: (41/43 Credits)**

MATH 161	Pre-Calculus	4
MATH 231	Geometry I	3
MATH 241	Discrete Math	3
MATH 262	Calculus I	4
MATH 263	Calculus II	4

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MATH 364	Calculus III	4
MATH 343	Matrix Theory and Linear Algebra	4
MATH 300/400	Math Elective	3/4
MATH 300/400	Math Elective	3/4
MATH 423	Probability and Statistics	3
MATH 495	Senior Capstone in Mathematics	3

TOTAL CREDITS 127/132

\*Indicates Alternative for Transfer Students

\*\* To Be Taken Concurrently with ED 303

\*\*\* Certification Requirement

**School of Education Bachelor of Arts Degree in Education**

**Instructional Certificate – Teacher of History Endorsement (K-12)**

(Subject to New Jersey Department of Education revisions for courses, and New Jersey Licensing Codes)

<b>COURSE #</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>
<b>DEVELOPMENTAL COURSES ( In House Credits in parentheses)</b>		
ENG 001	Developmental Writing I	(5)
ENG 002/101	Reading and Writing Workshop	(3) 3
ENG 005/105	Reading Comprehension	(3)
MATH 001	Basic Skills in Mathematics (Pre-Algebra)	(4)
MATH 002/112	Algebra Skills with Quantitative Reasoning	(3) 3
<b>GENERAL EDUCATION CURRICULAR COMMONS (50 CREDITS)</b>		
<b>I. FAITH &amp; REASON (6 CREDITS)</b>		
<b>100/200 LEVEL:</b>		3
<b>300/400 LEVEL:</b>		3
<b>II. ETHICS, VALUES &amp; TRUTH</b>		
<b>PHIL 250: MAKING MORAL DECISIONS OR PHIL 309: MORALITY AND THE PURSUIT OF HAPPINESS</b>		3
<b>III. COMMUNICATION &amp; EXPRESSION (6 CREDITS)</b>		
<b>ENG 101 : COLLEGE WRITING AND RESEARCH I- (REQUIRED)</b>		3
<b>EDU 102: COMMUNICATION IN EDUCATIONAL SETTINGS</b>		3
<b>V. INFORMATION LITERACY (4 CREDITS)</b>		
<b>LS-100 THE ARCHITECTURE OF INFORMATION –REQUIRED</b>		1
<b>ENG 102: COLLEGE WRITING AND RESEARCH II- REQUIRED</b>		3
<b>VI. TECHNOLOGICAL ACUMEN (SATISFIED WITHIN MAJOR)</b>		
<b>CS 102 COMPUTERS FOR EDUCATORS</b>		4
<b>VII. QUANTITATIVE &amp; SCIENTIFIC REASONING (8 CREDITS)</b>		
<b>MATH 114: MATHEMATICAL EXPLORATIONS</b>		4
<b>GSCI: EARTH SCIENCE W/LAB</b>		4
<b>VIII. GLOBAL CONSCIOUSNESS (6 CREDITS)</b>		
<b>HIST 110: WORLD GEOGRAPHY AND CULTURE</b>		3
<b>CHOOSE ADDITIONAL FROM LIST OF APPROVED COURSES</b>		3
<b>LIBERAL ARTS CONCENTRATION</b>		3
<b>LIBERAL ARTS: PSYC 202 ADOLESCENT PSYCHOLOGY</b>		3
<b>LIBERAL ARTS : PSYC 301 EDUCATIONAL PSYCHOLOGY</b>		3
<b>LIBERAL ARTS: PHIL 200 PHILOSOPHICAL FOUNDATIONS OF EDUCATION</b>		3
<b>RELATED COURSES</b>		
<b>FYE 100: FRESHMAN YEAR EXPERIENCE</b>		1

**Professional Courses: (32/33 Credits)**

EDU 100/101	Trends and Issues I & II (F/S) – 1 credit/semester	2
EDU 290	Transition Into Teaching *	3
EDU 200/201	The Special Education Experience and the Culturally Diverse Experience (F/S) – 1 credit/semester	2
EDU 214	Mathematical Explorations II	3
EDU 220	Introduction to Special Needs in Home, School and Community	3
EDU 302	The Integrated Curriculum: Social Studies and ELA **	3
EDU 303	School Curriculum Reading	3
EDU 306	Reading in the Content Areas	3
EDU 314	Inquiry Based Learning and Clinical Experience: K-12; 5-8	3
EDU 320	Educational Assessment	3
EDU 400	Clinical Practice I and Seminar	2
EDU 403	Clinical Practice II Seminar	2
EDU 404	Clinical Practice II	4
EDU 413	Cultural Responsiveness for the 21st Century Learner (elective)	3

**Related Requirements: (6 Credits)**

EDU 102	Communication in Educational Settings	Gen Ed
PHIL 200	Philosophical Foundations of Education	Gen Ed
PSYC 202	Adolescent Psychology	Gen Ed
PSYC 301	Educational Psychology	Gen Ed

**Social Studies Requirements:**

		<b><u>Total Credits</u></b>	<b>30</b>
HIST 101 <i>or</i>	Ancient Societies through the Middle Ages		
HIST 102	Renaissance, Reformation to the French Revolution	3	
HIST 110 <i>or</i>	World Geography and Culture		
HIST 120	Survey of African American History	3	
HIST 201	From Colonies to Nation	3	
HIST 202	From the Civil War to a World Power	3	
HIST 203	From the Jazz Age to the Computer Age	3	
HIST 210	The family in American History	3	

HIST 315 or HIST 390	Women in History(in consultation with advisor) or The Eastern European Immigrant Experience in America	3
HIST 420	Renaissance	3
HIST 430	The American Revolution	3
HIST 440	Historiography and Historical Methods**	3
HIST 450	Senior Seminar in History	3

**Social Studies Requirements:****Total Credits**      **6**

SOC 307	Sociology of Education	3
PSCI 102 or PSCI 290	American Government The American Presidency	3

\*Indicates Alternative for Transfer Students

\*\* To Be Taken Concurrently with ED 303

\*\*\* Certification Requirement

**TOTAL CREDITS: 122/125 Credits**



## Course Descriptions for Undergraduate/TEC Courses

### **EDU 100/EDU 101/ECED 101**

#### **Trends and Issues I & II**

#### **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 100 fall offering; EDU101/ECED101 spring offering

### **EDU 102**

#### **Communications in Educational Settings**

#### **3 credits**

The course provides perspective and experience for analyzing, interpreting, developing and facilitating communication behaviors within educational settings. The course provides the rationale for using certain communication strategies and the practical means to employ those strategies in a variety of settings, including professional committees, classrooms, small groups, and one to one exchanges.

### **EDU 200**

#### **The Special Education Experience**

#### **1 credit**

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 201**

#### **The Culturally Diverse Experience**

#### **1 credit**

This course focuses on the culturally diverse experience. The theme for the urban experience is "Searching for Equality." Each student spends one day per week observing experi-

enced teachers in public and private schools, analyzing what they do and participating in classroom activities under the guidance of the cooperating teacher. This is followed by a weekly seminar during which issues related to these experiences are discussed. Seminar topics include: differentiated instruction, questioning, and the role of technology in the urban classroom.

### **EDU 214**

#### **Math Explorations II**

#### **3 credits**

This course is designed for elementary school education majors. Teacher candidates will gain knowledge of recent curriculum changes, learning theories and instructional techniques for the effective teaching of mathematics. This course provides candidates with a comprehensive knowledge of the NCTM's (National Council of Teachers of Mathematics) Principles and Standards for School Mathematics and The New Jersey Common Core Standards of Mathematics. Constructivism, concept development, problem-solving, use of manipulatives, analysis of students' mathematical reasoning, technology, and meeting the needs of a diverse student population are incorporated. Topics include: proportional reasoning, data analysis, probability, and geometry.

*Prerequisite:* *Math 114* or the discretion of Dean

### **EDU 290**

#### **Transition into Teaching**

#### **3 credits**

This is a seminar and field experience course for students who have transferred into the School of Education. Emphasis is on professional deportment, observational and collaborative skills as well as meeting the needs of diverse learners. Students analyze the evolution and organization of schools, explore education law, and use instructional technology. Transition students are expected to spend one day per week observing experienced teachers in a school setting, analyzing what they do and

participating in some classroom activities under the guidance of the cooperating teacher. This is followed by a weekly seminar during which issues related to these experiences are discussed. This course is only for transfer students and is in lieu of EDU 101, EDU 200 and EDU 201.

### **EDU 302**

#### **The Integrated Curriculum: Social Studies and ELA (K-6)**

##### **3 credits**

This course emphasizes foundational lesson planning strategies, to accommodate the needs of the individual learner through instruction. Instructional and significant topics and issues in the Social Studies Core Content area are also addressed. Coursework provides students with the content, methods, and theory of the elementary social studies classroom. 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. *EDU 302 to be taken concurrently with EDU 303*

*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. *EDU 303 to be taken concurrently with EDU 302*

### **EDU 304/ECED304**

#### **Inquiry Based Learning and Clinical Experience: K-6; P-3**

##### **3 credits**

This course will provide an introduction to the methods and theories of inquiry based learning. It will focus extensively on the scientific, activities and pedagogy in the elementary curriculum. Students will learn the basics of unit planning and topics in the Core Content and Common Core 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/Environmental Science Workshop, held at the beginning of the semester at the Meadowlands Environmental Center. Off-campus cohorts are required to attend the Project Learning/Environment Science Workshop and/or an equivalent workshop/activity.

### **EDU 305/ECED 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 Early Childhood Education Majors and those seeking K-6 w/ P3 endorsement (spring course offering)

*Prerequisite:* EDU 303

### **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-6/5-8 and K-12 secondary education majors.

*Prerequisite:* EDU 303

**EDU 308/SPED 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

**EDU 312**

**The Integrated Curriculum:**  
**English Language Arts & the**  
**Content Area- (K-12)**

**3 credits**

This course emphasizes the foundations of lesson planning by creating skill, inquiry, and concept lessons for a specific content area. In addition, techniques for integrating English Language Arts into a content area will be outlined and discussed. The New Jersey Student Learning Standards will be emphasized. An understanding of diverse cultures and teaching in the culturally responsive classroom is also a focus of this course. Candidates will be expected to participate in a clinical experience every Tuesday and will plan and implement one lesson in that classroom which will include evidence of differentiated instruction and multi-dimensional assessments. The Teacher Performance Assessment (edTPA) handbook will be reviewed with integration of content into course lectures and student assignments.

**EDU 314**

**Inquiry Based Learning and Clinical Experience: K-12**

**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 secondary curriculum. Students will learn the basics of unit planning and topics in the Core Content areas, and the Common Core as well as the importance of reflection. They will be expected to provide for the inclusion of technology and assessment. Constructivist teaching and effective classroom management skills will be emphasized.

*Prerequisite:* EDU 312

**EDU 320**

**Educational Assessment**

**3 credits**

The purpose of this course is to introduce pre-service teachers to the elements of the Measurement and Assessment process (validity and reliability) that are a part of good teaching and best practice. The course is designed to provide a foundation for classroom methodology of standards-based instructional activities and data management. In addition, this course is designed to assist teacher candidates in understanding the expectations the New Jersey Professional Teaching Standards have with regard to classroom assessment, the instructional necessity for good assessment in meeting the needs of all learners, and new research/trends in educational measurement.

**EDU 400**

**Clinical Practice I and Seminar**

**3 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. The Teacher Performance Assessment (edTPA) handbook will be integrated into coursework and clinical experience.

*Please note:* Proof of passing the appropriate PRAXIS II for initial certification is required prior to the completion of this course.

### **EDU 403**

#### **Clinical Practice II 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.

Prerequisite: Proof of passing appropriate Praxis II.

### **EDU 404**

#### **Clinical Practice II**

##### **410 credits**

This course provides the prospective teacher with teaching experience in an educational setting under the direct supervision of a co-operating teacher and college supervisor. Students must have senior classification and the approval of the Faculty Committee on Teacher Education.

### **ECED 409**

#### **Working with Families of Young Children in Diverse & Inclusive Educational Settings**

##### **3 credits**

### **ECED 413**

#### **Teaching the Young Child in a Culturally Diverse Technological World-**

This course is designed to prepare teacher candidates with the foundation for culturally responsive teaching the English language learner, and culturally diverse populations of students in the PreK-3 school setting. As educators, our role is to ensure that all students feel welcomed, accepted physically and socially, and emotionally safe, listened to, valued and have the confidence to participate in all school related activities. Since teaching is often influenced by our own experiences and assumptions, it is useful to reflect on our own educational and life experiences, as well as examine diversity and cultural competencies which will help us to attain the tools necessary to maximize our student's potential in today's

culturally diverse, technological world. This course will consider the role culture plays in teaching and learning and what it means to be culturally responsive in a culturally diverse technological world, in order to establish a classroom in which students can succeed academically, and grow socially and emotionally. (fall course offering)

### **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)

### **ECED 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)

*Prerequisite:* EDU220

### **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.

### **ECED 307**

#### **Nurturing the Expressive Arts in Young Children**

##### **3 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 Students with Moderate Exceptionalities**

**3 credits** 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. *Prerequisite for SPED 400*

### **SPED 400**

#### **Education of the Behaviorally Disordered**

##### **3 credits**

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**

#### **Universal Design and Assistive Technology**

##### **3 credits**

This course is designed to provide undergraduate students in the areas of developmental and acquired disabilities with a broad background into the use of Universal Design for Learning and the role of Assistive technology. This course will provide an introduction and overview of UDL and models of instruction in the use of assistive technology in the inclusive classroom. The course will address the role of assistive Technology in enabling and enhancing the independence, communication and cognitive potential of the student with disabilities across his or her lifespan. It will address the impact of Assistive Technology on program selection, curriculum design, IEP planning and instructional modifications. Students will review and practice low-tech and high-tech communication systems, software and adaptive computer devices. They will become familiar with assessment, agencies, and funding sources, relevant legislation, and the link between home and school.

## CERTIFICATE PROGRAMS

Felician University 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 (TEC)

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 Instructional Teaching Certificate and/or endorsement.

Available Certificate Programs:

- Elementary Education (K-6)
- Elementary (K-6) and Pre-School through Third Grade P-3 Endorsement
- Elementary (K-6) 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-6) 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)

The following endorsements are available for the student who already holds a New Jersey Instructional Teaching Certification- (CEAS or Standard; PreK-3, K-6, K-12):

- Pre-Kindergarten through Grade 3 Endorsement
- Teacher of Students with Disabilities (TOSD) Endorsement
- 5-8 Content Area Specialization: Math, ELA, Science, and Social Studies

### 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 3.0
4. A grade of "B" or better in education and professional related courses is required for TED program transfer credit.
5. Transfer credit for education and related professional courses cannot be older than 10 years.

\* Please remember that program requirements are subject to change according to the guidelines and code changes set forth by the New Jersey Department of Education.

### Teacher Education Instructional Certificate Program Requirements

The TEC program is designed to prepare students to assume teaching positions. It shares the same philosophy and mission of the School of Education- fostering competent, caring, and compassionate educators to serve a diverse population by promoting a collaborative spirit, encouraging self-reflection and emphasizing life-long learning.

The TEC student must meet the following requirements:

1. Successfully pass the required PRAXIS CORE examination for initial certification prior to registering for EDU 304 or 314. PRAXIS examinations for endorsements do not fulfill this requirement.
2. Meet and maintain a minimum cumulative GPA of 3.0 throughout the School of Education program.
3. Abide by all policies and guidelines of the School of Education Program.
4. Successfully earn a grade of “B” or better in EDU 302/312, EDU303, EDU 304/314 and EDU400 before registering for EDU403/404 (Clinical Practice II).
5. All School of Education and professional related courses are to be completed prior to EDU403/404.



