

# FELICIAN COLLEGE



## UNDERGRADUATE CATALOG

2013 – 2014

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

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

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

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## ACADEMIC CALENDAR

### Fall 2013 – Spring 2014

Fall 2013		Spring 2014	
Fall Semester Begins	August 28 <sup>th</sup>	Spring Semester Begins	January 15 <sup>th</sup>
Labor Day (College closed)	September 2 <sup>nd</sup>	Martin Luther King (College closed)	January 20 <sup>th</sup>
Last Day for Drop/Add	September 9 <sup>th</sup>	Last Day for Drop/Add	January 27 <sup>th</sup>
Columbus Day (College closed)	October 14 <sup>th</sup>	Presidents' Day (College Closed)	February 17 <sup>th</sup>
Mid-Term Examinations	October 21 <sup>st</sup> – 26 <sup>th</sup>	Spring Break (no classes)	March 2 <sup>nd</sup> – 9 <sup>th</sup>
Advising (for spring 2014)	November 11 <sup>th</sup> – 26 <sup>th</sup>	Mid-Term Examinations	March 17 <sup>th</sup> – 22 <sup>nd</sup>
Thanksgiving Recess	November 27 <sup>th</sup> – Dec. 1 <sup>st</sup>	Easter Recess	April 17 <sup>th</sup> – 20 <sup>th</sup>
Reading Day (no classes)	December 10 <sup>th</sup>	Advising (summer 2013/fall 2014)	April 7 <sup>th</sup> – 25 <sup>th</sup>
Final Examinations	December 11 <sup>th</sup> – 17 <sup>th</sup>	Reading Day (no classes)	May 6 <sup>th</sup>
All Grades Due	December 19 <sup>th</sup>	Final Examinations	May 7 <sup>th</sup> – 13 <sup>th</sup>
Grades Released to Students	December 20 <sup>th</sup>	All Grades Due	May 15 <sup>th</sup>
		Commencement	May 18 <sup>th</sup>

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

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

#### PLEASE NOTE:

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

## COLLEGE DIRECTORY

### Administrative Offices

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

#### Office of the President

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

Dr. Howard L. Burrell, Special Assistant to the President and Secretary to the Board of Trustees

Meggan O’Neill, Executive Assistant to the President

#### Academic Affairs

Sister Mary Rosita Brennan, CSSF, Ph.D., Provost and Vice President for Academic Affairs; Professor of Nursing and Religious Studies

Lodi Campus – Albin Obal Hall (1<sup>st</sup> floor)

(201) 559-6024

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

Dr. Karen P. Fasanella, Associate Dean for Academic Success; Associate Professor of Education

#### Academic Student Counseling

Shari Ferguson-Murtha, Director of Academic Student Counseling

Lodi Campus – Kirby Hall (2<sup>nd</sup> floor)

(201) 559-6064

Sherrell Holderman, Freshman Year Experience Coordinator/Academic Counselor

Lodi Campus – Kirby Hall, Room 214

(201) 559-6158

#### Administration, Enrollment and Planning

Francine Andrea, Vice President of Administration, Enrollment and Planning

Lodi Campus – Albin Obal Hall (1<sup>st</sup> floor)

#### Admission Office

Steven E. Goetsch, Assistant Vice President for Undergraduate Enrollment Services

Michael Szarek, Assistant Vice President for Adult Graduate and International Enrollment Services

Rutherford Campus – Iviswold Castle

(201) 355-1465

admissions@felician.edu

Hours:

September through May:

8:30 am – 7:00 pm Monday

8:30 am – 4:30 pm Tuesday - Friday

June through mid-August:

8:30 am – 7:00 pm Monday

8:30 am – 5:00 pm Tuesday - Friday



**Alumni Office**

Lori A. Walker, Director of Alumni Relations  
Rutherford Campus – Iviswold Castle  
(201) 355-1427

**Athletic Office**

Benjamin DiNallo  
Director of Athletics  
(201) 559-3507

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

**Business and Finance Office**

Barbara Smith, 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 (1<sup>st</sup> floor)  
(201) 559-6045 (Treasurer/Billing)

**Campus Ministry**

Lodi and Rutherford campuses  
Rev. Damian Colicchio, I.V. Dei, Campus Minister  
Rev. John O'Neill, I.V. Dei, Campus Minister  
Sister Marie Teresa Soltys, CSSF, Campus Minister  
(201) 559-6021

**Career Development Center**

Melissa Faulkner, Director  
Rutherford Campus – Martin Hall (1<sup>st</sup> floor)  
(201) 559-3619

**Center for Assessment, Instructional Technology, and Faculty Excellence**

Dr. Dolores Henchy, Dean  
Lodi Campus – Kirby Hall (2<sup>nd</sup> floor)  
(201) 355-1133

Deanna Valente, Assistant Dean of Assessment, Instructional Technology,  
and Faculty Excellence

Lodi Campus – Kirby Hall (2<sup>nd</sup> floor)  
(201) 559-6001

Marian Mugavero, Office Assistant  
Lodi Campus – Kirby Hall (2<sup>nd</sup> floor)  
(201) 355-1302 Fax: (201) 559-6005

**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

### **Center for Learning**

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

### **Child Care Center**

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)

### **CORE Curriculum**

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

Dr. Don Casey, Coordinator of CORE 350 Sections  
Lodi Campus – Kirby Hall  
(201) 559-6221

Dr. Anthony Demarest, Coordinator of CORE 375 Sections  
Lodi Campus – Kirby Hall  
(201) 559-6128

Dr. Sylvia McGeary, Coordinator of CORE 400 Sections  
Lodi Campus – Kirby Hall  
(201) 559-6198

### **Counseling Services**

Mary E. Reilly, 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

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**Facilities Services**

Richard A. Riccio, Jr., Senior Director of Facilities  
Lodi and Rutherford Campuses  
Lodi Campus – near mailroom in AOH  
(201) 559-6099

**Financial Aid Office**

Cynthia Montalvo, Director  
Lodi Campus - Albin Obal Hall (1st floor)  
(201) 559-6010

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

**Franciscan Center**

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

**Freshman Year Experience**

Dr. Ann Verrett Guillory, Assistant Vice President for Academic Student Services; Director of the  
FYE Program; Professor of Psychology  
Lodi Campus – Kirby Hall, Rooms 208-211  
(201) 559-6054

**Global Academic Initiatives**

Dr. Mary E. Norton, Associate Dean 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

**Honors Program**

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

### **Human Resources**

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

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

### **Information Systems**

Christopher Allen, Assistant Vice President for Information Systems  
Lodi Campus – Albin Obal Hall (ground floor)

Paul McKenna, Senior Systems' Administrator  
Lodi Campus – Albin Obal Hall (ground floor)  
201-559-6123

### **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**

Shelley M. Tonner, Acting Vice President for Institutional Advancement  
Rutherford Campus – Iviswold Castle  
(201) 355-1431

### **Institutional Communications Office**

Angela Daidone, Director of Institutional Communications  
Rutherford Campus – Iviswold Castle  
(201) 355-1425

### **Institutional Research**

Dr. Jerry Trombella, Assistant Vice President for Institutional Research  
Lodi Campus – Albin Obal Hall (ground floor)  
(201) 559-6152

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

### **Institutional Review Board**

Dr. Richard Burnor, Chairperson  
Lodi Campus, Kirby Hall (4<sup>th</sup> floor)  
(201) 559-6143

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**Library**

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

The Business Library, located in Blessed Mary Angela Hall on the Rutherford Campus, is open to all Felician College students and can be contacted at (201) 559-3514. The Toron Curriculum Library, located in Sammartino Hall on the Rutherford campus, can be contacted at (201) 559-3319.

**Math Lab**

Jacqueline Bakal, Director of the Mathematics Lab and Developmental Mathematics Coordinator  
Rutherford Campus – Martin Hall (lower level)  
(201) 559-3320/3335

**Mission Integration**

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

**Nursing Resource and Simulation Center**

Frances Figueroa Mal, Director  
Lodi Campus – Nursing Resource and Simulation Center  
(201) 559-6009

**Office of International Programs**

Corrine Spring, Director of International Enrollment Services  
Rutherford Campus – Martin Hall Room 204  
(201) 559-3515  
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**

Barbara Romano, Associate 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, Director of Residence Life  
Rutherford Campus – Elliott Terrace Suite 2C9  
(201) 559-3506

### **School of Arts and Sciences**

Dr. Edward S. Kubersky, Dean of the School of Arts and Sciences

Lodi Campus – Kirby Hall 401

(201) 559-6117      (201) 559-6166 for the office manager      (973) 472-8936 for the fax

Dr. George Abaunza, Associate Dean for Assessment and Development

Lodi Campus – Kirby Hall 409

(201) 559-6244

Dr. Mary E. Norton, Associate Dean for Global Academic Initiatives, and

United Nations NGO Representative

Lodi Campus – Albin Obal Hall 300

(201) 559-6093

Dr. Manuel Ferreira, Associate Dean for Off-Campus Academic Programs

Lodi Campus – Kirby Hall 415

(201) 559-6042

Dr. Marylin Kravatz-Toolan, Executive Director of Online Graduate Programs in Religious Education

Lodi Campus – Kirby Hall 316

(201) 559-6081

Dr. Daniel Mahoney, Director of the Graduate Program in Counseling

Lodi Campus- Kirby Hall 318

(201) 559-6161

### **School of Business and Management Sciences**

Dr. Beth M. Castiglia, Dean of the School of Business

Rutherford Campus – Blessed Mary Angela Hall (2<sup>nd</sup> floor)

(201) 559-3326

David Turi, Associate Dean of the School of Business

Rutherford Campus – Blessed Mary Angela Hall (2<sup>nd</sup> floor)

(201) 559-3327

### **School of Education**

Dr. Rose Rudnitski, OFS, Dean of the School of Education

Rutherford Campus – Sammartino Hall

(201) 559-3551

Dr. Bernadette Casey, Associate Dean for Undergraduate Programs in School of Education

Rutherford Campus – Sammartino Hall

(201) 559-3534

Dr. Amelia Allen, Associate Dean for Graduate Programs

Rutherford Campus – Sammartino Hall

(201) 559-3529

(continued on next page)

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

Sister Alexandra Kolat, CSSF, Assistant to the Dean  
Rutherford Campus – Sammartino Hall  
(201) 559-3549

**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. Christine Mihal, Associate Dean, Chairperson 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. Margaret A. Farrell Daingerfield, Associate Dean for Graduate Nursing Programs and  
Director of the DNP Program  
Lodi Campus – Albin Obal Hall (2<sup>nd</sup> floor)  
201-559-6151

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

Jennifer Kostic, Administrative Director for Off-Campus Nursing Programs  
Lodi Campus – Albin Obal Hall (2<sup>nd</sup> floor)  
(201) 559-6140

**Services for Students with Disabilities**

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

**Student Affairs**

Dr. James E. Fitzpatrick, Vice President for Student Affairs  
8:30 a.m. to 4:30 p.m. Monday through Friday  
Rutherford Campus – Martin Hall  
(201) 559-3565

Michele La Jeunesse, Assistant to the Vice President for Student Affairs  
(201) 559-3564

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

**Student Development and Engagement**

Anthony Patrick Dezort, Director of 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 Office**

Carlo Colecchia, Director of Study Abroad  
Rutherford Campus – Room 103 Martin Hall  
(201) 559-3042

**Teaching Partners Program**

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

**Treasurer’s Office**

(see above, page 3, under “Business and Finance Office”)

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

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





### **ACCREDITATION AND APPROVALS**

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

The College is accredited by:

The Middle States 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 and Master's Programs at Felician College 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 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 Assembly for Collegiate Business Education (IACBE)  
PO Box 25217  
Overland Park, KS 66225  
(913) 631-3009  
*<http://www.iacbe.org/>*

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

### **MEMBERSHIPS**

American Association for Higher Education  
American Association of Colleges of Nursing  
American Association of Collegiate Registrars and Admissions Officers  
American Library Association  
American Nurses Association  
American Organization of Nurse Executives  
Association for Supervision and Curriculum Development (ASCD)  
Association of Catholic Colleges and Universities  
Association of Franciscan Colleges and Universities  
Association of Independent Colleges and Universities of New Jersey  
Catholic Campus Ministry Association  
Catholic Health Association - U.S.  
Catholic Library Association  
Commerce and Industry Association of Northern New Jersey  
Council for Advancement and Support of Education  
Council for Exceptional Children (CEC)  
Council of Colleges of Arts and Sciences  
Council of Graduate Schools  
Council of Independent Colleges  
Delaware Valley Archivists Group  
Eastern Association of College and University Business Officers  
Eastern Association of Student Financial Aid Administrators  
Independent College Fund of New Jersey  
International Assembly for Collegiate Business Education  
Kappa Delta Pi International Honor Society in Education  
Kappa Gamma Pi, The National Catholic College Graduate Honor Society  
Lyasis  
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 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 Hospital Association  
New Jersey Knowledge Initiative  
New Jersey League for Nursing  
New Jersey Library Association  
New Jersey Organization of Nurse Executives  
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)  
Psi Chi, The International Honor Society in Psychology  
Service Members Opportunity College  
Sigma Beta Delta  
Sigma Theta Tau International Nursing Honor Society  
Society for College and University Planners (SCUP)  
Student Veterans of America  
Theta Alpha Kappa, National Honor Society for Religious Studies and Theology  
United Nations Non-Governmental Organizations  
Virtual Academic Library Environment (VALE)

## **HISTORY OF THE COLLEGE<sup>‡</sup>**

### **I**

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

The College is one of the institutions of higher learning conducted by the Felician Sisters in the United States. Founded by the Felician Sisters of Lodi, New Jersey, it began as Immaculate Conception Normal School with the first summer session commencing on July 5, 1923. For more than a decade, the Normal School trained in-service teachers and qualified them for state certification. On May 27, 1935, the Normal School was raised to the status of a teacher training college approved by and affiliated with the Catholic University of America. The students who belonged to a religious

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<sup>‡</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.

order completed a maximum of seventy-two semester hours of their undergraduate work at the College and then transferred to the Catholic University of America, Seton Hall or Fordham Universities. The institution became reorganized as a junior college in 1941, and on March 26, 1942, it was incorporated under the laws of the State of New Jersey as Immaculate Conception Junior College.

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

## II

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

In 1999, the Commission on Collegiate Nursing Education (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.

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

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

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

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

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

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

In 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.

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

### III

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

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

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

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

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

The motto “In Veritate Felicitas,” translated “In Truth is Happiness,” represents the vision and the goal of the founders of the College.

## **VISION STATEMENT**

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

## **MISSION STATEMENT**

Revised: October 2003

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

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

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

## **LEARNING OUTCOMES**

Graduates of Felician College will:

1. Value a quest for God.
2. Apply Franciscan values (respect for human dignity, justice and peace, solidarity with the poor, transformation, compassion, reverence, diversity, service, and joy) to personal and professional life.
3. Develop a love of learning and an enduring quest for truth.
4. Develop competence, character, and self-knowledge.
5. Exhibit competency in oral and written communication.
6. Think critically and analytically.
7. Demonstrate information literacy and technological capabilities.
8. Utilize scientific-quantitative reasoning.

## CAMPUS FACILITIES

### **Lodi Campus**

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

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

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

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

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

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

The College's Computer facilities include an academic and administrative network, five computerized labs (art, biology, writing, accounting/mathematics, 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 College Rutherford Campus is set on 10.5 beautifully landscaped acres in the heart of the historic community of Rutherford, New Jersey. Only fifteen minutes from the Lodi Campus, the Rutherford complex contains student residences, classroom buildings, a student center, 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 College, unanimously approved for inclusion on the New Jersey Register of Historic Places in 2004, opened in the spring of 2013 following a restoration project that took 14

years to complete. The arduous and meticulous work undertaken by a team of historic architects and engineers uncovered myriad hidden treasures, the most astonishing of which was a wall sculpture –previously walled over – depicting a scene resembling 14<sup>th</sup> century Florentine artwork.

Students are housed in two dormitories: Milton and Elliott Halls. Both buildings have housing organized around student suites containing semi-private baths. Residence Life is located in Suite 2C9 of Elliott Terrace. 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 and the Toron Curriculum Library are located in Sammartino Hall. The School of Business and Management Science, and the Business Library, 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.

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

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

#### **Traditional Undergraduate Admission Information**

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

#### **Notification of Admission Decisions**

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

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



### 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 college. 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 College 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 College 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 College 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 college, 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 \$300. 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 college before they will be permitted to register for classes.

### **Transfer Credit upon Admission**

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

1. Entire Associate in Arts and Sciences degree earned elsewhere, assuming credits are compatible with Felician College curriculum.
2. Up to 90 credits earned elsewhere, assuming credits are compatible with Felician College's curriculum, to be applied toward a bachelor's degree. No credit for grades below a "C" (except for transfer students already in possession of a degree). 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.

3. Credits earned elsewhere, assuming these credits are compatible with Felician College'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 College.

### **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 College and then withdraws, or has taken a Leave of Absence for more than one academic year, must reapply for admission. A special Readmission application form is available in the Admission Office. In order to complete the process, applicants for readmission:

- Must submit a completed Readmission application with a non-refundable \$30.00 application fee.
- Must submit transcripts for any college-level or post-secondary work attempted since withdrawing from Felician College.
- 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.

### **Academic Amnesty**

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

#### **Eligibility and Guidelines**

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

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

### TREASURER'S OFFICE POLICIES AND PROCEDURES

The Treasurer's Office manages the following functions:

- **Cashiering** – posting payments, providing payment options, account inquiries, administer student refund checks, maintain monthly payment 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) 559-6028  
Collections (201) 559-6069

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

#### Office Hours

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

#### Payment Information

Tuition, Fees, Room and Board, and any required deposits **are due in full by the posted semester deadlines**, unless the Treasurer's Office has granted an authorized deferred payment **prior** to the posted deadline. If you do not pay in full or have an authorized deferred payment by the posted deadline, you are subject to a \$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 Treasurer's Office on the first floor of Albin Obal Hall during regular office hours.
- Check or Money Order payments can be mailed to (Do **not** mail Cash):

Felician College  
262 South Main Street  
Lodi, NJ 07644  
Attention: Treasurer's Office

- Checks and Money Orders should be made payable to Felician College. Please include your name and Student ID Number on the front of the check for proper posting to your student account.
- Checks returned for insufficient funds will 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 \$3.00 per transaction. Students will need the checking account number and routing number to complete the transaction. There is a \$15.00 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 College 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 or (201) 559-6028.
- Save time and pay online. Web payment instructions are mailed with your bill each semester and can be obtained by contacting the Treasurer's Office. 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 Treasurer's Office for account information. Students must provide all required information to complete the transfer. Incomplete information can lead to the delay of your payment being processed and posted to your student account. The student must include their name, Student ID Number, and contact the Treasurer's Office to inform us when your wire transfer is transmitted to insure proper crediting of the student account.

#### Web Payment

- Payment can be made through the Felician College website at [www.felician.edu](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 College accepts Visa, MasterCard, American Express, and Discover. Payment can also be made by Electronic Check, at a cost of \$3.00 per transaction. Students will need their checking account number and routing number to complete the transaction. It is imperative to enter the proper information and have available funds when making an Electronic Check transaction, as there is a \$15.00 charge for returned Electronic Checks.

### Authorized Deferred Payment

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

- Only students in Traditional Undergraduate or Graduate programs are allowed to participate. Students enrolled in non-traditional programs are **not eligible** to participate.
- TMS offers three plan options, 10-month Fall/Spring, 5-month Fall Only and 5-month Spring Only plans. 10-months plans require a **\$90** non-refundable enrollment fee. 5-month plans require a **\$60** non-refundable enrollment fee. First payments for the Fall/Spring and Fall Only plans are due by July 1<sup>st</sup>. First payments for the Spring Only 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 College and a hold flag being placed on the student account, preventing future registration and transcript/diploma release.
- **Past due balances may not be included as part of the payment plan.** These balances must be paid in full to the College prior to enrolling in a plan.
- Students are required to re-enroll each year/semester. Enrolling in a payment plan does not mean you are enrolled for the following academic year. It is important that students check their new balance due for the new academic year at the time of enrollment to insure proper payment.
- A **late fee of \$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 College at the time of cancellation. Cancellation from the payment plan will render the student ineligible to use TMS in the future.
- Payments made to TMS on the 1<sup>st</sup> of the month will not be reflected on the Felician College student account until approximately the 28<sup>th</sup> of the month.
- Students are encouraged to periodically check their Felician College balance and compare it to their budgeted payment plan amount. Any adjustments to the plan can be requested directly with TMS, which will then require approval from the College.
- Questions can be directed to TMS at 1-800-722-4867 or to the Treasurer's Office at (201) 559-6028. Brochures are available at the Treasurer's Office upon request.

### Employer Sponsored Tuition Assistance Programs

Students with employers providing payment for tuition/fees must present written documentation on company letterhead to the Treasurer's Office before the posted semester payment deadlines. This documentation must contain the student's name, the semester of payment, and terms of the agreement. If there are tuition/fees that are **not** covered by the agreement, the student must pay these charges in full by posted semester deadlines. Felician College will not honor agreements that delay

payment, stipulate grades must be received before payment is made, or payment that is made directly to the student. Payments must be made directly to Felician College in a timely fashion.

#### 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 College determines that Parent Plus Loan funds created the credit balance, the College 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 College, unless authorization from the Treasurer's Office has been granted for in-person pick up. Checks held at the Treasurer's Office 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 College.

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 College 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 College 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 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. **Student's must access and print Form 1098-T through Web Advisor as it is not sent via mail.** It is imperative that the student keeps important information such as ad-

dress 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 College 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 College 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 College, 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 College's posted payment deadlines will have a **hold flag** placed on their account, preventing registration, check-in to the College's dormitories and receipt of an official transcript and/or diploma. If the student 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 College's posted payment deadlines, they will be subject to a \$200 late fee and/or deregistration and 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 Treasurer's Office, and may differ depending on the individual traditional or non-traditional program. **Information obtained from any other area of the College regarding these issues is not binding.** Please contact the Treasurer's Office for policy information and tuition and fee rates for your specific program.

If students are unable to, or choose not to attend Felician College, they must officially withdraw from their course(s). It is imperative that the student follows the posted withdrawal refund deadlines. Withdrawals after the Drop/Add period (last day for 100% refund) **will result in the student being liable for all or part of their charges.** Please see the *Registration Policies and Procedures* portion of the Undergraduate/Graduate Catalogs for procedures on withdrawals (page 64).

Room and Board must be paid along with tuition and fees by the posted payment deadlines in order for students to be eligible to check-in to the College's dormitories. Board **may not** be waived for any student. If the student chooses to withdraw from housing, they must contact the Residence Life Department and fill out the necessary forms for the withdrawal to be valid. Room and Board refunds will be calculated according to the date the withdrawal form is received by the Residence Life Department, **not by the last date of residency.** Refund percentages will be calculated using the same formula/dates as tuition and fees.

If students have a delinquent account balance, they will be notified by the Treasurer's Office Collection Department. Upon receipt of this notification, their payment must be made immediately. Students will first have the opportunity to make payment directly to the College. If they do not respond to our attempts to collect their balance, their account will be referred to an outside collection agency. Should this occur, credit bureaus will be notified and the student will be responsible for the outstanding balance plus all collection costs and legal fees. At this point, the student will no longer be able to make payment directly to Felician College; they will be required to 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 2013**

Last Day for 100% Refund (Drop/Add Period)	Sept. 9 <sup>th</sup> , 2013
Last Day for 75% Refund	Sept. 16 <sup>th</sup> , 2013
Last Day for 50% Refund	Sept. 23 <sup>rd</sup> , 2013
Last Day for 25% Refund	Sept. 30 <sup>th</sup> , 2013
Withdrawal after Sept. 30 <sup>th</sup> , 2013 is 0% Refund	

### Spring 2014

Last Day for 100% Refund (Drop/Add Period)	Jan 27 <sup>th</sup> , 2014
Last Day for 75% Refund	Feb 3 <sup>rd</sup> , 2014
Last Day for 50% Refund	Feb 10 <sup>th</sup> , 2014
Last Day for 25% Refund	Feb 18 <sup>th</sup> , 2014
Withdrawal after Feb 18 <sup>th</sup> , 2014 is 0% Refund	

### Summer I 2014

Last Day for 100% Refund (Drop/Add Period)	May 27 <sup>th</sup> , 2014
Last Day for 75% Refund	May 29 <sup>th</sup> , 2014
Withdrawal after May 29 <sup>th</sup> , 2014 is 0% Refund	

### Summer II 2014

Last Day for 100% Refund (Drop/Add Period)	June 30 <sup>th</sup> , 2014
Last Day for 75% Refund	July 2 <sup>nd</sup> , 2014
Withdrawal after July 2 <sup>nd</sup> , 2014 is 0% Refund	

Non-traditional student withdrawal refund percentages and dates are calculated according to specific program formulas and calendars. These programs include Trimester and eight-week programs. Further information can be obtained from the individual academic School or the Treasurer's Office. 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

As of May 2013, all full-time students are required by the State of New Jersey to have medical insurance. The College's policy is subject to change based on changes in the State legislation. Students who have their own outside medical coverage have the option of waiving the College's policy by completing a Health Insurance Waiver Form on line in WebAdvisor 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. You must print out the confirmation page, without this page credit to your account is not guaranteed.

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

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

### Fall 2013

Available on WebAdvisor July 9<sup>th</sup>, 2013

Deadline to complete waiver September 24<sup>th</sup>, 2013

### Spring 2014

Available on WebAdvisor December 10<sup>th</sup>, 2013

Deadline to complete waiver February 11<sup>th</sup>, 2014

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

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

### *Teachers at a Catholic School Discount*

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

- The discount is based on **tuition only**. Fees are not discounted.
- The student must be accepted and matriculated in a Teacher Certification, 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 College discount. If the student is eligible for any other discount, they will receive the highest percentage discount.
- The discount received by the student will be deducted from the cost of attendance, and will be calculated into the individual's financial aid package.

- If a student drops/withdraws from a course, the discount will be prorated based on the percentages and dates defined in the College's Withdrawal Refund Policy.

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

### **Financial Information**

#### **TUITION AND FEES – 2013/2014 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.

#### **Tuition:**

Undergraduate Part Time (less than 12 credits per semester)	\$	935.00	/Credit*
Undergraduate Full Time (12 to 18 credits)	\$	14,180.00	/Semester
Undergraduate Certificate Programs	\$	935.00	/Credit**
Graduate	\$	945.00	/Credit
Graduate Certificate Programs	\$	945.00	/Credit**
Doctorate	\$	945.00	/Credit
Associate and Select Bachelors Completion Programs For Adult Learners	\$	640.00	/Credit

#### **Audit Tuition:**

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

#### **Student Medical Insurance:**

Student Medical Insurance	\$	1068.00	/Year***
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#### **Comprehensive Fees:**

Full-Time Student	\$	815.00	/Semester
Part-Time/Graduate Student	\$	267.50	/Semester

#### **Room and Board:**

Double Room (meals included)	\$	5,825.00	/Semester
Triple Room (meals included)	\$	5,200.00	/Semester

#### **Course Fees:**

Art Studio Fee	\$	155.00
Art Special Fee (Art 237)	\$	290.00
Graphic Arts Lab Fee	\$	285.00
MBA Fee (MBA 001-002)	\$	200.00
Music Course Fee	\$	300.00
Music Lesson Fee	\$	250.00
Computer Science Lab Fee	\$	285.00
Electronic Learning Fee	\$	110.00
Electronic Learning Fee – Hybrid	\$	40.00
ED 100-200-302-304-400	\$	105.00
ED 404-604	\$	300.00
All Lab Science Course Fees	\$	325.00

(continued on next page)

**Nursing Clinical Fees:**

NURS 306, 326, 410CL, 420CL \$ 940.00

**Other Fees:**

Challenge Examinations (Per Credit Testing Fee)	\$ 25.00
Challenge Examinations (Credits)	1 / 3 of the course tuition
Late Registration Fee	\$ 35.00
Transcript Fee (Normal Processing)	\$ 5.00
Transcript Fee (Immediate Processing)	\$ 10.00
Transcript Fee (On-Line Processing)	\$ 10.00
Drop/Add Fee	\$ 5.00
Non-Refundable Application Fee	\$ 30.00
Change of Enrollment Status Fee	\$ 10.00
Late Tuition Payment Fee	\$ 200.00
Schedule Reinstatement Fee (Per Course Charge)	\$ 150.00

- \* 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.
- \*\* Some certificate programs may be subject to the flat rate for tuition.
- \*\*\* Student Medical Insurance may be waived, with proof of outside coverage, by completing a Health Insurance Waiver Form on line by the posted deadlines.

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 College roster. This deposit will be credited to the student's account for tuition only.

A non-refundable \$200 room placement deposit is required *each academic year* to reserve a residential room in the College's dormitories. This deposit will be credited to the student account for room and board only. Please contact the Residence Life Office for more information concerning dormitory requirements.

*The College 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 College during the 2013-2014 Academic Year.

<u>Expense</u>	<u>Commuter Student</u>	<u>Resident Student</u>
Books	\$1,200	\$1,200
Transportation	\$1,650	\$1,060
Personal Expenses	\$2,150	\$1,900

**FINANCIAL AID AND SCHOLARSHIPS**

*General Information*

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

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

- Be accepted by the College for admission to a degree or certificate program, and
- File the Free Application for Federal Student Aid (FAFSA). The application is available 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 college Financial Aid Office. (The Felician College federal code is #002610.)

Students applying for financial assistance are considered for every program for which they are eligible. The amount awarded may consist of a combination of grants, loans and employment and is based on the student's financial need. The Financial Aid Office determines all 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 College 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 2013 applicants, information from the families' 2012 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 College 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 College Student Employment programs. Students who are offered jobs have the opportunity to work on or off campus to

earn money to help pay educational expenses. Additional information may be obtained from the Career Development Center.

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

**FEDERAL AID PROGRAMS**

**Federal Pell Grant:** Grants are awarded to needy undergraduate students 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 College, and enrollment status.

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

#### ***New Jersey Loan Program***

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

### **FELICIAN COLLEGE FUNDS**

**Felician College Admission Scholarship/Grant:** Students are awarded an Admission Scholarship/Grant as they enter the college as a first time full-time freshman or transfer undergraduate student. Awards are renewable for up to four continuous years providing the student maintains full-time enrollment status and has a minimum 2.00 cumulative grade point average. Admission Scholar-



ships may be combined with other financial assistance, but the total grant/scholarship aid for all sources may not exceed the cost of tuition, comprehensive fees and room & board, if applicable. 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 College Scholarships:** A limited number of non-renewable scholarships are awarded to students who have earned 24 or more credits at Felician College. Students must be attending at least half-time (6 credits) and have a cumulative grade point average of 3.00 or 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 June 1<sup>st</sup>.

**Felician College Need Based Grants:** Grants are awarded to full-time undergraduate students based on financial need as determined by the Free Application for Federal Student Aid (FAFSA). Awards are renewable as long as the student continues to have established need, is making satisfactory academic progress, and maintains full-time enrollment.

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

**Felician College 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 College degree program of a higher level, the Felician College 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 College programs.

**Felician College 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 College degree programs.

**Restricted Scholarships Awarded by Felician College:**

The following restricted scholarships are administered by the Financial Aid Office and are subject to the conditions specified by the donors. Upper-class students who have successfully completed 24 credits or more at Felician College may obtain a Felician College Scholarship Application from the Financial Aid Office during the spring semester of each academic year. The deadline for scholarship applications is usually June 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.

Alumni Association Student Scholarship  
Lisa Ann Briggs Memorial Scholarship  
Lisa Bramucci Scholarship Fund

Coccia Foundation Scholarships  
Edward C. Furst, Sr. Scholarship Fund  
Edward Golda Scholarship Fund  
St. Francis (Franciscan) Scholarship  
Italian Community Center Scholarship  
Frances Howells Keeney Memorial Scholarship  
The Michael J. Kosloski Foundation  
Sister Hildtrude Koba Scholarship  
Sr. Theresa Mary Martin Scholarship  
Dina M. Luna Memorial Scholarship  
Loretta McGowan Foundation Scholarship  
The National Medical & Dental Association Scholarship  
Robert Sydney Needham Memorial Scholarship Program  
Lawrence J. Pizzo, M.D. Scholarship Fund  
Plonski Family Scholarship Fund  
The Provident Foundation Business Scholarship Fund  
Ridgewood Registered Professional Nurses Scholarship  
Robert Wood Johnson 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  
George P. Velotto Scholarship  
The United Food and Commercial Workers Local 1262 Scholarship  
Warwick Scholarship  
Russel Wiebe 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 College. (For additional scholarship opportunities offered by the ICFNJ please go the ICFNJ web site at [icfnj@njcolleges.org](mailto:icfnj@njcolleges.org)).

C.R. Bard Nursing Scholarships  
BD Scholarship  
Deloitte Scholarship  
HSBC First Opportunity Partners Scholarship Program  
Johnson & Johnson Discover Nursing Scholarships  
Roland Lewan 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 College participates in the Yellow Ribbon Program which allows institutions to enter into an agreement with the VA to fund tuition expenses that exceed the amount covered by the Post-9/11 GI Bill (see above). Felician College will match the VA contribution so the total amount available to the student from the Post-9/11 GI Bill and the Yellow Ribbon Program will cover the entire cost of tuition & fees at Felician College.

**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) and those that contributed to the Veterans Educational Assistance Program (VEEP-Chapter 32) also may be eligible for VA educational benefits. For additional information regarding Veterans' Educational Benefits, contact the State of New Jersey Department of Military and Veteran Affairs State Approving Agency, PO Box 340, Eggert Crossing Road, Trenton, New Jersey 08625.

#### **Supplemental Assistance Programs**

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

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

**Alternative Loan Programs:** Many banks and lending institutions offer credit based loans to students and families to assist with educational expenses. Students may choose any lender of their choice. Additional information is available on the Felician College 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 College'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 College may not receive total grants/scholarships from all sources (institutional, federal, state and external aid) in excess of the total cost of tuition, comprehensive fees, and room & board, if applicable.
- 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 College 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 College will provide a fair and equitable refund to all students who leave school prior to the completion of an enrollment period for which they are charged. Students who withdraw from school are subject to the [Tuition Refund Policy](#) issued by the Treasurer’s 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/refunds policy. In all cases the refund to the state must represent its ‘fair share’ of the total available refund as determined by the Institutional Refund Policy.
- 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 college must return a portion of the student's State award(s) to the NJ Higher Educational Assistance Authority (HESAA). To calculate the total amount to be returned to the State, the college will multiply the institutional refund by the following fraction: amount of State aid awarded for the payment period divided by the total amount of financial aid (excluding work-study earnings) for the period.

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 College for the payment period.

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

Felician College 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 College 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 college.
- know and comply with the rules governing all financial aid you receive.
- read and understand all materials sent by the Financial Aid Office.
- accept responsibility for all agreements signed by you and keep copies of all materials for your records.
- complete the Free Application for Federal Student Aid (FAFSA) each year prior to the college'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 College 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 College 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 College 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 College and has been accepted through the Admission office. Classification is determined by the number of credits accumulated and/or the number of courses successfully completed toward the degree sought.

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 College 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 COLLEGE HONOR CODE §**

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

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

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

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§ 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.



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 sec-

tion 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 College 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 College.

### **Responsibility of the Individual**

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

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

### **The Honor Council**

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

The 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 College 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 College. This also extends to any human subject research originating from an external institution or organization that is to be carried out on Felician College 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 College IRB. This requirement holds whether or not the research has already been approved by another IRB. Members of the Felician College community should contact the Felician College 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 College by ensuring that all human subject research conforms to the requirements of the Code of Federal Regulations, Title 45, part 46 (45 CFR 46), together with any other applicable federal, state, or local codes and revisions. The IRB holds periodic workshops 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 eCollege platform will abide by all rules and regulations published by the College, and agree that he/she is subject to the jurisdiction of all disciplinary panels and procedures established by the College to address violations of rules or the Honor Code. Students must abide by the information contained in the *Student Guide to Online Courses* which can be obtained online.

- 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 eCollege.
- 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 College email account.

As a Catholic College in the Franciscan tradition, Felician College values scholarship and truth as integral parts of its academic identity. All students are governed by the regulations and provisions printed in the College catalog, Student Handbook, and Honor Code. Cheating, plagiarizing, or otherwise falsifying study results are prohibited. Unacceptable online conduct includes, but is not limited to, postings that are racist, derogatory, inflammatory, condescending, rude or in any way offen-

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

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

## CONFERRING OF DEGREES

### Graduation

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

Each student approaching the completion of all requirements for the degree is responsible for completing a Declaration of Candidacy for graduation. This intent form must be filed 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 College for a four-year program (30 credits for those in a two-year program), have no grade below a "C," no grade below a "C+" in the major, and who do not have any Honor Code violations, will qualify to graduate with Honors. The degree is conferred with honors based on the following GPA:

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 College
5. Completion of a Baccalaureate degree program
6. Service to the College and community
7. Recommendation by the Academic Standing and Degrees Committee
8. Recommendation by the respective 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 College 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. CORE courses;
4. Developmental courses;
5. 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 38).

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

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

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

## UNDERGRADUATE STUDENT GRADE APPEAL PROCEDURE

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

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

#### **Grade Point Average**

At the end of each semester the grade point average (sem GPA) and cumulative grade point average (cum GPA) are computed to indicate the general level of academic performance of each student. These indices are determined by dividing the total number of quality points (sem/cum respectively) by the number of credit-hours taken (sem/cum). To determine the quality points, one multiplies the credit worth of each course by the quality point index assigned to each grade (e.g. "A"=4.000, 3 credits x 4 (index) = 12 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 College.

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

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

Specifically, 2.000 is the minimum cumulative GPA needed for graduation from the School of Arts and Sciences. The minimum GPA for graduation from the School of Business and Management Sciences is 2.500. The GPA required for graduations from the MBA Program is 3.000. A GPA of 2.750 is required for graduation from 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 College Associate Degree graduates who enter a Baccalaureate program will continue their GPA unless a written request is submitted to the Registrar's office.

#### **Audit Policy**

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

#### **Credit Load**

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

Status is defined by course loads as follows:

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

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

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

Felician College offers many non-traditional programs, primarily for adult students, which are on schedules other than a semester schedule, such as 10, 8 or 7 week terms. The policy dictating full-time or part-time status for these programs with special term structures will be prorated based on the semester policy. The semester policy for undergraduate students basically states that the student must be enrolled for 24 credits during the academic year and these must be divided equally between the semesters. The same policy will be applied for programs with a special term structure; students in these programs must be enrolled for a minimum of 24 credits during the course of the academic year which for programs with special term structures is generally Aug 15 to Aug 15 of each calendar year. The disbursement of these 24 credits must be spread across the term structures equally in order for a student to remain in full-time status. So for example for programs that follow a 10 week structure there are four 10 week terms in the academic year so students must be enrolled for at least 6

credits in each 10 week term (24/4). For the programs which are structured in 7 or 8 week term structures which generally have five or six terms per academic year, the student must be enrolled in at least 4 credits per term to maintain full-time status (24/6). To determine half-time and part-time status, the same logic will be applied, basically using the number of credits from the traditional semester enrollment as a base and dividing it between the number of terms offered for that program structure during the academic year.

#### **Mid-Term Grades**

After mid-term examinations, instructors submit to the Office of the Registrar a progress report for all courses. The Registrar's Office formulates a report of all students who receive grades of "D," or "F." All students who earn a grade below "C" will receive a Mid-Term Warning letter from the Vice President for Academic Affairs. A copy of this letter is also sent to the respective 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 57.)

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

#### **Attendance**

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

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 College will be released only upon written authorization of the student. Authorization forms are available in the Office of the Registrar.

#### **Prolonged Absences**

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

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

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

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 College. Students on Probation take no more than 12 credits of courses they have not attempted before, repeat required courses, meet regularly with the Director of Academic Student Counseling, and attend workshops. No student may be on Academic Probation for more than two consecutive traditional 15-week semesters. If a student must be placed on Academic Probation a third time, he or she will be dismissed from the College. Individual Schools may have more stringent policies. Felician College reserves the right, at any time, to suspend or dismiss a student who does not meet academic and/or ethical standards.

Probation/Dismissal policies for each School appear on page 103 (Arts and Sciences), page 275 (Business and Management Sciences), page 354 (Nursing), and page 290 (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 College for lack of academic progress may not take courses as a non-matriculated student.

Any exception to these regulations must be approved by the Dean of the 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 57 will not be eligible for the Dean's List.

### **REGISTRATION POLICIES AND PROCEDURES**

Students at Felician College are advised by faculty and registered through WebAdvisor on the dates scheduled in the College calendar. Students in non-traditional programs should check with their departments for registration dates. Payment of tuition and fees must occur according to the policies set by the Business Office. Upon payment, students receive an authorized class admit slip showing courses for which they are registered. An admit slip must be shown to the instructor of each course at the first class meeting.

#### **Cancellation of Courses**

Insufficient enrollment for a course or any other substantial reason deemed necessary by the Vice President for Academic Affairs 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 College 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 Core, 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 College 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 57)

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 57).

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

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

#### **In-House Credits**

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

#### **Internal Transfer**

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

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

#### **Leave-Of-Absence**

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

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

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

The Registrar will distribute copies of the application after approval.

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

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

#### **Leave-Of-Absence Extension**

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



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

#### Official Withdrawal

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

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

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

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

#### Unofficial Withdrawal

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

#### 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 College

Under extraordinary circumstances, a student in a degree program at Felician College may be given permission to earn credits from another accredited institution of higher learning (hereafter referred to as "visiting institution"). Under no circumstances will a student be permitted to earn more than a total of 6 credits at another institution, and none of these credits may be earned in the student's major field of study. In addition to the above stipulations, the College's residency requirement (please see page 72) mandates that matriculated students must complete the last thirty credits of their degree program at Felician College. However, Study Abroad credits are excluded from the stipulations listed above.

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

1. Obtain a description (from the most recent edition of the college catalog of the visiting institution) of the intended course. This description, as well as a signed letter specifically explaining the reason(s) for the request, must be attached to the *Special Permission* form;
2. Obtain all of the required signatures listed on the *Special Permission* form (Advisor, Department Chair/Program Coordinator, 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 College 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 College and then returns to the college without attending any other institution must meet SAP standards as if they had never left. An interruption of course work does not change the SAP result.

#### **Transfer Students**

Transfer students must meet the percentage requirement based on the number of credits accepted in transfer. A student, who withdraws from Felician College, enrolls at another college and then returns to Felician must meet the same standards as a transfer student. Courses taken at another college as a visiting student and accepted by Felician College 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 may include regular scheduled meetings with an academic 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 College files may request them from the persons responsible for the office in which the records are maintained. Access will be granted as soon as mutually satisfactory arrangements can be made, but in no case is the time between request and access to exceed 45 days.

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

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

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

### **Residency Requirement**

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

### **Transcript of Records**

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

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

### **STUDY ABROAD**

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

#### **Study Abroad Policies and Procedures**

##### **Eligibility for Study Abroad**

Freshman (who have successfully completed at least 24 credits), sophomores, juniors and first-semester seniors are eligible to study abroad for a semester, academic year or summer program. All students are required to have a minimum cumulative GPA of 2.75 at the time of application. Students should be aware, however, that many programs require a cumulative GPA of 3.0 or higher. Students are also required to be in good standing at the College.

**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 to discuss their plans prior to enrolling in a program.

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

##### **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 your student advisor, a semester 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 Study Abroad Office. Failure to complete an *Application for Study Abroad Transfer Credit* prior to the start of the program will result in no credit 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 College.

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

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

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

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

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

### **Step-By-Step Process for Study Abroad**

- 1) Schedule an appointment with the Director of Study Abroad
- 2) Meet with your faculty advisor
- 3) Apply for your passport
- 4) Research program options
- 5) Complete the *Application for Study Abroad Transfer Credit*
- 6) Submit the host program's application
- 7) Complete the Felician College *Intent to Study Abroad* form
- 8) Complete the Felician College *Liability Waiver*
- 9) Complete the *Felician College 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 counseling 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. The College will charge a late fee of \$35.00 to current students who do not register during the specified registration period.

Following Advisement all registration materials are brought by the student to the Registrar for review. Processing will occur only if the student has met all of his or her obligations (health compliance, monetary, financial aid, and admissions) to the College. Upon completion of these procedures the student is eligible to register online.

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

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

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

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

#### **Center for Learning**

The Center for Learning (CFL) is staffed by professors, professional tutors, and peer tutors who provide FREE consultations to students in English, mathematics, science and a broad range of other selected academic disciplines. Individual as well as group tutoring sessions are available. To register for tutoring, students should contact the CFL's Coordinator at (201) 559-6023. Those students interested in peer tutoring should consider registering for the class LS 201 HC (whose description can be found on page 211 of this catalog).

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

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

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

#### **Developmental Studies**

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

## ALUMNI ASSOCIATION

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

Benefits of becoming a member of the Alumni Association:

- Use of the College's computer labs on both campuses
- Admittance to the fitness centers on both campuses
- Access to the College library and Curriculum library
- Discounted tickets to College's special events (Founders Day and Auction)
- Ability to vote, attend annual meetings and hold an office in the Alumni Association
- Discount property and auto insurance through Liberty Mutual
- Access to the online community

*Coming soon...*

Discount travel program  
Health Insurance  
Credit card

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

## ATHLETICS

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

## BEHAVIORAL HEALTH AND COUNSELING SERVICES

Behavioral health counseling services are available to help students achieve their educational goals, learn the process of problem solving, and make full use of their potential for continued growth beyond the educational experience. Individual counseling services are confidential and without fee and are offered by appointment during the office hours of the 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 AlcoholEdu®. AlcoholEdu 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 College's mission. Not only does Felician College provide activities for self-oriented discovery, but offers a campus ministry program for exploring a personal relationship with God. The campus ministry team collaborates with the Religious Studies Department in conducting student forums, a lecture series, pre-marriage and marriage seminars, RCIA and ecumenical programs. The liturgy of the Eucharist is celebrated in the Lodi College chapel daily, in the Main Lobby in Lodi on special occasions, and on Sunday evenings at the Rutherford campus. Opportunities are available for the Sacrament of Reconciliation. Search seminars, shared prayer, days of recollection, weekend retreats, "Pizza and Prayer" nights, and liturgical programs provide extended dimensions for 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 College endeavors to build a strong faith community.

### **CAREER DEVELOPMENT CENTER**

The Career Development Center supports the mission and advancement of Felician College as a leading institution whose focus is to "provide a full complement of learning experiences...designed to bring students to their highest potential." 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.

### **ISTRONG**

For nearly 80 years, the Strong Interest Inventory® assessment has helped organizations attract and retain the brightest talent and has guided thousands of individuals in their search for a rich and fulfilling life of work and leisure. The most respected and widely used career planning instrument in the world, the Strong is more powerful than ever, with major updates and new content that reflect the way we work and learn today.

### **FOCUS 2**

Discover the online career and education planning system that is the nation's leading and most innovative career planning product. This guides students through a reliable career and education decision making model to help students choose their majors at your college, explore occupations, plan career development activities and make informed decisions about their careers.

### **INTERVIEW STREAM**

Interview Stream is an essential part of preparing to find a job or internship. This online interviewing practice tool will help students learn how to answer questions in an efficient, appropriate manner. By practicing, students get a true sense of what an interview will be like, thus building confidence for the actual experience.

### **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 College 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 College students, faculty and staff.

The Center also accepts student volunteers from Felician College 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 College’s academic offerings, students have a social responsibility to apply their knowledge and skills to the betterment of society. Motivated by the principles of Christian love and civic responsibility, Felician College encourages students to develop a concern about, and become a participant in remedying, human problems. Community Service is a requirement of the College's Honors program and as well as a requirement for all graduating seniors in the traditional academic programs. Core 400, “The Franciscan Vision: Self, Service and Society” fulfills the College-wide Community Service requirement.

**CULTURAL OPPORTUNITIES**

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

**FOOD SERVICES**

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

Breakfast	.....	7:30 a.m. – 9:00 a.m.
Lunch	.....	11:30 a.m. – 1:30 p.m.

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 College policy. Additional health criteria may be required for certain categories of students as determined by student age, campus residency and declared major. Students should consult the Student 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, 2013 through August 1, 2014. 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 9, 2013. 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, 2013. No waivers will be accepted after this date. Waiver forms can be accessed via the Felician College website. For students entering the Spring 2014 semester the waiver form will be available on-line after January 3, 2014. The deadline to complete the waiver form is February 11, 2014. No waivers will be accepted after this date.

Part-time students taking a minimum of 6 credits and graduate students are eligible to purchase the Student Health Insurance for a fee. Please contact the Student Wellness Center for further information or access the webpage at <http://felician.edu/studenthealthinsurance>.

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**

The Felician College Library nurtures discovery, critical thinking, and the exchange of information to help students and faculty collaborate, grow intellectually and spiritually, and acquire skills for life-long learning. In aspiring to this mission, the Library seeks to:

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

The Library occupies an International Style building on the Lodi campus and makes available to students, faculty, and staff over 158,000 volumes, 360 print periodicals, 25,000 online journals, 70,000 electronic books, 80,000 microforms, and over 1,000 audio-visual items. If the material you need is not owned by the Library, it will be borrowed from another library at no charge to Felician patrons.

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

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

Research assistance for assignments is provided by reference librarians on site, by telephone, via electronic mail, or by sending an instant message to **FelicianLibrary** on AIM, Gmail, or Yahoo!

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

Felician students with a current ID card receive a barcode, which enables them to borrow materials from the Library collection. Borrowers are responsible for all materials lent on their cards and will not receive grades or graduate if their Library accounts have unpaid charges for overdue or lost items. Information on Library borrowers who have not returned Library materials is transmitted to a collection agency. In accordance with *New Jersey Statutes Annotated*, title 2C, chapter 20, New Jersey law allows the detention of anyone suspected of committing a theft of library material. All bags are subject to search.

Both group study and quiet study spaces are provided. Although food is not allowed to be brought into the Library, beverages are allowed in covered containers. Cell phone conversations are not allowed inside the Library.

**Hours** (during fall and spring semesters and summer sessions):

- Monday-Thursday, 8:45 a.m.-8:00 p.m.
- Friday, 8:45 a.m.-4:30 p.m. (closed Fridays during summer sessions)
- Saturday, 10:00 a.m.-4:00 p.m.
- Sunday, 12:00 p.m.-5:00 p.m.

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

The Business Library, established in 2010, is located in Blessed Mary Angela Hall and serves as a resource center and reading room on the Rutherford Campus for all Felician College students.

**Hours** (during fall and spring semesters and summer sessions):

- Monday-Thursday, 8:45 a.m.-8:00 p.m.
- Friday, 8:45 a.m.-4:30 p.m. (closed Fridays during summer sessions)

Call (201) 599-3514 to confirm.

The **Toron Curriculum Library**, located in Sammartino Hall on the Rutherford campus, collects children's literature, kindergarten through twelfth-grade textbooks, curriculum guides, periodicals, realia, and other instructional materials suitable for use in the classroom.

**Hours** (during fall and spring semesters):

- Monday - Thursday, 10:00 a.m. – 12:00 midnight
- Sunday, 5:00 p.m. – 12:00 midnight

Call (201) 559-3319 to confirm.

## 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 College.** 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.

**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.

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

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

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

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

**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 College. [<http://www.nsna.org>]

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

**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.

**Social and Environmental Issues 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.

The **Student Alumni Association (SAA)** is an on-campus student organization that looks to strengthen the relationship between the current students of Felician College 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 College community by assisting with the welcoming of guests (students, parents, and distinguished alumni) and representing the College at open houses and campus tours.

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

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

**Veritas,** 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 College** - A fully student-run, internet radio station featuring programming created and webcast by Felician College 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 College home page. [[mcateert@felician.edu](mailto:mcateert@felician.edu)]

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

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## PUBLICATIONS

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

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

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

The *Newsletter of the Dean of the 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 College faculty and staff.

## SOCIAL ACTIVITIES

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

## STUDENT GOVERNMENT

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

Twice during the academic year an activity calendar is published enumerating academic, athletic, religious and social functions.

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

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

## VETERANS

Felician College 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 military student office for a complete overview of the College's services including Felician College Military Grant and other support services. (Please also refer to pages 43, 44, and 45).

### DEGREE AND SPECIAL PROGRAMS

**Bachelor's Degree:**

B.A.	Art Concentrations: Fine Arts, Graphic Design, Photography and New Media, Painting and Drawing, Printmaking
B.A.	Communications Concentrations: Journalism, Digital Video Production
B.A.	Education
B.A.	English
B.A.	History
B.A.	Humanities Liberal Studies Global Peace and Justice Studies
B.A.	Management and Marketing
B.A.	Mathematics
B.A.	Music
B.A.	Natural Sciences and Mathematics General Science Concentration
B.A.	Philosophy
B.A.	Psychology
B.A.	Religious Studies
B.A.	Social Sciences International Education and Foreign Languages Concentration Political Science Concentration
B.A.	Sociology
B.S.	Accounting
B.S.	Allied Health Technologies (joint degree programs with the Rutgers-SHRP) Respiratory Therapy
B.S.	Biology Pre-M.S. in Physician Assistant Studies (articulated degree program with the Rutgers-SHRP) Pre-M.S. in Occupational Therapy (articulated degree program with Sage Graduate School) Pre-Doctorate of Physical Therapy (articulated degree program with the Rutgers-SHRP) 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
	Chemistry Concentration in Chemistry Concentration in Biochemistry
B.S.	Clinical Laboratory Sciences (joint degree programs with the Rutgers-SHRP) Cytotechnology Medical Laboratory Science
B.S.	Computer and Information Systems
B.S.	Computer and Information Systems with Concurrent Certification in Information Assurance and Security
B.S.	Criminal Justice Concentration in Criminology
B.S.	Health Information Management (joint degree program with the Rutgers-SHRP)
B.S.	Healthcare Administration

(continued on next page)

B.S.	Management
B.S.	Marketing
B.S.	Medical Imaging Sciences (Joint Degree Program with the Rutgers-SHRP)
	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-SHRP)

**Associate's Degree:**

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

**Certificates:** Religious Studies; Graphic Design; International Visual Studies; Photography; Information Assurance and 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**

The *Developmental Studies Program* is designed to help students develop basic writing, computation and critical reasoning skills, as well as to acquire an understanding of the fundamental responsibilities and expectations that are part of student life. For more information, please see page 192.

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

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

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

Felician's *Educational Opportunity Fund Program* provides full-time undergraduate study to disadvantaged New Jersey residents who would not be able to attend college without additional financial assistance and special services. The program is geared toward students who show potential but traditionally are unable to attend college because of poor high school preparation coupled with a background of historical poverty. Applicants to the EOF Program must be residents of New Jersey for at least one year, give evidence of an educationally and economically disadvantaged background, and prove ineligible for admission under regular admissions standards. Academic counseling, tutoring, and participation in a summer program are mandatory components of the EOF Program. EOF students receive assistance in adjusting to college life and competing at the college level. Interested applicants must fill out the EOF portion on the Felician College Application. In addition, applicants will complete the Free Application for Federal Student Aid (FAFSA) and forward a copy to the Financial Aid Office at Felician College. Further information may be obtained from the EOF Office at Felician College, (201) 559-6054.

The *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 College will bill – for the cost of textbooks and related materials – any student who does not complete the program or does not attend Felician College in the fall.

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

*Project Forward* is designed to enable outstanding high school students to experience college learning while completing high school studies. Courses are offered during the fall and spring semesters, carry college credit, and can be applied to degree studies at Felician College. Students who plan to attend another college may be able to transfer these credits into their degree programs. Enrollment into this program is open to high school students who have completed their sophomore year with a GPA of 3.000 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 College provides specialized *Pre-Professional Advising Programs* for students planning to attend medical school or law school after completing their undergraduate degree. Participants in these programs fulfill the usual requirements for a major in their chosen field of study, but also take additional courses specifically intended to prepare them for admission into medical school or law school.

### **Pre-Law Advising Program**

The *Pre-Law Advising Program* is for students who wish to pursue a career in law. In today's highly competitive market, adequate preparation for law school is essential. Admission to law school requires the student to achieve a well-balanced background in the liberal arts, strong proficiencies in

writing, speaking, and reasoning, and a high grade-point average (at about 3.75 or better). Students who are serious about a career in law should seek to begin one of these programs as soon as possible. For further information about the Pre-Law Advising Program at Felician, as well as additional information about a career in law, preparation for the LSAT, and other advising support, please contact the College's Pre-Law Advisor (Dr. Irfan A. Khawaja).

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

- *Management and Marketing Major (B.A.)* – A student preparing for law with a Business Major can expect to develop competencies in oral and written communications, critical reasoning, interpersonal and team skills, and research methods. Additionally, a Business Major will gain a fundamental knowledge of management, corporative governance, business ethics, economics, accounting, marketing, finance, business law, and organizational behavior. Business Programs at Felician College have the overall goal of helping each student become a skilled professional who will successfully and ethically practice in the business world. A business degree is an appropriate foundation for those planning to practice law in a variety of corporate and business environments. For more information on either a major or minor in Business, please see the School of Business and Management Sciences Programs in this catalog (please see page 269).

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

Freshman	Fall	ENG 101 MATH 160 CS 101 PSCI 102 PHIL 101	Spring	ENG 102 RELS 100-200 level HIST 104 MGT 100 CS 140
	Sophomore	Fall	CORE 200 ACC 100 PHIL 211 ECON 200 Social Science Elective	Spring
Junior	Fall	MGT 300 HIST 203 BUS 300/LAW 300 LAW 310 QUAN 341	Spring	CORE 375 MKT 300 RELS 306 BUS 320 FIN 300
	Senior	Fall	CORE 400 INT 410 COMM 103 Laboratory Science BUS 499	Spring

- *B.A. Degree in English* – For more information on either a major or a minor in English, please see “English (ENG)” within the Arts and Sciences Program in this Catalog (page 194).

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

Freshman	Fall	ENG 101 Creative Arts Studio Course CS 101 RELS Course (100-200 level) Foreign Language (recommended) FYE 100	Spring	ENG 102 PHIL 101 Laboratory Science HIST 104 Foreign Language (recommended) FYE 101
Sophomore	Fall	CORE 200 ENG 201 PSCI 102 English Area 1-4 Elective	Spring	CORE 350 ENG 202 English Area 1-4 COMM 103 MATH ____
Junior	Fall	CORE 375 PHIL Elective English Area 1-4 ENG Elective ECON 110	Spring	ENG 315 ENG Elective English Area 1-4 PHIL/PSCI 305 or 306 HIST 203
Senior	Fall	CORE 400 ENG 480 Elective PHIL 211 Elective	Spring	ENG 490 RELS 306 ENG Elective Elective Elective

- *B.A. Degree in History* – For more information on either a major or a minor in History, please see “History (HIST)” within the Arts and Sciences Program in this Catalog (page 205).

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

Freshman	Fall	FYE 100 ENG 101 Creative Arts Course Elective (Social Science or History) HIST 100 level Language I	Spring	FYE 101 ENG 102 MATH ____ Social/Behavioral Science Elective HIST 104 Language II
Sophomore	Fall	CORE 200 RELS 100-200 level PHIL 101 HIST 201/202/203	Spring	CORE 350 CS 101 HIST 201/202/203 COMM 103 PSCI 102
Junior	Fall	CORE 375 HIST 300-400 level HIST 300-400 level HIST Related HIST Related	Spring	RELS 300-400 level HIST 300-400 level HIST 300-400 level ECON 110 PHIL 211
Senior	Fall	CORE 400 HIST 440 HIST Related HIST Related Laboratory Science	Spring	HIST 300-400 level HIST 450 PHIL/PSCI 305 or 306 Elective Elective



- *Philosophy Major (B.A.)* – A major in Philosophy, with its strong emphasis on writing, reading comprehension, and reasoning, has traditionally been recommended as a particularly appropriate means of preparing for Law School. Philosophy majors tend to score among the very highest on the LSAT exam. A major in Philosophy also offers the student a fascinating introduction to the history of ideas, together with the opportunity to reflect upon some of the most fundamental and important questions encountered within human experience. For more information on either a major or a minor in Philosophy, please see “Philosophy (PHIL)” within the Arts and Sciences Program in this catalog (page 234).

SUGGESTED COURSE SEQUENCE FOR PRE-LAW ADVISING PROGRAM, PHILOSOPHY MAJOR (B.A.)				
Freshman	Fall	FYE 100	Spring	FYE 101
		ENG 101		ENG 102
		Creative Arts Course		RELS 100-200 level
		CS 101		MATH ____
		PHIL 101		PSCI 102
Sophomore	Fall	CORE 200	Spring	CORE 350
		Laboratory Science		HIST 104
		PHIL 206		PHIL 207
		ECON 110		PHIL 203
		PHIL 214		Elective
Junior	Fall	CORE 375	Spring	PHIL 302
		PHIL 211		PHIL 320
		PHIL 301		ENG 300-400 level
		RELS 300-400 level		PHIL 304
		HIST 203		Elective
Senior	Fall	CORE 400	Spring	PHIL 450
		PHIL 445		RELS 306
		PHIL/CRIM 380		Elective
		Elective		Elective
		Elective		Elective

- *B.A. Degree in Social Science with a Concentration in Political Science* – For more information on the Political Science program, please see “Political Science (PSCI)” within the Arts and Sciences Program in this Catalog (page 241).

