

# FELICIAN COLLEGE



## GRADUATE CATALOG 2015 – 2016

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 2015

Fall semester begins	August 26, 2015
Last day for drop/add	September 1, 2015
Labor Day	September 7, 2015
Columbus Day	October 12, 2015
Mid-terms	October 19, 2015- October 24, 2015
Advising (for Spring 2016 semester)	November 9, 2015- November 24, 2015
Last day to withdraw	November 13, 2015
Thanksgiving Eve No classes College Open	November 25, 2015
Thanksgiving Recess	November 26, 2015-November 27, 2015
Reading Day (no classes)	December 8, 2015
Final Exams	December 9, 2015- December 15, 2015
All Grades Due	December 17, 2015
Grades Released to Students	December 18, 2015

### Spring 2016

Spring semester begins	January 13, 2016
Martian Luther King (college closed)	January 18, 2016
Last day for drop/add	January 25, 2016
President Day	February 15, 2016
Spring Break	March 6, 2016- March 12, 2016
Mid-terms Exams	March 15, 2016- March 19, 2016
Easter Recess	March 24, 2016- March 25, 2016
Advising (summer 2016/Fall 2016)	April 5, 2015- April 25, 2016
Last day to withdraw	April 9, 2016
Reading Day (no classes)	May 4 <sup>th</sup> , 2016
Final Exams	May 5, 2016- May 11, 2016
All Grades Due	May 12, 2016
Grades Released to Students	May 13, 2016
Commencement	May 14, 2016

### Summer I 2016

May 23, 2016 – June 23, 2016

### Summer II 2016

June 27, 2016 – July 28, 2016

#### 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)  
Meggan O’Neill, Executive Assistant to the President

#### Academic Affairs

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

#### 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

Rutherford Campus – Iviswold Castle  
(201) 355-1465

[admissions@felician.edu](mailto: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

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

#### Athletic Office

Benjamin DiNallo  
Director of Athletics  
(201) 559-3507

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  
Sister Marie Teresa Soltys, CSSF, Campus Minister  
(201) 559-6021

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**Career Development Center**

Rutherford Campus – Student Union  
(201) 559-3619  
Christopher Carbone, Director  
Rutherford Campus – Student Union  
201-559-3620

**Center for Health** (formally Health Center or Student Wellness Center)

Carolyn A. Lewis, MSN, ANP-BC, Director  
Rutherford Campus - Milton Hall  
(201) 559-3559 Fax: (201) 559-3579

**Child Care Center**

Katherine Christie, Director of Child Care Center  
7:30 am to 6:00 pm, Monday through Friday, 12 month program  
Lodi Campus  
(201) 559-6033

**Computer Labs**

Labs available at Lodi and Rutherford (weekdays & weekends) – hours posted each semester  
(201) 559-6145 (Lodi)  
(201) 559-3993 (Rutherford)

**Community Rights and Responsibilities**

Ian J. Wentworth  
Rutherford Campus – Student Union Main Floor

**Counseling Center**

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

**Facilities Services**

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

**Global Academic Initiatives**

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

**Graduate Admission** (see Graduate Catalog)

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

**Honor Council**

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

**Human Resources**

Virginia Topolski, Director of Human Resources  
Lodi Campus – Albin Obal Hall (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)

Xiang (David) Cui, Assistant Director  
Craig Savino, System 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**

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



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### **Institutional Communications Office**

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

### **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**

### **Instructional Technology**

Deanna Valente,

Marian Mugavero,

### **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.

### **Center for Student Academic Success**

Dr. Karen P. Fasanella, Associate Dean for Academic Success  
Lodi Campus – Kirby Hall 218  
(201) 355-1146

### **Student Academic Success & Learning Center**

Dr. Dolores Henchy, Dean for Student Academic Success Studio & Institutional Assessment.  
Lodi Campus – Kirby Hall 201  
(201) 355-1133

Dr. Karen P. Fasanella, Associate Dean for Academic Success  
Lodi Campus – Kirby Hall 218  
(201) 355-1146

Sr. Elizabeth Morley, Coordinator of Tutorial Services  
8:30 a.m. to 5:00 p.m. Monday through Friday (additional hours by appointment)  
Lodi Campus, Kirby Hall, 2nd Floor, Room 222  
(201) 559- 6118-6023 6 6118

Hamdi Shahin, Mathematics & Science Tutor Math Lab Coordinator  
Lodi Campus Kirby 223  
(201) 559-6076

**Services for Students with Disabilities**

Carolyn Mitchell Kehayan, Coordinator of Services for Students with Disabilities  
Lodi campus - Kirby Hall- 106  
(201) 559-6050

Elizabeth Noreika, Assistant Coordinator of Services for Students with Disabilities  
Lodi Campus- Kirby Hall 103  
201-559-6052  
Fax 201-559-6046

Hamdi Shahin, Mathematics & Science Tutor Math Lab Coordinator  
Lodi Campus Kirby 223  
(201) 559-6076

**Mission Integration**

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

**Nursing Resource and Simulation Center**

Dr. Frances Figueroa Mal, Associate Dean  
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 First Floor  
(201) 559-3515

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

**Payroll**

Aimee Gonzalez, Coordinator  
Lodi Campus - Albin Obal Hall (ground floor)  
(201) 559-6175  
(201) 559-6199 (fax)

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

**Registrar**

Priscilla Klymenko, Registrar  
8:30 a.m. to 7:00 p.m. on Monday  
8:30 a.m. – 4:30 p.m. Tuesday through Friday  
Lodi Campus – Albin Obal Hall (1<sup>st</sup> floor)  
(201) 559-6038/6173/6037

**Residence Life – Rutherford Campus**

Laura Barry, Director of Residence Life  
Rutherford Campus – Elliott Terrace, Lower Level

(201) 559-3506

### **School of Arts & Sciences**

Dr. George Abaunza, Dean for Humanities and Assessment  
Lodi Campus – Kirby Hall 314  
(201) 559-6042

Dr. Manuel Ferreira, Associate Dean for Mathematics, Natural Sciences,  
and Computer Sciences  
Lodi Campus – Kirby Hall 215  
(201) 559-6042

Dr. Sylvia McGeary, Associate Dean for Social and Behavioral Sciences  
Lodi Campus – Kirby Hall 409  
(201) 559-6056

Dr. Marylin Kravatz-Toolan, Executive Director of Online Graduate Programs in Religious  
Education  
Lodi Campus – School of Arts and Sciences Graduate Studies  
Kirby Hall 104  
(201) 559-6081

Dr. Daniel Mahoney, Director of the Graduate Program in Counseling  
Lodi Campus- School of Arts and Sciences Graduate Studies  
Kirby Hall 105  
(201) 559-6161

### **School of Business**

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

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. Marie Cueman, Interim Associate Dean  
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

### **Student Affairs**

Dr. James E. Fitzpatrick, Vice President for Student Affairs  
8:30 a.m. to 4:30 p.m. Monday through Friday  
Student Affairs is located in the Student Union, Main Floor  
(201) 559-3565

Barbara M. Stanziale, Assistant to the Vice President for Student Affairs  
(201) 559-3564

Kamal Tawadros, 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

### **Treasurer's Office**

(see above, page 2, 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\*

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 Graduate 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

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\* 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>

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/>

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  
 Lyrasis  
 Mid-Atlantic Regional Archives Conference (MARAC)  
 Middle Atlantic Career Counseling Association, Inc. (MACCA)  
 Middle States Commission on Higher Education  
 Middle States Association of Collegiate Registrars and Officers of Admission  
 National Accrediting Agency for Clinical Laboratory Sciences  
 National Association of College and University Business Officers  
 National Association of Colleges and Employers (NACE)  
 National Association of Independent Colleges and Universities  
 National Association of Intercollegiate Athletics  
 National Association of Student Financial Aid Administrators  
 National Career Development Association (NCDA)  
 National Catholic College Admission Association  
 National Catholic Education Association  
 National Collegiate Honors Council  
 National League for Nursing  
 National Organization of Nurse Practitioner Faculties  
 National Research Center for College and University Admissions  
 New Jersey Association of Baccalaureate and Higher Degree Programs in Nursing  
 New Jersey Association of Colleges and Employers (NJACE)  
 New Jersey Association of Colleges and Universities  
 New Jersey Association of Student Financial Aid Administrators  
 New Jersey Association of Colleges of Teacher Education  
 New Jersey Cooperative Education and Internship Association (NJCEIA)  
 New Jersey 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>**

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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.