**School of Education Instructional Certificate Program (TEC) Endorsement**

**Elementary Endorsement (K-6)**

(Subject to New Jersey Department of Education revisions for courses, and New Jersey Licensing Codes)

<b>COURSE #</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>
<b><u>Professional Courses:</u></b>		<b><u>Total Credits</u></b>
		<b>36</b>
EDU 220	Introduction to Special Needs in Home, School and Community	3
EDU 214	Mathematical Explorations II	3
EDU 302	The Integrated Curriculum: Social Studies & ELA (To be taken concurrently with EDU 303)	3
EDU 303	School Curriculum: Reading/Language Arts	3
EDU 304	Inquiry Based Learning and Clinical Experience: K-6; P-3	3
EDU 306 <i>or</i>	Reading in the Content Areas <i>or</i>	
EDU 308 <i>or</i>	Reading Diagnosis and Remediation for Exceptional Learners <i>or</i>	3
EDU 305	The Young Child and Emergent Literacy for Diverse Learners	
EDU 320	Educational Assessment	3
EDU 400	Clinical Practice I & Seminar	3
EDU 403	Clinical Practice II Seminar	2
EDU 404	Clinical Practice II	10
<b><u>Related Requirements:</u></b>		<b><u>Total Credits</u></b>
		<b>9</b>
EDU 102	Communication in Educational Settings	3
PHIL 200	Philosophical Foundations of Education	3
PSYC 201	Introduction to Child Development	3

**TOTAL CREDITS: 45 Credits**

\*Plus related content credit requirements



**School of Education Instructional Certificate Program (TEC) Endorsement**

**Elementary (K-6) and Preschool through Grade Three**

(Subject to New Jersey Department of Education revisions for courses, and New Jersey Licensing Codes)

<b>COURSE #</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>
<b><u>Professional Courses:</u></b>		<b><u>Total Credits</u></b>
		<b>45</b>
EDU 220	Introduction to Special Needs in Home, School, and Community	3
EDU 214	Mathematical Explorations II	3
EDU 302	The Integrated Curriculum: Social Studies & ELA (Taken concurrently with EDU 303)	3
EDU 303	School Curriculum: Reading/Language	3
EDU 304	Inquiry Based Learning and Clinical Experience: K-6; P-3	3
EDU 305	The Young Child and Emergent Literacy for Diverse Learners	3
EDU 320	Educational Assessment	3
EDU 400	Clinical Practice I & Seminar	3
EDU 403	Clinical Practice II Seminar	2
EDU 404	Clinical Practice II	10
ECED 201	Introduction to Early Childhood: A primer for Preschool and Primary Education	3
ECED 307	Nurturing the Expressive Arts in Young Children	3
ECSPED 202	Serving the Young Child with Special Needs	3
ECED 413	Teaching the Young Child in a Culturally Diverse Technological World	3
<b><u>Related Requirements:</u></b>		<b><u>Total Credits</u></b>
		<b>9</b>
EDU 102	Communication in Educational Settings	3
PHIL 200	Philosophical Foundations of Education	3
PSYC 201	Introduction to Child Development	3

**TOTAL CREDITS: 54 Credits**

\*Plus related content area credit requirements

**School of Education Instructional Certificate Program (TEC) Endorsement**

**Elementary (K-6) and Teacher of Students with Disabilities**

(Subject to New Jersey Department of Education revisions for courses, and New Jersey Licensing Codes)

<b>COURSE #</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>
<b><u>Professional Courses:</u></b>		<b><u>Total Credits</u></b>
		<b>48</b>
EDU 214	Mathematical Explorations II	3
EDU 220	Introduction to Special Needs in Home, School, and Community	3
		3
EDU 302	The Integrated Curriculum: Social Studies & ELA (To be taken concurrently with EDU 303)	
EDU 303	School Curriculum: Reading/Language Arts	3
EDU 304	Inquiry Based Learning and Clinical Experience: K-6; P-3	3
EDU 308	Reading Diagnosis and Remediation for Exceptional Learners	3
EDU 400	Clinical Practice I & Seminar	3
EDU 403	Clinical Practice II Seminar	2
EDU 404	Clinical Practice II	
SPED 300	Teaching Students with Exceptionalities	3
SPED 400	Education of the Behaviorally Disordered	3
SPED 401	Education of the Learning Disabled	3
SPED 410	Universal Design for Learning and Assistive Technology	3
ECED 202	Meeting the Needs of All: Serving the Young Child w/Special Needs	3
<b><u>Related Requirements:</u></b>		<b><u>Total Credits</u></b>
		<b>9</b>
EDU 102	Communication in Educational Settings	3
PHIL 200	Philosophical Foundations of Education	3
PSYC 201	Introduction to Child Development	3

**TOTAL CREDITS: 57 Credits**

\*Plus related content area credit requirements

**School of Education Instructional Certificate Program (TEC) Endorsement**

**Elementary Endorsement (K-6) and Specialization (5-8)**

(Subject to New Jersey Department of Education revisions for courses, and New Jersey Licensing Codes)

<b>COURSE #</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>
<b><u>Professional Courses:</u></b>		<b><u>Total Credits</u></b>
		<b>36</b>
EDU 214	Mathematical Explorations II	3
EDU 220	Introduction to Special Needs in Home, School and Community	3
EDU 302	The Integrated Curriculum: Social Studies & ELA (To be taken concurrently with EDU 303)	3
EDU 303	School Curriculum: Reading/Language Arts	3
EDU 306	Reading in the Content Areas	3
EDU 304	Inquiry Based Learning and Clinical Experience: K-6;5-8	3
EDU 320	Educational Assessment	3
EDU 400	Clinical Practice I & Seminar	3
EDU 403	Clinical Practice II Seminar	2
EDU 404	Clinical Practice II	10
<b><u>Related Requirements:</u></b>		<b><u>Total Credits</u></b>
		<b>12</b>
EDU 102	Communication in Educational Settings	3
PHIL 200	Philosophical Foundations of Education	3
PSYC 201	Introduction to Child Development	3
PSYC 202	Adolescent Psychology	3

**TOTAL CREDITS: 48 Credits**

\*Plus related content area credit requirements

**School of Education Instructional Certificate Program (TEC) Endorsement**

**Teacher of Art (K-12)**

(Subject to New Jersey Department of Education revisions for courses, and New Jersey Licensing Codes)

<b>COURSE #</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>
<b><u>Professional Courses:</u></b>		<b><u>Total Credits</u></b>
		<b>36</b>
EDU 220	Introduction to Special Needs in Home, School, and Community	3
EDU 302	The Integrated Curriculum: Social Studies & ELA	3
EDU 303	School Curriculum Reading	3
EDU 306	Reading in the Content Areas	3
EDU 314	Inquiry Based Learning and Clinical Experience	3
EDU 320	Educational Assessment	3
EDU 408	Art in the Secondary School	3
EDU 400	Clinical Practice I & Seminar	3
EDU 403	Clinical Practice II Seminar	2
EDU 404	Clinical Practice II	10
<b><u>Related Requirements:</u></b>		<b><u>Total Credits</u></b>
		<b>12</b>
EDU 102	Communication in Educational Settings	3
PHIL 200	Philosophical Foundations of Education	3
PSYC 201	Introduction to Child Development	3
PSYC 202	Adolescent Psychology	3

**TOTAL CREDITS: 48 Credits**

\*Plus related content area credit requirements

**School of Education Instructional Certificate Program (TEC) Endorsement**

**Teacher of Biology (K-12)**

(Subject to New Jersey Department of Education revisions for courses, and New Jersey Licensing Codes)

<b>COURSE #</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>
<b><u>Professional Courses:</u></b>		<b><u>Total Credits</u></b>
		<b>36</b>
EDU 220	Introduction to Special Needs in Home, School, and Community	3
EDU 302	The Integrated Curriculum: Social Studies & ELA	3
EDU 303	School Curriculum Reading	3
EDU 306	Reading in the Content Areas	3
EDU 314	Inquiry Based Learning & Clinical Experience: K-12; 5-8	3
EDU 320	Educational Assessment	3
EDU 407	Secondary School Science Methodologies	3
EDU 400	Clinical Practice I & Seminar	3
EDU 403	Clinical Practice II Seminar	2
EDU 404	Clinical Practice II	10
<b><u>Related Requirements:</u></b>		<b><u>Total Credits</u></b>
		<b>12</b>
EDU 102	Communication in Educational Settings	3
PHIL 200	Philosophical Foundations of Education	3
PSYC 201	Introduction to Child Development	3
PSYC 202	Adolescent Psychology	3

**TOTAL CREDITS: 48 Credits**

\*Plus related content area credit requirements

**School of Education Instructional Certificate Program (TEC) Endorsement**

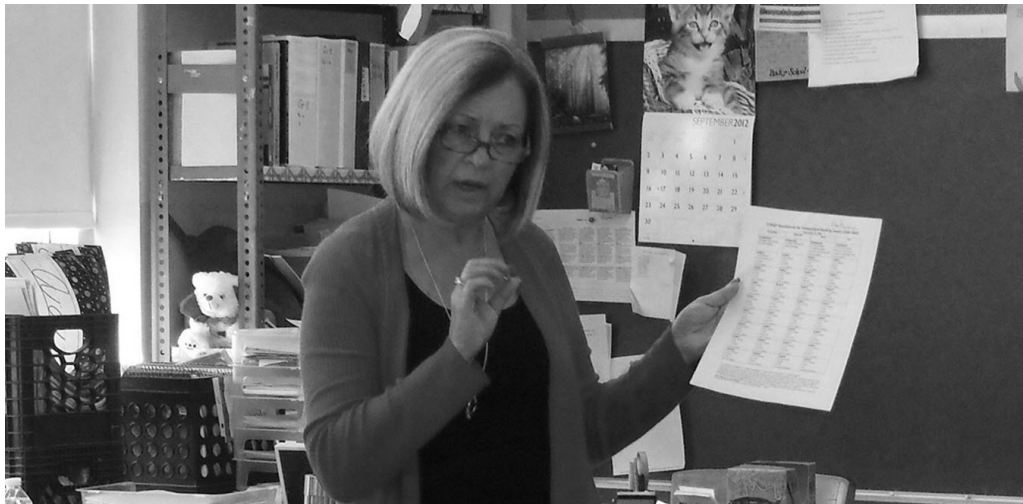
**Teacher of English (K-12)**

(Subject to New Jersey Department of Education revisions for courses, and New Jersey Licensing Codes)

<b>COURSE #</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>
<b><u>Professional Courses:</u></b>		<b><u>Total Credits</u>      36</b>
EDU 220	Introduction to Special Needs in Home, School, and Community	3
EDU 302	The Integrated Curriculum: Social Studies and ELA	3
EDU 303	School Curriculum Reading	3
EDU 306	Reading in the Content Areas	3
EDU 314	Inquiry Based Learning and Clinical Experience: K-12; 5-8	3
EDU 320	Educational Assessment	3
EDU 409	English in the Secondary School	3
EDU 400	Clinical Practice I & Seminar	3
EDU 403	Clinical Practice II Seminar	2
EDU 404	Clinical Practice II	10
<b><u>Related Requirements:</u></b>		<b><u>Total Credits</u>      15</b>
EDU 102	Communication in Educational Settings	3
PHIL 200	Philosophical Foundations of Education	3
PSYC 201	Introduction to Child Development	3
PSYC 202	Adolescent Psychology	3
ENG 220	Children's Literature	3

**TOTAL CREDITS: 51 Credits**

\*Plus related content area credit requirements



**School of Education Instructional Certificate Program (TEC) Endorsement**

**Teacher of History (K-12)**

(Subject to New Jersey Department of Education revisions for courses, and New Jersey Licensing Codes)

<b>COURSE #</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>
<b><u>Professional Courses:</u></b>		<b><u>Total Credits</u>      36</b>
EDU 220	Introduction to Special Needs in Home, School, and Community	3
EDU 302	The Integrated Curriculum: Social Studies and ELA	3
EDU 303	School Curriculum Reading	3
EDU 306	Reading in the Content Areas	3
EDU 314	Inquiry Based Learning and Clinical Experience: K-12; 5-8	3
EDU 320	Educational Assessment	3
EDU 406	Secondary Social Studies	3
EDU 400	Clinical Practice I & Seminar	3
EDU 403	Clinical Practice II Seminar	2
EDU 404	Clinical Practice II	10
<b><u>Related Requirements:</u></b>		<b><u>Total Credits</u>      18</b>
EDU 102	Communication in Educational Settings	3
PHIL 200	Philosophical Foundations of Education	3
PSYC 201	Introduction to Child Development	3
PSYC 202	Adolescent Psychology	3
SOC 327	Sociology of Education	3
PSCI 102 <i>or</i> PSCI 290	American Government <i>or</i> The American Presidency	3

**TOTAL CREDITS: 54 Credits**

\*Plus related content area credit requirements

**School of Education Instructional Certificate Program (TEC) Endorsement**

**Teacher of Mathematics (K-12)**

(Subject to New Jersey Department of Education revisions for courses, and New Jersey Licensing Codes)

<b>COURSE #</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>
<b><u>Professional Courses:</u></b>		<b><u>Total Credits</u>      36</b>
EDU 220	Introduction to Special Needs in Home, School, and Community	3
EDU 302	The Integrated Curriculum: Social Studies and ELA	3
EDU 303	School Curriculum: Reading/Language Arts	3
EDU 306	Reading in the Content Areas	3
EDU 314	Inquiry Based Learning and Clinical Experience: K-6; 5-8	3
EDU 320	Educational Assessment	3
EDU 405	Secondary School Mathematics	3
EDU 400	Clinical Practice I & Seminar	3
EDU 403	Clinical Practice II Seminar	2
EDU 404	Clinical Practice II	10
<b><u>Related Requirements:</u></b>		<b><u>Total Credits</u>      15</b>
EDU 102	Communication in Educational Settings	3
CS 102	Computers for Educators	3
PHIL 200	Philosophical Foundations of Education	3
PSYC 201	Introduction to Child Development	3
PSYC 202	Adolescent Psychology	3

**TOTAL CREDITS: 51 Credits**

\*Plus related content area credit requirements



## School of Education Instructional Certificate Program (TEC) Endorsement

### Preschool through Grade Three

(Subject to New Jersey Department of Education revisions for courses, and New Jersey Licensing Codes)  
*Pre-Requisite for Endorsement: New Jersey Department of Education Standard Teaching License*

COURSE #	COURSE TITLE	CREDITS
<b><u>Professional Courses:</u></b>		<b><u>Total Credits</u></b>
		<b>21</b>
EDU 303	School Curriculum: Reading/Language Arts	3
EDU 305	The Young Child and Emergent Literacy for Diverse Learners	3
EDU 320	Educational Assessment ( <i>Requirement of the P-3 Endorsement</i> )	3
ECED 201	Introduction to Early Childhood: A primer for Preschool and Primary Education	3
ECED 307	Nurturing the Expressive Arts in Young Children	3
ECSPEP 202	Serving the Young Child with Special Needs	3
ECED 413	Teaching the Young Child in a Culturally Diverse Technological World (spring) <i>or</i>	3
ECED 409	Working with Families of Young Children in Diverse & Inclusive Educational Settings (fall)	3
<b><u>Related Requirements:</u></b>		<b><u>Total Credits</u></b>
		<b>3</b>
PSYC 201	Introduction to Child Development	3

**TOTAL CREDITS: 24 Credits**

\*Plus related content area credit requirements

## School of Education Instructional Certificate Program (TEC) Endorsement

### Teacher of Students with Disabilities

(Subject to New Jersey Department of Education revisions for courses, and New Jersey Licensing Codes)

*Pre-Requisite for Endorsement: New Jersey Department of Education Standard Teaching License\**

COURSE #	COURSE TITLE	CREDITS
<b><u>Professional Courses:</u></b>		<b><u>Total Credits</u></b>
		<b>24</b>
ECED 202	Meeting the Needs of All: Serving the Young Child w/Special Needs	3
EDU 220	Introduction to Special Needs in Home, School, and Community	3
EDU 304	Inquiry Based Learning and Clinical Experience: K-6; P-3	3
EDU 308	Reading Diagnosis and Remediation for Exceptional Learners	3
SPED 300	Teaching Students with Moderate Exceptionalities	3
SPED 400	Education of Behaviorally Disordered	3
SPED 401	Education of the Learning Disabled	3
SPED 410	Universal Design for Learning and Assistive Technology	3

#### **TOTAL CREDITS: 24 Credits**

\*Plus related content area credit requirements

This Certificate Program is for students holding an existing New Jersey State Department of Teaching Certification License.

## **Bachelors of Arts Degree in Education for Working Adults (BWA)**

This program is designed to enable the working adult to earn an undergraduate Bachelor of Arts in Education degree in Elementary Education (K-6) and Early Childhood (Pre-kindergarten through 3<sup>rd</sup> 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 8-week blocks during which the student will take two courses and earn six credits. Courses are held on the Felician University Rutherford campus.

### **Program Admission Policy and Requirements**

#### **Regular Admission:**

1. All candidates are governed by Felician University and the School of Education undergraduate admission requirements.
2. College-level courses related to the program cannot have been completed more than 10 years prior to admission to the Education program.
3. A grade of "C" or better in general college-level courses is required for transfer credit to the Education program. A grade of "B" or better for education and professional related courses is required for Education program transfer credit.
4. Transferring of college credits will be done on an individual basis. All School of Education transfer policies apply.
5. All students must submit a personal statement addressing the topic: "Why I want to become a teacher."