SUGGESTED COURSE SEQUENCE FOR PRE-LAW ADVISING PROGRAM, SOCIAL SCIENCE (B.A.) WITH A CONCENTRATION IN POLITICAL SCIENCE				
Freshman	Fall	FYE 100	Spring	FYE 101
		ENG 101		ENG 102
		Creative Arts Course		MATH ____
		Social Science Elective		Social Science Elective
		HIST 104		PHIL 101
Sophomore	Fall	CORE 200	Spring	CORE 350
		RELS 100-200 level		CS 101
		PSCI Related		PSCI 291
		Gen. Ed. Laboratory Sci.		MATH 122
				ECON 110
Junior	Fall	CORE 375	Spring	RELS 300-400 level
		Language I		Language II
		PSCI 303		PSCI 305/306
		PSCI Related		PSCI Related
		HIST 203		PHIL 211

(continued on next page)

Senior	Fall	CORE 400 SS 400 PSCI 402 PSCI Related Elective	Spring	PSCI 415 PSCI Related PSCI Related COMM 103 Elective
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- *B.A. Degree in Social Science with a Concentration in Political Science* – For more information on the Political Science program, please see “Political Science (PSCI)” within the Arts and Sciences Program in this Catalog (page 241).

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

Freshman	Fall	FYE 100 ENG 101 Creative Arts Course Social Science Elective HIST 104 PSCI 101	Spring	FYE 101 ENG 102 MATH ____ Social Science Elective PHIL 101 PSCI 102
Sophomore	Fall	CORE 200 RELS 100-200 level PSCI Related Gen. Ed. Laboratory Sci.	Spring	CORE 350 CS 101 PSCI 291 MATH 122 ECON 110
Junior	Fall	CORE 375 Language I PSCI 303 PSCI Related HIST 203	Spring	RELS 300-400 level Language II PSCI 305/306 PSCI Related PHIL 211
Senior	Fall	CORE 400 SS 400 PSCI 402 PSCI Related Elective	Spring	PSCI 415 PSCI Related PSCI Related COMM 103 Elective

- *B.S. Degree in Criminal Justice* – For more information on either the major or minor in Criminal Justice, please see “Criminal Justice (CRIM)” within the Arts and Sciences Program in this Catalog (page 184).

SUGGESTED COURSE SEQUENCE FOR PRE-LAW ADVISING PROGRAM,  
B.S. DEGREE IN CRIMINAL JUSTICE

Freshman	Fall	FYE 100 CS Elective ENG 101 MATH 122 CRIM 110 Social Sciences Requirement	Spring	FYE 101 ENG 102 CRIM 111 CRIM 220 GSCI 101 History General Education Elective
Sophomore	Fall	CORE 200 PSCI 291 CRIM Track Elective I Elective Religious Studies Requirement	Spring	CORE 350 CRIM 230 Social Sciences Requirement SOC 315 Elective – PSCI 205

(continued on next page)

Junior	Fall	CORE 375 CRIM 312 Art Requirement CRIM Track Elective II	Spring	CRIM Track Elective III Philosophy Requirement Religious Studies Requirement CRIM Track Elective IV Elective – PHIL 211
Senior	Fall	CORE 400 CRIM/SOC 400: Senior Research I PHIL 320 (elective) Elective – PHIL 301 COMM 103	Spring	CRIM Track Elective V CRIM 415: Senior Research II CRIM 452: Internship in Criminal Justice Elective – PSCI 102 Elective – Language

### The Pre-Med Advising Program

The health professions provide many exciting and rewarding challenges. The road to these professions is quite complex, and careful, early planning is necessary for success. A student determined to pursue such a path will find Felician College willing to help. Whatever career chosen, whether it be M.D., D.D.S., O.D., or any one of the many available, planning and effort as an undergraduate can help insure a rewarding future.

Students seeking admission to Medical School after graduating from Felician College are encouraged to choose Biology as their major. Those students completing the recommended sequence of courses will not only graduate with a degree in Biology, but will also have completed additional coursework specifically designed to support their application to Medical School. For more information on either a major or a minor in Biology or a minor in Chemistry, please see “Biology (BIO)” or Chemistry (CHEM) within the Arts and Sciences Program in this Catalog.

For further information about the Pre-Med Advising Program at Felician, as well as additional information about a career in the health professions, preparation for the MCAT, and other advising support, please contact the Department of Natural Sciences, Dr. Patrick Weir (201-559-6059)

SUGGESTED COURSE SEQUENCE FOR  
PRE-MED ADVISING PROGRAM, BIOLOGY MAJOR (B.S.)  
(Revised: May 2008)

Freshman	Fall	FYE 100 ENG 101 BIO 103 MATH 160 ART/MUS ____ Creative Arts Elective	Spring	FYE 101 ENG 102 BIO 104 MATH 122 Social/Behavioral Sci. Elective RELS 100-200 Elective
Sophomore	Fall	CORE 200 CHEM 103 BIO Elective MATH 161	Spring	CORE 350 CHEM 104 CS 101 BIO Elective
Junior	Fall	BIO 202 PHYS 103 CHEM 201 RELS 300-400 Elective	Spring	CORE 375 PHYS 104 BIO 409 CHEM 202 HIST Elective
Senior	Fall	BIO 450 BIO Elective BIO Elective COMM Elective Social/Behavioral Sci. Elective	Spring	BIO 451 CORE 400 BIO 405 PHIL Elective Elective

## GENERAL EDUCATION AND THE CORE

The School of Arts and Sciences oversees and administers the General Education and Core curriculum at Felician College. This holistic and integrative curriculum offers students a vision of wholeheartedness rather than wholeness, alone – one that is rooted in an ethic of self-awareness, self-giving, and self-sacrifice. The program calls upon learners to hallow and sanctify both their work lives and vocational choices in ways which are well described in the great Catholic and Franciscan traditions of the Liberal Arts and Sciences, but are often absent from current discourses of careerism. The General Education and Core curriculum is designed to invite and assist our graduates in reorganizing their priorities as a result of making wholehearted choices, and asking the difficult questions: Why am I this way? Why am I doing this? What do I value? To whom can I offer my service? Upon what justifiable principles have I based my actions?

Felician College's General Education and Core curriculum is designed to inculcate seven competencies in our students. Therefore, a graduate of Felician shall be able to demonstrate that he or she can: communicate clearly and effectively; think critically; reason ethically; be numerate (work with quantitative information); make sound evaluative judgments; respond compassionately to others; and model service and social excellence.

These are the distinctive traits of a Felician graduate, which justify the College's goal of changing the world, one life at a time.

## THE CORE

All undergraduate students at Felician College take a twelve-credit Core sequence between the sophomore and senior years, consisting of four courses: CORE 200, Culture and Diversity; CORE 350, Applied Ethical Reasoning; CORE 375, Journeys to Selfhood, and; CORE 400, The Franciscan Vision: Self, Service and Society.

Felician's Core sequence is based squarely upon our Catholic character, our Franciscan charisms, our gifts, and our commitment to the great tradition of liberal learning. In Core 200 students learn to recognize and evaluate the importance of cultural diversity shaping the contemporary world, as well as analyze the events affecting the world community, while developing an acute awareness of the importance of its accompanying Franciscan virtue – hospitality. In CORE 350 students analyze fundamental ethical theories (secular and Catholic) and apply these to personal decision-making and the establishment of their own consistent ethical convictions, as a way of cultivating their understanding of the ethical life within the context of mutuality that still preserves individual identity. CORE 375 exposes students to the essential human theme of developing individual identity while exploring the literature of pilgrimage from the Classical and Modern canons. Students appreciate the theme of the literary pilgrim as a type of hero, and are able to integrate the relationship between literature and life's journey – in a Franciscan context – within their personal journeys. Finally, Core 400, our senior capstone course allows students to reflect upon the subtle shift from *selfhood* to *personhood* as they explore the practice of the Franciscan virtues and Catholic Social Teaching through study and direct service. Students analyze the social contexts of community, economics, peace, politics, poverty and work, to expand their awareness of local and global justice issues, and experience service learning as a means of growing in leadership, self-understanding, and personal responsibility for social justice. Our Core infused General education curriculum moves our students from impulsiveness to self-reflection, and leads them to better understand the relation between the choices they make and the lives they can imagine for themselves – not just preparing for work life, but crafting a life.

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## Core Courses

### **CORE 200** **Culture and Diversity** **3 credits**

An introduction to theories of culture and the concepts of cultural relativism and ethnocentrism. This course includes a multicultural perspective on current issues and “-isms” such as sexism, racism, and modernism. Communication and critical thinking skills are emphasized.

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

### **CORE 350** **Applied Ethical Reasoning** **3 credits**

This course seeks to provide the foundations for understanding and resolving ethical questions. The course includes an overview of the fundamental ethical theories, including those from the Catholic tradition. Applications of the insights and perspectives thus gained are explored via case studies representing issues from everyday life.

*Prerequisite:* CORE 200

### **CORE 375** **Journeys to Selfhood: Classic to Modern Literature** **3 credits**

This course is designed to acquaint students with the continuing relevance of ancient texts and concepts from the classical Greek and Roman worlds, and the Judeo-Christian tradition, to today’s society. Students will also

examine multiple genres, disciplines and themes to understand how “great works” remain in dialogue with one another over time and how the legacy of western thought can be understood through the prism of contemporary literature.

*Prerequisite:* CORE 350

### **CORE 400** **The Franciscan Vision: Self, Service and Society** **3 credits**

The senior-year capstone experience course in the Core Curriculum. Relying on the American heritage of concern for the rights and dignity of the individual, coupled with the Franciscan belief in the transcendent value and communal understanding of the person, this course fosters a sense of service informed by these traditions. This course also aims to deepen civic responsibility and an understanding of the Franciscan tradition while empowering students through direct involvement with a wide array of persons, including health care workers, business persons, politicians, educators, clergy, social workers, children, elderly persons, physically challenged individuals, homeless persons, community leaders and public officials. Students meet in a seminar setting to share their respective off-campus service experiences in light of assigned readings and keep journals reflecting upon their service work in dialogue with course content. Each student will serve a minimum of 20 hours in approved direct service over the course of the semester.

*Prerequisite:* CORE 375

### **CORE Policies**

1. Only students who have completed 24 credits of coursework (including successful completion of ENG 101 and ENG 102) may enroll in Core courses, starting with CORE 200. ENG 101 is a prerequisite for ENG 102, and the latter may not be taken concurrently with CORE 200. No freshman may enroll in 200-level Core courses.
2. Core courses must be taken in sequence: CORE 200, CORE 350, CORE 375, and CORE 400.
3. Students must pass each Core course with a grade of “C” or better in order to enroll in the next course in the sequence.
4. In special circumstances, a student may be given permission to take two Core courses simultaneously, but only if one of those courses has already been attempted.
5. Transfer students are required to complete the 12-credit Core sequence during the Junior and Senior years.
6. A minimum passing grade in all Core classes is a “C” (70 or above).

### **GENERAL EDUCATION**

If the Core curriculum is the framework of a Felician education, then the 43-44 credit General Education curriculum is its foundation. Felician College’s General Education program provides a Liberal Arts education that extends the learning experience of all our students beyond their professional competencies. A robust curriculum, it fosters students’ reflective awareness as both individuals and integral members of society and the natural world. This program encourages the spiritual, intellectual, social, and creative growth of the person with the Catholic Franciscan tradition.

Felician students complete most of their General Education requirements in the first two years of a baccalaureate program. The General Education curriculum consists of FYE 100 and 101: Freshman Year Experience I and II (incoming Freshmen); ENG 101: Writing the College Essay; ENG 102: Introduction to the Study of Literature; one Religious Studies course on the 100 or 200 level; one Religious Studies course on the 300 or 400 level; one course in Art or Music; one Laboratory Science course; a Technology course; one course in Mathematics; and two courses (six credits) in the Social and Behavioral Sciences (Anthropology, Economics, Criminal Justice, History, Political Science, Psychology, and Sociology). Arts and Science Majors also take courses in Philosophy and Communications. The Registrar’s course bulletin, published before registration each semester, indicates General Education courses with an asterisk (\*).

### **General Education Courses**

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

#### **FRESHMAN YEAR EXPERIENCE (2 credits)**

FYE 100, Freshman Year Experience (part 1)

FYE 101, Freshman Year Experience (part 2)

#### **ENGLISH (6 credits)**

ENG 101, Writing the College Essay

ENG 102, Introduction to the Study of Literature

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**HISTORY (3 credits)**

HIST 101, Ancient Societies through the Middle Ages  
HIST 102, Renaissance, Reformation to the French Revolution  
HIST 103, Age of Nationalism  
HIST 104, World War I to the Present  
HIST 110, World Geography and Culture  
HIST 120, Survey of African American History  
HIST 130 HONORS, The Enlightenment  
HIST 164/165/170 (1 credit each, each 5 weeks) – Russian Revolution/Fascism/World War II  
(note: to fulfill the General Education HIST requirement, all three must be taken)  
HIST 201, From Colonies to Nation  
HIST 202, From the Civil War to a World Power  
HIST 203, From the Jazz Age to the Computer Age  
MS 200, Introduction to Medieval Studies\*\*

**RELIGIOUS STUDIES (6 credits)**

One course from the 100 or 200 levels  
One course from the 300 or 400 levels

**ART AND MUSIC (3 credits)**

Any art or music course may be taken

**MATHEMATICS (3-4 Credits)**

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

**LABORATORY SCIENCE (4 credits)**

GSCI 101, Forensic Science  
GSCI 105, Earth Science  
BIO 102, Human Biology  
BIO 120, Basic Life Science  
BIO 202, Microbiology  
CHEM 101, Food, Clothing and Shelter: Our Material World  
CHEM 105, Principles of Chemistry  
ENV 101, Introduction to Environmental Science (requires completion of all developmental deficiencies)  
BIO 205, Anatomy and Physiology I (Only Nursing students may use BIO 205 to fulfill their General Education requirement in Laboratory Science)

**TECHNOLOGY (3-4 credits)**

CS 101, Introduction to Computer Information Systems (pre-requisite MATH 001; co-requisite MATH 002)  
CS 103, Introduction to Advanced Computer Applications (pre-requisite MATH 001; co-requisite MATH 002)

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\*\* MS 200 Introduction to Medieval Studies is an interdisciplinary course team-taught by members of the English and History Departments. A student can use this course to satisfy the General Education History requirement (3 credits).

**SOCIAL AND BEHAVIORAL SCIENCES (6 credits)**

CRIM 110, Criminal Justice I  
CRIM 111, Criminal Justice II  
SOC 101, Principles of Sociology  
SOC 104, Sociology of Race and Ethnicity  
SOC 201, Sociological Theory (requires successful completion of SOC 101)  
SOC 203, Aging: A Social Affair  
SOC 204, Sociology of Sport  
SOC 215, Sociology of Sex and Gender  
PSYC 101, Introduction to Psychology  
PSYC 105, Lifespan Development  
PSYC 201, Introduction to Child Development  
ECON 100, Economics for Non-Majors  
ECON 200, Macroeconomics (requires successful completion of MATH 160 and ENG 102)  
ECON 220, Microeconomics (requires successful completion of MATH 160)  
PSCI 101, Introduction to Political Science  
PSCI 102, American Government

**ADDITIONAL GENERAL EDUCATION REQUIREMENTS FOR STUDENTS WITH MAJORS IN THE SCHOOL OF ARTS AND SCIENCES**

**COMMUNICATIONS (3 credits)**

COMM 103, Public Speaking  
COMM 120 Film Analysis  
COMM 221-222, History of the Motion Picture  
COMM 247, Acting  
BUS 120, Business Communication

**PHILOSOPHY (3 credits)**

PHIL 100 Critical Reasoning  
PHIL 101, Introduction to Philosophy  
PHIL 103 Applied Family Ethics  
PHIL 200, Philosophical Foundations of Education  
PHIL 203 Philosophy of Religion  
PHIL 204 Philosophy of Technology  
PHIL 206, Ancient and Medieval Philosophy  
PHIL 207, Modern Philosophy  
PHIL 211 Symbolic Logic  
PHIL 212 Nineteenth Century Philosophy  
PHIL 214 Franciscan Philosophical Thought  
PHIL 221, Philosophical Perspectives on Women  
PHIL 260, Philosophy of Art  
PHIL 308, Business Ethics  
PHIL xxx HON, (any Philosophy course with an Honors designation)  
BUS 300/LAW 300, Ethics in the Corporate Environment  
NURS 380, Ethical/Legal Dimensions of Nursing



**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, including the four Core courses, 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 their twenty-seven minimum required credit hours by enrolling in Honors sections of each of the following three credit courses:

- ENG 101 Writing the College Essay
- ENG 102 Introduction to the Study of Literature
- CORE 200 Culture and Diversity
- CORE 350 Applied Ethical Reasoning
- CORE 375 Journeys to Selfhood
- CORE 400 The Franciscan Vision – Capstone
- - Three additional Honors courses

**Suggested 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	every fall .....	3
ART 275 SA International Visual Studies: Photography	.....	3
BIO 120 Lecture/Lab – Basic Life Science	spring .....	4
ENG 101 Writing the College Essay	every fall .....	3
ENG 102 Introduction to the Study of Literature	every spring .....	3
CORE 200 Culture and Diversity	every fall.....	3
CORE 350 Applied Ethical Reasoning	every spring.....	3
CORE 375 Journeys to Selfhood	every semester .....	3
CORE 400 The Franciscan Vision – Capstone	every semester .....	3
FYE 100 Freshman Year Experience	every fall .....	1
FYE 101 Freshman Year Experience	every spring .....	1
HIST 130 The Enlightenment	every spring .....	3
PHIL 301 Ethical Theory	fall 2013 .....	3
PHIL 360 Philosophy and Literature	fall 2014 .....	3
PSYC 101 Introduction to Psychology	spring 2014 .....	3
PSYC 105 Lifespan Development	every fall .....	3
PSYC 201 Introduction to Child Development	fall 2014 .....	3
PSYC 425 Psychology and the Arts	spring 2014, spring 2015 .....	3
RELS 405 EL God, Suffering, and Evil	every spring .....	3
SOC 101 Introduction to Sociology	every spring .....	3
SS 305 Global Problems and Perceptions of Capitalism (includes summer trip to Nicaragua)	summer .....	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. Any appeal of the Director's decision will go to the Honors Advisory Board. Honors students complete fifteen hours of community-based volunteering each semester for any six semesters and may become members of the Honors Students Association, which is an extracurricular organization on campus that undertakes group service activities, sponsors field trips, and conducts fund-raising.

The College's Honors Advisory Board consists of the Provost/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, and three faculty members who represent each of the levels of the Core Curriculum. The Director of the Honors Program, who is a faculty member, chairs the Board, which makes and approves policies for the program.

The Provost/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 service, 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**

<b>Year 1</b> All Students EXCEPT Nursing *	Fall	ENG 101 Honors HIST 130 Honors PSYC 101 Honors Major Requirement	Spring	ENG 102 Honors BIO 120 Honors Lec./Lab ART 110 Honors CS 101 SOC 101 Honors
	Nursing Students **	ENG 101 Honors PSYC 105 Honors		(same as above)

\* 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	CORE 200 Honors Major Requirement Major Requirement Elective	Spring	CORE 350 Honors Psychology Honors (if Honors Social Science Gen. Ed. Courses are still needed) Elective
	<b>Year 3</b>	Fall	CORE 375 Honors PHIL 360 Honors Major Requirement Major Requirement Major Requirement Elective	Spring
<b>Year 4</b>	Fall	CORE 400 Honors Major Requirements Electives	Spring	Major Requirement Major Requirement/Senior Research Elective

Additional information may be obtained by contacting the Director of the Honors Program (see page 5).

**SCHOOL OF ARTS AND SCIENCES**

**Mission Statement**

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

**Educational Options**

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

1. Master of Arts in Religious Education (online); Master of Arts in Counseling Psychology
2. The Bachelor of Arts degree in Art, Communications, English, History, Humanities, Mathematics, Music, Natural Sciences and Mathematics, Philosophy, Psychology, Religious Studies, and Sociology. Concentrations are available in International Education and Foreign Language and in Political Science.

3. The Bachelor of Science degree in Biology, in Computer Science, in Criminal Justice, in Allied Health Technology, in Clinical Laboratory Sciences, Medical Imaging Sciences, and in Health Information Management.
4. The two-year Associate degree in Liberal Arts with concentrations in any of the areas listed above.
5. 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 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 department chairs of the departments involved, and are expected to complete the major requirements of both departments.

*Interdisciplinary Major.* Students may elect one of the three interdisciplinary majors: Humanities, Social and Behavioral Sciences or Natural Sciences and Mathematics. Either they may follow the curriculum required for certain concentrations within these majors, or they may, in consultation with their advisor, design their own interdepartmental concentrations. The latter must be coherent and focus on particular areas of investigation which, though not adequately included within a single department or discipline, are worthy of concentrated study. The interdepartmental concentration shall consist of a minimum of 30 credits, at least 18 of which should be on an advanced level, and a senior-project.

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

Applications for interdisciplinary majors are available in the Office of the Registrar. Students are encouraged to file by the end of the freshman year and must file by the fourth week of the semester following completion of 60 credits.

*Pre-Professional Advising Programs.* The traditional and interdisciplinary majors at Felician College can provide excellent preparation for admission to law school, medical school, and graduate business programs, as well as advanced degree programs in the Arts and Sciences. In addition, the College has created several specifically designed Pre-Professional Advising Programs to provide students with the best preparation possible for law or medical school. Please see the Pre-Professional Advising Programs listings under "Special Academic Programs" in this catalog for further information (see page 87). Students planning to pursue professional post-graduate studies should consult, as early as possible, with their major program advisors to obtain further guidance in planning their academic programs.

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

### **Degree Requirements**

1. Candidates for the Bachelor of Arts or the Bachelor of Science degree are required to:
  - a. satisfy all entrance requirements;
  - b. satisfy the specific requirements in a major or concentration;
  - c. fulfill a residence requirement of the last 30 credit-hours at the College;
  - d. maintain a minimum average GPA of 2.000 throughout the program. Students who fail to meet this requirement are subject to the Probation and Dismissal Policy;
  - e. earn a minimum grade of "C" in all courses in the major;
  - f. earn a total of 120 - 129 credit-hours distributed as follows:

<b>Courses</b>	<b>Credit-Hours</b>
Core Curriculum	12
General Education Requirements	43-44
Area of concentration and related requirements	33-66
Electives	0-32

2. Candidates for the Associate in Arts degree are required to:
  - a. satisfy all entrance requirements;
  - b. earn a minimum of 30 credit-hours at the College;
  - c. achieve a minimum cumulative GPA of 2.000. Students who fail to meet this requirement are subject to the Probation and Dismissal Policy stated below;
  - d. earn a "C" average or better in the area of concentration;
  - e. complete successfully an organized program of study comprising at least 64-66 credit-hours (depending on program). Degree control sheets for each major are available in the Office of the Registrar.

### **Probation and Dismissal Policy**

Students who fail to maintain a minimum overall GPA of 2.000 may be placed on Academic Probation or dismissed from Felician College. Academic Probation carries with it a reduction in course load, the repetition of required courses, and participation in the Probation program. The Dean of the student's School may refer other students in academic jeopardy to the Director of Academic Student Counseling for academic counseling. The requirements of the Probation program are:

- a. monthly meetings with the Academic Counselor;
- b. attendance at three academic workshops;
- c. submission of a copy of academic schedule including classes, tutoring, and work to the Academic Counselor; and
- d. completion of a Probation Questionnaire.

Students failing to meet the requirements of the Probation Program or failing to demonstrate academic improvement after being placed on Probation may be dismissed from the College.

### **Insufficient Academic Progress**

(see also: Standards of Academic Progress, p. 68)

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.

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**THE ARTS (ART)**  
**Fine Art, Graphic Design, and Photography and New Media**  
**(please refer to page 223 for the Music Program)**

The Art Program at Felician College 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 and Music offers a four-year Bachelor of Arts (B.A.) with concentrations in Fine Art, Graphic Design, Photography and New Media, Painting and Drawing, and Printmaking, as well as 18-credit minors and certificate programs. A Bachelor of Fine Arts (BFA) in Studio Art is also offered for students intending to pursue the Master of Fine Arts, as well as the teaching of art at the college level. 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

See page 223 for a description of the Music Program.



## Bachelor of Arts Degree in Art

45 credits

(April 2013)

### FOUNDATIONS – 12 Credits

ART 101	Drawing and Composition
ART 102	Design and Color
ART 103 or	Form, Space, and Time
ART 235	3-D Design
ART 104 or	Digital Methods
ART 240	Introduction to Computer Graphics

### ART HISTORY – 12 Credits

ART 151	Art History I: Paleolithic to Gothic
ART 152	Art History II: Renaissance to Impressionism
ART 153 or	Art History III: Modernism to Contemporary
ART 360	Modern and Contemporary Art

#### 3 Credits from one of the following courses (chosen with Advisor):

ART 361	Women in Art
ART 362	History of Graphic Design
ART 363	History of Photography
ART 364	New Media History
ART 365	The Art of Medieval Europe
ART 366	Surrealism

### SEMINAR – 6 Credits

ART 301	Junior Seminar
ART 449	Senior Seminar

#### Majors select one of the five concentrations below:

#### Concentration: Fine Arts – 15 credits

ART 201	Introduction to Printmaking
ART 272	Painting I
ART 273	Photography I
ART 236	Ceramics I
or	
ART 341	Sculpture
ART ____	Elective (chosen with Advisor)

#### Concentration: Painting and Drawing – 15 credits

ART 272	Painting I
ART 280	Advanced Drawing
ART 281	Life Drawing
ART 331	Painting II
ART 333	Watercolor

#### Concentration: Printmaking – 15 credits

ART 203	Experimenting with Monoprint
ART 312	Printmaking: Intaglio
ART 316	Relief Printmaking: Woodcut and Linoleum Cut
ART 317	Large-Scale Printmaking
ART 318	Digital Printmaking

#### Concentration: Graphic Design – 15 credits

ART 245	Introduction to Web Design
ART 246	Computer Graphics: Imaging
ART 247	Computer Graphics: Type
ART 248	Computer Graphics: Layout
ART 388	Graphic Design Practicum

#### Concentration: Photography/New Media – 15 credits

ART 245	Introduction to Web Design
ART 260	Film Video Art I
ART 273	Photography I
ART 274	Color and Digital Photography
ART 322	Photography II



**Bachelor of Arts Degree in Art  
Recommended Four-Year Sequence**

<b>First Year</b>					
<b>Fall</b>			<b>Spring</b>		
Course	Title	Credits	Course	Title	Credits
ART 101	Drawing and Composition	3	ART 103	Form, Space, and Time	3
ART 102	Design and Color	3	ART 104	Digital Methods	3
MATH	College Level Math	3/4	ART 151	Art History I: Paleolithic to Gothic	3
ENG 101	Writing the College Essay	3	ENG 102	Introduction to the Study of Literature	3
FYE 100	Freshman Year Experience I	1	FYE 101	Freshman Year Experience II	3
RELS 100/200	Religious Studies Elective	3	CS 101/103	Computer Science Elective	3/4
		<b>Total</b>			<b>Total</b>
		<b>16/17</b>			<b>16/17</b>

<b>Second Year</b>					
<b>Fall</b>			<b>Spring</b>		
Course	Title	Credits	Course	Title	Credits
ART 152	Art History II: Renaissance	3	ART 153	Art History III: Modernism	3
ART ____	Concentration 1	3	ART ____	Art Concentration 3	3
ART ____	Concentration 2	3	ART ____	Art Concentration 4	3
CORE 200	Culture and Diversity	3	SS ____	Social Science Elective II	3
SS ____	Social Science Elective I	3	COMM ____	Communications Elective	3
		<b>Total</b>			<b>Total</b>
		<b>15</b>			<b>15</b>

<b>Third Year (or Semester Study Abroad)</b>					
<b>Fall</b>			<b>Spring</b>		
Course	Title	Credits	Course	Title	Credits
ART ____	Art History Elective	3	ART 301	Junior Seminar	3
ART ____	Concentration 5	3	CORE 375	Journeys to Selfhood	3
CORE 350	Applied Ethical Reasoning	3	HIST ____	History Elective	3
____	Elective 1	3	____	Laboratory Science Elective	4
ART ____	Creative Arts Elective	3	____	Elective 2 (Spring/Summer Study Abroad)	3
PHIL ____	Philosophy Elective	3			
		<b>Total</b>			<b>Total</b>
		<b>18</b>			<b>16</b>

<b>Fourth Year</b>					
<b>Fall</b>			<b>Spring</b>		
Course	Title	Credits	Course	Title	Credits
ART 449	Senior Seminar	3	CORE 400	Franciscan Vision	3
RELS 300/400	Religious Studies Elective	3	____	Elective 5	3
____	Elective 3	3	____	Elective 6	3
____	Elective 4	3	____	Elective 7	3
		<b>Total</b>			<b>Total</b>
		<b>12</b>			<b>12</b>

## Bachelor of Fine Arts Degree in Studio Art (pending)

66 credits  
(April 2013)

### FOUNDATIONS – 24 Credits

ART 101 ☼	Drawing and Composition
ART 102	Design and Color
ART 103 or	Form, Space, and Time
ART 235	3-D Design
ART 104 or	Digital Methods
ART 240	Introduction to Computer Graphics
ART 273	Photography I
ART 202	Introduction to Printmaking
ART 272	Painting I
ART 341	Sculpture

☼ NOTE: ART 101 is the required General Education Creative Arts course for Art Majors.

### ART HISTORY – 12 Credits

ART 151	Art History I: Paleolithic to Gothic
ART 152	Art History II: Renaissance to Impressionism
ART 153 or	Art History III: Modernism to Contemporary
ART 360	Modern and Contemporary Art

#### 3 Credits from one of the following courses (chosen with Advisor):

ART 361	Women in Art
ART 362	History of Graphic Design
ART 363	History of Photography
ART 364	New Media History
ART 365	The Art of Medieval Europe
ART 366	Surrealism

### SEMINAR – 9 Credits

ART 301	Junior Seminar
ART 449	Senior Seminar
ART 450	Senior Practicum

### ART ELECTIVES – 15 Credits (choose with Advisor)

Concentration or Semester Study Abroad

### EXPERIENTIAL LEARNING – 6 Credits

ART 451	Academic Internship in the Arts
ART 452	Career Internship in the Arts

**Bachelor of Fine Arts Degree in Studio Art  
Recommended Four-Year Sequence**

First Year					
Fall			Spring		
Course	Title	Credits	Course	Title	Credits
ART 101	Drawing and Composition	3	ART 103	Form, Space, and Time	3
ART 102	Design and Color	3	ART 104	Digital Methods	3
MATH	College Level Math	3/4	ART 151	Art History I: Paleolithic to Gothic	3
ENG 101	Writing the College Essay	3	ENG 102	Introduction to the Study of Literature	3
FYE 100	Freshman Year Experience I	1	FYE 101	Freshman Year Experience II	3
RELS 100/200	Religious Studies Elective	3	CS 101/103	Computer Science Elective	3/4
Total		<b>16/17</b>	Total		<b>16/17</b>

Second Year					
Fall			Spring		
Course	Title	Credits	Course	Title	Credits
ART 152	Art History II: Renaissance	3	ART 153	Art History III: Modernism	3
ART 202	Introduction to Printmaking	3	ART 273	Photography I	3
ART 272	Painting I	3	ART 341	Sculpture	3
CORE 200	Culture and Diversity	3	SS ____	Social Science Elective II	3
SS ____	Social Science Elective I	3	COMM ____	Communications Elective	3
Total		<b>15</b>	Total		<b>15</b>

Third Year (or Semester Study Abroad)					
Fall			Spring		
Course	Title	Credits	Course	Title	Credits
ART ____	Art History Elective	3	ART 301	Junior Seminar	3
ART ____	Elective 1	3	ART ____	Elective 3	3
ART ____	Elective 2	3	ART ____	Elective 4 (Spring/Summer Study Abroad)	3
CORE 350	Applied Ethical Reasoning	3	CORE 375	Journeys to Selfhood	3
PHIL ____	Philosophy Elective	3	____	Laboratory Science Elective	4
____	Creative Arts Elective	3			
Total		<b>18</b>	Total		<b>16</b>

Fourth Year					
Fall			Spring		
Course	Title	Credits	Course	Title	Credits
ART 449	Senior Seminar	3	ART 450	Senior Practicum	3
ART 451	Academic Internship in Art	3	ART 452	Career Internship in the Arts	3
ART ____	Elective 5	3	RELS 300-400	Religious Study Elective	3
CORE 400	Franciscan Vision	3	HIST ____	History Elective	3
Total		<b>12</b>	Total		<b>12</b>

**Minor in Fine Arts**

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

### **Minor in Graphic Design**

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 and New Media**

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

### **Minor in International Visual Studies**

Complete 18 credits of Art courses listed under certificate in International Visual Studies in the section following.

### **Minor in Painting and Drawing**

Complete 18 credits of Art courses selected from painting and drawing offerings.

### **Minor in Printmaking**

Complete 18 credits of Art courses selected from printmaking offerings.

### **Certificate Programs**

The Department of Art and Music offers three 18-credit certificates, one in International Visual Studies, 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
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### **Certificate in International Visual Studies**

The Department of Art and Music offers a unique, semester-long Study Abroad program in International Visual Studies. This intensive learning experience reflects 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 this program are as follows:

- Register as a student in the Study Abroad program
- Maintain a minimum grade of C in all courses
- Complete all requirements during the semester abroad

Please note that credits from other institutions are not transferrable

International Visual Studies is an intensive program that provides students with hands-on experience in such areas as photography, book design, web design, and video; internships may also be available. Additionally this program affords students the opportunity to study abroad for an entire semester and experience the culture and history of a foreign country. As an 18-credit program, it can serve as a minor for matriculated students or a certificate for non-matriculates students, and is also outstanding preparation for anyone considering a graduate degree.

Required Courses:

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

### 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. (fall and spring)

#### **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. (fall and spring)

#### **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 professional work. The major portion of this course covers the basics of graphic design applications. However, a historical perspective will also be included. Commonly used graphic design computer programs may be used for some projects. Additional theoretical texts as well as information concerning problems regarding composition and technical issues will be incorporated into class discussions. (fall)

**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. (fall)

**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. (spring)

**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 multicul-

tural influences. Among the activities are lectures, discussion, projects, and student research. (spring)

*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. (fall)

**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. (fall)

**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. (fall)

**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. (fall 2013) (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. (fall and spring)

**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) (fall and spring)

**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. (spring)

**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. (fall)

**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. (spring)

**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 (fall)

**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. (spring)

**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. (fall)

**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. (spring)

**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. (spring)

**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. (fall)

**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 tech-

nical issues such as stretching canvases and archival technique will be addressed. A visit to a New York museum will also be scheduled. (fall)

**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) (fall and spring)

**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. (fall and spring)

**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. (spring)

**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. (fall)

**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. (fall)

**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. (spring)

*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. (spring)

**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. (fall)

**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. (spring)

**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 experiment with materials and processes, including

monoprinting and etching, along with drawing techniques. Of equal importance, students will develop concepts and images that are original, imaginative, and expressive. Along with studio work, there will be components of discussion, critique, and writing exercises so that students become more fluent in speaking about art and working within a theme. (spring 2014)

**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 editioned 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. (spring)

**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. (spring)

*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. (spring)

*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. (spring 2014)

**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. (fall)

**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. (spring)

*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. (fall)

*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. (fall)

**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. (spring)

**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, establish-

ing a framework for analyzing images past and present. (spring)

**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. (spring 2014)

**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. (fall)

*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. (fall 2013)

**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. (spring)

**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 City museum may also be scheduled. (spring 2014)

**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 and chairperson

**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. (spring)

**ART 390**  
**Advanced Web Design**  
**3 Credits**

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

**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 and chairperson

**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 and chairperson

**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. (fall)

*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 in-

terested 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. (spring)

*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 and chairperson

**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)

The purpose of the Biology B.S. program is to provide students with the necessary coursework, skills, experience, and guidance for entry into professional and graduate schools, and a variety of careers requiring a background in the sciences. Important objectives are to provide students with the opportunity to develop skills in use of technology, written and oral communication, scientific problem solving, and critical analysis needed to successfully pursue their postgraduate goals. The program also seeks to foster an appreciation of the Catholic/Franciscan values as they relate to the practitioner of science.

Graduates of the Biology B.S. program will be able to demonstrate competence in scientific reasoning and quantitative analysis, critical thinking, and application of fundamental principles and laboratory methods in biology and chemistry. Graduates will also be competent in using current information technology to access scientific publications and data, and will demonstrate an ability to design and carry out a valid, independent laboratory research project and literature review, showing proficiency in written, graphical, and oral communication of findings. Finally, graduates will be able to articulate an awareness of the ethical challenges and responsibilities of applying scientific knowledge, the relationship of Franciscan values to the practice of science, and the potential contributions of science-related professions to human welfare and environmental sustainability.

The Biology curriculum covers a variety of important subject areas, including physiology, microbiology, genetics, biochemistry, cell biology, and immunology. Most courses have a significant laboratory component. An important feature of the biology curriculum is undergraduate research (BIO/CHEM 450/451): biology majors in their senior year, under the guidance of a mentor, plan and execute an original independent research project, submit a written paper in journal format, and deliver an oral presentation of research results.

The recommended course sequences and course requirements are designed to help students successfully apply to graduate schools in the life sciences, medical school, dental school, and other clinical professional programs (as indicated below). Certain specified courses can be combined with an education major leading to certification for the teaching of biology in grades K-12. A chemistry minor (refer to page 160) is available for students interested in careers or postgraduate programs that may require additional undergraduate coursework in chemistry (e.g., pharmacology, biotechnology, chemical analysis).

Students seeking accelerated entry into a health-related profession have the option of enrolling in an articulated-degree or joint-degree program with a cooperating professional school. In the articulated programs (starting on page 139), students have the opportunity to earn a B.S. in Biology from Felician College while beginning their graduate studies at a cooperating institution. Programs include Physical Therapy (Rutgers-SHRP), Physician Assistant (Rutgers-SHRP), Podiatry (NY College of Podiatric Medicine, Audiology (Bloomsburg University of PA), and Occupational Therapy (Sage Graduate School). 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).

Joint degree programs (starting on page 130) include a B.S. in Allied Health Technologies (AHT), a B.S. in Medical Imaging Sciences (MIS), and a B.S. in Clinical Laboratory Science (CLS) awarded jointly by Felician College and Rutgers University – School of Health-Related Professions (Rutgers-



-SHRP). In the AHT and CLS programs, students complete three years of general education and science coursework at Felician and one year of advanced coursework at Rutgers, culminating in the B.S. degree.

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 130-159.

Additional notes on prerequisites and course selection:

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.

Although BIO 409 and BIO/CHEM 450, 451 are not required for the articulated pre-professional programs, students majoring in these programs should nevertheless 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.

Students planning to apply to graduate school, medical school, dental 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: June 2011)

### 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.

SUGGESTED COURSE SEQUENCE FOR BIOLOGY MAJOR  
(Revised: June 2011)

		Courses		Crs.	Courses		Crs.
Freshman	Fall	FYE 100		1	Spring	FYE 101	1
		BIO 103		4		BIO 104	4
		MATH 160		4		MATH 122	3
		ENG 101		3		ENG 102	3
		ART/MUS ____		3		RELS 100-200 level	3
						Soc./Behav. Sci. Elective	3
				Total		Total	17
Sophomore	Fall	CHEM 103		5	Spring	CHEM 104	5
		CORE 200		3		CORE 350	3
		MATH 161		4		CS 101/103	3-4
		BIO Elective		3-4		BIO Elective	3-4
				Total		Total	14-16
Junior	Fall	BIO 202		4	Spring	CORE 375	3
		CHEM 201		4		CHEM 202	4
		PHYS 103		4		PHYS 104	4
		RELS 300-400 level		3		BIO 409	1
				Total		Total	15
Senior	Fall	BIO Elective		3-4	Spring	BIO 405	4
		BIO/CHEM 450		2		BIO/CHEM 451	2
		COMM Elective		3		CORE 400	3
		BIO Elective		3-4		PHIL Elective	3
		Soc./Behav. Sci. Elective		3		Elective	3
							Total

**Minor in Biology**

(Revised: June 2011)

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 Biology 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 (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 and II

##### 4, 4 credits

The first of a two-course sequence (BIO 103-104) required for biology majors, providing a foundation for subsequent biology courses. BIO 103 focuses on scientific method, cell structure and function, molecular biology, principles of genetics, evolutionary mecha-

nisms, and classification and phylogeny of major groups of organisms. Three lecture-hours and one 2 ½ hour laboratory session weekly. (fall 2012)

*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. 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)

*Prerequisite:* Junior or senior status in the Biology major

### **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-SHRP, 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-SHRP.

Timely completion of all Joint Degree programs assumes that students enter Felician College 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-SHRP) 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-SHRP.

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

### **Medical Sonography**

The profession of Diagnostic Medical Sonography includes general sonography, and various specialties. The profession requires judgment and the ability to provide appropriate health care services. Sonographers are highly skilled professionals qualified by education to provide patient services using diagnostic techniques under the supervision of a licensed Doctor of Medicine or Osteopathy. The sonographer may provide this service in a variety of medical settings where the physician is responsible for the use and interpretation of appropriate procedures. Sonographers assist physicians in gathering data necessary to reach diagnostic decisions.

The 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 so-

nography, 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 nation-

ally, career opportunities for Vascular Technologists are excellent because of the very real need for highly skilled personnel.

### **Medical Imaging Sciences Degree Requirements**

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

1. satisfy all entrance requirements;
2. complete all pre-professional curriculum requirements prior to enrollment at the Rutgers-SHRP;
3. maintain an overall 2.750 GPA with a grade of “C” or better in all required science and math courses (maintaining satisfactory progress in those courses);
4. earn a minimum of 550 on TOEFL Exam for applicants with foreign credentials who are transferring into the MIS programs; and
5. participate successfully in an interview with the Rutgers-SHRP Admissions Committee.

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



**BACHELOR OF ARTS DEGREE IN MEDICAL IMAGING SCIENCES  
JOINT DEGREE WITH THE RUTGERS-SHRP (100 CREDITS at FELICIAN)**

(Revised: February 3, 2009)

<b>COURSE</b>	<b>CREDITS</b>
<b>Core Curriculum (12 credits)</b>	
CORE 200 Culture and Diversity	3
CORE 350 Applied Ethical Reasoning	3
CORE 375 Journeys to Selfhood	3
CORE 400 Franciscan Vision	3
<b>General Education Requirements (35 credits)</b>	
ENG 101 Writing the College Essay	3
ENG 102 Introduction to the Study of Literature	3
BIO 202* Microbiology	4
RELS ____ Religious Studies Elective (100 or 200 level)	3
RELS ____ Religious Studies Elective (300 or 400 level)	3
____ Social/Behavioral Sci. Elective (HIST, ECON, PSYC, PSCI, SOC)	3
MATH ____* Mathematics Elective (MATH 160 or higher)	4
CS 101/103 Introduction to Computer Applications <i>or</i>	4
	Introduction to Advanced Computer Applications
	3
ART/MUS ____ Creative Arts Elective	3
PSYC 101 Introduction to Psychology	3
FYE 100 Freshman Year Experience I	1
FYE 101 Freshman Year Experience II	1
<b>Required Pre-Professional Core (53 credits)</b>	
BIO 103 General Biology I	4
BIO 104 General Biology II	4
BIO 205 Anatomy & Physiology I	4
BIO 206 Anatomy & Physiology II	4
BIO 405 Genetics	4
CHEM 103 General Chemistry I	5
CHEM 104 General Chemistry II	5
CHEM 201 Organic Chemistry I	4
CHEM 360 Biochemistry	4
PHYS 103 General Physics I	4
PHYS 104 General Physics II	4
MATH 161 Precalculus	4
MATH 122 Statistics I	3
<b>Professional Courses at the RUTGERS-SHRP (One of the following)</b>	
Medical Sonography (15 months, Full time)	43
Nuclear Medicine Technology (15 months, Full time)	42
Cardiac Sonography (15 months, Full time)	44
Vascular Technology (15 months, Full time)	44

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

**SUGGESTED FOUR YEAR COURSE SEQUENCE FOR MIS MAJORS**

(Revised: May 2012)

<b>Freshman Year</b>			
Fall	Cr.	Spring	Cr.
FYE 100 Freshmen Year Experience I	1	FYE 101 Freshmen Year Experience II	1
BIO 103 General Biology I	4	BIO 104 General Biology II	4
MATH 160 College Algebra	4	MATH 122 Statistics I	3
ENG 101 Writing College Essay	3	ENG 102 Intro. to Literature	3
ART/MUS ____ Creative Arts Elective	3	RELS 100/200 Religious Studies	3
		CS 101/103 Computer Applications	3-4
	15		17-18

<b>Sophomore Year</b>			
Fall	Cr.	Spring	Cr.
CHEM 103 General Chemistry I	5	CHEM 104 General Chemistry II	5
CORE 200 Culture and Diversity	3	CORE 350 Applied Ethical Reasoning	3
MATH 161 Precalculus	4	BIO 202 Microbiology	4
BIO 205 Anatomy and Physiology I	4	BIO 206 Anatomy and Physiology II	4
	16		16

<b>Junior Year</b>			
Fall	Cr.	Spring	Cr.
Social/Behav. Science Elective	3	PSYC 101 Intro to Psychology	3
CHEM 201 Organic Chemistry I	4	CHEM 360 Biochemistry	4
PHYS 103 General Physics I	4	PHYS 104 General Physics II	4
CORE 375 Journeys to Selfhood	3	CORE 400 Franciscan Vision	3
RELS 300/400 Religious Studies	3	BIO 405 Genetics	4
	17		18

**Senior Year**

At the Rutgers-SHRP (15 months)

**ALLIED HEALTH TECHNOLOGIES PROGRAM**

The Bachelor of Science degree in Allied Health Technologies (AHT) is awarded jointly with the Rutgers University School of Health Related Professions (Rutgers-SHRP) and offers training in Respiratory Therapy on the Newark Campus of Rutgers.

Students must complete specified degree requirements at Felician College before they can enter the Rutgers-SHRP for their professional coursework. Program graduates will receive a B.S. in AHT, with eligibility for national certification and State licensure, where applicable. Students may attend Felician College on a full-or part-time basis for their pre-professional coursework but the professional coursework usually requires 15 months of full-time study.

**Respiratory Therapy**

Respiratory Therapy practitioners are health care specialists who participate in the diagnosis, treatment, management, education and preventative care of patients with disorders of the cardiopulmonary system. Some of their primary responsibilities including oxygen therapy, humidification and aerosol therapy, drug administration, bronchial hygiene, cardiopulmonary resuscitation, maintenance

of artificial airways, and ventilator management. The care extends to patients in hospitals on medical and surgical wards, emergency rooms, neonatal, adult and cardiac intensive care units, and outpatient departments. Respiratory Therapy may also be provided in patients' homes, in rehabilitative centers, in nursing homes as well as other health care facilities.

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

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

AHT Degree Admission Requirements and Course work are identical to those of the Medical Imaging Sciences Program (see above).

AHT (Respiratory Therapy) students must submit transcripts to Rutgers-SHRP at the end of the Sophomore year (July 1<sup>st</sup>). Announcement of admittance to the program will be provided by Sept 1<sup>st</sup> (or earlier) of the student's Junior Year. Accepted students must meet all curricular requirements and maintain a GPA of 2.75 for the remaining prerequisite courses taken at Felician.

### **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-SHRP) and offers two areas of study: Medical Laboratory Sciences and Cytotechnology.

Students must complete specified degree requirements at Felician College before they can enter the Rutgers-SHRP for their professional coursework. Program graduates will receive a B.S. in CLS, with eligibility for national certification, where applicable. Students may attend Felician College on a full- or part-time basis.

#### **Medical Laboratory Sciences**

Medical Laboratory Scientists perform a wide variety of laboratory procedures that aid in the diagnosis, treatment, prevention and monitoring of disease. The major areas within this discipline include blood banking, clinical chemistry, hematology, clinical immunology, clinical microbiology, and urinalysis. Many employment opportunities are available in hospital clinical laboratories as well as private and government laboratories, Health Maintenance Organizations (HMO's), pharmaceutical companies, research organizations, and universities.

The curriculum consists of classroom instruction and student laboratory experiences integrated with clinical practice at affiliated clinical laboratories. Additional experiences are provided in laboratory management, education, research, instrumentation, and computers.

The Medical Laboratory Sciences Program is fully accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) (<http://www.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-SHRP;
3. maintain an overall 2.750 GPA with a grade of “C” or better in all required science and math courses; and
4. earn a minimum of 550 on TOEFL Exam for applicants with foreign credentials who are transferring into CLS programs.

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



**BACHELOR OF ARTS DEGREE IN CLINICAL LABORATORY SCIENCES  
JOINT DEGREE WITH THE RUTGERS-SHRP (98 CREDITS at FELICIAN)**

(Revised: July 2010)

COURSE	CREDITS
<b>Core Curriculum (12 credits)</b>	
CORE 200	Culture and Diversity 3
CORE 350	Applied Ethical Reasoning 3
CORE 375	Journeys to Selfhood 3
CORE 400	Franciscan Vision 3
<b>General Education Requirements (38 credits)</b>	
ENG 101	Writing the College Essay 3
ENG 102	Introduction to the Study of Literature 3
BIO 202 *	Microbiology 4
RELS ____	Religious Studies Elective (100 or 200 level) 3
RELS ____	Religious Studies Elective (300 or 400 level) 3
MATH ____ *	Mathematics Elective (MATH 160 or higher) 4
CS 101/103	Computer Applications 4/3
ART/MUS ____	Creative Arts Elective 3
____	Social/Behavioral Sci. Elective (HIST, ECON, PSYC, PSCI, SOC) 3
____	Social/Behavioral Sci. Elective (HIST, ECON, PSYC, PSCI, SOC) 3
HIST ____	History Elective 3
FYE 100 **	Freshman Year Experience I 1
FYE 101 **	Freshman Year Experience II 1
<b>Required Pre-Professional Core (48 credits)</b>	
BIO 103	General Biology I 4
BIO 104	General Biology II 4
BIO 205	Anatomy & Physiology I 4
BIO 206	Anatomy & Physiology II 4
BIO 310	Cell Biology 3
BIO 403	Immunology (required for MLS; recommended for cytotechnology) 4
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 122	Statistics I 3
<b>Professional Courses at the RUTGERS-SHRP (One of the following)</b>	
Cytotechnology (15 months)	
Medical Laboratory Sciences (15 months)	

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

\*\* FYE is for full-time, first-time freshmen



**SUGGESTED FOUR YEAR COURSE SEQUENCE FOR CLS MAJORS**

(Revised: May 2012)

<b>Freshman Year</b>			
Fall	Cr.	Spring	Cr.
FYE 100 Freshmen Year Experience I	1	FYE 101 Freshmen Year Experience II	1
BIO 103 General Biology I	4	BIO 104 General Biology II	4
MATH 160 College Algebra	4	MATH 122 Statistics I	3
ENG 101 Writing College Essay	3	ENG 102 Intro. to Literature	3
ART/MUS ___ Creative Arts Elective	3	RELS 100/200 Religious Studies	3
		CS 101/103 Computer Applications	3-4
	<u>15</u>		<u>17-18</u>

<b>Sophomore Year</b>			
Fall	Cr.	Spring	Cr.
CHEM 103 General Chemistry I	5	CHEM 104 General Chemistry II	5
CORE 200 Culture and Diversity	3	CORE 350 Applied Ethical Reasoning	3
MATH 161 Precalculus	4	BIO 202 Microbiology	4
BIO 205 Anatomy and Physiology I	4	BIO 206 Anatomy and Physiology II	4
	<u>16</u>		<u>16</u>

<b>Junior Year</b>			
Fall	Cr.	Spring	Cr.
Social/Behav. Science Elective	3	Social/Behav. Science Elective	3
CHEM 201 Organic Chemistry I	4	CHEM 360 Biochemistry	4
BIO 403 Immunology (for MLS track)		Free Elective (for Cytotechnology track)	
<i>or</i>	4/3	<i>or</i>	3
HIST ___ Elective (for Cytotechnology track)		HIST ___ Elective (for MLS track)	
CORE 375 Journeys to Selfhood	3	CORE 400 Franciscan Vision	3
RELS 300/400 Religious Studies	3	BIO 310 Cell Biology	3
	<u>16-17</u>		<u>16</u>

**Senior Year**

At the Rutgers-SHRP

- 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 College and a graduate degree from a cooperating professional school. Felician College 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 College 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-SHRP) and specializes in doctoral-level education for individuals wishing to become physical therapists. Students in the Doctor of Physical Therapy (DPT) program receive state-of-the-art education that prepares them to be in the forefront of the physical therapy profession.

Physical Therapy involves the examination, treatment, and instruction of persons to assess, prevent, and correct physical disability and pain from injury and disease. It includes the planning of treatment and the use of activities and devices for reducing the incidence of movement dysfunction and pain. Physical therapists continue to be in demand throughout the United States. Employment opportunities are available in a wide variety of healthcare settings and geographic locations.

Students in the entry-level component of the Physical Therapy Program spend about three years at Felician College completing 100 credits in the pre-professional component (47 credits in the General Education and Core Curriculum and 53 credits in the required departmental core). Students must formally apply for admission for their professional coursework to the Rutgers-SHRP Physical Therapy Program. Upon successful completion of their first year of courses (45 credits) at the Rutgers-SHRP, Felician College will award a Bachelor of Science degree in Biology. Upon successful completion of the remainder of the required coursework (approximately two additional years), the Rutgers-SHRP will award a Doctorate in Physical Therapy (DPT) degree.

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

#### **Admission Requirements**

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

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

#### **Degree Requirements**

All students must:

1. Maintain a minimum GPA of 3.000;
2. Complete all the pre-professional courses (100 cr.) with a grade of "C" or better in all required science and math courses;
3. Demonstrate knowledge of the physical therapy profession through actual work or volunteer experience;
4. Demonstrate evidence of community service;
5. Formally apply to the Rutgers-SHRP Physical Therapy program for the professional component of the program;
6. Obtain a satisfactory score on all three sections (verbal, quantitative and analytical) of the Graduate Record Examination (GRE);
7. Submit three letters of recommendation, including two from physical therapists; and,
8. Have basic computer literacy, including file management, use of word processing and spreadsheet programs, use of e-mail and the Internet.

**PHYSICAL THERAPY DEGREE PROGRAM - ARTICULATED PROGRAM WITH  
THE RUTGERS-SHRP  
B.S. in BIOLOGY/ DOCTORATE IN PHYSICAL THERAPY  
(100 CREDITS at FELICIAN)  
(Revised: May 2012)**

	COURSE	CREDITS
<b>Core Curriculum (12 credits)</b>		
CORE 200	Culture and Diversity	3
CORE 350	Applied Ethical Reasoning	3
CORE 375	Journeys to Selfhood	3
CORE 400	Franciscan Vision	3
<b>General Education Requirements (35 credits)</b>		
ENG 101	Writing the College Essay	3
ENG 102	Introduction to the Study of Literature	3
BIO 202 *	Microbiology	4
RELS ____	Religious Studies Elective (100 or 200 level)	3
RELS ____	Religious Studies Elective (300 or 400 level)	3
____	Social/Behavioral Sci. Elective (HIST, ECON, PSYC, PSCI, SOC)	3
MATH 161 *	Precalculus	4
CS 101/103	Introduction to Computer Applications <i>or</i>	4
	Introduction to Advanced Computer Applications	3
ART/MUS ____	Creative Arts Elective	3
PSYC 101	Introduction to Psychology	3
FYE 100 **	Freshman Year Experience I	1
FYE 101 **	Freshman Year Experience II	1
<b>Required Pre-Professional Core (53 credits)</b>		
BIO 103	General Biology I	4
BIO 104	General Biology II	4
BIO 205	Anatomy & Physiology I	4
BIO 206	Anatomy & Physiology II	4
BIO 405	Genetics	4
CHEM 103	General Chemistry I	5
CHEM 104	General Chemistry II	5
CHEM 201	Organic Chemistry I	4
CHEM 360	Biochemistry	4
PHYS 103	General Physics I	4
PHYS 104	General Physics II	4
MATH 122	Statistics I	3
MATH 262	Calculus I	4

**Professional Courses at the RUTGERS-SHRP**

Physical Therapy Curriculum (3 years)

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

\*\* FYE is for full-time, first-time freshmen

**SUGGESTED FOUR YEAR COURSE SEQUENCE  
FOR PHYSICAL THERAPY MAJORS**

(Revised: February 3, 2009)

**Freshman Year**

Fall	Cr.	Spring	Cr.
FYE 100 Freshmen Year Exp. I	1	FYE 101 Freshmen Year Exp. II	1
BIO 103 General Biology I	4	BIO 104 General Biology II	4
MATH 161 Precalculus *	4	MATH 122 Statistics I	3
ENG 101 Writing College Essay	3	ENG 102 Intro. to Literature	3
ART/MUS ____ Creative Arts Elective	3	RELS 100/200 Religious Studies	3
		CS 101/103 Computer Applications	3-4
	15		17-18

**Sophomore Year**

Fall	Cr.	Spring	Cr.
CHEM 103 General Chemistry I	5	CHEM 104 General Chemistry II	5
CORE 200 Culture and Diversity	3	CORE 350 Applied Ethical Reasoning	3
MATH 262 Calculus I	4	BIO 202 Microbiology *	4
BIO 205 Anatomy and Physiology I	4	BIO 206 Anatomy and Physiology II	4
	16		16

**Junior Year**

Fall	Cr.	Spring	Cr.
Social/Behav. Science Elective	3	PSYC 101 Intro. to Psychology	3
CHEM 201 Organic Chemistry I	4	CHEM 360 Biochemistry	4
PHYS 103 General Physics I	4	PHYS 104 General Physics II	4
CORE 375 Journeys to Selfhood	3	CORE 400 Franciscan Vision	3
RELS 300/400 Religious Studies	3	BIO 405 Genetics	4
	17		18

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

**Senior Year**

At the Rutgers-SHRP

**PHYSICIAN ASSISTANT PROGRAM**

The Physician Assistant (PA) program is an articulated program sponsored with the Rutgers University School of Health-Related Professions (Rutgers-SHRP). Physician Assistants are health care professionals licensed to practice medicine with physician supervision. As part of their comprehensive responsibilities, PAs conduct physical exams, diagnose and treat illnesses, order and interpret tests, counsel on preventive health care, assist in surgery, and in most states write prescriptions. The education of PAs is based on the medical model designed to complement physician training. Upon graduation, Physician Assistants take a national certifying examination developed by the National Commission on Certification of Physician Assistants (<http://www.nccpa.net/>) in conjunction with the National Board of Medical Examiners (<http://www.nbme.org/>).

PAs work in a variety of clinical settings. More than half are employed in one of the primary care fields: family practice, internal medicine, pediatrics, and obstetrics and gynecology. Other popular areas of practice include surgery and emergency medicine.

Students in the entry-level component of the Physician Assistant Program spend about three years at Felician College completing 99 credits in the pre-professional component (47 credits in the General Education and the Core Curriculum and 52 credits in the required departmental core). Students must formally apply for admission for their professional coursework to the Rutgers-SHRP Physician Assistant Program. Upon successful completion of their first year of courses at the Rutgers-SHRP, Felician College will award a Bachelor of Science degree in Biology. Upon successful completion of the remainder of the required coursework, the Rutgers-SHRP will award a Master of Science in Physician Assistant Studies.

### Admission Requirements

1. High School graduation or equivalent diploma (GED).
2. English as a Second Language (ESL) Placement Test is required and completion of ESL courses, if necessary.
3. Earn a minimum of 600 on TOEFL Exam for applicants with foreign credentials who are transferring into the PA Program.
4. Completion of any necessary remedial courses as determined by the College's Basic Skills Test.
5. A minimum grade of 2.500 for all transfer students.
6. Applicants to the professional portion of the program should submit their application to the Rutgers-SHRP by June 1<sup>st</sup> of their sophomore year, i.e., at the end of their fourth semester, assuming they have completed all of the program course requirements for the first four semesters, including the minimum course grade and GPA requirements. They will then be invited for an interview soon after the application deadline. Successful applicants would then need to complete all remaining required courses during their junior year, and meet course grade and GPA requirements.