## 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 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.

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

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

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

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

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



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

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

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

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

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

### 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

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 five goals:

1. Felician College is a preeminent Catholic Felician Franciscan institution, which embodies the mission and values of our heritage.
2. Felician College Engages in Community and Global Collaborations.
3. Felician College seeks to graduate students with competence, character and compassion to be global citizens of leadership and service through innovative and interdisciplinary programs and services..
4. Embody the values of our Felician Franciscan heritage as stewards of our assets and property within the framework of our institutional advancement efforts and our fiscal sustainability.
5. Assure institutional effectiveness through innovative organizational planning.

## **FELICIAN COLLEGE LEARNING OUTCOMES**

Graduates of Felician College will:

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

## **CAMPUS FACILITIES**

### **Lodi Campus**

Felician College's 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 Elliott Terrace, Lower Level. The Student Center contains the Falcon's Nest, weight room, lounge and meeting spaces. The Joe and Joal Job Gymnasium (the JJJ Gym) building also contains the Campus Cafeteria on its lower level. Classes are offered in Martin Hall, Sammartino Hall, and Blessed Mary Angela Hall. A computer lab for students is located on the first floor of Martin Hall. The School of Education and the Toron Curriculum Library are located in Sammartino Hall. The School of Business, 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**

### **Adult and Graduate Admission Information**

Applications for admission to Felician College's Graduate programs are considered on a rolling basis. Once a complete application for admission has been received, including all required support documentation, the applicant is notified by letter of an admission decision at the time of that decision – generally between 1-2 weeks after the student has completed his or her file. Admission may not be available for all terms for all programs; please consult with an admission counselor for details.

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

### **Requirements for Graduate Applicants**

1. A completed application for admission with a non-refundable \$40.00 application fee.
2. Official transcripts from ALL previously attended post-secondary institutions.
3. (For some programs) Letters of Recommendation.
4. (For some programs) MAT, GRE or GMAT scores.
5. (For some programs) A copy of current professional license.
6. A Personal Statement, Interview and/or Résumé may be requested.
7. (For Applicants of Online Programs) A notarized copy of a government-issued form of identification.

Additional documents may be requested. Please consult with an admission counselor for details.

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

#### **English Proficiency:**

For all graduate programs, international students whose native language is not English will be required to submit a test of English proficiency taken within two years of applying to Felician. The college requires either a minimum score of 79 on the Internet-Based TOEFL, 550 on the paper-based TOEFL, or an IELTS score of 6.5.

A student may be exempted from submitting an English proficiency exam if they satisfy one of the following criteria:

- Have earned at least 30 non-remedial credits from an accredited institution in the United States or other native English-speaking country.
- Complete Level 5 of our ACES ESL program and pass an internally administered English proficiency examination
- Obtained an ELS English for Academic Purposes Level 112 Completion Certificate within the past two years.

**Foreign Academic Credentials:**

International students whose academic credentials are from institutions outside of the United States will be required to have any undergraduate or graduate credentials evaluated by an evaluation service which is a member of the National Association of Credential Evaluation Services ([www.naces.org](http://www.naces.org)).

**Transfer Graduate Credit upon Admission**

Felician College will not grant transfer credit for previous college work not disclosed at the time of admission. Any transfer credits to be awarded are at the discretion of the Department Chair and/or Dean. Credits earned from another accredited institution, in order to be considered for transfer, must be from courses in which a “B” or better has been earned.

**Graduate Readmission**

A degree-seeking student who has 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 application fee.
- Must submit official transcripts for any college-level or post-secondary work attempted since withdrawing from Felician College.
- May have to contact the Center for Health for any readmission requirements.
- May be required to supply additional documentation for some programs.

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.

**Admission Decisions**

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

1. A one-time, non-refundable Confirmation of Enrollment deposit of \$300.00 must be received prior to registration for classes. The full amount of this deposit is credited to the student’s account for tuition only.
2. Felician College Health Forms must be completed and returned. This requirement may be waived for certain programs. Please review your acceptance letter for further instruction.
3. (If planning on residency on campus) An additional \$200.00 non-refundable deposit is required, as well.

**OFFICE OF STUDENT ACCOUNTS POLICIES AND PROCEDURES**

The Office of Student Accounts 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	The Office of Student Accounts email
Non-Traditional Programs	(201) 559-6028	inquiries should be made to
Collections	(201) 559-6119	<b><u>StudentAccounts@felician.edu</u></b>

### Office Hours

The Office of Student Accounts 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 Office of Student Accounts has granted an authorized deferred payment **prior** to the posted deadline. If you do not pay in full or have an authorized deferred payment by the posted deadline, you are subject to a \$200.00 late payment fee.

Payments can be made using the following methods:

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

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

Felician College  
262 South Main Street  
Lodi, NJ 07644  
Attention: Office of Student Accounts

- 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 \$1.95 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 Office of Student Accounts. Payments are posted to your student account in real-time and can potentially save valuable time during peak registration and payment periods. See below for additional web payment details.

#### Wire Transfer

- Payment can be made via wire transfer to the school's bank account. Please be aware that your financial institution may reduce your outgoing wire transfer by fees they charge. These fees are the responsibility of the student and should not reduce payment to the College. Please contact the Office of Student Accounts for account information. Students must provide all required information to complete the transfer. Incomplete information can lead to the delay of your payment being processed and posted to your student account. The student must include their name, Student ID Number, and contact the Office of Student Accounts to inform us when your wire transfer is transmitted to insure proper crediting of the student account.

#### Web Payment

- Payment can be made through the Felician 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 \$1.45 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 a five month payment plan for the fall and a five month payment plan for the spring terms. Each plan requires a \$45.00 enrollment fee. First payments for the Fall is July 1<sup>st</sup>. First payments for the Spring plan are due by December 1<sup>st</sup>. Late enrollment past these dates may require students to make larger first payments to make up for missed monthly installments.
- Students are required to provide an accurate balance due to TMS at the time of enrollment. **TMS will not provide you with a budget amount.** Improper budgeting can lead to a bal-

ance 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 and each semester. Enrolling in a payment plan does not mean you are enrolled for the following term. It is important that students check their new balance due for the new term at the time of enrollment to insure proper payment.
- A **late fee of \$45** will be assessed for each late payment made. If two consecutive payments are missed and your account is not made current with your next payment, your payment plan will be cancelled by TMS. Payment in full is required directly to Felician 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 Office of Students Account at (201) 559-6028. Brochures are available at the Office of Student Accounts upon request.