6. All School of Education candidates are required to take the Praxis CORE prior to the completion of Sophomore year or its equivalent (60 credits) and additionally show proof of passing [Praxis CORE] prior to formal acceptance to School of Education. All School of Education students, beginning the first semester of attendance, are required to be fingerprinted and apply for a criminal background check through the NJ Department of Education.
7. A personal interview with Education faculty may be required of selected candidates at the discretion of the undergraduate department.

### **Program Degree Requirements**

1. Complete a program of 120-130 semester hours.
2. Register for EDU 290 Transition into Teaching once the student has earned 60 Felician credits.
3. Formally apply to the School of Education Program during EDU 290 (Transition into Teaching) or EDU 302 (The Integrated Curriculum: Social Studies and ELA).
4. Complete the criteria for formal admission to the Education program.
5. Successfully complete the required field placements for EDU 290, EDU 302, EDU 304/314 and EDU 400. Receive a grade of “B” or better in these courses.
6. Successfully complete the required EDU403 Clinical Practice II Seminar and EDU404 Clinical Practice II.
7. All teacher education students are required to register and successfully pass the appropriate School of Education program PRAXIS for initial certification (K-6 Elementary or K-12 Secondary Education) prior to registering for EDU403 & EDU404
8. Students who are enrolled in the K-6/5-8 education preparation program are required to register for the appropriate elementary Praxis II and the appropriate middle school subject matter specialization Praxis II. A student must pass the K-6 required Praxis II as well as the 5-8 content area specialization Praxis II in order to enroll in EDU404 and complete the clinical practice in the middle grades. The clinical practice will be completed in the K-6 classroom if the content area specialization Praxis II is not passed.
9. Students who are enrolled in the K-6/P-3 education preparation program are required to register for the appropriate K-6 Praxis II and the appropriate P-3 Praxis II in order to enroll in EDU404 and complete the clinical practice in the preK-3 or preK-4 classroom. In order to complete the clinical practice in the PreK-3 or PreK-4 classroom, documentation of proof of passing both the appropriate K-6 Praxis II and the P-3 Praxis II.
10. Obtain a New Jersey Substitute Teaching Certificate in order to continue his/her upper level clinical practice. The substitute teaching certificate requires 60 credits or more to be eligible for this certificate.
11. Follow all School of Education undergraduate policies and requirements.
12. K-6/P-3 majors must successfully pass the Early Childhood PRAXIS 5025 in order to receive the P-3 endorsement.
13. Maintain a grade of “C” or better in education and professional related courses excluding the clinical practice & seminar and EDU 303 courses which require a grade of “B” or better.
14. A student must maintain a minimum of 3.0 cumulative GPA throughout the teacher education program.

\* Students who are enrolled in this program are subject to the policies and guidelines of the School of Education Program as stated in the current Felician University Catalog and Student Handbook. Also, subject to New Jersey Department of Education revisions for courses, and New Jersey Licensing Codes)

### **Bachelor of Arts: 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 University. 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 University and the School of Education undergraduate admission requirements.
2. Candidate must have an earned Associates of Arts Degree or equivalent.
3. Candidate must have a minimum cumulative GPA of 3.0.
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 education program transfer credit. A grade of "B" or better in education and professional related courses is required for education program transfer credit.
6. Transferring of college credits will be done on an individual basis.
7. All School of Education transfer policies apply.
8. College level education and professional related courses cannot have been completed more than 10 years prior to admission to the education program.
9. Lower level (100-200) teacher education courses cannot transfer to upper level 300-400 teacher education courses.
10. All students are required to take the Praxis CORE assessment and provide proof of passing prior to submitting a formal application to the School of Education program.

All School of Education students, beginning the first semester of attendance, are required to be fingerprinted and apply for a criminal background check through the NJ Department of Education.

#### *Program Degree Policy and Requirements*

1. Complete a program of 128-130 semester hours.
2. Register for EDU 290 (Transition into Teaching) once the student has completed 45 earned Felician degree credits.
3. Formally apply to the School of Education Program during EDU 290 (Transition into Teaching) or EDU 302.
4. Complete the criteria for formal admission to the School of Education Program.
5. Successfully complete the required clinical experiences for EDU 290, EDU 302, EDU 304 and EDU 400. Receive a grade of "B" or better in these courses as well as receive a "B" or better in EDU303.
6. School of Education students are required to register and successfully pass the appropriate School of Education program Praxis II for initial certification (K-6 Elementary or K-12 Secondary Education) prior to registering for EDU 403/404). All secondary K-12 education students are required to register for the appropriate content area PRAXIS. All elementary K-6 students are required to register for the appropriate elementary PRAXIS. All elementary K-6/5-8 education students are required to register for the appropriate elementary PRAXIS and the appropriate middle school subject Matter Specialization PRAXIS. All elementary K-6/Pre-kindergarten through Grade 3 education students are required to register for the appropriate elementary PRAXIS and PRAXIS 5025 (Early Childhood PRAXIS.) A student who successfully passes the PRAXIS endorsement for 5-8 middle school and/or for the P-3 Early Childhood PRAXIS endorsement will not be able to register and enroll in (DU 404/403) unless he/she has successfully passed the PRAXIS for initial

certification, i.e. K-6 Elementary PRAXIS or K-12 secondary education content area PRAXIS. This is a Clinical Experience I requirement.

PRAXIS test scores must be submitted to the School of Education placement office.

7. Successfully pass the PRAXIS before beginning EDU 403/404. Students are encouraged to begin the PRAXIS examination process during EDU304 and prior to enrolling in EDU 400, Clinical Practice I and Seminar.
8. All K-6/P-3 majors must successfully pass the Early Childhood PRAXIS 5025 in order to receive the P-3 endorsement. All K-6/5-8 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 clinical experience. 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 3.0 cumulative GPA throughout the program.
11. Follow School of Education undergraduate policies and requirements.

\*Students who are enrolled in this program are subject to the policies and guidelines of the School of Education Program as stated in the current Felician University Catalog and Student Handbook.

### **Bachelor of Arts: Education (Off-Campus Cohorts)**

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-6) 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.

#### **Program Degree Requirements**

1. Complete a program of 128-130 semester hours which includes courses in General Education, Elementary Education and Arts and Sciences.
2. Formally apply to the School of Education Program during EDU 290 (Transition into Teaching) or EDU.
3. Complete the criteria for formal admission to the School of Education Program.
4. Take the Core Academic Skills for Educators PRAXIS examination before formal application to the Teacher Education Program.
5. Register for EDU 290 (Transition into Teaching) once accepted into the School of Education Program.
6. Complete a minimum of 20 volunteer hours of supervised contact with children in a variety of learning situations.
7. Successfully complete the required clinical experiences for EDU 290, EDU 302, EDU 304, and EDU 400. Receive a grade of "B" or better in these courses as well as receive a grade of 'B' or better in EDU303.
8. Successfully complete EDU 403, Clinical II Seminar and EDU 404 Clinical Practice II.
9. All junior level education students are required to register and successfully pass the appropriate teacher education program PRAXIS for initial certification (K-6 Elementary or K-12 Secondary Education) prior to registering for EDU 400, Clinical Practice I and Seminar. All elementary K-6 students are required to register for appropriate elementary PRAXIS. All elementary K-6/5-8 education students are required to register for PRAXIS and the appropriate middle school subject matter specialization PRAXIS. All elementary K-6/Pre-kindergarten through Grade 3 education students are required to register for the appropriate elementary praxis PRAXIS and PRAXIS 5025 (Early Childhood PRAXIS.) A student who successfully passes the PRAXIS endorsement for 5-8 middle school and/or for the P-3 Early Childhood PRAXIS endorsement will not be able to register and enroll in Seminar (EDU 404/403) unless he/she has successfully passed the PRAXIS for initial certification, i.e., K-6 Elementary PRAXIS.
10. Obtain a New Jersey Substitute Teaching Certificate in order to continue his/her upper level clinical experiences. A student is required to have 60 credits or more to be eligible for this certificate.
11. All candidates are governed by the Felician University and School of Education undergraduate admission requirements, policies, and guidelines as stated in the current Felician University catalog and Student Handbook.

## SCHOOL OF NURSING

Felician University is recognized globally as a nursing education leader. The following degree programs prepare nurses to assume leadership roles within the global society of professional nursing and health care. The nursing programs are fully accredited by the Commission on Collegiate Nursing Education.

- **Undergraduate Programs**

- Bachelor of Science Degree in Nursing for High School Graduates and Transfer Students (Prelicensure)

- Accelerated Bachelor's Degree in Nursing (ABSN) – Cohort Based
  - RN/BSN Fast Track program- Cohort Based

### **BSN Degree – High School Graduates and Transfer Students (Prelicensure) – 122 credits**

The Four-Year full time BSN Program provides students with a broad education grounded in the liberal arts, sciences, nursing theory and practice. As a nursing major, you will apply your nursing knowledge in a variety of laboratory and health care facilities under the guidance of qualified faculty. The curriculum culminates with a 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.

### **Accelerated Bachelor's Degree in Nursing (ABSN) – 64 Credits**

The Accelerated BSN Program is a full-time nursing program designed for adults seeking a career change. The cohort-based program is a 19<sup>th</sup> month program intended for adults who have a bachelor or master's degree and work experience in a discipline other than nursing.

### **Fast Track RN/BSN Program – 48 Credits**

Building on your education, Felician offers a program for RNs seeking to increase their leadership role in nursing by earning a BSN Degree. The cohort-based RN/BSN Fast Track is designed for working nurses who seek to complete the program in 15-months. This innovative program combines in-class courses with hybrid course work. The program is also offered fully on-line as an option for those students who do not wish to attend class in person. You will earn three graduate credits and students with a cumulative GPA of 3.00 are automatically accepted into Felician University's MSN program. Graduates of the BSN program qualify for admission to graduate study.

### **Accreditation/Approvals**

The Commission of Collegiate Nursing Education

The Baccalaureate degree programs at Felician University are fully accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC, 20036, (202) 887-6791, <http://www.aacn.nche.edu/ccne-accreditation>

New Jersey State Board of Nursing

The prelicensure BSN program at is approved by the New Jersey State Board of Nursing, 124 Halsey Street, Newark, NJ 07102, Phone (973) 504-6430, Fax (973) 504-6302, <http://www.state-nj.us/oag/ca/medical/nursing.htm>

### **Mission**

The Felician University School of Nursing, within the framework of Catholic tradition and commitments to Franciscan values, strives to educate futuristic health care practitioners, leaders and scholars dedicated to providing high quality health care services to clients/families and the community at large. Felician nurses are prepared to practice in the evolving global and technologically advanced health care environment in order to meet the challenges of the 21st century and enhance societal health.

## School of Nursing Goals

- Create a caring environment
- Respond to the learning needs of a diverse population of students
- Utilize electronic technology effectively in program delivery
- Develop students' critical thinking skills
- Promote evidence based nursing practice
- Foster culturally congruent health care
- Instill in students a desire for life-long learning
- Provide health care for vulnerable and underserved client populations
- Facilitate academic mobility for students
- Promote global understanding

### **Baccalaureate Nursing Program Outcomes:** Graduates of the program will:

Formulate a philosophy of nursing which is holistic and focused from a health perspective. **(Nursing Practice)**

Provide health care to clients and support for colleagues which demonstrate a personal commitment to the value of caring. **(Caring)**

Evaluate knowledge from sciences, humanities and nursing to form a framework for nursing practice. **(Critical Thinking)**

Implement the nursing process with clients (individuals, families, groups in community) presenting complex health problems in structured and unstructured health care settings, using concepts of self-care. **(Self-Care)**

Incorporate therapeutic interpersonal processes when interacting with clients, communities and colleagues. **(Interpersonal Processes)**

Provide health care rooted in the concepts of altruism, autonomy, human dignity, integrity and social justice. **(Ethics)**

Adhere to legal standards of practice. **(Legal Dimensions)**

Design and manage professional nursing care as a member of the interdisciplinary health care team. **(Professionalism/Leadership)**

Integrate cultural competence into the delivery of nursing care. **(Sociocultural Influences)**

Effect change in health care delivery within specific health care systems. **(Health Care Systems)**

Integrate economic, political, technological, and social trends that influence health care policy. **(Political Influences)**

Apply evidence based findings to nursing practice. **(Evidenced Based Practice)**

Actualize a commitment to professionalism and lifelong learning. **(Teaching Learning)**

## **Policies**

Departments in the School of Nursing follow the general University policies and regulations in addition to academic policies and regulations consistent with professional standards of nursing education and practice. It is the student's responsibility to know and comply with all current academic policies and regulations of the University, School, and the Department.

Departments in the School of Nursing reserve the right to change, modify or improve program requirements or policies at its discretion without prior notice.

## **Professional Conduct Policy**

The School of Nursing asserts that members of the nursing profession must adhere to standards in order to insure quality, safety and maintain the trust of the public we serve. The Felician University



Community asserts that students must adhere to the *Franciscan Values* of respect, honesty, and integrity and the ANA Professional Code of Conduct to insure high standards in our academic and everyday lives. Faculty and students have a cooperative responsibility to insure that these standards are upheld by everyone.

Felician University nursing students shall abide by and be held accountable for maintaining the high standards of “*professionalism*” as determined by personal responsibility, Felician University, and the Health Care System. Any single student incident or pattern of “*unprofessional behavior*” across courses may be referred to the “*Professional Nursing Development Committee*” for review and potential disciplinary action.

### **Student Handbooks**

The Felician University Student Handbook and the Nursing Student Handbook contain important policies related to the University and the School of Nursing programs. Students should have a current copy of both handbooks for reference at all times.

### **New Jersey Board of Nursing Requirements**

The New Jersey Board of Nursing requires that all applicants to the Nursing Program be informed of the following:

13:37-1.11 Any complaints regarding the program may be sent to the NJ Board of Nursing at 124 Halsey Street, Newark, NJ 07102.

The New Jersey Board of Nursing requires that applicants to the Prelicensure Nursing Program be informed of the following:

13:37-1.8 (h) Before an individual is admitted to a nursing education program, the program shall inform the individual that a criminal history background check is a prerequisite for licensure as a registered professional nurse or a licensed practice nurse.

## PROGRAMS OFFERED BY SCHOOL OF NURSING

### BACHELOR OF SCIENCE DEGREE IN NURSING FOR HIGH SCHOOL GRADUATES AND TRANSFER STUDENTS

#### *Course of Study*

The BSN Degree Program is a full-time four-year course of study designed for high school graduates and transfer students. The 122-credit curriculum includes 53 of Liberal Arts and 69 of Nursing. The theory courses run concurrently with clinical practice experiences to facilitate student's ability to apply theory in actual practice settings. The curriculum prepares you to be a competent baccalaureate prepared nurse proficient in managing patient care in a variety of health care settings and a leader within the Health Care System. The program prepares you for eligibility to take the RN-NCLEX Licensure Examination. A Bachelor of Science Degree in Nursing is awarded upon successful completion of the program.

#### *Admission Requirements*

Students seeking admission to the Nursing Program must meet the following requirements upon applying to the program:

#### **A. Nursing Program Admission Requirements**

- A completed application to the University.
- Proof of high school graduation, transcripts, GED/IGCSE or copy of High School diploma.
- 3.0 or higher GPA required.
- 980 or higher on the SAT. (after March 2016)
- ACT composite score of 20 or higher.
- A grade of C+ or higher in high school laboratory biology and chemistry
- A grade of C+ in Algebra I and one of the following courses (Geometry, Algebra II, Calculus).

*Each year the applicant pool becomes more competitive. Meeting the minimum requirements does not guarantee admission to the program.*

#### **B. Admission Requirements for External Transfer Students**

- A completed application to the University.
- Official copies of all transcripts.
- C+ (77) or higher in high school or College level laboratory chemistry.
- C+ (77) or higher in two years of College preparatory math or a University level math course, including at least one year of Algebra.
- Completion of at least 24 College credits which must include the following prerequisite courses with a B- or better and a 3.00 or higher GPA
  - English I & II
  - Anatomy & Physiology I & II
  - Statistics
- Students who have taken the required science courses more than seven years prior to beginning the junior year clinical nursing sequence are required to either pass a challenge examination in order to receive College credit or retake the course/s and achieve a grade of B- or higher.
- No non-nursing course with a grade less than a C will be accepted for transfer credit.

- An evaluation regarding the transferability of credits in nursing courses is done on a case-by-case basis. The official transcript must be on file with the Admissions Office or the Registrar. It is the responsibility of the student to provide the Associate Dean of the Program a copy of the course syllabus. A grade of B- or higher is required in the course in which transfer credit is being requested. The Associate Dean shall make the final decision regarding the awarding of nursing credits.

### **C. Admission Requirements for Internal Transfer Students**

Applications for admission to the nursing program for internal transfer students are processed once a year. Students applying must submit their request (fill out a change of major form) by May 15th. Admission decisions are made at the end of June for the fall semester.