### Degree Requirements

All students must:

1. Maintain a minimum GPA of 3.000;
2. Complete all the pre-professional courses (99 credits) with a grade of "C" or better in all required science and math courses;
3. Formally apply to the Rutgers-SHRP Physician Assistant Program for the professional component of the program;
4. Submit three letters of recommendation; and,
5. Participate in an interview with the Admissions Committee.
6. In addition, applicants are strongly encouraged, but not required, to arrange for a patient contact experience in a hospital or clinic setting.

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

**FELICIAN COLLEGE BACHELOR OF SCIENCE DEGREE IN BIOLOGY  
AND MASTER OF ARTS DEGREE IN PHYSICIAN ASSISTANT STUDIES  
ARTICULATION PROGRAM WITH THE RUTGERS-SHRP  
(99 CREDITS at FELICIAN)**

(Revised: May 2012)

	<b>COURSE</b>	<b>CREDITS</b>
<b>Core Curriculum (12 credits)</b>		
CORE 200	Culture and Diversity	3
CORE 350	Applied Ethical Reasoning	3
CORE 375	Journeys to Selfhood	3
CORE 400	Franciscan Vision	3
<b>General Education Requirements (35 credits)</b>		
ENG 101	Writing the College Essay	3
ENG 102	Introduction to the Study of Literature	3
BIO 202 *	Microbiology	4
RELS ____	Religious Studies Elective (100 or 200 level)	3
RELS ____	Religious Studies Elective (300 or 400 level)	3
____	Social/Behavioral Sci. Elective (HIST, ECON, PSYC, PSCI, SOC)	3
MATH ____ *	Mathematics Elective (MATH 160 or higher)	4
CS 101/103	Introduction to Computer Applications <i>or</i>	4
	Introduction to Advanced Computer Applications	3
ART/MUS ____	Creative Arts Elective	3
PSYC 101	Introduction to Psychology	3
FYE 100	Freshman Year Experience I	1
FYE 101	Freshman Year Experience II	1
<b>Required Pre-Professional Core (52 credits)</b>		
BIO 103	General Biology I	4
BIO 104	General Biology II	4
BIO 205	Anatomy & Physiology I	4
BIO 206	Anatomy & Physiology II	4
BIO 310	Cell Biology	3
BIO 403	Immunology	4
BIO 405	Genetics	4
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 122	Statistics I	3
<b>Professional Courses at the RUTGERS-SHRP</b>		
Physician's Assistant Program (3 years)		

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

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

(Revised: May 2012)

<b>Freshman Year</b>			
Fall	Cr.	Spring	Cr.
FYE 100 Freshmen Year Exp. I	1	FYE 101 Freshmen Year Exp. II	1
BIO 103 General Biology I	4	BIO 104 General Biology II	4
MATH 160 College Algebra	4	MATH 122 Statistics I	3
ENG 101 Writing College Essay	3	ENG 102 Intro. to Literature	3
ART/MUS ____ Creative Arts Elective	3	RELS 100/200 Religious Studies	3
		CS 101/103 Computer Applications	3-4
	<u>15</u>		<u>17-18</u>

<b>Sophomore Year</b>			
Fall	Cr.	Spring	Cr.
CHEM 103 General Chemistry I	5	CHEM 104 General Chemistry II	5
CORE 200 Culture and Diversity	3	CORE 350 Applied Ethical Reasoning	3
MATH 161 Precalculus	4	BIO 202 Microbiology	4
BIO 205 Anatomy and Physiology I	4	BIO 206 Anatomy and Physiology II	4
	<u>16</u>		<u>16</u>

<b>Junior Year</b>			
Fall	Cr.	Spring	Cr.
Social/Behav. Science Elective	3	PSYC 101 Intro. to Psychology	3
CHEM 201 Organic Chemistry I	4	CHEM 360 Biochemistry	4
BIO 403 Immunology	4	BIO 310 Cell Biology	3
CORE 375 Journeys to Selfhood	3	CORE 400 Franciscan Vision	3
RELS 300/400 Religious Studies	3	BIO 405 Genetics	4
	<u>17</u>		<u>17</u>

**Senior Year**

At the Rutgers-SHRP

**PODIATRY PROGRAM**

The Podiatry Program is an articulated program between Felician College and the New York College of Podiatric Medicine in Manhattan (<http://www.nycpm.edu/>).

A Podiatrist is able to prevent, diagnose, and treat disorders of the foot and ankle. The foot is often the first area to manifest symptoms of serious conditions, such as diabetes and cardiovascular disease, and the podiatrist is often the first to detect symptoms of these disorders and thus becomes a vital member of the healthcare team.

Students in the entry level components of the program spend about three years at Felician College completing 96 credits in the pre-professional component (47 credits in the General Education and the Core Curriculum, and 49 credits in the required pre-professional Core). Students must complete their coursework at Felician College with a 3.000 GPA and earn a minimum of "C" in all specified science courses.



Students can make an application to the New York College of Podiatric Medicine one year prior to their desired term of entry into the Podiatry program. Upon successful completion of their first year of courses at the New York College of Podiatric Medicine, Felician College will award the Bachelor of Science degree in Biology. Upon completion of the remainder of the required coursework (approximately three additional years), the New York College of Podiatric Medicine will award the degree of Doctor of Podiatric Medicine (DPM).

### **Degree Requirements**

All students must:

1. Maintain a minimum overall GPA of 3.000 and a minimum grade of “C” in all math and science courses;
2. Attain MCAT scores at least equal to NYCPM’s current minimum;
3. Secure a satisfactory evaluation in a personal interview; and
4. Submit three favorable letters of recommendation.

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



**ARTICULATION PROGRAM WITH THE NEW YORK COLLEGE OF  
PODIATRIC MEDICINE B.S. in BIOLOGY/ DOCTOR OF PODIATRIC  
MEDICINE (DPM)**

**(96 CREDITS at FELICIAN)**

(Revised: May 2012)

COURSE	CREDITS
<b>Core Curriculum (12 credits)</b>	
CORE 200 Culture and Diversity	3
CORE 350 Applied Ethical Reasoning	3
CORE 375 Journeys to Selfhood	3
CORE 400 Franciscan Vision	3
<b>General Education Requirements (35 credits)</b>	
ENG 101 Writing the College Essay	3
ENG 102 Introduction to the Study of Literature	3
BIO 202* Microbiology	4
RELS ___ Religious Studies Elective (100 or 200 level)	3
RELS ___ Religious Studies Elective (300 or 400 level)	3
___ Social/Behavioral Sci. Elective (HIST, ECON, PSYC, PSCL, SOC)	3
MATH 161* Precalculus	4
CS 101/103 Introduction to Information Systems <i>or</i> Introduction to Advanced Computer Applications	4
ART/MUS ___ Creative Arts Elective	3
PSYC 101 Introduction to Psychology	3
FYE 100 Freshmen Year Experience I	1
FYE 101 Freshmen Year Experience II	1
<b>Required Pre-Professional Core (49 credits)</b>	
BIO 103 General Biology I	4
BIO 104 General Biology II	4
BIO 205 Anatomy & Physiology I	4
BIO 206 Anatomy & Physiology II	4
BIO 405 Genetics	4
CHEM 103 General Chemistry I	5
CHEM 104 General Chemistry II	5
CHEM 201 Organic Chemistry I	4
CHEM 202 Organic Chemistry II	4
PHYS 103 General Physics I	4
PHYS 104 General Physics II	4
MATH 122 Statistics I	3
<b>Professional Courses at the New York College of Podiatric Medicine</b>	
Podiatry Curriculum (4 years)	

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

**SUGGESTED FOUR YEAR COURSE SEQUENCE  
FOR PODIATRY MAJORS (BIOLOGY B.S./DPM)**

(Revised: May 2012)

<b>Freshman Year</b>			
Fall	Cr.	Spring	Cr.
FYE 100 Freshmen Year Exp. I	1	FYE 101 Freshmen Year Exp. II	1
BIO 103 General Biology I	4	BIO 104 General Biology II	4
MATH 161 Precalculus	4	MATH 122 Statistics I	3
ENG 101 Writing College Essay	3	ENG 102 Intro. to Literature	3
ART/MUS ____ Creative Arts Elective	3	RELS 100/200 Religious Studies	3
		CS 101/103 Computer Applications	3-4
	<u>15</u>		<u>17-18</u>
<b>Sophomore Year</b>			
Fall	Cr.	Spring	Cr.
CHEM 103 General Chemistry I	5	CHEM 104 General Chemistry II	5
CORE 200 Culture and Diversity	3	CORE 350 Applied Ethical Reasoning	3
PSYC 101 Introduction to Psychology	3	BIO 202 Microbiology	4
BIO 205 Anatomy and Physiology I	4	BIO 206 Anatomy and Physiology II	4
	<u>15</u>		<u>16</u>
<b>Junior Year</b>			
Fall	Cr.	Spring	Cr.
Social/Behav. Science Elective	3	CHEM 202 Organic Chemistry II	4
CHEM 201 Organic Chemistry I	4	PHYS 104 General Physics II	4
PHYS 103 General Physics I	4	CORE 400 Franciscan Vision	3
CORE 375 Journeys to Selfhood	3	BIO 405 Genetics	4
RELS 300/400 Religious Studies	3		
	<u>17</u>		<u>15</u>

**Senior Year**

At the New York College of Podiatric Medicine

**CHIROPRACTIC PROGRAM**

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

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

One of the fastest-growing health professions, chiropractic increasingly finds itself managing patient care through collaborative partnerships with other essential health care professionals. Students in the entry level component of the chiropractic program spend about three years at Felician College completing 100 credits in the pre-professional component (47 credits in the General Education and Core curriculum and 53 credits in the required pre-professional Core).

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

Upon successful completion of their first year of courses at NYCC, Felician College will award the Bachelor of Science degree in Biology. Upon completion of the remainder of the required coursework (approximately two years) NYCC will award the degree of Doctor of Chiropractic (DC).

### **Degree Requirements**

All students must:

1. Maintain a minimum overall GPA of 3.100 and a minimum grade of “C” in all math and science courses;
2. Notify NYCC of their intent to pursue the Chiropractic Program no later than the end of their first year of studies at Felician College;
3. Provide three letters of recommendation (including at least one from a Doctor of Chiropractic); and
4. Participate in an admissions interview.

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



**ARTICULATION PROGRAM WITH THE  
NEW YORK CHIROPRACTIC COLLEGE  
B.S. in BIOLOGY/DOCTOR OF CHIROPRACTIC (DC)  
(100 CREDITS at FELICIAN)**

(Revised: February 3, 2009)

COURSE	CREDITS
<b>Core Curriculum (12 credits)</b>	
CORE 200 Culture and Diversity	3
CORE 350 Applied Ethical Reasoning	3
CORE 375 Journeys to Selfhood	3
CORE 400 Franciscan Vision	3
<b>General Education Requirements (35 credits)</b>	
ENG 101 Writing the College Essay	3
ENG 102 Introduction to the Study of Literature	3
BIO 202* Microbiology	4
RELS ___ Religious Studies Elective (100 or 200 level)	3
RELS ___ Religious Studies Elective (300 or 400 level)	3
___ Social/Behavioral Sci. Elective (HIST, ECON, PSYC, PSCI, SOC)	3
MATH 160* College Algebra	4
CS 101/103 Introduction to Computer Applications <i>or</i> Introduction to Advanced Computer Applications	4 3
ART/MUS ___ Creative Arts Elective	3
PSYC 101 Introduction to Psychology	3
FYE 100 Freshmen Year Experience I	1
FYE 101 Freshmen Year Experience II	1
<b>Required Pre-Professional Core (53 credits)</b>	
BIO 103 General Biology I	4
BIO 104 General Biology II	4
BIO 205 Anatomy & Physiology I	4
BIO 206 Anatomy & Physiology II	4
BIO 405 Genetics	4
CHEM 103 General Chemistry I	5
CHEM 104 General Chemistry II	5
CHEM 201 Organic Chemistry I	4
CHEM 360 Biochemistry ( <b>OR</b> CHEM 202 Organic Chemistry II)	4
PHYS 103 General Physics I	4
PHYS 104 General Physics II	4
MATH 122 Statistics I	3
MATH 161 Precalculus	4
<b>Professional Courses at the NYCC</b>	
Chiropractic Curriculum (3+ years)	

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

**SUGGESTED FOUR YEAR COURSE SEQUENCE  
FOR CHIROPRACTIC MAJORS (Biology B.S./DC)**

(Revised: May 2012)

<b>Freshman Year</b>			
Fall	Cr.	Spring	Cr.
FYE 100 Freshmen Year Exp. I	1	FYE 101 Freshmen Year Exp. II	1
BIO 103 General Biology I	4	BIO 104 General Biology II	4
MATH 160 College Algebra	4	MATH 122 Statistics I	3
ENG 101 Writing College Essay	3	ENG 102 Intro. to Literature	3
ART/MUS ___ Creative Arts Elective	3	RELS 100/200 Religious Studies	3
		CS 101/103 Computer Applications	3-4
	15		17-18

<b>Sophomore Year</b>			
Fall	Cr.	Spring	Cr.
CHEM 103 General Chemistry I	5	CHEM 104 General Chemistry II	5
CORE 200 Culture and Diversity	3	CORE 350 Applied Ethical Reasoning	3
MATH 161 Precalculus	4	BIO 202 Microbiology	4
BIO 205 Anatomy and Physiology I	4	BIO 206 Anatomy and Physiology II	4
	16		16

<b>Junior Year</b>			
Fall	Cr.	Spring	Cr.
Social/Behav. Science Elective	3	PSYC 101 Introduction to Psychology	3
CHEM 201 Organic Chemistry I	4	CHEM 360 Biochemistry (or CHEM 202)	4
PHYS 103 General Physics I	4	PHYS 104 General Physics II	4
CORE 375 Journeys to Selfhood	3	CORE 400 Franciscan Vision	3
RELS 300/400 Religious Studies	3	BIO 405 Genetics	4
	17		18

**Senior Year**

At the New York Chiropractic College

**AUDIOLOGY PROGRAM**

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

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

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

Students in the entry level component of the program spend about three years at Felician College completing 99 credits in the pre-professional component (50 credits in the General Education and the Core curriculum, and 49 credits in the required pre-professional Core). Students must complete their coursework at Felician College with a 3.000 GPA and earn a minimum of “C” in all specified science courses.

Students must apply for admission for their professional coursework to Bloomsburg University of Pennsylvania one year prior to their desired term of entry into the Audiology Program.

Upon successful completion of their first year of courses at Bloomsburg University of Pennsylvania, Felician College will award the Bachelor of Science degree in Biology. Upon completion of the remainder of the coursework (approximately three additional years), Bloomsburg University of Pennsylvania will award the degree of Doctor of Audiology (Au.D.).

### **Degree Requirements**

All students must:

1. Maintain a minimum overall GPA of 3.000 and a minimum grade of “C” in all math and science courses;
2. Notify Bloomsburg University of Pennsylvania of their intent to pursue the Audiology Program no later than the end of their first year of studies at Felician College;
3. Provide three letters of recommendation;
4. Submit GRE scores, TOEFL scores (for international students), a program application letter; and
5. Participate in an admissions interview.

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



**ARTICULATED PROGRAM WITH BLOOMSBURG UNIV. OF PENNSYLVANIA  
B.S. in BIOLOGY/DOCTOR OF AUDIOLOGY (Au.D.)  
(99 CREDITS at FELICIAN)**

(Revised: May 2012)

COURSE	CREDITS
<b>Core Curriculum (12 credits)</b>	
CORE 200 Culture and Diversity	3
CORE 350 Applied Ethical Reasoning	3
CORE 375 Journeys to Selfhood	3
CORE 400 Franciscan Vision	3
<b>General Education Requirements (38 credits)</b>	
ENG 101 Writing the College Essay	3
ENG 102 Introduction to the Study of Literature	3
BIO 202* Microbiology	4
RELS ___ Religious Studies Elective (100 or 200 level)	3
RELS ___ Religious Studies Elective (300 or 400 level)	3
___ Social/Behavioral Sci. Elective (HIST, ECON, PSYC, PSCI, SOC)	3
MATH 161* Precalculus	4
CS 101/103 Introduction to Computer Applications <i>or</i> Introduction to Advanced Computer Applications	4 3
ART/MUS ___ Creative Arts Elective	3
PSYC 101 Introduction to Psychology	3
HIST ___ History Elective	3
FYE 100 Freshmen Year Experience I	1
FYE 101 Freshmen Year Experience II	1
<b>Required Pre-Professional Core (49 credits)</b>	
BIO 103 General Biology I	4
BIO 104 General Biology II	4
BIO 205 Anatomy & Physiology I	4
BIO 206 Anatomy & Physiology II	4
BIO 405 Genetics	4
CHEM 103 General Chemistry I	5
CHEM 104 General Chemistry II	5
CHEM 201 Organic Chemistry I	4
CHEM 360 Biochemistry (OR CHEM 202 Organic Chemistry II)	4
PHYS 103 General Physics I	4
PHYS 104 General Physics II	4
MATH 122 Statistics I	3
<b>Professional Courses at Bloomsburg Univ. of Pennsylvania</b>	
Audiology Curriculum (4 years)	

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



## SUGGESTED FOUR YEAR COURSE SEQUENCE FOR AUDIOLOGY MAJORS (BIOLOGY B.S./Au.D.)

(Revised: May 2012)

<b>Freshman Year</b>			
Fall	Cr.	Spring	Cr.
FYE 100 Freshmen Year Exp. I	1	FYE 101 Freshmen Year Exp. II	1
BIO 103 General Biology I	4	BIO 104 General Biology II	4
MATH 161 Precalculus	4	MATH 122 Statistics I	3
ENG 101 Writing College Essay	3	ENG 102 Intro. to Literature	3
ART/MUS ___ Creative Arts Elective	3	CS 101/103 Computer Applications	3-4
	15		17-18

<b>Sophomore Year</b>			
Fall	Cr.	Spring	Cr.
CHEM 103 General Chemistry I	5	CHEM 104 General Chemistry II	5
CORE 200 Culture and Diversity	3	CORE 350 Applied Ethical Reasoning	3
RELS 100/200 Religious Studies	3	BIO 202 Microbiology	4
BIO 205 Anatomy and Physiology I	4	BIO 206 Anatomy and Physiology II	4
HIST ___ Elective	3		
	18		16

<b>Junior Year</b>			
Fall	Cr.	Spring	Cr.
Social/Behav. Science Elective	3	PSYC 101 Intro to Psychology	3
CHEM 201 Organic Chemistry I	4	CHEM 360 Biochemistry (or CHEM 202)	4
PHYS 103 General Physics I	4	PHYS 104 General Physics II	4
CORE 375 Journeys to Selfhood	3	CORE 400 Franciscan Vision	3
RELS 300/400 Religious Studies	3	BIO 405 Genetics	4
	17		18

### Senior Year

At Bloomsburg University of Pennsylvania

## OCCUPATIONAL THERAPY PROGRAM

Felician College and The Sage College School of Health Sciences have developed a collaborative agreement to provide qualified students from Felician College who wish to pursue an MS in Occupational Therapy (OT) from the Sage Graduate Schools (SGS) preferred early admission as indicated below. This collaborative agreement provides for:

- Preferred acceptance into the Sage Graduate Schools for students who have completed occupational therapy program course prerequisites and with completed application;
- Waiver of the Sage Graduate Schools application fee;
- Early acceptance;
- Access to Sage advisors to coordinate undergraduate electives and coursework to reduce or eliminate prerequisites in the graduate program;
- Opportunity to apply early for Graduate Assistantships in the Sage Graduate Schools

### Terms of the Agreement: Occupational Therapy Admission

Felician College students will be granted admission to the Sage School of Health Sciences for the MS in OT degree, who demonstrate the following:

- a. Earned Baccalaureate degree
- b. Minimum overall 3.25 GPA that includes the completion of occupational therapy program prerequisite courses with grades of C or better

To guarantee placement in the OT Program students agree to submit the following information:

By **June 1** of the year preceding graduation from Felician College

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 College 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 College:

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

**ARTICULATION PROGRAM WITH SAGE GRADUATE SCHOOL  
B.S. IN BIOLOGY/MASTER OF SCIENCE IN OCCUPATIONAL THERAPY (OT)  
(125 CREDITS AT FELICIAN)** (Revised: May 2012)

COURSE	CREDITS
<b>Core Curriculum (12 credits)</b>	
CORE 200 Culture and Diversity	3
CORE 350 Applied Ethical Reasoning	3
CORE 375 Journeys to Selfhood	3
CORE 400 The Franciscan Vision: Self, Service and Society	3
<b>General Education Requirements (44 credits)</b>	
ENG 101 Writing the College Essay	3
ENG 102 Introduction to the Study of Literature	3
BIO 202* Microbiology	4
RELS ___ Religious Studies Elective (100 or 200 level)	3
RELS ___ Religious Studies Elective (300 or 400 level)	3
MATH ___ Mathematics Elective (MATH 160 or higher)	4
CS 101/103 Introduction to Computer Applications <i>or</i> Introduction to Advanced Computer Applications	4 3
ART/MUS ___ Creative Arts Elective	3
PSYC 101 Social Science Elective (Introduction to Psychology)	3
PSYC 105 Social Science Elective (Lifespan Development)	3
HIST ___ History Elective	3
COMM ___ Communications Elective	3
PHIL ___ Philosophy Elective	3
FYE 100 Freshmen Year Experience I	1
FYE 101 Freshmen Year Experience II	1
<b>Required Biology Courses (17 credits)</b>	
BIO 103 General Biology I	4
BIO 104 General Biology II	4
BIO 405 Genetics	4
BIO 409 Biology Seminar	1
BIO 450 Undergraduate Research in Biology I	2
BIO 451 Undergraduate Research in Biology II	2
<b>Related Requirements (36 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 ( <b>OR</b> CHEM 360 Biochemistry)	4
MATH 161* Precalculus	4
PSYC 303 Statistics for Psychological Research	3
PHYS 103 General Physics I	4
PHYS 104 General Physics II	4
PSYC 406 Psychopathology in Adulthood	3
SOC 101 Principles of Sociology	3

(continued on next page)

**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: May 2012)

**Freshman Year**

Fall	Cr.	Spring	Cr.
FYE 100 Freshmen Year Exp. I	1	FYE 101 Freshmen Year Exp. II	1
BIO 103 General Biology I	4	BIO 104 General Biology II	4
MATH 160 College Algebra	4	CS 101/103 Computer Applications	4/3
ENG 101 Writing College Essay	3	ENG 102 Intro. to Literature	3
ART/MUS ____ Creative Arts Elective	3	RELS 100/200 Religious Studies	3
	15		14-15

**Sophomore Year**

Fall	Cr.	Spring	Cr.
CHEM 103 General Chemistry I	5	CHEM 104 General Chemistry II	5
CORE 200 Culture and Diversity	3	CORE 350 Applied Ethical Reasoning	3
MATH 161 Precalculus	4	PSYC 101 Introduction to Psychology	3
BIO 205 Anatomy and Physiology I	4	BIO 206 Anatomy and Physiology II	4
	16		15

(continued on next page)

<b>Junior Year</b>			
Fall	Cr.	Spring	Cr.
CHEM 201 Organic Chemistry I	4	CHEM 202 Organic Chemistry II (or CHEM 360)	4
PHYS 103 General Physics I	4	PHYS 104 General Physics II	4
PSYC 105 Lifespan Development	3	BIO 202 Microbiology	4
RELS 300/400 Religious Studies	3	BIO 409 Biology Seminar	1
PHIL ____ Philosophy Elective	3	CORE 375 Journeys to Selfhood	3
	<u>17</u>		<u>16</u>
<b>Senior Year</b>			
Fall	Cr.	Spring	Cr.
Biology Elective	3-4	BIO 405 Genetics	4
BIO 450 Senior Research I	2	BIO 451 Senior Research II	2
PSYC 303 Statistics for Psych. Res.	3	PSYC 406 Psychopath. In Adulthood	3
CORE 400 Franciscan Vision	3	Biology Elective	3-4
COMM ____ Communication Elective	3	HIST ____ Elective	3
	<u>14-15</u>		<u>15-16</u>



## 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
CHEM ____	Physical Chemistry I (Lecture/Lab)	4 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 Chemistry

The concentration in chemistry consists of 35 credits. Students must have a minimum grade of "C" in each of the following courses:

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
CHEM 303	Analytical Chemistry I (Lecture/Lab)	4 credits
CHEM ____	Physical Chemistry I (Lecture/Lab)	4 credits
BIO 409	Biology Seminar	1 credit
BIO/CHEM 450-451	Undergraduate Research	2 credits/2 credits

Electives (one course from the following):

BIO/CHEM 360	Biochemistry I (Lecture/Lab)	4 credits
CHEM ____	Physical Chemistry II (Lecture/Lab)	4 credits

### Concentration in Biochemistry

Please refer to page 126 for information on the concentration in Biochemistry.

#### CHEM 101

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

#### 4 Credits

An introductory chemistry course for non-science majors. The course is designed for students with no, or limited, exposure to chemistry. The focus will be on the study of chemical principles, with special emphasis placed on providing an understanding of how these specific principles, and chemistry in general, relate to the non-scientist. This is done by addressing the chemistry involved with common materials such as: plastics and polymers, cosmetics/medicines/drugs, food/nutrition, pollution/environment, batteries/fuel/nuclear power, and soaps/detergents. The laboratory provides hands on experiments designed to illustrate the principles and the utility of the chemistry discussed in lecture. Two lectures 2 ½ hour laboratory session weekly. The distance learning (DL) ver-

sion requires one 75 minute meeting on campus per week, and the experiments are performed at home. (every semester)

*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 recommended; 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 synthe-

ses. 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 403****Physical Chemistry I****4 credits**

This course covers a fundamental approach to the study of physical and chemical phenomena. Topics include thermodynamics, free energy, chemical potential, phase equilibria, and electrochemistry (Fall). Two lectures and one 2 ½ hour laboratory session weekly.

*Prerequisites:* PHYS 104, MATH 262 and CHEM 201

**CHEM 404****Physical Chemistry II****4 credits**

This course is a continuation of CHEM 403. Topics include quantum mechanics, molecular structure, kinetics, and spectroscopy. Two lectures and one 2 ½ hour laboratory session weekly.

*Prerequisites:* CHEM 403 and CHEM 202

**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 three pathways through which to engage the world: journalism/media, digital video, and theatre arts (under development). Courses in the department – regardless of concentration – ensure that graduates achieve 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. Students in a particular concentration may, and are encouraged to, take courses in the other concentrations in order to enhance their experience.

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.

### **Digital Video 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)**

Please refer to page 268 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 210 Journalism; COMM 215 Broadcast Journalism; COMM 240 Videomaking I; COMM 241 Videomaking II; COMM 301 Standards and Practices in Journalism and the Media; COMM 310 Investigative Journalism; COMM 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

### **Digital Video 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  
(DIGITAL VIDEO PRODUCTION CONCENTRATION)**

Revised: June 2012

**First Year**

Fall	FYE 100 Freshman Year Experience I COMM 103 Public Speaking (suggested) COMM 106 Mass Media COMM 120 Film Analysis ENG 101 College Essay Gen. Ed.: Lab Science course	Spring	FYE 101 Freshman Year Experience II ENG 102 Intro. to Literature Gen. Ed.: Mathematics course Gen. Ed.: RELS (100 or 200 level) Gen. Ed.: Social Science course (#1)
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**Second Year**

Fall	COMM 240 Videomaking I COMM 222 History: Documentary Film COMM 230 Screenwriting I CORE 200 Culture and Diversity Gen. Ed.: Creative Arts course	Spring	COMM 241 Videomaking II COMM 231 Screenwriting II CORE 350 Applied Ethical Reasoning Gen. Ed.: Social Science course (#2) Gen. Ed. CS 101/103 Computer Applications
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**Third Year**

Fall	COMM 341 Videomaking III COMM 221: History: Fiction Film CORE 375 Journeys to Selfhood Gen. Ed.: RELS (300 or 400 level) Free Elective	Spring	PHIL 260 (related requirement) Gen. Ed.: COMM course Gen. Ed.: PHIL course Free Elective Free Elective
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**Fourth Year**

Fall	CORE 400 Franciscan Vision ART 151/152 (related requirement) ENG 372 (related requirement) Free Elective Free Elective	Spring	COMM 460 Senior Project COMM 452 Internship Free Elective Free Elective Free Elective
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**FOUR YEAR SUGGESTED COURSE SEQUENCE  
FOR COMMUNICATIONS MAJORS  
(JOURNALISM CONCENTRATION)**

Revised: June 2012

**First Year**

Fall	FYE 100 Freshman Year Experience I COMM 103 Public Speaking COMM 106 Mass Media COMM 120 Film Analysis ENG 101 Writing the College Essay Gen. Ed.: Lab Science course	Spring	FYE 101 Freshman Year Experience II ENG 102 Intro. to Literature COMM 210 Journalism Gen. Ed.: Mathematics course Gen. Ed.: RELS (100 or 200 level) Gen. Ed.: Social Science course (#1)
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**Second Year**

Fall	COMM 222 History: Documentary Film COMM 240 Videomaking I CORE 200 Culture and Diversity Gen. Ed.: Creative Arts course Free Elective	Spring	COMM 215 Broadcast Journalism COMM 241 Videomaking II CORE 350 Applied Ethical Reasoning Gen. Ed.: Social Science course (#2) Gen. Ed. CS 101/103 Computer Apps.
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**Third Year**

Fall	COMM 221: History: Fiction Film  CORE 375 Journeys to Selfhood Gen. Ed.: RELS (300 or 400 level) COMM 341 Videomaking III Free Elective	Spring	COMM 301 Standards and Practices in Journalism and Media PHIL 260 (related requirement) Gen. Ed.: COMM course Gen. Ed.: PHIL course Free Elective
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**Fourth Year**

Fall	CORE 400 Franciscan Vision ART 151/152 (related requirement) ENG /HIST (related requirement) Free Elective Free Elective	Spring	COMM 310 Investigative Journalism COMM 460 Senior Project Free Elective Free Elective Free Elective
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### Communications Minor

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

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

COMM 106 Mass Media

COMM 120 Film Analysis, and

COMM 221 Evolution of the Moving Image I: Narrative Film *or* COMM 222 Evolution of the Moving Image II: Documentary Film

The remaining nine credits will come from among courses on one of the department's concentrations: journalism and the media or digital videomaking. The department's theater arts courses to be taken would be determined by the student in consultation with one of the department's advisors. These nine credits should, whenever possible, be 300 or 400 level courses.

### Theater Studies Minor

Please refer to page 268 for information on the minor in Theater Studies.

#### COMM 103

##### Public Speaking

##### 3 credits

An extensive training offered in voice projection, enunciation and articulation, oral communication skills, impromptu and extemporaneous speeches. (every semester)

#### COMM 106

##### Mass Media

##### 3 credits

This course is a critical study of the mass media: newspapers, magazines, advertising, radio, television and film. Students are also introduced to the theories and techniques of effective communication. (every semester)

#### 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. (fall 2013, fall 2014)

*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. (every semester)

**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. (fall 2013, fall 2014)

*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. (spring 2014, spring 2015)

*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. (spring 2014)

**COMM 221**

**History of the Motion Picture:**

**Fiction Films**

**3 credits**

This course provides the student with a comprehensive overview of the international narrative cinema from the 1890s to the present. Each week there will be a screening and in-

class analysis of one or more essential films from the country, movement, or period under discussion. The course examines film not only as an industrial, technological, political and social phenomenon, but especially as an art form. The course emphasizes cinema's artistic genealogy and relationship to other art forms, including painting, literature, theater, and video. (fall 2014)

**COMM 222**

**History of the Motion Picture:**

**Documentary Films**

**3 credits**

The course traces the evolution of the documentary from its early fascination with daily life and the lyrical documentaries of the 1930s through WWII propaganda films and the socially conscious films of the mid-century to the investigative reporting and personal essay forms of recent decades. The course examines the documentary not only as a technological, political and social phenomenon, but also as a form of artistic, personal expression. The course emphasizes documentary's relationship to other non-fiction media such as journalism. (fall 2013, fall 2015)

**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. (fall 2013)

**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. (spring 2014)  
*Prerequisite:* COMM 230

**COMM 240**  
**Videomaking I**  
**3 credits**

This course acquaints the student with film/video language. The student reads basic texts of film/video theory and begins applying the ideas contained therein to an understanding of film- and videomaking. This course also instructs the student in basic motion picture narrative techniques through the production and editing of three two-minute videos and one five-minute video, either fictional or documentary, as the student chooses. In producing these videos, the student learns and follows the standard pre-production, production, and post-production practices. (fall 2013)

**COMM 241**  
**Videomaking II**  
**3 credits**

This course continues the student's study of film language by integrating the techniques and technology learned in COMM 218. The student is also introduced to various advanced techniques of sound and image editing. The work centers on three short exercises and the planning, shooting, and completion of a fifteen minute film, either documentary or fiction. (spring 2014)  
*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. (every semester)

**COMM 248**  
**Acting II**  
**3 credits**

Students will work on taking the character from the page to the stage. Extensive monologue, improvisation, theatre games, and scene study work will facilitate the use of the body and voice to formulate characters and create truthful moments on stage. Comparison of the various major acting techniques will be presented. (every semester)  
*Prerequisite:* COMM 247 or permission of the instructor.

**COMM 301**  
**Standards and Practices in Journalism and the Media**  
**3 credits**

The course will study the development of standards of appropriate behavior for those involved in journalism and other media. Special attention will be given to historical issues and legal cases involving the behavior of the media. (spring 2015)

**COMM 310**  
**Investigative Journalism**  
**3 credits**

The course will study the process of researching and writing a news story. Examples of historically significant news stories will be studied while students research stories of their own. Special attention will be given to research and interview techniques. (spring 2014)

**COMM 316**  
**Seminar in Broadcasting**  
**3 credits**

The course will study the history and evolution of the modern broadcast newsroom. It will also provide: work as editor, producer, writer, reporter and anchor in a simulated newsroom setting; manage staff and editorial meetings which will determine story selection and assignments; write "teasers," headlines

and stories; report from the “field” and the anchor desk. (spring 2015)

**COMM 341**

**Videomaking III**

**3 credits**

The course is designed to advance the student’s knowledge of and experience with lighting and sound recording for digital video production begun in ENG 218 and ENG 219 by focusing on the physical properties of light waves and sound waves and the technology used to capture both on videotape and manipulate them in postproduction. (fall 2014)

*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. (spring 2014)

**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 schedule conflict prevents a student from taking a regularly scheduled elective. (every semester)

**COMM 425**

**The Films of Alfred Hitchcock**

**3 credits**

This course will introduce the student to the study of a single filmmaker over the span of his career. Alfred Hitchcock will be studied because of his unparalleled mastery of the medium for telling a story both through conventional narrative techniques and increasingly subtle and complex cinematic structures. The films will range from his earliest extant silent films through his final films, nearly fifty years later. (spring 2014)

**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. (as needed)

*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 College. As such, this requires the student to demonstrate full mastery of the various theo-

ries and technological skills on which the program focuses. The project reflects the student's area of concentration within the major and involves the creation of a fictional or journalistic video, a work of investigative journalism, an original screenplay, or a work of scholarly research. (every semester)



**COMPUTER SCIENCE (CS)**

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.

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

### Bachelor of Science in Computer Science

(Revised: April 2013)

<b>Computer Science Required Courses (42 credits)</b>	<b>Credits</b>
CS 110 Introduction to Programming I	4
CS 120 Introduction to Computer Science	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
<b>Related Requirements (3 credits)</b>	
MATH 210 Applied Calculus or MATH 122 Stats	3
At least 2 CS/CSEC electives (6 credits) (the list of electives will be announced each semester)	
CS 305 Web Development and Scripting Languages	3
CS 410 Advanced Database Systems	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 103 as their general education technology course.

**SUGGESTED FOUR YEAR COURSE SEQUENCE  
FOR BACHELOR OF SCIENCE DEGREE IN COMPUTER SCIENCE**

(Revised: June 2013)

<b>Freshman Year</b>			
<b>Fall</b>	<b>Cr.</b>	<b>Spring</b>	<b>Cr.</b>
FYE 100 Freshman Year Experience I	1	FYE 101 Freshman Year Experience II	1
CS 101/103 Intro. to Computer Applications	4/3	CS 120 Intro. to Computer Science	3
ENG 101 Writing the College Essay	3	CS 270 Introductions to Programming II	4
MATH 160 College Algebra	4	ENG 102 Intro. to the Study of Literature	3
CS 110 Introduction to Programming I	4	BIO/CHEM/PHYS Laboratory Science	4
<b>Total</b>	<b>16/15</b>	<b>Total</b>	<b>15</b>
<b>Sophomore Year</b>			
<b>Fall</b>	<b>Cr.</b>	<b>Spring</b>	<b>Cr.</b>
CORE 200 Culture and Diversity	3	CORE 350 Applied Ethical Reasoning	3
CS 290 Theoretical Foundations and Principles of Computer Science	3	CS 280 Computer Architecture and Organization	3
CS 295 Design Principles of Programming Lang.	3	MATH 210 Applied Calculus	3
RELS ___ Religious Studies Requirement	3	CS 360 Database Management Systems	3
SS ___ Social Sciences Requirement	3	HIST ___ History Requirement	3
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>15</b>
<b>Junior Year</b>			
<b>Fall</b>	<b>Cr.</b>	<b>Spring</b>	<b>Cr.</b>
CORE 375 Journeys to Selfhood	3	CS 380 Data Structures and Algorithms	3
Social Sciences Requirement	3	CS 400 Computer Systems Analysis and Logical Design	3
CS 320 Networks and Telecommunications	4	RELS ___ Religious Studies Requirement	3
ART/MUS ___ Requirement	3	PHIL ___ Philosophy Elective	3
CS 350 Introductions to Operating Systems	3	COMM ___ : Communications Elective	3
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>15</b>
<b>Senior Year</b>			
<b>Fall</b>	<b>Cr.</b>	<b>Spring</b>	<b>Cr.</b>
CORE 400 Franciscan Vision	3	CS Elective	3
CS 420 Software Engineering	3	CS Elective	3
Elective	3	CS 460 Senior Project Development Practicum	3
Elective	3	Elective	3
Elective	3	Elective	3
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>15</b>

**Minor in Computer Science**

The Minor in CS 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
CS ___	(Select <i>one</i> of the following courses)	
	290 Theoretical Foundations and Principles of CS	3 credits
	or	
	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 (pending)

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

[http://www.whitehouse.gov/assets/documents/Cyberspace\\_Policy\\_Review\\_final.pdf](http://www.whitehouse.gov/assets/documents/Cyberspace_Policy_Review_final.pdf)

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

### Bachelor of Science in Cybersecurity (pending)

(Revised: April 2013)

<b>Computer Science Requirements (46 credits)</b>	<b>Credits</b>
CS 110 Introduction to Programming I	4
CS 120 Introduction to Computer Science	3
CSEC 225 Principles of Information Assurance and Security	3
CS 270 Introduction to Programming II	4
CS 280 Computer Architecture and Organization	3
CS 290 Theoretical Foundations and Principles of CS	3
CSEC 315 Digital Forensics and Investigation	3
CSEC 325 Network Security	4
CSEC 355 Operating System Security	3
CSEC 365 Cryptography Technology	4
CS 380 Data Structures and Algorithms	3
CSEC 425 Managing Information Security in Information Systems	3
CSEC 435 Secure Software Development	3
CS/CSEC 460 Project Management Practicum	3
<b>Related Requirements (3 credits)</b>	
MATH 210 Business Calculus or MATH 122 Statistics	3
<b>Free electives to equal 120 credits</b>	

Note:

- ⊕MATH 160 College Algebra is the required general education mathematics course for the major.
- ⊕CSEC majors *must* take CS 103 as their general education technology course.

**SUGGESTED FOUR YEAR COURSE SEQUENCE  
FOR BACHELOR OF SCIENCE IN CYBERSECURITY (traditional students)**  
(April 2013)

<b>Freshman Year</b>			
<b>Fall</b>	<b>Cr.</b>	<b>Spring</b>	<b>Cr.</b>
FYE 100 Freshman Year Experience I	1	FYE 101 Freshman Year Experience II	1
CS 103 Intro. to Computer Applications	3	CS 120 Intro. to Computer Science	3
ENG 101 Writing the College Essay	3	CS 270 Introductions to Programming II	4
MATH 160 College Algebra	4	ENG 102 Intro. to the Study of Literature	3
CS 110 Introduction to Programming I	4	BIO/CHEM/PHYS Laboratory Science	4
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>15</b>
<b>Sophomore Year</b>			
<b>Fall</b>	<b>Cr.</b>	<b>Spring</b>	<b>Cr.</b>
CORE 200 Culture and Diversity	3	CORE 350 Applied Ethical Reasoning	3
CSEC 225 Principles of IAS	3	CS 280 Computer Architecture and Organization	3
CS 290 Theoretical Foundations and Principles of Computer Science	3	MATH 210 Applied Calculus	3
RELS__ Religious Studies Requirement	3	HIST__ History Requirement	3
SS __ Social Sciences Requirement	3	PHIL__ Philosophy Elective	3
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>15</b>
<b>Junior Year</b>			
<b>Fall</b>	<b>Cr.</b>	<b>Spring</b>	<b>Cr.</b>
CORE 375 Journeys to Selfhood	3	CS 380 Data Structures and Algorithms	3
Social Sciences Requirement	3	CSEC 365 Cryptography Technologies	4
CSEC 315 Digital Forensics and Investigations	3	RELS__ Religious Studies Requirement	3
CSEC 325 Network Security	4	ART __ Art/Music Requirement	3
CSEC 355 Operating System Security	3	COMM__ Communications Elective	3
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>16</b>
<b>Senior Year</b>			
<b>Fall</b>	<b>Cr.</b>	<b>Spring</b>	<b>Cr.</b>
CORE 400 Franciscan Vision	3	CS/SCEC Elective	3
CSEC 425 Managing Information Security in Information Systems	3	CS/CSEC 460 Senior Project Development Practicum	3
CSEC 435 Secure Software Development	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>15</b>

**Fast Track Program in the Bachelor of Science in Cybersecurity**

The B.S. Degree (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 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 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 FALL 1</b>	CS 120 Introduction to Computer Science	3
	CSEC 355 Operating System Security	3
	CS 280 Computer Architecture and Organization	3
	CSEC 425 Managing Information Security	3
	<b>Total</b>	12
<b>Second Cycle FALL 2</b>	CS 110 Introduction to Programming	4
	CS 290 Theoretical Foundations and Principles of Computer Science	3
	CSEC 325 Network Security	4
	<b>Total</b>	11
<b>Third Cycle Spring 1</b>	CSEC 225 Principles of Information Assurance and Security	3
	CS 270 Introduction to Programming II	4
	CSEC 365 Cryptography	4
	CS 380 Data Structures and Algorithms	3
	<b>Total</b>	14
<b>Fourth Cycle Spring 2</b>	MATH 210 or MATH 122	3
	CSEC 435 Secure Software Development	3
	<b>Total</b>	6
<b>Fifth Cycle Summer</b>	CSEC 315 Digital Forensics and Investigations	3
	CS/CSEC 460 Senior Project Development Practicum	3
	<b>Total</b>	6

**Minor in Cybersecurity (pending)**

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 Cybersecurity

**Required courses:** CSEC 225 Principles of Information Assurance and Security (3 credits), CSEC 315 Computer Forensics (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

### Certificate in Cybersecurity (pending)

The objective of the Certificate Program in Cybersecurity 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 Cybersecurity 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 College Admission Office for admission requirements.

#### CS 101

#### Introduction to Computer Applications

**4 credits**

This course provides an overview for all college students of computer applications, including a brief introduction to computer concepts, Microsoft Operating Systems, and in-depth learning the latest versions of Microsoft Office (Word, Excel, Access, PowerPoint, and Outlook). The course includes an introduction to Information Literacy, and an introduction to Information Assurance and Security. (fall, spring)

*Prerequisite:* MATH 001

*Co-requisite:* MATH 002

#### CS 102

#### Computer Applications 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

*Co-requisite:* 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  
*Co-requisite:* 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 equivalent  
*Co-requisite:* MATH 160 or its 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 organizations, information systems growth, and process improvement are introduced. This course covers Systems concepts; system components and relationships; cost/value and quality of information; competitive advantage of information; specification, design, and re-engineering of information systems; application versus system software; package software solutions; procedural versus non-procedural programming languages; object oriented design; database features, functions, and architecture; networks and telecommunication systems and applications; characteristics of IS professionals and IS career paths; information security, crime, and ethics. Practical exercises may include developing macros, designing and implementing user interfaces and reports; developing a solution using database software. (spring)

*Prerequisite or co-requisite:* CS 101 or CS 103 or its equivalent

**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. (spring)

*Prerequisite:* CS 101 or CS 103 or its equivalent

### **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 design 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 architec-

tures, and future directions in computer science. (spring)

*Prerequisites:* CS 120 and MATH 160

### **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)

*Prerequisite:* CS 120 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). (fall)

*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 websites. 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)

*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 applications; distributed systems; wired and wireless architectures, topologies, and protocols; installation, configuration, and operation of bridges, routers, switches, and gateways; network performance tuning; privacy, security, firewalls, reliability; installation and configuration of networks; monitoring and management of networks; and communications standards (fall)

*Prerequisite:* CS 101 or CS 103 or its equivalent

*Co-requisite:* CS 120

### **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 ac-

-cess, e-mail, the Web, directory and file transfer, and wireless data. Infrastructure Security explores various network devices and media, and the proper use of perimeter topologies such as DMZs, Extranets, and Intranets to establish network security. Cryptography basics are provided, including the differences between asymmetric and symmetric algorithms, and the different types of PKI certificates and their usage. Operational/Organizational Security is discussed as it relates to Physical security, Disaster Recovery, and Business Continuity, as well as coverage of Computer Forensics and how it relates to further avenues of specialization for the security student. (fall)

*Prerequisite:* 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, management of network functions, system management, common operating systems and their characteristics, Unix, Linus, Windows 7. The students will complete programming assignments. (fall)

*Prerequisite:* CS 270

### **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 databases; design tools, data dictionaries, repositories, warehousing, and data mining; database implementation including user interface and reports; multi-tier planning and implementation; data conversion and post implementation review. (spring)

*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 or its equivalent

*Co-requisite:* MATH 160

**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. (spring)

*Prerequisite:* CS 270

**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, transformation 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

**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 computer 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 independ-

ent 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

## **CRIMINAL JUSTICE (CRIM)**

The Department of Criminal Justice offers a Major and Minor in Criminal Justice. Criminal Justice is an interdisciplinary major with the Social Sciences. Students in Felician's Criminal Justice major benefit from taking a broad array of specialized courses drawn from the disciplines of political science, psychology, and sociology. The purpose of the major in Criminal Justice is to provide students with a strong and broad academic foundation in preparation for law school, graduate school, or a career in the administration of criminal justice. As a major, students will be provided with a thorough grounding in the liberal arts and social sciences, and will also take a series of courses that are designed to acquaint them with the theory and practice of criminal justice administration, investigation, and policing. As a result of this, students become professional, college-educated criminal justice specialists.

With the creation of a Federal level Department of Homeland Security and the ongoing integration of community, state, and federal law enforcement agencies in the service of counter-terrorism, career opportunities in the field of criminal justice will continue to increase. The United States Bureau of Labor Statistics projects higher than average growth for occupations in the field of Criminal Justice between now and 2018.

Felician's Criminal Justice major challenges its students to bring their knowledge, experience, and newly-acquired skills to the service of the community through classroom projects which explore the College's mission and its connection to our society, and through internships and service learning projects that deepen the student's engagement with his or her community. The department's mission places a special dual focus on restorative justice and social responsibility, and community alternatives to traditional models of incarceration and punishment. In identifying the restorative justice movement as a focal point, emphasis is placed on the repair of harm caused by criminal behavior through cooperative processes such as victim-offender mediation, restitution, and ex-offender assistance programs. Graduates in the Criminal Justice major are able to understand the context of the three sub-disciplines of criminal justice – police, courts, and corrections – through: the exploration of theory; rigorous exposure to the methods as well as the applications of empirical research; and an increased understanding of the practical as well as the policy implications of both theory and practice.

All students in the major are required to take a Research Methodology course, where they examine the literature on a topic of their choice, create a hypothesis statement, and test it by means of a survey they create and administer to the student population. They are also required to complete an internship in the field, typically in the third year of studies. This is an invaluable experiential learning opportunity that provides students with the practical dimensions of criminal justice administration in a professional workplace setting. Students may arrange for internships with public agencies such as police departments, county or state prisons, local jails, circuit and municipal courts, a prosecutor's office, or with private corporations which deliver security products or services. This experience prepares our majors for careers as federal agents, insurance fraud investigators, forensic laboratory technicians, prison guards and administrators, loss prevention specialists, private investigators, and municipal, state, county, and federal police officers.

Graduates in Criminal Justice are able to “specialize” in a particular area of interest through coursework focusing on one of four tracks within the discipline from which they choose. For instance, students wanting to pursue a career in law enforcement would focus on the Police Track. Those interested in becoming attorneys would focus on the Pre-Law Track. If the interest is in serving as a correctional officer, the focus is on the Corrections Track. And if the interest is in the sociology of crime, the focus would be on the Crime and Society Track. In addition, the major allows students to pursue a Concentration in Criminology and a Certification in Forensics. For those students not planning on majoring in Criminal Justice, they have the option of completing a Minor in Criminal Justice, and/or the Concentration in Criminology, and/or the Certificate in Forensics. Students in Criminal Justice, Sociology, Psychology, Political Science, General Science, and CS might be especially interested in one or more of these options, which are in keeping with our “interdisciplinary” approach to learning at Felician. Students may also choose to double major in Criminal Justice and another subject. Popular co-majors are Computer Science, Philosophy, Psychology, and Sociology, but any other major may be taken in conjunction with a Criminal Justice major.

### Bachelor of Science Degree in Criminal Justice

(Revised: June 2012)

Required courses – 30 credits including:

CRIM 110	Criminal Justice I
CRIM 111	Criminal Justice II
CRIM 220	Criminal Law
CRIM 230	Victimology
CRIM 312	Criminological Theory
PSCI 291	Judicial Systems & Constitutional Law
SOC 315	Terrorism
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 four tracks:

#### 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

#### Pre-Law track (15 credits)

PSCI 102	American Government
PSCI 205	Legislative Process
PHIL 211	Logic
PHIL 301	Moral Philosophy
PHIL 320	Philosophy of Law

Corrections track (15 credits)		Crime and Society track (15 credits)	
CRIM 240	Community Supervision	CRIM/SOC 251	Family Abuse
CRIM 290	Correctional Institutions	SOC 303	Sociology of Deviance
CRIM 310	Correctional Administration	CRIM 350	Organized Crime
CRIM/PHIL 380	Philosophical Issues in CJ	PSYC 405	Childhood and Adolescent Deviance
CRIM 401	Criminal Justice Management	SOC 407	Dynamics of Urban Society

Note:

- Recommended electives CRIM 320, 330, 340, CS 225, PHIL/PSCI 305, 306, PSYC 406, SOC 201
- Required General Education Science course for Criminal Justice Majors is GSCI 101
- Required General Education Mathematics course for Criminal Justice Majors is MATH 122

### SUGGESTED FOUR YEAR COURSE SEQUENCE FOR BACHELOR OF SCIENCE DEGREE IN CRIMINAL JUSTICE

(Revised: May 2012)

Freshman Year			
Fall	Cr.	Spring	Cr.
FYE 100: Freshman Year Experience I	1	FYE 101: Freshman Year Experience II	1
ENG 101: Writing the College Essay	3	ENG 102: Intro. to the Study of Literature	3
CS 101/103: Computer Applications	3-4	GSCI 101: Laboratory Science-Forensic Science	4
CRIM 110: Criminal Justice I	3	CRIM 111: Criminal Justice II	3
MATH 122: Statistics	3	CRIM 220: Criminal Law	3
Social Sciences Requirement	3	History General Education Elective	3
<b>Total</b>	<b>16-17</b>	<b>Total</b>	<b>17</b>

Sophomore Year			
Fall	Cr.	Spring	Cr.
CORE 200: Culture and Diversity	3	CORE 350: Applied Ethical Reasoning	3
PSCI 291: Judicial System & Constitutional Law	3	CRIM 230: Victimology	3
CRIM Track Elective I	3	Social Sciences Elective	3
Communications Elective	3	SOC 315: Terrorism	3
Religious Studies Elective	3	Elective	3
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>15</b>

Junior Year			
Fall	Cr.	Spring	Cr.
CORE 375: Journeys to Selfhood	3	Philosophy Requirement	3
CRIM 312: Criminological Theory	3	Religious Studies Requirement	3
Art Requirement	3	Elective	3
CRIM Track Elective II	3	CRIM Track Elective III	3
Elective	3	CRIM Track Elective IV	3
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>15</b>

Senior Year			
Fall	Cr.	Spring	Cr.
CORE 400: Franciscan Vision	3	CRIM Track Elective V	3
CRIM/SOC 400: Senior Research I	3	CRIM 415: Senior Research II	3
Elective	3	CRIM 452: Internship in Criminal Justice	3
Elective	3	Elective	3
Elective	3	Elective	3
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>15</b>



**Minor in Criminal Justice**

The Minor in Criminal Justices consists of six courses (18 credits) selected in consultation with the faculty advisor:

- 3 Lower Level Criminal Justice Courses (100-200 level)
- 3 Upper Level Criminal Justice Courses (300-400 level)

**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, Sociology, Psychology, and Natural Sciences, who might want to add a specialization to their major and improve their skills in an area that is gaining interest. The Certificate in Forensics is also available to students majoring in any field who have an interest in Forensics. Non-matriculated students working in an area of law enforcement may wish to acquire the Certificate in Forensics in order to advance their professional development.

As a result of completing the Certification in Forensics program, students will be able to employ the principles and methods proper for scholarly research in the social sciences; integrate critical thinking and problem solving skills, and promote scientific and quantitative reasoning; incorporate the principles of sound pedagogy and the natural and social sciences into practice; participate in laboratory investigations requiring the application of scientific methods and data analysis; prepare leaders to meet the challenges of Criminal Justice Education in the twenty-first century; and 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.

**Certificate in Forensics**

The Certificate in Forensics consists of six courses (20 credits):

CRIM	110	Criminal Justice I	3 credits
CRIM	210	Fundamentals of Criminal Investigation	3 credits
GSCI	101	Forensic Science	4 credits
CS	315	Computer Forensics and Investigation	3 credits
CRIM	340	Cyber Crime	3 credits
CS	365	Cryptography Technologies	4 credits

**Concentration in Criminology**

The Concentration in Criminology is designed to meet the needs of students in Criminal Justice Major, as well as those majoring in Sociology and Psychology, who might want to examine the treatment of victims and offenders by criminal justice agencies, as well as the different theoretical, legal and philosophical perspectives in criminal justice. Students will receive an overview of the emotional effects of crime, as well as the specific types of victimization. They will also examine theories that explain the causes and outcomes of criminality, society's reaction to law-breaking, and the probable consequences of deviance. In addition, they will learn crime prevention strategies that could be useful for them to apply to their future careers in the field of Criminal Justice, Psychology, and Sociology.

The Concentration in Criminology is also available to students majoring in any field who have an interest in “helping” others. As a result of completing the Concentration in Criminology, students will be able to examine issues in the development and well-being of children, adolescents, and adults. They will also learn to assess the major theories regarding family abuse, as well as how to analyze the causes, nature and types of abuse occurring in families. Treatment options in the form of rehabilitation and punishment will be discussed, as well as more recent work on the restorative justice. Those who plan to become Social Workers, Sociologists, Criminologist, or Psychologists, may wish to acquire the Concentration in order to advance their professional development.

### 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	Criminological Theory	3 credits
PSYC	405	Abnormal Psychology <i>or</i>	3 credits
PSYC	406	Child and Adolescent Deviance	

#### **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 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 development, to border fence building, and efforts to secure air travel, sea containers and critical infrastructures. Homeland security responsibilities and jurisdictions are divided among federal, state and local governments, in addition to the private sector. The purpose of this course is to help students develop a better understanding of the complex set of actors, institutions, processes and issues that constitutes the realm of homeland security. The course relies upon theories, concepts and case studies to explore the challenges facing organ-

-izations 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 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 cyber-crime, 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.

**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 so-

cial 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 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 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

## DEVELOPMENTAL STUDIES

The Developmental Studies program helps underprepared students develop basic writing, computational, and critical reasoning skills, as well as acquire an understanding of the fundamental responsibilities and expectations that are part of student life. Students who do not demonstrate proficiency in English automatically become part of the program. (For the developmental course work policy, please refer to page 63).

### Department of Developmental Studies Mission Statement

The mission of the Department of Developmental Studies is to prepare students for college success and lifelong learning by strengthening their foundational skills in reading, writing, mathematics, and critical thinking and by encouraging them to develop strategies for becoming active, responsible learners.

### Freshman Learning Community

The Freshman Learning Community is an innovative approach to support students in their first semester at Felician College. Students who are enrolled in ENG 002/101 Reading and Writing Workshop will form a Learning Community. These cohorts of students will also be enrolled in the same section of FYE and one other college level course. In each Learning Community, the professors instructing these students communicate regularly. The expected outcome of the Learning Community is that students will transition successfully into college life.

### 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. (fall, spring)

### 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. (fall, spring)

### **ENG 005/105**

#### **Reading Comprehension/Reading Seminar**

**3 credits** (in-house)/**1 credit** (towards graduation)

This four 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 006 HC**

#### **Reading Completion**

**1 credit** (in-house)

This is an individualized diagnostic and prescriptive hybrid course designed to remediate students to develop mastery of critical reading skills. Reading Completion is created specifically for students who are placed in ENG 101 and ENG 005 as a result of their Accuplacer Placement scores. Students will complete this course through an online platform – MyFoundationsLab.com created by Pearson.

### **MATH 001**

#### **Basic Skills in Mathematics (Pre-Algebra)**

**4 credits** (in-house)

This course provides a refresher in basic arithmetic. The criterion for placement in the course is failure to pass the pre-algebra portion of the college’s Basic skills Placement Test (Accuplacer) . Topics include fractions, decimals, ratio and proportion, percentages, rational numbers and solving equations. A “C” is the minimum acceptable grade to progress to the next course. (every semester)

### **MATH 002**

#### **Basic Skills in Mathematics (Algebra)**

**4 credits** (in-house)

The principal objective of this course is to bring students up to college proficiency in basic algebra skills. The criterion for placement in the course is failure to pass the algebra portion of the college’s Basic Skills Placement Test (Accuplacer) . This course presumes mastery of the basic computational skills covered in MATH 001. Topics include solving equations (with applications), polynomials, factoring, graphing linear equations and inequalities, solving systems of linear equations, and radical expressions. A “C” is the minimal acceptable grade to progress to the next course. (every semester).

### **MATH 003**

#### **Basic Skills in Mathematics (Pre-Algebra and Algebra)**

**6 credits** (in-house)

This course is an accelerated review of the content of Math 001 and 002. Placement in this course is by Accuplacer results and high school transcripts. Students whose high school transcript shows four years of mathematics with grades of “C” or above, and whose Accuplacer test places them in Math 001 are eligible for this class. A “C” is the minimal acceptable grade to progress to the next course.

## ENGLISH AND FOREIGN LANGUAGES (ENG)

English majors at Felician College develop and refine their skills in written and oral communication, interpretation of texts, critical thinking, and literary analysis. Students also become familiar with the genres of poetry, fiction, and drama, and thereby heighten their sensitivity to literary expression. A love of language, the development of a clear and expressive writing style, and a familiarity with the tools of scholarly research are some of the advantages English majors gain.

English majors are prepared for graduate school by exposure to a variety of literary forms, works, and historical periods as well as by practice in critical analysis. The curriculum is also designed to produce literate, well-spoken persons who can enter professional studies in law or medicine as well as to provide communication and thinking skills highly valued in the business and professional world. Independent study, internships, seminars, and a senior research project help the student acquire intellectual maturity and a wide range of practical and scholarly experience.

### Bachelor of Arts Degree in English

(Revised: June 2012)

**Required courses:** 33 credits, including ENG 201 (Literatures in English I) and ENG 202 (Literatures in English II), ENG 315 (Shakespeare), ENG 480 (Critical Perspectives on Literature), ENG 490 (Senior Research in English), and 3 credits from each of the following Areas: Medieval (Area 1), Renaissance (Area 2), Eighteenth and Nineteenth Centuries (Area 3), and Modern to Postmodern (Area 4). Area studies may be taken in any sequence. An additional 6 credits may be chosen from any English electives.

Area 1: ENG 300, 301, 305, 310, 312

Area 2: ENG 215, 320, 325

Area 3: ENG 210, 340, 345, 365

Area 4: ENG 313, 370, 371, 375, 380, 381, 383, 385, 390, 395, 396

### Theater Studies Minor

Please refer to page 267 for information on the minor in Theater Studies.