### Employer Sponsored Tuition Assistance Programs

Students with employers providing payment for tuition/fees must present written documentation on company letterhead to the Office of Student Accounts before the posted semester payment deadlines. This documentation must contain the student's name, the semester of payment, and terms of the agreement. If there are tuition/fees that are **not** covered by the agreement, the student must pay these charges in full by posted semester deadlines. Felician 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 Office of Student Accounts has been granted for in-person pick up. Checks held at the Office of Student Accounts will be available for pick up no longer than two weeks. Checks not picked up within two weeks of the date the check was issued will be mailed to the address on file with the 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 qualifying tuition and related expenses for the calendar year. This form is referred to as Form 1098-T. Educational institutions are not required to provide forms to non-resident aliens. As a result, you may not receive a form if you are a non-resident alien.

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

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

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

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

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

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

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

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

### **Form 1042-S**

Form 1042-S reports calendar-year income earned by non-resident aliens. For U.S. tax purposes, all 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 possible removal from housing. If the student is deregistered, roster spots in the previous registration cannot be guaranteed. **Registrations submitted after the posted deadline must be paid in full at the time of registration.** Failure to make payment in full may result in a late fee or deregistration.

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

If students are unable to, or choose not to attend Felician 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 **Error! Bookmark not defined.**).

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 a student withdraws from housing or is terminated, and has used their meal card, they will be held responsible for any meal monies used.

If students have a delinquent account balance, they will be notified by the Office of Student Accounts Collection Department. Upon receipt of this notification, their payment must be made immediately. Students will first have the opportunity to make payment directly to the 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 collection fees, attorney fees, and/or any legal fees. At this point, the student will no longer be able to make payment directly to Felician 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 2015**

Last Day for 100% Refund (Drop/Add Period)	Sept. 1, 2015
Last Day for 75% Refund	Sept. 8, 2015
Last Day for 50% Refund	Sept. 15, 2015
Last Day for 25% Refund	Sept. 22, 2015
Withdrawal after Sept. 22 <sup>nd</sup> , 2015 is 0% Refund	

#### **Spring 2016**

Last Day for 100% Refund (Drop/Add Period)	Jan 19, 2016
Last Day for 75% Refund	Jan 26, 2016
Last Day for 50% Refund	Feb 2, 2016
Last Day for 25% Refund	Feb 9, 2016
Withdrawal after Feb 9 <sup>th</sup> , 2016 is 0% Refund	

#### **Summer I 2016**

Last Day for 100% Refund (Drop/Add Period)	May 23, 2016
Last Day for 75% Refund	May 25, 2016
Withdrawal after May 25 <sup>th</sup> , 2016 is 0% Refund	

#### **Summer II 2016**

Last Day for 100% Refund (Drop/Add Period)	June 27, 2016
Last Day for 75% Refund	June 29, 2016
Withdrawal after June 29 <sup>th</sup> , 2016 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 Office of Student Accounts. The non-traditional withdrawal policy is as follows:

Cancelled Courses = 100% Tuition Refund

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

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

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

### *Medical Insurance*

All full-time students are billed for student medical insurance with coverage through United HealthCare. Coverage runs August 1, 2015 – July 21, 2016. Students who have their own outside medical coverage have the option of waiving the College's policy by submitting a health insurance waiver form online at [www.firststudent.com](http://www.firststudent.com) by the posted deadline. You will be required to supply the name of the policy holder, name and address of the insurance company and the policy number. Retain your confirmation e-mail proof that you have completed the waiver on-line. Without this confirmation you are not guaranteed that your account will be credited. Students that do not waive their medical insurance will receive an e-mail notification that their health insurance ID card is available for download.

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

#### Health Insurance Waiver Availability and Deadline:

##### Fall 2015

Waivers available: July 15, 2015 on [www.firststudent.com](http://www.firststudent.com)

Deadline to waive: September 28, 2015

##### Spring 2016

Waivers available: December 1, 2015

Deadline to waive: February 16, 2016

#### *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 – 2015/2016 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)	\$	975.00	/Credit*
Undergraduate Full Time (12 to 18 credits)	\$	14,775.00	/Semester
Undergraduate Certificate Programs	\$	975.00	/Credit**
Graduate	\$	965.00	/Credit
Graduate Certificate Programs	\$	965.00	/Credit**
Doctorate Nurse Practitioner	\$	965.00	/Credit
Graduate Counseling Psychology	\$	820.00	/Credit
Graduate Education Programs	\$	760.00	/Credit
Associate and Select Bachelors Completion Programs For Adult Learners	\$	670.00	/Credit
Doctorate of Business Administration	\$	850.00	/Credit

#### **Audit Tuition:**

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

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

Student Medical Insurance	\$	1363	/Year***
		745	/Spring****

#### **Comprehensive Fees:**

Full-Time Student	\$	842.50	/Semester
Part-Time/Graduate Student	\$	280.00	/Semester

**Mandatory Fee:**

Full-Time Student	\$	270.00	/Semester
Part-Time/Graduate Student	\$	160.00	/Semester
Students registered in Trimester	\$	52.50	/Trimester
Students registered in 8 Week Session	\$	26.25	/8 Week Session

**Room and Board:**

Double Room	\$	5950.00	/Semester
Triple Room	\$	5300.00	/Semester
Residential Meal Plan (Meal Plan is mandatory for all housing students. Cost included in room and board.)	\$	Allowance is \$1725.00	/Semester

**Course Fees:**

Art Studio Fee	\$	160.00
Art Special Fee (Art 237)	\$	295.00
Business Fee (FYE 100 R2, R3)	\$	100.00
Graphic Arts Lab Fee	\$	290.00
MBA Fee (MBA 001)	\$	400.00
MSHA Fee (HCA 001)	\$	400.00
Music Course Fee	\$	305.00
Music Lesson Fee	\$	255.00
Computer Science Lab Fee	\$	290.00
ED 200-302-304-400	\$	110.00
ED 404-604	\$	305.00
All Lab Science Course Fees	\$	330.00

**)Nursing Clinical Fees:**

NURS 306,326,356,346,436,416,460,486	\$	940.00
NURS 416, 422	\$	470.00

**Other Fees:**

Challenge Examinations (Per Credit Testing Fee)	\$	25.00
Challenge Examinations (Credits)	1 / 3 of the course tuition	
Transcript Fee (Normal Processing)	\$	5.00
Transcript Fee (Immediate Processing)	\$	10.00
Transcript Fee (On-Line Processing)	\$	10.00
Non-Refundable Application Fee	\$	30.00
Late Tuition Payment Fee	\$	200.00
Schedule Reinstatement Fee (Per Course Charge)	\$	150.00
Doctorate Business Administration Re-registration Fee	\$	100.00

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

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

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

A one-time, non-refundable tuition deposit of \$150.00 is required at the point of admission to reserve the student's place on the College roster. This deposit will be credited to the student's account

for tuition only. A \$150.00 Key Deposit may be required, subject to be refunded provided the student returns their key, and has a zero account balance.

A non-refundable \$200 room placement deposit is required *each academic year* to reserve a residential room in the 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 housing 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 2014-2015 Academic Year.

<u>Expense</u>	<u>Commuter Student</u>	<u>Resident Student</u>
Books	\$1,260	\$1,260
Transportation	\$1,740	\$1,100
Personal Expenses	\$2,210	\$1,940

## **FINANCIAL AID**

### *General Information*

Felician College recognizes that many students 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 financial aid, students must:

- Be accepted by the College for admission to a degree or certificate program, and
- File the Free Application for Federal Student Aid (FAFSA). The application is available on the web at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) or in the Financial Aid Office. Students who do not have access to a computer may request a paper version of the FAFSA from the Financial Aid Office. (The Felician College federal code is #002610.)