- C+ (77) or higher in high school or College level laboratory chemistry
- C+ (77) or higher in two years of College preparatory math, including at least one year of Algebra or a University level math course.
- Completion of at least 30 College credits which must include the following prerequisite courses with a B- or better and a 3.00 or higher GPA
  - English I & II
  - Life Span Development
  - Statistics
  - Critical and Analytical Thinking (GEC Requirement)
  - Anatomy & Physiology I & II
  - Microbiology
  - Global Consciousness or Faith and Reason Elective
- Students who have taken the required science courses more than seven years prior to beginning the clinical nursing sequence are required to either pass a challenge examination in order to receive University credit or retake the course/s and achieve a grade of B- or higher.
- No non-nursing course with a grade less than a C will be accepted for transfer credit.
- An evaluation regarding the transferability of credits in nursing courses is done on a case-by-case basis. The official transcript must be on file with the Admissions Office or the Registrar. It is the responsibility of the student to provide the Associate Dean of the Program a copy of the course syllabus. A grade of B- or higher is required in the course in which transfer credit is being requested. The Associate Dean shall make the final decision regarding the awarding of nursing credits.

### **D. Preparing for a Career in Nursing Program**

The Preparing for a Career in Nursing program is a 140 credit 5 year full time program that gives select students an opportunity to work on their academics and study skills in order to raise their level of proficiency and intellectual readiness for the nursing program. Based on individual student growth and expected performance in the program, students may opt to continue in their pursuit of a nursing career while others may decide nursing is not for them and select other career options.

The curriculum is designed to provide additional support and coursework for recent high school graduates with no prior University experience needing to strengthen their academic abilities to meet the eligibility requirements for admission to the Felician University nursing program. The prescribed coursework includes educational remediation and developmental work.

With the exception of 9 credits of prescribed remediation, developmental course work and additional faculty engagement experiences, students in the Preparing for a Career in Nursing program follow the same general education curriculum as students admitted to the traditional undergraduate baccalaureate nursing program.

Following successful completion of the developmental year, students continue to be mentored and advised as they enter the freshman and sophomore program years. Upon successful completion of the sophomore year, students who meet the admission criteria for the Felician University undergraduate baccalaureate nursing program will be accepted into the program. All other students are required to select another major in either the health care field or another course of study available to them at the University. No exceptions are permitted.

The *Preparing for a Career in Nursing* program is rigorous in terms of course sequencing and timeframe for completion. Failure to follow the course sequence and timeframe will result in the student being withdrawn from the program. Once withdrawn or dismissed from the *Preparing for a Career in Nursing* program, a student is not eligible to reapply for readmission to this program or the prelicensure program. These students, with the assistance of their advisor, can select a different major at the University to continue their studies.

### **Admission Requirements for Preparing for a Career in Nursing Program**

Recent high school graduates with no prior college experience interested in applying for the *Preparing for a Career in Nursing* program must meet all Felician University admission requirements in addition to the following:

- 1) Completed application for admission selecting the *Preparing for a Career in Nursing* program.
- 2) Typed personal statement (250 words) why you believe you can be successful in the nursing program.
- 3) 2.50 or higher high school GPA.
- 4) A Grade of C or higher in high school laboratory biology, chemistry and two years of college preparatory mathematics, including one year of Algebra.
- 5) 840 or higher on the SAT (after March 2016).
- 6) ACT composite score of 15 or higher.

#### Internal and external transfer students are not eligible to apply for this program

Accepted students may be required to take diagnostic tests to assess mathematics, reading skills and academic developmental needs. Depending on test results, a student may be required to enroll in the summer Jump Start Program prior to beginning this program.

Decisions regarding admission to this program are made by the School of Nursing.

Admission to the *Preparing for a Career in Nursing* program does not guarantee admission to the traditional undergraduate baccalaureate nursing program. Only those students successfully completing the *Preparing for a Career in Nursing* program are eligible to apply for admission to the nursing program at the end of the sophomore year.

### **Progression Requirements for Preparing for Career in Nursing Program:**

- Maintain a cumulative GPA of 2.75 throughout the *Preparing for a Career in Nursing* program.
- Achieve a grade of C+ or higher in all science and nursing courses.
- Achieve a grade of C or higher in all General Education courses.
- Complete the program as prescribed. Students who cannot complete the sequence as prescribed in accordance with grading requirements (students cannot repeat a course), etc. shall be withdrawn from the program and are ineligible to reapply to the program. In accordance with the Department of Prelicensure Nursing Program policies outlined in the University Catalog, students who cannot achieve the required grades will be dismissed from the program. These students, with the assistance of an advisor, can select a different major at the University to continue their studies.
- Students in the *Preparing for a Career in Nursing* program will have 40 hours of non-credit clinical experiences in the Nursing Resource and Simulation Center under the supervision and guidance of the Center's staff.

### ***Requirements for a Bachelor's Degree in Nursing (Prelicensure)***

#### **Degree Requirements**

- Successful completion of 122 credits.
- Students must maintain an overall cumulative GPA average of 2.75.
- A grade of C+ in all nursing and science courses.
- A grade of C or higher in all other courses.

#### **Program Requirements**

Students are required to follow the policies and standards established by the Prelicensure BSN Program. If a student withdraws from the program and is readmitted at a later date, the requirements in effect at the time of readmission will apply.

Students must comply with the following requirements:

- Proof of current CPR certification from the American Heart Association - BLS for the Health Care Provider.
- Proof of professional liability/malpractice insurance with a minimum coverage of 1,000,000/6,000,000.
- Proof of current health clearance issued by the Felician University Center for Health.

A positive drug test will result in the student being denied entry into clinical practice. Student shall be withdrawn from the nursing program until such time as the issue has been satisfactorily resolved.

- Adherence to a criminal history background check as required by a clinical agency. The agency reserves the right to exclude a student from their site, based on the result of their Criminal History Background Check. Such exclusion shall result in the student being dismissed from the nursing program.
- Proof of membership in the National Student Nurses Association (NSNA) and New Jersey Nursing Student Association (NJNS).
- Standardized testing is used throughout the curriculum. Specifics in the use of standardized testing are contained within individualized course syllabi.
- Students may be required to participate in remediation throughout the program.
- Students are financially responsible for the cost of all computerized testing.
- Students are required to complete a 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 are advised to contact the Associate Dean of the Prelicensure Program who can recommend mentoring and remediation activities to prepare for the NCLEX exam.

### **Progression Prerequisites for Junior Year Clinical Nursing Sequence**

Prior to enrolling in courses in the Junior Year Clinical Nursing Sequence, all nursing students must first satisfy the following requirements.

- Satisfactory completion of 60 credits of all required coursework as identified by the Program in the University Catalog with a cumulative GPA of 2.75
- A grade of C+ or higher in all nursing courses.
- A grade of C+ or higher in all science courses
- A grade of C or higher in all other courses.
- A passing grade in all Nursing Mentor Seminars
- Proof of CPR (American Heart Association - BLS for the Health Care Provider.), Liability Insurance, and Health Clearance on file with the Clinical Compliance Coordinator
- Adherence to a criminal history background check as required by a clinical agency. The Agency reserves the right to exclude a student from their site based on the result of their Criminal History Background Check. Such exclusion shall result in the student being dismissed from the nursing program

### **Academic Probation and Dismissal**

- Students are required to maintain a 2.75 cumulative GPA throughout the program. Students whose Cumulative GPA falls below 2.75 will be placed on academic probation for one semester. Failure to raise the cumulative GPA to a 2.75 by the end of that semester shall result in dismissal from the BSN Program without a chance of re-admission. Students dismissed from the program are advised to enroll in another program at the University where they may be successful.
- A student is permitted to repeat only one nursing course for a grade less than a C+ or a WD. A second nursing course grade less than a C+ or a WD shall result in dismissal from the BSN Program. Students who do not satisfy this requirement are dismissed from the nursing program and advised to transfer to another program in the University.

### **Advisement**

Upon enrolling, nursing students are assigned a faculty advisor to assist with course selection and registration. Every effort will be made to keep the same advisor each semester to promote continuity. Faculty advisors serve as mentors and guides to assist student navigation through the program. Students will receive a letter and can look on [Web Advisor](#) to determine the name of their faculty advisor. It is your responsibility to contact your advisor prior to each registration period and if you

are experiencing any academic difficulty. Advisors are available during posted office hours or by appointment.

### **Clinical Experience**

Students apply their nursing knowledge and skills in a variety of settings including an on-campus nursing resource center and a state-of-the-art simulation laboratory. Additionally, students practice in a variety of health care facilities and clinical settings. All students will have a rotation in a population focused underserved area. Students are responsible for providing their own transportation to and from clinical agencies.

Clinical sections are assigned by the course coordinator for each course and finalized by the Associate Dean. The program will not be able to accommodate individual student requests, therefore the clinical section assignments are non-negotiable. Clinical sections may meet during the day, evening or weekends, and students should be prepared to attend during these times. Clinical hours may be in 6, 8 or 12 hour blocks, dependent on the course requirements.

Students practice in a variety of health care settings including acute care agencies and community settings. Sites are accredited by the Joint Commission. Most of the agencies have earned Magnet recognition from the American Nurses Credentialing Center (ANCC).

### **Clinical Nursing Residency**

The Clinical Nursing Residency program occurs in the final semester of the senior year. It consists of structured learning and clinical experiences with nurse preceptors designed to assist the student in the transition to their first professional nursing role. Clinical Nursing 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 variety of Registered Nurse Preceptors in executing the nursing regime under the supervision of nursing faculty. The Residency Program bridges the gap between the role of the nursing student transitioning to the role of staff nurse.

## Curriculum Plan for Admitted Prelicensure Nursing Students (122 credits)

### Freshman Year (30 credits)

Fall Semester			Spring Semester		
ENG 101	Strategies in Research and Rhetoric I (GEC III)	3	ENG 102	Strategies in Research and Rhetoric II	3
BIO 205	Anatomy and Physiology I (GEC VI)	4	LS 100	Information Literacy	1
PSYC 105		3	BIO 206	Anatomy and Physiology II	4
FYE NU 100	Life Span Development Freshman Year Experience Critical and Analytical Thinking Elective (GEC IV)	1 3 3 1	MATH 122	Statistics I (GEC VI)	3
NURS 102	Nursing Mentoring Seminar I	15	NURS 215	Nursing Theory, Role Development, & Innovation	3
	Total Credits		NURS 201	Nursing Mentoring Seminar II	1
				Total Credits	15

### Sophomore Year (30 credits)

Fall Semester			Spring Semester		
NURS 203	Nursing Mentoring or Transfer Students**	2	NURS 245	Geriatrics and Health Care	3
NURS 215	Nursing Theory, Role Development, & Innovation**	3	NURS 325	Fundamentals of Nursing Modalities	4
NURS 225	Health Literacy, Patient Ed., & Informatics (GEC V)	3	NURS 326	Fundamentals of Nursing Modalities Practicum.	2
NURS 225	Primary Care: Health Assessment Across the Lifespan	3	NURS 350	Pharmacology	3
NURS 305	Primary Care: Health Assessment Across the Lifespan Practicum	2		Faith and Reason Elective (GEC I)	3
NURS 305	Microbiology	4		Total Credits	15
NURS 306	Pathophysiology	3			
	Total Credits	15			
BIO 202					
BIO 307					

\*\* Classes taken in fall for transfer students



**Junior Year (32 credits)**

Fall Semester			Spring Semester		
NURS 345	Mental Health Nursing	3	NURS 435	Health Problems of Adult and Elderly Populations	4
NURS 346	Mental Health Nursing Practicum	2	NURS 436	Health Problems of Adult and Elderly Populations Practicum	2
NURS 355	Care of Healthy Adults and Elderly Pop.	4	NURS 450	Critique and Evaluation of Nursing Research	3
NURS 356	Care of Healthy Adults and Elderly Populations Practicum	2	RELS 310	Elective	3
NURS 380	Global Issues in Health Care and Social Policy (GEC VII)	3		Moral and Spiritual Dimension of Health Care (GEC I)	3
NURS 385	Communication and Expression Elective (GEC III)	3			
		17			
	Total Credits			Total	15
				Credits	

**Senior Year (30 credits)**

Fall Semester			Spring Semester		
NURS 415	Care of Childbearing Family	3	NURS 460	Clinical Residency	5
NURS 416	Care of Childbearing Family Practicum	1	NURS 485	Public Health and Disaster Management	3
NURS 420	Care of Childbearing Family Practicum	3	NURS 486	Public Health and Disaster Management Practicum	2
NURS 422	Care of Childrearing Family	1	MGT 420	Business Dimensions of Health Care	3
NURS 380	Care of Childrearing Family Practicum	3		Elective	3
NURS 385	Ethical/Legal Issues in Healthcare (GEC II)	3			
NURS 390	Global Consciousness Elective (GECVII)	14			
				Total Credits	16
	Total Credits				

## Preparing for a Career in Nursing Program (139 Credits) Curriculum Plan

### Freshman Year I (27 credits)

Fall Semester Courses			Spring Semester Courses		
PCN FYE 100	Freshman Year Experience	1	PCN FYE 101	Freshman Year Experience	1
PCN ENG 002	Developmental English II	3	PCN ENG 005	Reading Comprehension/Reading Seminar	3
PCN MATH 002/112	Basis Skills in Math/Quantitative Reasoning	3/3	PCN PHIL 100	Critical Reasoning	3
PCN RELS 101	Intro. to Catholic Theology	3	PCN CS 103	Intro. to Advanced Computer Applications	3
			BIO 102	Human Biology	4
10 hours scheduled in Nursing Resource and Simulation Center required. Tutoring and Support Services for Test Taking and Skill Development required.			10 hours scheduled in Nursing Resource and Simulation Center required. Tutoring and Support Services for Test Taking and Skill Development required.		
Total Credits		13	Total Credits		14

### Freshman Year II (29 credits)

Fall Semester Courses			Spring Semester Courses		
ENG 101	Writing the College Essay	3	ENG 102	Introduction to the Study of Literature	3
BIO 205	Anatomy and Physiology	4	BIO 206	Anatomy and Physiology II	4
	Communication & Expression Elective	3	NURS 215	Nursing Theory, Role Development, and Innovation	3
PSYC 105	Life Span Development	3	MATH 122	Statistics	3
NURS 102	Nursing Mentoring Seminar	1	NURS 201	Nursing Mentoring Seminar II	1
			LS 100	Information Literacy (GEC V)	1
10 hours scheduled in Nursing Resource and Simulation Center required. Tutoring and Support Services for Test Taking and Skill Development required.			10 hours scheduled in Nursing Resource and Simulation Center required. Tutoring and Support Services for Test Taking and Skill Development required. Vital Signs/BP		
Total Credits		14	Total Credits		15

### Sophomore Year (27 credits)

Fall Semester Courses			Spring Semester Courses		
NURS 225	Health Literacy, Patient Education and Informatics (GEC VI)	3	NURS 245	Geriatrics and Health Care	3
NURS 305	Primary Care: Health Assessment Across the Lifespan	3	NURS 325	Fundamentals of Nursing Modalities	4
NURS 306	Primary Care: Health Assessment Across the Lifespan Practicum	2	NURS 326	Fundamentals of Nursing Modalities Practicum	2

BIO 202	Microbiology (LA Concentration)	4	NURS 350	Pharmacological Therapeutics	3
BIO 307	Pathophysiology	3			
Total Credits		15	Total Credits		12

Students satisfactorily completing the *Preparing for a Career in Nursing* program at this point can apply for admission to the nursing program. Accepted students complete the following curriculum sequence in accordance with all nursing department academic policies and requirements.

### Junior Year (29 credits)

	Fall Semester Courses			Spring Semester Courses	
NURS 345	Mental Health	3	NURS 435	Health Problems of Adult and Elderly Populations	4
NURS 346	Mental Health Practicum	2	NURS 436	Health Problems of Adult and Elderly Populations Practicum	2
NURS 355	Care of Healthy Adults and Elderly Populations	4	NURS 450	Critique and Evaluation of Nursing Research	3
NURS 356	Care of Healthy Adults and Elderly Populations Practicum	2	RELS 310	Moral and Spiritual Dimensions of Health Care (GEC)	3
NURS 235	Global Issues in Health Care and Social Policy	3		Elective	
Total Credits		14	Total Credits		15

### Senior Year (27 credits)

	Fall Semester Courses			Spring Semester Courses	
NURS 415	Care of Childbearing Family	3	NURS 460	Clinical Residency/Capstone	5
NURS 416	Care of Childbearing Family Practicum	1	NURS 485	Public Health and Disaster Management	3
NURS 420	Care of Childrearing Family	3	NURS 486	Public Health and Disaster Management Practicum	2
NURS 422	Care of Childrearing Family Practicum	1	NURS 420	Business Dimensions of Health Care	3
NURS 380	Ethical/Legal Issues in Healthcare (GEC II)	3			
	Global Consciousness Elective	3			
Total Credits		14	Total Credits		13

## **ACCELERATED BACHELOR'S DEGREE in NURSING PROGRAM (ABSN) – (64 Credits)**

### **Course of Study**

The cohort-based program is a 19 month program intended for adults who have a bachelor or master's degree and work experience in a discipline other than nursing. There are six 12-week sessions that are fast-paced and intense. The curriculum is full-time and requires the student provide complete attention to the demands and requirements for successful completion. It is not recommended that students work while completing the program.