**FOUR YEAR SUGGESTED COURSE SEQUENCE  
FOR ENGLISH MAJORS (B.A.)**

(Revised: June 2012)

**Freshman**

Fall	FYE 100 Freshman Year Experience I ENG 101 Gen. Ed.: Creative Arts course Gen. Ed.: RELS course (100 or 200 level) CS 101/103 Computer Applications Gen. Ed.: Mathematics course	Spring	FYE 101 Freshman Year Experience II ENG 102 Gen. Ed.: Laboratory Science Gen. Ed.: HIST course Gen. Ed.: COMM course Gen. Ed.: PHIL course
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**Sophomore**

Fall	ENG 201 English Area 1-4 CORE 200 Gen. Ed.: Social Science course (#1) Free Elective	Spring	ENG 202 English Area 1-4 CORE 350 Gen. Ed.: Philosophy course Free Elective
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**Junior**

Fall	English Area 1-4 English Elective CORE 375 Free Elective Free Elective	Spring	English Area 1-4 ENG 315 Gen. Ed.: RELS (300 or 400 level) Free Elective Free Elective
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**Senior**

Fall	ENG 480 English Elective CORE 400 Free Elective Free Elective	Spring	ENG 490 ENG 401 Free Elective Free Elective Free Elective
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**Minor in English**

A minor in English consists of 18 credits, including the following courses: ENG 201, ENG 202, ENG 315, and an additional 9 credits of English electives, at least 6 credits of which must be at the 300/400 level.

### **ENG 101**

#### **Writing the College Essay**

**3 credits**

This course will reinforce the methods of writing college-level expository prose, with emphasis on the following: revision techniques, paragraph coherence, grammatical and structural clarity, patterns of organization, and thematic development. The student will write several essays utilizing writing methods acquired in the course. The student will learn and apply the fundamentals of college research and Modern Language Association and American Psychological Association research formats. Note: A “C” is the minimum acceptable grade in this course. (every semester)

### **ENG 102**

#### **Introduction to the Study of Literature**

**3 credits**

This course will introduce the student to thematic and critical reading and analysis of selections of fiction, poetry, and drama. The student will write sophisticated analytical essays that utilize issues in the literature studied as topics for those essays. The student also will write a research paper employing research techniques gathered in ENG 101 and ENG 102. Note: A “C” is the minimum acceptable grade in this course. (every semester)

*Prerequisite:* ENG 101

### **ENG 101 - 102 HON**

#### **Writing the College Essay**

#### **Introduction to the Study of Literature**

**3, 3 credits**

A study of the theory and practice of composition, including advanced exercises in standard English writing practice and an analysis of sophisticated college honors level reading matter.

### **ENG 109**

#### **Crafting a Life: Biographies, Autobiographies, Diaries, Journals**

**3 credits**

Students will study major writers of personal non-fictional prose. They will learn the characteristics of the genres of biography, autobi-

ography, journals, and diaries. This course will help develop writing and critical skills while introducing writers of various historical times, styles, ethnic groups, sexes, and classes.

### **ENG 110**

#### **Science Fiction**

**3 credits**

The course will provide opportunities to study the more popular science fiction of the nineteenth and twentieth centuries and to relate the selections of science fiction to Victorian, Modern, and post-Modern literature and critical theory. Emphasis will be placed on understanding science fiction as a reflection on and reaction to developing technologies and modernist philosophies. Students will study the works of Wells, Verne, Heinlein, Clarke, Bradbury, Vonnegut, King, and Shatner.

*Prerequisite:* ENG 101

### **ENG 111**

#### **Detective Fiction**

**3 credits**

The course studies the evolution of the detective novel from Edgar Allan Poe and Sir Arthur Conan Doyle to the present. It examines the genre's presentation of 19th century society's image of civility, propriety, and stability which the detective supports with his wits and moral authority. The course traces the genre's evolution through the 20th century's increasing incivility and instability against which the detective - now often a knight errant - struggles with increasingly compromised moral success. The divergent strains of American and British detective fiction will be compared.

*Prerequisite:* ENG 101

### **ENG 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 will meet once a week in the Spring semester, and two days a week for five weeks in Florence, Italy. Accommodations and classroom space are organized through CAPA international in Florence.

*Prerequisites:* EN 102 or concurrent enrollment

### **ENG 201-202**

#### **Literatures in English I and II**

##### **3, 3 credits**

An in-depth survey of literatures in English from the Anglo-Saxon to the modern periods. Students will examine in detail major writers and texts and will acquire a knowledge of the significant historical, intellectual, and cultural events of each period. (ENG 201 fall; ENG 202, spring)

*Prerequisites:* ENG 101 and ENG 102

### **ENG 209**

#### **The Short Story**

##### **3 credits**

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

*Prerequisites:* ENG 101 and 102

### **ENG 210**

#### **History of the Novel**

##### **3 credits**

Students study the elements of the novel and categories within the genre. A critical evaluation of major English and American novels concentrates on those exemplifying historical and aesthetic development of this literary form. [AREA 3] (fall)

*Prerequisites:* ENG 101 and 102

### **ENG 212**

#### **Creative Writing**

##### **3 credits**

This course will develop students' creative abilities in writing poetry, short stories, plays, and non-fictional prose. An analysis of types of literature and the writing, revising, criticizing, and marketing of one's own work will be covered.

*Prerequisites:* ENG 101 and 102

### **ENG 215**

#### **The Drama**

##### **3 credits**

The course begins with the *Quem Quaeritis* trope and the development of drama in its religious and liturgical settings. It proceeds from this development through an examination of the medieval cycle plays, moralities, and early Tudor comedies. The course continues with a study of Elizabethan and Jacobean comedy and tragedy and its religious, classical, and folk backgrounds, considers the closing of the theaters in 1643 and the reappearance of theatrical entertainment with the Restoration in 1660. The course continues with a consideration of Restoration and Eighteenth-Century comedy and tragedy and closes with brief examination of Romantic "closet" drama. [AREA 2] (spring)

*Prerequisites:* ENG 101 and 102

### **ENG 220**

#### **Children's Literature**

##### **3 credits**

An exploration of the types and categories of children's literature with emphasis on oral tradition, critical analysis of specific literary pieces, and a study of the illustrations in children's books. (every semester)

*Prerequisites:* ENG 101 and 102

### **ENG 300**

#### **Medieval Literature**

##### **3 credits**

Students study in-depth the major texts and authors from the Middle Ages. [AREA 1](fall)

*Prerequisites:* ENG 101 and 102

### **ENG 301**

#### **King Arthur in History and Myth**

**3 credits**

This course traces the origins of the historical Arthur from the early histories of Gildas, Nennius, and 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] (fall)

*Prerequisites:* ENG 101 and 102

### **ENG 305**

#### **Chaucer**

**3 credits**

This course is designed as an introduction to the Canterbury Tales of Geoffrey Chaucer. Students will learn to read, translate, and recite the original Middle English while becoming familiar with Chaucer's life and times and the social and political climate of late medieval England. This course will also examine various manuscript illustrations of his works as well as some modern electronic means for studying Chaucer and the Middle Ages more generally. No previous knowledge of Middle English is necessary. [AREA 1] (spring)

### **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] (fall)

*Prerequisites:* ENG 101 and 102

### **ENG 312**

#### **The Literature of the Saints**

**3 credits**

Students examine the literature of the saints from the early Church Fathers to contemporary figures in order to understand the human relationship to God and quest for ultimate happiness. Authors studied include St. Augustine, St. Francis, St. Thomas Aquinas, St. Thomas More, St. Ignatius, St. Felix of Cantalice, St. Damian, and St. Therese. [AREA 1]

*Prerequisites:* ENG 101 and ENG 102

### **ENG 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.

### **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. (every semester)

*Prerequisites:* ENG 101 and 102

### **ENG 320**

#### **Seventeenth Century Literature**

**3 credits**

A study of the major prose and poetry of the seventeenth century in England including an examination of the intellectual and political events of the period and a detailed analysis of significant works by Milton, Donne, Herbert, Herrick, and others. The student will understand the development of the prose, poetry, and thought of this era. [AREA 2] (spring)

*Prerequisites:* ENG 101 and 102

**ENG 325**

**Milton**

**3 credits**

This course includes the major works in poetry and prose of John Milton, with emphasis on *Paradise Lost*, the sonnets, and other selected works, such as *Paradise Regained* and *Samson Agonistes*. Milton's cultural, intellectual, and political contexts are also covered. [AREA 2] (fall)

*Prerequisites:* ENG 101 and 102

**ENG 330**

**Eighteenth Century Literature**

**3 credits**

The course develops an appreciation for distinctively eighteenth century forms that include the "heroic couplet," "mock-heroic," and satire. The course also considers the novel and its "rise," the development of theories of the sublime and the picturesque, and the discipline of aesthetics. The course includes coverage of Pope, Fielding, Swift, Johnson, and Gray, as well as a significant focus on the rise of a "woman's tradition" exemplified in the work of Finch, Montagu, and their successors. [AREA 3]

*Prerequisite:* ENG 101 and ENG 102

**ENG 340**

**The Romantic Rebellion**

**3 credits**

A critical analysis of poetry and prose with attention to historical and intellectual background from approximately 1780 to 1830. Focus on works of Blake, Wordsworth, Coleridge, Byron, Shelley and Keats. [AREA 3] (fall)

*Prerequisites:* ENG 101 and 102

**ENG 345**

**Nineteenth Century Studies:**

**The Victorian Age**

**3 credits**

A critical analysis of representative poetry and prose from approximately 1830 to 1900. Focus will be on the relationship between literary art and the intellectual and social history of the period. Writers included are Tennyson,

the Brownings, the Rossetts, Hopkins, and others. [AREA 3] (spring)

*Prerequisites:* ENG 101 and 102

**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 and 2]

*Prerequisites:* ENG 101 and 102

**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.

*Prerequisite:* ENG 101 and 102

**ENG 365**

**American Romantic Writers**

**3 credits**

A study of the major writers of the American romantic period including Emerson, Thoreau, Poe, Hawthorne, Melville, and Dickinson. The course also includes a brief treatment of the nature and beginnings of Romanticism. [AREA 3] (spring)

*Prerequisites:* ENG 101 and 102

**ENG 370**

**Twentieth Century Studies: The Crises of Values - A Prose Statement**

**3 credits**

An examination of some major works of prose fiction by writers in British and American literature from the turn of the century to World War II. Emphasis upon Conrad, Joyce, Lawrence, Woolf, Fitzgerald, Hemingway, Stein, Orwell and O'Connor. [AREA 4] (spring)

*Prerequisites:* ENG 101 and 102

**ENG 371**

**Autobiography**

**3 credits**

Students examine major English and American authors from various periods who have written autobiographies, with emphasis on modern and contemporary authors. Through an analysis of style, form, and theme, autobiography will be seen as a literary genre expressing self and self-consciousness, and combining fictive and factual elements. [AREA 3 and AREA 4]

*Prerequisites:* ENG 101 and 102

**ENG 372**

**Cinema and Literature**

**3 credits**

Students examine the language and grammar of film, the history and development of style, film criticism and aesthetics, international cinema, and engage in a comparative study of the screen arts and literary adaptations.

*Prerequisites:* ENG 101 and 102

**ENG 375**

**Twentieth Century Poetry:**

**The Crises of Form**

**3 credits**

An examination of the major poets in British and American literature from W.B. Yeats to World II. Emphasis upon Yeats, H.D. Millay, T.S. Eliot, Moore, Pound, Cummings, Stevens, Frost, Williams, and Plath. [AREA 4]

*Prerequisites:* ENG 101 and 102

**ENG 380**

**Twentieth Century Studies:**

**Postmodern Literature**

**3 credits**

An examination of major writers of the post-World War II era whose works are centered upon the themes of loneliness, human intimacy and the realization of self. Includes American, British and Continental writers. [AREA 4] (spring)

*Prerequisites:* ENG 101 and 102

**ENG 381**

**Multi-Ethnic Literature:**

**America's Many Cultures**

**3 credits**

This course is about the literature and experiences of the varied ethnic groups found in American culture. It includes studying the writings and cultures of Native American, Latino, Asian, African-American, Jewish, and various White American authors. [AREA 4]

*Prerequisites:* ENG 101 and 102

**ENG 383**

**African-American Literature**

**3 credits**

This course acquaints the student with both prose and poetry written by African-Americans as an integral part of the American literary tradition. Beginning with mythical, symbolic, and oral traditions in Africa, the 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]

*Prerequisites:* ENG 101 and 102

**ENG 385**

**Women in Literature**

**3 credits**

A thematic study of the female image created by male and female writers, on major authors who are women, and on the practice of feminist literary analysis. It explores the problems facing women and men in their quest for identity within social structures that define acceptable feminine and masculine images. [AREA 4]

*Prerequisites:* ENG 101 and 102

**ENG 390**

**Modern Continental Authors**

**3 credits**

A study of the masterpieces of selected modern continental authors who address historical and humanistic issues particular to Germany, Russia, and France. Authors studied include

Kafka, Hesse, Mann, Tolstoy, Dostoyevsky, Flaubert, and Camus. [AREA 4] (fall)

*Prerequisites:* ENG 101 and 102

**ENG 395**

**Modern Drama**

**3 credits**

This course concentrates on the authors and movements in continental, British, and American drama from Ibsen and Strindberg to the present. [AREA 4] (fall)

*Prerequisites:* ENG 101 and 102

**ENG 396**

**Contemporary Drama**

**3 credits**

This course concentrates on selected authors and movements in contemporary drama from the 1980's to the present. (spring)

**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 reg-

ister 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 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. (every semester)

*Prerequisites:* ENG 101 and 102

**ENG 490**

**Research in English**

**3 credits**

Students examine selected readings of an author, genre, or historical period, and do research to prepare and present a major original paper. Particular topics are chosen with the advice of the professor and a close tutorial relationship is continued throughout the semester. For graduating Seniors who are English majors. (every semester)

**Foreign Languages**

Elementary courses are offered in modern French, Italian, Spanish, and in Classical Latin. While the College does not offer the B.A. degree in languages, its curriculum strives to develop proficiency for the personal and scholarly goals of students studying any of these languages.

**FR 101 - 102**

**Elementary French I and II**

**3, 3 credits**

Beginning course for students with little or no background in French, introducing basic grammar, pronunciation, reading and vocabulary with emphasis on conversation and comprehension.

**IT 101 - 102**

**Elementary Italian I and II**

**3, 3 credits**

An introductory course emphasizing basic grammatical structures, pronunciation, conversation and writing for students with little or no background in Italian.

**LT 101**

**Elementary Latin I**

**3 credits**

An introduction to Classical Latin that focuses on the basics of syntax and grammar. Since the emphasis is on reading and writing (as opposed to conversation), both the acquisition of a vocabulary, as well as an understanding of

sentence structure, will augment the student's command of both Latin and English.

**LT 102**

**Elementary Latin II**

**3 credits**

A continued exploration of Classical Latin that builds upon the skills learned in Latin 101. Emphasis will be threefold: 1) the acquisition of a larger vocabulary, 2) a deepened understanding of Latin grammar, and 3) more practice in sight translations and composition.

*Prerequisites:* LT 101 or at least two years of high school Latin

**SP 101 - 102**

**Elementary Spanish I and II**

**3, 3 credits**

Introductory courses for students with no Spanish background, Emphasis is placed on grammar, pronunciation, vocabulary, comprehension and conversation. (alternating semesters)



**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.



## 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 66 for the College's policy on taking a Leave of Absence and page 67 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 (page 171) administers a Joint Degree program in Health Information Management. The program involves General Education, Core Curriculum and pre-professional coursework during two years at Felician College, and completing the program at the Rutgers-SHRP, 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 College, during which all general education, CORE and pre-professional courses are completed, amounting to 65 credits, followed by two years (61 credits) of coursework at the Rutgers-SHRP.

### Degree Requirements

1. Students file an application to the Rutgers-SHRP 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-SHRP 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-SHRP orientations.

## BACHELOR OF SCIENCE IN HEALTH INFORMATION MANAGEMENT JOINT DEGREE WITH THE RUTGERS-SHRP 126 credits (65 credits at Felician College)

(Revised: June 2011)

COURSE	CREDITS
<b>Core Curriculum (12 credits)</b>	
CORE 200 Culture and Diversity	3
CORE 350 Applied Ethical Reasoning	3
CORE 375 Journeys to Selfhood	3
CORE 400 The Franciscan Vision: Self, Service and Society	3
<b>General Education Requirements (41 credits)</b>	
ENG 101 Writing the College Essay	3
ENG 102 Introduction to the Study of Literature	3
BIO 102 Human Biology	4
RELS ___ Religious Studies Elective (100 or 200 level)	3
RELS 310 Moral/Spiritual Dimensions of Healthcare	3
MATH 160 College Algebra	4
CS 101 Introduction to Computer Applications or CS 103 Introduction to Advanced Computer Applications	3/4
ART/MUS ___ Creative Arts Elective	3

PSYC 101 Introduction to Psychology (Social Science Elective)	3
___ Social Science Elective (ECON, PSCI, SOC, ANTH, CRIM)	3
HIST ___ History Elective	3
COMM ___ Communications Elective	3
FYE 100 Freshmen Year Experience I	1
FYE 101 Freshmen Year Experience II	1
<b>Co-Requisites (12 credits)</b>	
MATH 122 Statistics	3
ACC 100 Principles of Financial Accounting	3
MGT 100 Fundamentals of Management	3
CS 317 Computer Informatics, Privacy and Security for Healthcare Professionals	3
<b>Two Years at the Rutgers-SHRP</b>	<b>61</b>

### Suggested Course Sequence for HIM Majors

(Revised: April 21, 2009)

Fall Freshman Year		Spring Freshman Year	
Course Number and Name	Credits	Course Number and Name	Credits
ENG 101 Writing the College Essay	3	ENG 102 Intro. to the Study of Literature	3
MATH 160 College Algebra	4	RELS 100/200 Religious Study Elective	3
PSYC 101 Intro. to Psychology (SS elective)	3	CS 101 Intro. to Computer Applications <i>or</i>	3/4
BIO 102 Human Biology	4	CS 103 Intro. to Advanced Comp. Apps.	
FYE 100 Freshman Year Experience I	1	COMM ___ Communications Elective	3
		FYE 101 Freshman Year Experience II	1
<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>13-14</b>

#### Summer Session I

CORE 200 Culture and Diversity, 3 credits

Fall Sophomore Year		Spring Sophomore Year	
Course Number and Name	Credits	Course Number and Name	Credits
CORE 350 Applied Ethical Reasoning	3	CORE 375 Journeys to Selfhood	3
HIST ___ History Elective	3	RELS 310 Moral/Spiritual Dimensions	3
ACC 100 Principles of Financial Accounting	3	MATH 122 Statistics	3
MGT 100 Fundamentals of Management	3	CS 317 Computer Informatics Healthcare	3
ART/MUS ___ Creative Arts Elective	3	Social Science Elective (ECON, PSCI, SOC, ANTH, CRIM)	3
<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>15</b>

#### Summer Session I

CORE 400 Franciscan Vision, 3 credits

### TWO YEARS (61 CREDITS) AT THE RUTGERS-SHRP

#### HISTORY (HIST)

The goal of the History Department is to provide students with a vigorous academic and intellectual experience that will enable them to analyze the major global and local historical milestones and events that have shaped today's world. As a result of completing the requirements for the History major, students will be prepared for graduate-level education, or teaching, research, archival, museum, and business careers. Students will demonstrate their mastery of content areas in American and European history through their competency in written and oral communication, critical and analytical thinking, and technological literacy. It is also 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.

**Bachelor of Arts Degree in History**

(Revised: July 2008)

**Required courses:** 30 credits, including six credits to be selected from HIST 101, 102, 103, 104; six credits to be selected from HIST 201, 202, 203, 250; both HIST 440 and HIST 450; plus twelve additional credits from history course offerings (at least six credits of which must include 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.

Western Civilization (HIST 101 - HIST 104), the survey courses in European History, study the major political, social, intellectual and economic forces that have shaped Western society. Each course emphasizes a specific period in European History and studies the problems of that era.

Development of American Society (HIST 201 - HIST 203), the survey courses in American History, study the major political, social, intellectual and economic forces that have shaped the American nation. Each course emphasizes a specific period in our history and studies the problems of that period.

**FOUR YEAR SUGGESTED COURSE SEQUENCE  
FOR HISTORY MAJORS (B.A.)**

(Revised: June 2012)

**Freshman Year**

Fall	Cr.	Spring	Cr.
FYE 100: Freshman Year Experience I	1	FYE 101: Freshman Year Experience II	1
ENG 101: Writing the College Essay	3	ENG 102: Intro. to the Study of Literature	3
Gen. Ed.: Math Course	3-4	Gen. Ed.: Laboratory Science Course	4
RELS 100/200 Level	3	CS 101/103: Computer Applications	3-4
HIST 100 level	3	HIST 100 level	3
Free Elective	3		
<b>Total</b>	<b>16-17</b>	<b>Total</b>	<b>14-15</b>

**Sophomore Year**

Fall	Cr.	Spring	Cr.
CORE 200: Culture and Diversity	3	CORE 350: Applied Ethical Reasoning	3
Gen. Ed.: Social Science Elective (#1)	3	Gen. Ed.: Social Science Elective (#2)	3
HIST 201/202/203/250	3	Gen. Ed.: COMM Course	3
Gen. Ed.: Creative Arts Course	3	HIST 201/202/203	3
Free Elective	3	Gen. Ed.: History Course	3
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>15</b>

**Junior Year**

Fall	Cr.	Spring	Cr.
CORE 375: Journeys to Selfhood	3	RELS 300/400 level	3
History Related Course	3	History Related Course	3
History Related Course	3	Gen. Ed.: Philosophy Course	3
Free Elective	3	Free Elective	3
Free Elective	3	Free Elective	3
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>15</b>

(continued on next page)

## Senior Year

Fall	Cr.	Spring	Cr.
CORE 400: Franciscan Vision	3	History 300/400 Level	3
History 300/400 Level	3	HIST 450: Senior Seminar in History	3
HIST 440: Historiography and Historical Methods	3	History Elective	3
History Related Course	3	Free Elective	3
History Elective	3	Free Elective	3
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 the earliest societies, Greek and Roman civilizations, the rise of Christianity, and medieval life. (every semester)

**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. (as needed)

**HIST 103****The Age of Nationalism****3 credits**

An analysis of the developments and differing historical interpretations of the French Revolution, Napoleonic Europe, The Congress of Vienna, the rise of Industrialism, and the *fin de siècle* to 1914. (spring)

**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. (every spring)

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

A study of the roles of geographic conditions and natural resources on the cultural and economic development of the major regions of the world as well as problems and proposed solutions. (every spring)

**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. (as needed)

**HIST 130 (Honors)**  
**The Enlightenment**  
**3 credits**

An Honors-level history of the Scientific Revolution, the Enlightenment, and the impact of the eighteenth century revolutions in British North America. 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. (fall)

**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. (spring)

**HIST 203**  
**From the Jazz Age to the Computer Age**  
**3 credits**

This course will emphasize the period from the 1920s to the present. Topics include Coolidge prosperity, the Great Depression, and the New Deal; the international crisis of the 1930s and WW II; the Cold War; the 1960s, Civil Rights, and Vietnam; the Nixon era and Watergate; the U.S. in the years from Carter to Clinton. (fall)

**HIST 210**  
**The Family in American History**  
**3 credits**

Students study the origins and changing nature of American family structure and domestic life from the 17th Century to the present. Emphasis is on the development of the roles of parents and children in American history, recent scholarship, and interpretations and techniques in the study of the family. (every fall)

**HIST 220**  
**Latin America: Pre-Columbian to Current Day**  
**3 credits**

This course will trace the political, social, religious, economic and diplomatic history of Latin America from pre-Columbian times to the present. Included will be both a topical discussion of common characteristics and a study of individual countries from the time of independence to the present. (fall 2014)

**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. (spring)

**HIST 310**  
**Personality in History: A Biographical Approach to the Study of the Past**  
**3 credits**

Students investigate the relationship between great men and women and the events around them. Students explore the possibilities and problems of micro-versus macro-history and the use of psychology and other social sciences in historical explanation. (fall 2013)

*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. (fall 2014)

*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. (fall 2012)

*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. (spring 2014)

*Prerequisites:* HIST 201, 202, or 203

**HIST 350**  
**Classics in Modern Western Military Thought**  
**3 credits**

Modern military historians have moved far beyond the popular “battles and leaders” approach to their discipline. This course, through a close reading and analysis of excerpts from four of the seminal modern western books on land, sea, air, and nuclear warfare, explores the relationships between military thought and intellectual, social, economic, cultural, and political history. Douhet’s *Command of the Air*, for instance, is contextualized in terms of its effect on the immediate post-WWI problem of the “trench stalemate,” the contemporary Futurist and Fascist movements, and the subsequent bombing of civilian populations during WWII. Students will leave this course with more informed views on the relevance of these four “classics” to the modern discussion of total and limited war, terrorism, and the role of the military in solving political problems. (spring)

*Prerequisites:* The successful completion of at least one of the following: HIST 101/102/103/104. Although Juniors and Seniors would be the typical enrollees, sophomores who have met the above prerequisites may – with the instructor’s permission – register for this course.

**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. (fall 2015)

*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. (spring 2014)

*Prerequisites:* HIST 201

**HIST 440**  
**Historiography and Historical Methods**  
**3 credits**

This course seeks to explore some of the methodological problems facing historians. Readings from famous classical and modern historians serve as the foundation for exploration and discussion. This course is intended for History majors. (every fall and spring)

*Prerequisites:* 15 credits in History or permission of the instructor

**HIST 450**  
**Senior Seminar 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

**HIST 452**  
**Internship in History**  
**3 credits**

This course offers History 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 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 Liberal Studies Concentration or the Global Peace and Justice Studies Concentration. In consultation with a faculty advisor, an individually designed curriculum of 36 credits may also be selected.

### Liberal Studies Concentration

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

*English* (12 credits) Any four English literature courses selected in consultation with the advisor

*History* (12 credits) The following four courses are required:

- Western Civilization course
- HIST 110 (World Geography and Culture)
- American History course
- Any History course selected in consultation with the advisor

*Philosophy* (12 credits) The following four courses are required:

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

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

### 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.

#### 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 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.

### **Global Peace and Justice Studies Concentration**

Colleges and universities have a responsibility to contribute to world peace and global solidarity. Catholic Social Teaching and the United Nations (see Resolution A/53/243: *Declaration and Programme of Action on a Culture of Peace*) call for everyone to assume responsibility in fostering a culture of peace through education. Inherent in this charge is the promotion of human dignity, 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.

Felician College, as a Catholic institution of higher education in the Franciscan tradition, acknowledges its responsibility to promote a Culture of Peace. As reflected in its mission and objectives, the College believes that its members have the potential to change the world in significant ways, and that these challenges can best be realized by preparing students in a Concentration in Global Peace and Justice Studies. Students graduating from this program 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 College. Students also explore basic issues of war, peace, justice, and nonviolence, and apply the necessary skills needed for active involvement in this field, as well as for the integration of a long term commitment to these concerns within their personal lives.

Our program prepares graduates for exciting and challenging careers. Some students continue their education at prestigious graduate programs in the United States and abroad. Many move straight into careers in government, business, international organizations, NGOs and non-profits. A common thread connecting all our graduates is the use of their skills to make a difference. Whether handling issues of commerce, human security, intelligence or peace-making; engaging in international trade or global corporations; or working for a humanitarian organization, our alumni engage in promoting peace and justice, and building a better world at home and abroad.

The Department of Religious Studies (see page 255) provides advising for the Global Peace and Justice Studies Concentration.

**Bachelor of Arts (B.A.) in Humanities Studies  
Global Peace and Justice Studies Concentration**

(Revised: May 2012)

36 Credits selected from the following courses in consultation with the faculty advisor from the Religious Studies Department:

BUS 300/LAW 300	Ethics in the Corporate Environment
CRIM/PHIL 380	Philosophical Issues in Criminal Justice
ENG 350	Special Topics: Violence in the American Novel War and Peace in Literature
ENV SCI	Introduction to Environmental Science
HIST 110	World Geography and Culture
HUM 451	United Nations Seminar
HUM 453	United Nations Fellows Program
NURS 235	Global Issues in Health and Social Policy
PHIL 100	Critical Reasoning
PHIL 214	Franciscan Political Thought
PHIL 301	Moral Philosophy
PHIL/PSCI 306	Modern Political Thoughts
PSCI 101	Introduction to Political Science
PSCI 303	International Relations
PSCI 402	Developing World
PSCI 404	Living and Working Overseas
RELS 301	Comparative World Religions
RELS 306	Peace, Justice, and Contemporary Issues
SOC 220	Social Stratification and Inequality in the U.S.
SOC 310	Social Change
SOC 315	Terrorism and Political Violence
SS 305 EL	Global Problems and Perceptions of Capitalism

**SUGGESTED FOUR YEAR PLAN FOR THE GLOBAL PEACE AND JUSTICE STUDIES  
CONCENTRATION**  
(Revised: June 2012)

<b>Freshman Year</b>			
<u>Fall</u>	<u>Credits</u>	<u>Spring</u>	<u>Credits</u>
FYE 100	1	FYE 101	1
ENG 101	3	ENG 102	3
CS 101/103 Computer Applications	3-4	MATH ____ (General Education)	3-4
Creative ARTS ____ (General Education)	3	COMM ____ (General Education)	3
PSCI 101	3	PHIL 100	3
HIST 110	3		
Total	<u>16-17</u>	Total	<u>13-14</u>

<b>Sophomore Year</b>			
<u>Fall</u>	<u>Credits</u>	<u>Spring</u>	<u>Credits</u>
CORE 200	3	CORE 350	3
Social Science # 1 (General Education)	3	PHIL ____ (General Education)	3
Laboratory Science (General Education)	4	HIST ____ elective (General Education)	3
RELS 100/200 ____ (General Education)	3	HUM 453	3
HUM 451	3	Free Elective	3
Total	<u>16</u>	Total	<u>15</u>

<b>Junior Year</b>			
<u>Fall</u>	<u>Credits</u>	<u>Spring</u>	<u>Credits</u>
CORE 375	3	RELS 300/400 ____ (General Education)	3
Social Science # 2 (General Education)	3	PSCI 303	3
PHIL/PSCI 306	3	RELS 301	3
SOC 315	3	PSCI 404	3
Free Elective	3	Free Elective	3
Total	<u>15</u>	Total	<u>15</u>

<b>Senior Year</b>			
	<u>Credits</u>		<u>Credits</u>
CORE 400	3	Free Elective	3
PSCI 402	3	Free Elective	3
SOC 310	3	Free Elective	3
Free Elective	3	Free Elective	3
Free Elective	3	Free Elective	3
Total	<u>15</u>	Total	<u>15</u>

**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

**HUM 451**  
**United Nations Seminar**  
**3 credits**

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

**HUM 453**  
**United Nations Fellows Program**  
**3 credits**

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

**MATHEMATICS (MATH)**

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.

**Bachelor of Arts Degree in Mathematics**

(Revised: June 2013)

**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 Course:** Physics II (Physics 104)

Note: PHYS 103 is the required General education Science course

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 chair of 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 PLAN FOR MATH MAJORS  
(REVISED: JUNE 2013)**

**FRESHMAN YEAR**

COURSE	FALL	CREDITS	COURSE	SPRING	CREDITS
FYE 100		1	FYE 101		1
ENG 101		3	ENG 102		3
MATH 161 Precalculus		4	MATH 231 Geometry I		3
CS 101 or CS 103		3/4	RELS or HIST or ARTS elective		3
COMM elective		3	RELS or HIST or ARTS elective		3
<b>Total Credits</b>		<b>14/15</b>	<b>Total Credits</b>		<b>13</b>

**SOPHOMORE YEAR**

COURSE	FALL	CREDITS	COURSE	SPRING	CREDITS
CORE 200		3	CORE 350		3
MATH 241 Discrete Mathematics		3	MATH 263 Calculus II		4
MATH 262 Calculus I		4	MATH 343 Linear Algebra		4
PHYS 103 General Physics I		4	PHYS 104 General Physics II		4
<b>Total Credits</b>		<b>14</b>	<b>Total Credits</b>		<b>15</b>

**JUNIOR YEAR**

COURSE	FALL	CREDITS	COURSE	SPRING	CREDITS
CORE 375		3	MATH 332 or MATH 365		3/4
MATH 364 Calculus III		4	PHIL or SS elective		3
MATH 434 or MATH 324		3/4	PHIL or SS elective		3
RELS 300 or RELS 400 elective		3	elective		3
PHIL or SS elective		3	elective		3
<b>Total Credits</b>		<b>16/17</b>	<b>Total Credits</b>		<b>15/16</b>

**SENIOR YEAR**

COURSE	FALL	CREDITS	COURSE	SPRING	CREDITS
CORE 400		3	MATH 495 Capstone in Mathematics		4
MATH 423 Probability		4	MATH or other elective		3/4
General Education elective		3	elective		3
elective		3	elective		3
elective		3			
<b>Total Credits</b>		<b>16</b>	<b>Total Credits</b>		<b>13/14</b>

### Double Major in Mathematics and Education

This program is designed to prepare future teachers of mathematics, although the certification pursued must be advised and approved by the School of Education. The program is designed to promote the student's understanding of mathematical concepts and their interrelations and applications; provide a symbolic language as a tool for precise reasoning, expression and computation; and lay a foundation for graduate work in Mathematics or Mathematics Education.

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 Department of Mathematics for more information.

#### **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 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 test-

-ing, student's "t," CHI square, analysis of variance, linear regression, and correlation. (every semester)

*Prerequisite:* MATH 002 or equivalent

**MATH 160**  
**College Algebra**  
**4 credits**

This course aims to develop the idea of a function and its graph. Using linear functions, quadratic functions, general polynomials, rational functions, and logarithmic and exponential functions, the course will cover topics such as but not limited to domain and range, increasing and decreasing, concavity, intercepts and zeros, and maxima and minima. This course will model situations in natural and social sciences and business with appropriate functions. (every semester)

*Prerequisite:* MATH 002 or equivalent

**MATH 161**  
**Precalculus**  
**4 credits**

This course aims to help the student develop an appreciation for mathematics and provides a preparation for calculus. Topics include the real number system, basic concepts of algebra and analytic geometry, equations of the first and second degree and their graphs, algebraic, logarithmic, trigonometric and exponential functions and their applications. (every semester)

*Prerequisite:* MATH 160 or equivalent

**MATH 210**  
**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 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 integral, techniques of integration, applications of the definite integral to physical problems, integration involving inverse trigonometric and hyperbolic functions, infinite series, Power Series, Taylor polynomials and series, and parametric and polar equations. (spring)

*Prerequisite:* MATH 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 Euclidean Geometry and topics in non-Euclidean Geometry. The topics covered in geometries other than Euclidean geometry are such things as finite geometries, geometric transformations, convexity, projective geometry, topological transformations, and brief excursions into point set topology, knot theory, orientable and non-orientable surfaces, and fractal geometry. (as needed)

*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 differentiation, 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, ge-

ometric, 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 mathematics for a minimum of 120 hours during the semester. Students must complete all paperwork to register for the Internship at least one semester before; students will meet with the Career Center and complete the application that will be sent to their advisor and site supervisor. This application will then be filed in the Career Center. Students must register for the class with the Registrar as well. They will be required to write a paper that is relevant to the Internship and maintain a journal that reflects their experience; the site supervisor will complete an evaluation form on their performance. This is a Pass/Fail course. (as needed)

*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 series. 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.

#### Minor in Medieval Studies

(Revised: May 2012)

This minor is open to students in any bachelor's degree program. The 18 credits required for this minor are distributed in this way:

**Required Course:** MS 200 Introduction to Medieval Studies (3 credits)

**Electives:** Any five of the following three-credit courses:\*

ART	365	The Art of Medieval Europe	PHIL	206	Ancient and Medieval Philosophy
ENG	300	Medieval Literature	PHIL	214	Franciscan Philosophical Thought
ENG	301	King Arthur in History and Myth	RELS	308	The Franciscan Tradition
ENG	305	Chaucer	LT	101/102	Latin I, Latin II
ENG	310	History of the English Language	FR	101	Elementary French I
ENG	312	Literature of the Saints	SPAN	101	Elementary Spanish I
ENG	347	Myths, Fairy Tales and the Medieval Romance	IT	101	Elementary Italian I
HIST	300	Medieval Times			

\* Please Note: Full descriptions for courses other than MS 200 (below) can be found in the respective department sections of this catalog.

#### 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. Graduates of the music program 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 utilize their acquired knowledge and skills in the presentation of both a Junior and Senior recital that demonstrates technical and interpretive excellence. Students also 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 College Choir and the Felician Jazz Ensemble present two concerts a year and often perform at college 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 College's proximity to New York City provides ongoing opportunities to attend concerts, recitals, and Broadway productions, enriching and expanding students' learning experience.

The College offers the four-year Bachelor of Arts in Music which involves studying Music within a Liberal Arts setting. 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. Felician College also offers the Minor in Music in which students take 18 credits of Music in conjunction with their chosen major. Music students may also double major with any other discipline at the College.

Students graduating with a degree in Music will be well-prepared to continue their studies at the graduate level. A music degree 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.

**Bachelor of Arts Degree in Music**

Required Courses: 48 credits

(Revised: June 2012)

MUS	101 Foundations of Music	MUS	251 Applied Music IV*
MUS	105 World Music	MUS	260 Diction/Performance Practice <i>or</i>
MUS	121 Vocal Ensemble I <i>or</i>	MUS	261 Instrumental Performance Practice
	141 Instrumental Ensemble I		
	122 Vocal Ensemble II <i>or</i>	MUS	321 Vocal Ensemble V <i>or</i>
MUS	142 Instrumental Ensemble II	MUS	341 Instrumental Ensemble V
MUS	130 Theory I	MUS	322 Vocal Ensemble VI <i>or</i>
		MUS	342 Instrumental Ensemble VI
MUS	131 Theory II	MUS	330 Theory and Analysis
MUS	132 Aural Skills I	MUS	332 Aural Skills IV
MUS	133 Aural Skills II	MUS	335 Introduction to Conducting
MUS	135 Keyboard Skills I	MUS	345 Orchestration/Arranging
MUS	136 Keyboard Skills II	MUS	350 Applied Music V*
MUS	150 Applied Music I*	MUS	351 Applied Music VI*
MUS	151 Applied Music II*	MUS	421 Vocal Ensemble VII <i>or</i>
		MUS	441 Instrumental Ensemble VII
	221 Vocal Ensemble III <i>or</i>	MUS	422 Vocal Ensemble VIII <i>or</i>
MUS	241 Instrumental Ensemble III	MUS	442 Instrumental Ensemble VIII
	222 Vocal Ensemble IV <i>or</i>	MUS	450 Applied Music VII*
MUS	242 Instrumental Ensemble IV		
MUS	230 Theory III	MUS	451 Applied Music VIII*
MUS	232 Aural Skills III	MUS	455 Music History and Literature I
MUS	235 Piano Proficiency/Improvisation	MUS	456 Music History and Literature II
MUS	250 Applied Music III*	MUS	460 Senior Symposium: Final Project/Recital

Related Courses: 6 credits selected from

MUS	325 Music Technology
COMM	247 Acting I
PHIL	260 Philosophy of Art
—	Foreign Language

**Minor in Music**

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

<b>Required Courses:</b>		<b>Two Survey Courses taken from the following:</b>	
MUS 101	Foundations of Music	MUS 102	Music Appreciation
MUS 103	Basic Piano	MUS 105	World Music
MUS 110	Felician College Band <i>or</i>	MUS 205	History of the Broadway Musical
MUS 112	Felician College Choir		
MUS 115	Basic Singing		

**FOUR YEAR SUGGESTED COURSE SEQUENCE  
FOR MUSIC MAJORS (B.A.) - Revised: May 2012**

Fall		Spring	
Course	Credits	Course	Credits
ENG 101 Writing the College Essay	3	ENG 102 Introduction to the Study of Literature	3
MATH College Level Math	3	CS 101/103 Computer Applications	3-4
FYE 100 Freshman Year Experience I	1	FYE 101 Freshman Year Experience II	1
MUS 101 Foundations of Music	3	MUS 130 Theory I	3
MUS 135 Keyboard Skills I	1	MUS 132 Aural Skills I	1
MUS 121/141 Ensemble I (Voc/Inst)	0.5	MUS 136 Keyboard Skills II	1
MUS 150 Applied Music*	1	MUS 122/142 Ensemble II (Voc/Inst)	0.5
MUS 105 World Music	3	MUS 151 Applied Music II*	1
		RELS 100/200 Religious Studies	3
<b>Total Credits</b>	<b>15.5</b>	<b>Total Credits</b>	<b>15.5-17.5</b>
Fall		Spring	
Course	Credits	Course	Credits
CORE 200 Culture & Diversity	3	CORE 350 Applied Ethical Reasoning	3
MUS 131 Theory II	3	COMM Communications	3
MUS 133 Aural Skills II	1	HIST Elective	3
PHIL Philosophy	3	MUS 251 Applied Music IV*	1
MUS 235 Piano Proficiency/Improvisation	1	MUS 230 Theory III	3
Free Elective	3	MUS 232 Aural Skills III	1
MUS 221/241 Ensemble III (Voc/Inst)	0.5	MUS 222/242 Ensemble IV (Voc/Inst)	0.5
MUS 250 Applied Music III*	1		
<b>Total Credits</b>	<b>15.5</b>	<b>Total Credits</b>	<b>14.5</b>
Fall		Spring	
Course	Credits	Course	Credits
CORE 375 Journeys to Selfhood	3	Social Science Elective	3
RELS 300/400 Religious Studies	3	Free Elective	3
Related Requirement	3	MUS 455 Music History and Literature I	3
MUS 330 Theory and Analysis	3	Related Requirement	3
MUS 332 Aural Skills IV	1	MUS 260 Diction/Performance Practice <i>or</i>	1
MUS 350 Applied Music V*	1	MUS 261 Instrumental Performance Practice	
MUS 321/341 Ensemble V (Voc/Inst)	0.5	MUS 322/342 Ensemble VI (Voc/Inst)	0.5
		MUS 351 Applied Music VI*	1
<b>Total Credits</b>	<b>14.5</b>	<b>Total Credits</b>	<b>14.5</b>
Fall		Spring	
Course	Credits	Course	Credits
CORE 400 The Franciscan Vision:	3	MUS 460 Senior Symposium: Final Project/Recital	1
MUS 345 Orchestration/Arranging	2	MUS 422/442 Ensemble VIII (Voc/Inst)	0.5
MUS 456 Music History and Literature II	3	Social Science Elective	3
MUS 421/441 Ensemble VII (Voc/Inst)	0.5	Free Elective	1
MUS 335 Introduction to Conducting	1	Creative Elective	3
MUS 450 Applied Music VII*	1	MUS 451 Applied Music VIII*	1
Lab Science	4	Free Elective	3
Free Elective	1		
<b>Total Credits</b>	<b>15.5</b>	<b>Total Credits</b>	<b>12.5</b>

\* Private lessons on primary instrument (50 minutes/week)

### 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. (fall)

#### **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. (spring)

#### **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. (fall)

#### **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. (fall and spring)

#### **MUS 110**

##### **Felician College 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. (fall and spring)

#### **MUS 112**

##### **Felician College Choir I**

##### **3 credits**

This all-college choral ensemble is committed to the study and performance of sacred and secular music from many cultures, in classical and popular forms. No choral experience is required, but the ability to match and sing on pitch is recommended. The work of the course is applied to performances during the semester. (fall and spring)

#### **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. (fall)



**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 sequen-

tially. These courses are for Music Majors only. (fall and spring)

**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. (spring)

*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. (fall)

*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. (spring)

*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. (fall)

*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. (fall)

*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. (spring)

*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. (fall and spring)

**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. (fall and spring)

**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 on-

going analysis of how these genres reflect cultural and socio-economic change. (fall 2014)

*Prerequisite:* MUS 105 or permission of the instructor

**MUS 210-310-410**

**Felician College 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 College Choir II**

**3 credits**

A continuation of MUS 112, the course focuses on the study and performance of the sacred and secular choral repertoire in both classical and popular forms. More challenging choral works including those in different languages are explored as students' singing and reading skills develop. The work of the course is applied to performances during the semester as well as the presentation of a concert near the end of the semester. (fall and spring)

*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. (spring)

*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. (fall)

*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. (spring)

*Prerequisite:* MUS 101 or permission of the instructor

**MUS 221-222****Ensemble III-IV**

(please see MUS 121-122 on page 227)

**MUS 225****Introduction to Computer Music****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 place 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 mediant and extended harmony. (spring)

*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. (spring)

*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. (fall)

*Prerequisite:* MUS 136

**MUS 250-251****Applied Music III-IV**

(please see MUS 150-151 on page 228)

**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. (spring)

*Prerequisite:* four semesters of Applied Music For Voice Majors

**MUS 261****Instrumental Performance Practice****1 credit**

An examination of instrumental performance practice in all major historical eras. Exploration of appropriate embouchure, articulation, and interpretation. (spring)

*Prerequisite:* four semesters of Applied Music for Instrumental Majors

**MUS 312-412****Felician College 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. (fall and spring)

*Prerequisite:* MUS 212 or permission of the instructor.

**MUS 321-322**  
**Ensemble V-VI**

(please see MUS 121-122 on page 227)

**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. (fall, odd years)

*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. (fall)

*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. (fall)

*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. (fall)

*Prerequisite:* MUS 330

**MUS 350-351**  
**Applied Music V-VI**  
(please see MUS 150-151 on page 228)

**MUS 401**  
**Instrumental Conducting**  
**1 credit \***

Development of conducting skills applicable to small and large instrumental ensembles. Score-reading and interpreting music are emphasized. (fall 2013)

*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. (spring 2014)

*Prerequisite:* MUS 330 or permission of the instructor

**MUS 421-422**

**Ensemble VII-VIII**

(please see MUS 121-122 on page 227)

**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. (fall and spring)

**MUS 450-451**

**Applied Music VII-VIII**

(please see MUS 150-151 on page 228)

**MUS 452**

**Internship in Music**

**3 credits**

This course offers music majors 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. (as needed)  
*Prerequisite:* Junior or senior status in the Music major

**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. (spring)  
*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. (fall)  
*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. (spring)

**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.

Graduates of the general science program will be able to convey an understanding of major principles in biology, chemistry, and physics or earth science, will be able to apply scientific and quantitative methods of analysis and interpretation of data, and will be able to critically review published studies and reports in the sciences, showing proficiency in written and oral communication of their findings (see GSCI 409 and 450). Finally, graduates will be able to articulate an awareness of the ethical challenges and responsibilities of applying scientific knowledge, the relationship of Franciscan values to the practice of science, and the potential contributions of science-related professions to human welfare and environmental sustainability.

Students preparing to teach science in grades K-8 have the option of pursuing a double major in education and general science.

**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:**
- MATH 160 or higher is the required General Education Math course (minimum grade of “C”)
  - ENV 101 is the required General Education Lab Course (minimum grade of “C”)
  - Chemistry elective **excludes** CHEM 100, and CHEM 101
  - Biology elective **excludes** BIO 102, BIO 113, and BIO 120
  - MATH 161 is a co-requisite of PHYS 103

**SUGGESTED FOUR YEAR COURSE SEQUENCE FOR NATURAL SCIENCE AND MATHEMATICS  
MAJORS – CONCENTRATION IN GENERAL SCIENCE**

(Revised: June 2011)

<b>Freshman Year</b>			
Fall	Cr.	Spring	Cr.
FYE 100 Freshmen Year Experience I	1	FYE 101 Freshmen Year Experience II	1
ENG 101	3	ENG 102	3
Creative Arts Elective	3	RELS 100-200 level	3
MATH 160	4	CS 101	4
ENV 101	4	BIO Elective	4
Total	15	Total	15
<b>Sophomore Year</b>			
Fall	Cr.	Spring	Cr.
CORE 200	3	CORE 350	3
Social/Behavioral Science Elective	3	Social/Behav. Science Elective	3
BIO Elective	4	BIO Elective	4
GSCI 105	4	Free Elective	3
Free Elective	3	Free Elective	3
Total	17	Total	16
<b>Junior Year</b>			
Fall	Cr.	Spring	Cr.
Physics Elective	4	Chemistry Elective	4/5
RELS 300-400 level	3	GSCI 409	1
HIST Elective	3	CORE 375	3
COMM Elective	3	PHIL Elective	3
Biology Elective	3	Free Elective	3
Total	16	Total	14/15
<b>Senior Year</b>			
Fall	Cr.	Spring	Cr.
Science Elective	4	Science Elective or free elective	4
Science Elective	4	GSCI 450	3
Free Elective	3	Free Elective	3
Free Elective	3	Free Elective	3
CORE 400	3	Free Elective	3
Total	17	Total	16

**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)

(continued on next page)

*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, reasoning, reality, faith, and the significance of fundamental moral, social, and aesthetic values. Our majors are prepared practically and realistically to face the challenges of the 21<sup>st</sup> century through development of critical and analytical problem-solving skills, as these are exercised within the areas of their various philosophical interests. In addition, Philosophy majors develop skills in written and oral communication while engaging in the interpretation of historically significant philosophical problems and perspectives. Our majors are provided ample opportunities to practice these skills and exercise their knowledge through their coursework, as well as through participation in our philosophy club and in the wider philosophical community through direct involvement in our annual ethics conference and regular department-sponsored colloquia.

Philosophy majors 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 pre-law track develops the specialized skills and knowledge that prepare our graduates for success in law school. Lastly, integral to the development of our majors 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.



### Bachelor of Arts Degree in Philosophy

(Revised: May 2012)

**Required courses (33 credits):** Introduction to Philosophy (PHIL 101), Philosophy of Religion (PHIL 203), Ancient and Medieval Philosophy (PHIL 206), Modern Philosophy (PHIL 207), Symbolic Logic (PHIL 211), Franciscan Philosophical Thought (PHIL 214), Moral Philosophy (PHIL 301), Metaphysics: Being and Reality (PHIL 302), Epistemology (PHIL 304), Philosophical Method (PHIL 445), and Senior Seminar (PHIL 450).

**Philosophy Electives (6 credits):** One 200-300 level Philosophy course; one 300-400 level Philosophy courses.

**Pre-Law:** The Department also offers a B.A. in Philosophy pre-law track. See the pre-law section in this Catalog for further details.

### FOUR YEAR SUGGESTED COURSE SEQUENCE FOR PHILOSOPHY MAJORS (B.A.)

(Revised: May 2012)

Freshman	Fall	FYE 100	Spring	FYE 101
		Gen. Ed.: ENG 101		Gen. Ed.: ENG 102
		Gen. Ed.: Creative Arts Studio Course		Gen. Ed.: RELS 100-200 level
		Gen. Ed.: CS Technology Course		Gen. Ed.: MATH course
		Gen. Ed.: Social Science Course		PHIL 101
		Gen. Ed.: COMM Course		Elective
Sophomore	Fall	CORE 200	Spring	CORE 350
		Gen. Ed.: Laboratory Course		Gen. Ed.: HIST Course
		PHIL 203		PHIL 207
		Gen. Ed.: Social Science Course		Elective
		PHIL 206		Elective
Junior	Fall	CORE 375	Spring	PHIL 304
		PHIL 214		PHIL 211
		PHIL 302		PHIL 200-300 level
		Gen. Ed.: RELS 300-400 level		Elective
		Elective		Elective
Senior	Fall	CORE 400	Spring	PHIL 450
		PHIL 445		PHIL 301
		PHIL course: 300-400 level		Elective
		Elective		Elective
		Elective		Elective

### 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**

##### **Critical Reasoning 3 Credits**

An introduction to the theory and practice of reasoning. This course explores the nature and structure of arguments, deductive and inductive inference, correct and incorrect patterns of reasoning, and the influence of language upon thought. Emphasis is placed upon developing practical skills in reading and argumentative writing which will benefit students in everyday life as well as in training for their profession. (fall, spring)

#### **PHIL 101**

##### **Introduction to Philosophy 3 credits**

A general introduction to the nature, scope, and key problems of philosophy. Topics such as truth and knowledge, free will, the basis of morality, the existence of God, the soul, and the possibility of an afterlife will be explored. (fall, spring)

#### **PHIL 103**

##### **Applied Family Ethics 3 credits**

A philosophical approach to resolving ethical problems in families such as those involving the roles and responsibilities of family members, parental and children's rights, child-rearing, and decision-making on behalf of incompetent, sick, or dying family members. Emphasis will be placed upon practical applications of principles to realistic problems via case studies. (fall 2014)

#### **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. (fall 2013)

#### **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. (spring)

**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. (fall 2013)

**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. (every other fall)

**PHIL 214**  
**Franciscan Philosophical Thought**  
**3 credits**

This course is an in-depth consideration of the origins and character of the Franciscan philosophical legacy. Beginning with an examination of the influences of Augustine, Bonaventure, and Bacon upon the Franciscan tradition, the course also includes a study of repre-

sentative works by such thinkers as Olivi, Lully, Duns Scotus, and Ockham. (fall 2014)

**PHIL 221**  
**Philosophical Perspectives on Women**  
**3 credits**

A survey of influential philosophical, religious, and cultural perspectives on the status of women, from ancient times through the present. Emphasis will be placed upon women's roles in society, women's rights, and ethical issues of gender inequity. (spring 2014)

**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. (fall, spring)

**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.). (spring)  
*Prerequisite:* CORE 350

**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. (fall 2012)

*Prerequisite:* PHIL 101 or any 200-level PHIL course

**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.

*Prerequisite:* PHIL 101 or any 200-level PHIL course

**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. (spring 2014)

*Prerequisite:* PHIL 101 or any 200-level PHIL course

**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. (fall 2013)

*Prerequisites:* CORE 350

**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 de-

velopment 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. (spring 2014)

*Prerequisite:* CORE 350

**PHIL 308**

**Business Ethics**

**3 credits**

This course focuses on the ethical basis of Capitalism and ethical problems relating to advertising, consumer rights, property rights, employees, the social and environmental responsibilities of businesses, and related topics. The course emphasizes the analysis of contemporary case studies. (fall)

*Prerequisite:* CORE 350

**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.

*Prerequisite:* PHIL 101 or any 200-level PHIL course

**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. (fall 2013)

*Prerequisite:* CORE 350

### **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 Majors or Minors (fall, spring)

### **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. (spring)

*Prerequisite:* CORE 350

### **PHIL/PSYC 390**

#### **Systems and Concepts of Psychology**

**3 credits**

An historical and conceptual survey of the key figures, ideas, methods, and philosophical presuppositions of psychology, this course includes an examination of psychoanalytic theory, behaviorism, gestalt psychology, cognitive psychology, and contemporary developments in cognitive science, together with the philosophical issues of consciousness, freedom, and naturalism. (fall 2013)

*Prerequisites:* in Philosophy or Psychology: 3 credits at 300 level, and 6 credits at 200-300 levels, or permission of instructor.

### **PHIL 395**

#### **Special Topics**

**3 credits**

This course allows students to pursue specific philosophical interests, including the very careful reading of a specific philosopher or school of thought. The topic is announced in advance.

*Prerequisite:* Permission of Instructor

### **PHIL 420**

#### **Independent Study**

**3 credits**

This course offers upper-level majors the opportunity to focus study on a particular philosophical topic, figure, or problem of particular interest to them. Approval is required by both the instructor and Department Chair.

### **PHIL 445**

#### **Philosophical Method**

**3 credits**

Students will develop the practical skills necessary for engaging in the rational analysis, criticism, and persuasive defense of philosophical claims and arguments. Students will also be introduced to some major philosophical periodicals, and to the basic procedures of philosophical research - tailored to the 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 Chair's permission.) (fall)

### **PHIL 450**

#### **Senior Seminar**

**3 credits**

Students develop and complete a substantive project on a philosophical topic or problem of their choice under the guidance of a faculty mentor. An oral presentation of their investigations constitutes the capstone experience of the philosophy major. (spring)

*Prerequisite:* This course is normally taken right after PH 445. It may be taken concurrently only with the Chair'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)**

The goal of the Political Science concentration is to provide students with an understanding of the theory and practice of political institutions and rule. Emphasis is placed on the study of American and international governments, international relations, and the role of good citizenship, both locally and globally. 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. Students will demonstrate their mastery of content areas in Political Science through their competency in written and oral communication, critical and analytical thinking, and technological literacy. It is also 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.

**Bachelor of Arts in Social Science with a Concentration in Political Science**

**Required courses:** Introduction to Political Science (PSCI 101), American Government (PSCI 102), International Relations, (PSCI 303), Statistics I (MATH 122), Senior Seminar in Political Science (PSCI 415), and Research Methods in Social Sciences (SS 400); and 15 additional credit-hours in political science from: The Legislative Process (PSCI 205), The American Presidency (PSCI 290), The Judicial System and Constitutional Law (PSCI 291), The History of Modern Political Thought (PSCI 306), The History of Ancient Political Thought (PSCI 305), The Developing World (PSCI 402), and Living and Working Overseas (PSCI 404).

**Related courses:** 15 credits selected in consultation with the departmental advisor. These include courses in History, Sociology, Statistics, Economics, Philosophy, and Religious Studies. Six credits must be at the 300-400 level. Note: MT 122 is the required General Education Math course for the Political Science Concentration.

**FOUR YEAR SUGGESTED COURSE SEQUENCE FOR BACHELOR OF ARTS IN SOCIAL SCIENCE WITH A CONCENTRATION IN POLITICAL SCIENCE**

(Revised: June 2011)

Freshman	Fall	FYE 100 ENG 101 Gen. Ed.: Creative Arts course Gen. Ed.: Soc./Behav. Science PSCI 101 HIST 100 level Elective	Spring	FYE 101 ENG 102 Gen. Ed.: MATH 122 Gen. Ed.: Soc./Behavioral Science PSCI 303 Gen. Ed.: COMM course
Sophomore	Fall	CORE 200 RELS Course (100 or 200 level) Gen. Ed.: Laboratory Course Social Science Elective PSCI 102	Spring	CORE 350 Technology Elective PSCI Elective Elective Gen. Ed.: PHIL course
Junior	Fall	CORE 375 PSCI Elective PSCI Elective PSCI Related Requirement Elective	Spring	RELS Course (300 or 400 level) PSCI Elective PSCI Related Requirement PSCI Related Requirement Elective
Senior	Fall	CORE 400 SS 400 PSCI Elective PSCI Related Requirement Elective	Spring	PSCI 415 PSCI Elective PSCI Related Requirement Elective Elective

### Minor in Political Science

A minor in Political Science consists of 18 credits, including PSCI 101; a 200 level, a 300 level, and a 400 level course selected in consultation with the advisor.

#### **PSCI 101**

##### **Introduction to Political Science**

###### **3 credits**

This course is an introduction to the study of politics and the various methods of political analysis. Students will explore the character of politics through a systematic treatment of its fundamental issues. (every fall)

#### **PSCI 102**

##### **American Government**

###### **3 credits**

This course provides students with an introduction to the principles and practices of American government. As a means of helping the student understand the origins and evolution of the federal system of government, special attention is paid to the arguments of both the founding fathers and those who have provided the impetus for change. Special attention is also given to the structure of New Jersey state and local governments. (every fall or as needed)

#### **PSCI 205**

##### **The Legislative Process and Electoral Politics**

###### **3 credits**

This course examines the legislative branch of the United States government by focusing on the process by which laws are made and the manner in which the legislators are selected. Special attention is paid to understanding the constitutional limits of legislative power, the rules which have been established by the respective houses, and the committee and subcommittee systems. (every spring)

*Prerequisite:* PSCI 102

#### **PSCI 290**

##### **The American Presidency**

###### **3 credits**

This course examines the office of the President and the men who have come to occupy it. Characteristics of great presidents, the constitutional limitations of presidential power, and recent trends in the exercise of presidential power receive special attention. (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, Friederich 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, es-

pecially 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 interdependence; “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. The goals of the major are adapted from the American Psychological Association's guidelines for undergraduate programs in Psychology.\* Graduates in the major will be familiar with the concepts, theoretical perspectives, empirical findings and historical trends in the field of psychology. They will be able to 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; and develop realistic ideas about how to implement their psychological knowledge, skills and values in occupational pursuits that meet personal goals and societal needs.

In accordance with Felician College'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.

\* 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:** 39 credits in Psychology, as described below.

**Required Courses (21 credits):\*** 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); Systems and Concepts of Psychology (PSYC/PHIL 390); 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.**

\* In addition, please note that Introduction to Psychology (PSYC 101) is a required General Education course for Psychology majors.