The Financial Aid Office determines eligibility for aid programs 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 accurate. 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 2012, you will include information from the 2011 tax returns).

Federal Direct Loans, Federal GradPLUS and alternative loans are offered to graduate students as part of a financial aid package. Loans are recommended to cover tuition, fees, books and supplies. Students may request additional loan funds to cover educational expenses up to their cost of attendance.



### *Types of Aid Available*

**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 post-baccalaureate program, the Felician College Alumni Grant is awarded at the rate of \$100.00 per credit for non-discounted courses offered on the Felician campus. 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.

**Federal Direct Loan Programs:** All students applying for a loan under the Federal Direct Loan Program must file the Free Application for Federal Student Aid (FAFSA). Eligible students enrolled at least halftime may borrow money at low interest rates directly from the U.S. Department of Education to help cover the cost of their education. The Financial Aid Office will recommend a loan amount based on student's cost of education, other financial aid received and annual and aggregate loan limits as determined by federal guidelines.

- **Direct Unsubsidized Loans (formerly the Stafford Loan Program)**

Borrowers are not required to demonstrate financial need on the FAFSA to receive a Direct Unsubsidized Loan. Interest accrues (accumulates) on an unsubsidized loan from the time it is disbursed. Borrowers can pay the interest while in school, or the interest will accrue and be capitalized (that is, added to the principal amount of the loan). If a borrower chooses not to pay the interest, this will increase the total loan amount to repay.

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:

<i>Graduate Students (per year)</i>	-	\$20,500
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Information about the Direct Loan application process will be provided to students when the student is issued an award letter by the Financial Aid Office.

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

- **Federal Direct Grad PLUS Loans**

The Federal Direct Grad PLUS loan provides a borrowing option for graduate students, based upon the borrower's credit worthiness. A student may borrow up to their cost of attendance minus all other aid from this federally guaranteed loan program. Students must exhaust their annual Direct Loan eligibility prior to borrowing funds from the Grad PLUS Loan program.

Students applying for a Federal Direct Grad PLUS Loan must complete a credit check, Master Promissory Note (MPN) and entrance counseling online at [www.studentloans.gov](http://www.studentloans.gov).

- **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 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).

**Alternative Loan Programs:** Several banks and lending institutions offer credit based loans to students and families to assist with educational expenses. You may choose any lender of your choice. Additional information is available on the Felician college web site and in the Financial Aid Office.

## **EMPLOYMENT**

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.

**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 Office.

### **Veteran's 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 who 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 (up to a maximum of \$17,500), books & supplies (up to \$1,000) and a monthly housing allowance.

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

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

## OTHER PROGRAMS

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

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

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

## FINANCIAL AID POLICIES

- Students receiving financial aid must be making satisfactory academic progress according to the College's policy. See Academic section of catalog.
- Students who are United States citizens (including U.S. nationals) or permanent residents of the U.S. (possessing 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, ACG, SMART) or state grant (NJ TAG, EOF and/or Distinguished/Urban Scholarship) to receive financial aid.

- Students will not be eligible to receive financial assistance from any source (federal, state and college) if they are in default on a student loan received through any federal program (Federal Perkins Loan, Federal Direct Loan, Federal Direct PLUS Loan, Federal GradPLUS Loan, Federal Stafford Loans, and/or Federal PLUS Loan).
- 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.

### **VERIFICATION POLICIES**

All students who are selected by the federal or state agency or the College for verification will be required to provide additional documentation which demonstrates the accuracy of the data which was previously provided on a financial aid application (FAFSA). Students will be given approximately one month to provide the information once it is requested. Failure to complete the verification process may result in cancellation of financial aid.

### **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 prorata 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 student's last date of attendance at an approved academic-related activity. If attendance cannot be determined in all courses, 100% of the federal aid must be returned.

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

## 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: Master of Arts in Education, Counseling Psychology (pending State approval), or Religious Education; Doctor of Nursing Practice; Master of Science in Nursing; Master in Business Administration.

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 some certificate programs or in the MARE 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 Nursing, Education, Innovation Management, Corporate Entrepreneurship, or Accounting.

### 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. The College expects every student to uphold the highest standards of conduct and reserves the right at any time to suspend or dismiss a student whose conduct is unethical, inappropriate, or in violation of College policy. 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, and faculty, staff and administrators, whether full-time or part-time.

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

All members of the college community are required to acquaint themselves with the provisions of the Honor Code through the information on the college's eCompanion page, the Student Handbook, and the college catalog. Students are responsible for obtaining from their professors an expla-

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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.

nation of the freedom they may exercise in collaboration with other students or in use of outside sources, including the student's own work prepared and submitted for another course. Students may collaborate with each other within the parameters established by their professor. In any given course a student may submit work prepared for credit in another course so long as he/she has received written permission from any professors involved.

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

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

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

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

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

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

Cheating includes, but is not limited to:

- ◆ using unauthorized aids, such as
  - crib sheets,
  - discarded computer programs,
  - the aid of another person on a take-home exam,
  - 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 of papers prepared by commercial or noncommercial agents and submitted as a student's own work.
  - ◆ Submission of work downloaded from the internet. This includes entire essays or partial downloads if the source is not cited properly.
  - ◆ Submission of work prepared for another course without specific prior authorization of the instructors in both courses. Use of a student's own work, whether prepared in the relevant class or in another, is governed by all the rules of scholarship mentioned in the above section on plagiarism. A student may use citations, sources, whole sections of a paper so long as proper acknowledgement is made and the written permission of any instructors involved has been secured.
- ❑ Falsification of results of study and research. 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.

### **Honor Code Violation Reporting Procedure**

1. All faculty and adjuncts will document in the course syllabus how honor code violations will be sanctioned at the course level. In addition, the syllabus will contain links to the graduate catalogue's Honor Code policies and procedures section.
2. When a faculty member or adjunct determines that a student has violated the Honor Code, the faculty member or adjunct informs the student that an Honor Code violation has occurred and reviews with the student how the violation will be addressed in the final course grade.
3. At the same time, the faculty member or adjunct reports the Honor Code violation to the Honor Council by completing and submitting the Honor Code violation forms to the Honor Council Faculty Advocate.
4. Students have a right to appeal any report of an Honor Code violation to the Honor Council.

### **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.

### **Course Sanctions for Violation of the Honor Code**

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

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

Students 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 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.

In the event of an alleged violation of the Honor Code by a graduate student, two graduate students shall represent the student body from each School. These students are named by the deans of each division in consultation with the School's department chairs. The student members of the council serve one-year terms and can be re-appointed for as long as they are enrolled as full-time students, maintain at least a 2.0 GPA, and are in academic good standing.

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

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

The administration is represented by the Provost/Vice President for Academic Affairs. The Provost/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 before the first class session. 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 (IRB)**

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**

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 offensive and will result in a student being denied further access to the course. The *Core Rules of Netiquette* must be followed.

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

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

## **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:

<b>Grade</b>	<b>Description</b>	<b>Numerical Equivalent</b>	<b>Quality Points</b>
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

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 unless noted otherwise in other graduate programs such as MARE, MBA, DNP, and MSN:

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>

**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.

**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.

### Grade Point Average

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

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

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

A GPA of 3.000 is required for all graduate programs.

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. Audits are not permitted in the MARE Program.