### **Admission Requirements**

- A completed application.
- A resume including recent work experience in their field.
- Bachelor or Master's degree awarded from a regionally accredited college or university with a GPA of 3.00 or higher.
- Submission of official academic transcripts from all institutions of higher education.
- B- or higher in all required prerequisite courses.
- Students must pass all sciences with a B- or better. Students who have taken the required science level prerequisite courses more than seven years prior to the acceptance to the ABSN program are required to pass a challenge examination in order to receive University credit and thereby be admitted to the program.
- B- (80) or higher in high school or college-level laboratory chemistry.
- 350 word essay describing their academic abilities.
- Personal interview may be required.

### **Prerequisite Courses (Must be completed prior to starting nursing sequence)**

Anatomy and Physiology I & II*	8 Credits
Microbiology*	4 Credits
Statistics	3 Credits
Life Span Development	3 Credits
<b>Total Credits</b>	<b>18</b>

### **Transfer Credits**

An evaluation regarding the transferability of credits in nursing courses is done on a case-by-case basis. The official transcript must be on file with the Admissions Office or the Registrar. It is the responsibility of the student to provide the Associate Dean of the Program a copy of the course syllabus. A grade of B- or higher is required in the course in which transfer credit is being requested. The Associate Dean shall make the final decision regarding the awarding of nursing credits.

## *Requirements for Accelerated Bachelor's Degree in Nursing (ABSN)*

### **Degree Requirements**

- Successful completion of 64 credits of nursing and Liberal Arts courses.
- Maintenance of a cumulative GPA 2.75 throughout the program.
- A grade of C+ or higher in all nursing courses. A grade of C or higher in all non-nursing.
- Degree requirements must be completed within 5 years from the start of the program. This time limit includes leaves-of-absence. Students who do not complete the program requirements within this time frame may be required to complete additional coursework.

### **Program Requirements**

Students are required to follow the policies and professional standards established by the Prelicensure BSN Program. If a student withdraws from the program and is readmitted at a later date, the requirements in effect at the time of readmission will apply.

Students must comply with the following requirements:

- Proof of current CPR certification from the American Heart Association - BLS for the Health Care Provider.
- Proof of professional liability/malpractice insurance with a minimum coverage of 1,000,000/6,000,000.
- Proof of current health clearance issued by the Felician University Center for Health.
  - A positive drug test will result in the student being denied entry into clinical practice. Student shall be withdrawn from the nursing program until such time as the issue has been satisfactorily resolved.
- Adherence to a criminal history background check as required by a clinical agency. The agency reserves the right to exclude a student from their site, based on the result of their Criminal History Background Check. Such exclusion shall result in the student being dismissed from the nursing program.
- Proof of membership in the National Student Nurses Association (NSNA) and New Jersey Nursing Student Association (NJNS).
- Standardized testing is used throughout the curriculum. Specifics in the use of standardized testing are contained within individualized course syllabi.
- Students may be required to participate in remediation throughout the program.
- Students are financially responsible for the cost of all computerized testing.
- Students are required to complete a departmental approved NCLEX Review Course following completion of their last semester.
- A letter of program completion shall be sent by the Associate Dean of the Program to the New Jersey State Board of Nursing at the time the student has completed all program requirements and has submitted proof that they have applied to the Board of Nursing to take the NCLEX Examination.

Graduates are strongly encouraged to sit for the State Board of Nursing Registered Nurse licensing examination (NCLEX) no later than 6 months after program completion. Graduates who opt to take the exam beyond this are advised to contact the Associate Dean of the Prelicensure Program who can recommend mentoring and remediation activities to prepare for the NCLEX exam.

**Academic Probation and Dismissal**

- Students are required to maintain a 2.75 cumulative GPA throughout the program. Students whose Cumulative GPA falls below 2.75 will be placed on academic probation for one semester. Failure to raise the cumulative GPA to a 2.75 by the end of that semester shall result in dismissal from the BSN Program without a chance of re-admission. Students dismissed from the program are advised to enroll in another program at the University where they may be successful.
- A student is permitted to repeat only one nursing course for a grade less than a C+ or a WD. A second nursing course grade less than a C+ or a WD shall result in dismissal from the BSN Program. Students who do not satisfy this requirement are dismissed from the nursing program and advised to transfer to another program in the University.

**Clinical Experience**

Students apply their nursing knowledge and skills in a variety of settings including an on-campus simulated state of the art nursing simulation center and in a variety of community health care agencies. Students are responsible for providing their own transportation to and from clinical agencies. Barnabas Health is a major clinical teaching site for this program, in addition to other Health Care settings throughout the state.

For all prelicensure programs the Program Requirements, Academic Probation, Clinical Residency statement and Course Descriptions are the same.

**Required Nursing Courses:**

<b>Sessions</b>	<b>Courses</b>	<b>Credits</b>
<b>Session I</b> 12 Weeks 9 credits	NURS 255: Current Issues, Trends, and Theories for 2 <sup>nd</sup> Degree Students	3
	NURS 350: Pharmacological Therapeutics	3
	BIO 307: Pathophysiology	3
<b>Session II</b> 12 Weeks 11 credits	NURS 305: Primary Care: Health Assessment Across the Lifespan	4
	NURS 306: Primary Care: Health Assessment Across the Lifespan Practicum	2
	NURS 325: Fundamentals of Nursing Modalities	3
	NURS 326: Fundamentals of Nursing Modalities Practicum	2
<b>Session III</b> 12 Weeks 12 credits	NURS 355: Care of Healthy Adults and Elderly Populations	4
	NURS 356: Care of Healthy Adults and Elderly Populations Practicum	2
	NURS 380: Ethical Legal Dimensions of Health Care	3
	NURS 450: Critique and Evaluation of Nursing Research	3
<b>Session IV</b> 12 Weeks 11 credits	NURS 435: Health Problems of Adults and Elderly Populations	4
	NURS 436: Health Problems of Adults and Elderly Populations Practicum	2
	NURS 345: Mental Health Nursing	3
	NURS 346: Mental Health Nursing Practicum	2
<b>Session V</b> 12 Weeks 11 credits	NURS 415: Care of Childbearing Family	3
	NURS 416: Care of Childbearing Family Practicum	1
	NURS 420: Care of Childrearing Family	3
	NURS 422: Care of Childrearing Family Practicum	1
	MGT 420: Business Dimensions of Health Care	3
<b>Session VI</b> 12 Weeks 10 credits	NURS 460: Clinical Nursing Residency	5
	NURS 485: Public Health and Disaster Management	3
	NURS 486: Public Health and Disaster Management Practicum	2
<b>Total Credits</b>		<b>64</b>

**NURS 102, 201****Nursing Mentoring Seminars****1 Credit Each**

The nursing mentoring seminars provide a consistent, progressive mentoring experience for students in the Baccalaureate Nursing Program. Each seminar is grounded in the framework of mentoring as a key component of successful professional nursing socialization and development. Core nursing concepts will build on this foundation and will be introduced in each seminar including:

self-awareness, career choice, mentoring relationships, academic success strategies, inherent nursing values; professionalism, critical thinking, critical reasoning and critical decision making, ethical comportment, quality and safety, globalization/cultural competence,

health and health promotions, clinical readiness, and nursing leadership.

**NURS 203 Nursing Mentoring for Transfer Students\*****2 Credits**

Provides a mentoring experience for students in the Baccalaureate Nursing Program. Mentoring is a key component of successful professional nursing socialization and development. Core nursing concepts will build on this foundation and will be introduced during the seminar. These concepts will be explored in a supportive setting that will utilize the mentoring relationship, and interactive learning strategies to socialize students into the nursing program and profession.

\*for transfer students only

**NURS 215**  
**Nursing Theory, Role Development and Innovation**

**3 credits**

This course explores the history of nursing. Theories of role development, professional behaviors and clinical judgment will be examined. Students will be introduced to the American Association of Colleges of Nursing Essentials of Baccalaureate Nursing, New Jersey Board of Nursing regulations, Healthy People 2020 Objectives, and Quality and Safety Education in Nursing and Patient Safety. The roles of designer of care, provider of care, manager of care, and member of the profession will be explored within the larger health care system.

**NURS 225**  
**Health Literacy, Patient Education, and Informatics**

**3 credits**

Students will learn the importance of integrating technology in health care. Informatics, telehealth and simulation technology will be explored. Students will explore the importance and consideration of culture, diversity and linguistic issues for health providers. Patient, Family and Community Education introduces the principles and theories of teaching and learning with a health context. Through a variety of activities students learn how to assess the teaching-learning environment, develop a teaching plan, apply specific teaching strategies and evaluate the effectiveness of teaching. Students apply teaching and learning concepts, theories and principles through the completion of a teaching project. Critical assessment of teaching resources is also a component of this course. By the completion of this course students have a beginning understanding of the complexities and realities of health teaching from a personal and theoretical perspective.

**NURS 235**  
**Global Issues in Health and Social Policy**

**3 credits**

This course examines complex issues of global health. Students discuss the worldwide impact of global health and social policy over the past two decades including U.S., Healthy People 2020, United Nations and International Council of Nurses initiatives; health disparities within the U.S. and globally.

**NURS 245**  
**Geriatrics and Health Care**

**3 credits**

The focus of this course is healthful aging. Active life styles, the importance of finding meaning and continued socialization are emphasized. Issues related to chronic illness, frailty, and mental health are explored. Psychosocial, economic and policy perspectives, advanced illness, palliative and end of life care, death and dying, loss, grief, and bereavement are discussed. The American Association of Colleges of Nursing Essentials, Recommended Baccalaureate Competencies and Curricular Guideline for the Nursing Care of Older Adults, Healthy People 2020 Objectives, and Quality and Safety Education for Nurses are discussed.

*Pre or Co-requisite:* PSYC 105

**NURS 255 Current Issues, Trends, and Theories for 2<sup>nd</sup> Degree Students**

**3 Credits**

This course will examine the theories and concepts of role development, professional behaviors, clinical judgment and healthy aging. Students will learn the importance of utilizing informatics, telehealth, and simulation in healthcare, while exploring the importance of culture, diversity, health literacy, and patient education for health care providers in a complex global health environment.



**NURS 305****Primary Care: Health Assessment across the Lifespan****3 credits**

This course is designed for the beginning nursing students to learn the knowledge and skills in obtaining and recording a systematic health assessment on individuals throughout the life span. The focus of this course is on Primary Care and Healthy People 2020. Parameters of health; normal ranges, and variations are discussed. Healthy behaviors in relation to health promotion, health maintenance and disease prevention are emphasized.

*Prerequisite:* BIO 205 and BIO 206, PSYC 105

*Co-requisites:* NURS 215, 306

**NURS 306****Primary Care: Health Assessment Practicum****2 credits**

The focus of this course is on the assessment of clients across the lifespan through the utilization of simulation technology. Clinical experiences will include; Community Based Settings, Schools, Clinics, underserved population settings, and federally funded Health Clinics.

*Prerequisite:* BIO 205, and BIO 206, PSYC 105

*Co-requisites:* NURS 305, 215,

**NURS 325****Fundamentals of Nursing Modalities****4 credits**

This course provides the foundation for beginning nursing students to learn health care skills that are integral to providing safe and effective nursing care. Emphasis is placed on wellness, physiological, psychological, social, cultural and spiritual factors which contribute to the well-being of the individual and family are integrated throughout the course

*Prerequisite:* NURS 215, 305, 306, BIO 202 and BIO 307

*Co-requisites:* NURS 326, 350

**NURS 326****Fundamentals of Nursing Modalities Practicum****2 credits**

Clinical experiences occur in a variety of health care settings, and will include simula-

tion, lab and clinical practice. Nursing homes, assisted living facilities, and hospitals will be utilized.

*Prerequisite:* NURS 215, 305, 306, BIO 202, and BIO 307

*Co-requisites:* NURS 325, 350

**NURS 350****Pharmacological Therapeutics****3 credits**

The course is an introduction to the nurse's role in pharmacotherapeutics and the use of the nursing process in drug therapy. It will provide a basis for understanding pharmacokinetics and Pharmacodynamics of drug therapy. The course will focus on the major drug classifications and provide examples for each category to provide a theoretical framework for continued self- study and integration of new drug information. Emphasis is on the nurses role in drug therapy, the Importance of the IOM recommendations on reducing medication errors, electronic documentation, and technology for order/entry.

*Prerequisite;* NURS 215, 305, 306, BIO 202 and BIO 307

*Co-requisites:* NURS 325, 326

**NURS 345****Mental Health Nursing****3 credits**

The focus of this course is on individuals with mental health disorders across the lifespan, and along the mental health-illness continuum. The role of the nurse as designer, provider, manager of care and member of the profession, will be explored. The nurse/patient relationship, therapeutic communication skills, and psychobiologic treatment strategies are emphasized as well as the nurse's role in advocacy with this vulnerable population.

*Prerequisites:* NURS 305, 306, 325, 326, 350

*Co-requisite:* NURS 346

**NURS 346****Mental Health Nursing Practicum****2 credits**

This clinical course provides students with experiences to design, provide, manage and advocate for the quality care of individuals with mental health disorders. The role of

the nurse and the health care team in various treatment settings across the mental health-illness continuum will be the focus of practice. Populations will include children, adolescents, adults and older adults.

*Prerequisites:* NURS 305, 306, 325, 326, 350

*Co-requisite:* NURS 345

### **NURS 355**

#### **Care of Healthy Adults and Elderly Populations (Adult I)**

**4 credits**

This course will assist the student in developing into the role of the professional nurse as an interdisciplinary health team member delivering patient centered care for healthy adult and elderly populations. Determinants of health behaviors are covered. Principles of primary care, health promotion, disease prevention, cultural and socioeconomic factors, and patient safety are integrated in the development of evidence-based practice plans of care.

*Prerequisites:* NURS 305, 306, 325, 326, 350

*Co-requisite:* NURS 356

### **NURS 356**

#### **Care of Healthy Adults and Elderly Populations – (Adult I) Practicum**

**2 credits**

In this course the nursing process is utilized in caring for the adult and elderly client in a variety of settings to ensure safe, evidence based, collaborative nursing care. Simulation and Clinical Practice experiences are required. Workplace, community ambulatory and acute care settings, churches, clinical, assisted living settings, and physicians' offices will be used. All students will have a rotation in an urban underserved area.

*Prerequisites:* NURS 305, 306, 325, 326, 350

*Co-requisite:* NURS 355

### **NURS 380**

#### **Ethical/Legal Issues in Health Care**

**3 credits**

This course explores the relationship between ethical and legal aspects of Nursing/ Health care within the larger health care sys-

tem. Students discuss cultural, social, ethical, psychosocial, and legal aspects of complex health issues and the effects on individuals, families, and society as well as interdisciplinary team members. Emphasis is on core nursing and health care values, ethical comportment and an objective approach to ethical decision making.

*Prerequisites:* Junior level standing

### **NURS 415**

#### **Care of Childbearing Family**

**3 credits**

This course focuses on the nursing care of childbearing clients and families during the preconception, antepartum, intrapartum, and postpartum periods, as well as women's gynecological health throughout the lifespan. Students identify physiological, psychological, developmental appropriate changes and deviations. Students discuss a wide range of political and bioethical dilemmas, and explore ethical-legal issues in women's health, obstetrical, and neonatal nursing practice in this era of rapid technological advancement.

*Prerequisites:* NURS 355, 356, 345, 346

*Co-requisite:* NURS 416

### **NURS 416**

#### **Care of Childbearing Family – Practicum**

**1 credit**

This clinical course utilizes the nursing process to plan and provide comprehensive care for the Childbearing family. Collaborative, interdisciplinary approaches are discussed in the provision of care with special considerations to the family's sociocultural and developmental attributes. Community resources are explored to provide continuity of care from the acute care setting to the home for the promotion of health and prevention of disease for the childbearing family. Students are exposed to various, simulations, and clinical observations in the following areas: antepartum, labor and delivery, postpartum, and nursery. Observational opportunities in perinatal clinics and community-based health education programs for childbearing families are accessed to enhance student learning experi-

ences. All students will have a rotation in an urban underserved area.