## Bachelor of Arts Degree in Psychology Four Year Plan

(Revised: 22<sup>nd</sup> June 2011)

<b>Freshman Year</b>			
Fall	Credits	Spring	Credits
FYE 100	1	FYE 101	1
ENG 101	3	ENG 102	3
Creative ARTS ____ (General Education)	3	RELS 100/200 ____ (General Education)	3
Computer Science Course	3-4	MATH ____ (General Education)	4
Elective	3	PHIL 100	3
		PSYC 101	3
Total	13-14		Total 17

<b>Sophomore Year</b>			
Fall	Credits	Spring	Credits
CORE 200	3	CORE 350	3
Laboratory Science (General Education)	4	PSYC 250	3
PSYC 201 (or PSYC 202 or PSYC 203)	3	PSYC Elective	3
Social/Behavioral Science Elective	3	COMM ____ (General Education)	3
HIST ____ elective (General Education)	3	Elective	3
Total	16		Total 15

<b>Junior Year</b>			
Fall	Credits	Spring	Credits
CORE 375	3	PSYC Elective	3
PSYC 303	3	PSYC Elective	3
PSYC 311	4	Elective	3
PSYC Elective	3	Elective	3
RELS 300/400 ____ (General Education)	3	Elective	3
Total	16		Total 15

<b>Senior Year</b>			
	Credits		Credits
CORE 400	3	PSYC 410	3
PSYC 309	3	PSYC Elective	3
PSYC 390	3	Elective	3
PSYC Elective	3	Elective	3
Elective	3	Elective	3
Total	15		Total 15

### 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-SHRP). 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 College 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 College 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 College'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 SHRP 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 College**

#### **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 SHRP 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://shrp.rutgers.edu/prospective\\_students/admissions/index.html](http://shrp.rutgers.edu/prospective_students/admissions/index.html)

#### **IMPORTANT NOTES:**

- Please do NOT submit the online version of the SHRP application.
  - There is NO application fee for Rutgers-SHRP 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 College (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-SHRP  
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@shrp.rutgers.edu](mailto:nora.barrett@shrp.rutgers.edu)



**BACHELOR OF SCIENCE IN PSYCHIATRIC REHABILITATION AND PSYCHOLOGY  
JOINT DEGREE WITH THE RUTGERS-SHRP  
120 CREDITS**

(Revised: February 19, 2010)

**COURSES TAKEN AT FELICIAN COLLEGE (75 credits)**

	<b>CREDITS</b>
<b>Core Curriculum (12 credits)</b>	
CORE 200                      Culture and Diversity	3
CORE 350                      Applied Ethical Reasoning	3
CORE 375                      Journeys to Selfhood	3
CORE 400                      Franciscan Vision	3
<b>General Education Requirements (44 credits)</b>	
ENG 101                      Writing the College Essay	3
ENG 102                      Introduction to the Study of Literature	3
BIO 102                      Human Biology	4
RELS ____                      Religious Studies Elective (100 or 200 level)	3
RELS 310                      Moral/Spiritual Dimensions of Healthcare	3
MATH 160                      College Algebra	4
CS 101                      Introduction to Computer Applications	4
ART/MUS ____                      Creative Arts Elective	3
PSYC 101                      Introduction to Psychology (Social Science Elective)	3
PSYC 201 <i>or</i> 202 <i>or</i> 203 <i>or</i> 105                      (Social Science Elective)	3
PHIL ____                      Philosophy Elective	3
COMM ____                      Communications Elective	3
HIST ____                      History Elective	3
FYE 100                      Freshman Year Experience I	1
FYE 101                      Freshman Year Experience II	1
<b>Courses for the Major (18 credits)</b>	
PSYC 250                      Writing and Reading in Psychology	2
PSYC 303                      Statistics for Psychological Research	3
PSYC 309                      Research Design in Psychology	3
PSYC 311                      Biopsychology	4
PSYC 390                      Systems and Concepts of Psychology	3
PSYC 406                      Abnormal Psychology	3

**Free Electives to equal 75 credits**

**One and One Half Years at Rutgers University (45 credits)**

**FELICIAN COLLEGE**  
**SCHOOL OF ARTS AND SCIENCES**  
**BACHELOR OF SCIENCE IN PSYCHIATRIC REHABILITATION AND PSYCHOLOGY**  
**JOINT DEGREE WITH THE RUTGERS-SHRP**  
**COURSES TO BE TAKEN AT FELICIAN COLLEGE (2 and ½ years)**  
**75 CREDITS**

(Revised: February 19, 2010)

<b>Freshman Year</b>			
Fall	Cr.	Spring	Cr.
FYE 100 Freshmen Year Exp. I	1	FYE 101 Freshmen Year Exp. II	1
PSYC 101 Introduction to Psychology	3	PSYC 201 <i>or</i> 202 <i>or</i> 203 (Soc. Sci. Req.)	3
MATH 160 College Algebra	4	RELS 100/200 Religious Studies	3
ENG 101 Writing College Essay	3	ENG 102 Intro. to Literature	3
___ Laboratory Science	4	CS 101 Intro. to Computer Applications	4
	15		14

**Summer Session I**

CORE 200 Culture and Diversity – 3 credits

<b>Sophomore Year</b>			
Fall	Cr.	Spring	Cr.
CORE 350 Applied Ethical Reasoning	3	CORE 375 Journeys to Selfhood	3
HIST ___ Elective	3	RELS 310 Moral/Spiritual Dimensions	3
PSYC 250 Reading and Writing in Psych.	2	PSYC 303 Statistics for Psychological Res.	3
COMM ___ Communications Elective	3	PSYC 406 Abnormal Psychology	3
ART/MUS ___ Creative Arts Elective	3	PHIL ___ Philosophy Elective	3
	14		15

**Junior Year**

Fall	Cr.
CORE 400 Franciscan Vision	3
PSYC 311 Biopsychology	4
PSYC 390 Systems and Concepts of Psych.	3
PSYC 309 Research Design in Psychology	3
Free Electives	1-3
	14-16

**One and One-Half Years (45 credits) at the Rutgers-SHRP**

**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**

**2 credits**

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. Stu-

dents 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**

**Cognition and Memory**

**3 credits**

This course introduces cognition and memory. Topics include problem solving, types and structures of memory, judgment and decision-making, and self-regulation. (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 the 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 its majors will be able to understand and articulate the religious beliefs, practices, and value systems of the Catholic tradition within an interfaith framework. They will be able to 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. Finally, in light of this deeper theological awareness, students will be proficient at critiquing contemporary moral and ethical positions in order to make educated moral and ethical decisions rooted in our Catholic Franciscan values.

### **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 Religious Studies.
- Fulfill the prerequisites in Religious Studies for entrance into graduate programs and, in particular, for entrance into the Felician College 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.

**Bachelor of Arts Degree in Religious Studies**

(Revised: May 2012)

**Required courses:** Introduction to the First Testament (RELS 102), Introduction to the Second Testament (RELS 103), Exploring Contemporary Moral Issues (RELS 105), Christian Sacraments and Worship (RELS 204), Comparative World Religions (RELS 301), Peace, Justice and Contemporary Social Issues (RELS 306), Jesus of History, Christ of Faith (RELS 307), Seminar in Religious Studies or Ministry (RELS 410), and three Religious Studies Electives.

**Related courses:** Introduction to Philosophy (PHIL 101), and one additional philosophy course.

**SUGGESTED COURSE SEQUENCE FOR RELIGIOUS STUDIES MAJORS**

(Revised: May 2010)

Freshman	Fall	FYE 100 ENG 101 Gen. Ed.: MATH Soc. /Behavioral Science Elective RELS 102 Gen. Ed.: COMM	Spring	FYE 101 ENG 102 PHIL 101 Gen. Ed. Technology Gen. Ed.: RELS 100/200 level Gen. Ed.: PHIL
	Sophomore	Fall	CORE 200 Creative Arts (Studio) Laboratory Science RELS 103 RELS 105	Spring
Junior	Fall	CORE 375 PHIL Related Requirement RELS 301 RELS Elective #1 Gen. Ed.: RELS 300/400	Spring	RELS 306 RELS Elective #2 RELS Elective #3 Elective Elective
Senior	Fall	CORE 400 Elective Elective Elective Elective	Spring	RELS 410 Elective Elective Elective Elective

All students must have completed ENG 002 or passed the Basic Skills English Test before enrolling in Religious Studies courses.

100- and 200- level religious studies courses are open to all students. 300- and 400- level courses are open to Juniors or Seniors who have completed their 100- or 200- level Religious Studies course or to those students who have prior permission from the instructor.

**Minor in Religious Studies (15 credits)**

A Minor in Religious Studies consists of 15 credits (above and beyond the two RELS courses needed to fulfill the General Education requirement), including at least two courses on the lower (100/200) level and two courses on the upper (300/400) level.

**RELS 101**  
**Introduction to Catholic Theology**  
**and the Catholic Tradition**  
**3 credits**

This course is an overview of the doctrines, rituals and traditions of the Catholic Church. It will focus on the evolution of the Catholic Church's biblical, patristic, historical, liturgical, and theological heritage. This class is for developmental students only. (fall)  
*Prerequisite:* "C" in ENG 002 or equivalent

**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. (fall)  
*Prerequisite:* "C" in ENG 002 or equivalent

**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. (spring)  
*Prerequisite:* "C" in ENG 002 or equivalent

**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. (spring)  
*Prerequisite:* "C" in ENG 002 or equivalent

**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. (fall)  
*Prerequisite:* "C" in ENG 002 or equivalent

**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. (spring)  
*Prerequisite:* "C" in ENG 002 or equivalent

**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. (fall)  
*Prerequisite:* "C" in ENG 002 or equivalent

**RELS 250**  
**Special Topics in Religious Studies**  
**3 credits**

As announced, directed towards Freshmen and Sophomores.

*Prerequisite:* "C" in ENG 002 or equivalent

**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. (fall)

*Prerequisites:* Junior or Senior status and completion of 100/200 level RELS course, or permission of instructor

**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. (fall)

*Prerequisites:* Junior or Senior status and completion of 100/200 level RELS course, or permission of instructor

**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. (spring)

*Prerequisites:* Junior or Senior status and completion of 100/200 level RELS course, or permission of instructor

**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. (spring 2014)

*Prerequisites:* Junior or Senior status and completion of 100/200 level RELS course, or permission of instructor

**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. (spring)

*Prerequisites:* Junior or Senior status and completion of 100/200 level RELS course, or permission of instructor

**RELS 307**  
**Jesus of History, Christ of Faith**  
**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. (fall)

*Prerequisites:* Junior or Senior status and completion of RELS 103 or permission of instructor



**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. (spring 2014)

*Prerequisites:* Junior or Senior status and completion of 100/200 level RELS course, or permission of instructor

**RELS 310**

**Moral and Spiritual**

**Dimensions of Healthcare**

**3 credits**

Viewing healthcare as a means of sharing in the healing work of God, students will explore the dignity and destiny of the human person in light of illness and suffering. This will include the meaning of “person,” concerns for justice in the medical profession, obligations to the poor, material and formal cooperation regarding medical procedures, issues at the beginning and end of life, the role of conscience and the place of natural law. The dignity of the health profession in Catholic teaching, the spiritual aids available to those who are ill and the Christian understanding of sickness, suffering and death will be explored. This course is required for all Healthcare majors. (every semester)

*Prerequisites:* Junior or Senior status and completion of 100/200 level RELS course, or permission of instructor

**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.

*Prerequisites:* Junior or Senior status and completion of 100/200 level RELS course, or permission of instructor

**RELS 350**

**Special Topics in Religious Studies**

**3 credits**

As announced, directed towards Juniors and Seniors.

*Prerequisites:* Junior or Senior status and completion of 100/200 level RELS course, or permission of instructor

**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.

*Prerequisites:* Junior or Senior status and completion of 100/200 level RELS course, or permission of the instructor

**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. (fall)

*Prerequisites:* Junior or Senior status and completion of 100/200 level RELS course, or permission of instructor

**RELS 403**

**God: Mystery and Problem**

**3 credits**

Making use of both classical and contemporary theology this course looks at the question of the existence of God, the Trinitarian understanding of God, issues of God and suffering (theodicy) and the doctrine of God in light of religious pluralism. It will explore the themes of theism and atheism, the history and relevance of the doctrine of the Trinity, the attempts to “justify” God in light of evil and suffering and the recent dialogues between Christianity and other religious traditions on the understanding of God. (spring)

*Prerequisites:* Junior or Senior status and completion of 100/200 level RELS course, or permission of instructor

**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. (fall)

*Prerequisites:* Junior or Senior status and completion of 100/200 level RELS course, or permission of instructor

**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. (spring and fall as needed)

*Prerequisites:* Junior or Senior status and completion of 100/200 level RELS course, or permission of instructor

**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 chair and 3.00 cumulative QPI or better; Junior or Senior status and completion of 100/200 level RELS course, 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. (as needed)

*Prerequisite:* Junior or senior status in the religious studies major

## SOCIAL SCIENCES

### International Education and Foreign Language Concentration

The concentration in International Education and Foreign Language is an interdisciplinary program that draws upon History, Political Science, Religious Studies, Foreign Language, Sociology, and other fields of study and is aimed at students with interests in such career areas as law, government service, the media, or in graduate studies.

#### Felician College

#### Bachelor of Arts Degree in Social Sciences

#### International Education and Foreign Language Concentration

(Revised: November 2009)

#### Foreign Language: Minimum of 12 credits (unless waived)

#### Total of 15 credits from the following courses:

HIST	110	World Geography and Culture
HIST	220	Latin America
HIST	320	Modern Japan
PSCI	303	International Relations
PSCI	402	The Third World
PSCI	404	Living and Working Overseas
SS	305 EL	Global Problems and Perceptions of Capitalism

#### Total of 6 credits from the Related Fields such as:

HIST	104	WW I to the Present
HIST	203	From the Jazz Age to the Computer Age
SOC	101	Principles of Sociology
SOC	104	Sociology of Race and Ethnicity

#### Required Courses: 6 Credits

SS	400	Senior Research I/Research Methods in the Social Sciences
SS	415	Senior Research II/Senior Seminar in Sociology

**Electives:** 9 credits from Related Disciplines such as History, Sociology, Economics, and Philosophy, selected in consultation with the Department Advisor

Free Electives to equal 120 credits after CORE and  
General Education Requirements

**NOTE:** MATH 122 Statistics is the required General Education Math Course for the International Education and Foreign Language Concentration

## SOCIOLOGY (SOC)

The goal of the Sociology major is to provide students with a practical understanding of the methodologies of sociological investigation. This skill presumes competence on the part of our students in a body of knowledge that focuses on analyses of contemporary society and a curriculum that emphasizes issues related to race, class, ethnic, gender, and justice dimensions within various societies. As a result of completing the requirements for the Sociology major, students will be prepared for graduate-level education, or teaching, social work, research, government, and community level careers. Students will demonstrate their mastery of content areas in Sociology through their competency in written and oral communication, critical and analytical thinking, and technological literacy. It is also expected that students will embark on their chosen career paths with an understanding of the Catholic Franciscan values, and their application within their professional and personal lives.

### Bachelor of Arts Degree in Sociology

(Revised: June 2012)

**Required courses (12 credits):** SOC 101 Principles of Sociology, SOC 201 Sociological Theory, SS 400 Research Methods in Social Science, SOC 415 Senior Seminar in Sociology.

**Additional Required Courses in Family/Community Studies (18 credits) selected from:**

	SOC 104	Sociology of Race and Ethnicity
	SOC 203	Aging: A Social Affair
	SOC 215	Sociology of Sex and Gender
	SOC 220	Social Stratification and Inequality in the US
	SOC 250	Special Topics in Sociology
SOC/CRIM	251	Family Abuse
	SOC 301	Marriage and the Family
	SS 305 EL	Global Problems and Perceptions of Capitalism
	SOC 303	Sociology of Deviance
	SOC 307	Sociology of Education
	SOC 310	Social Change
SOC/CRIM	312	Criminology
	SOC 315	Terrorism and Political Violence
	SOC 320	Social Movement
	SOC 405	Living in American Society
	SOC 407	Urban Society
	SOC 452	Career Internship in Sociology

**Related courses:** 12 credits in disciplines such as Anthropology, History, Psychology, Political Science, and English, Economics, Criminal Justice, and Religious Studies selected in consultation with the departmental advisor.

**NOTE:** MATH 122 (Statistics) is the specified Math General Education course for Sociology majors.

**FOUR YEAR SUGGESTED COURSE SEQUENCE  
FOR SOCIOLOGY MAJORS**

<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
ENG 101 Writing the College Essay	3	ENG 102 Intro. to the Study of Lit.	3
RELS 100/200 Religious Studies Elective	3	SOC Required Sociology course #1	3
CS 101 or 103 Information Systems	4/3	SOC 101 Principles of Sociology	3
MATH 122	3	Gen. Ed. COMM elective	3
Total Credits	13-14	Total Credits	16
<b>SECOND YEAR</b>			
<b>Fall</b>		<b>Spring</b>	
<b>Course</b>	<b>Credits</b>	<b>Course</b>	<b>Credits</b>
CORE 200 Culture and Diversity	3	CORE 350 Applied Ethical Reasoning	3
SOC Required Sociology course #2	3	SOC 201 Sociological Theory	3
Gen. Ed. Social Science Elective	3	SOC Required Sociology course #3	3
Gen. Ed. Creative Arts Elective	3	Social Sciences Elective (Gen Ed)	3
Free Elective	3	Gen. Ed. PHIL Elective	3
Total Credits	15	Total Credits	15
<b>THIRD YEAR</b>			
<b>Fall</b>		<b>Spring</b>	
<b>Course</b>	<b>Credits</b>	<b>Course</b>	<b>Credits</b>
Gen. Ed. Lab Science	3	CORE 375 Journeys to Selfhood	3
RELS 300/400 Religious Studies Elective	4	Gen. Ed. HIST Elective	3
SOC Required Sociology course #4	3	Required Related Elective #1	3
Free Elective	3	Required Related Elective #2	3
Free Elective	3	SOC Required Sociology Course #5	3
Total Credits	16	Total Credits	15
<b>FOURTH YEAR</b>			
<b>Fall</b>		<b>Spring</b>	
<b>Course</b>	<b>Credits</b>	<b>Course</b>	<b>Credits</b>
SS 400- Res. Methods in Social Science	3	CORE 400 The Franciscan Vision	3
SOC Required Sociology Course #6	3	SOC 415 Senior Seminar/ Senior Research	3
Required Related Elective #3	3	Elective	3
Required Related Elective #4	3	Elective	3
Free Elective	3	Elective	3
Total Credits	15	Total Credits	15

**Minor in Sociology**

A Minor in Sociology consists of 18 credits, including SOC 101, a 200 level, 300 level, and a 400 level SOC course selected in consultation with an advisor.

**SOC 101**  
**Principles of Sociology**  
**3 credits**

An introductory study of sociology with specific attention given to a systematic analysis of contemporary society. Topics include social organization, social groups, culture, group interaction, and status and change within the context of sociological explanations and orientations. (every semester)

**SOC 104**  
**The Sociology of Race and Ethnicity**  
**3 credits**

An introductory course examining the experiences of racial and ethnic groups in American society. Emphasis will be placed on socialization, socioeconomic status, dominant/minority relations, ethnic/cultural diversity, and differential power accessibility. (every semester)

**SOC 201**  
**Sociological Theory**  
**3 credits**

This course will introduce the students to diverse contemporary theories and interpretations of society such as Functionalism, Conflict Theory, Exchange Theory, Interactionism, Phenomenology and Ethnomethodology. Through readings and research, students will analyze and explain the dynamics of society within a theoretical framework. (every spring, or as needed)

*Prerequisite:* SOC 101

**SOC 203**  
**Aging: A Social Affair**  
**3 credits**

An analysis of the social context of aging within a youth oriented society. Patterns of social habits and roles of individuals within their groups are studied in relation to a variety of problems such as economic factors, retirement, and interpersonal relationships with peers and children. (every fall, or as needed)

**SOC 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 the 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)

(continued)

*Prerequisites:* Junior or Senior status and completion of CORE 200 and CORE 350; 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 and completion of CORE 200 and CORE 350; 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 and completion of CORE 200 and CORE 350; 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 between schools and other institutions of society, the relationships among managers, teachers and "consumers" of education in school organizations, and the effect of the school social

system and culture on learning. (every spring or as needed)

*Prerequisites:* Junior or Senior status and completion of CORE 200 and CORE 350; 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; Junior or Senior status and completion of CORE 200 and CORE 350; or permission of 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 and completion of CORE 200 and CORE 350; 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)

(continued)

*Prerequisites:* SOC 101; Junior or Senior status and completion of CORE 200 and CORE 350; 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 and completion of CORE 200 and CORE 350; 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 and completion of CORE 200 and CORE 350; 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 and completion of CORE 200 and CORE 350; 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 and completion of CORE 200 and CORE 350; 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 and completion of CORE 200 and CORE 350; 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; 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 sociology major

**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  
COMM 248 Acting II

ENG 215 The Drama  
ENG 315 Shakespeare  
ENG 395 Modern Drama  
ENG 396 Contemporary Drama

### WOMEN'S STUDIES (Minor)

The Women's Studies Minor is an inter-disciplinary minor for students interested in the field of Women's Studies. It offers choices from a number of courses focusing on women's roles, family, sex and gender, and women's contributions to society. The benefits of such a minor are a greater awareness of women's issues and the role of women in general. Students pursuing the women's studies minor may do so with any academic major. Students interested in the Women's Studies Minor may contact Dr. Yvonne Raley, in the Philosophy Department, for further information.

Requirements: One from each category, plus one more course from any category (a total of 15 credits):

#### Women's Issues

PHIL 221 Philosophical Perspectives on Women

#### Survey

ART 361 Women in the Arts

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



## **SCHOOL OF BUSINESS AND MANAGEMENT SCIENCES**

### **Mission Statement**

The mission of the School of Business and Management Sciences at Felician College is to continuously improve the quality and relevance of the academic experience we offer to educate undergraduate and graduate students in accordance with the highest academic and professional standards and within the context of a Catholic and Franciscan Liberal Arts tradition, and to prepare our students for their lives in general and in particular for the world of business.

Our vision is:

- To be the college of choice for undergraduate and graduate students seeking to prepare for or advance their careers in the world of business.
- To welcome students into a learning environment of continuous improvement that is both nurturing and challenging.
- To graduate students who are well prepared academically and markedly influenced by their immersion in the Felician/Franciscan tradition.

The School of Business and Management Sciences is committed to helping students achieve their educational goals and objectives. To accomplish this we are dedicated, and maintain a consistent resolve, to providing quality programs and courses. Business and Management programs seek to provide students with theoretical knowledge and applied skills in ethical business practices, while furthering comprehensive study in the Liberal Arts and Sciences. Felician College business programs are accredited or approved by the Middle States Commission on Higher Education and most are also accredited by the International Assembly for Collegiate Business Education (IACBE - <http://iacbe.org/>).

In the School of Business and Management Sciences you will find help in identifying and developing your potential. You can expect dedicated, professional, and caring faculty, individualized academic advising, small class sizes, and a positive nurturing environment - we simply put "Students First."

The School of Business and Management Sciences currently offers the following traditional and Accelerated Degree Programs:

- A. A. (Concentration in Business)
- B.A. in Management/Marketing
- B.S. in Business Administration
  - B.S. in Accounting
  - B.S. in Management
  - B.S. in Marketing
- B.S. in Healthcare Administration
  - B.P.S. – Management Minor
  - B.P.S. - Marketing Minor
- M.B.A. in Innovation and Entrepreneurial Leadership
- M.S. in Healthcare Administration

In both the B.A. and B.S. business programs students may select a minor or concentration in International Business, Criminal Justice, Computer Science, and other Liberal Arts.

### **Degree Requirements**

Candidates for the Associate in Arts (Business Concentration), Bachelor of Arts and Bachelor of Sciences degrees in Business must:

- a. satisfy all entrance requirements (Formal acceptance into the Business Administration major, usually in the sophomore year, requires a 2.500 cumulative GPA.)
- b. satisfy the specific requirement in a major or concentration.
- c. fulfill a residence requirement of the last 30 credits-hours at Felician College.
- d. maintain an average GPA of 2.500 throughout the program.
- e. earn a minimum grade of "C" in all courses in the major.
- f. earn a total of 120 - 121 credits distributed as follows:

#### **Associate in Arts (Business)**

Courses:	Credit-Hours:
Core & General Education and Electives	44/45
Business course requirements	21

#### **Bachelor of Arts in Management and Marketing**

Courses:	Credit-Hours:
Core & General Education Curriculum	47
Area of concentrations and related requirements	52-58
Electives	14-16

#### **Bachelor of Sciences in Business Administration, Marketing, and Management**

Courses:	Credit-Hours:
Core & General Education Curriculum	47
Area of concentrations and related requirements	58-64
Electives	8-10

#### **Bachelor of Sciences in Accounting**

Courses:	Credit-Hours:
Core & General Education Curriculum	47
Area of concentrations and related requirements	73

#### **Bachelor of Science in Healthcare Administration**

Courses:	Credit-Hours:
Core & General Education Curriculum	47
Area of concentrations and related requirements	73-79

Candidates for the Bachelor of Professional Studies degrees in Business must:

- a. satisfy all entrance requirements
- b. satisfy the specific requirements in the major and minor
- c. fulfill a residence requirement of the last 30 credit-hours at Felician College
- d. maintain an average GPA of 2.0 throughout the program
- e. earn a minimum grade of "C" in all courses in the Management or Marketing minor earn a total of 120-121 credits distributed as follows:

**Bachelor of Professional Studies (Management or Marketing Minors)**

Courses:	Credit-Hours:
Core & General Education Curriculum	46
Professional Studies Option (Minor)	18
Concentration or Professional Focus	38
Upper Level Electives	18

**B.S. Business Administration*****Required Courses in addition to the core and general education requirements:***

MKT 100 Fundamentals of Marketing; MGT 100 Fundamentals of Management; MATH 160 College Algebra; ACC 100 Principles of Financial Accounting I; ACC 200 Principles of Managerial Accounting; ECON 200 Macroeconomics; ECON 220 Microeconomics; 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; BUS 490 Business Policy.

**Major Requirements:** LAW 315 Business Law II; BUS 499 Research in Business; 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 core and general education requirements :***

**Business Core:** MKT 100 Fundamentals of Marketing; MGT 100 Fundamentals of Management; MATH 160 College Algebra; ACC 100 Principles of Financial Accounting I; ACC 200 Principles of Managerial Accounting; ECON 200 Macroeconomics; ECON 220 Microeconomics; 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; BUS 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 Research.

***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 core and general education requirements :*

**Business Core:** MKT 100 Fundamentals of Marketing; MGT 100 Fundamentals of Management; MATH 160 College Algebra; ACC 100 Principles of Financial Accounting I; ACC 200 Principles of Managerial Accounting; ECON 200 Macroeconomics; ECON 220 Microeconomics; 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; BUS 490 Business Policy.

**Major Requirements:** BUS 499 Research in Business; 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 core and general education requirements :*

**Business Core:** MKT 100 Fundamentals of Marketing; MGT 100 Fundamentals of Management; MATH 160 College Algebra; ACC 100 Principles of Financial Accounting I; ACC 200 Principles of Managerial Accounting; ECON 200 Macroeconomics; ECON 220 Microeconomics; 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; BUS 490 Business Policy.

**Major Requirements:** MKT 230 Sales Management; MKT 300 Consumer Behavior; MKT 310 New Product Development; MKT 320 Distribution Management; MKT 410 Marketing Research; MKT 420 Product Management; MKT 498 Research in Marketing.

**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 core and general education requirements:*

**Business Core:** MKT 100 Fundamentals of Marketing; MGT 100 Fundamentals of Management; MATH 160 College Algebra; ACC 100 Principles of Financial Accounting I; ACC 200 Principles of Managerial Accounting; ECON 200 Macroeconomics; ECON 220 Microeconomics; 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; BUS 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 320 Organizational Behavior in Healthcare Settings; HCA 310 Human Resource Management in Health Care; HCA 330 Ethics and Legal Issues in Healthcare; MGT 420 Business Dimensions of Healthcare; HCA/CS 427 Healthcare Information Systems, Management of Data Protection and Regulatory Compliance; HCA 450 Delivery of Quality Care; HCA 499 Capstone Residency

### **B.P.S. Management Minor**

*Required Courses in addition to the core and 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 core and 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 core and 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.

### **Minor in International Business for Non-Business Majors**

*Required Courses in addition to the core and 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.

### *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 Department Chair. 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 or B.A.; 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 College. 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 and Management Sciences Course Offerings**

**ACCOUNTING (ACC)**

**ACC 100**

**Principles of Financial Accounting I  
3 credits**

This course is an introduction to the basic financial accounting principles. Its primary focus is the underlying theory related to the preparation of financial statements and therefore encompasses basic accounting concepts and procedures and the development of accounting principles and practice. The course encompasses the determination, valuation, timing, and presentation of financial information.

**ACC 200**

**Principles of Managerial Accounting  
3 credits**

This course is designed for those concentrating in accounting and business administration.

The course provides a management emphasis to the study of cost behavior, determination, allocation and analysis for decision-making. Topics include job order and process costing; standard costing and variance analysis; incremental decision-making; operational and capital budgeting.

*Prerequisites:* ACC 100

**ACC 220**

**Principles of Financial Accounting II  
3 credits**

This course is a continuation of ACC 100 and is required for all those in the accounting concentration. The course is a study of basic accounting principles and practices relating to financial statements, differences among business forms, and global accounting issues. The

course also encompasses financial statement analysis and special purpose journals.

*Prerequisite:* ACC 100

**ACC 310**

**Intermediate Accounting I**

**3 credits**

Examines generally accepted accounting principles as they relate to the perpetration of financial statements. Emphasis is placed on balance sheet valuations and their relationship to income determination.

*Prerequisites:* ACC 220, FIN 300

**ACC 320**

**Intermediate Accounting II**

**3 credits**

Examines generally accepted accounting principles as they relate to the preparation and reporting of financial statements. Emphasis is placed on the valuation of long-term investments and long-term liabilities and studies the accounting for equity accounts and their relationship to income determination. Includes coverage of pensions, leases and accounting for income tax.

*Prerequisite:* ACC 310

**ACC 330**

**Federal Taxation I**

**3 credits**

This course introduces the student to the study of federal taxation. It is designed to provide explanation of the federal tax structure as well as training in the application of the tax principles to specific problems. The emphasis is on personal income and small taxation.

*Prerequisites:* ACC 200, ECON 200, FIN 300

**ACC 340**

**Federal Taxation II**

**3 credits**

This course introduces the student to the study of federal taxation. It is designed to provide explanation of the federal tax structure as well as training in the application of the tax principles to specific problems. The

emphasis is on partnerships, corporations and other special topics.

*Prerequisite:* ACC 330

**ACC 350**

**Contemporary Topics in Accounting**

**3 credits**

This course is an in-depth study of selected topics in accounting and taxation designed to enhance understanding of these areas and their implications for society and business administration and finance. Emphasis is placed on current issues. Where possible, instruction will incorporate the expertise of accounting professionals from the public, private and government sectors.

*Prerequisites:* ACC 320 and ACC 340

**ACC 410**

**Accounting Problems and Practices**

**3 credits**

This course is a study of accounting problems and approaches to solutions, including ethical situations that may be encountered by the professional accountant. Thus, the course reviews current accounting issues, various accounting pronouncements, and public expectations of the accounting profession.

*Prerequisite:* ACC 320

**ACC 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.

*Prerequisites:* ACC 310 and ACC 320

**ACC 572**  
**Advanced Accounting**  
**3 credits**

This course focuses on accounting standards relating to business combinations, consolidated financial statements, goodwill, and other intangible assets. To this end, the purchase

and equity methods are emphasized. The course also addresses accounting issues relating to the formation, changes in ownership interests, and liquidation of partnerships. Other special topics are also covered.

*Prerequisites:* ACC 310 and ACC 320

**ACC 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.

*Prerequisites:* ACC 310 and ACC 320

**BUSINESS – GENERAL (BUS)**

**BUS 110**  
**Business, Organizations & Management:**  
**An Introduction to the Activities**  
**and Economics of Business**  
**3 Credits**

The course 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. This course meets the General Education requirements.

*Prerequisite:* ENG 002 or Equivalent

**BUS 120**  
**Business Communications**  
**3 credits**

This course emphasizes the practical application of modern business communications. Students will prepare and present various business communications: letter, reports, memoranda, resumes, briefings, fact sheets, decision papers, and etc. Additionally, this course is designed to provide students with the opportunity to demonstrate and improve their oral communications and interviewing skills. Orientation to computer lab and word processing, presentation, and email software is

included. This primer course meets the General Education requirement for Liberal Arts.

### **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 environment, such as an internship, employment or business service project.

### **BUS 300/LAW 300**

#### **Ethics in the Corporate Environment**

##### **3 credits**

Notwithstanding the fact that business leaders may have been taught approaches to ethical decision-making, the question remains as to what is required for corporate decision-makers to choose the right path. This course examines ethical decision-making within the framework of business leadership, corporate governance policies and practices, and codes of ethics. Students will explore various aspects of corporate governance in selected corporations and their relationship to sound leadership qualities. The course also encompasses a survey of professional codes of business ethics.

*Prerequisites:* MGT 100 and MGT 300

### **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.

### **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

### **QUAN 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 (or permission of Department Chair).

**BUS 410**  
**Career Internship**  
**3 - 6 credits**

Supervised placement for qualified students in a field related to the student's career interest. Monthly meetings and a paper are required. The internship is for Juniors and Seniors only. Note: Preparation for internships must begin at least one semester prior to the semester in which the student is enrolled.

*Prerequisite:* Permission of the Department Chair

**BUS 499**  
**Research in Business**  
**3 credits**

This capstone experience in business assesses students' mastery of the principle components of the business curriculum and the core competencies expected of all business professionals. After an initial group meeting, private sessions are held between the student and the professors teaching the course. These meetings will permit students to address any gaps in their business knowledge and improve their quantitative and communication skills. Senior status is required for admission to this class.

*Prerequisites:* Senior status and all business and related courses

**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 the department chairperson

**ECON 330**  
**Economic History**  
**3 credits**

Economic history is the study of economic change and phenomena of the past. This course involves a survey and critical analysis of the history of Western economic ideas from the sixteenth through the twentieth century, with particular emphasis placed on Classical economic thought and the emergence of Neoclassical economics. This study of economic history is undertaken using both historical methods and the application of economic theory.

*Prerequisites:* ECON 200, ECON 220

**ECON 450/INT 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, INT 410

**ECON 440/INT 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 socialism, as well as on the intense analysis of existing capitalist systems and the continuing evolution of the emerged and emerging economies of the world.

*Prerequisites:* ECON 200, ECON 220, INT 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.

Note: This is an introductory course intended as an elective for business and non-business majors

**FIN 300**  
**Corporate Financial Management**  
**3 credits**

This course examines the important questions of capital budgeting and short-term and long-term financing. Topics include evaluation of risk and value; capital budgeting, cost of capital, capital structure, and dividend policy; financial planning and long-term financing; short-term financial planning cash management and audit management. Also included is the study of mergers and acquisitions, pension plans and international corporate finance.

*Prerequisites:* ACC 100, ACC 200, ECON 220, 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, ECON 220, and 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 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 strate-

gic 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 320**  
**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.

*Prerequisite:* BUS 310

**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 495**  
**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 499**  
**Capstone Residency**  
**6 credits**

The capstone course consists of structured learning and work experience with healthcare preceptors/mentors for purposes of assisting the student in transition from the classroom to the workplace. The workplace sessions are expected to total a minimum of 120 hours (15 weeks at 8 hours per week) interspersed with at least three one-hour seminars with faculty. Students work in a healthcare setting performing a variety of administrative assignments and/or projects. Seminars with faculty will cover such topics as time-management, organization/prioritization of work, problem solving, and interpersonal relations.

*Prerequisites:* All courses in the major; however, this course can be taken concurrently with HCA 495.

**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 con-



cepts 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 incorpo-

rate 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.

## MANAGEMENT (MGT)

### **MGT 100**

#### **Fundamentals of Management**

##### **3 credits**

A study of the principles underlying business behavior and organizational theory as they relate to managerial functions such as planning, organizing, staffing, directing and controlling business organizations. Also examines the contributions made by research in the fields of management, decision-making, organizational effectiveness, and interpersonal relations. Case-study methods and review of current literature are integrated.

### **MGT 230**

#### **Introduction to Sports Management**

##### **3 credits**

This introduction to the professional area of athletic administration discusses business principles and procedures as they are applied within the field of athletics. Examines the theories and principles of Sports Management as they relate to planning, staffing, organizing and controlling within a sports organization.

*Prerequisite:* MGT 100

### **MGT 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 function-

ing of the organization. People problems, the work environment, and the interaction between the two are a major concern of the course.

*Prerequisite:* MGT 100 or equivalent

### **MGT 320**

#### **Small Business Management**

##### **3 credits**

This course examines the practices and problems of starting and operating a small business. Topics including capital accumulation, the assessment of local markets, site location, and decision-making techniques of the small business entrepreneur are explored, and the role of small business in the United States economy is evaluated. Case study and problem solving techniques are used, as students interact with local small business owners to analyze real world business conditions.

*Prerequisites:* MKT 100, MGT 100, ACC 100

### **MGT 310**

#### **Human Resource Management**

##### **3 credits**

This course discusses the theory and practice of personal management in business and public organizations. It emphasizes the formulation and application of personnel policies, procedures and practices, particularly concerning employment, wage and salary administration, training and development, employee and labor relations, performance evaluation, termination, promotion, compensation, pensions and benefits. The findings of the behavioral sciences are integrated, especially in exploring issues of labor-management interaction and cooperation on mutual issues of or-

-ganizational planning, industrial counseling, and work performance and compensation.

*Prerequisite:* MGT 100

### **MGT 330**

#### **Facilities/Event Management**

##### **3 credits**

This course examines the history and operations of sports facilities and sporting events in the U.S. and throughout the world. Course content includes the study of planning and design, services management, marketing and public relations, concessions, event and operations management, maintenance, funding, administration, and franchise interaction. Formerly 365

*Prerequisites:* MKT 100 and MGT 230

### **MGT 340**

#### **Project and Program Management**

##### **3 credits**

Many good ideas fail because projects are not completed on time or fail to produce results. Avoiding these traps requires a clear understanding of a project's requirements and objectives and strong project management. This course helps prepare management students for the complexity of project and program management by providing them with the skills they need to properly define a project's scope, adequately plan for resource allocation, build and manage the project team, and successfully track the progress of the project to a successful completion.

*Prerequisite:* MGT 100

### **INT 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 420**

#### **Business Dimensions of Health Care**

##### **3 credits**

The course focuses on business theory, principles and practices as they relate to the ever changing health care industry. While there is coverage of the functions of management, strong emphasis is given to leadership and change. Students will also be introduced to the economic forces that shape today's healthcare delivery system. The course provides a framework for understanding health care as business system. The course also consists of a series of application exercises designed to equip students with a basic understanding of business management practices. Students will study budgeting as an essential skill necessary for effective management. Business and health care leaders may be invited to participate in lecture discussions to enhance the student's understanding of health related business and management practices.

*Prerequisite:* Prior clinical experiences in healthcare settings

### **MGT 430**

#### **Advanced Sports Management**

##### **3 credits**

In this integrative and comprehensive capstone course the student pursuing an education in sports will be expected to bring together the various aspects of their previous education in business and sports management. The course will emphasize strategic management and competitive planning based upon a clear understanding of internal and external environmental factors. Case analysis and development of an actual sports organizational plan will be given primary emphasis as course learning tools.

*Prerequisites:* MKT 220, MGT 230, MKT 240, MGT 330

**MGT 440**  
**Production and Operation Management**  
**3 credits**

A study of the production process from procurement and allocation of production factors (including raw materials, human resources, and machinery and equipment), to obtaining of final goods and services. This course emphasizes the role of management in utilizing planning, organizing, scheduling, and controlling techniques to define problems and seek optimum solutions.

*Prerequisites:* ACC 200, ECON 220, MKT 100, MGT 100, FIN 300, 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 ele-

-ments 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

**BUS 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

**MARKETING (MKT)**

**MKT 100**  
**Fundamentals of Marketing**  
**3 credits**

A survey of the essential marketing theory, policies, and practices concerning the performance of marketing functions and the institutions involved in the flow of goods and services from the producer to the ultimate consumer. Emphasis is on the development of the marketing mix for consumer and industrial goods, wholesale and retail marketing patterns, and marketing planning and strategy. Current practices in product development, pricing, promotion, physical logistics and other marketing characteristics are explored.

**MKT 220**  
**Marketing Communication Strategy**  
**3 credits**

Covers the theory and management of the different elements of the integrated marketing communication mix of firms. Includes an introduction to the marketing communication process and an overview of customer psychology including models of motivation, persuasion, learning, and behavior modification. Communication issues relating to brand building and corporate image is discussed. Each of the elements of the promotion mix - advertising, sales, promotion, public relations, personal selling, and direct marketing (including communications and promotions on the web) - are examined.

*Prerequisite:* MKT 100

### **MKT 230**

#### **Sales Management**

##### **3 credits**

This course examines the role of the sales manager in the planning, development, implementation, and control of sales force activities. Selection, training, supervision, and motivation of sales force personnel is examined as well as the interaction and coordination of the sales function with other organizational functions.

*Prerequisite:* MKT 100

### **MKT 240**

#### **Sports Marketing**

##### **3 credits**

The relevant areas of marketing are applied to sport. Special emphasis is placed upon the principles, policies, and strategies utilized to market the unique product of sport. Course attention is paid to numerous topics including public attitudes about sports; sports marketing research; identification, targeting, and understanding of sport customers; and development, implementation and control of sports marketing programs.

*Prerequisite:* MKT 100

### **MKT 300**

#### **Consumer Behavior**

##### **3 credits**

A study of the actions and decision-making process of individuals and organizations involved in discovering, evaluating, acquiring, consuming, and disposing of products and services. This course applies the concepts, principles, and theories from the various social sciences to the study of how buyers think and act. In illustrating the importance of understanding consumer behavior by business managers and public policy makers, special emphasis is placed the factors that influence consumer buying patterns.

*Prerequisite:* MKT 100 or equivalent

### **MKT 310**

#### **New Product Development**

##### **3 credits**

The ability to develop new and innovative products is the lifeblood of any company. This course examines the entire process of New Product Development including brainstorming, idea evaluation and screening, business analysis, product testing and prototypes, test marketing, and commercialization. Additional focus is placed upon the methods, tools, and techniques utilized to carry out the steps in the process.

*Prerequisite:* MKT 100

### **MKT 320**

#### **Distribution Management**

##### **3 credits**

Efficient management of the supply and distribution systems of a firm provides an important source of competitive advantage in today's global marketplace. This course will examine the topics of logistics management, inventory management, procurement, warehousing, physical distribution methods, and use of information systems.

*Prerequisite:* MKT 100

### **MKT 410**

#### **Marketing Research**

##### **3 credits**

This course introduces marketing research as an important tool of management. The subject is defined and a number of examples are given to illustrate major uses of marketing research (providing a basic understanding of what this research can and cannot do). It also presents the most important market research techniques. A discussion of cases encourages the student to think creatively about the application of research techniques to marketing problems and opportunities.

*Prerequisites:* MKT 100, MKT 300, QUAN 341 (or permission of Department Chair), 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:* Senior status and all courses in marketing major (except MKT 498), or permission of Department Chair.

**MKT 498**  
**Research in Marketing/Management**  
**3 credits**

This capstone experience in Marketing/Management assesses students' mastery of the principle components of the Marketing and Management curriculum and the core competencies expected of all business professionals. After an initial group meeting, private sessions are held between the student and the professors teaching the course. These meetings will permit students to address any gaps in their business knowledge and improve their quantitative and communication skills. Senior status is required for admission to this class.

*Prerequisite:* Senior status and all marketing/business related courses



## **SCHOOL OF EDUCATION**

Felician College offers nationally accredited and state approved undergraduate programs in: Elementary Education (K-5), Elementary Education (K-5/Early Childhood (P-3), Elementary Education (K-5)/Subject Matter Specialization (5-8), Elementary Education (K-5/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 Compassion, Respect, Peace, Diversity, Service, Reverence and Joy. 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 an entire day each week in real classrooms in a variety of contexts. This experience in the field 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 field experiences enables our students to apply theory to practice and to deepen their understanding of how children grow and learn. The continuum of supervised field experiences begins in freshman year and extends through both sophomore and junior semesters, and the first semester of the senior year; culminating with student teaching.

The 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.

Throughout four academic years, the specialized professional areas of the curriculum focus on the child-oriented nature of elementary and special education. To relate theory to practice and to deepen the understanding of how children grow and learn, a sequence of carefully planned and directed professional laboratory experiences is provided beginning with the spring semester of the freshman year. The continuum of supervised field experiences culminates with an upper level junior field experience, senior field experience, and student-teaching in the second half of senior year.

### **School of Education Mission Statement**

The School of Education at Felician College, in accordance with the Franciscan tradition, fosters competent, caring, and compassionate educators to serve a diverse population by promoting a collaborative spirit, encouraging self-reflection, and emphasizing life-long learning.

The 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 College offers state approved programs in School of Education:

- Elementary Education (K-5)
- Elementary Education (K-5) and Preschool-Grade Three Endorsement (P-3)
- Elementary Education (K-5) and Subject Matter Specialization Endorsement (5-8) in the following content areas: Language Arts/Literacy, Mathematics, Social Studies, and Science
- Elementary Education (K-5) and Teacher of Students with Disabilities Endorsement
- Teacher of Mathematics (K-12)
- Teacher of Art (K-12)
- Teacher of Biology (K-12)
- Teacher of Earth Science (K-12)
- Teacher of Language Arts/Literacy (K-12)
- Teacher of Social Studies (K-12)
- Teacher of Music (K-12)

### Degree Requirements <sup>5</sup>

Candidates for the Bachelor of Arts degree with a major in Elementary Education (K-5), Elementary Education and Early Childhood (P-3), Elementary Education and Content Area Specialization (5-8), Elementary Education and Teacher of Students with Disabilities (Special Education) and Mathematics (K-12), Art (K-12), Biology (K-12), Earth Science (K-12), Language Arts/Literacy (K-12), and Social Studies (K-12) and Music (K-12) must:

1. Satisfy all College entrance requirements.
2. Complete a program of 128-130 semester hours which includes courses in:  
General Education  
Elementary Education/Subject Matter Specialization (Middle School)  
Secondary Education  
Elementary Education/Early Childhood  
Elementary Education/Student with Disabilities (Special Education)  
Arts and Sciences
3. Maintain at least a 2.750 cumulative GPA throughout the program. A minimum grade of “C” is required in all academic and professional courses. Courses graded “C-,” “D” or “F” must be repeated.
4. Receive a grade of “B” or better in Field Courses, Seminar Courses, and EDU 303, excluding Freshman Field and Seminar (fall semester) and Student Teaching/Seminar.

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<sup>5</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.

### **School of Education Program Admissions Policy**

(For all undergraduate School of Education Programs)

1. Satisfy all College entrance requirements.
2. Meet the minimum cumulative GPA of 2.75. This applies to all transfer students within Felician College (internal) and credited institution/s of higher education (external).
3. Off-Campus Community College Felician College 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.
5. Effective fall 2011, all newly enrolled students are required to successfully pass the PRAXIS I examination before submitting a formal application for admission to the Teacher Education program.

### **Dismissal and Probationary Policies**

If a student’s cumulative GPA falls below 2.750, but remains above a 2.500, he/she will be placed on probation for one semester. If a student does not obtain a 2.750 cum in the succeeding semester, the student will be dismissed from the program. A student who is dismissed from the program may reapply for readmission after one year; however, the student must have a cum GPA of 2.750 to be considered. The student must contact either the Dean or Associate Dean to declare his/her intent. A student who is readmitted to the program must maintain a minimum 2.750 cum GPA for each subsequent semester after readmission.

### **Dismissal Policy Without Probation**

If a student’s cumulative GPA falls below a 2.500, he/she will be dismissed from the program. The student will not be given probationary status. 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 taking Developmental English (ENG 001, 002 and/or MATH 001, 002) ) will not be permitted to take Education courses until these courses are successfully completed.\* Students must complete ANY developmental coursework (ENG 001, ENG 002, MATH 001, MATH 002) by the time they complete 30 college level credits. Students who transfer in more than 30 credits and who are in need of remedial work must complete developmental coursework within one year. Students cannot take any course 300 level or above until all developmental coursework is completed.
2. Students who have not formally declared Education as a co-major may take a maximum of 6 professional related elective credits in Education. They are limited to 100 and 200 level courses only. Students who have completed the maximum 6 professional related elective credits in Education and wish to continue taking education courses must formally declare Education as their major. Registration for a field experience and seminar course will be required to continue in the program. Prospective Teacher Education students must contact the Associate Dean for Undergraduate Programs for program advisement and an assigned TED faculty advisor. Students must have a cum GPA of 2.750 to be eligible for admission into the Teacher Education program.

\*Prospective teacher education students may be permitted to take EDU 100 Freshman Field Experience and Seminar at the discretion of the Dean of the School.



3. 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.
4. Teacher Education students are required to take the PRAXIS I prior to the completion of Sophomore year. Students who do not earn a passing grade on any of the components will be required to attend 6 hours of remediation provided by the School of Education.

Freshman field students will be required to attend the Archdiocesan Protecting God's Children program offered on campus.

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.

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.

5. Transfer students only (second semester sophomores and first semester juniors) are permitted to take EDU 301 (Transition into Teaching). Bachelor of Arts in Education for Working Adult and all education cohort major students are required to register for EDU 301, 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.
6. Complete a minimum of 30 volunteer hours of supervised contact with children in a variety of learning situations, by the end of the sophomore year. Transition EDU 301 Transfer students may have an additional semester to meet this requirement. The following activities are acceptable:
  - Teaching religion class
  - Teaching arts and crafts or sports as recreational centers
  - Being a teacher's aide in a summer school program or after school program
  - Assisting with Girl/Boy Scout groups
  - Assisting with Head Start groups, day nursery school, and/or in a classroom setting
  - Coaching, assisting in a cheerleading squad, etc.
  - Working with children in hospitals, etc.

Additional volunteer settings must be approved by the 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 30 volunteer hour requirement. Babysitting does not qualify for the 30 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.

7. Fulfill Pre-Student Teaching field experiences consisting of one full day per week during the spring semester for freshmen, and one full day per week during the fall and spring semesters for sophomores, transition students, juniors, and seniors. Student teaching consists of fifteen consecutive weeks for the entire semester. Students are required to make-up all full or half-day field absences before the end of the current semester.
8. 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 301) course and/or the Junior Field (EDU 302) course. Admission to the program is decided by the Faculty Committee of Teacher Education and Arts and Sciences. Friendship Corner/Paterson/Jersey City/Newark Cohorts will formally apply for admission to the program at the completion of their earned Associates Degree.

The committee reserves the right to :

- review the record of any student, whenever necessary.
  - exclude a student from either program if the student no longer meets that required qualification.
  - direct a student to wait one full academic year before reapplying for admission if dismissed from the program.
  - conduct a review of each student preceding student – teaching and recommendation for certification.
  - withhold recommendation for certification on the basis of deficiencies in any of the characteristics required of a prospective teacher.
9. Formally complete the required Student Teaching Application Form/Student Teaching Request for Placement Form before the end of the junior year.
  10. Complete successfully a “full” semester of student-teaching.
  11. Maximum Allowable Credits during Student Teaching  
The maximum number of credits during the student teaching semester cannot exceed 10 [Student Teaching Seminar (EDU 403/2 credits) and Student Teaching (EDU 404/4 credits) plus three Arts and Sciences credits]. No education courses may be taken while student teaching. Exceptions to the above policy will be made at the discretion of the Dean of the School.
  12. Students must adhere to all guidelines and policies stated in the Felician Student Handbook and in the Field Experience Handbooks (all levels and all programs). Students must adhere to all policies and procedures that are enacted after the publication of the catalog.
  13. Areas of study open to Education majors are Art, Biology, English, History, Mathematics, Music, and Science. Psychology is not an area of study open to education majors. Students may choose any of these disciplines and plan courses in consultation with the Department Chair and an assigned faculty advisor.
  14. All junior level teacher education students are required to register and successfully pass the appropriate teacher education program PRAXIS for initial certification (K-5 Elementary or K-12 Secondary Education) prior to registering for the Senior Field Experience and Seminar

(EDU 400). All secondary K-12 Education students are required to register for the appropriate content area PRAXIS. All Elementary K-5 students are required to register for PRAXIS 5031. Post-baccalaureate (TEC) students must pass the appropriate PRAXIS for initial certification (K-5) or K-12 (secondary Education) prior to registering for the Junior Practicum Experience (EDU 304).

All elementary K-5/5-8 education students are required to register for PRAXIS 5031 and the appropriate Middle School Subject Matter Specialization PRAXIS. All elementary K-5/Prekindergarten through Grade 3 education students are required to register for PRAXIS 5031 and PRAXIS 5022 (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 Student Teaching unless he/she has successfully passed the PRAXIS for initial certification i.e. K-5 Elementary PRAXIS 5031 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 New Jersey State Department of Education “Applicant Authorization and Certification” form (Substitute Teaching Certificate) in order to continue in his/her field school placement. 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 College transfer requirements.
2. All transfer students entering the program must meet the minimum cumulative GPA of 2.750.
3. Effective fall 2011, all newly-enrolled students are required to successfully pass the PRAXIS I 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 TED program transfer credit.
5. College-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.
8. EDU 301 Transition into Teaching is for the transfer student whose classification level is second semester sophomore or first semester junior. Students in this course are required to take the PRAXIS I examination. Students who do not earn a passing grade on any of the components will be required to attend 6 hours of remediation provided by the 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.

9. EDU 301 Transition into Teaching is for all Off-Campus Felician Teacher Education Cohort students.
10. 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 student teaching.

### **Field Policies and Guidelines**

#### **JUNIOR FIELD, JUNIOR PRACTICUM, SENIOR FIELD, AND STUDENT TEACHING POLICY**

#### **Removal from Junior Field, Junior Practicum, Senior Field or Student Teaching - Due to Student Performance for Academic and Non Academic Reasons in the Field Placement Setting**

A committee comprised of the Director of 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 Teacher Education Program at any time for behavior which is deemed unethical, unprofessional or not up to academic standards. The student in question has the right to appeal the decision.

If removed by Felician College for academic reasons, the student will receive a grade of incomplete ("INC") for that semester. This option is for one time. The Director of Field Placement, 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 Junior Field, Junior Practicum, Senior Field, or Student teaching, and no second attempt will be permitted.

If the student asks to remain at the first placement and subsequently fails Junior Field, Junior Practicum, Senior Field, or Student teaching, no second attempt will be permitted.

If the student is removed for other than academic reasons, the student will receive a grade of "F" and will be dismissed from the program. The student may appeal the decision following the guidelines in the Felician College catalog.

When the student is in another setting, he/she must attempt to remediate all deficiencies cited during the first junior field, junior practicum, or student teaching experience by the end of that semester. In this second setting, the student will implement a written action plan created by the Committee. During the second attempt, the student will be required to attain specific performance bench-

marks at three-week intervals, which will be evaluated by the cooperating teacher, supervisor, and seminar instructor.

A different supervisor will be assigned for the second attempt. The student will be required to pay the \$125.00 cooperating teacher's stipend for the second student teaching experience. (This applies to student teaching only.)

At any point during the second junior field, junior practicum, senior field, or student teaching experience, the student may be removed from the placement for deficiencies noted by members of the Committee. The student will receive a grade of "F" and will be dismissed from the program.

If the student fails his/her second attempt, Felician College will not find another placement and will issue a grade of "F" on the student's transcript.

If the Director of Placement and the supervisor determine that the placement is unsatisfactory, the student may be removed from that setting. The Office of Field Placement will obtain a suitable placement and the appropriate number of days or weeks will be added to the new assignment.

*Withdrawal from Junior Field- Junior Field, Junior Practicum, Senior Field or Student Teaching*

- If a student withdraws from Junior Field, Junior Practicum, Senior Field, or Student Teaching, the Office of Field Placement will not obtain another junior field, junior practicum, senior field, or student teaching placement for the student. This student will receive a grade of "F" on 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 College catalog.

*Recommendation for Post-Baccalaureate Students (TEC) for additional Field Experience Prior to Student Teaching*

A TEC student who receives a majority grade of "beginning and developing" on the Junior Practicum (EDU 304) final grade evaluation form, must attempt to remediate all deficiencies before the student teaching experience. A committee comprised of the seminar professor, Associate Dean 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 field placement in the following counties: Bergen, Essex, Hudson, Hunterdon, Passaic, Sussex and Warren. The Office of Field Placement provides and secures all pre-service and student teaching placements. Teacher education students are not permitted to secure and/or pursue their own field placement and/or student teaching assignment. The student may not contact school personnel, i.e. superintendent of schools, principal, cooperating teacher, school board member, etc. for a placement. This contact includes an in person meeting, telephone, written, or email communication. If a student secures a placement via personal contact or communication, the placement will not be accommodated or the assignment will be terminated. The teacher education student will be placed in a new school setting each semester.

### Field Experience/Seminar Policies and Requirements

All Teacher Education Students are required to:

1. Submit the required Personal Data Form (PDF) for the subsequent semester at the scheduled current mid-term examination period. A student who fails to submit the PDF will receive a mid-term grade of “F.”
2. Submit at designated intervals throughout the semester the required Field Attendance Form. The Cooperating Teacher (CT) Signature is required for each student-attended field day.
3. Submit, at the end of the current semester, the required Teacher Field Evaluation Form. The CT signature is required on the Field Evaluation Form and the Field Attendance Form.
4. Submit all required Field documentations at the end of the current semester. A student who fails to submit all or one of the required documentations will receive a grade of “Incomplete.” The “Incomplete” grade will remain until all the required documentation has been properly completed and submitted by the student. An incomplete grade must be reconciled within the proper time frame in accordance with Felician policy.
5. Attend field one full day per week during the entire semester for all levels except student teaching, which requires 15 consecutive 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 Field Experience and Seminar Courses, excluding EDU 100 Freshman Field and Seminar (fall semester) and Student Teaching/Seminar (EDU 403 and EDU 404). If a student does not achieve a grade of “B” or better on the first attempt, he/she will need to repeat the entire course, both the field and seminar components. The student will not be permitted to register for the subsequent level field/seminar course until he/she has repeated and successfully achieved a grade of “B” or better in the repeated field/seminar course. The repeating of a field/seminar course will impact the student’s status in the School of Education Program by requiring an additional semester in order to complete the repeated field/seminar course. As stated in the Felician College 2011-2012 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 filed/seminar course will be dismissed from the teacher education program.
9. Complete all make-up field absences by the end of the current semester.

#### *Field Experience/Seminar Attendance Policies*

For Seminar:

1. Any unexcused absence will result in an F for the attendance portion of the seminar grade.
2. A student who is absent more than 20% of the required class time during the semester will be withdrawn from the course (Seminar and Field).

For Field:

1. One excused absence is permitted which must be made up in collaboration with the cooperating teacher and seminar professor. More than one field absence results in an “F” for the attendance portion of the field grade. A student who is absent more than 20% of the required number of field days during the semester will be withdrawn from the course (Seminar and Field).
2. No field is to be made-up at the expense of scheduled course time, as is policy for all TED students.

Extenuating circumstances will be evaluated on a case-by-case basis at the discretion of the Dean of the School.

#### *Teacher 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 field placement 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 Field and Seminar professor with their game schedule. The college supervisor/seminar professor and the student athlete will review the schedule for away and home games that may conflict with field and seminar class. Make up possibilities will be discussed between the college supervisor and the student.
4. Student athletes are not permitted to leave their field placement for home games without the approval of their college supervisor/seminar professor. Education student athletes are placed in field assignments close to the College. The proximity of the field placement to the College will dictate the field placement departure time.
5. No field is to be made-up at the expense of scheduled course time, as is policy for all TED students.
6. Student athletes must notify in advance their CT and college supervisor/seminar professor in advance of away games. Notification the day of an away game is unprofessional.

#### **Student Teaching Waiver Policy for Undergraduate and Graduate School of Education Programs (effective fall 2007)**

Changes to Education policy have been made:

1. For initial certification, years of teaching experience may not be accepted in lieu of student teaching. All candidates for initial certification must student teach through a Felician College placement.
  2. A minimum of three years of teaching may be accepted under the following conditions:\*
- a. Full-time head/lead teacher within the last 3 years in a fully accredited (K-5/5-8 or K-5/P-3) institution. This includes K-12 Secondary Programs and K-5/ and Teacher of Students with Disabilities.

- b. Documentation on letterhead, signed by principal. Director, stating exact number of years in position, subject/grades taught, etc. Subject taught must be in accordance with the NJ CORE Curriculum.
- c. Documentation of two observations (formally) written by the principal within the three year period.
- d. Documentation of one observation by the School of Education faculty in accordance with the NJPTS.
- e. Experience must be within the scope of the license/endorsement being sought.
- f. Initial certification for special education (K-5 and Teacher of Students with Disabilities) must have experience in both elementary and special education.
- g. Pass the appropriate PRAXIS Examination requirement.
- h. Pre-kindergarten teaching experience will not be accepted in lieu of the student teaching requirement.
- i. 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 upper level teacher education courses from Felician prior to student teaching. Felician does not allow a student to enroll in the teacher education program only to complete student teaching.