### Credit Load

Felician College offers many graduate programs which are on schedules other than a semester schedule, such as trimesters and 8 week modules. 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 graduate students basically states that the student must be enrolled for 18 credits during the academic year and these must be divided equally between the terms to maintain full-time status. The same policy will be applied for programs with a special term structure. Students in these programs must be enrolled for a minimum of 18 credits during the course of the academic year which is approximately Sept. 1 to Aug 31. For example, if there are three trimesters a student must be enrolled in a minimum of 6 credits per trimester ( $18/3$ ) at the graduate level to remain in full time status. For the programs with 8-week modules/terms, which generally have six modules per academic year, the students must be enrolled in at least 3 credits per term/module to maintain full-time status ( $18/6$ ). To determine half-time and part-time status, the same logic will be applied, using the number of credits from the traditional semester enrollment as a base and dividing it between the number of terms offered for that program structure during the academic year.

Term Schedule (a)	Terms per academic year (b)	Number of credits required per term to remain full-time (c)	Total Credits per academic year required to remain full-time (d) <i>Columns <math>b \times c = d</math></i>
Semesters	2	9	18
Trimesters	3	6	18
8 week modules	6	3	18

Note: Summer is an optional term for semester and trimester programs.

### Attendance

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

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

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

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

### **Prolonged Absences**

Students who must be absent for more than one class because of illness or other circumstances, should contact the Office of the Registrar at (201) 559-6038. The Registrar's Office will notify students' instructors.

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

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

Felician College reserves the right to request, at any time, the withdrawal or suspension of a student who does not meet academic and/or ethical standards, who cannot observe the social regulations or standards of conduct at both the College and off-campus practicum sites, and who exhibits inappropriate behavior. No student dismissed for lack of academic progress may reapply for admission until one year has elapsed or until he or she submits an official transcript demonstrating satisfactory academic progress at another institution of higher education. (Please refer to transfer policy). The student must:

1. Be interviewed by the Dean of the 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.

### **Disciplinary Dismissal**

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

## **REGISTRATION POLICIES AND PROCEDURES**

Students at Felician College are advised and registered on the dates scheduled in the College calendar. Payment of tuition and fees must occur according to the policies set by the Office of Student Accounts.



### **Cancellation of Courses**

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

### **Change of Registration**

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

### **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**

Please refer to the individual Schools for course repeat policies.

### **Drop/Add**

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

1. A student may withdraw from a course up to the final day of the Drop/Add period. All courses will appear on the transcript after this date. A grade of “WD” will be assigned to students who drop a course before the last date to withdraw without academic penalty.
2. The last day to withdraw officially, take a Leave-of-Absence, or drop a course without academic penalty is three weeks after Mid-Term Exams for semester-long courses. Specific dates will be posted each semester.

Students who do not withdraw officially, take a Leave-of-Absence, or drop a course, but cease to attend class after this date, will have the grade calculated into the semester index. Also, please refer to the “FA” grade (page 50).

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 50).

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

A \$10.00 (non-refundable) fee is payable in the Office of the Registrar at the time the form is returned for processing. A Leave-of-Absence is included in the total time the student has to complete the degree program. The reentry date will be indicated on the application form.

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

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

A Leave-of-Absence will be granted only before the Official Withdrawal date of the semester in which the student is registered. Students applying for a Leave-of-Absence or Official Withdrawal - and are indebted to the 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 Registrar or his/her designee and the Director of Financial Aid or his/her designee indi-

ates 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.

### Official Withdrawal

An Official Withdrawal is granted to a matriculated student in good standing. An application is available in the Office of the Registrar. The application must be completed and signed during the mandatory exit interview 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.

### Cohort Withdrawal Policy

Effective for the fall 2008 Semester, a new cohort withdrawal policy will be implemented. This policy is for all 5, 7, 8, 10 week and Trimester programs, both on and off campus, and applies to both new and existing cohorts. Comprehensive fees, books and course/lab fees will *only* be refundable during the 100% withdrawal period. It is extremely important that students fill out all necessary withdrawal forms for forwarding to the Registrar's Office to be processed. The date the withdrawal is processed will determine the tuition refund percentage.

The new policy is as follows:

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

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

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

### 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.

### Graduate SAP Policy

A student pursuing a degree or certificate at the Master's level must meet the minimum requirements for their program as described in the program section of this catalog. Graduate 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:

Percent of Credits Attempted vs. Credits Completed (Pace)	Cumulative Grade Point Average (CGPA)
67%	3.00

### **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.

### Appeals

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

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

### Appeal Process

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

tingent 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 at the Center for Health. 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.

### **Transcript of Records**

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

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

### **Transfer Credit After Matriculation**

Under extraordinary circumstances, a student in a degree program at Felician College may be given permission to earn credits from another accredited institution of higher learning (hereafter referred to as "visiting institution"). Under no circumstances will a student be permitted to earn more than 9 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 59) mandates that matriculated students must complete the last thirty credits of their degree programs at Felician College.

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

### Graduate Student Grade Appeals Procedure

This process is designed as a mechanism of appeal for a student who believes that a grade has been unjustly rendered, such as a failing grade, a grade that results in being dismissed from a program, or a grade that requires retaking of a course. Student grade appeals must follow all procedures.

The student must first meet with the professor for the course. If a satisfactory resolution does not occur, the student may next meet with the Department Chair in which the course resides. If there is no satisfaction at this level, then the student may meet with the Dean of the School in which the course resides.

If the student believes that he/she has received no satisfaction at this point, the following steps may be taken.

**Section A.** Notice of a desire to initiate an appeals process (hereafter referred to as a petition) must be submitted in writing to the Vice President for Academic Affairs, Dean of the School affected by the appeal, Department Chair in which the course resides, and the professor for the course in question, no later than the end of the second week immediately following the course end in which the appealed grade was posted. Students working in a clinical rotation or field experience must initiate the petition by the tenth working day after notification of the failing grade.

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

- Attendance
- Class participation
- Written and oral assignments
- Quiz, test and or exam grade
- Clinical, professional laboratory experience, studio performance, or field work in teaching environment.
- Professional performance
- Grading explanations found in the Felician College Student Handbook and the Felician College Catalog.

This written statement is to be submitted to the Vice President for Academic Affairs, the Dean of the affected School, the Department Chair/Program Director in which the course resides, and the professor.

After receiving notification of the grade appeal, the professor has the responsibility to prepare a written statement regarding how his/her students are graded, and why the student in question received the grade at issue. The professor's statement is to be submitted to the Vice President for Academic Affairs, the Dean of the affected School, and the Department Chair/Program Director in which the course resides, and the petitioner.

**Section C.** The Vice President for Academic Affairs, after receiving the petition, as well as any relevant documents and exhibits, notifies the Chair of the Graduate Studies Committee. Within a timely manner of the receipt of the petition, but no more than a month of when the petition is received, the Chair of the Graduate Studies Committee will convene a meeting of the sub-committee to hear



the appeal. (The sub-committee is defined as a quorum of the Graduate Studies Committee.) Before said meeting, all those on the sub-committee shall examine written statements of the student's and professor's positions, along with any relevant documents and exhibits in support of both. All involved parties will be given written notice of the time and place of the meeting. The meeting will be open only to student, professor, and the sub-committee members.

**Section D.** The following procedure will be used by the sub-committee.

1. The student will first present his/her case.
2. The sub-committee members may ask relevant questions concerning the student's case.
3. The faculty member will present his/her case.
4. The sub-committee members may ask relevant questions concerning the professor's case.
5. The sub-committee will deliberate in private. (All parties not on the sub-committee will be asked to leave.)
6. The Chair of the sub-committee will take a vote by secret ballot.
7. The Chair of the sub-committee makes a recommendation to the Vice President for Academic Affairs, whose decision shall be final.