*Prerequisites:* NURS 355, 356, 345, 346

*Co-requisite:* NURS 415

### **NURS 420**

#### **Care of the Childrearing Family 3 credits**

This course focuses on the development and theoretical understanding of the family as a whole, its patterns, organizations, and common and complex health issues from newborn through adolescence. The course focus is on the management of health care of children, and their families in acute care and community environments. Concepts address prevention, health promotion, disease management and therapeutic interventions for children, and their families. General concepts focus on the family systems theory, introducing the family as a whole, from the healthy, acutely ill, and chronically ill newborn, and child.

*Prerequisites:* NURS 355, 356, 345, 346

*Co-requisite:* NURS 422

### **NURS 422**

#### **Care of Childrearing Family – Practicum 1 credit**

The nursing process is utilized in caring for children, and their families with health problems in a variety of settings to ensure safe, comprehensive and collaborative nursing care. Students develop the knowledge and skills to deliver evidence based, patient centered care for all ages. Application of strategies for high risk populations is emphasized. Simulation, lab, community and hospital clinical practice experiences with pediatric clients and families will be required. All students will have a rotation in an urban underserved area.

*Prerequisites:* NURS 355, 356, 345, 346

*Co-requisite:* NURS 420

### **NURS 435**

#### **Health Problems of Adult and Elderly Populations (Adult II) 4 credits**

This course is designed to further develop the student's understanding of diseases requiring acute, restorative, chronic, emergency, trauma and critical care. Understanding nutritional needs and relapse factors in the continuum of care. Application of nursing intervention strategies and diagnostic reasoning skills will be emphasized.

*Prerequisites:* NURS 355, 356, 345, 346

*Co-requisite:* NURS 436

### **NURS 436**

#### **Health Problems of Adult and Elderly Populations – (Adult II) Practicum 2 Credits**

The nursing process is utilized in caring for the adult and elderly client with health issues in a variety of settings to ensure safe, comprehensive and team based care. Students continue to develop the knowledge and skills to deliver evidence based, patient centered care. Application of strategies for high risk populations is emphasized. Simulation and Clinical Practice experiences occur in a variety of settings. All students will have a rotation in an urban underserved area.

*Prerequisites:* NURS 355, 356, 345, 346

*Co-requisite:* NURS 435

### **NURS 450**

#### **Critique and Evaluation of 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 305, NURS 325

*Corequisite:* NURS 355

**NURS 460****Clinical Residency/Capstone****5 credits**

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. Nursing residents work in a structured health care setting and provide care to individuals and groups of patients as a fully integrated member of the health care team. Nursing residents work one-on-one with a variety of Registered Nurse Preceptors in executing the nursing regime. Seminars focus on topics such as prioritization, delegation, clinical emergencies, organization of work, documentation, physician-nurse communication, change theory, resume preparation and problem solving. Health care experts may be invited to participate in seminars to enhance the discussion of patient outcomes.

*Prerequisites:* NURS 435, 436, 415, 416, 420, 422, 380

*Co-requisites:* NURS 485, 486

**NURS 485****Public Health and Disaster Management****3 credits**

Public health concepts are studied in light of the core functions of public health: access to care, policy development, and assurance of quality. The course addresses environmental and epidemiological issues that impact health

of the population. Students will consider cultural diversity and vulnerability of populations in addressing needs for policy development and/or change, disaster planning, and community health education. Emergency preparation and the role of the team will also be explored.

*Prerequisites:* NURS 435, 436, 415, 416, 420, 422

*Co-requisites:* NURS 486, 450

**NURS 486****Public Health and Disaster Management - Practicum****2 credits**

Students practicum provides hands-on and observational opportunities in organizations and institutions that focus on enhancing health of the population. Each student will engage in a quality improvement project in an agency for in-depth understanding of the impact of health policy on agency function. Students conduct community assessment to examine strengths and needs of local communities. Students participate in a simulated disaster scenario; including, assessment, coordination, and evaluation of performance role of the nurse in an emergency and/or disaster situation.

*Prerequisites:* NURS 435, 436, 415, 416, 420, 422

*Co-requisites:* NURS 485, 450

## **FAST TRACK RN/BSN PROGRAM (48 credits / 15 months)**

### *Course of Study*

The Fast Track RN/BSN program provides a course of study specifically designed for the working RN. Based on the principles of adult learning theory, and an emphasis on expanding professional knowledge, the program prepares RNs for leadership roles in patient care and management. The program is 48 credits, 27 credits of nursing and 21 credits of liberal arts. A Bachelor of Science Degree in Nursing is awarded upon successful completion of the program. This cohort-based program is offered on campus, in various off-campus locations throughout the state and also fully on-line.

- RN/BSN Fast Track Program: 15 months in length with classes held one full day a week (cohort based).

### *Admission Requirements*

- A completed application
- Licensure as a Registered Professional Nurse in New Jersey
- The licensee cannot have any pending disciplinary action against their nursing license from any Board of Nursing.
- Submission of all official academic transcripts
- Completion of 33 credits of liberal arts or science courses at an accredited institution with a grade of “C” or better

### *Transfer Credit*

- If you have completed more than 33 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 2.50 throughout the program
- A grade of “C+” or better in all nursing courses
- A grade of “C” or better in all non-nursing courses.

### *Program Requirements*

- Proof of current licensure as a Registered Professional Nurse in New Jersey.
- Proof of current CPR certification.
- Proof of professional liability/malpractice insurance with a minimum coverage of 1,000,000/6,000,000.
- Proof of current health clearance issued by the Felician University Center for Health.
- Adherence to a criminal history background check as required by the clinical agency. The Agency reserves the right to exclude a student from their site based on the findings of the background check. Such exclusion shall result in a dismissal from the nursing program.

### *Academic Policies*

- If a student receives less than a C+ in a nursing course, only one repetition of this course is permitted.
- Degree requirements must be completed within 7 years from the start of the program. This

time limit includes leaves-of-absence. Students who do not complete the program requirements within this time frame may be required to complete additional coursework.

- If a student leaves the program and re-enrolls at a later date, the curriculum requirements at the time of re-admission must be completed
- There is a residency requirement that the last 30 credits of the BSN degree must be earned at Felician College.
- Attendance Policy: A maximum of 2 absences is permitted in any course in the Fast Track RN/BSN Program. A student with more than two absences in any course must withdraw from that course.

### Curriculum Plan

Sessions: 8 weeks in length / 6 credits per session

<b>Session</b>	<b>Courses</b>	<b>Credits</b>
<b>1</b>	NURS 330: Issues & Trends in Professional Nursing CS 317: Computer, Informatics, Privacy and Security for Health Care Professionals	<b>3</b> <b>3</b>
<b>2</b>	NURS 340 Primary Care: Health Assessment Across the Lifespan for RNs ENG 240: Technical Writing for the Professions	<b>3</b> <b>3</b>
<b>3</b>	NURS 380 Ethical / Legal Issues in Health Care MATH 122 Statistics I	<b>3</b> <b>3</b>
<b>4</b>	NURS 385 Health Care Policy and Politics MGT 420 Business Dimensions of Health Care	<b>3</b> <b>3</b>
<b>5</b>	NURS 412 Public Health and Disaster Management for RNs	<b>6</b>
<b>6</b>	NURS 450 Critique and Evaluation of Nursing Research ART 315 Experiencing the Arts	<b>3</b> <b>3</b>
<b>7</b>	NURS 426 Leadership and Management for RNs	<b>6</b>
<b>8</b>	BIO 307: Pathophysiology RELS 310: Moral and Spiritual Dimensions of Health Care	<b>3</b> <b>3</b>

\* The order in which the courses are offered is subject to change

## *Course Descriptions*

### **NURS 330**

#### **Issues & Trends in Professional 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 of studies and psychosocial concepts are discussed.

### **NURS 340**

#### **Health Assessment for RNs 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 appraisal.

### **NURS 380**

#### **Ethical / Legal Issues in Health Care 3 credits**

This course explores the relationship between ethical and legal aspects of Nursing/Health care within the larger health care system. Students discuss cultural, social, ethical, psychosocial, and legal aspects of complex health issues and the effects of individuals, families, and society as well as interdisciplinary team members. Emphasis is on core nursing and health care values, ethical comportment and an objective approach to ethical decision making.

### **NURS 385**

#### **Health Care Policy and Politics 3 credits**

This course offers an introduction to policy and politics in nursing and health care. A historical perspective will be offered as will an overview of health care delivery and financing. Emphasis will be placed on the role of the nurse in the process of analyzing, developing, and evaluating health policies and their effect on health disparities among populations

**NURS 412**  
**Public Health and Disaster Management  
for RNs**

**6 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

**NURS 426**  
**Leadership and Management for RNs**

**6 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 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**  
**Critique and Evaluation of  
Nursing Research**

**3 credits**

Students learn to utilize research methods and evidence based practice in caring for patient populations. The course emphasizes competences

need to evaluate nursing research findings for their validity and applicability to evidence-based practice.

*Prerequisite:* MATH 122



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**Janet Centanni**, Administrative Assistant to the President; B.A., William Paterson College

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**Muriel M. Shore**, Dean of the School of Nursing; Professor of Nursing; B.S.N., M.S.N., Ed.D., Seton Hall University; Nurse Executive, Advanced Board Certified by the American Nurses Credentialing Center; Distinguished Practitioner, National Academies of Practice

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**Elizabeth Noreika**, Administrative Assistant and Coordinator, Center Academic Success ; A.A., B.A., Felician College

**Hamdi Shahin**, Science/Math Tutor & Coordinator of the Math. Lab.; B.S., New Jersey Institute of Technology

**Maria Vecchio**, Associate Professor of History (1985); B.S., M.A., Ph.D., Fordham University

**Pamela E. Garvey**, Academic Probation Success Coach; B.A., Roanoke College

### **Instructional Technology**

**Deanna Valente**, Assistant Dean of Instructional Technology, B.A., Felician College; M.B.A., Felician College, eCertified

**Marian Mugavero**, Office Assistant, Center Instructional Technology; A.A., Felician College

### **Educational Opportunity Fund**

**Dinelia Garland**, Director of the EOF Program and Instructor; B.A., Felician College; M.A., John Jay College of Criminal Justice

**Kelly Fronte**, EOF Assistant Recruiter/Office Manager

**Carolyn Leonardi**, EOF Counselor; B.A., William Paterson University

**Denys Sanchez**, EOF Assistant Recruiter; B.S., Felician College

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**Michelle Ehrenpreis**, Public Services Librarian and Assistant Professor; B.A., Skidmore College; M.S., Columbia University; M.A., Montclair State University

Currently Open, Public Services Librarian and Assistant Professor

**Jodi Shelly**, Information Literacy and Outreach Librarian and Instructor; B.A., Thomas Edison State College; M.L.I.S., Rutgers, The State University of New Jersey

**Chelsea Barrett**, B.A., Felician University

**Elizabeth Burke**, Administrative Assistant

**Jennifer Correia**, Library Assistant for Technical and Computer Services

Currently Open, Evening and Weekend Circulation Supervisor – Rutherford

**Angelica Diggs**, Archival Associate

**Sister Mary Aloysius Morgan**, CSSF, Library Assistant

Currently Open, Evening and Weekend Circulation Supervisor - Lodi

**Mary Zieleniewski**, Circulation Manager

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**Frances Figueroa Mal**, Assistant Professor, Associate Dean – Nursing Resource and Simulation Center and Instructor; B.S.N., Hunter College; M.A., New York University; DMH Drew University.

Currently Open, Nursing Resource and Simulation Center, Instructor

**Sister Mary Patricia Kennedy**, CSSF, Assistant Nursing Resource and Simulation Center Coordinator; AAS Felician College; B.S.N., La Salle University; M.S.N., Felician College

**Mary Clare Smith**, Staff, Nursing Resource and Simulation Center, Instructor, B.S.N., Georgetown University, M.S.N., Felician College

### **Nursing Support**

**Jennifer Kostic**, Administrative Director of the RN/BSN Fast Track Off Campus Program; B.A., Ed.M., M.P.A., Rutgers University

**Marianne Cullen**, Director, Clinical Compliance, B.S.N., R.N.

**John Lawton**, Coordinator: On-Campus Fast Track RN/BSN Program, A.S., Excelsior College

### **Study Abroad**

**Carlo Colecchia**, Director of the Study Abroad Program; B.A., M.B.A., University at Buffalo; M.A., The Ohio State University

## **ADMINISTRATION, ENROLLMENT AND PLANNING**

**Francine Andrea**, Vice President of Enrollment Management and Student Affairs , B.S., Rutgers University

**Stephanie Cachez**, Administrative Assistant, Administration, Enrollment and Planning, Enrollment Management and Student Affairs B.S., Felician University

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**Joseph Tangorra**, Network Administrator; B.S., Montclair State University, A+ Certified Technician, (MCP) Microsoft Certified Professional

**Paul Schneider**, Helpdesk Support Technician, A.A., Fairleigh Dickenson University

**Eileen Smyth**, Web Master; M.B.A., Felician College

**Craig Savino**, Helpdesk Manager; B.S., New Jersey Institute of Technology

**Kelly Burke**, Lodi CAI Lab Manager; B.A., Felician College

### **Audio-Visual Services**

**Tony Klymenko**, Director of the Audio-Visual Center

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**Wisam Shahin**, Director; B.S., Montclair State University; M.S. New Jersey Institute of Technology

**Craig Savino**, Assistant Director, B.S., New Jersey Institute of Technology

**Obada Boulad**, Information Systems Analyst, B.S., Felician University

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**Reema Negi**, Director of Institutional Research; B.B.A., G.G.S.I.P. University, India; M.B.A., G.G.S.I.P. University, India; Ph.D. (Pursuing), Seton Hall University

**Lindita Berberi**, Research Analyst (IR), B.A., Felician University

### **ENROLLMENT MANAGEMENT**

**Michael Szarek**, Assistant Vice President for Graduate Enrollment and Professional Studies, Adelphi University; M.A., Kean University

**Diane Sedlmeir**, Associate Director of Enrollment Management; B.A., M.B.A., Felician College

**Barbara Perdue**, Director of Marketing and Publications; B.S., Iowa State University; M.S., Northern Illinois University; M.B.A., Felician College

### **Admissions Processing**

**Daniela Gonzalez**, Associate Director of Admission Processing; B.A., William Paterson University

**Nicholas Ward**, Coordinator of Admission Technology; B.A., William Paterson University

**Silvia Chacon**, Administrative Assistant; B.S., Montclair State University

**Judith Pepe**, Administrative Assistant

**Melissa Haz**, Administrative Assistant; B.A., Felician College

### **Admission (Traditional Undergraduate & Adult)**

**Colleen M. Fuller**, Director of Undergraduate Admissions; B.A., College of Mt. St. Vincent; M.S., Iona College

**Daniel Flores**, Assistant Director of Undergraduate Admissions; A.A., Union County College; B.S., Bloomfield College

**Melissa Essman**, Assistant Director of Undergraduate Admissions, B.A., Quinnipiac University

**Colleen Healy**, Assistant Director of Undergraduate Admissions, B.A., Mt. St. Mary's University

**Andrea Horvath**; Associate Director of Admissions; B.A. Felician College; M.A. Felician College

**Michael C. Toth**, Assistant Director of Admissions; B.A., Fairleigh Dickinson University; M.A. Fairleigh Dickinson University

### **Admission (Graduate)**

**Michael Szarek**, Assistant Vice President; B.A. Adelphi University; M.A. Kean University

**Camille Braker**, Assistant Director of Graduate Admission; B.S. Hampton University, M.B.A. Hampton University

### **Office of International Programs**

**Currently Open**, Director of International Enrollment Services; B.A., Rowan University; M.A., Fairleigh Dickinson University

**Lydia Green**, Assistant Director of International Services and Outreach; B.A., University of Delaware

### **OFFICE OF STUDENT FINANCIAL SERVICES**

**Cynthia Montalvo**, Executive Director of Student Financial Services Financial Aid

**Shalini Patel**, Bursar, B.S., Montclair State University, B.S. Felician University, M.B.A. Felician University

**Kathy Prieto**, Associate Director of Financial Aid; B.A., M.B.A., Felician College

**Imoniri Omage**, Associate Director of Financial Aid, B.S., University of Benin

**Mariela Henriquez**, Senior Financial Aid Counselor, B.S. Nova Southeastern University

**Nicholas Abraham**, Financial Aid Counselor, B.S. Syracuse University

**Jaclyn Leto**, Financial Aid Counselor, A.A., Berkeley College

**Michelle Burwell**, Account Receivable Coordinator; B.S., University of Maryland Eastern Shore; M.S.J., Seton Hall University School of Law