\* The School of Education will review each candidate on an individual basis.

#### **Field Placement Procedures**

The Director of the Office of Field Placement provides and secures all pre-service and student teaching field placements/ assignments. Teacher Education students are required to complete and submit a Personal Data Form (PDF) to the Office of Placement. A current PDF is submitted each semester. The field/school placements and settings are varied and complement the teacher education student's level and program.

1. All teacher education students must have field experience in an urban and special education setting.
2. Field experience cannot be waived.
3. Transfer and Bachelor for Working Adult students must enroll in EDU 301 Transition into Teaching. Undergraduate education cohort students must comply with all field/seminar requirements particular to their education degree program.
4. Toddler and day-care experience cannot be accepted in lieu of the field experience.
5. Pre-kindergarten is not an acceptable setting for the EDU 304 (Junior Practicum) requirements for TEC and education cohort students.
6. A student who is employed in an accredited educational site, may request a change of class setting within the employment site for one field course. An appropriate grade-level setting will be obtained for the student by the 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.



**Student Teaching 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 been or is currently employed in a requested school/town/district.
2. 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.
3. A student has children attending a school in a requested school/town/district.
4. A student has a relative employed in a requested school/town/district
5. A student has any other affiliation with any of the requested schools/towns/districts.

A student who fails to indicate any of the above information on the Student Teaching Application Form/Student Teaching Request for Placement Form, which is processed by the Office of Placement, will jeopardize his/her student teaching placement. Termination of the student teaching placement will result in violation of this policy and may require the student to repeat the student teaching experience the following semester.

\*Extenuating circumstance will be evaluated on a case-by-case basis at the discretion of the Dean of the School of Education.

**School of Education Bachelor of Arts Degree in Education**

**Instructional Certificate – Elementary Endorsement (K-5) Art Co-Major**

(Subject to New Jersey Department of Education revisions for courses, and New Jersey Licensing Codes)

COURSE #	COURSE TITLE	CREDITS
<b><u>Developmental Courses (In House Credits Only):</u></b>		<b><u>Total Credits</u></b>
ENG 001	Developmental Writing I	(5) 0
ENG 002/101	Reading and Writing Workshop	(3) 3
ENG 005/105	Reading Comprehensive/Reading Seminar	(3) 1
MATH 001	Basic Skills in Mathematics (Pre-Algebra)	(4) 0
MATH 002	Basic Skills in Mathematics (Algebra)	(4) 0
<b><u>General Education:</u></b>		<b><u>Total Credits</u></b>
FYE 100	First Year Experience (Fall)	1
FYE 101	First Year Experience (Spring: Declared Education Students <i>Exempt</i> Spring Semester)	1/0
ENG 101	Writing the College Essay	3
ENG 102	Introduction to the Study of Literature	3
RELS ___	Religious Studies (100 or 200 Level)	3
RELS ___	Religious Studies (300 or 400 Level)	3
HIST ___	History Elective	3
ART/MUSIC	Creative Arts	3
MT 114	Mathematical Explorations	4
___	Lab Science	4
CS 102	Computer Applications for Educators	4
PSYC 202	Social Science – Adolescent Psychology	3
___	Social Science Elective (Economics, PSC, Psychology or Sociology)	3
<b><u>Core Curriculum:</u></b>		<b><u>Total Credits</u></b>
CORE 200	Culture and Diversity	3
CORE 350	Applied Ethical Reasoning: Classic to Modern Literature	3
CORE 375	Journeys to Selfhood: Classic to Modern Literature	3
CORE 400	The Franciscan Vision: Self, Service, and Society	3

<b>Professional Courses:</b>		<b>Total Credits</b>	<b>35</b>
EDU 100	Freshman Field Experience and Seminar (Fall)		1
EDU 101	Freshman Field Experience and Seminar (Spring)		1
EDU 200	Sophomore Field Experience and Seminar (Fall)		1
EDU 201	Sophomore Field Experience and Seminar (Spring)		1
EDU 205	Professional Assessment and Outcomes: Documentation Through Portfolio Design		
EDU 220	Introduction to Special Needs in Home, School and Community		3
EDU 301	Transition Into Teaching (Transfer/Upper Level Students Only)		3
EDU 302	Junior Field Experience and Seminar		2
EDU 303	School Curriculum: Reading/Language Arts		3
EDU 304	Junior Practicum: Language Arts and Science in the Inclusive Classroom		3
EDU 305 or	The Young Child and Emergent Literacy for Diverse Learners		
EDU 306 or	Reading in the Content Areas		3
EDU 308	Reading Diagnosis and Remediation for Exceptional Learners		
EDU 320	Educational Assessment Techniques		3
EDU 400	Senior Field Experience and Seminar		2
EDU 402	School Curriculum: Mathematics		3
EDU 403	Student Teaching Seminar		2
EDU 404	Student Teaching		4
<b>Related Requirements:</b>		<b>Total Credits</b>	<b>17</b>
EDU 102	Communication for Professionals		3
ENG 220	Children's Literature		3
PE 150	Physiology, Hygiene and Nutrition (Successful Completion of Test)		2
PH 200	Philosophical Foundations of Education		3
PSYC 201	Introduction to Child Development		3
PSYC 301	Educational Psychology		3
<b>Foundations:</b>		<b>Total Credits</b>	<b>12</b>
ART 101	Drawing and Composition		3
ART 102	Design and Color		3
ART 103 or	Form, Space, and Time		
ART 235	3-D Design		3
ART 104 or	Digital Methods		
ART 240	Introduction to Computer Graphics		3
<b>Art History:</b>		<b>Total Credits</b>	<b>12</b>
ART 151	Art History I: Paleolithic to Gothic		3
ART 152	Art History II: Renaissance to Impressionism		3
ART 153 or	Art History III: Modernism to Contemporary		
ART 360	Modern and Contemporary Art		3
.....	<b>and 3 credits from the following (chosen with Advisor):</b>		
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>Concentration: Fine Arts:</b>		<b>Total Credits</b>	<b>15</b>
ART 201	Introduction to Printmaking		3
ART 272	Painting I		3
ART 273	Photography 1		3
ART 236	Ceramics I or ART-341 Sculpture		3
ART Elective			3
<b>Seminar – 6 Credits:</b>		<b>Total Credits</b>	<b>6</b>
ART 301	Junior Seminar		3
ART 449	Senior Seminar		3
<b>TOTAL CREDITS: 147 Credits</b>			

School of Education Bachelor of Arts Degree in Education

**Instructional Certificate – Elementary Endorsement (K-5) English Co-Major**

(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 Only):</b>		<b>Total Credits (19) 4</b>
ENG 001	Developmental Writing I	(5) 0
ENG 002/101	Reading and Writing Workshop	(3) 3
ENG 005/105	Reading Comprehensive/Reading Seminar	(3) 1
MATH 001	Basic Skills in Mathematics (Pre-Algebra)	(4) 0
MATH 002	Basic Skills in Mathematics (Algebra)	(4) 0
<b>General Education:</b>		<b>Total Credits 38</b>
FYE 100	First Year Experience (Fall)	1
FYE 101	First Year Experience (Spring: Declared Education Students <i>Exempt</i> Spring Semester)	1/0
ENG 101	Writing the College Essay	3
ENG 102	Introduction to the Study of Literature	3
RELS ____	Religious Studies (100 or 200 Level)	3
RELS ____	Religious Studies (300 or 400 Level)	3
HIST ____	History Elective	3
ART/MUSIC	Creative Arts	3
MATH 114	Mathematical Explorations	4
____	Lab Science	4
CS 102	Computer Applications for Educators	4
PSYC 201	Social Science – Introduction to Child Development	3
____	Social Science Elective (Economics, PSC, Psychology or Sociology)	3
<b>Core Curriculum</b>		<b>Total Credits 12</b>
CORE 200	Culture and Diversity	3
CORE 350	Applied Ethical Reasoning: Classic to Modern Literature	3
CORE 375	Journeys to Selfhood: Classic to Modern Literature	3
CORE 400	The Franciscan Vision: Self, Service, and Society	3
<b>Professional Courses:</b>		<b>Total Credits 35</b>
EDU 100	Freshman Field Experience and Seminar (Fall)	1
EDU 101	Freshman Field Experience and Seminar (Spring)	1
EDU 200	Sophomore Field Experience and Seminar (Fall)	1
EDU 201	Sophomore Field Experience and Seminar (Spring)	1
EDU 205	Professional Assessment and Outcomes: Documentation Through Portfolio Design	
EDU 220	Introduction to Special Needs in Home, School and Community	3
EDU 301	Transition Into Teaching (Transfer/Upper Level Students Only)	3
EDU 302	Junior Field Experience and Seminar	2
EDU 303	School Curriculum: Reading/Language Arts	3
EDU 304	Junior Practicum and Inquiry Based Learning: Language Arts and Science in the Inclusive Classroom	3
EDU 305 <i>or</i>	The Young Child and Emergent Literacy for Diverse Learners	
EDU 306 <i>or</i>	Reading in the Content Areas	3
EDU 308	Reading Diagnosis and Remediation for Exceptional Learners	
EDU 320	Educational Assessment Techniques	3
EDU 400	Senior Field Experience and Seminar	2
EDU 402	School Curriculum: Mathematics	3
EDU 403	Student Teaching Seminar	2
EDU 404	Student Teaching	4

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<b><u>Related Requirements:</u></b>	<b><u>Total Credits</u></b>	<b>14</b>
EDU 102	Communication for Professionals	3
ENG 220	Children’s Literature	3
PE 150	Physiology, Hygiene and Nutrition (Successful Completion of Test)	2
PHIL 200	Philosophical Foundations of Education	3
PSYC 201	Introduction to Child Development	3
<b><u>English Requirements:</u></b>	<b><u>Total Credits</u></b>	<b>27</b>
ENG 201	Literatures in English I	3
ENG 202	Literatures in English II	3
ENG 315	Shakespeare	3
ENG 480	Critical Perspectives in Literature	3
ENG 490	Senior Research in English	3
<b><i>Selection 1 Course (3 Credits) from each of the following areas:</i></b>	<b><u>Total Credits</u></b>	<b>15</b>
<b>AREA I – Medieval – English Requirement (3 credits)</b>		
ENG 301	King Arthur in History and Myth	3
ENG 305	Chaucer	3
ENG 310	History of the English Language: Old and Middle English	3
ENG 312	Literature of the Saints	3
ENG 347	Myths, Fairy Tales and Medieval Romance	3
<b>AREA 2 – Renaissance – English Requirement (3 credits)</b>		
ENG 215	The Drama	3
ENG 315	Milton	3
ENG 320	Seventeenth (17 <sup>th</sup> ) Century Literature	3
ENG 347	Myths, Fairy Tales and Medieval Romance	3
<b>AREA 3 – Eighteenth and Nineteenth Centuries – English Requirement (3 credits)</b>		
ENG 210	History of the Novel	3
ENG 313	Dickenson and Frost	3
ENG 330	18 <sup>th</sup> Century Literature	3
ENG 340	Romanticism	3
ENG 345	The Victorian Age	3
ENG 371	Autobiography	3
ENG 383	African-American Literature	3
<b>AREA 4 – Modern to Post-Modern – English Requirement (3 credits)</b>		
ENG 370	Twentieth Century Prose	3
ENG 371	Autobiography	3
ENG 372	Cinema and Literature	3
ENG 375	Twentieth Century Poetry	3
ENG 380	Postmodern 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><u>Additional English Requirements:</u></b>	<b><u>Total Credits</u></b>	<b>9</b>
ENG 310	History of the English Language: Old and Middle English ( <i>Also Area I</i> )	3
ENG 383	African American Literature ( <i>Also Areas 3 and 4</i> )	3
PSYC 301	Educational Psychology	3

**TOTAL CREDITS: 133 Credits**

School of Education Bachelor of Arts Degree in Education

**Instructional Certificate – Elementary Endorsement (K-5) Mathematics Co-Major**

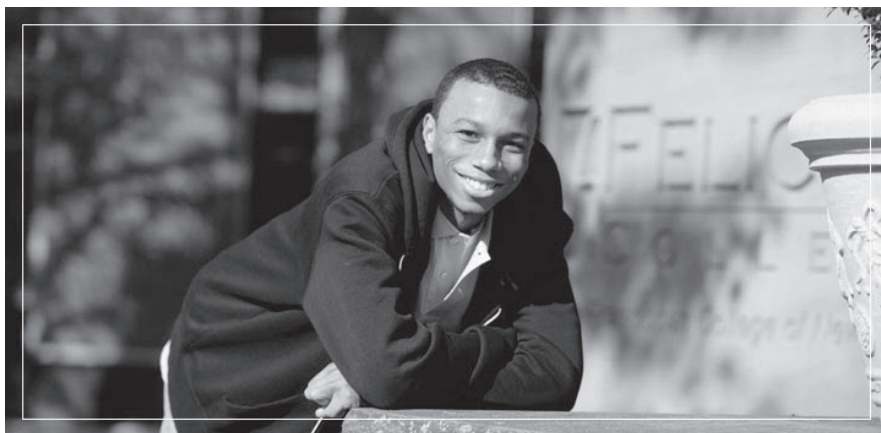
(Subject to New Jersey Department of Education revisions for courses, and New Jersey Licensing Codes)

COURSE #	COURSE TITLE	CREDITS
<b><u>Developmental Courses (In House Credits Only):</u></b>		<b><u>Total Credits</u></b> (19) 4
ENG 001	Developmental Writing I	(5) 0
ENG 002/101	Reading and Writing Workshop	(3) 3
ENG 005/105	Reading Comprehensive/Reading Seminar	(3) 1
MATH 001	Basic Skills in Mathematics (Pre-Algebra)	(4) 0
MATH 002	Basic Skills in Mathematics (Algebra)	(4) 0
<b><u>General Education:</u></b>		<b><u>Total Credits</u></b> 38
FYE 100	First Year Experience (Fall)	1
FYE 101	First Year Experience (Spring: Declared Education Students <i>Exempt</i> Spring Semester)	1/0
ENG 101	Writing the College Essay	3
ENG 102	Introduction to the Study of Literature	3
RELS ____	Religious Studies (100 or 200 Level)	3
RELS ____	Religious Studies (300 or 400 Level)	3
HIST ____	History Elective	3
ART/MUSIC	Creative Arts	3
MATH 122	Statistics I	4
PHYS 103	Lab Science	4
CS 102	Computer Applications for Educators	4
PSYC 201	Social Science – Introduction to Child Development	3
	Social Science Elective (Economics, PSC, Psychology or Sociology)	3
<b><u>Core Curriculum</u></b>		<b><u>Total Credits</u></b> 12
CORE 200	Culture and Diversity	3
CORE 350	Applied Ethical Reasoning: Classic to Modern Literature	3
CORE 375	Journeys to Selfhood: Classic to Modern Literature	3
CORE 400	The Franciscan Vision: Self, Service, and Society	3
<b><u>Professional Courses:</u></b>		<b><u>Total Credits</u></b> 35
EDU 100	Freshman Field Experience and Seminar (Fall)	1
EDU 101	Freshman Field Experience and Seminar (Spring)	1
EDU 200	Sophomore Field Experience and Seminar (Fall)	1
EDU 201	Sophomore Field Experience and Seminar (Spring)	1
EDU 205	Professional Assessment and Outcomes: Documentation Through Portfolio Design	
EDU 220	Introduction to Special Needs in Home, School and Community	3
EDU 301	Transition Into Teaching (Transfer/Upper Level Students Only)	3
EDU 302	Junior Field Experience and Seminar	2
EDU 303	School Curriculum: Reading/Language Arts	3
EDU 304	Junior Practicum and Inquiry Based Learning: Language Arts and Science in the Inclusive Classroom	3
EDU 305 <i>or</i>	The Young Child and Emergent Literacy for Diverse Learners <i>or</i>	
EDU 306 <i>or</i>	Reading in the Content Areas <i>or</i>	3
EDU 308	Reading Diagnosis and Remediation for Exceptional Learners	
EDU 320	Educational Assessment Techniques	3
EDU 400	Senior Field Experience and Seminar	2
EDU 402	School Curriculum: Mathematics	3
EDU 403	Student Teaching Seminar	2
EDU 404	Student Teaching	4

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<b><u>Related Requirements:</u></b>		<b><u>Total Credits</u></b>	<b>11</b>
EDU 102	Communication for Professionals		3
ENG 220	Children's Literature		3
PE 150	Physiology, Hygiene and Nutrition (Successful Completion of Test)		2
PHIL 200	Philosophical Foundations of Education		3
<b><u>Math Requirements</u></b>		<b><u>Total Credits</u></b>	<b>39-40</b>
MATH 122	Statistics I ( <i>Under General Ed. Requirements</i> )		N/A
MATH 161	Pre-calculus (Will accept AP grade of 3 or higher in calculus)		4
MATH 231	Geometry		3
MATH 241	Discrete Mathematics		3
MATH 243	Matrix Theory		4
MATH 262	Calculus I		4
MATH 263	Calculus II		4
MATH 300/400	Mathematic Elective: (Recommend: Math 434, Abstract Algebra)		3/4
MATH 332	History of Mathematics		3
MATH 380	Mathematical Reasoning and Assessment		3
MATH 433	Linear and Modern Algebra		4
MATH 495	Senior Capstone		4
<b><u>Mathematics Related Requirements:</u></b>		<b><u>Total Credits</u></b>	<b>4</b>
PHYS 103	General Physics I ( <i>Under General Lab Science</i> )		N/A
PHYS 104	General Physics II		4

**TOTAL CREDITS: 139 - 140 Credits**



School of Education Bachelor of Arts Degree in Education

**Instructional Certificate – Elementary Endorsement (K-5) Music Co-Major**

(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>Developmental Courses (In House Credits Only):</u></b>		<b><u>Total Credits</u></b>
ENG 001	Developmental Writing I	(19) 4
ENG 002/101	Reading and Writing Workshop	(5) 0
ENG 005/105	Reading Comprehensive/Reading Seminar	(3) 3
MATH 001	Basic Skills in Mathematics (Pre-Algebra)	(3) 1
MATH 002	Basic Skills in Mathematics (Algebra)	(4) 0
		(4) 0
<b><u>General Education:</u></b>		<b><u>Total Credits</u></b>
FYE 100	First Year Experience (Fall)	38
FYE 101	First Year Experience (Spring: Declared Education Students <i>Exempt</i> Spring Semester)	1/0
ENG 101	Writing the College Essay	3
ENG 102	Introduction to the Study of Literature	3
RELS ____	Religious Studies (100 or 200 Level)	3
RELS ____	Religious Studies (300 or 400 Level)	3
HIST ____	History Elective	3
ART/MUSIC	Creative Arts	3
MATH 114	Mathematical Explorations	4
____	Lab Science	4
CS 102	Computer Applications for Educators	4
PSYC 201	Social Science – Introduction to Child Development	3
____	Social Science Elective (Economics, PSC, Psychology or Sociology)	3
<b><u>Core Curriculum</u></b>		<b><u>Total Credits</u></b>
CORE 200	Culture and Diversity	12
CORE 350	Applied Ethical Reasoning: Classic to Modern Literature	3
CORE 375	Journeys to Selfhood: Classic to Modern Literature	3
CORE 400	The Franciscan Vision: Self, Service, and Society	3
<b><u>Professional Courses:</u></b>		<b><u>Total Credits</u></b>
EDU 100	Freshman Field Experience and Seminar (Fall)	35
EDU 101	Freshman Field Experience and Seminar (Spring)	1
EDU 200	Sophomore Field Experience and Seminar (Fall)	1
EDU 201	Sophomore Field Experience and Seminar (Spring)	1
EDU 205	Professional Assessment and Outcomes: Documentation Through Portfolio Design	
EDU 220	Introduction to Special Needs in Home, School and Community	3
EDU 301	Transition Into Teaching (Transfer/Upper Level Students Only)	3
EDU 302	Junior Field Experience and Seminar	2
EDU 303	School Curriculum: Reading/Language Arts	3
EDU 304	Junior Practicum and Inquiry Based Learning: Language Arts and Science in the Inclusive Classroom	3
EDU 305 <i>or</i>	The Young Child and Emergent Literacy for Diverse Learners <i>or</i>	
EDU 306 <i>or</i>	Reading in the Content Areas <i>or</i>	3
EDU 308	Reading Diagnosis and Remediation for Exceptional Learners	
EDU 320	Educational Assessment Techniques	3
EDU 400	Senior Field Experience and Seminar	2
EDU 402	School Curriculum: Mathematics	3
EDU 403	Student Teaching Seminar	2
EDU 404	Student Teaching	4

<b><u>Related Requirements:</u></b>		<b><u>Total Credits</u></b>	<b>11</b>
EDU 102	Communication for Professionals		3
ENG 220	Children's Literature		3
PE 150	Physiology, Hygiene and Nutrition (Successful Completion of Test)		2
PHIL 200	Philosophical Foundations of Education		3
<b><u>Theory</u></b>		<b><u>Total Credits</u></b>	<b>30</b>
MUS 130 *	Theory I		3
MUS 131	Theory II		3
MUS 132	Aural Skills I		1
MUS 133	Aural Skills II		1
<b><u>History:</u></b>			
MUS 105	World Music		3
MUS 455	History and Literature of Music I		3
MUS 456	History and Literature of Music II		3
<b><u>Performance:</u></b>			
MUS 121-122; 221-222; 321- 322	Vocal Ensemble I-VI 0.5 credits per semester <i>or</i>		3
MUS 141-142, 241-242, 341- 342	Instrumental Ensemble I-VI		3
MUS 150-151; 250-251; 350- 351	Applied Music 1 credit per semester (primary instrument lessons)		6
MUS 135	Keyboard Skills I		1
MUS 136	Keyboard Skills II		1
MUS 235	Piano Proficiency		1
<b><u>Capstone Course:</u></b>			
MUS 460	Senior Project		1

**Total Credits: 127-131**

\*Prerequisite for MUS 130: MUS 101 Foundations of Music (Placement exam will determine student exemption from course.)

Gen Ed Creative Elective: MUS 325 Music Technology



## School of Education Bachelor of Arts Degree in Education

**Instructional Certificate – Elementary Endorsement (K-5) Science Co-Major**

(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 Only):</b>		<b>Total Credits (19) 4</b>
ENG 001	Developmental Writing I	(5) 0
ENG 002/101	Reading and Writing Workshop	(3) 3
ENG 005/105	Reading Comprehensive/Reading Seminar	(3) 1
MATH 001	Basic Skills in Mathematics (Pre-Algebra)	(4) 0
MATH 002	Basic Skills in Mathematics (Algebra)	(4) 0
<b>General Education:</b>		<b>Total Credits 38</b>
FYE 100	First Year Experience (Fall)	1
FYE 101	First Year Experience (Spring: Declared Education Students <i>Exempt</i> Spring Semester)	1/0
ENG 101	Writing the College Essay	3
ENG 102	Introduction to the Study of Literature	3
RELS ____	Religious Studies (100 or 200 Level)	3
RELS ____	Religious Studies (300 or 400 Level)	3
HIST ____	History Elective	3
ART/MUSIC	Creative Arts	3
MATH 160	College Algebra	4
BIO 103	General Biology I	4
CS 102	Computer Applications for Educators	4
PSYC 201	Social Science – Introduction to Child Development	3
	Social Science Elective (Economics, PSC, Psychology or Sociology)	3
<b>Core Curriculum</b>		<b>Total Credits 12</b>
CORE 200	Culture and Diversity	3
CORE 350	Applied Ethical Reasoning: Classic to Modern Literature	3
CORE 375	Journeys to Selfhood: Classic to Modern Literature	3
CORE 400	The Franciscan Vision: Self, Service, and Society	3
<b>Professional Courses:</b>		<b>Total Credits 35</b>
EDU 100	Freshman Field Experience and Seminar (Fall)	1
EDU 101	Freshman Field Experience and Seminar (Spring)	1
EDU 200	Sophomore Field Experience and Seminar (Fall)	1
EDU 201	Sophomore Field Experience and Seminar (Spring)	1
EDU 205	Professional Assessment and Outcomes: Documentation Through Portfolio Design	
EDU 220	Introduction to Special Needs in Home, School and Community	3
EDU 301	Transition Into Teaching (Transfer/Upper Level Students Only)	3
EDU 302	Junior Field Experience and Seminar	2
EDU 303	School Curriculum: Reading/Language Arts	3
EDU 304	Junior Practicum and Inquiry Based Learning: Language Arts and Science in the Inclusive Classroom	3
EDU 305 <i>or</i>	The Young Child and Emergent Literacy for Diverse Learners <i>or</i>	
EDU 306 <i>or</i>	Reading in the Content Areas <i>or</i>	3
EDU 308	Reading Diagnosis and Remediation for Exceptional Learners	
EDU 320	Educational Assessment Techniques	3
EDU 400	Senior Field Experience and Seminar	2
EDU 402	School Curriculum: Mathematics	3
EDU 403	Student Teaching Seminar	2
EDU 404	Student Teaching	4

<b><u>Related Requirements:</u></b>		<b><u>Total Credits</u></b>	<b>15</b>
EDU 102	Communication for Professionals		3
ENG 220	Children’s Literature		3
PE 150	Physiology, Hygiene and Nutrition (Successful Completion of Test)		2
PHIL 200	Philosophical Foundations of Education		3
PSYC 201	Introduction to Child Development		3
<b><u>Science Requirements</u></b>		<b><u>Total Credits</u></b>	<b>28</b>
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		4
<b><u>Related Math Requirements</u></b>		<b><u>Total Credits</u></b>	<b>4</b>
MATH 160	College Algebra ( <i>Under General Education</i> )		N/A
MATH 161	Precalculus		4

**TOTAL CREDITS 128 Credits**

**School of Education Bachelor of Arts Degree in Education**

**Instructional Certificate – Elementary Endorsement (K-5) Social Studies Co-Major**

(Subject to New Jersey Department of Education revisions for courses, and New Jersey Licensing Codes)

COURSE #	COURSE TITLE	<b><u>Total Credits</u></b>	<b><u>CREDITS</u></b>
<b><u>Developmental Courses (In House Credits Only):</u></b>			<b>(19) 4</b>
ENG 001	Developmental Writing I		(5) 0
ENG 002/101	Reading and Writing Workshop		(3) 3
ENG 005/105	Reading Comprehensive/Reading Seminar		(3) 1
MATH 001	Basic Skills in Mathematics (Pre-Algebra)		(4) 0
MATH 002	Basic Skills in Mathematics (Algebra)		(4) 0
<b><u>General Education:</u></b>		<b><u>Total Credits</u></b>	<b>38</b>
FYE 100	First Year Experience (Fall)		1
FYE 101	First Year Experience (Spring: Declared Education Students <i>Exempt</i> Spring Semester)		1/0
ENG 101	Writing the College Essay		3
ENG 102	Introduction to the Study of Literature		3
RELS ____	Religious Studies (100 or 200 Level)		3
RELS ____	Religious Studies (300 or 400 Level)		3
HIST 104	World War I to Present		3
ART/MUSIC	Creative Arts		3
MATH 114	Mathematical Explorations		4
____	Lab Science		4
CS 102	Computer Applications for Educators		4
PSYC 201	Social Science – Introduction to Child Development		3
____	Social Science Elective (Economics, PSC, Psychology or Sociology)		3
<b><u>Core Curriculum</u></b>		<b><u>Total Credits</u></b>	<b>12</b>
CORE 200	Culture and Diversity		3
CORE 350	Applied Ethical Reasoning: Classic to Modern Literature		3
CORE 375	Journeys to Selfhood: Classic to Modern Literature		3
CORE 400	The Franciscan Vision: Self, Service, and Society		3

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<b>Professional Courses:</b>		<b><u>Total Credits</u></b>	<b>35</b>
EDU 100	Freshman Field Experience and Seminar (Fall)		1
EDU 101	Freshman Field Experience and Seminar (Spring)		1
EDU 200	Sophomore Field Experience and Seminar (Fall)		1
EDU 201	Sophomore Field Experience and Seminar (Spring)		1
EDU 205	Professional Assessment and Outcomes: Documentation Through Portfolio Design		
EDU 220	Introduction to Special Needs in Home, School and Community		3
EDU 301	Transition Into Teaching (Transfer/Upper Level Students Only)		3
EDU 302	Junior Field Experience and Seminar		2
EDU 303	School Curriculum: Reading/Language Arts		3
EDU 304	Junior Practicum and Inquiry Based Learning: Language Arts and Science in the Inclusive Classroom		3
EDU 305 <i>or</i>	The Young Child and Emergent Literacy for Diverse Learners <i>or</i>		
EDU 306 <i>or</i>	Reading in the Content Areas <i>or</i>		3
EDU 308	Reading Diagnosis and Remediation for Exceptional Learners		
EDU 320	Educational Assessment Techniques		3
EDU 400	Senior Field Experience and Seminar		2
EDU 402	School Curriculum: Mathematics		3
EDU 403	Student Teaching Seminar		2
EDU 404	Student Teaching		4
<b>Related Requirements:</b>		<b><u>Total Credits</u></b>	<b>11</b>
EDU 102	Communication for Professionals		3
ENG 220	Children’s Literature		3
PE 150	Physiology, Hygiene and Nutrition (Successful Completion of Test)		2
PHIL 200	Philosophical Foundations of Education		3
<b>Social Studies Requirements:</b>		<b><u>Total Credits</u></b>	<b>30</b>
HIST 102 <i>or</i>	Renaissance, Reformation to the French Revolution (in consultation with advisor)		3
HIST 103	The Age of Nationalism		
HIST 104	World War I to Present ( <i>Under General Education Requirements</i> )		N/A
HIST 110 <i>or</i>	World Geography and Culture (In consultation with advisor) <i>or</i>		
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 <i>or</i>	Women in History (in consultation with advisor) <i>or</i>		
HIST 390	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 Social Studies Requirements:</b>		<b><u>Total Credits</u></b>	<b>6</b>
SOC 307	Sociology of Education		3
SOC 251	Family Violence/Domestic Abuse		3
PSYC 301	Educational Psychology		3

**TOTAL CREDITS: 132 Credits**

School of Education Bachelor of Arts Degree in Education

**Instructional Certificate – Elementary Education (K-5)  
and Preschool through Grade Three Endorsement**

(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 Only):</b>		<b>19 (4)</b>
ENG 001	Developmental Writing I	(5) 0
ENG 002/101	Reading and Writing Workshop	(3) 3
ENG 005/105	Reading Comprehensive/Reading Seminar	(3) 1
MATH 001	Basic Skills in Mathematics (Pre-Algebra)	(4) 0
MATH 002	Basic Skills in Mathematics (Algebra)	(4) 0
<b>General Education:</b>		<b>37 - 38</b>
FYE 100	First Year Experience (Fall)	1
FYE 101	First Year Experience (Spring: Declared Education Students <i>Exempt</i> Spring Semester)	1/0
ENG 101	Writing the College Essay	3
ENG 102	Introduction to the Study of Literature	3
RELS ____	Religious Studies: 100 or 200 Level	3
RELS ____	Religious Studies: 300 or 400 Level	3
HIST ____	History Elective	3
ART/MUS	Creative Arts Elective	3
MATH ____	Mathematic Elective	4
____	Lab Science	4
CS 102	Computer Applications for Educators	4
SS ____	Social Science Elective: Economics, Political Science, Psychology or Sociology	3
SS ____	Social Science Elective: Economics, Political Science, Psychology or Sociology	3
<b>Core Curriculum:</b>		<b>12</b>
CORE 200	Culture and Diversity	3
CORE 350	Applied Ethical Reasoning	3
CORE 375	Journeys to Selfhood: Classic to Modern Literature	3
CORE 400	The Franciscan Vision: Self, Service, and Society	3
<b>Professional Courses:</b>		<b>36</b>
EDU 100	Freshman Field Experience and Seminar (Fall)	1
EDU 101	Freshman Field Experience and Seminar (Spring)	1
EDU 200	Sophomore Field Experience and Seminar (Fall)	1
EDU 201	Sophomore Field Experience and Seminar (Spring)	1
EDU 205	Professional Assessment and Outcomes: Documentation through Portfolio Design	1
EDU 220	Introduction to Special Needs in Home, School and Community	3
EDU 301	Transition Into Teaching (Transfer/Upper Level Students Only)	3
EDU 302	Junior Field Experience and Seminar (Taken concurrently with EDU 303)	2
EDU 303	School Curriculum: Reading/Language Arts	3
EDU 304	Junior Practicum and Inquiry Based Learning; Language Arts and Science in the Inclusive Classroom	3
EDU 305	The Young Child and Emergent Literacy for Diverse Learners	3
EDU 320	Educational Assessment Techniques	3
EDU 400	Senior Field Experience and Seminar	2
EDU 402	School Curriculum: Mathematics	3
EDU 403	Student Teaching Seminar	2
EDU 404	Student Teaching	4

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<b><u>Endorsement Requirements:</u></b>		<b><u>Total Credits</u></b>	<b>8</b>
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
<b><u>Related Requirements:</u></b>		<b><u>Total Credits</u></b>	<b>17</b>
EDU 102	Communication for Educators		3
ENG 220	Children's Literature		3
PE 150	Physiology, Hygiene and Nutrition <i>(Or Successful Completion of NJ State Test)</i>		2
PHIL 200	Philosophical Foundations of Education		3
PSYC 201	Introduction to Child Development		3
PSYC 301	Educational Psychology		3

**TOTAL CREDITS: 110 - 111 Credits**

\*Plus related content area credit requirements

**School of Education Bachelor of Arts Degree in Education**

**Instructional Certificate – Elementary Endorsement (K-5) 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>CREDIT:</b>
<b><u>Developmental Courses (In House Credits Only):</u></b>		<b><u>Total Credits</u></b> (19) (4)
ENG 001	Developmental Writing I	(5) 0
ENG 002/101	Reading and Writing Workshop	(3) 3
ENG 005/105	Reading Comprehensive/Reading Seminar	(3) 1
MATH 001	Basic Skills in Mathematics (Pre-Algebra)	(4) 0
MATH 002	Basic Skills in Mathematics (Algebra)	(4) 0
<b><u>General Education:</u></b>		<b><u>Total Credits</u></b> 37 - 38
FYE 100	First Year Experience (Fall)	1
FYE 101	First Year Experience (Spring; Declared Education Students <i>Exempt</i> Spring Semester)	1/0
ENG 101	Writing the College Essay	3
ENG 102	Introduction to the Study of Literature	3
RELS ____	Religious Studies: 100 or 200 Level	3
RELS ____	Religious Studies: 300 or 400 Level	3
HIST 104	World War I to Present	3
ART/MUS	Creative Arts Elective	3
MATH 114	Mathematical Explorations	4
____	Lab Science	4
CS 102	Computer Applications for Educators	4
SS ____	Social Science Elective: Economics, Political Science, Psychology or Sociology	3
SS ____	Social Science: PSYC 201, Intro. to Child Development	3
<b><u>Core Curriculum:</u></b>		<b><u>Total Credits</u></b> 12
CORE 200	Culture and Diversity	3
CORE 350	Applied Ethical Reasoning	3
CORE 375	Journeys to Selfhood: Classic to Modern Literature	3
CORE 400	The Franciscan Vision: Self, Service, and Society	3

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<b><u>Professional Courses:</u></b>		<b><u>Total Credits</u></b>	<b>36</b>
EDU 100	Freshman Field Experience and Seminar (Fall)		1
EDU 101	Freshman Field Experience and Seminar (Spring)		1
EDU 200	Sophomore Field Experience and Seminar (Fall)		1
EDU 201	Sophomore Field Experience and Seminar (Spring)		1
EDU 205	Professional Assessment and Outcomes: Documentation through Portfolio Design		1
EDU 220	Introduction to Special Needs in Home, School and Community		3
EDU 301	Transition Into Teaching (Transfer/Upper Level Students Only)		3
EDU 302	Junior Field Experience and Seminar (Taken concurrently with EDU 303)		2
EDU 303	School Curriculum: Reading/Language Arts		3
EDU 304	Junior Practicum and Inquiry Based Learning		3
EDU 308	Reading Diagnosis and Remediation for Exceptional Learners		3
EDU 320	Educational Assessment Techniques		3
EDU 400	Senior Field Experience and Seminar		2
EDU 402	School Curriculum: Mathematics		3
EDU 403	Student Teaching Seminar		2
EDU 404	Student Teaching		4
<b><u>Endorsement Requirements:</u></b>		<b><u>Total Credits</u></b>	<b>12</b>
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
<b><u>Professional Related Requirements:</u></b>		<b><u>Total Credits</u></b>	<b>14</b>
EDU 102	Communication for Educators		3
ENG 220	Children's Literature		3
PE 150	Physiology, Hygiene and Nutrition <i>(Or Successful Completion of NJ State Test)</i>		2
PHIL 200	Philosophical Foundations of Education		3
PSYC 301	Educational Psychology		3
<b><u>TOTAL CREDITS: 112 Credits</u></b>			



**School of Education Bachelor of Arts Degree in Education**

**Instructional Certificate – Elementary Endorsement (K-5) 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)

<b>COURSE #</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>
<b><u>Developmental Courses (In House Credits Only):</u></b>		<b><u>Total Credits</u> (17) (7)</b>
ENG 001	Developmental Writing I	(3) 3
ENG 002/101	Reading and Writing Workshop	(3) 1
ENG 005/105	Reading Comprehensive/Reading Seminar	(4) 0
MATH 001	Basic Skills in Mathematics (Pre-Algebra)	(4) 0
MATH 002	Basic Skills in Mathematics (Algebra)	(3) 3
<b><u>General Education:</u></b>		<b><u>Total Credits</u> 37 - 38</b>
FYE 100	First Year Experience (Fall)	1
FYE 101	First Year Experience (Spring; Declared Education Students <i>Exempt</i> Spring Semester)	1/0
ENG 101	Writing the College Essay	3
ENG 102	Introduction to the Study of Literature	3
RELS ____	Religious Studies: 100 or 200 Level	3
RELS ____	Religious Studies: 300 or 400 Level	3
HIST 104	World War I to Present	3
ART/MUS	Creative Arts Elective	3
MATH 114	Mathematical Explorations	4
____	Lab Science	4
CS 102	Computer Applications for Educators	4
PSYC 202	Adolescent Psychology (Certification Requirement)	3
SS ____	Social Science: PSCI 102, American Government <i>or</i> PSCI 290, The American Presidency	3
<b><u>Core Curriculum:</u></b>		<b><u>Total Credits</u> 12</b>
CORE 200	Culture and Diversity	3
CORE 350	Applied Ethical Reasoning	3
CORE 375	Journeys to Selfhood: Classic to Modern Literature	3
CORE 400	The Franciscan Vision: Self, Service, and Society	3
<b><u>Professional Courses:</u></b>		<b><u>Total Credits</u> 39</b>
EDU 100	Freshman Field Experience and Seminar (Fall)	1
EDU 101	Freshman Field Experience and Seminar (Spring)	1
EDU 200	Sophomore Field Experience and Seminar (Fall)	1
EDU 201	Sophomore Field Experience and Seminar (Spring)	1
EDU 205	Professional Assessment and Outcomes: Documentation through Portfolio Design	1
EDU 220	Introduction to Special Needs in Home, School and Community	3
EDU 301	Transition into Teaching (Transfer/Upper Level Students Only)	3
EDU 302	Junior Field Experience and Seminar (Taken concurrently with EDU 303)	2
EDU 303	School Curriculum: Reading/Language Arts	3
EDU 306	Reading in the Content Area	3
EDU 314	Junior Practicum and Inquiry Based Learning for the Secondary Student	3
EDU 320	Educational Assessment Techniques	3
EDU 400	Senior Field Experience and Seminar	2
EDU 402	School Curriculum: Mathematics	3
EDU 403	Student Teaching Seminar	2
EDU 404	Student Teaching	4

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<b>Professional Related Courses:</b>		<b>Total Credits</b>	<b>14</b>
EDU 102	Communication for Educators		3
ENG 220	Children's Literature		3
PE 150	Physiology, Hygiene and Nutrition <i>(Or Successful Completion of NJ State Test)</i>		2
PHIL 200	Philosophical Foundations of Education		3
PSYC 301	Educational Psychology		3
<b>English Requirements:</b>		<b>Total Credits</b>	<b>27</b>
ENG 201	Literatures in English I		3
ENG 202	Literatures in English II		3
ENG 315	Shakespeare		3
ENG 480	Critical Perspectives on Literature		3
ENG 490	Senior Research in English		3
<i>Selection 1 Course (3 Credits) from each of the following areas:</i>			
<b>AREA I – Medieval – English Requirement (3 credits)</b>			
ENG 305	Chaucer		3
<b>AREA 2 – Renaissance – English Requirement (3 credits)</b>			
ENG 320	Seventeenth (17 <sup>th</sup> ) Century Literature		3
<b>AREA 3 – Eighteenth and Nineteenth Centuries – English Requirement (3 credits)</b>			
ENG 210	History of the Novel		3
ENG 345	Nineteenth Century Studies: The Victorian Age		3
<b>AREA 4 – Modern to Post-Modern – English Requirement (3 credits)</b>			
ENG 395	Modern Drama		3
<b>Additional English Requirements:</b>		<b>Total Credits</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

**TOTAL CREDITS: 135 - 136 Credits**

**School of Education Bachelor of Arts Degree in Education**

**Instructional Certificate – Elementary Endorsement (K-5)**  
**and Subject Matter Specialization Endorsement (5-8 Mathematics)**

(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 Only):</b>		<b>Total Credits (19) 4</b>
ENG 001	Developmental Writing I	(5) 0
ENG 002/101	Reading and Writing Workshop	(3) 3
ENG 005/105	Reading Comprehensive/Reading Seminar	(3) 1
MATH 001	Basic Skills in Mathematics (Pre-Algebra)	(4) 0
MATH 002	Basic Skills in Mathematics (Algebra)	(4) 0
<b>General Education:</b>		<b>Total Credits 37 - 38</b>
FYE 100	First Year Experience (Fall)	1
FYE 101	First Year Experience (Spring: Declared Education Students <i>Exempt</i> Spring Semester)	1/0
ENG 101	Writing the College Essay	3
ENG 102	Introduction to the Study of Literature	3
RELS ___	Religious Studies: 100 or 200 Level	3
RELS ___	Religious Studies: 300 or 400 Level	3

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HIST ____	History Elective	3
ART/MUS	Creative Arts Elective	3
MATH 122	Statistics I	4
PHYS 103	General Physics I	4
CS 102	Computer Applications for Educators	4
SS ____	Social Science Elective: Economics, Political Science, Psychology or Sociology	3
SS ____	Social Science Elective: Economics, Political Science, Psychology or Sociology	3
<b><u>Core Curriculum:</u></b>		<b><u>Total Credits</u></b>
CORE 200	Culture and Diversity	12
CORE 350	Applied Ethical Reasoning	3
CORE 375	Journeys to Selfhood: Classic to Modern Literature	3
CORE 400	The Franciscan Vision: Self, Service, and Society	3
<b><u>Professional Courses:</u></b>		<b><u>Total Credits</u></b>
EDU 100	Freshman Field Experience and Seminar (Fall)	1
EDU 101	Freshman Field Experience and Seminar (Spring)	1
EDU 200	Sophomore Field Experience and Seminar (Fall)	1
EDU 201	Sophomore Field Experience and Seminar (Spring)	1
EDU 205	Professional Assessment and Outcomes: Documentation through Portfolio Design	1
EDU 220	Introduction to Special Needs in Home, School and Community	3
EDU 301	Transition into Teaching (Transfer/Upper Level Students Only)	3
EDU 302	Junior Field Experience and Seminar (Taken concurrently with EDU (303)	2
EDU 303	School Curriculum: Reading/Language Arts	3
EDU 306	Reading in the Content Area	3
EDU 314	Junior Practicum and Inquiry Based Learning for Secondary Students	3
EDU 320	Educational Assessment Techniques	3
EDU 400	Senior Field Experience and Seminar	2
EDU 402	School Curriculum: Mathematics	3
EDU 403	Student Teaching Seminar	2
EDU 404	Student Teaching	4
<b><u>Mathematics Requirements:</u></b>		<b><u>Total Credits</u></b>
MATH 122	Statistics I ( <i>Under General Ed. Requirements</i> )	39 - 40
MATH 161	Pre-calculus (Will accept AP grade of 3 or higher in calculus)	N/A
MATH 231	Geometry I	4
MATH 241	Discrete Mathematics	3
MATH 243	Matrix Theory	3
MATH 262	Calculus I	4
MATH 263	Calculus II	4
MATH 300/400	Mathematic Elective: (Recommend: Math 434, Abstract Algebra)	3/4
MATH 332	History of Mathematics	3
MATH 380	Mathematical Reasoning and Assessment	3
MATH 433	Linear and Modern Algebra	4
MATH 495	Senior Capstone	4
<b><u>Mathematics Related Requirements:</u></b>		<b><u>Total Credits</u></b>
PHYS 103	General Physics I ( <i>Under General Lab Science</i> )	4
PHYS 104	General Physics II	N/A
<b><u>TOTAL CREDITS: 128 - 130 Credits</u></b>		4

School of Education Bachelor of Arts Degree in Education

**Instructional Certificate – Elementary Endorsement (K-5)  
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><u>Developmental Courses (In House Credits Only):</u></b>		<b><u>Total Credits</u> (19) 4</b>
ENG 001	Developmental Writing I	(5) 0
ENG 002/101	Reading and Writing Workshop	(3) 3
ENG 005/105	Reading Comprehensive/Reading Seminar	(3) 1
MATH 001	Basic Skills in Mathematics (Pre-Algebra)	(4) 0
MATH 002	Basic Skills in Mathematics (Algebra)	(4) 0
<b><u>General Education:</u></b>		<b><u>Total Credits</u> 37 - 38</b>
FYE 100	First Year Experience (Fall)	1
FYE 101	First Year Experience (Spring; Declared Education Students <i>Exempt</i> Spring Semester)	1/0
ENG 101	Writing the College Essay	3
ENG 102	Introduction to the Study of Literature	3
RELS ___	Religious Studies: 100 or 200 Level	3
RELS ___	Religious Studies: 300 or 400 Level	3
HIST ___	History Elective	3
ART/MUS	Creative Arts Elective	3
MATH 160	College Algebra	4
___	Lab Science Elective	4
CS 102	Computer Applications for Educators	4
PSYC 201	Introduction to Child Development	3
PSYC 202	Adolescent Psychology (Certification Requirement)	3
<b><u>Core Curriculum:</u></b>		<b><u>Total Credits</u> 12</b>
CORE 200	Culture and Diversity	3
CORE 350	Applied Ethical Reasoning	3
CORE 375	Journeys to Selfhood: Classic to Modern Literature	3
CORE 400	The Franciscan Vision: Self, Service, and Society	3
<b><u>Professional Courses:</u></b>		<b><u>Total Credits</u> 36</b>
EDU 100	Freshman Field Experience and Seminar (Fall)	1
EDU 101	Freshman Field Experience and Seminar (Spring)	1
EDU 200	Sophomore Field Experience and Seminar (Fall)	1
EDU 201	Sophomore Field Experience and Seminar (Spring)	1
EDU 205	Professional Assessment and Outcomes: Documentation through Portfolio Design	1
EDU 220	Introduction to Special Needs in Home, School and Community	3
EDU 301	Transition into Teaching (Transfer/Upper Level Students Only)	3
EDU 302	Junior Field Experience and Seminar (Taken concurrently with EDU (303)	2
EDU 303	School Curriculum: Reading/Language Arts	3
EDU 314	Junior Practicum for Secondary Students	3
EDU 306	Reading in the Content Area	3
EDU 320	Educational Assessment Techniques	3
EDU 400	Senior Field Experience and Seminar	2
EDU 402	School Curriculum: Mathematics	3
EDU 403	Student Teaching Seminar	2
EDU 404	Student Teaching	4

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<b><u>Professional Related Requirements</u></b>		<b><u>Total Credits</u></b>	<b>14</b>
EDU 102	Communication for Educators		3
ENG 220	Children's Literature		3
PE 150	Physiology, Hygiene and Nutrition ( <i>Or Successful Completion of NJ State Test</i> )		2
PHIL 200	Philosophical Foundations of Education		3
PSYC 301	Educational Psychology		3
<b><u>Science Requirements:</u></b>		<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		4
<b><u>Related Math Requirements:</u></b>		<b><u>Total Credits</u></b>	<b>4</b>
MATH 160	College Algebra ( <i>Under General Education</i> )		N/A
MATH 161	Precalculus		4

**TOTAL CREDITS: 135 - 136 Credits**

**School of Education Bachelor of Arts Degree in Education**

**Instructional Certificate – Elementary Endorsement (K-5)**  
**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><u>Developmental Courses (In House Credits Only):</u></b>		<b><u>Total Credits</u></b>
ENG 001	Developmental Writing I	(17) (7)
ENG 002/101	Reading and Writing Workshop	(3) 3
ENG 005/105	Reading Comprehensive/Reading Seminar	(3) 1
MATH 001	Basic Skills in Mathematics (Pre-Algebra)	(4) 0
MATH 002	Basic Skills in Mathematics (Algebra)	(4) 0
MATH 002	Basic Skills in Mathematics (Algebra)	(3) 3
<b><u>General Education:</u></b>		<b><u>Total Credits</u></b>
FYE 100	First Year Experience (Fall)	37 - 38
FYE 101	First Year Experience (Spring: Declared Education Students <i>Exempt</i> Spring Semester)	1
ENG 101	Writing the College Essay	1/0
ENG 102	Introduction to the Study of Literature	3
RELS ____	Religious Studies: 100 or 200 Level	3
RELS ____	Religious Studies: 300 or 400 Level	3
HIST 104	World War I to Present	3
ART/MUS	Creative Arts Elective	3
MATH 114	Mathematical Explorations	3
BIO 103	Biology I	4
CS 102	Computer Applications for Educators	4
PSYC 202	Adolescent Psychology (Certification Requirement)	4
SS ____	Social Science: PSCI 102, American Government <i>or</i> PSCI 290, The American Presidency	3

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<b><u>Core Curriculum:</u></b>		<b><u>Total Credits</u></b>	<b>12</b>
CORE 200	Culture and Diversity		3
CORE 350	Applied Ethical Reasoning		3
CORE 375	Journeys to Selfhood: Classic to Modern Literature		3
CORE 400	The Franciscan Vision: Self, Service, and Society		3
<b><u>Professional Courses:</u></b>		<b><u>Total Credits</u></b>	<b>39</b>
EDU 100	Freshman Field Experience and Seminar (Fall)		1
EDU 101	Freshman Field Experience and Seminar (Spring)		1
EDU 200	Sophomore Field Experience and Seminar (Fall)		1
EDU 201	Sophomore Field Experience and Seminar (Spring)		1
EDU 205	Professional Assessment and Outcomes: Documentation through Portfolio Design		1
EDU 220	Introduction to Special Needs in Home, School and Community		3
EDU 301	Transition into Teaching (Transfer/Upper Level Students Only)		3
EDU 302	Junior Field Experience and Seminar (Taken concurrently with EDU 303)		2
EDU 303	School Curriculum: Reading/Language Arts		3
EDU 314	Junior Practicum and Inquiry Based Learning for Secondary Students		3
EDU 306	Reading in the Content Area		3
EDU 320	Educational Assessment Techniques		3
EDU 400	Senior Field Experience and Seminar		2
EDU 402	School Curriculum: Mathematics		3
EDU 403	Student Teaching Seminar		2
EDU 404	Student Teaching		4
<b><u>Professional Related Courses:</u></b>		<b><u>Total Credits</u></b>	<b>17</b>
EDU 102	Communication for Educators		3
ENG 220	Children's Literature		3
PE 150	Physiology, Hygiene and Nutrition <i>(Or Successful Completion of NJ State Test)</i>		2
PHIL 200	Philosophical Foundations of Education		3
PSYC 201	Introduction to Child Development		3
PSYC 301	Educational Psychology		3
<b><u>Social Studies Requirements:</u></b>		<b><u>Total Credits</u></b>	<b>30</b>
HIST 102 <i>or</i>	Renaissance, Reformation to the French Revolution (in consultation with advisor) <b>or</b>		3
HIST 103	The Age of Nationalism		3
HIST 104	World War I to Present <i>(Under General Education Requirements)</i>		N/A
HIST 110 <i>or</i>	World Geography and Culture (In consultation with advisor) <i>or</i>		3
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 <i>or</i>	Women in History (in consultation with advisor) <i>or</i>		3
HIST 390	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>	<b>6</b>
SOC 307	Sociology of Education		3
SOC 251	Family Violence/Domestic Abuse		3

**TOTAL CREDITS: 141 - 142 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 Only):</b>		<b>Total Credits      0</b>
ENG 001	Developmental Writing I	0
ENG 002	Developmental Writing II	0
MT 001	Basic Skills in Mathematics (Pre-Algebra)	0
MT 002	Basic Skills in Mathematics (Algebra)	0
<b>General Education:</b>		<b>Total Credits      38</b>
FYE	First Year Experience (Fall/Spring) 1 credit/semester (Declared Education Students Exempted – Spring Semester)	2
ENG 101	Writing the College Essay	3
ENG 102	Introduction to the Study of Literature	3
RELS ____	Religious Studies (100 or 200 Level)	3
RELS ____	Religious Studies (300 or 400 Level)	3
HIST ____	History Elective	3
____	Creative Arts	3
MATH 114	Mathematical Explorations	4
____	Lab Science	4
CS 102	Computer Applications for Educators	4
PSYC 202	Social Science – Adolescent Psychology	3
____	Social Science Elective (Economics, PSC, Psychology or Sociology)	3
<b>Core Curriculum:</b>		<b>Total Credits      12</b>
CORE 200	Culture and Diversity	3
CORE 350	Applied Ethical Reasoning	3
CORE 375	Journeys to Selfhood: Classic to Modern Literature	3
CORE 400	The Franciscan Vision: Self, Service, and Society	3
<b>Professional Courses:</b>		<b>Total Credits      36</b>
EDU 100	Freshman Field Experience and Seminar (Fall)	1
EDU 101	Freshman Field Experience and Seminar (Spring)	1
EDU 200	Sophomore Field Experience and Seminar (Fall)	1
EDU 201	Sophomore Field Experience and Seminar (Spring)	1
EDU 205	Professional Assessment and Outcomes: Documentation Through Portfolio Design	1
EDU 220	Introduction to Special Needs in Home, School and Community	3
EDU 301	Transition Into Teaching (Transfer/Upper Level Students Only)	3
EDU 302	Junior Field Experience and Seminar	2
EDU 303	School Curriculum: Reading/Language Arts	3
EDU 304	Junior Practicum and Inquiry Based Learning: Language Arts and Science in the Inclusive Classroom	3
EDU 306	Reading in the Content Areas	3
EDU 320	Educational Assessment Techniques	3
EDU 400	Senior Field Experience and Seminar	2
EDU 402	School Curriculum: Mathematics	3
EDU 403	Student Teaching Seminar	2
EDU 404	Student Teaching	4
<b>Related Requirements:</b>		<b>Total Credits      11</b>
COMM 102	Communication for Professionals	3
PE 150	Physiology, Hygiene and Nutrition (Successful Completion of Test)	2
PHIL 200	Philosophical Foundations of Education	3
PSYC 301	Educational Psychology	3

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<b><u>Foundations:</u></b>		<b><u>Total Credits</u></b>	<b>12</b>
ART 101	Drawing and Composition		3
ART 102	Design and Color		3
ART 103 <i>or</i>	Form, Space, and Time		3
ART 235	3-D Design		3
ART 104 <i>or</i>	Digital Methods		3
ART 240	Introduction to Computer Graphics		3
<b><u>Art History:</u></b>		<b><u>Total Credits</u></b>	<b>12</b>
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		3
.....	<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:</u></b>		<b><u>Total Credits</u></b>	<b>15</b>
ART 201	Introduction to Printmaking		3
ART 272	Painting I		3
ART 273	Photography 1		3
ART 236 <i>or</i>	Ceramics I		3
ART 341	Sculpture		3
ART Elective			3
<b><u>Seminar – 6 Credits</u></b>		<b><u>Total Credits</u></b>	<b>6</b>
ART-301	Junior Seminar		3
ART-449	Senior Seminar		3

**TOTAL CREDITS: 147 Credits**

**School of Education Bachelor of Arts Degree in Education**

**Instructional Certificate – 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><u>Total Credits</u></b>	<b>CREDITS</b>
<b><u>Developmental Courses (In House Credits Only):</u></b>		<b><u>Total Credits</u></b>	<b>0</b>
ENG 001	Developmental Writing I		0
ENG 002	Developmental Writing II		0
MATH 001	Basic Skills in Mathematics (Pre-Algebra)		0
MATH 002	Basic Skills in Mathematics (Algebra)		0
<b><u>General Education:</u></b>		<b><u>Total Credits</u></b>	<b>38</b>
FYE	First Year Experience (Fall/Spring) 1 credit/semester (Declared Education Students Exempted – Spring Semester)		2
ENG 101	Writing the College Essay		3
ENG 102	Introduction to the Study of Literature		3
RELS ____	Religious Studies (100 or 200 Level)		3
RELS ____	Religious Studies (300 or 400 Level)		3
HIST 104	World War I to Present		3
ART/MUSIC	Creative Arts		3
MATH 160	College Algebra		4

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GSCI 105	Earth and Planetary Sciences	4
CS 102	Computer Applications for Educators	4
PSYC 201	Introduction to Child Development	3
PSYC 202	Social Science – Adolescent Psychology	3
<b><u>Core Curriculum:</u></b>		<b><u>Total Credits</u></b>
CORE 200	Culture and Diversity	3
CORE 350	Applied Ethical Reasoning	3
CORE 375	Journeys to Selfhood: Classic to Modern Literature	3
CORE 400	The Franciscan Vision: Self, Service, and Society	3
<b><u>Professional Courses:</u></b>		<b><u>Total Credits</u></b>
EDU 100	Freshman Field Experience and Seminar (Fall)	1
EDU 101	Freshman Field Experience and Seminar (Spring)	1
EDU 200	Sophomore Field Experience and Seminar (Fall)	1
EDU 201	Sophomore Field Experience and Seminar (Spring)	1
EDU 205	Professional Assessment and Outcomes: Documentation Through Portfolio Design	1
EDU 220	Introduction to Special Needs in Home, School and Community	3
EDU 301	Transition Into Teaching (Transfer/Upper Level Students Only)	3
EDU 302	Junior Field Experience and Seminar	2
EDU 303	School Curriculum Reading	3
EDU 306	Reading in the Content Areas	3
EDU 314	Junior Practicum and Inquiry Based Learning for the Secondary Student	3
EDU 320	Educational Assessment Techniques	3
EDU 400	Senior Field Experience and Seminar	2
EDU 402	School Curriculum: Mathematics	3
EDU 403	Student Teaching Seminar	2
EDU 404	Student Teaching	4
<b><u>Related Requirements:</u></b>		<b><u>Total Credits</u></b>
COMM 102	Communication for Professionals	3
PE 150	Physiology, Hygiene and Nutrition (Successful Completion of Test)	2
PHIL 200	Philosophical Foundations of Education	3
PS 301	Educational Psychology	3
<b><u>Biology Requirements:</u></b>		<b><u>Total Credits</u></b>
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
<b><u>Related Science Requirements:</u></b>		<b><u>Total Credits</u></b>
CH 103	Chemistry	5
CH 104	Chemistry	5
CH 201	Organic Chemistry I	4
CH 202	Organic Chemistry II	4
PHY 103	Physics I	4
PHY 104	Physics II	4
<b><u>Related Math Requirements:</u></b>		<b><u>Total Credits</u></b>
MT 122	Statistics I	3
MT 161	Precalculus	4
<b><u>TOTAL CREDITS: 165 – 167 Credits</u></b>		

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)