**Section E.** The majority of the sub-committee vote shall rule. The student and the professor will be informed by the Vice President for Academic Affairs immediately following the meeting. The formal decision of the committee will be announced by letter from the Vice President of Academic Affairs to the student, the professor, the affected Dean, the affected Department Chair/Program Director, the Dean of the School in which the student is matriculated, and the Registrar (if the permanent record is involved.)

**Section F.** If during the appeals process there is indication of ethical misconduct on the part of the student, the sub-committee may make recommendations to the Honor Council to impose sanctions beyond the grade decision.

## STUDENT SERVICES

### CENTER FOR ACADEMIC SUPPORT SERVICES

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

#### Advising

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

After students obtain advisement they are permitted to register online via their Web Advisor accounts. Registration will only be permitted if the student has met all of his or her obligations (health compliance, monetary, financial aid, and admissions) to the College.

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

### **Testing**

**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.

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. Upon approval of the relevant School, 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.

### **Center for Learning**

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

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

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

To receive a copy of the policy and procedures for providing services to students with disabilities, contact the Coordinator of Services for students with disabilities in the Center for Academic Support Services (201-559-6101).

### **ATHLETICS**

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

(NCAA), Division II of the National Association of Intercollegiate Athletics (NAIA), and the Central Atlantic Collegiate Conference (CACC).

### **ALUMNI ASSOCIATION**

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

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

- Use of the 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

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

### **BEHAVIORAL HEALTH AND COUNSELING SERVICES**

Behavioral health counseling services are available to help students achieve their educational goals, learn the process of problem solving, and make full use of their potential for continued growth beyond the educational experience. Individual counseling services are confidential and without fee and are offered by appointment during the office hours of the 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. The Bookstore - open daily during posted hours - also provides gifts, cards, college mementos, and miscellaneous items.

### **CAMPUS MINISTRY**

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

The liturgy of the Eucharist is celebrated in the Lodi College chapel daily, in the Main Lobby in Lodi on special occasions, and on Sunday evenings at the Rutherford campus. Opportunities are available for the Sacrament of Reconciliation. Search seminars, shared prayer, days of recollection, weekend retreats, "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.

### 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. – 1:30 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 Center for Health 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 Immedi Center located at 1355 Broad Street in Clifton (approximately 5.3 miles from campus). The Immedi Center can be reached at (973) 778-5566 for hours and appointments ([www.immedicenter.com](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 Center for Health 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 Center for Health for specific requirements. Any student who takes a leave of absence or withdraws and later re-enters should contact the Center for Health upon their return.

Graduate students are eligible to purchase the Student Health Insurance for a fee. Please contact the Center for Health 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.

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)
- Sunday, 12:00 p.m. – 5:00 pm

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

Graduate student orientation programs are individualized and specific to each academic School.

## 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.

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

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

### **PUBLICATIONS**

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

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

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

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

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

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

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

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

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 the Student Affairs Office. Many activities welcome both graduate and undergraduate students.

Information about student activities is posted throughout the college in advance of the event and in the activities calendar.

### **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 page 38 for information.

### **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. The College expects every student to uphold the highest standards of conduct and reserves the right at any time to suspend or dismiss a student whose conduct is unethical, inappropriate, or in violation of College policy. All students are governed by the policies and procedures of a college-wide Honor Code policy.

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

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

1. The student may be asked to leave the class. Should he or she refuse, the Security officer may be contacted;
2. The incident will be documented in a memo to the department Chair, with a copy sent to the Dean of the School;
3. The student will be referred to the Chair of the department for a meeting (or directly to the Dean if the incident involves a department Chair).

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

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

### **DEGREE AND SPECIAL ACADEMIC PROGRAMS**

#### **Doctoral Degrees:**

D.N.P.           Advanced Practice  
                      Executive Leadership

#### **Masters Degrees:**

M.A.            Counseling Psychology  
M.A.            Education: School Nursing  
M.A.            Education: School Nursing and Health Education  
M.A.            Education: Health Education  
M.A.            Elementary Education  
M.A.            Elementary Education/Instructional Certificate  
M.A.            Elementary Education/Teacher of Students with Disabilities

M.A.	Elementary Education/Teacher of Students with Disabilities/Instructional Certificate
M.A.	Educational Leadership/Principal and Supervisor Endorsements
M.A.	Educational Leadership/Supervisor Endorsement
M.A.	Religious Education (Online)
M.B.A.	Innovation/Entrepreneurship
M.S.N.	Adult-Gerontology Nurse Practitioner
M.S.N.	Family Nurse Practitioner
M.S.N.	Education
M.S.N.	Executive Leadership

**Certificates:** Religious Studies; Special Education; Graduate Certificate in School Nursing and/or Health Education; MSN Post Master's Family Nurse Practitioner Certificate; MSN Post Master's Adult-Gerontology Nurse Practitioner Certificate; Post Master's Certificate in Nursing Education; Post Master's Certificate in Executive Leadership; graduate certification in Elementary Education (K-5), Student with Disabilities (Special Education), Supervisor Endorsement, and Principal Endorsement

### SPECIAL ACADEMIC PROGRAMS

*Computer Mediated Instruction (eLearning):* 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 using online learning tools. Students enrolling in any type of e-course must only use their Felician email address.

Currently, the College is offering the following fully online graduate programs:

- Doctor of Nursing Practice-Advanced Practice or Executive Leadership\*
- Master of Arts in Religious Education
- Post Master's Certification in Religious Education
- Graduate Certificate in Religious Education
- Master of Science in Nursing – Adult-Gerontology or Family Nurse Practitioner\*
- Post-Master's Certificate – Adult-Gerontology or Family Nurse Practitioner\*

\* Theoretical content delivered online. Practice hours and on-campus residencies are required within specified courses.

These programs are approved by the Middle States Commission on Higher Education. The Master Degree Program in Religious Education has been reviewed and accepted by the prestigious Sloan-C Consortium for Asynchronous Learning. The master's program at Felician College is accredited by the Commission on Collegiate Nursing Education, Washington D.C.

The following graduate programs – run by the School of Education and the School of Business and Management Sciences, respectively – offer part of their courses online using both eCourse and eCompanion:

- Master of Arts in Education
- Master in Business Administration

The School of Nursing offers a Master of Science in Nursing with Executive Leadership and Nurse Educator tracks in a hybrid format blending eLearning with traditional in-class delivery.



## **SCHOOL OF ARTS AND SCIENCES**

### **MASTERS DEGREE IN COUNSELING PSYCHOLOGY**

**The Masters in Psychology and Counseling Accreditation Council (MPCAC) has accredited the Felician College Master of Arts in Counseling Psychology (MACP) program under the Masters in Counseling Accreditation Committee (MCAC)**

#### **Mission Statement**

As a Franciscan institution Felician College has always focused on preparing students to be compassionate, community focused, facilitative of the potential of others, and striving to maintain the ideas of the Gospel as modeled by the service of others of Saint Francis of Assisi. In the realm of counseling over the course of the last ten years a new paradigm, positive psychology, has emerged. Further, an emphasis on mindfulness, spiritual development, and empowering the potential of others has become a new and core theoretical expansion of models of counseling. With these two models in mind the following program represents a synthesis of these approaches and represents a unique approach to preparing professional counselors.