**Andrea Mollica**, Collections Specialist, B.A. Fairleigh Dickinson University

**Aurora Regondola**, Accounts Receivable Coordinator; B.S., New Jersey City University

### **REGISTRAR**

**Priscilla Klymenko**, Registrar, B.A. Felician College; M.A. Montclair State University

**Barbara Romano**, Associate Registrar; B.A., Felician College

**Jo-Ann Fondanarosa**, Coordinator of Placement Testing and Transfer Evaluation; A.A. Bergen Community College; B.A., M.A., Felician College

**Nicollette Matesic**, Cohort Coordinator, B.A. Felician College

**Marybeth O’Flanagan**, Cohort Coordinator, B.A. Marymount College

**Erminda Velez-Quinones**, Database Manager and Assistant to the Registrar, A.A. Felician College, B. S. Felician University

### **CONFERENCE AND EVENT SERVICES**

**Mary Mallia**, Director of Conference and Event Services; B.A., University of Roma

#### **Safety Officer**

**Patrick Weir**, Professor of Biology (1989), Safety Officer; B.S., M.S., Fairleigh Dickinson University, Ph.D., Rutgers University

### **BUSINESS AND FINANCE**

**Heidi Szymanski**, CFO, Vice President for Business and Finance, B.A., Valparaiso University, M.P.A., Rutgers University, MDP Certificate, Graduate School of Education, Harvard University

**Charles Sarajian**, Director of Facilities, B.S., Rutgers, M.S., University of Pennsylvania

**Virginia Topolski**, Director of Human Resources; B.S., M.A., Montclair State University; M.A., Felician College

**Diane DePadova**, Human Resources and Benefits Coordinator; B.A., Felician College, M.B.A., Felician College

**Aimee Gonzalez**, Payroll Coordinator

**Joslyne Contreras**, Administrative Assistant, HRIS Systems, B.S. Felician University

**Thomas Truchan**, Controller, B.S., St. Peter’s College

**Valerie Wolff**, Budget Director ; B.S., Business Administration, Caldwell College

**Cheryl Wagner**, Accounts Payable Coordinator

**Linda Kastenbaum** – Accounts Payable Clerk

**Eileen Meneghin**, Bookkeeper

**Lillian Garay**, Mailroom and Printery Clerk

**Patricia Anderson**, Mailroom Printery and Accounts Payable Clerk

#### **Physical Plant and Maintenance**

**David Lopez, Sr.**, Maintenance Supervisor for the Rutherford Campus



**Arthur Kraszewski**, Maintenance Supervisor for the Lodi Campus

### **INSTITUTIONAL ADVANCEMENT**

**Edward C. Eichhorn**, Vice President for Institutional Advancement; B.E. Stevens Institute of Technology, MBA Fairleigh Dickinson University

**Shelley M. Tonner**, Executive Director for Institutional Advancement; CFRE (Certified Fund Raising Executive); B.A., M.P.A., Rutgers University

**Susan Bernarducci**, Director, Communications and Donor Relations; B.S., St. Peter's College

**Jimena Buitrago**, Director of Alumni Relations and Annual Fund, B.A. Kean University

**Vivienne Papadatos, Manager**, Foundations and Corporate Relations; B.S. NYU, M.S. Felician College

**Ann Ennis**, Assistant to the Vice President, Office for Institutional Advancement

**Brittany Schwartz**, Manager of Prospect Research; B.A., University of Delaware, MBA University of Delaware

**Alisa Hansen**, Database Administrator

### **MISSION INTEGRATION**

**Sister Mary Juanita Arnister**, CSSF, Vice President for Mission Integration; A.A., B.A., Felician College; M.A., Fairfield University

### **STUDENT AFFAIRS**

**Barbara M Stanziale**, Assistant for Student Affairs; A.A.

**Kamal Tawadros**, Coordinator of Transportation and Rutherford Student Affairs Services

### **Athletics**

**Ben DiNallo, Jr.**, Director of Athletics/Head Golf Coach

**Lori McGuinness**, Assistant Athletic Director/Senior Woman's Administrator

**Andrew Toriello**, Assistant Athletic Director for Intramurals & Club Sports/Head Women's Bowling Coach

**Mark Mentone**, Sports Information Director

**Dan Trinh**, Head Athletic Trainer

**Chris Langan**, Head Baseball Coach/Recruiting Coordinator

**Steve Fagan**, Head Women's Basketball Coach/Internal Operations

**Ivan Lewis**, Head Men's Basketball Coach/Facilities Manager

**John Chang**, Head Women's Volleyball Coach

Alexis Durando, Head Softball Coach

**Rob DeCarlo**, Head Men's & Women's Cross-Country Coach/Head Women's Track & Field Coach

**Tom Notte**, Head Women's Soccer Coach

**Erik Kotynski**, Head Men's Soccer Coach

### **Community Rights and Responsibilities**

**Tara Brugnoni**, Director of Community Rights and Responsibilities; B.A. Felician College, , M.A. Felician College, D.Litt Drew University

### **Career Development Center**

**Diane Crespo**, Assistant Director of the Career Development Center, A.A>, Bergen Community College, B.A., M.A., Caldwell University

### **Counseling Center**

**Sharon McNulty**, Director of Counseling Services, B.S., University of Scranton, M.Ed. University of Delaware, MA Education, St. Peter's University

**Benjamin Silverman**, LPC, NCC, ACS, Counselor/AOD Education Coordinator; B.A., Rutgers University; M.A., Montclair State University

### **Residence Life**

**Laura Pierotti**, Director of Residence Life; B.A., William Paterson University; M.S., Shippensburg University; M.B.A., Felician College

**Bado Alverna**, Assistant Director of Residence Life; B.A and M.P.A., Kean University

### **Student Development and Engagement**

**Anthony Patrick Dezort**, Assistant Dean of Students; B.S., Notre Dame College; M.S., Brescia University

### **Center for Health**

**Carolyn A. Lewis**, M.S.N., ANP-BC, Director of Center for Health; B.S., Montclair State University; B.S.N., Fairleigh Dickinson University; M.S.N., University of Medicine and Dentistry of New Jersey; American Nurse Credentialing Center (ANCC) as Adult Nurse Practitioner, Board Certified (ANP-BC)

### **Campus Ministry**

**Rev. Richard Kelly**, Campus Chaplain and Director B.A. Upsala College; M.S. Stevens Institute of Technology; M.Div Seton Hall University

**Rev. John O'Neill**, I.V. Dei, Professor of Religious Studies (1998), Campus Minister; B.A., Saint Francis College; M.A., Maryknoll Seminary; M.A., Fordham University; M.S. and P.D., Fordham University; S.T.M., Drew University; D.Min., Graduate Theological Foundation; Ph.D., Graduate Theological Foundation; Post Graduate Certificate in Spirituality, Immaculate Conception Seminary, N. Y.; Post Graduate Certificate in Liturgy, Immaculate Conception Seminary, N. Y.; Certificate in Pastoral Counseling, Blanton-Peale Graduate Institute, N.Y.

**Sister Marie Teresa Soltys**, CSSF, B.A., Felician College

### **Print Services/Supplies**

**Lillian Garay**, Mailroom and Printery Clerk

**Patricia Anderson**, Part Time Clerk for Mailroom and Printery

### **Child Care Center**

**Katherine Christie**, Director of Child Care Center; B.A., Felician College

**Sister Mary Joellen Zajac**, CSSF, Head Teacher, Child Care Center; B.A., Felician College; M.A., Kean College

**Sister Margaret Marie Keslo**, CSSF, Teacher, Child Care Center; B.A., Felician College

**Sister Angelica Smialowicz**, CSSF, Teacher, Child Care Center; B.A., Felician College; M.A., St. Bonaventure University

**Madeline Hagen**, Teacher, Child Care Center

**Megha Shah**, Assistant to Director, Teacher

**Maryanne O'Connor**, Teacher's Aide

**Elizabeth Raido**, Teacher's Aide

## FACULTY

### Emerita/Emeritus

**Donald Casey**, Associate Professor of Philosophy and Religious Studies (2000); B.A., M.A., Catholic University of America; S.T.L., Gregorian University; Ph.D., St. Louis University

**Sister M. Adalbert Wierciszewska**, CSSF, A.A., B.A., Catholic University of America; M.A., Villanova University

**Jacqueline Bakal**, Instructor of Mathematics (1998), Director of the Mathematics Lab and Developmental Mathematics Coordinator; B.A., William Paterson College; M.S., New Jersey Institute of Technology

**George Castellitto**, Professor of English; B.A., St. Peter's College; M.A., Seton Hall University; Ph.D., Fordham University

**Joanne Karetzky**, B.A., University of San Francisco; M.L.S., San Jose State University; M.A., California State University at Dominguez Hills

**Stephen Karetzky**, B.A., Queens College of the City University of New York; M.A., California State University at Dominguez Hills; M.L.S., D.L.S., Columbia University

**Edward S. Kubersky**, Professor of Biology (1993) and Dean of the School of Arts and Sciences; B.S., Brooklyn College; M.A., Ph.D., Indiana University

**Rona Levin**, A.A.S., Queens College of the City University of New York; B.S., M.S., Adelphi University; Ph.D., New York University

**Rosemarie Liebmann**, B.A. Caldwell College; M.S. Montclair State University; Ed.D., Seton Hall University

**Anne LaGrange Loving**, B.A., Goucher College; M.S., Columbia University

**Thomas Matri**, B.B.A., City College of New York; M.B.A., New York University

**William B. Morgan**, A.A., B.S. University of Maryland; M.S. Strayer University; Ph.D. Walden University; Certified Financial Planner

**Maureen Murphy-Ruocco**, R.N., APN,C. (1983) Professor of Nursing and Education, B.S.N. Hunter College-Bellevue School of Nursing; M.S.N., College of Physicians and Surgeons, Columbia University; APN,C. Certified Advanced Practice Nurse; ANP, Adult Nurse Practitioner; CSN, New Jersey Certified School Nurse; New Jersey Certified K-12 Teacher of Health Education; Ed.M., Columbia University; Distinguished Practitioner, National Academies of Practice

**Dorothy M. Noble**, B.A., Seton Hall University; M.S., Fordham University; M.A., Seton Hall University

**Charles Rooney, Jr.**, Professor of English (1974) and Senior Executive Vice President; B.S., Fordham University; Ph.D., George Washington University

**Marilyn R. Rubin**, B.S., Montclair State University; Ed.M., Rutgers University

**Robert J. Shore**, Associate Professor of Business and Management Science (2001); B.S., St. Peter's College; M.B.A., Seton Hall University; Certified Public Accountant

**Brother Kevin Smith**, OSF, Professor of Religious Studies (2003); B.A., Queens College of the City University of New York; M.A., Manhattan College; Ph.D., New York University

**Marytha Smith-Allen**, B.A., Ohio Wesleyan University; M.A., The University of Michigan; Ph.D., New York University

**Elizabeth Uptegrove**, Professor of Mathematics (2005); B.A., Douglass College; M.S., New York University; Ed.D., Rutgers University

**Sister M. Viterbia Kozłowska**, CSSF, Professor of English (1965); B.Mus., B.S., Mus., Manhattanville College; M.A., Fordham University; Ed.D., Temple University

### Full Time Faculty

(\* Indicates year of Appointment to College)

**George Abaunza**, Dean of the School of Arts and Sciences; Associate Professor of Philosophy (2000)\*; B.A., Florida International University; M.A., Ph.D., Florida State University

**Kristen Abbey**, Assistant Professor of English (2006); B.A., University of California at Santa Cruz; M.A., Ph.D., Rutgers University

**Ard Berge**, Associate Professor of Art (2004); B.F.A., Virginia Commonwealth University; M.F.A., New York Academy of Art

**Jeffery Blanchard**, Associate Professor of English (2012); B.A. English, Secondary Education, B.A. French, SUNY Cortland; M.A. English, University of Rochester; Ph.D. Drew University

**Joshua Bornstein**, Assistant Professor (2015); B.A. Education, Dartmouth; M.A. Curriculum and Instruction, University of Maryland; C.A.S. School District Leadership, SUNY Cortland; C.A.S. Disabilities Studies, Syracuse University; Ph.D. Cultural Foundations of Education, Syracuse University

**Ilene Boucher**, Assistant Professor of Chemistry (2016); BA, Smith College; Ph.D., Boston University School of Medicine

**Michelle Brown-Grant**, Assistant Professor of Education (2008); B.S., Cornell University; M.A., M.Ed., Teacher's College, Columbia University

**Richard Burnor**, Professor of Philosophy (1997) and Chairperson of the Institutional Review Board; B.S., Bucknell University; M.A., Ph.D., University of Arizona

**Kimberly Burrows**, R.N., Instructor of Nursing (2010); B.S.N., Saint Peter's College; M.S.N., William Paterson University

**Della Ann Campbell**, R.N., Professor of Nursing; Director of the MSN and DNP Advanced Practice Programs (2010); B.S.N., Coe College; M.S.N., Wagner College; Ph.D., UMDNJ, Rutgers, NJIT, APN OB/GYN

**Alfredo Castro**, Associate Professor of Chemistry (1995), Faculty Athletic Representative; B.Chem., University of Costa Rica; M.S., Clark Atlanta University; Ph.D., University of Delaware

**Jean Conlon-Yoo**, R.N., Instructor of Nursing (2007); B.S.N. Fairleigh Dickinson University; M.S.N., Pace University, APN

**Helena Correia**, R.N., Assistant Professor of Nursing (2012); B.S.N., New Jersey City University; M.S.N., Seton Hall University, PhD, Capella University

**Peter Craft**, Associate Professor of English (2011); B.A., Hanover College; M.A., Ph.D., University of Illinois

**Marie Cueman**, R.N., Professor of Nursing, Chair of the MSN and DNP Executive Leadership Program (2005); B.S.N., Gwynedd Mercy College; MS, Rutgers The State University; Ph.D., Seton Hall University

**Dennis DeCicco**, Associate Professor of Psychology (2007); B.S., M.S.W., Fordham University; Ph.D., Seton Hall University

**Amy Dombach-Connelly**, Assistant Professor of Psychology (1996); B.S., Pennsylvania State University; M.A., Seton Hall University

**Peter J. Economou**, Associate Professor of Psychology and Chair of Doctorate of Counseling Psychology (2011); B.S., M.A., Ed.S., Ph.D., Seton Hall University

**Benjamin Evans**, R.N., Assistant Professor of Nursing (2016) B.S.N., M.S.N., University of Evansville; D.N.P. University of Medicine and Dentistry of New Jersey. APN Psych-Mental Health

**Corinne Schultz Ellis**, R.N., Assistant Professor of Nursing (2105); B.S.N. Duke University, M.S. University of Massachusettes; DNP, Farleigh Dickenson University

**Kathleen A. Fagan**, R.N., Associate Professor of Nursing (2009); B.S.N., Felician College; M.S.N., Seton Hall University, Ph.D., Columbia University, APN Women's Healthcare Nurse Practitioner

**Gaby Fahmy**, Assistant Professor of Biology (2009); M.S., M.D., Ph.D., Ain Shams University

**Manuel Ferreira**, Associate Professor of Mathematics and Associate Dean of Mathematics, Computer, Natural, and Social Sciences (2011); B.A., Rutgers University; M.A., Montclair State University; Ed.D., Rutgers University

**Barbara Gordon**, Associate Professor of Music (2007); B.F.A., University of Connecticut; M.A., Ph.D., New York University

**Ann Verrett Guillory**, Professor of Psychology (1983); Assistant Vice President for Academic Student Services; Director of the FYE Program; B.S., M.Ed., Loyola University of the South; M.Ed., Ed.D., Teachers College, Columbia University

**Dolores M. Henchy**, Dean of Center Student Academic Success, Professor of Graduate Religious Education; B.A., Herbert H. Lehman College of the City University of New York; M.S., Fordham University (1980); M.Div., Immaculate Conception Seminary; D.Min., Drew University, Certified Master Online Instructor, U. of Illinois

**Dennis Huzey**, Assistant Professor of Business (2000); A.A., B.S., M.B.A., Fairleigh Dickinson University

**Catherine M. Jennings**, R.N., Associate Professor of Nursing (2003); B.S.N., Felician College; M.S.N., State University of New York, Stony Brook; Doctor of Nursing Practice (DNP), Chatham University, APN Family Nurse Practitioner

**Mary Ann Joyce**, Assistant Professor of Education (2005); B.A. Mount Saint Mary College; M.S. and C.A.S. State University of New York at New Paltz

**Irfan A. Khawaja**, Associate Professor of Philosophy (2008); B.A., Princeton University; M.A., Ph.D., University of Notre Dame