COURSE #	COURSE TITLE	CREDITS
<b>Developmental Courses (In House Credits Only):</b>		<b>Total Credits (19) 4</b>
ENG 001	Developmental Writing I	(5) 0
ENG 002/101	Reading and Writing Workshop	(3) 3
ENG 005/105	Reading Comprehensive/Reading Seminar	(3) 1
MATH 001	Basic Skills in Mathematics (Pre-Algebra)	(4) 0
MATH 002	Basic Skills in Mathematics (Algebra)	(4) 0
<b>General Education:</b>		<b>Total Credits 37 - 38</b>
FYE 100	First Year Experience (Fall)	1
FYE 101	First Year Experience (Spring: Declared Education Students <i>Exempt</i> Spring Semester)	1/0
ENG 101	Writing the College Essay	3
ENG 102	Introduction to the Study of Literature	3
RELS ____	Religious Studies: 100 or 200 Level	3
RELS ____	Religious Studies: 300 or 400 Level	3
HIST 104	World War I to Present	3
ART/MUS	Creative Arts Elective	3
MATH 160	College Algebra	4
GSCI 105	Earth and Planetary Sciences	4
CS 102	Computer Applications for Educators or Transfer Credit	4
PSYC 201	Introduction to Child Development	3
PSYC 202	Adolescent Psychology (Certification Requirement)	3
<b>Core Curriculum:</b>		<b>Total Credits 12</b>
CORE 200	Culture and Diversity	3
CORE 350	Applied Ethical Reasoning	3
CORE 375	Journeys to Selfhood: Classic to Modern Literature	3
CORE 400	The Franciscan Vision: Self, Service, and Society	3
<b>Professional Courses:</b>		<b>Total Credits 36</b>
EDU 100	Freshman Field Experience and Seminar (Fall)	1
EDU 101	Freshman Field Experience and Seminar (Spring)	1
EDU 200	Sophomore Field Experience and Seminar (Fall)	1
EDU 201	Sophomore Field Experience and Seminar (Spring)	1
EDU 205	Professional Assessment and Outcomes: Documentation through Portfolio Design	1
EDU 220	Introduction to Special Needs in Home, School and Community	3
EDU 301	Transition into Teaching (Transfer/Upper Level Students Only)	3
EDU 302	Junior Field Experience and Seminar (Taken concurrently with EDU (303)	2
EDU 303	School Curriculum: Reading/Language Arts	3
EDU 314	Junior Practicum and Inquiry Based Learning for the Secondary Student	3
EDU 306	Reading in the Content Area	3
EDU 320	Educational Assessment Techniques	3
EDU 400	Senior Field Experience and Seminar	2
EDU 402	School Curriculum: Mathematics	3
EDU 403	Student Teaching Seminar	2
EDU 404	Student Teaching	4

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<b><u>Professional Related Requirements</u></b>		<b><u>Total Credits</u></b>	<b>14</b>
EDU 102	Communication for Educators		3
ENG 220	Children's Literature		3
PE 150	Physiology, Hygiene and Nutrition ( <i>Or Successful Completion of NJ State Test</i> )		2
PHIL 200	Philosophical Foundations of Education		3
PSYC 301	Educational Psychology		3
<b><u>Biological Science Requirements</u></b>		<b><u>Total Credits</u></b>	<b>35- 37</b>
<b>(16 credits minimum from list below) - must include BIO 103:</b>			
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 405	Genetics		4
BIO 409	Biology Seminar		1
BIO 450	Undergraduate Research		2
BIO 451	Undergraduate Research		2
<b>Physical Science Requirement (12 credits minimum from list below); must include GSCI 105 and at least one CHEM course and one PHYS course</b>		<b><u>Total Credits</u></b>	<b>22</b>
CHEM 103	General Chemistry I		5
CHEM 104	General Chemistry II		5
CHEM 105	Principles of Chemistry		4
PHYS 103	General Physics I		4
PHYS 104	General Physics II		4
<b><u>Senior Research</u></b>		<b><u>Total Credits</u></b>	<b>4</b>
GSCI 409	General Science Seminar		1
GSCI 450	Undergraduate Research in General Science		3

**TOTAL CREDITS: 160-163 Credits**

**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><u>Total Credits</u></b>	<b>CREDITS</b>
<b><u>Developmental Courses</u></b> (In House Credits Only) Only taken if needed:		<b><u>Total Credits</u></b>	<b>0</b>
ENG 001	Developmental Writing I		0
ENG 002	Developmental Writing II		0
MT 001	Basic Skills in Mathematics (Pre-Algebra)		0
MT 002	Basic Skills in Mathematics (Algebra)		0
<b><u>General Education Curriculum:</u></b>		<b><u>Total Credits</u></b>	<b>38</b>
FYE	First Year Experience (Fall/Spring) 1 credit/semester (Declared Education Students Exempted – Spring Semester)		2
ENG 101	Writing the College Essay		3
ENG 102	Introduction to the Study of Literature		3
RELS ____	Religious Studies (100 or 200 Level)		3
RELS ____	Religious Studies (300 or 400 Level)		3
HIST 104	World War I to Present		3

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ART/MUSIC	Creative Arts	3
MT 114	Mathematical Explorations	4
—	Lab Science	4
CS 102	Computer Applications for Educators	4
PS 202	Social Science – Adolescent Psychology*	3
SS —	Social Science Elective (Economics, PSC, Psychology or Sociology)	3
<b><u>Core Curriculum:</u></b>		<b><u>Total Credits</u></b>
CORE 200	Culture and Diversity	12
CORE 350	Applied Ethical Reasoning	3
CORE 375	Journeys to Selfhood: Classic to Modern Literature	3
CORE 400	The Franciscan Vision: Self, Service, and Society	3
<b><u>Professional Courses:</u></b>		<b><u>Total Credits</u></b>
EDU 100	Freshman Field Experience and Seminar (Fall)	36
EDU 101	Freshman Field Experience and Seminar (Spring)	1
EDU 200	Sophomore Field Experience and Seminar (Fall)	1
EDU 201	Sophomore Field Experience and Seminar (Spring)	1
EDU 205	Professional Assessment and Outcomes: Documentation Through Portfolio Design	1
EDU 220	Introduction to Special Needs in Home, School and Community	3
EDU 301	Transition into Teaching (Transfer/Upper Level Students Only)	3
EDU 302	Junior Field Experience and Seminar	2
EDU 303	School Curriculum: Reading/Language Arts	3
EDU 314	Junior Practicum and Inquiry Based Learning: Language Arts and Science for the Secondary Student	3
EDU 306	Reading in the Content Areas	3
EDU 320	Educational Assessment Techniques	3
EDU 400	Senior Field and Seminar Experience	2
EDU 402	School Curriculum: Mathematics	3
EDU 403	Student Teaching Seminar	2
EDU 404	Student Teaching	4
<b><u>Related Requirements:</u></b>		<b><u>Total Credits</u></b>
EDU 102	Communication for Professionals	17
ENG 220	Children’s Literature	3
PE 150	Physiology, Hygiene, and Nutrition (Successful Completion of Test)	3
PHIL 200	Philosophical Foundations of Education	2
PSYC 201	Introduction to Child Development	3
PS 301	Educational Psychology	3
<b><u>English Requirements:</u></b>		<b><u>Total Credits</u></b>
ENG 201	Literatures in English I	33
ENG 202	Literatures in English II	3
ENG 315	Shakespeare	3
ENG 480	Critical Perspectives on Literature	3
ENG 490	Senior Research in English	3
	Medieval Area (Area I)	3
	Renaissance Area (Area II)	3
	Eighteen and Nineteenth Century Area (Area III)	3
	Modern to Postmodern Area (Area IV)	3
	Elective	3
	Elective	3
<b><u>Related English Requirements:</u></b>		<b><u>Total Credits</u></b>
PH 260	Philosophy of Art	3

TOTAL CREDITS: 142 Credits

\*Certification requirement

**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 Only):</b>		<b>Total Credits</b>
ENG 001	Developmental Writing I	0
ENG 002	Developmental Writing II	0
MATH 001	Basic Skills in Mathematics (Pre-Algebra)	0
MATH 002	Basic Skills in Mathematics (Algebra)	0
<b>General Education:</b>		<b>Total Credits</b>
FYE	First Year Experience (F/S) 1 Credit Each Semester (Declared Education Students Exempted – Spring Semester)	2
ENG 101	Writing the College Essay	3
ENG 102	Introduction to the Study of Literature	3
RELS ____	Religious Studies (100 or 200 Level)	3
RELS ____	Religious Studies (300 or 400 Level)	3
HIST 104	World War I to Present	3
ART/MUSIC	Creative Arts	3
MATH 161	Precalculus	3
PHYS 103	Physics I	4
PHYS 104	Physics II	4
CS 102	Computer Applications for Educators	4
PSYC 202	Social Science – Adolescent Psychology	3
SS ____	Social Science Elective (Economics, PSC, Psychology or Sociology)	3
<b>Core Curriculum:</b>		<b>Total Credits</b>
CORE 200	Culture and Diversity	3
CORE 350	Applied Ethical Reasoning	3
CORE 375	Journeys to Selfhood: Classic to Modern Literature	3
CORE 400	The Franciscan Vision: Self, Service, and Society	3
<b>Professional Courses:</b>		<b>Total Credits</b>
EDU 100	Freshman Field Experience and Seminar (Fall)	3
EDU 101	Freshman Field Experience and Seminar (Spring)	3
EDU 200	Sophomore Field Experience and Seminar (Fall)	3
EDU 201	Sophomore Field Experience and Seminar (Spring)	3
EDU 205	Professional Assessment and Outcomes: Documentation Through Portfolio Design	1
EDU 220	Introduction to Special Needs in Home, School and Community	3
EDU 301	Transition Into Teaching (Transfer/Upper Level Students Only)	3
EDU 302	Junior Field Experience and Seminar	2
EDU 306	Reading in the Content Areas	3
EDU 314	Junior Practicum and Inquiry Based Learning for the Secondary Student	3
EDU 320	Educational Assessment Techniques	3
EDU 400	Senior Field Experience and Seminar	2
EDU 402	School Curriculum: Mathematics	3
EDU 403	Student Teaching Seminar	2
EDU 404	Student Teaching	4
<b>Related Requirements:</b>		<b>Total Credits</b>
COMM 102	Communication for Professionals	3
CS 102	Computer Applications for Educators	3
PE 150	Physiology, Hygiene and Nutrition (Successful Completion of Test)	2
PHIL 200	Philosophical Foundations of Education	3
PSYC 301	Educational Psychology	3

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<u>Mathematics Requirements:</u>		<u>Total Credits</u>	<u>39-41</u>
MATH 122	Statistics I		3
MATH 231	Geometry I		3
MATH 243	Matrix Theory		3
MATH 262	Calculus I		4
MATH 263	Calculus II		4
MATH 364	Calculus III		4
MATH 365	Differential Equations		4
MATH 300/400	Math Elective		3/4
MATH 300/400	Math Elective		3/4
MATH 380	Mathematical Assessments I		2
MATH 381	Mathematical Assessments II		2
MATH 491	Mathematical Projects		2
MATH 492	Mathematical Projects		2

TOTAL CREDITS: 148 - 150 Credits

\*Indicates alternative for students transferring into School of Education

**School of Education Bachelor of Arts Degree in Education**

**Instructional Certificate – Teacher of Music Endorsement (K-12)**

<u>COURSE #</u>	<u>COURSE TITLE</u>	<u>CREDITS</u>
<b><u>DEVELOPMENTAL COURSES (IN HOUSE CREDITS ONLY)</u></b>		
ENG 001	Developmental Writing I	0
ENG 002	Developmental Writing II	0
MATH 001	Basic Skills in Mathematics (Pre-Algebra)	0
MATH 002	Basic Skills in Mathematics (Algebra)	0
<b><u>CORE CURRICULUM: (49 - 50 CREDITS)</u></b>		<b><u>TOTAL CREDITS</u></b>
		<b>49-50</b>
FYE	First Year Experience (Fall/Spring) 1 Credit/Semester (Declared Education Students Exempted – Spring Semester)	2
ENG 101	Writing the College Essay	3
ENG 102	Introduction to the Study of Literature	3
CORE 200	Culture and Diversity	3
CORE 250	Applied Ethical Reasoning	3
CORE 300	Journeys to Selfhood: Classic to Modern Literature	3
CORE 400	The Franciscan Vision: Self, Service, and Society	3
RELS ___	Religious Studies (100 or 200 Level)	3
RELS ___	Religious Studies (300 or 400 Level)	3
HIST 104	World War I to Present	3
MUS 325	Creative Arts – <i>Music Technology</i>	3
MATH ___	Math	3 or 4
___	Lab Science	4
CIS 102	Computer Applications for Educators	4
PSYC 201	Social Science : Introduction to Child Development	3
PSYC 202	Social Science: Adolescent Psychology	3
<b><u>PROFESSIONAL COURSES:</u></b>		<b><u>TOTAL CREDITS</u></b>
		<b>30</b>
EDU 100/101	Freshman Field Experience and Seminar (F/S) - 1credit/semester	2
ED 115	Transition Into Teaching	2
ED 220	Introduction to Special Needs in Home, School and Community	3
ED 200/201	Sophomore Field Experience and Seminar (F/S) - 1credit/semester	2
ED 205	Professional Assessment and Outcomes: Documentation Through Portfolio Design	1
ED 302	Junior Field Experience and Seminar	2
ED 304	Junior Practicum: Language Arts and Science in the Inclusive Classroom	3
ED 306	Reading in the Content Areas	3
ED 400	Senior Field Experience and Seminar	2
ED 402	School Curriculum: Mathematics	3

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ED 403	Student Teaching Seminar	2
ED 404	Student Teaching	4

<u>RELATED REQUIREMENTS:</u>	<u>TOTAL CREDITS</u>
EDU 102      Communication for Professionals	3
PE 150        Physiology, Hygiene and Nutrition (Successful Completion of Test)	2
PHIL 200     Philosophical Foundations of Education	3
PSYC 301     Educational Psychology	3
PSYC 302     Educational Assessment Techniques	3

**Music Courses**

<u>MUSIC REQUIREMENTS</u>	<u>TOTAL CREDITS</u>
MUS 105      World Music	3
MUS 121 or    Vocal Ensemble I	0.5
MUS 141      Instrumental Ensemble I	
MUS 122 or    Vocal Ensemble II	0.5
MUS 142      Instrumental Ensemble II	
MUS 130      Theory I (Prerequisite: MUS 101 Foundations of Music)**	3
MUS 131      Theory II	3
MUS 132      Aural Skills I	1
MUS 133      Aural Skills II	1
MUS 135      Keyboard Skills I	1
MUS 136      Keyboard Skills II	1
MUS 150      Applied Music I*	1
MUS 151      Applied Music II*	1
MUS 216      Woodwind Practicum	1
MUS 217      String Practicum	1
MUS 218      Percussion/Brass Practicum	1
MUS 221 or    Vocal Ensemble III	0.5
MUS 241      Instrumental Ensemble III	
MUS 222 or    Vocal Ensemble IV	0.5
MUS 242      Instrumental Ensemble IV	
MUS 230      Theory III	3
MUS 232      Aural Skills III	1
MUS 235      Piano Proficiency	1
MUS 250      Applied Music III*	1
MUS 251      Applied Music IV*	1
MUS 260 or    Diction/Performance Practice	1
MUS261      Instrumental/Performance Practice	
MUS 321 or    Vocal Ensemble V	0.5
MUS 341      Instrumental Ensemble V	
MUS 322 or    Vocal Ensemble VI	0.5
MUS 342      Instrumental Ensemble VI	
MUS 325      Music Technology	N/A
MUS 330      Twentieth Century Form and Analysis	3
MUS 332      Aural Skills IV	1
MUS 345      Orchestration/Arranging	2
MUS 350      Applied Music V*	1
MUS 351      Applied Music VI*	1
MUS 401      Instrumental Conducting	1
MUS 402      Choral Conducting	1
MUS 455      Music History and Literature I	3
MUS 456      Music History and Literature II	3
MUS 460      Senior Symposium: Final Project/Recital	1

\*Weekly private lessons on primary instrument

\*\* Placement exam will determine student exemption from MUS 101.

**Total Credits: 150**

School of Education Bachelor of Arts Degree in Education

**Instructional Certificate – Teacher of Social Studies 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 Only):</b>		<b>Total Credits 0</b>
ENG 001	Developmental Writing I	0
ENG 002	Developmental Writing II	0
MATH 001	Basic Skills in Mathematics (Pre-Algebra)	0
MATH 002	Basic Skills in Mathematics (Algebra)	0
<b>General Education:</b>		<b>Total Credits 49 - 50</b>
FYE	First Year Experience (Fall/Spring) 1 Credit/Semester (Declared Education Students Exempted – Spring Semester)	2
ENG 101	Writing the College Essay	3
ENG 102	Introduction to the Study of Literature	3
RELS ____	Religious Studies (100 or 200 Level)	3
RELS ____	Religious Studies (300 or 400 Level)	3
HIST 104	World War I to Present	3
ART/MUSIC	Creative Arts	3
MATH 114	Mathematical Explorations	4
____	Lab Science	4
CS 102	Computer Applications for Educators	4
PSYC 202	Social Science – Adolescent Psychology	3
SOC 251	Family Violence/Domestic Abuse	3
<b>Core Curriculum:</b>		<b>Total Credits 12</b>
CORE 200	Culture and Diversity	3
CORE 350	Applied Ethical Reasoning	3
CORE 375	Journeys to Selfhood: Classic to Modern Literature	3
CORE 400	The Franciscan Vision: Self, Service, and Society	3
<b>Professional Courses:</b>		<b>Total Credits 33</b>
EDU 100	Freshman Field Experience and Seminar (Fall)	1
EDU 101	Freshman Field Experience and Seminar (Spring)	1
EDU 200	Sophomore Field Experience and Seminar (Fall)	1
EDU 201	Sophomore Field Experience and Seminar (Spring)	1
EDU 205	Professional Assessment and Outcomes: Documentation Through Portfolio Design	1
EDU 220	Introduction to Special Needs in Home, School and Community	3
EDU 301	Transition Into Teaching (Transfer/Upper Level Students Only)	3
EDU 302	Junior Field Experience and Seminar	2
EDU 303	School Curriculum Reading	3
EDU 306	Reading in the Content Areas	3
EDU 314	Junior Practicum and Inquiry Based Learning for the Secondary Student	3
EDU 320	Educational Assessment Techniques	3
EDU 400	Senior Field Experience and Seminar	2
EDU 402	School Curriculum: Mathematics	3
EDU 403	Student Teaching Seminar	2
EDU 404	Student Teaching	4
<b>Related Requirements:</b>		<b>Total Credits 11</b>
COMM 102	Communication for Professionals	3
PE 150	Physiology, Hygiene and Nutrition (Successful Completion of Test)	2
PHIL 200	Philosophical Foundations of Education	3
PSYC 301	Educational Psychology	3

(continued on next page)

<u>Social Studies Requirements:</u>		<u>Total Credits</u>	
HIST 101 <i>or</i>	Ancient Societies through the Middle Ages		
HIST 102 <i>or</i>	Renaissance, Reformation to the French Revolution		3
HIST 103	The Age of Nationalism		
HIST 104	World War I to the Present		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 —	History Elective		3
HIST 315	Women in History		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
<u>Social Studies Requirements:</u>		<u>Total Credits</u>	<b>6</b>
SOC 307	Sociology of Education		3
PSCI 102 <i>or</i>	American Government		3
PSCI 290	The American Presidency		

**TOTAL CREDITS: 147-148 Credits**

**Course Descriptions for Undergraduate/TEC Courses**

**EDU 100/EDU 101**

**Freshman Field Experience and Seminar  
1 credit per semester**

This course emphasizes the responsibilities of the classroom teacher. In the spring semester, each student spends one day per week observing experienced teachers in public and private schools, analyzing what they do, and participating in some classroom activities under the guidance of the teacher. This is followed by a weekly seminar during which issues related to these experiences are discussed.

**EDU 102 (formerly COMM 102)**

**Communications for Educators  
3 credits**

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

**PE 150**

**Physiology, Hygiene and Nutrition  
2 credits**

This course explores the nature of educational intervention and prevention efforts aimed at drug abuse, child abuse, teen suicide, and sexually transmitted diseases. In addition, “wellness” factors such as nutrition and safety education are discussed in terms of the child’s overall healthy growth and development. Note: The successful completion of college course work in human biology, health nutrition or the County Office of Education Health Test may qualify for course credit. Physical education and fitness courses do not qualify for course credit. (formerly EDU 102)

**EDU 200**

**Sophomore Field Experience and Seminar  
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**  
**Sophomore Field Experience and Seminar**  
**1 credit**

This course focuses on the urban teaching experience. The theme for the urban experience is "Searching for Equality." Each student spends one day per week observing experienced 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 205**  
**Professional Assessment and Outcome:**  
**Documentation Through Portfolio**  
**Design**  
**1 credit**

This course addresses the professional/technical skills necessary to develop an Electronic Teaching Portfolio. Emphasis will be placed on a thematic approach that focuses on the students' philosophy of education. The development of artifacts that support the pre-service teachers' competencies in the New Jersey Professional Teaching Standards will be emphasized.

**EDU 301**  
**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 Freshman and Sophomore Field Courses (EDU 101, EDU 200 and EDU 201).

**EDU 302**  
**Junior Field Experience and Seminar**  
**2 credits (Reinstated fall 2004)**

This course emphasizes effective planning strategies, accommodation of the individual learner through ability grouping and instruction, and non-teaching and administrative teacher responsibilities. Each student spends one day per week observing experienced teachers in public and private schools, analyzing what they do and participating in some classroom activities under the guidance of the teacher. A weekly seminar provides a forum for discussing issues related to these experiences. (new curriculum)

*Prerequisite:* EDU 303 to be taken concurrently with EDU 302

**EDU 303**  
**School Curriculum: Reading/  
Language Arts**  
**3 credits**

This course provides the student with knowledge of the various theories of approaches and programs in the language arts curriculum. From a theoretical framework, the student examines and engages in decision-making regarding instructional strategies, text and material selections, effective questioning techniques, practice/reinforcement activities, and use and interpretation of formal and informal evaluation methods for effective teaching of reading, writing, listening, and speaking. A balanced approach to reading instruction is emphasized.

*Prerequisite:* EDU 302 to be taken concurrently with EDU 303



**EDU 304**

**Junior Practicum and Inquiry Based Learning: Social Studies, Language Arts and Science in the Inclusive Classroom**

**3 credits**

This course will provide an introduction to the methods and theories of inquiry based learning. It will focus extensively on the scientific, behavioral, and literary aspects of selected issues, activities, and pedagogy in the elementary curriculum. Students will learn the basics of unit planning and applying to topics in the Core Content Areas. They will be expected to provide for inclusion of technology and assessment. Scientific method and discovery learning management skills will be emphasized. Field component is required. Junior Practicum students are required to attend the Project Learning/Environmental Science Workshop, held at the beginning of the semester at the Lyndhurst N.J. Hackensack Meadowlands Environmental Center. Off-campus cohorts are required to attend the Project Learning/Environment Science Workshop and/or an equivalent workshop/activity.

**EDU 305**

**The Young Child and Emergent Literacy for Diverse Learners**

**3 credits**

This course explores the reading process as a natural phenomenon as well as the concept of emergent literacy. It emphasizes a developmental view of acquiring the literacy communication areas. Attention is given to oral language and home and school literacy environments. This course is required for ELED/ P3 majors (spring course offering)

*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 im-

prove reading competencies within their content area. This course is required for ELED K-5/5-8 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; required for SPED Majors

**EDU 314**

**Junior Practicum for Secondary Students**

**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 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 302

**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**

##### **Senior Field Experience and Seminar**

###### **2 credits**

This course emphasizes themes and guidelines related to student teaching. Each student spends one day per week observing and analyzing experienced teachers in nearby schools, and participating in some classroom activities under the guidance of the teacher. This is followed by a weekly seminar during which issues related to these experiences are discussed.

*Prerequisite:* Successful passing of the appropriate PRAXIS for initial certification is required for enrollment in this course

#### **EDU 402**

##### **School Curriculum: Mathematics**

###### **3 credits**

This course provides the student with learning theories, organization and planning strategies, instructional techniques, diagnostic and prescriptive procedures, and classroom management techniques for the effective teaching of mathematics. With an emphasis on concept development and problem-solving abilities, the course includes group and individual instruction, mathematics laboratory, error diagnosis, curriculum, commercial texts and programs within a math-as-discovery approach.

#### **EDU 403**

##### **Student Teaching Seminar**

###### **2 credits**

Students develop an understanding of education procedures and problems as they relate to the actual teaching situation. Guest speakers address the students on issues relating to children, teachers, administrators, parents, school law, and curriculum.

#### **EDU 404**

##### **Student Teaching**

###### **4 credits**

This course provides the prospective teacher with teaching experience in an educational setting under the direct supervision of a cooperating teacher and college supervisor. Students must have senior classification and the approval of the Faculty Committee on Teacher Education.

#### **ECED 201**

##### **Introduction to Early Childhood: A Primer for Preschool and Primary Educators**

###### **3 credits**

This introductory course provides the solid foundation for those individuals who desire to become early childhood educators. It is a comprehensive treatment of the integrated curriculum for early childhood education, translating theory into classroom practice. Students are provided with broad-based experience in observing, examining, and planning developmentally appropriate learning experiences with young children from birth through age eight. (fall course offering)

#### **ECSPED 202**

##### **Meeting the Needs of All: Serving the Young Child with Special Needs**

###### **3 credits**

The course content examines the unique window of opportunity provided by appropriate intervention in the first decade of a child's life and is based upon biobrain research and new understanding of how young children grow and develop. Further, the course will explore factors that enhance development, techniques of assessment, the referral process, collabora-

tion with parents, modification of the curriculum, behavior management and how to stimulate speech, language and social development. (spring course offering)

**EDU 220**

**Introduction to Special Needs  
in Home, School and Community  
3 credits**

This course examines the nature of children with exceptionalities, their family constellations and issues regarding family-professional interaction with community agencies and sources of referral. Exceptionality will be presented in broad terms addressing both general human needs as well as the distinctive problems faced by persons who have exceptional handicaps. Moreover, the needs of exceptional individuals and their families will be presented in terms of transitions through life cycles. (new curriculum)

**ECED 307**

**Nurturing the Expressive Arts  
in Young Children  
2 credits**

This course celebrates children's creative expression, self-development and social exploration through a growth enhancing environment. A whole child approach is emphasized. The student will explore a myriad of creative activities designed to actively engage and challenge the young learner. Creative arts, music, play, language expression and their interaction with the young child's natural world will be explored. (fall course offering)

**SPED 300**

**Education of Students  
with Moderate Exceptionalities  
3 credits (new/old curriculum)**

This course emphasizes the nature and needs and implications for educational programming, curriculum and instruction for children with different degrees of mental and physical disabilities, cognitive impairments, autism, and other developmental disabilities within a variety of educational settings. Participants will examine identification, management, IEP im-

plementation, and methods for planning and evaluating instructional strategies. Emphasis will be placed on methods for differentiating instruction based upon learner characteristics, learning environment, curriculum, alternative assessment, technology considerations and the New Jersey Core Curriculum Content Standards.

**SPED 400**

**Education of the Behaviorally Disordered  
3 credits (new and old curriculum)**

This course presents theoretical perspectives on ecological, behavioral, biological, and psychodynamic behavioral disorders. Areas of study encompass components of educational programs, instructional approaches and strategies, IEP development and implementation, and the role of related service professionals in meeting the needs of children who have serious behavioral problems.

**SPED 401**

**Education of the Learning Disabled  
3 credits**

This course is designed to provide the teacher with an understanding of programming, curriculum and instruction of children with learning disabilities, attention deficit disorder, behavioral disorders, speech delays, slow learning ability and mild autism within today's inclusive classroom. Emphasis will be on identification, referral, IEP development, methods for management, planning and evaluating instructional strategies. Emphasis will be placed on methods for differentiating instruction based upon learner characteristics, learning environment, curriculum, technology considerations, and the New Jersey Core Curriculum Content Standards.

**SPED 410**

**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 back-

ground 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 College offers programs of study leading to a certificate, not a degree. While varying in subject focus and format, each of the certificate programs is designed to enhance the student's knowledge in a given area.

#### **Post-Baccalaureate Teacher Education Certification Program**

The Post-Baccalaureate Teacher Education Certification Program enables a student who holds a Bachelor's degree from an accredited college to complete the requirements necessary for attaining a New Jersey State Department of Education Teaching Certificate.

Available Certificate Programs:

- Elementary Education (K-5)
- Elementary (K-5) and Pre-School through Third Grade P-3 Endorsement
- Elementary (K-5) and Subject Matter Specialization (Middle School) 5-8 Endorsement in the following content areas: Language Arts/Literacy, Mathematics, Social Studies, and Science
- Elementary Education (K-5) and Teacher of Students with Disabilities Endorsement
- Teacher of Mathematics (K-12)
- Teacher of Art (K-12)
- Teacher of Biology (K-12)
- Teacher of Language Arts/Literacy (K-12)
- Teacher of Social Studies (K-12)
- Teacher of Earth Science (K-12)
- Teacher of Music (K-12)

The following Certificate Programs are available for the student who holds an existing New Jersey State Department of Teaching Certification:

- Pre-Kindergarten through Grade 3 Endorsement
- Special Education-Teacher of Students with Disabilities Endorsement

#### **Certificate Program Admission Requirements \***

1. A Bachelor's Degree or Master's Degree from an accredited four-year institution.
2. At least 60 liberal arts credits on the undergraduate level.

3. A minimum cumulative GPA of 2.750
4. A grade of “B” or better in education and professional related courses is required for TED program transfer credit.
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 State of New Jersey’s Department of Education.

### ***Unconditional Acceptance to the Teacher Education (TEC) program***

This will be reviewed by the discretion of the School of Education Dean.

### ***Conditional Acceptance to the Teacher Education TEC Program***

Candidates who have a cumulative GPA between 2.50 to 2.74 must:

- Register for the Bridge Courses : PHIL 100 - Critical Reasoning (3 credits); MATH 112- Quantitative Reasoning (3 credits) and receive a grade of “B” or better. No transfer credit will be awarded for the Bridge Courses.
- Successfully pass the PRAXIS 5031 Elementary Education : Content Knowledge within the current year.
- Candidates cannot register for any education courses or professional related courses until all the above criteria has been successfully completed.
- K-12 secondary candidates must successfully pass the appropriate subject/content PRAXIS.

Please note that transfer credit for educational and related professional courses cannot be older than 10 years.

Students who are enrolled in the Certificate Program are governed by the policies and guidelines of the Teacher Education Program as stated in the current Felician College Catalog and Student Handbook.

### **Teacher Education Instructional Certificate Program Requirements**

The TEC student must meet the following requirements:

1. Successfully pass the appropriate required PRAXIS examination for initial certification prior to registering for the Junior Practicum Experience (EDU 314). PRAXIS examinations for endorsements do not fulfill this requirement.
2. Meet and maintain a minimum cumulative GPA of 2.75 throughout the teacher education program.
3. Abide by all policies and guidelines of the Teacher Education Program.
4. Successfully complete a grade of “B” or better in EDU 314 (Junior Practicum) before registering for the student teaching experience.
5. Complete the required Personal Data Forms for each field experience and Student Teaching Application Form/Student Teaching Request for Placement Form.
6. All teacher education and professional related courses are to be completed prior to the student teaching experience.

**Teacher Education Certificate Program Student Teaching Requirements:**

1. Successfully pass the appropriate required PRAXIS examination for initial certification (K-5 Elementary Education or K-12 Secondary Education) before registering for the Junior Practicum Experience (EDU 304). PRAXIS examinations for endorsement do not fulfill this requirement.
2. The PRAXIS 5022 (Early Childhood) should be taken after all P-3 required courses have been completed.
3. Secondary K-12 candidates must successfully pass the appropriate PRAXIS within the current year.
4. Complete the required Student Teaching Application Form/Student Teaching Request for Placement Form.
5. All Education Courses and professional related courses are to be completed prior to the student teaching experience.

Students who are enrolled in the Certificate Program are governed by the policies and guidelines of the Teacher Education Program as stated in the current Felician College Catalog and student Handbook. The post-baccalaureate (TEC) students are governed by the policies and guidelines of Felician College and the Teacher Education Program.

**School of Education Instructional Certificate Program (TEC) Endorsement**

**Elementary Endorsement (K-5)**

(Subject to New Jersey Department of Education revisions for courses, and New Jersey Licensing Codes)

<b>COURSE #</b>	<b>COURSE TITLE</b>	<b>Total Credits</b>	<b>CREDITS</b>
<b><u>Professional Courses:</u></b>			<b>27</b>
EDU 205	Professional Assessment and Outcomes: Documentation through Portfolio Design		1
EDU 220	Introduction to Special Needs in Home, School and Community		3
EDU 302	Junior Field and Seminar Experience (To be taken concurrently with EDU 303)		2
EDU 303	School Curriculum: Reading/Language Arts		3
EDU 304	Junior Practicum and Inquiry Based Learning: Language Arts and Science in the Inclusive Classroom		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 Techniques		3
EDU 402	School Curriculum: Mathematics		3
EDU 403	Student Teaching Seminar		2
EDU 404	Student Teaching		4
<b><u>Related Requirements:</u></b>		<b><u>Total Credits</u></b>	<b>11</b>
EDU 102	Communication for Educators		3
PE 150	Physiology, Hygiene and Nutrition (Or Successful Completion of NJ State Test)		2
PHIL 200	Philosophical Foundations of Education		3
PSYC 201	Introduction to Child Development		3
<b><u>TOTAL CREDITS: 38 Credits</u></b>			

\*Plus related content credit requirements

**School of Education Instructional Certificate Program (TEC) Endorsement**

**Elementary (K-5) 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>35</b>
EDU 205	Professional Assessment and Outcomes: Documentation Through Portfolio Design	1
EDU 220	Introduction to Special Needs in Home, School, and Community	3
EDU 302	Junior Field Experience and Seminar (Taken concurrently with EDU 303)	2
EDU 303	School Curriculum: Reading/Language	3
EDU 304	Junior Practicum and Inquiry Based Learning: Language Arts and Science	3
EDU 305	The Young Child and Emergent Literacy for Diverse Learners	3
EDU 320	Educational Assessment Techniques	3
EDU 402	School Curriculum: Mathematics	3
EDU 403	Student Teaching Seminar	2
EDU 404	Student Teaching	4
ECED 201	Introduction to Early Childhood: A primer for Preschool and Primary Education	3
ECED 307	Nurturing the Expressive Arts in Young Children	2
ECSPED 202	Serving the Young Child with Special Needs	3
<b><u>Related Requirements:</u></b>		<b><u>Total Credits</u></b>
		<b>11</b>
EDU 102	Communication for Educators	3
PE 150	Physiology, Hygiene and Nutrition ( <i>Or Successful Completion of NJ State Test</i> )	2
PHIL 200	Philosophical Foundations of Education	3
PSYC 201	Introduction to Child Development	3

**TOTAL CREDITS: 46 Credits**

\*Plus related content area credit requirements

**School of Education Instructional Certificate Program (TEC) Endorsement**

**Elementary (K-5) 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>39</b>
EDU 205	Professional Assessment and Outcomes: Documentation Through Portfolio Design	1
EDU 220	Introduction to Special Needs in Home, School, and Community	3
EDU 302	Junior Field and Seminar Experience (To be taken concurrently with EDU 303)	2
EDU 303	School Curriculum: Reading/Language Arts	3
EDU 304	Junior Practicum and Inquiry Based Learning: Language Arts and Science in the Inclusive Classroom	3
EDU 308	Reading Diagnosis and Remediation for Exceptional Learners	3
EDU 320	Educational Assessment Techniques	3
EDU 402	School Curriculum: Mathematics	3
EDU 403	Student Teaching Seminar	2
EDU 404	Student Teaching	4
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
<b><u>Related Requirements:</u></b>		<b><u>Total Credits</u></b>
		<b>11</b>
EDU 102	Communication for Educators	3
PE 150	Physiology, Hygiene and Nutrition ( <i>Or Successful Completion of NJ State Test</i> )	2
PHIL 200	Philosophical Foundations of Education	3
PSYC 201	Introduction to Child Development	3

**TOTAL CREDITS: 50 Credits**

\*Plus related content area credit requirements

**School of Education Instructional Certificate Program (TEC) Endorsement**

**Elementary Endorsement (K-5) 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>
EDU 205	Professional Assessment and Outcomes: Documentation through Portfolio Design	1
EDU 220	Introduction to Special Needs in Home, School and Community	3
EDU 302	Junior Field and Seminar Experience (To be taken concurrently with EDU 303)	2
EDU 303	School Curriculum: Reading/Language Arts	3
EDU 306	Reading in the Content Areas	3
EDU 314	Junior Practicum for Secondary Students	3
EDU 320	Educational Assessment Techniques	3
EDU 402	School Curriculum: Mathematics	3
EDU 403	Student Teaching Seminar	2
EDU 404	Student Teaching	4
<b><u>Related Requirements:</u></b>		<b><u>Total Credits</u></b>
EDU 102	Communication for Educators	3
PE 150	Physiology, Hygiene and Nutrition ( <i>Or Successful Completion of NJ State Test</i> )	2
PHIL 200	Philosophical Foundations of Education	3
PSYC 201	Introduction to Child Development	3
PSYC 202	Adolescent Psychology	3

**TOTAL CREDITS: 41 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>
EDU 205	Professional Assessment and Outcomes: Documentation Through Portfolio Design	1
EDU 220	Introduction to Special Needs in Home, School, and Community	3
EDU 302	Junior Field and Seminar Experience	2
EDU 303	School Curriculum Reading	3
EDU 306	Reading in the Content Areas	3
EDU 314	Junior Practicum for Secondary Students	3
EDU 320	Educational Assessment Techniques	3
EDU 402	School Curriculum: Mathematics	3
EDU 403	Student Teaching Seminar	2
EDU 404	Student Teaching	4
<b><u>Related Requirements:</u></b>		<b><u>Total Credits</u></b>
EDU 102	Communication for Educators	3
PE 150	Physiology, Hygiene and Nutrition ( <i>Or Successful Completion of NJ State Test</i> )	2
PHIL 200	Philosophical Foundations of Education	3
PSYC 201	Introduction to Child Development	3
PSYC 202	Adolescent Psychology	3

**TOTAL CREDITS: 41 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>30</b>
EDU 205	Professional Assessment and Outcomes: Documentation Through Portfolio Design	1
EDU 220	Introduction to Special Needs in Home, School, and Community	3
EDU 302	Junior Field and Seminar Experience	2
EDU 303	School Curriculum Reading	3
EDU 306	Reading in the Content Areas	3
EDU 314	Junior Practicum for Secondary Students	3
EDU 320	Educational Assessment Techniques	3
EDU 402	School Curriculum: Mathematics	3
EDU 403	Student Teaching Seminar	2
EDU 404	Student Teaching	4
<b><u>Related Requirements:</u></b>		<b><u>Total Credits</u></b>
		<b>14</b>
EDU 102	Communication for Educators	3
PE 150	Physiology, Hygiene and Nutrition <i>(Or Successful Completion of NJ State Test)</i>	2
PHIL 200	Philosophical Foundations of Education	3
PSYC 201	Introduction to Child Development	3
PSYC 202	Adolescent Psychology	3
<b><u>Related Science Requirements:</u></b>		<b><u>Total Credits</u></b>
		<b>26</b>
CHEM 103	Chemistry I	5
CHEM 104	Chemistry II	5
CHEM 201	Organic Chemistry I	4
CHEM 202	Organic Chemistry II	4
PHYS 103	Physics I	4
PHYS 104	Physics II	4
<b><u>Related Math Requirements:</u></b>		<b><u>Total Credits</u></b>
		<b>7</b>
MATH 122	Statistics	3
MATH 161	Precalculus	4

**TOTAL CREDITS: 77 Credits**

\*Plus related content area credit requirements

**School of Education Instructional Certificate Program (TEC) Endorsement**

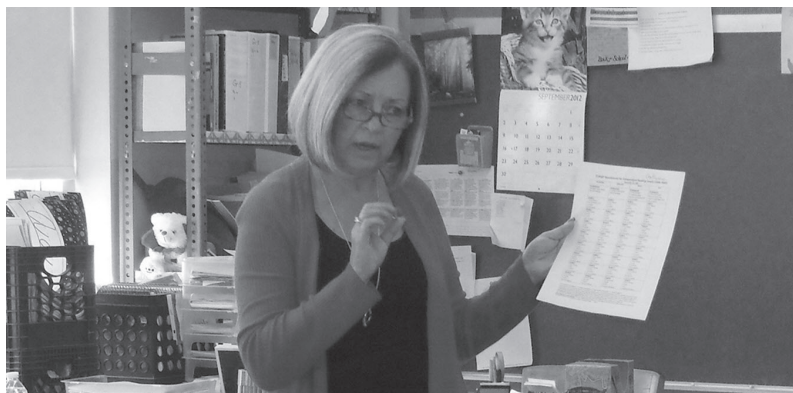
**Teacher of English (K-12)**

(Subject to New Jersey Department of Education revisions for courses, and New Jersey Licensing Codes)

<b>COURSE #</b>	<b>COURSE TITLE</b>	<b>Total Credits</b>	<b>CREDITS</b>
<b><u>Professional Courses:</u></b>			
			<b>27</b>
EDU 205	Professional Assessment and Outcomes: Documentation Through Portfolio Design		1
EDU 220	Introduction to Special Needs in Home, School, and Community		3
EDU 302	Junior Field and Seminar Experience		2
EDU 303	School Curriculum Reading		3
EDU 306	Reading in the Content Areas		3
EDU 314	Junior Practicum for Secondary Students		3
EDU 320	Educational Assessment Techniques		3
EDU 402	School Curriculum: Mathematics		3
EDU 403	Student Teaching Seminar		2
EDU 404	Student Teaching		4
<b><u>Related Requirements:</u></b>			
		<b>Total Credits</b>	<b>17</b>
EDU 102	Communication for Educators		3
PE 150	Physiology, Hygiene and Nutrition ( <i>Or Successful Completion of NJ State Test</i> )		2
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: 44 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>Total Credits</b>	<b>CREDITS</b>
<b><u>Professional Courses:</u></b>		<b><u>Total Credits</u></b>	<b><u>27</u></b>
EDU 205	Professional Assessment and Outcomes: Documentation Through Portfolio Design		1
EDU 220	Introduction to Special Needs in Home, School, and Community		3
EDU 302	Junior Field and Seminar Experience		2
EDU 303	School Curriculum Reading		3
EDU 306	Reading in the Content Areas		3
EDU 314	Junior Practicum for Secondary Students		3
EDU 320	Educational Assessment Techniques		3
EDU 402	School Curriculum: Mathematics		3
EDU 403	Student Teaching Seminar		2
EDU 404	Student Teaching		4
<b><u>Related Requirements:</u></b>		<b><u>Total Credits</u></b>	<b><u>20</u></b>
EDU 102	Communication for Educators		3
PE 150	Physiology, Hygiene and Nutrition <i>(Or Successful Completion of NJ State Test)</i>		2
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
PSC 102 <i>or</i>	American Government <i>or</i>		
PSC 290	The American Presidency		3

**TOTAL CREDITS: 47 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>Total Credits</b>	<b>CREDITS</b>
<b><u>Professional Courses:</u></b>			<b>27</b>
EDU 205	Professional Assessment and Outcomes: Documentation Through Portfolio Design		1
EDU 220	Introduction to Special Needs in Home, School, and Community		3
EDU 302	Junior Field and Seminar Experience		2
EDU 303	School Curriculum: Reading/Language Arts		3
EDU 306	Reading in the Content Areas		3
EDU 314	Junior Practicum for Secondary Education		3
EDU 320	Educational Assessment Techniques		3
EDU 402	School Curriculum: Mathematics		3
EDU 403	Student Teaching Seminar		2
EDU 404	Student Teaching		4
<b><u>Related Requirements:</u></b>			<b>21</b>
EDU 102	Communication for Educators		3
PE 150	Physiology, Hygiene and Nutrition ( <i>Or Successful Completion of NJ State Test</i> )		2
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: 48 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*

<b>COURSE #</b>	<b>COURSE TITLE</b>	<b>Total Credits</b>	<b>CREDITS</b>
<b><u>Professional Courses:</u></b>			<b>17</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 Techniques ( <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		2
ECSPED 202	Serving the Young Child with Special Needs		3
<b><u>Related Requirements:</u></b>			<b>3</b>
PSYC 201	Introduction to Child Development		3

**TOTAL CREDITS: 20 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\**

<b>COURSE #</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>
<b><u>Professional Courses:</u></b>		<b><u>Total Credits</u></b>
EDU 220	Introduction to Special Needs in Home, School, and Community	3
EDU 304	Junior Practicum and Inquiry Based Learning: Language Arts and Science in the Inclusive Classroom	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: 21 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-5) 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 9-week blocks during which the student will take two courses and earn six credits. Courses are held on the Felician College Rutherford campus.

**Program Admission Policy and Requirements**

**Regular Admission:**

1. All candidates are governed by Felician College and the School of Education undergraduate admission requirements.
2. Candidate must have a minimum cumulative GPA of 2.75. Candidates with a GPA between 2.5 and 2.74 may follow the bridge program/conditional admission process below.
3. College-level courses related to the program cannot have been completed more than 10 years prior to admission to the Education program.
4. 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.
5. Transferring of college credits will be done on an individual basis. All Teacher Education transfer policies apply.
6. All students must submit a personal statement addressing the topic: "Why I want to become a teacher."

7. All Teacher Education students are required to take the PRAXIS I prior to the completion of Sophomore year or its equivalent (60 credits). Students who do not earn a passing grade on any of the components will be required to attend 6 hours of remediation provided by the 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.

8. A personal interview with Education faculty may be required of selected candidates at the discretion of the department.

### **Bridge Program/Conditional Admission:**

Candidates who have between a 2.5 - 2.74 GPA may be eligible to enter the BWA program with conditional acceptance. These candidates must complete the following admission conditions before being considered for admission into the BWA program:

1. Must complete the following two proposed Bridge courses with a grade of “B” or better:
  - a. PHIL 100 – Critical Reasoning
  - b. MATH 112 – Quantitative Reasoning

Once the Bridge conditions have been met, the candidate must meet criteria 1 through 9 above for regular admission.

### **Program Degree Requirements**

1. Complete a program of 128-130 semester hours.
2. Register for EDU 301 Transition into Teaching once the student has earned 60 Felician credits.
3. Formally apply the Teacher Education Program during EDU 301 (Transition into Teaching) or EDU 302 (Junior Field).
4. Complete the criteria for Formal admission to the Education program.
5. Complete a minimum of 30 volunteer hours of supervised contact with children in a variety of learning situations.
6. Successfully complete the required field placements for EDU 301, EDU 302, EDU 304 and EDU 400. Receive a grade of “B” or better in these field/seminar courses.
7. Successfully complete the required student teaching (EDU 404/EDU 403) 15 consecutive weeks experience.
8. All junior level teacher education students are required to register and successfully pass the appropriate teacher education program PRAXIS for initial certification (K-5 Elementary or K-12 Secondary Education) prior to registering for Student Teaching and Seminar (EDU 400). All secondary K-12 education students are required to register for the appropriate content area PRAXIS. All elementary K-5 students are required to register for PRAXIS 5031.

All elementary K-5/5-8 education students are required to register for PRAXIS 5031 and the appropriate Middle School Subject Matter Specialization PRAXIS. All elementary K-5/Pre-kindergarten through Grade 3 education students are required to register for PRAXIS 5031 and PRAXIS 5022 (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 Student Teaching and Seminar (EDU 400) unless he/she has successfully passed the PRAXIS for initial certification, i.e. K-5 Elementary PRAXIS 5031 or K-12 Secondary Education Content Area PRAXIS. PRAXIS test scores must be submitted to the Placement Director of the School of Education.

9. Obtain a New Jersey Substitute Teaching Certificate, in order to continue his/her upper level field placement. Student requires 60 credits or more to be eligible for this certificate.
10. Follow all School of Education undergraduate policies and requirements.
11. K-5/P-3 majors must successfully pass the Early Childhood PRAXIS 5022 in order to receive the P-3 endorsement.
12. Maintain a grade of “C” or better in education and professional related courses excluding the field/seminar courses which require a grade of “B” or better.
13. A student must maintain a minimum of 2.75 cumulative GPA throughout the teacher education program.

\* Students who are enrolled in this program are subject to the policies and guidelines of the Teacher Education Program as stated in the current Felician College Catalog and Student Handbook.

### **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 College. The program is presented in a cohort format. Classes meet on the Community College Campus.

#### *Program Admission Policy and Requirements*

1. All candidates are governed by the Felician College and the School of Education undergraduate admission requirements.
2. Candidate must have an earned Associates Degree or equivalent.
3. Candidate must have a minimum cumulative GPA of 2.75.
4. A personal statement, interview or recommendation letters may be required.
5. A grade of “C” or better in general college-level courses is required for 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 I prior to submitting a formal application to the Education program. Students who do not earn a passing grade on any of the components will be required to attend 6 hours of remediation provided by the School of Education.

All field students will be required to attend the Archdiocesan Protecting God’s Children program. This program is also offered on campus.

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 301 (Transition into Teaching) once the student has completed 45 earned Felician degree credits.
3. Formally apply to the Teacher Education Program during EDU 301 (Transition into Teaching) or EDU 302 (Junior Field).
4. Complete the criteria for formal admission to the Education Program.
5. Complete a minimum of 30 volunteer hours of supervised contact with children in a variety of learning situations.
6. Successfully complete the required field placements for EDU 301, EDU 302, EDU 304 and EDU 400. Receive a grade of “B” or better in these field/seminar courses.
7. All junior level teacher education students are required to register and successfully pass the appropriate teacher education program PRAXIS for initial certification (K-5 Elementary or K-12 Secondary Education) prior to registering for the Student Teaching Experience and Seminar (EDU 400). All secondary K-12 education students are required to register for the appropriate content area PRAXIS. All elementary K-5 students are required to register for PRAXIS 5031.

All elementary K-5/5-8 education students are required to register for PRAXIS 5031 and the appropriate Middle School Subject Matter Specialization PRAXIS. All elementary K-5/Pre-kindergarten through Grade 3 education students are required to register for PRAXIS 5031 and PRAXIS 5022 (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 Student Teaching Experience and Seminar (EDU 400) unless he/she has successfully passed the PRAXIS for initial certification, i.e. K-5 Elementary PRAXIS 10014 or K-12 Secondary Education Content Area PRAXIS. This is a senior field experience and seminar requirement.

PRAXIS test scores must be submitted to the School of Education placement office.

8. Successfully pass the PRAXIS before beginning the student teaching experience (EDU 404/EDU 403). Students are required to begin the PRAXIS examination process during their Junior Field /Seminar Course (EDU 302) before enrolling in EDU 400, Senior Field.
9. All K-5/P-3 majors must successfully pass the Early Childhood PRAXIS 5022 in order to receive the P-3 endorsement. All K-5/5-8 education majors must pass the subject /specialization PRAXIS in order to receive the Middle-school endorsement.
10. Obtain a New Jersey Substitute Teaching Certificate, in order to continue in his/her upper level field placement. Student requires 60 credits or more to be eligible for this certificate. Junior Field (EDU 302) students should apply for the substitute certificate.
11. Student must maintain a minimum of a 2.75 cumulative GPA throughout the program.
12. 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 College 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-5) and Early Childhood (Pre-kindergarten through Grade 3) endorsement with an English co-major.

The program is presented in a cohort format. Courses are held off campus within the students surrounding area of employment.

#### **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 Teacher Education Program during EDU 301 (Transition into Teaching) or EDU 302 (Junior Field).
3. Complete the criteria for Formal Admission to the Education Program.
4. Take the PRAXIS I examination before formal application to the Teacher Education Program
5. Register for EDU 301 (Transition into Teaching) once accepted into the Teacher Education Program.
6. Complete a minimum of 30 volunteer hours of supervised contact with children in a variety of learning situations.
7. Successfully complete the required field placements for EDU 301, EDU 302, EDU 304, and EDU 400. Receive a grade of “B” or better in these field/seminar courses.
8. Successfully complete the required student teaching (EDU 403/EDU 404) 15 consecutive weeks experience.
9. All junior level education students are required to register and successfully pass the appropriate teacher education program PRAXIS for initial certification (K-5 Elementary or K-12 Secondary Education) prior to registering for the Senior Field Experience and Seminar (EDU 403/404). All elementary K-5 students are required to register for PRAXIS 5031. All elementary K-5/5-8 education students are required to register for PRAXIS 5031 and the appropriate Middle School Subject Matter Specialization PRAXIS. All elementary K-5/Pre-kindergarten through Grade 3 education students are required to register for PRAXIS 5031 and PRAXIS 5022 (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 Senior Field Experience and Seminar (EDU 400) unless he/she has successfully passed the PRAXIS for initial certification, i.e., K-5 Elementary PRAXIS 5031. This is a senior field experience and seminar requirement. PRAXIS test scores must be submitted to the Off-campus Placement Office.
10. Obtain a New Jersey Substitute Teaching Certificate in order to continue his/her upper level field placement. A student is required to have 60 credits or more to be eligible for this certificate.
11. All candidates are governed by the Felician College and School of Education undergraduate admission requirements, policies, and guidelines.

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 College Catalog and student Handbook.

## SCHOOL OF NURSING

Felician College 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

- Accelerated Bachelor's to BSN Program – Cohort Based

- RN/BSN Fast Track program- Cohort Based

### **BSN Degree – High School Graduates and Transfer Students – 131 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 to BSN Program – 79 Credits, 7-12 week sessions**

The Accelerated BSN Program is a full-time nursing program designed for adults seeking a career change. The program is intended for adults who have a bachelor or master's degree and work experience in a discipline other than nursing. Students applying to the program are required to demonstrate the academic ability to successfully engage in an accelerated program of study.

### **Fast Track RN/BSN Program – 48 Credits**

Building on your education, Felician offers a program for RNs seeking to increase their leadership role in nursing by earning a BSN Degree. The cohort-based RN/BSN Fast Track is designed for working nurses who seek to complete the program in 15-months. This innovative program combines in-class courses with independent study and online course work. You will earn three graduate credits and students with a cumulative GPA of 3.000 are automatically accepted into Felician College's MSN program. Graduates of the BSN program qualify for admission to graduate study.

### **Accreditation/Approvals**

The Commission of Collegiate Nursing Education

The undergraduate and graduate nursing programs at Felician College 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 Felician College 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 College 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
- Integrate academic study and community service
- Provide health care for vulnerable and underserved client populations
- Facilitate academic mobility for students
- Promote global understanding

### **Baccalaureate Nursing Program Outcomes:**

**Nursing Practice** - Formulate a philosophy of nursing which is holistic and focused from a health perspective.

**Caring** - Provide health care to clients and support for colleagues which demonstrate a personal commitment to the value of caring.

**Critical Thinking** - Evaluate knowledge from sciences, humanities and nursing to form a framework for nursing practice.

**Self-Care** - Program Outcome: 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.

**Interpersonal Processes** - Incorporate therapeutic interpersonal processes when interacting with clients, communities and colleagues.

**Ethics** - Provide health care rooted in the concepts of altruism, autonomy, human dignity, integrity and social justice.

**Legal Dimensions** - Adheres to legal standards of practice.

**Professionalism/Leadership** - Design and manage professional nursing care as a member of the interdisciplinary health care team.

**Sociocultural Influences** - Integrates cultural competence into the delivery of nursing care.

**Health Care Systems** - Effect change in health care delivery within specific health care systems.

**Political Influences** - Integrate economic, political, technological, and social trends that influence health care policy.

**Evidenced Based Practice** - Apply evidence based findings to nursing practice.

**Teaching Learning** - Actualize a commitment to professionalism and lifelong learning.

### **Policies**

Departments in the School of Nursing follow the general College 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 College, School, and the Department.

Departments in the School of Nursing reserve the right to change, modify or improve any program requirements or policies at its discretion without prior notice.

### **Student Handbooks**

The Felician College Student Handbook and the Nursing Student Handbook contain important policies related to the College 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 Requirement**

The New Jersey State Board of Nursing requires that applicants to the Nursing Program be informed of the following:

13:37-1.8 (h) Before an individual is admitted to a nursing education program, the program shall inform the individual that a criminal history background check is a prerequisite for licensure as a registered professional nurse or a licensed practice nurse.

### **Professional Conduct Policy**

The School of Nursing asserts that members of the nursing profession must adhere to high standards in order to insure quality, safety and maintain the trust of the public we serve. The Felician College 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 College nursing students shall abide by and be held accountable for maintaining the high standards of “*professionalism*” as determined by personal responsibility, Felician College, and the nursing profession. 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.

## **BACHELOR OF SCIENCE DEGREE IN NURSING PROGRAM FOR HIGH SCHOOL GRADUATES AND TRANSFER STUDENTS**

### *Course of Study*

The BSN Degree Program is a four-year course of study designed for high school graduates and transfer students. The 131-credit curriculum includes 58 of Liberal Arts and 73 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 nursing profession. The program prepares you for eligibility to take the RN-NCLEX 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 college.
- Proof of high school graduation, transcripts, GED/IGCSE or copy of High School diploma.

- 2.75 or higher GPA required.
- 900 or higher on the SAT (Critical Reading and Math).
- A grade of C+ or higher in high school laboratory biology and chemistry
- A grade of C+ in two years of college preparatory mathematics, including at least one year of Algebra.
- All developmental course work must be completed prior to entering the program.

### **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 65 credits of all required coursework as identified by the Program in the College 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 (either American Heart Association or Red Cross Health Care Provider), Liability Insurance, and Health Clearance on file with the Clinical Compliance Coordinator

### **B. Nursing Program Admission Requirements for External Transfer Students**

- A completed application to the college.
- 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 college 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 3.0 or higher GPA
  - English I & II
  - Anatomy & Physiology I & II
  - Microbiology
  - Statistics
- Students who have taken the required science courses more than seven years prior to beginning the upper division 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 transfer credits.

### **C. Nursing Program Admission Requirements for Internal Transfer Students**

Applications for admission to the nursing program for internal transfer students are processed once a year. Students applying for admission as an internal transfer student 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.

- B- (80) or higher in high school or college level laboratory chemistry
- B- (80) or higher in two years of college preparatory math, including at least one year of Algebra or a college level math course.
- Completion of at least 30 college credits which must include the following prerequisite courses with a B- or better and a 3.0 or higher GPA
  - English I & II
  - Life Span Development
  - Statistics
  - Computer Science
  - Anatomy & Physiology I & II
  - Microbiology
  - HIST/SOC or RELS elective
- Students who have taken the required science courses more than seven years prior to beginning the upper division 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 transfer credits.

### **D. Preparing for a Career in Nursing Program**

The Preparing for a Career in Nursing program is a 150 credit 5 year 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 college experience needing to strengthen their academic abilities to meet the eligibility requirements for admission to the Felician College nursing program. The prescribed coursework includes educational remediation and developmental work.

With the exception of 15 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 counseled 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 College 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 college. Only those students admitted to Felician College's undergraduate BSN program may continue in nursing. No exceptions are permitted.

The baccalaureate-nursing program is a sequenced professional course of study. Qualified students accepted for admission to the nursing program must be ready to start the junior year sequence as scheduled. Eligible students need to work closely with their advisor to make sure they are ready to start the sequence on time.

The *Preparing for a Career in Nursing* program is rigorous in terms of course sequencing and timeframe for completion. All students are expected to comply with these conditions if admitted to the program. 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 college to continue their studies.

### **Admission Requirements**

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 College 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) 2.5 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) 750 or higher on the SAT (Critical Reading and Math).

### **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 made by the School of Nursing and Enrollment Management are final.

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:**

- 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 and CORE courses.
- Complete the program as prescribed. Students who cannot complete the sequence as prescribed in accordance with grading requirements, 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 College 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 college 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.

### **Degree Requirements**

- Successful completion of 131 credits.
- Students must maintain an overall cumulative GPA average of 2.75. Students whose overall cumulative averages fall below 2.75 will be placed on academic probation for one semester. Failure to raise the cumulative average to 2.75 by the end of that semester shall result in dismissal from nursing program. Students are encouraged to transfer to another program in the college.
- A student is permitted to repeat only one nursing course for a grade less than a C+ or a WD. Students who do not satisfy this requirement are dismissed from the nursing program and advised to transfer to another program in the college.
- A grade of C+ in all science courses.
- A grade of C or higher in all other courses.

### **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
- Proof of professional liability/malpractice insurance with a minimum coverage of 1,000,000/6,000,000
- Proof of current health clearance issued by the Felician College Wellness Center
- Adherence to a criminal history background check as required by a clinical agency. The agency reserves the right to exclude a student from their site. Such exclusion shall result in the student being dismissed from the nursing program.
- Proof of membership in the National Student Nurses Association (NSNA) and New Jersey Nursing Student Association (NJNS).
- Standardized testing is used throughout the curriculum. Specifics in the use of standardized testing are contained within individualized course syllabi.
- Students are financially responsible for the cost of all computerized testing.



- Students are required to complete a departmental approved NCLEX Review Course following completion of their last semester.
- Degree requirements must be completed within 7 years from the start of the program. This time limit includes leaves-of-absence. Students who do not complete the program requirements within this time frame may be required to complete additional coursework.
- A letter of program completion shall be sent by the Associate Dean of the Program to the New Jersey State Board of Nursing at the time the student has completed all program requirements and has submitted proof that they have applied to the Board of Nursing to take the NCLEX Examination.