#### **Program Objectives and Outcomes**

Upon completion of the Master of Arts degree in Counseling Psychology, students will demonstrate an awareness of the ethical challenges and responsibilities in the field of counseling, and articulate a personal model for addressing these that is consistent with Catholic and Franciscan values. In addi-

tion, they will be able to assess individuals and groups which display patterns of psychopathology. They will have the skills to utilize information and technology literacy for maintaining best practices in counseling. They will have the skills to articulate a clear and precise treatment plan for addressing the diagnoses of individuals and groups. The students will adapt to the unique cultural, gender, racial, and sexual orientation needs of individuals and groups they serve. Students will demonstrate competence in appropriate scientifically validated treatment modalities. These include but are not limited to individual psychological counseling, marital, and couples counseling, family counseling, group counseling, and organizational consultation and interventions. At the completion of the degree program and the accrual of the necessary hours of experience the students will be eligible to sit for the state licensure in professional counseling. Students will participate in ongoing professional development geared toward lifelong learning and professional development.

### **Admission Requirements**

In addition to a completed application, the following are required:

- Graduation from an accredited baccalaureate program
- Graduate Record Examination (GRE) or Miller Analogies Test (MAT)
- Official transcripts of past collegiate work including post-baccalaureate work
- Nine credits in psychology coursework or its equivalent
- Résumé
- Personal statement
- Two letters of recommendation

The admission criteria are flexible and multi-faceted such that no one factor is determinative of the acceptance decision. The Admissions Committee of the M.A. in Counseling Program will review the entire application package in its deliberations.

### **Degree Requirements**

The Master's degree consists of sixty credits and conforms to the licensing expectations of the New Jersey Professional Counselor Licensing Law. For the license as a Professional Counselor, students need to complete coursework in the following areas: counseling theory and practice; the helping relationship; human growth and development and maladaptive behaviors; lifestyle and career development; group dynamics, processes, counseling and consulting, appraisal of individuals; social and cultural foundations; research and evaluations; and the counseling profession (including ethics).

### **Transfer of Credit Policy**

Up to 6 graduate credits may be transferred from another accredited graduate program. Transfer credits or course substitutions will not be permitted for coursework beyond the three foundations of counseling courses (PSYC 505, 507, or 510). Credits must have been earned with the past 5 years and only courses with a final grade of "B" or higher will be considered. A determination regarding the transferability of credits is done on a case-by-case basis by the M.A. in Counseling Program Director whose decision will be final.

### **Graduation and Retention Policies**

1. A grade of "B-" or better is required in all courses.
2. A 3.00 Grade Point Average (GPA) and successful completion of the 60 credit curriculum is required for graduation.
3. If, after 9 completed credits, the student's GPA is below 3.00, he or she will be placed on Academic Probation. The student's progress will be reviewed at the completion of 9 additional credits and if the 3.00 requirement is not met at that time, the student will be dismissed from the program.
4. A grade of "C" will be permitted for no more than two courses. A third "C" will result in possible dismissal from the program.
5. Degree requirements must be completed within 5 years from the date of admission. This includes leaves of absence. Students not completing their degree requirements within the 5 year period will either be dismissed from the program or will be required to take additional courses as determined by the M.A. in Counseling Psychology Program Director.
6. Students who temporarily separate from the course of study and wish to be readmitted must make formal application to the Program Director of the M.A. in Counseling Psychology Program. The application will be reviewed by the Admissions Committee. Upon acceptance, and depending on the period of absence from the program, there may be a requirement to repeat one or more courses or complete additional courses if there were curriculum changes during the period of separation from the program.
7. All students will be given a *Graduate Student M.A. in Counseling Psychology Handbook*. This document details the curriculum, student behavior, professional development and program policies and standards. The *Handbook* is based on the best practices for counselor preparation.

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## Masters Degree in Counseling Psychology

- I. Counseling theory and practice
    - 1. PSYC 510- Techniques of counseling and appraisal
    - 2. PSYC 550- Theories of personality and counseling
  - II. The helping relationship
    - 1. PSYC 530- Marital and family counseling
    - 2. PSYC 591- Child and adolescent counseling
    - 3. PSYC 592- Counseling of older adults
  - III. Human growth and development, and maladaptive behavior
    - 1. PSYC 507- Developmental models of personal growth
    - 2. PSYC 520- Psychopathology
  - IV. Lifestyle and career development
    - 1. PSYC 555- Vocational and career development
  - V. Group dynamics, processing, counseling and consulting
    - 1. PSYC 565- Groups: Theory and practice
    - 2. PSYC 511- Community, Organizational and Institutional Counseling
  - VI. Appraisal of individuals
    - 1. PSYC 580- Assessment and treatment planning
  - VII. Social and cultural foundations
    - 1. PSYC 597- Multicultural counseling
    - 2. PSYC 515- Mindfulness, spirituality, and positive approaches to counseling
    - 3. PSYC 595- Addictions counseling
    - 4. PSYC 599- Psychopharmacology
  - VIII. Research and evaluation
    - 1. PSYC 590- Research and evaluation methods
  - IX. The counseling profession
    - 1. PSYC 505- Introduction to counseling
    - 2. PSYC 557- Professional issues and ethics
- Clinical Courses (not counted towards licensure)
- 1. PSYC 560 Groups, 2. PSYC 575 Intern I, 3. PSYC 576 Intern II, 4. PSYC 577 Supervision in Counseling Internship

Course #	Core Counseling Courses	Semester Taken	Grade	Credits
505	Foundations & Intro to Counseling			
507	Developmental Methods			
510	Techniques of Counseling			
	<b>Counseling Courses</b>			
520	Psychopathology			
530	Marital and Family Counseling			
550	Theories of Personality			
557	Professional Issues and Ethics			
565	Groups: Theory and Practice			
555	Vocational and Career Counseling			
580	Assessment and Treatment			
590	Research and Eval Methods			
597	Multicultural Counseling			
	<b>Clinical</b>			
560	Clinical Practicum			
575	Counseling Intern I			
576	Counseling Intern II			
	<b>Electives</b>	<b>Choose 4</b>		
511	Industrial, Organizational and Community			
515	Mindfulness			
591	Child and Adolescent Counseling			
592	Counseling of Older Adults			
595	Addictions Counseling			
599	Psychopharmacology			

### Masters Degree in Counseling Psychology (revised Sept 2014)

#### I. Counseling theory and practice

##### 1. PSYC 510- Techniques of counseling and appraisal

This course will prepare students with the fundamental skills of counseling and appraisal. A multi-theoretical model will be used with an emphasis on developing the basic skills of counseling. The importance of appraisal in guiding the counseling relationship will be defined and specific attention to the various roles of the counselor will be listed.

##### 2. PSYC 550- Theories of personality and counseling

The theoretical and practical counseling strategies derived from personality theories will be examined. An emphasis on translating theoretical models into interventions will be emphasized. Students will also gain the tools necessary to understand human behavior as it pertains to personality differences within the multicultural context.



## II. The helping relationship

### 1. PSYC 530- Marital and family counseling

This course is designed to provide a theoretical understanding of the concepts that derive the techniques and models of marital and family counseling. Students will develop the ability to examine the appropriateness of targeted interventions when working with families and couples from diverse backgrounds. Attention will be focused on the assessment, diagnosis, treatment and outcome of counseling diverse couples and families, as well as on the importance of advocacy within the family system.

### 2. PSYC 591- Child and adolescent counseling

This course engages the learner in an overview of varied interventions and counseling techniques designed to address behavioral maladjustments in children and adolescents, and to support and re-direct parental-child distressed interactions which includes community outreach and client advocacy. The process of diagnosis, counseling planning and treatment will be studied within a multicultural context. This course presents both theoretical review and applied practice of different types of interventions.