**Carl Lane**, Professor of History (1987); B.A., M.A., Manhattan College; Ph.D., City University of New York

**Christine Lawrence**, R.N., Instructor of Nursing (2016) B.S.N. Fairfield University, M.S.N. Columbia University

**Mary Leban**, R.N.; Instructor of Nursing (2015); B.S.N. Fairleigh Dickenson University, M.S.N. Fairleigh Dickenson University, M.Ed, Grandvalley State University

**Joseph Lizza**, Assistant Professor of Business (2008); CPA; B.S., St. Peter's College; M.B.A., Felician College

**Melissa MacAlpin**, Associate Professor of Art (2004); B.F.A., Mason Gross School of Arts, Rutgers University; M.F.A., University of the Arts (Philadelphia)

**Daniel Mahoney**, Professor of Psychology (2000) and Director of the Master's Program in Counseling; B.A., M.A., Jersey City State University; M.A., Ed.D., Columbia University, Teacher's College

**Frances Figueroa Mal**, R.N., Assistant Professor of Nursing (2009), Associate Dean of the Nursing Resource and Simulation Center (2009); B.S.N., Hunter College; M.A., New York University; DMH, Drew University

**Carol Manigault**, Assistant Professor of Mathematics and Computer Science (1986); B.S., Howard University; M.B.A., New York University; Graduate Certificate in Computer Information Assurance and Security, Center for Educational Research in Information Assurance and Security at Purdue University

**Terry McAteer**, Associate Professor of Communications (1997), Honor Council Faculty Advocate; B.A., Boston College; M.F.A., Columbia University

**Deacon Richard M. McGarry**, Assistant Professor of Religious Studies (2008); B.A., M.A., Felician College; Ph.D., Fordham University

**Sylvia McGeary**, Associate Professor of Religious Studies and Academic Success Coach (2009); B.A., College of Saint Elizabeth; M.A., Ph.D., Fordham University

**Robert McParland**, Professor of English (1998); B.A., Fordham University; M.A., St. John's University; M.A., Montclair State University; M.Phil., Drew University; Ph.D., Drew University; Graduate Certificate in Arts Administration/Non-Profit Administration, Seton Hall University

**Theresa McNamee**, R.N. Instructor of Nursing (2011) ; B.S.N., M.S.N. Dominican College

**Christine Mihal**, R.N., Associate Professor of Nursing (2002); Associate Dean and Director of the Fast Track RN/BSN Program; and Coordinator of Outcomes Assessment; B.S.N. Russell Sage College; M.S.N. and Ed.D., Seton Hall University

**Annette Minors**, R.N., Instructor of Nursing (2011); B.S.N., Seton Hall University; M.S.N., Rutgers University; DNP, Felician University.

**Patricia Munno**, R.N. Instructor of Nursing (2012); B.S.N., Mercy College; M.S.N., Mercy College, CPN

**Ghassan Nazi**, Instructor of Mathematics (1992); B.S., M.S., State University of New York at Buffalo

**Mary E. Norton**, Professor of Nursing (1985) and Executive Director The Center for Global Academic Initiatives and United Nations NGO Representative; B.A., Jersey City State University; M.A., M.Ed., Ed.D, Teachers College, Columbia University, Post-Doctoral Certificate Bioethics and Medical Humanities the College of Physicians and Surgeons of Columbia University APN, C

**Michael J. Nyklewicz**, Associate Professor of Art (2008); B.A., Boston College; M.A., New York University

**Patricia O'Brien-Barry**, R.N. Professor of Nursing Coordinator of the Education Track (2004); B.S.N., Seton Hall University; M.S.N., University of Pennsylvania; Ph.D., New York University

**Julie O'Connell**, Associate Professor of English (2010); B.A., Georgetown University; M.A., Brown University; D.Litt., Drew University

**Michael L. Omansky**, Associate Professor of Business (2007) and Chairperson of the Business Graduate Programs; B.S., Wharton School, University of Pennsylvania; M.B.A., Columbia University

**Rev. John O'Neill**, I.V. Dei, Professor of Religious Studies (1998), Campus Minister; B.A., Saint Francis College; M.A., Maryknoll Seminary; M.A., Fordham University; M.S. and P.D., Fordham University; S.T.M., Drew University; D.Min., Graduate Theological Foundation; Ph.D., Graduate Theological Foundation; Post Graduate Certificate in Spirituality, Immaculate Conception Seminary, N. Y.; Post Graduate Certificate in Liturgy, Immaculate Conception Seminary, N. Y.; Certificate in Pastoral Counseling, Blanton-Peale Graduate Institute, N.Y.

**Awilda Perez-Lane**, Associate Professor of Psychology (2005); B.A., University of Puerto Rico; M.Ed. University of Puerto Rico; M.A., New York University; Psy.D. New York University

**Sofya Poger**, Associate Professor of Computer Science (2008); BSSE, Moscow Institute of Technology; M.A., Montclair State University; Ph.D., Stevens Institute of Technology

**Gina Robertiello**, Professor of Criminal Justice (2005); B.S., M.A., Ph.D., Rutgers University

**Robert Rogers**, Associate Professor of Biology (2005); B.A., Rutgers University; M.S., Ph.D., University of Minnesota

**Annette Rycharski**, Instructor of Education Programs and Director of Placement and Certification Officer (1991); B.S., M.S., St. John's University

**Michael Sanford**, Associate Professor of Mathematics (1998, 2005); B.S., M.S., Ph.D., Montana State University - Bozeman

**Anthony Scardino**, Associate Professor (2000); B.A., Montclair State University; M.P.P. Pepperdine University; Ph.D., Antioch University

**Susan Schwade**, R.N., Assistant Professor of Nursing (1995); B.S.N., Rutgers University; M.S.N., Wayne State University

**Stephen R. Sergi**, Instructor of Business and Management Science; B.S., M.B.A., Adelphi University



**Jodi Shelly**, Instructor and Information Literacy and Outreach Librarian; B.A., Thomas Edison State College; M.L.I.S., Rutgers, The State University of New Jersey

**Muriel M. Shore**, R.N., Professor of Nursing (2001) and Dean of the School of Nursing; B.S.N., M.S.N., Ed.D., Seton Hall University; Certified as Nurse Executive Advanced by the American Nurses Credentialing Center; Certified School Nurse and Certified Teacher of Health Education by the New Jersey Department of Education; Distinguished Practitioner and Fellow, National Academies of Practice; Director of the Institute for Gerontology

**Aleksandra Sinkowsky**, Professor of Sociology (1979); B.A., M.A., Montclair State University; Ed.D. Rutgers University

**James Smith**, Associate Professor of Psychology (2001); M.A., New York University; Ph.D., Columbia University

**Marylynn Snyder**, Assistant Professor of Biology (2016); BS, Felician University, University of Medicine and Dentistry of New Jersey (Rutgers)-School of Health-Related Professions; Ph.D., University of Medicine and Dentistry of New Jersey (Rutgers)- Graduate School of Biomedical Sciences

**Ann Tritak**, R.N., Professor of Nursing (2015) and Associate Dean and Director of Graduate Programs; B.S. William Paterson College of New Jersey, M.A. New York University, Ed.D. Rutgers, The State University of New Jersey; AACN-Wharton Senior Executive Leadership Fellow

**David Turi**, Associate Professor of Business and Management Science (2004) and Associate Dean of the School of Business; B.B.A., Fairleigh Dickinson University; M.B.A., Pace University; Ph.D., Seton Hall University

**Elizabeth Van Dyk**, R.N., Assistant Professor of Nursing (2016); B.S.N. William Paterson University; M.A. New York University; D.N.P. Fairleigh Dickinson University; F.N.P. Post-Master's Certificate William Paterson University

**Maria Vecchio**, Associate Professor of History & Academic Success Coach/Advisor (1985); B.S., M.A., Ph.D., Fordham University

**Kathleen O'Rourke Vito**, R.N., Professor (2011); B.S.N., M.S.N., Russell Sage College; Post M.S.N. Certificate, Widener University; Ph.D., Catholic University, PHCNS-BC

**Daria Waszak**, R.N., Instructor of Nursing (2016); B.S.N. San Diego State University; M.S.N. University of California, Los Angeles

**Patrick Weir**, Professor of Biology (1989) and Safety Officer; B.S., M.S., Fairleigh Dickinson University; Ph.D., Rutgers University

**Kermal Oral Yariz**, Assistant Professor of Biology (2016); BS, Bogazici University; Ph.D., University of Miami

**Sherida Loertz Yoder**, Professor of English (1980); B.A., M.A., Ph.D., Rutgers University

**Songmei Yu**, Associate Professor of Computer Science (2008); B.S., Sichuan University; M.B.A., St. John's University; M.S., State University of New York at Stony Brook; Ph.D., Rutgers University

**John Zanetich**, Associate Professor of Healthcare Administration (2015); B.A., Rutgers University; M.A., Miami University; M.G.A., University of Pennsylvania; Ph.D., State University of New York

**Mara Zukowski**, Professor of Religious Studies and Associate Dean of Humanities (1993); B.A., University of Massachusetts; M.A., Ph.D., Fordham University

**Elizabeth Zweighaft**, R.N., Associate Professor of Nursing (1990) and Associate Dean and Director of the Prelicensure Nursing Program; B.S.N., Vanderbilt University; M.A., M.Ed., Teachers College, Columbia University; Ed.D., Fielding Graduate University

### **Half Time Faculty**

**Margaret A. Farrell Daingerfield**, R.N., Associate Professor (2005) and Director of the MSN Program; B.S.N. Seton Hall University; M.A. New York University; Ed.D., Rutgers The State University

**Gary H. Krulish**, Assistant Professor of Criminal Justice (2009); B.S., Rutgers University; M.P.A., John Jay College, City University of New York

William J. Mascitello, Assistant Professor of Religious Studies (2017); B.S., Seton Hall University; M.A., Notre Dame; Ph.D., Fordham University

**ADVISORY COMMITTEES****Business Advisory Committee**

**Stacey Antine**, CEO, Health Barn USA

**Thomas Bourque**, Pfizer

**Richard Dabagian**, Action Graphics

**James Kirkos**, CEO, Meadowlands Regional Chamber of Commerce

**Taneshia Nash Laird**, Trenton Downtown Association

**Catherine Lentini**, Jewish Guild of the Blind

**Leo McGuire**, LPM Strategies, LLC

**Phil Scalo**, Bartley Healthcare

**Andrew Sugar**, Starbucks

**Felician University Nursing Advisory Board**

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**Mary Ann Donohue-Ryan, PhD., RN, APN, NEA-BC**, Vice President for Patient Care Services and Chief Nursing Officer, Englewood Hospital and Medical Center; Past President, New Jersey State Nurses Association

**Benjamin Evans, DD, DNP, RN, APN**, President, New Jersey State Nurses Association Advanced Practice Nurse; Past President, New Jersey Chapter of the American Psychiatric Nurses Association, Past Chairman of the Institute for Nursing

**Ruben D. Fernandez, MA, RN**, Vice President, Patient Care Services, Palisades Medical Center; Former Board Member, American Nurses Association and New Jersey State Nurses Association

**Linda Gural, RN**, American Nurses Association Board of Directors, Staff Nurse; Past President, New Jersey State Nurses Association

**Nancy E. Holecek, MHCA, RN, NE-BC**, Senior Vice President of Patient Care Services/CNO, RWJBarnabas Health, Northern Region

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**Lynn Kearney, MS, RN, NE-BC**, Chief Nursing Officer, Robert Wood Johnson University Hospital Somerset

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**Carolyn T. Torre, M.A., R.N., APN**, Practice Consultant

**Ann Twomey, R.N.**, President Health Professionals and Allied Employees Union, Past Commissioner, New Jersey Access to Health Care Commission

#### **School of Education Advisory Board**

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**John Baltz**, Principal, Carteret Elementary School, Bloomfield

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**Jamie Rifkowitz**, Alumna, Teacher, Ridgefield School District

**Joseph Romano**, Alumnus

**Charles Tortorella**, Principal, St. Anthony High School

**Christi Vanderhook**, Principal, Wilson School, Lodi

**Jeanna Velechko**, Principal, Lincoln School, Rutherford

## LOCATIONS

### Lodi Campus

From Route 46 East:

Exit “Main Street, Lodi.” Turn left at third traffic light, and turn right at the next light onto South Main Street. The College entrance is less than one mile on the right.

From Route 46 West:

Exit “Main Street, Lodi.” Turn left at the end of the exit. Proceed as in “Route 46 East.”

From Garden State Parkway North:

Exit 157 to Route 46 East. Proceed as in “Route 46 East.”

From Garden State Parkway South:

Exit 157. Look for U-turn to Route 46 East. Proceed as in “Route 46 East.”

From Route 17 North:

Exit “Franklin Avenue” in Hasbrouck Heights. Turn left at the stop sign and cross Route 17. Stay on Franklin Avenue to the Boulevard. Turn left on Boulevard to the traffic circle. Take the first right off the circle onto Passaic Street, which becomes Terhune Avenue, and ends at the College entrance.

From Route 17 South:

Take “Hasbrouck Heights” exit onto Boulevard. From Boulevard continue as in “Route 17 North.”

From New Jersey Turnpike North and South:

Exit at Route 3 West. Take Route 3 to Route 17 North. Proceed as in “Route 17 North.”

From Route 3 East and West:

Exit at Route 17 North. Proceed as in “Route 17 North.”

From Route 80 East:

Exit 61 “Garfield/Elmwood Park.” Turn right at the end of the exit onto River Drive. Follow River Drive approximately three miles to the end, and turn left onto South Main Street. The College entrance is one block on the left.

From Route 80 West:

Exit 63 “Lodi/Rochelle Park.” Turn right at the end of exit, and left at the traffic light. Turn left at the next light onto North Main Street. Turn left at the fifth traffic light and make an immediate right onto South Main Street. The College entrance is about one mile on the right.

### Rutherford Campus

From the Lodi Campus:

As you leave the campus driveway, turn right onto South Main Street and follow Route 507 South to West Passaic Avenue. Turn left onto West Passaic Avenue. The Rutherford campus is on West Passaic and Montross Avenue.

From North or South:

Garden State Parkway to exit 153 (Route 3 East). Exit Route 3 at Park Avenue/ Rutherford. Make a left at the traffic light onto Stuyvesant, which becomes Park Avenue. Follow Park Avenue to West Passaic Avenue; turn left. Campus will be on the right (corner of West Passaic and Montross Avenue).

From Route 17 South:

Exit at Union Avenue, Rutherford. Turn right at end of exit; make first left onto Hackensack Street. Turn right under the trestle and follow railroad tracks to third left (Union Avenue). Follow Union Avenue to Montross Avenue; turn left. Campus is two blocks on left.

From East (Manhattan):

Route 3 West to Ridge Road/Park Avenue. Proceed to Park Avenue and turn right. Follow Park Avenue to West Passaic Avenue; turn left. Campus will be on the right (corner of West Passaic and Montross Avenue).

### Off-Site Partner Locations

#### **East Orange General Hospital**

300 Central Ave  
East Orange, New Jersey 07019

#### **Raritan Valley Community College**

118 Lamington Road  
Branchburg, New Jersey 08876

#### **Kimball Medical Center**

600 River Avenue  
Lakewood, New Jersey 08701

#### **Saint Barnabas Medical Center**

94 Old Short Hills Road  
Livingston, New Jersey 07039

#### **Mercer County Community College**

1200 Old Trenton Road  
West Windsor, New Jersey 08550

#### **Saint Luke Baptist Church**

139-145 A.M. Tyler Place (Carroll Street)  
Paterson, New Jersey 07501

#### **Middlesex County College**

2600 Woodbridge Avenue  
Edison, NJ 08818

#### **Warren County Community College**

475 Route 57 West  
Washington, New Jersey 07882

#### **Monmouth Medical Center**

300 Second Avenue  
Long Branch, New Jersey 07740

#### **Sussex County Community College**

One College Hill Road  
Newton, New Jersey 07860

**FELICIAN**  
COLLEGE  
The Franciscan College of New Jersey



**Rutherford Campus**

223 Montross Avenue  
Rutherford, NJ 07070  
201-559-6000  
www.felician.edu

- 1) Sammartino Hall
- 2) Blessed Mary Angela Hall
- 3) Elliott Terrace Residence Hall
- 4) Milton Court Residence Hall
- 5) Sister Theresa Mary Martin Hall
- 6) Joel and Joe Job Gymnasium
- 7) Building No. 7
- 8) The Castle
- 9) Student Center
- 10) Blessed Mary Angela Convent
- 11) President's House
- 12) Montross Classrooms/Labs
- 13) Little Theater
- 14) Parking Areas



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