Graduates are strongly encouraged to sit for the State Board of Nursing Registered Nurse licensing examination (NCLEX) no later than 6 months after program completion. Graduates who opt to take the exam beyond this point need to contact the Dean of the School who will recommend remediation activities prior to processing their NCLEX application. Students may be required to participate in remediation throughout the program.

### **Academic Probation**

Students are required to maintain a 2.75 cumulative GPA throughout the program. Students whose Cumulative GPA falls below 2.75 will be placed on academic probation for one semester. Failure to raise the cumulative GPA to a 2.75 by the end of that semester shall result in dismissal from the BSN Program without a chance of re-admission. Students dismissed from the program are counseled to enroll in another program at the college where they may be successful.

### **Advisement**

Upon enrolling, nursing students are assigned a faculty advisor to assist with course selection and registration. 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 go to 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. Clinical sections are non-negotiable, because the program will not be able to accommodate individual student requests. 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 of the course requirements.

Students practice in a variety of health care settings including acute care agencies and community settings. Sites are JCAHO accredited (Joint Commission on the Accreditation of Health Care Organizations). Many of the agencies have received Magnet Status recognition from the American Nurses Credentialing Center (ANCC).

### 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 Preceptor in executing the nursing regime under the supervision of nursing faculty. The Residency Program bridges the gap between the role of the student nurse transitioning to the role of staff nurse.

### Curriculum Plan for Admitted Prelicensure Nursing Students

<i>Freshman Year</i>			
Fall Semester Courses		Spring Semester Courses	
FYE 100	Freshman Year Experience	1	ENG 102 Introduction to Literature 3
ENG 101	Writing the College Essay	3	BIO 206 Anatomy and Physiology II 4
BIO 205	Anatomy and Physiology	4	HIST/SOC History or Social Science Elective 3
PSYC 105	Life Span Development	3	MATH 122 Statistics 3
ART ____	Art Elective	3	RELS Religion Elective 3
CS ____	Computer Inform. Systems Elective	3	<sup>100/200 level</sup> NURS 102 Nursing Mentoring Seminar II 0
NURS 101	Nursing Mentoring Seminar I	0	
Total Credits		17	Total Credits 16
<i>Sophomore Year</i>			
Fall Semester Courses		Spring Semester Courses	
NURS 201	Nursing Mentoring Seminar III	0	NURS 202 Nursing Mentoring Seminar IV 0
NURS 215	Nursing Theory, Role Development, and Innovation	4	NURS 235 Global Issues in Health Care and Social Policy 3
NURS 225	Health Literacy and Informatics	3	NURS 245 Geriatrics and Health Care 3
BIO 202	Microbiology	4	NURS 350 Pharmacological Therapeutics 3
CORE 200	Culture and Diversity	3	CORE 350 Applied Ethical Reasoning 3
BIO 307	Pathophysiology	3	RELS 310 Moral and Spiritual Dimensions of Health Care 3
Total Credits		17	Total Credits 15
<i>Junior Year</i>			
Fall Semester Courses		Spring Semester Courses	
NURS 305	Primary Care: Health Assessment Across the Lifespan	4	NURS 345 Mental Health 3
NURS 306	Primary Care: Health Assessment Across the Lifespan Practicum	2	NURS 346 Mental Health Practicum 2
NURS 325	Fundamentals of Nursing Modalities	3	NURS 355 Care of Healthy Adults and Elderly Populations 4
NURS 326	Fundamentals of Nursing Modalities Practicum	2	NURS 356 Care of Healthy Adults and Elderly Populations Practicum 2
NURS 335	Patient, Family and Community Education	3	NURS 450 Critique and Evaluation of Nursing Research 3
CORE 375	Journeys to Selfhood	3	
Total Credits		17	Total Credits 14

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Senior Year

Fall Semester Courses			Spring Semester Courses		
NURS 415	Care of Childbearing and Childrearing Family	6	NURS 460	Clinical Residency/Capstone	6
NURS 416	Care of Childbearing and Childrearing Family Practicum	2	NURS 380	Ethical/Legal Issues in Healthcare	3
NURS 435	Health Problems of Adult and Elderly Populations	4	NURS 485	Public Health and Disaster Management	4
NURS 436	Health Problems of Adult and Elderly Populations Practicum	2	NURS 486	Public Health and Disaster Management Practicum	2
MGT 420	Business Dimensions of Healthcare	3	CORE 400	The Franciscan Vision	3
Total Credits			17	Total Credits	
				18	

**Preparing for a Career in Nursing Program**

**Freshman Year I (27 credits)**

**Curriculum Plan**

**Freshman Year I**

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 005/105	Reading Comprehension/Reading Seminar	4
PCN MATH 002	Basis Skills in Math	4	PCN MATH 114	Mathematical Explorations	4
PCN RELS 101	Intro. to Catholic Theology	3	PCN CS 101	Intro. to Computer Applications	4
PCN PHIL 100	Critical Reasoning	3			
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			14	Total Credits	
				13	

**Freshman Year II (26 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
ART	Elective	3	PSYC 105	Life Span Development	3
HIST/SOC	Elective	3	MATH 122	Statistics	3
NURS 101	Nursing Mentoring Seminar	0	NURS 102	Nursing Mentoring Seminar II	0
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	
				13	

**Sophomore Year**

Fall Semester Courses			Spring Semester Courses		
NURS 201	Nursing Mentoring Seminar III	0	NURS 201	Nursing Mentoring Seminar III	0
NURS 215	Nursing Theory, Role Development, and Innovation	4	NURS 235	Global Issues in Health Care	3
NURS 225	Health Literacy and Informatics	3	NURS 245	Geriatrics and Health Care	3
BIO 202	Microbiology	4	NURS 350	Pharmacological Therapeutics	4
CORE 200	Culture and Diversity	3	CORE 350	Applied Ethical Reasoning	3
RELS 310	Moral and Spiritual Dimensions of Healthcare	3	BIO 307	Pathophysiology	3
10 hours scheduled in the Nursing Resource and Simulation Center required. Vital Signs/BP			10 hours scheduled in the Nursing Resource and Simulation Center required. CPR Certification		
Total Credits			17	Total Credits	
				13	

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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			
Fall Semester Courses		Spring Semester Courses	
NURS 305	Primary Care: Health Assessment Across the Lifespan	4	NURS 345 Mental Health 3
NURS 306	Primary Care: Health Assessment Across the Lifespan Practicum	2	NURS 346 Mental Health Practicum 2
NURS 325	Fundamentals of Nursing Modalities	3	NURS 355 Care of Healthy Adults and Elderly Populations 4
NURS 326	Fundamentals of Nursing Modalities Practicum	2	NURS 356 Care of Healthy Adults and Elderly Populations Practicum 2
NURS 335	Patient, Family and Community Education	3	NURS 450 Critique and Evaluation of Nursing Research 3
CORE 375	Journeys to Selfhood	3	
Total Credits		17	Total Credits 14

Senior Year			
Fall Semester Courses		Spring Semester Courses	
NURS 415	Care of Childbearing and Childrearing Family	6	NURS 460 Clinical Residency/Capstone 6
NURS 416	Care of Childbearing and Childrearing Family Practicum	2	NURS 380 Ethical/Legal Issues in Healthcare 3
NURS 435	Health Problems of Adult and Elderly Populations	4	NURS 485 Public Health and Disaster Management 4
NURS 436	Health Problems of Adult and Elderly Populations Practicum	3	NURS 486 Public Health and Disaster Management Practicum 2
MGT 420	Business Dimensions of Healthcare	3	CORE 400 The Franciscan Vision 3
Total Credits		18	Total Credits 18

### ACCELERATED BACHELOR'S TO BSN

#### Course of Study

There are seven 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 3.2 or higher.
- Submission of official academic transcripts from all institutions of higher education.
- Demonstrated ability to successfully complete an accelerated course of nursing study and clinical practice full-time.
- B- or higher in all required prerequisite courses.
- Students must pass all sciences with a B- or better. Students may repeat **one** science grade for a grade less than a B- this repeat includes ALL institutions of higher education that the student has attended. All transcripts will be reviewed prior to admission, to determine science eligibility.

- 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
Pathophysiology*	3 Credits
Statistics	3 Credits
Life Span Development	3 Credits
Computer Science Elective	3 Credits
Moral and Spiritual Dimensions of Healthcare+	3 Credits
Total Credits	27

\* Students who have taken the required science level prerequisite courses more than seven years prior to the acceptance to the Bachelor to BSN program are required to pass a challenge examination in order to receive college credit and thereby be admitted to the program.

+Moral and Spiritual Dimensions of Healthcare course may be taken after student has enrolled in the program.

**Transfer Credits**

An evaluation regarding the transferability of nursing credits is done on a case-by-case basis. It is the responsibility of the student to provide the Undergraduate Associate Dean a copy of the syllabus for the transfer course. The official transcript must be on file with the Office of Adult & Graduate Admissions or the Registrar. Students must have received a B- or higher in the prerequisite course they are requesting for transfer credit. The Associate Dean shall make the final decision regarding the awarding of transfer credits.

**Degree Requirements**

- Successful completion of 32 credits of prerequisite courses.
- Successful completion of 73 credits of nursing courses.
- Maintenance of a cumulative GPA 2.75 throughout the program.
- A grade of C+ or higher in all nursing courses. The course grade is comprised of academic course work and a satisfactory grade in clinical practice. A student is permitted only one repetition of one nursing course for a grade less than a C+.
- A grade of C or higher in all non-nursing courses and a C or higher in all CORE courses.

**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. Clinical practice will take place at the Newark Beth Israel Medical Center and a variety of community settings.

For all baccalaureate programs the Program Requirements, Academic Probation, Clinical Residency statement and Course Descriptions are the same.

**Required Nursing Courses:**

Sessions	Courses	Credits
<b>Session I</b> 12 Weeks 10 credits	NURS 101, 102 201,202 Nursing Mentoring	0
	NURS 215: Nursing Theory, Role Development and Innovation	4
	NURS 235: Global Issues in Health and Social Policy	3
	NURS 350: Pharmacological Therapeutics	3
<b>Session II</b> 12 Weeks 12 credits	NURS 225: Health Literacy and Informatics	3
	NURS 305: Primary Care: Health Assessment Across the Lifespan	4
	NURS 306: Primary Care: Health Assessment Across the Lifespan Practicum	2
	NURS 245 Geriatrics and Health Care	3
<b>Session III</b> 12 Weeks 11 credits	NURS 325: Fundamentals of Nursing Modalities	3
	NURS 326: Fundamentals of Nursing Modalities Practicum	2
	NURS 335: Patient, Family and Community Education	3
	NURS 380: Ethical/Legal Dimensions	3
<b>Session IV</b> 12 Weeks 11 credits	NURS 355: Care of Healthy Adults and Elderly Populations	4
	NURS 356: Care of Healthy Adults and Elderly Populations	2
	NURS 345: Mental Health	3
	NURS 346: Mental Health Practicum	2
<b>Session V</b> 12 Weeks 9 credits	NURS 435: Health Problems of Adults and Elderly Populations	4
	NURS 436: Health Problems of Adults and Elderly Populations	2
	NURS 450: Critique and Evaluation of Nursing Research	3
<b>Session VI</b> 12 Weeks 14 credits	NURS 415: Care of Childbearing and Childrearing Family	6
	NURS 416: Care of Childbearing and Childrearing Family	2
	NURS 485: Public Health and Disaster Management	4
	NURS 486: Public Health and Disaster Management Practicum	2
<b>Session VII</b> 12 Weeks 12 credits	NURS 460: Clinical Nursing Residency	6
	MGT 420: Business Dimensions of Health Care	3
	CORE 400: The Franciscan Vision	3
<b>Total Credits</b>		<b>79</b>

**Course Descriptions (new Upper Division Prelicensure Program)**

The following course descriptions will be in effect for all students who were accepted to Felician College in Nursing for the 2011-2012 academic year.

**NURS 101, 102, 201, 202  
Nursing Mentoring Seminars  
0 Credits**

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:

**Seminar I:** self-awareness, career choice, mentoring relationships

**Seminar II:** academic success strategies, inherent nursing values

**Seminar III:** professionalism, critical thinking, critical reasoning and critical decision making, ethical comportment, quality and safety, globalization/cultural competence

**Seminar IV:** health and health promotion, clinical readiness, nursing leadership.

**NURS 215**  
**Nursing Theory, Role Development and Innovation**  
**4 credits**

This course will explore 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, New Jersey Board of Nursing regulations, Healthy People 2010/2020 Objectives 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.

*Prerequisite for nursing sequence*

**NURS 225**  
**Health Literacy 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.

*Prerequisite for clinical nursing courses*

**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; health disparities within the U.S. and globally; United Nations and International Council of Nurses initiatives.

*Prerequisite for clinical nursing sequence*

*Open to A & S Humanities Studies: Global Peace and Justice Minors with permission of Prelicensure Nursing Program Associate Dean*

**NURS 245**  
**Geriatrics and Health Care**  
**3 credits**

The concept of healthful aging as well as issues related to chronic illness, frailty and mental health will be examined. Psychosocial, economic and public policy perspectives, advanced illness, palliative and end of life care, death and dying, loss, grief and bereavement related to the geriatric client will be explored.

*Prerequisite for clinical nursing sequence*

*Open to A & S Geriatric Minors with permission of Prelicensure Nursing Program Associate Dean*

**NURS 350**  
**Pharmacological Therapeutics**  
**3 credits**

This course focuses on the safe administration and use of pharmacotherapeutics in current nursing practice. It utilizes the nursing process and the role of the nurse when caring for patients receiving drugs. Emphasis is on the importance of the IOM recommendations on reducing medication errors, electronic documentation, and technology for order/entry.

*Prerequisites for clinical nursing sequence*

**NURS 305**  
**Primary Care: Health Assessment across the Lifespan**  
**4 credits**

The focus is on Primary Care and Health People 2010/2020. Knowledge and skills in obtaining a comprehensive health assessment will be obtained. Parameters of health; normal ranges, and variations are discussed. Healthy behaviors in relation to health promotion, health maintenance and disease prevention are emphasized.

*Prerequisite: Acceptance into Upper Division clinical Nursing Sequence*

*Co-requisites: NURS 306, 325, 326*

### **NURS 306**

#### **Primary Care: Health Assessment**

#### **Practicum**

#### **2 credits**

The focus 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:* Acceptance into Upper Division clinical Nursing Sequence

*Co-requisites:* NURS 305, 325, 326

### **NURS 325**

#### **Fundamentals of Nursing Modalities**

#### **3 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:* Acceptance into Upper Division clinical Nursing Sequence

*Co-requisites:* NURS 326, 305, 306

### **NURS 326**

#### **Fundamentals of Nursing**

#### **Modalities Practicum**

#### **3 credits**

Clinical experiences occur in a variety of health care settings, and will include simulation, lab and clinical practice. Nursing homes, assisted living facilities, and hospitals will be utilized.

*Prerequisite:* Acceptance into Upper Division clinical Nursing Sequence

*Co-requisites:* NURS 325, 305, 306

### **NURS 335**

#### **Patient, Family and Community**

#### **Education**

#### **3 credits**

Using Healthy People 2010/2020 objectives, students will focus on health problems of underserved populations. Assessment, counsel-

ing and teaching for health promotion and behavior change will be discussed. Students develop a teaching-learning module for individuals and groups of clients which includes preparation of a teaching presentation, demonstrating appropriate presentation skills, creating power point, and accessing resource information as part of the presentation requirement.

*Prerequisite:* Acceptance into Upper Division clinical Nursing Sequence

### **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, 335

*Co-requisite:* NURS 356

### **NURS 356**

#### **Care of Healthy Adults and Elderly**

#### **Populations – (Adult I) Practicum**

#### **2 credits**

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 provided. Workplace, community ambulatory and acute care settings, churches, clinical, assisted living settings, physicians' offices will be used. All students will have a rotation in an urban underserved area.

*Prerequisites:* NURS 305, 306, 325, 326, 335

*Co-requisite:* NURS 355



**NURS 345**  
**Mental Health**  
**3 credits**

The focus of this course is on individuals with mental health disorders, across the life-span, and along the mental health-illness continuum. The role of the nurse is primary prevention, the nurse/patient relationship, therapeutic communication skills, psychobiologic treatment strategies, and the roles of the mental health nurse including advocacy are emphasized in this course.

*Prerequisites:* NURS 305, 306, 325, 326, 335

*Co-requisite:* NURS 346

**NURS 346**  
**Mental Health Practicum**  
**2 credits**

This clinical course provides students with experiences to design, provide, manage and advocate for the 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, 335

*Co-requisite:* NURS 345

**NURS 380**  
**Ethical/Legal Issues in Health Care**  
**3 credits**

This course explores the relationship between ethical and legal aspects of nursing within the larger health care system. Students discuss cultural, social, ethical, psychosocial, and legal aspects of complex health issues and the effects on individuals, families, and society as well as interdisciplinary team members. Emphasis is on core nursing values, ethical comportment and an objective approach to ethical decision making.

*Prerequisite:* *Acceptance into Upper Division clinical Nursing Sequence*

**NURS 415**  
**Care of Childbearing and**  
**Childrearing Family**  
**6 credits**

This course uses Family Systems Theory as a framework for the health care needs of the childbearing/childrearing family including genetics, developmental physiological, nutritional and economic factors. Emphasis on maintenance and promotion of health. Primary care, acute care and chronic issues will be explored. Disease prevention and the assessment and management of disorders including learning issues will be examined.

*Prerequisites:* NURS 355, 356, 345, 346

*Co-requisite:* NURS 416

**NURS 416**  
**Care of Childbearing and**  
**Childrearing Family – Practicum**  
**2 credits**

Simulation, lab, community and hospital clinical practice experiences with women's health, maternity, and pediatric clients and families will be provided. All students will have a rotation in an urban underserved area.

*Prerequisites:* NURS 355, 356, 345, 346

*Co-requisite:* NURS 415

**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 illness conditions 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 problems in a variety of settings to ensure safe, comprehensive and collaborative nursing 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 are provided 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**

Students learn to utilize research methods and evidenced based practice in caring for patient populations. The course emphasizes competencies need to evaluate nursing research findings for their validity and applicability to evidence-based practice.

*Prerequisite:* Acceptance into Upper Division Clinical Nursing Sequence, MATH 122

### **NURS 460**

#### **Clinical Residency/Capstone**

##### **6 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. Clinical Residents work in structured health care setting with multiple nurse preceptor and are

assigned to deliver care to a group of patients as a fully integrated member of the health care team. Weekly case conferences focus on topics such as prioritization, time management delegation, clinical emergencies, and organization of work, documentation, physician nurse communication, and problem solving.

*Prerequisites:* NURS 435, 436, 415, 416

*Co-requisite:* NURS 485, 486, 380

### **NURS 485**

#### **Public Health and Disaster Management**

##### **4 credits**

This course focuses on population focused cared in the prevention of disease and disability; health promotion and health protection of populations. Students will experience nursing care at primary and specialty offices, hospitals, community settings, home care, Red Cross training, Environmental and occupational health. They will have the opportunity to do a community health analysis and nutritional needs and resources. Emergency preparation and the role of the response team will also be explored.

*Prerequisites:* NURS 435, 436, 415, 416

*Co-requisite:* NURS 380, 486

### **NURS 486**

#### **Public Health and Disaster Management – Practicum**

##### **2 credits**

The multi-faceted roles of community/public health nurses are explored through various clinical experiences provided in primary clinics, specialty settings, and home care/hospice which include rotations with vulnerable populations in underserved areas and diverse ethnic populations across the life span.

*Prerequisites:* NURS 435, 436, 415, 416

*Co-requisites:* NURS 380, 485

## Course Descriptions (Traditional Prelicensure BSN Program)

All students who began NURS 100 prior to Fall 2011; the following course descriptions will be in effect until May 2014 (please refer to previous catalogue 2010 – 2011 for course sequencing)

### **NURS 100**

#### **Exploring Professional Nursing 3 credits**

This course introduces the beginning nursing student to the role of the professional nurse. An overview of the nursing profession's historical development, evolution of the health care system, and the legal and ethical principles that direct professional nursing practice are discussed. The student will be introduced to the nursing process and the importance of meeting the individual's needs for health maintenance, health promotion and disease prevention. In this course the student will explore professional concepts and strategies that influence self-awareness, critical thinking, motivation, and cultural competence. Selected philosophies and psychosocial concepts are also explored. Students will also be exposed to the importance of lifelong learning. Limited to BSN and Nursing Pathway students

### **NURS 240**

#### **Health Assessment**

**6 credits (4 hrs. lecture, 6 hrs. lab/clinical)**

This course will assist the student in developing knowledge and skills in obtaining and documenting a comprehensive health assessment, including the physical, psychological, social, and environmental aspects of health. Students will have the opportunity to assess the adult client utilizing simulated technology including SimMan and in the actual health care setting. Cultural differences are explored in relationship to health assessment, promotion and disease prevention.

*Prerequisite:* NURS 100, BIO 205, BIO 206

### **NURS 250**

#### **Foundations of Professional Nursing**

**6 credits: (4 hrs. lecture, 6 hrs. lab/clinical)**

This course introduces beginning nursing student to health care skills that are integral to providing safe and effective nursing care.

Through the use of audiovisuals, interactive video, demonstration and practice, students will learn to apply the nursing skills necessary to safely and effectively implement care for adult clients. During this course, the student has the opportunity to engage in hands-on learning in the nursing resource center, allowing them to practice both technical and critical thinking skills with guidance and assistance of faculty and staff. Clinical experiences occur in a variety of health care settings.

*Prerequisite:* NURS 240

*Co-requisite:* NURS 350

### **NURS 260**

#### **Nutrition and Health Care**

**2 credits**

This course covers the basic principles of nutrition including the cultural and economic effects of nutrition in preventing disease and promoting and restoring health. Emphasis is placed on the influence of nutrition on health throughout the life cycle and as a result of periods of increased stress and altered states of health. Therapeutic diets are also discussed.

### **NURS 300**

#### **Nursing of Adults I**

**5 credits (3 hrs. lecture and 6 hrs. clinical)**

This course will assist the student in developing into the role of the professional nurse, as it applies to nursing care of the adult/geriatric client with acute and/or chronic illness. Principles of teaching/learning, health promotion, disease prevention, patient safety, economic, social and cultural beliefs are integrated in the development of evidence based practice plans of care. The nursing process is utilized in caring for the adult client in a variety of settings to ensure safe, comprehensive and collaborative nursing care.

*Prerequisites:* NURS 250, NURS 260, NURS 350, BIO 307

*Co-requisites:* NURS 320, NURS 450

### **NURS 320**

#### **Dimensions of Mental Health**

**5 credits (3 hrs. lecture and 6 hrs. clinical)**

This course will present the theories and principles underlying nursing care of patients with alterations in mental health. Students conduct psychosocial assessments, develop an evidence-based nursing plan of care, develop a higher level of skill in therapeutic communication, intervention strategies, and evaluate achievement of outcomes for individuals, families, and groups across the lifespan. Primary prevention, crisis intervention, and family and community concerns related to substance abuse, the dual-diagnosis patient, domestic violence and other mental illness will be discussed. Students examine systems in which mental health care is provided and the availability of relevant resources. Ethical and legal are integrated throughout the course. Clinical experiences will take place in a variety of inpatient and community settings.

*Prerequisites:* NURS 260, NURS 250, NURS 350

*Co-requisite:* NURS 300

### **NURS 350**

#### **Pharmacology**

**3 credits**

This course is designed to present the knowledge of pharmacology as utilized in current nursing practice. The content focuses on the pharmacologic classifications of drugs, their physiologic impact, monitoring for therapeutic responses, side effects, adverse reactions, drug interactions, toxicity, patient-teaching responsibilities and nursing implications. Emphasis is placed on utilizing the nursing process and the role of the nurse when caring for patients receiving drugs. Students will understand the importance of the IOM recommendations on reducing medication errors

*Prerequisites:* NURS 240, BIO 202, BIO 307, CHEM 105

*Co-requisites:* NURS 250, NURS 260

### **NURS 360**

#### **Nursing of Adults II**

**5 credits (3 hrs. lecture and 6 hrs. clinical)**

This course is designed to further develop the student's ability to critically think as it applies to nursing care of the adult/geriatric client with acute and/or chronic illness. Principles of teaching/learning, health promotion, diagnosis, disease prevention, economic, social and cultural beliefs are integrated in the development of evidence based practice plans of care. The nursing process is utilized in caring for the adult client in a variety of settings to ensure safe, comprehensive, and collaborative nursing care.

*Prerequisites:* NURS 300, NURS 320, NURS 450

*Co-requisites:* NURS 370, NURS 380

### **NURS 370**

#### **Care of the Childbearing Family**

**5 credits (3 hrs. lecture and 6 hrs. clinical)**

The primary focus of this course will be on the nursing care of the childbearing client in the framework of the developing family. Course content will include the factors that influence conception, growth, and development of the fetus, pregnancy and birth, and a variety of women's reproductive health issues from menarche to menopause. Students will also be exposed commonly occurring male reproductive health issues. Students will discuss the effects that culture, society, technology, public policy, and economics have on childbearing and reproductive health of women and families. Students will examine the availability of relevant community resources to the childbearing family, and the ethical and legal concerns associated with childbearing. High-risk situations and issues related to childbearing related to pregnancy and birth are addressed.

*Prerequisites:* NURS 300, NURS 320, NURS 450

*Co-requisites:* NURS 360, NURS 380

### **NURS 380**

#### **Ethical/Legal Dimensions of Nursing**

**3 credits**

The student examines personal and professional values, in relation to ethical and legal issues, occurring in the practice of professional nursing. Using legal concepts and professional ethical codes, the student will build upon knowledge from previous courses to explore the ethical and legal problems encountered in nursing care throughout the lifespan. Sociocultural influences on ethical and legal concepts are explored.

*Prerequisites:* NURS 300, NURS 320, NURS 450

*Co-requisites:* NURS 370, NURS 360: Nursing of Adults II

### **NURS 410**

#### **Community Health Nursing**

**5 credits (3 hrs. theory, 6 hrs. clinical)**

The focus of this course is community health nursing with a transcultural nursing framework. Community health is viewed from the perspective of the community as client, and the student examines problems of health disparities and other factors affecting populations at risk. Clinical experiences are provided within a variety of settings reflecting the multifaceted role of the community health nurse.

*Prerequisites:* NURS 360, NURS 370, NURS 380

*Co-requisite:* NURS 420

### **NURS 420**

#### **Care of the Childrearing Family**

**5 credits (3 hrs. theory, 6 hrs. clinical)**

This course focuses on the unique health and developmental needs of infants, children and adolescents. Students will develop an evidence-based nursing plan of care, emphasizing family-centered care that incorporates screening, teaching, health promotion, prevention and counseling. The student will use the nursing process and evidence-based practice to provide comprehensive health care to children in acute care and community settings. Additional observational opportunities in well

baby clinics, day care centers and other community-based agencies for childrearing families are accessed to enhance student learning experiences.

*Prerequisites:* NURS 360, NURS 370, NURS 380

*Co-requisite:* NURS 430

### **NURS 440**

#### **Leadership in Professional Nursing**

**3 credits**

This course provides the core foundation in preparing the professional nurse to function in a leadership and/or management role. The student will develop an understanding of leadership theories and management styles, delegation, networking, conflict resolution, information management recruitment and retention as they relate to the role of the nurse leader/manager in the health care delivery system. Concepts include organizational structure, change theory, staff motivation, managing quality and performance, workplace diversity, legal and political influences, budgeting and resource allocation, and health care delivery systems. The importance of the nurse leader as a member of the interdisciplinary health care team is also highlighted.

*Prerequisites:* NURS 410, NURS 420

*Co-requisites:* NURS 460, NURS 470

### **NURS 450**

#### **Nursing Research**

**3 credits**

This course focuses on the professional nurse as a research consumer. Students are introduced to the research process with emphasis placed on the development of critical appraisal skills. Such skills are used to evaluate nursing research findings for their validity and applicability to practice.

*Prerequisites/Co-requisites:* PSYC 305 or MATH 122

### **NURS 460**

#### **Clinical Residency**

**6 credits (15 weekly clinical hrs.**

**+ 1 hr. seminar)**

The clinical residency program consists of a series of structured learning and work experiences with nurse experts designed to assist

senior level nursing students in their transition to their first professional nursing role. Clinical Residents work in structured health care setting and provide care to individual groups of patients as a fully integrated member of the health care team. Clinical Nurse Residents work one-on-one with a Registered Nurse Preceptor in executing the nursing regime. Weekly case conferences focus on topics such as prioritization, time management delegation, clinical emergencies, organization of work, documentation, physician nurse communication, and problem solving. Health care experts may be invited to participate in care conferences to enhance the discussion of patient outcomes.

**NURS 470**  
**Genetics in Healthcare**  
**1 credit**

This course will introduce the fundamental principles of medical genetics, DNA analysis, and the importance of genetic knowledge in the context of modern healthcare. Major topics include simple inheritance patterns, DNA replication and analysis, regulatory mechanisms, and genetic engineering. Emphasis will be placed viewing human genetics from a holistic perspective with consideration of the roles multidisciplinary team members play in this area.

**FAST TRACK RN/BSN PROGRAM**

*Course of Study*

The Fast Track RN/BSN program provides a course of study specifically designed for the working RN. Based on the principles of adult learning theory, and an emphasis on expanding professional knowledge, the program prepares RNs for leadership roles in patient care and management. A course in Business in which you will develop a business plan, and a computer course in HIPPA Security Requirements are but a few of the new and exciting courses in this curriculum. The program is 48 credits, 27 of nursing and 21 of liberal arts, which includes a three credit graduate course. A Bachelor of Science Degree in Nursing is awarded upon successful completion of the program. This cohort-based program is offered on campus and in various off-campus locations throughout the state.

- RN/BSN Fast Track Program: 15 months in length with classes held one full day a week (cohort based).

*Admission Requirements*

- A completed application
- Graduation from a nursing program duly accredited by a national accrediting agency approved by the Board of Nursing
- Licensure as a Registered Professional Nurse in New Jersey
- Submission of two professional and/or academic references
- Submission of all official academic transcripts
- Completion of 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 2.500 throughout the program
- A grade of “C+” or better in all nursing courses
- A grade of “C” or better in all non-nursing courses.

### ***Program Requirements***

- Proof of current licensure as a Registered Professional Nurse in New Jersey
- Proof of current CPR certification
- Proof of professional liability/malpractice insurance with a minimum coverage of 1,000,000/6,000,000
- Proof of current health clearance issued by the Felician College Wellness Center
- Adherence to a criminal history background check as required by the clinical agency. The Agency reserves the right to exclude a student from their site. Such exclusion shall result in a dismissal from the nursing program.

### ***Academic Policies***

- If a student receives less than a C+ in a nursing course, only one repetition of this course is permitted.
- Degree requirements must be completed within 7 years from the start of the program. This time limit includes leaves-of-absence. Students who do not complete the program requirements within this time frame may be required to complete additional coursework.
- There is a residency requirement that the last 30 credits of the BSN degree must be earned at Felician College.
- 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 for Students Starting the program in September 2013\***

Sessions: 8 weeks in length / 6 credits per session

Session	Course(s)
1	NURS 408 Patient, Family and Community Education for RNs CS 317 Computer, Informatics, Privacy and Security for Health Care Professionals
2	NURS 340 Primary Care: Health Assessment Across the Lifespan for RNs BIO 307 Pathophysiology
3	NURS 380 Ethical / Legal Issues in Health Care MATH 122 Statistics I
4	NURS 385 Health Care Policy and Politics MGT 420 Business Dimensions of Health Care
5	NURS 412 Public Health and Disaster Management for RNs
6	NURS 450 Critique and Evaluation of Nursing Research RELS 310 Moral and Spiritual Dimensions of Health Care
7	NURS 426 Leadership and Management for RNs
8	BUS 501 Advanced Business Dimensions of Health Care CORE 400 Franciscan Vision

\* The order in which the courses are offered is subject to change

*Course Descriptions*

**NURS 340**

**Primary Care: Health Assessment Across the Lifespan 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.

*Prerequisite or Co-requisite:* BIO 307

**NURS 380**

**Ethical / Legal Issues in Health Care**

**3 credits**

The student examines personal and professional values in relation to ethical and legal issues occurring in the practice of professional

nursing. Using legal concepts and professional ethical codes, the student will build upon knowledge from previous courses to explore the ethical and legal problems encountered in nursing care throughout the lifespan. Sociocultural influences on ethical and legal concepts will be explored.

**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 408**  
**Patient, Family and Community Education for RNs**  
**3 credits**

Major theories and principles of education for clients and healthcare professionals are explored within this course. Principles of teaching/learning along with interventions and strategies for health education are identified and practiced. Formation of a teaching philosophy is developed by incorporating values, self-analysis, and professional growth. Registered professional nurse students develop health presentations for selected populations using educational technology. Creation of a teaching portfolio is explored. Understanding culture and lifespan issues in relationship to health promotion, education, and maintenance are also explored.

**NURS 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  
*Prerequisite:* NURS 340

**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 pro-

cesses underlying leadership strategies. A clinical practicum is used to analyze leadership/management theories and aid the student in developing the knowledge and skills for effective leadership and management.

**NURS 450**  
**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

**BUS 501**  
**Advanced Business Dimensions of Health Care**  
**3 credits**

This course is designed for health care professionals and administrative personnel. It focuses on the application of business and management practices in a variety of health care settings. The student incorporates graduate level management concepts in executing a mid-level or senior management administrative role. Financial aspects are emphasized. Opportunities are provided to critique various management models within health care settings identified by the student. Students are encouraged to incorporate research findings into their work from professional organizations such as the American Nurses' Credentialing Center project on magnet hospitals and other best practice settings. The course culminates with the student developing a business plan for a specific health care setting.

All students who began the Fast Track RN/BSN program prior to September 2013 will take the following courses. These will be in effect until December 2014.

**NURS 330**

**Dimensions of Baccalaureate Nursing**

**3 credits**

This course provides the foundation for professional nursing practice by introducing learners to the history, theory, concepts, and processes essential to the development of professional behaviors. Selected philosophies and theories of nursing are introduced and discussed. Socialization into the professional role is studied and selected psychosocial concepts are discussed within a self-care framework.

**NURS 340**

**Health Appraisal**

**3 credits**

This course is designed to refine the student's knowledge and skills in obtaining and recording a systematic health assessment on individuals throughout the life span. The course involves the synthesis of nursing, biological, psychological, sociological and cultural knowledge and theories as they apply to findings obtained in the comprehensive health appraisal.

**NURS 385**

**Health Policy & 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. The principles of debate will be incorporated as will the guidelines in formally debating an issue.

**NURS 408**

**Health Promotion**

**3 credits**

Major theories and principles of teaching and learning are examined as they apply to health promotion, maintenance and the restoration

of health. Formulation of a teaching philosophy is developed incorporating values, self-analysis, and professional growth. Registered professional nurse students develop health presentations for selected populations using educational technology. Creation of a teaching portfolio is explored.

**NURS 411**

**Population Focused Health Care**

**3 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 425**

**Leadership and Management**

**5 credits**

Through the use of an interdisciplinary model, this course provides a theoretical knowledge base for preparing an individual to function in a leadership role and/or management role. The student gains a basic understanding of organizational theory and behavior, role theory, and management models which are integral to professional practice. Emphasis is placed on decision making strategies and the application of power and influence as critical processes underlying leadership strategies. A clinical practicum is used to analyze leadership/management theories and aid the student in developing the knowledge and skills for effective leadership and management.

**NURS 450**  
**Nursing Research**  
**3 credits**

This course focuses on the professional nurse as research consumer. Students are introduced to the research process with emphasis placed on the development of critical appraisal skills. Such skills are used to evaluate nursing research findings for their validity and applicability to practice.

**NURS 499**  
**Nursing Capstone**  
**1 credit**

This course is a study of a phenomenon, issue, or problem of concern to nursing. It facilitates the learner's development of critical thinking skills. The learner's self-directed pursuit is mentored by a faculty member. The course culminates in a scholarly paper.

**NURS/BUS 501**  
**Advanced Business Dimensions of Health Care**  
**3 credits**

This course focuses on the application of business and management practices in a variety of health care settings. The student incorporates graduate level management concepts in executing a mid-level or senior management administrative role. Financial aspects are also emphasized. Opportunities are provided to work in groups to critique various management models within health care settings identified by the student. Students are encouraged to incorporate research findings from professional organizations such as the American Nurses' Credentialing Center project on magnet hospitals and other best practice settings. The course culminates with the student developing a business plan for a specific health care setting.



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#### **Academic Support Services**

**Karen P. Fasanella**, Associate Dean for Academic Success, Associate Professor (2009); B.A., Early Childhood/Elementary Education, M.A., Reading Specialist, New Jersey City University; Administrators/Supervisors Certification Program, St. Peter's College; Ed.D., Educational Administration and Supervision, Seton Hall University

**Shari Ferguson-Murtha**, Director of Academic Student Counseling; B.A., Glassboro State College, M.Ed., The Pennsylvania State University, LPC

**Sherrell Holderman**, Freshman Year Experience Coordinator/Academic Counselor; B.A., M.S., Syracuse University

**Julie O'Connell**, Chair of Developmental Studies and Assistant Professor (2010); B.A., Georgetown University; M.A., Brown University; D.Litt., Drew University

**Carolyn Mitchell Kehayan**, Coordinator of Services for Students with Disabilities; B.A., Southern Connecticut State University; M.A., Fairleigh Dickinson University, LDT-C

**Elizabeth Noreika**, Assistant Coordinator of Services for Students with Disabilities; A.A., B.A., Felician College

#### **Center for Learning**

**Ann Babilot**, Coordinator of Tutorial Services

**Hamdi Shahin**, Tutor; B.S., New Jersey Institute of Technology

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**Tara Brugnoli**, Instructor and Tutor; B.A., M.A., Felician College; D.Litt. Candidate, Drew University

**Sister Elizabeth Morley**, CSSF, Instructor and Tutor; B.A., Felician College

**Dr. Nancy Bates**, Tutor; B.A., New York University; D.O., New York College of Osteopathic Medicine

**Barbara Avezzano**, Tutor; B.A., M.A., Kean University

**Carmelo Sortino**, Tutor; B.S., Montclair State University

**Catherine McMahon**, Tutor/Developmental Adjunct Instructor; B.A., Kenyon College

**Andrea Sarkisian**, Tutor; B.A., Gettysburg College; M.A., Hunter College

### **Assessment, Instructional Technology, and Faculty Excellence**

**Deanna Valente**, Assistant Dean of Assessment, Instructional Technology, and Faculty Excellence; B.A., Felician College; M.B.A., Felician College, eCertified

**Marian Mugavero**, Office Assistant, Center for Assessment, Instructional Technology, and Faculty Excellence; 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

### **Library**

**Paul Glassman**, Director of Library Services and Associate Professor; B.A., Bowdoin College; M.Arch., University of Colorado; M.S., Simmons College; M.B.A., Felician College

**Elisabeth Gatlin**, Public Services Librarian and Instructor; B.A., Skidmore College; M.S., Columbia University; M.A., Montclair State University

**Cara Scotto**, Information Literacy and Outreach Librarian and Assistant Professor; B.A., Ramapo College of New Jersey; M.L.I.S., Rutgers University

**Gerard Shea**, Public Services Librarian and Assistant Professor; B.A., Fordham University; M.A., New Jersey City University; M.S.L.I.S., Pratt Institute

**Rosalind Bochynski**, Administrative Assistant

**Jennifer Correia**, Library Assistant for Technical and Computer Services

**Sister Mary Aloysius Morgan**, CSSF, Library Assistant

**Mary Lynne Parisi**, Circulation Supervisor

**Vito Savino**, Evening and Weekend Circulation Supervisor

**Jodi Shelly**, Circulation Supervisor

**Mary Zieleniewski**, Circulation Manager

### **Nursing Resource and Simulation Center**

**Frances Figueroa Mal**, Director – Nursing Resource and Simulation Center; B.S.N., Hunter College; M.A., New York University;

**Jean Ann DiNiro**, Assistant Director Nursing Resource and Simulation Center; B.S.N., Felician College



**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, B.S.N., Georgetown University

### **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**, Clinical Compliance Coordinator, B.S.N., R.N.

**Valerie Barone**, Administrative Assistant, Prelicensure Nursing Program

**John Lawton**, Administrative Assistant, RN/BSN Fast Track Program and Graduate Nursing Program; A.S., Excelsior College

**Taylor Ainley**, Administrative Assistant, RN/BSN Fast Track Program and Graduate Nursing Program; B.A., University of Scranton

### **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 Administration, Enrollment and Planning, B.S., Rutgers University

### **COMPUTER AND AUDIO-VISUAL SERVICES**

#### **Information Technology**

**Christopher Finch**, Assistant Vice President for Information Technology; CNA, (MCP) Microsoft Certified Professional, MCSA, MCSE

**John Paneggiante**, Director of Administrative Computing

**Joseph Tangorra**, Network Administrator; B.S., Montclair State University, A+ Certified Technician, (MCP) Microsoft Certified Professional

**Eileen Smyth**, Web Master; M.B.A., Felician College

**Craig Savino**, Helpdesk Manager; B.S., New Jersey Institute of Technology

**Corazon Cortina**, Senior Lab Manager, Rutherford Campus Computer Lab

**Kelly Burke**, Lodi CAI Lab Manager; B.A., Felician College

**Robert Ingoglia**, Professor of History (1996); Assistant, Office of Administrative Computing; B.A., William Paterson University; M.A., Ph.D., City University of New York

#### **Audio-Visual Services**

**Tony Klymenko**, Director of the Audio-Visual Center

#### INFORMATION SYSTEMS

**Christopher Allen**, Assistant Vice President for Information Systems; B.S., Indiana University of Pennsylvania; M.S., Hofstra University; Ph.D., New York University

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#### INSTITUTIONAL RESEARCH

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#### ENROLLMENT MANAGEMENT

**Steven E. Goetsch**, Assistant Vice President for Undergraduate Enrollment Services; B.A. Plymouth State University; M.B.A., Plymouth State University

**Michael Szarek**, Assistant Vice President for Adult, Graduate and International Enrollment Services; B.A., 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**, Assistant Director of Admission Technology; B.A., William Paterson University

**Tiffany Hartwig**, Administrative Assistant

**Judith Pepe**, Administrative Assistant

**Melissa Haz**, Administrative Assistant; B.A., Felician College

#### Admission (Traditional Undergraduate)

**Steven E. Goetsch**, Assistant Vice President for Undergraduate Enrollment Services; B.A. Plymouth State University; M.B.A., Plymouth State University

**Daniel Flores**, Assistant Director of Undergraduate Admissions; A.A., Union County College; B.S., Bloomfield College

**Christina Hall**, Assistant Director of Undergraduate Admissions; B.A., DeSales University; M.A. Fairleigh Dickinson University

**Bianca Lucchesi**, Assistant Director of Undergraduate Admissions, B.B.A., Western Connecticut State University

**Patricia Giannini**, Assistant Director of Undergraduate Admissions; B.A., St. Thomas Aquinas, M.S., Fordham University

#### **Admission (Adult Undergraduate and Graduate)**

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**Andrea Horvath**, Associate Director of Adult and Graduate Admission; B.A., Felician College

**Maria McIvor**, Assistant Director of Adult and Graduate Admission; B.A. Upsala College; B.A. William Paterson University

**Marie Scolavino**, Assistant Director of Adult and Graduate Admission; B.A., Seton Hall University

**Nicole Vitale**, Assistant Director of Adult and Graduate Admission; B.A. Felician College

#### **Office of International Programs**

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**Stephanie Holleran**, Coordinator of International Student Services; B.A., Binghamton University; M.A., S.I.T. Graduate Institute

**Shannon English**, Coordinator of International Admissions ; B.A., University of Oklahoma; M.A., University of Oklahoma

#### **FINANCIAL AID**

**Cynthia Montalvo**, Director of Financial Aid

**Kathy Prieto**, Associate Director of Financial Aid; B.A., M.B.A., Felician College

**Shalini Patel**, Assistant Director of Financial Aid for Systems Management; B.S., Montclair State University

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**Andrew Toriello**, Financial Aid Counselor/Systems Specialist

**Debra Callaghan**, Financial Aid Counselor

**Katrina Selim**, Financial Aid Assistant/Office Manager

**REGISTRAR**

**Barbara Romano**, Associate Registrar; B.A., Felician College

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**Luke Phillips**, Associate Registrar for Systems Management

**Erminda Velez-Quinones**, Database Manager and Assistant to the Registrar

**Marybeth O'Flanagan**, Cohort Coordinator

**CONFERENCE AND EVENT SERVICES**

**Mary Mallia**, Director of Conference and Event Services; B.A., University of Roma

**ADMINISTRATIVE SERVICES**

**Charles J. Rooney, Jr.**, Senior Executive Vice; B.S., Fordham University; Ph.D., George Washington University

**Safety Officer**

**Patrick Weir**, Associate Professor of Biology (1989), Safety Officer; B.S., M.S., Fairleigh Dickinson University, Ph.D., Rutgers University

**BUSINESS AND FINANCE**

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**Micheline Esposito**, Associate Vice President for Finance; B.A., M.B.A., Felician College

**Jeffrey Brunetto**, Controller

**Adrian Palmer**, Accounts Receivable Coordinator; B.A., Dominican College; M.B.A., College of Saint Elizabeth

**Richard A. Riccio, Jr.**, Senior Director of Facilities; B.S., Saint Peter's College

**Barbara Smith**, Bursar

**Virginia Topolski**, Director of Human Resources; B.S., M.B.A., Montclair State University; M.A., Felician College

**Diane DePadova**, Human Resources Coordinator; B.A., Felician College

**Valerie Wolff**, Accounts Payable Coordinator; B.S., Business Administration, Caldwell College

**Eileen Meneghin**, Bookkeeper

**Aimee Gonzalez**, Payroll Coordinator

**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**

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**Jessica Rafferty**, Alumni Relations Manager; B.S., Rutgers University

**Angela Daidone**, Director of Institutional Communications; B.A., Montclair State University

**Susan Bernarducci**, Donor Relations Manager; B.S., St. Peter's College

**Barbara M. More-Stanziale**, Assistant to the Vice President, Office for Institutional Advancement; Certification, Executive/Legal Assistant, Katharine Gibbs School

**Brian Melloh**, Database Manager/Development Associate; B.S., Saint Joseph's University

**MISSION INTEGRATION**

**Sister Mary Juanita Arnister**, CSSF, Vice President for Mission Integration; A.A., B.A., Felician College; M.A., Fairfield University

**STUDENT AFFAIRS**

**James E. Fitzpatrick**, Vice President for Student Affairs; B.A. Duquesne University; M.S. Ed. Duquesne University; Ed.D. University of Pittsburgh

**Michele La Jeunesse**, Assistant to the Vice President for Student Affairs; A.A., Edward Williams College

**Ann Califf**, Coordinator of Transportation and Rutherford Student Affairs Services

**Athletics**

**Benjamin DiNallo**, Director of Athletics; B.A., Columbia School of Broadcasting

**Lori Kwiatkowski**, Assistant Athletic Director for Compliance/Senior Women's Administrator/Head Softball Coach

**Christopher Langan**, Head Baseball Coach/Facilities Manager

**David DeFerrari**, Head Men's Basketball Coach/Game Day Operations & Recreation Coordinator

**Mark Mentone**, Sports Information Director

**Brian Vogler**, Head Athletic Trainer

**Mick Sudol**, Assistant Athletic Trainer

**Amber Butler**, Head Women's Volleyball Coach

**Steve Fagan**, Head Women's Basketball Coach/Internal Operations Coordinator

**Thomas Notte**, Head Women's Soccer Coach

**Roger Stephens**, Head Men's Soccer Coach

**John Brennan**, Head Men's & Women's Cross Country Coach

#### **Career Development Center**

**Melissa Faulkner**, Director of Career Development Center; B.A., Seton Hall University; M.A.; Seton Hall University

**Audra Pianelli**, Administrative Assistant, Career Development Center; B.A., Felician College

#### **Counseling Services**

**Mary E. Reilly**, LPC, NCC, DRCC, Director of Counseling Services; B.A., M.A., Ed.S., Rider University

**Benjamin Silverman**, LAC, NCC, Counselor/AOD Education Coordinator; B.A., Rutgers University; M.A., Montclair State University

#### **Residence Life**

**Laura Barry**, Director of Residence Life; B.A., William Paterson University; M.S., Shippensburg University; M.B.A., Felician College

**Ian Wentworth**, Associate Director of Residence Life

**Judith Moscatello**, Residence Life Administrative Coordinator; B.A., Jersey City State College

#### **Student Development and Engagement**

**Anthony Patrick Dezort**, Director of Student Development and Engagement; 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. Damian Colicchio**, I.V. Dei, Campus Minister; B.A., St. Lawrence Seminary; M.A., University of Notre Dame; M. Div., Immaculate Conception Seminary

**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 Rose Mary Sauchelli**, CSSF, Director Emeritus; B.A., M.A., Certificate in Child Care, Seton Hall University

**Sister Mary Joellen Zajac**, CSSF, Head Teacher, Child Care Center; B.A., Felician College; M.A., Kean College

**Sister Margaret 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**

**Sister M. Adalbert Wierciszewska**, CSSF, A.A., B.A., Catholic University of America; M.A., Villanova University

**George Castellitto**, 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

**Rona Levin**, A.A.S., Queens College of the City University of New York; B.S., M.S., Adelphi University; Ph.D., New York University

**Rosemarie Liebmann**, B.A. Caldwell College; M.S. Montclair State University; Ed.D., Seton Hall University

**Anne LaGrange Loving**, B.A., Goucher College; M.S., Columbia University

**Thomas Mastri**, B.B.A., City College of New York; M.B.A., New York University

**William B. Morgan**, A.A., B.S. University of Maryland; M.S. Strayer University; Ph.D. Walden University; Certified Financial Planner

**Dorothy M. Noble**, B.A., Seton Hall University; M.S., Fordham University; M.A., Seton Hall University

**Marilyn R. Rubin**, B.S., Montclair State University; Ed.M., Rutgers University

**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

**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**, Associate Professor of Philosophy (2000)\* and Associate Dean for Assessment and Development; 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

**Fahmi Abboushi**, Associate Professor of Computer Science (1998); B.A., Birzeit University; M.A., University of Cincinnati; M.S., Ph.D., University of Dayton

**Amelia Allen**, Assistant Professor of Teacher Education (2012) and Associate Dean for the Graduate Programs; B.S., Wagner College; M.A., Rowan University; Ed.D., Walden University

**Michelle Anderson**, Assistant Professor of Education (2011); B.A., Western Michigan University; M.A., Central Michigan University; Ed.D., University of Pittsburgh

**Prisca Anuforo**, R.N., Assistant Professor of Nursing (2012) B.S.N., M.S.N., Kean University; D.N.P., Fairleigh Dickinson 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

**Charles Barton**, Associate Professor of Mathematics (2003) and Chairperson of the Department of Mathematics; B.S., Harvard College; Ph.D., Columbia University



**Ard Berge**, Associate Professor of Art (2004); B.F.A., Virginia Commonwealth University; M.F.A., New York Academy of Art

**Joseph Stephen Biehl**, Assistant Professor of Philosophy (2009); B.A., Saint John's University; Ph.D., City University of New York

**Jeffery C. Blanchard**, Assistant Professor of English (2012); B.A., SUNY Cortland; M.A., University of Rochester; M.Phil., Ph.D., Drew University

**Kathleen Bradbury-Golas**, R.N., Assistant Professor of Nursing in the Department of Graduate Nursing (2010); B.S.N., The College of New Jersey, M.S.N., Widener University, Post M.S.N. Certificate, Allegheny University of the Health Sciences, DNP, Case Western Reserve University, NP-C, ACNS-BC, Family Nurse Practitioner

**Sister Mary Rosita Brennan**, CSSF, Provost and Vice President for Academic Affairs; Professor of Nursing and Religious Studies (1995); A.A., Felician College; B.S.N., Gwynedd Mercy College; M.S., Villanova University; M.S., St. Joseph's University; M.A., Villanova University; Ph.D., Catholic University of America

**Nancy Brey**, R.N., APN,C., Assistant Professor (1993), School of Education, (2007); Associate Degree in Nursing, Felician College; B.A. in Nursing B.S.N., Dominican College; M.S.N., Hunter College; Post Master Degree in Nursing, Felician College

**Michelle Brown-Grant**, Assistant Professor of Education (2008); B.S., Cornell University; M.A., M.Ed., Teacher's College, Columbia University

**Tara Brugnoni**, Instructor and Tutor (2005); B.A., M.A., Felician College; D.Litt. Candidate, Drew University

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**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., Associate Professor of Nursing in the Department of Graduate Nursing (2010); B.S.N., Coe College; M.S.N., Wagner College; Ph.D., UMDNJ, Rutgers, NJIT, APN OB/GYN

**Theresa Campo**, R.N., Assistant Professor of Nursing (2011); B.S.N., Richard Stockton College of New Jersey; M.S.N., Widener University; Doctorate of Nursing Practice (DNP), Case Western University; APN Family Nurse Practitioner

**Bernadette Casey**, Assistant Professor of Education (2005) and Associate Dean for Undergraduate Programs in Education; 6<sup>th</sup> year Certificate of Advanced Study in Education, New York University; M.Ed. Learning Disabilities, William Paterson College; B.A., St. Louis University; Ed.D., Seton Hall University

**Donald Casey**, Professor of Philosophy (2000) and Religious Studies; B.A., M.A., Catholic University of America; S.T.L., Gregorian University; Ph.D., St. Louis University

**Beth M. Castiglia**, Professor of Business and Management and Dean of the School of Business; B.S., St. Peter's College; M.S., Pace University; Ph.D., Walden University

**Alfredo Castro**, Associate Professor of Chemistry (1995), Coordinator of Chemistry and Physical Sciences, Faculty Athletics Representative; B.Chem., University of Costa Rica; M.S., Clark Atlanta University; Ph.D., University of Delaware

**R. Michael Clark**, Associate Professor of Religious Studies (2011); B.A., St. Francis de Sales College; M.A., University of Detroit; Ph.D., Boston College

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**Barbara Gordon**, Associate Professor of Music (2007); B.F.A., University of Connecticut; M.A., Ph.D., New York University

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**Irfan A. Khawaja**, Assistant Professor of Philosophy and Chairperson of the Department of Philosophy (2008); B.A., Princeton University; M.A., Ph.D., University of Notre Dame

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**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

**Kimball Medical Center**

600 River Avenue  
Lakewood, New Jersey 08701

**Mercer County Community College**

1200 Old Trenton Road  
West Windsor, New Jersey 08550

**Middlesex County College**

2600 Woodbridge Avenue  
Edison, NJ 08818

**Monmouth Medical Center**

300 Second Avenue  
Long Branch, New Jersey 07740

**Raritan Valley Community College**

118 Lamington Road  
Branchburg, New Jersey 08876

**Saint Barnabas Medical Center**

94 Old Short Hills Road  
Livingston, New Jersey 07039

**Saint Luke Baptist Church**

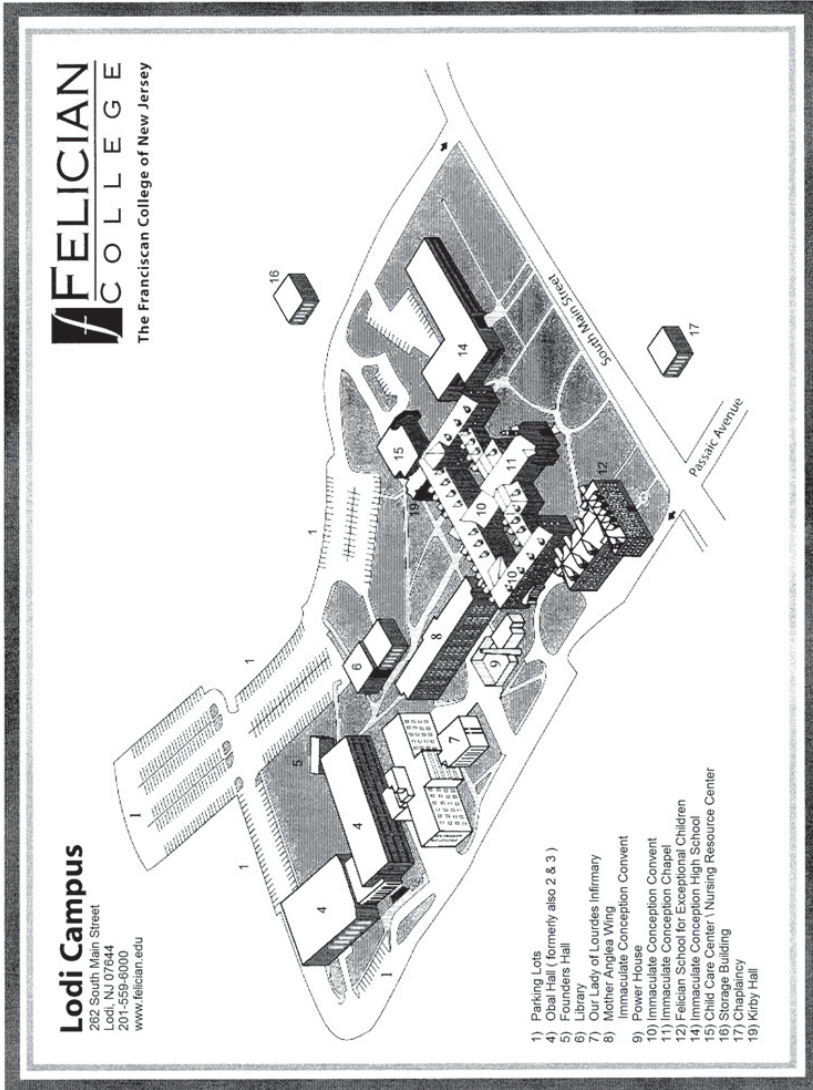
139-145 A.M. Tyler Place (Carroll Street)  
Paterson, New Jersey 07501

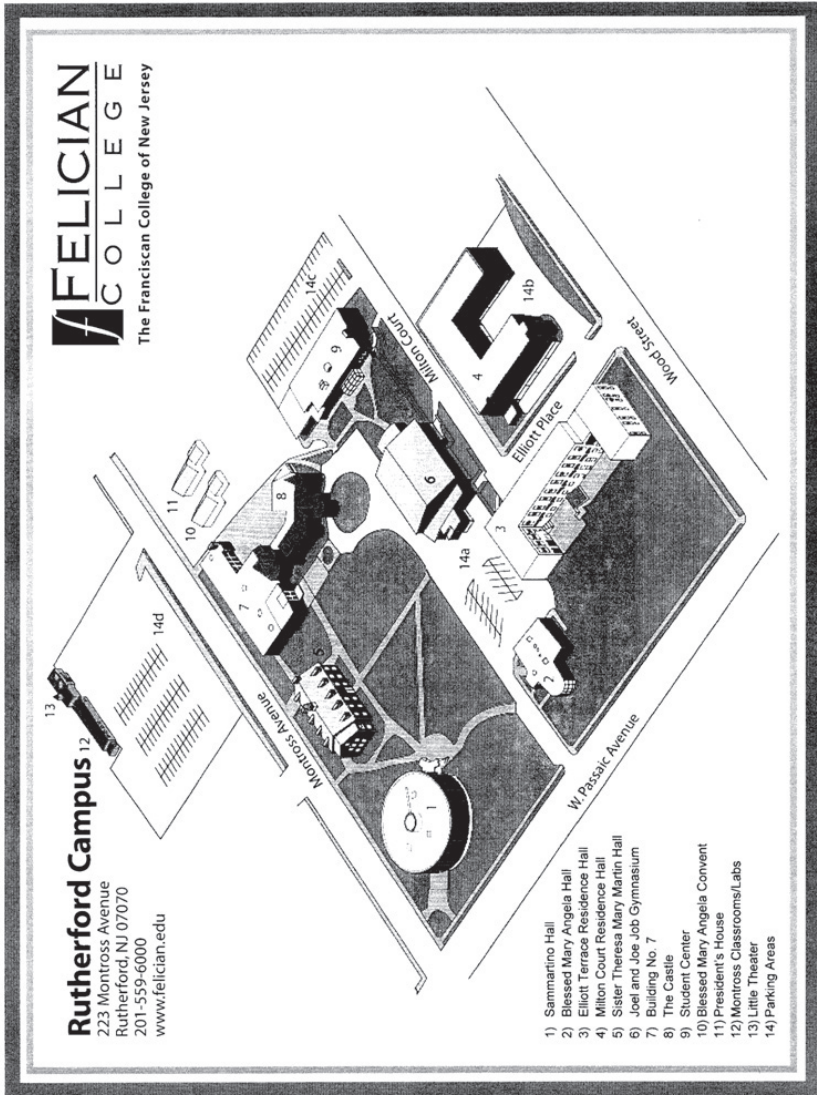
**Warren County Community College**

475 Route 57 West  
Washington, New Jersey 07882

**Sussex County Community College**

One College Hill Road  
Newton, New Jersey 07860





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