### 3. PSYC 592- Counseling of older adults

This course is designed to provide a theoretical understanding of the concepts that derive the techniques and models of counseling the older adult. Students will develop the ability to examine the appropriateness of targeted interventions when working with older adults and the cultural and social issues that impact the geriatric population with regard to counseling services and mental health. Attention will be focused on the assessment, diagnosis, treatment and outcome of counseling diverse aging adults.

## III. Human growth and development, and maladaptive behavior

### 1. PSYC 507- Developmental models of personal growth

The major developmental theories of personal development will be examined. This course explains the diagnostic criteria of the DSM and ICD, and defines development within diverse classification systems. An emphasis will be placed on normal growth patterns all the while accounting for variations that emerge along the developmental spectrum.

### 2. PSYC 520- Psychopathology

This course provides an in-depth description of disorders of maladaptive behavior, affect and personality with a heavy emphasis placed on the importance of counselor bias, multiculturalism, and social justice advocacy for some client populations. Symptomatology, diagnosis and etiology are the main focus along with treatment implications and interventions.

## IV. Lifestyle and career development

### 1. PSYC 555- Vocational and career development

The various models of career development and vocational counseling will be explored. Emphasis on integrating these models into practical interventions will be applied and students will learn the importance of assessment and the various tools available to counselors to provide the most effective and culturally competent care to diverse clients.

## V. Group dynamics, processing, counseling and consulting

### 1. PSYC 565- Groups: Theory and practice

This course is designed to provide a theoretical understanding of group development, purpose, and dynamics. Issues related to group counseling methods, skills, and leadership styles will be examined. In addition, this course is a conceptual and experiential introduction to group dynamics, group counseling

approaches and models, issues of group leadership, styles of leadership, and group facilitation skills. Students will have the opportunity to engage in the experiential learning of group process by becoming part of a small group. This course will cover a range of groups that are typically used by mental health counselors.

## **2. PSYC 511- Community, Organizational and Institutional Counseling**

This course provides a foundation for engaging in counseling, consultation, and ethical decision making within community agency settings; emphasis is placed on the ecological and contextual factors of counseling within diverse communities, organizations and institutions. This course further examines the role of the community agency counselor, with attention to multicultural and social justice perspectives.

## **VI. Appraisal of individuals**

### **1. PSYC 580- Assessment and treatment planning**

This course familiarizes students with the assessment process, how to interview and use assessment tools in conjunction with the DSM and the ICD to arrive at a diagnosis and treatment plan, and compares standard assessment techniques and process-oriented interviewing. The course emphasizes to students the importance of when to make appropriate referrals to ancillary treatment modalities or for medical evaluations and other social advocacy actions possible. Finally, this course weighs both the potential benefits and risks of assigning diagnostic labels to people.

## **VII. Social and cultural foundations**

### **1. PSYC 597- Multicultural counseling**

This course explores a rich variety of ethnic and gender-based cultures and subcultures. Consonant with the overall orientation of the Program, students are challenged to explore both the diversity among cultures, and common elements that unite all peoples. Assump-

tions of the dominant culture about healthy functioning individuals and families are examined in the light of the great cultural variety found throughout the world. This course invites students to examine their own cultural lenses through which they see others, especially when they are working in a therapeutic environment.

### **2. PSYC 515- Mindfulness, spirituality, and positive approaches to counseling**

Students will explore recent trends in counseling focusing on a more mindful, spiritual and positive approach when working with individuals. An examination of each of these domains will be undertaken. Research exploring the theoretical basis and clinical usefulness of approaches employing spirituality and counseling will be discussed. Positive Psychology and Mindfulness will be examined. The course will also examine the use of these approaches for a variety of clinical syndromes including depression, anxiety, psychophysiological disorders and drug and alcohol disorders. Finally, the topic of Loss and Grief Counseling will be examined.

### **3. PSYC 595- Addictions counseling**

This course explores and identifies the full range of addictive behaviors encountered in the work of a counselor. The following addictions will be examined using a biological, psychological, and social model: substance abuse (drug and alcohol); food; gambling; sexual; internet; tobacco; hoarding; and shopping. Students will become acquainted with the concept of a twelve step program model for recovery as well as other community-based programs for individuals suffering from addictions. In addition, treatment planning and implementation issues will be reviewed and students will learn how to implement these counseling skills within a multicultural framework.

#### **4. PSYC 599- Psychopharmacology**

This course will examine the fundamentals of drug pharmacology and drug interactions at the basic level needed for counselors and apply the use of neuroscientific research findings for culturally competent counseling practices. Lectures will review current psychotropic medication protocols as well as some herbal and nutraceutical complements to counseling.

### **VIII. Research and evaluation**

#### **1. PSYC 590- Research and evaluation methods**

Students will gain an understanding of empirical methods as they are typically used in the social sciences, including psychology and counseling. Students will learn to apply fundamental research methods to a variety of research questions, learn the scientific method, and understand cultural biases associated with research practices. Methods include statistical inference, the focus of the first half of the course, and qualitative methods in the second half of the course.

### **IX. The counseling profession**

#### **1. PSYC 505- Introduction to counseling**

This course is designed to provide a general introduction to the field of counseling psychology. The course begins with a review of the history and the development of the field of counseling. The relationship of counseling to other professions and disciplines (e.g., clinical psychology, psychiatry, social work) will be reviewed. Next, the principle theoretical perspectives of counseling will be explored. Later, we will examine the contemporary issues that influence the counseling profession, including ethics, assessment, working with diverse populations, and public policy processes such as system and client advocacy.

Finally, students will have an opportunity to learn about training, job settings, and activities in which counselors are involved.

#### **2. PSYC 557- Professional issues and ethics**

The purpose of this course is to provide students with a working knowledge of ethical issues in mental health care practice. The course will consider the manner in which governing principles of health care ethics are articulated within the general values and specific prescriptions/proscriptions (legal and moral) which constitute current moral wisdom of the mental health professional. Ethical codes of the American Counseling Association, American Mental Health Counselors Association, and the American Psychological Association will be examined. Lectures, case analysis, class discussion of assigned readings, and written assignments will provide both the conceptual and practical tools for addressing the critical ethical issues which arise in counseling practice.

### **Clinical Supervised Experience**

#### **1. PSYC 560- Clinical practicum I: Foundation of counseling**

Counseling Practicum involves placement in a clinical setting to enable students to develop basic counseling skills and integrate professional knowledge and skills. Counseling Practicum provides an opportunity to perform, on a limited basis and under supervision, some of the activities that a mental health counselor would perform. In addition to the supervised practicum, this course involves a weekly seminar. Prior permission of the Practicum

Coordinator is required in order to arrange for a practicum setting appropriate to the student's academic and career goals. Students complete a minimum of 100 hours for this course.

#### **2. PSYC 575- Counseling internship I**

Counseling Internship I involves a placement in a clinical setting to enable students to develop counseling skills and integrate professional knowledge and skills. Advanced Counseling Internship provides an opportunity to

perform some of the activities that a mental health counselor would perform under the direct supervision of a licensed mental health professional. In addition to the supervised practicum, the course involves a weekly seminar. Prior permission of the Practicum/Internship Coordinator is required in order to arrange a practicum placement that is appropriate to the student's academic career goals. Students complete a minimum of 450 hours for this course, of which 150 should be direct hours.

### **3. PSYC 576- Counseling internship II**

Counseling Internship II involves a placement in a clinical setting, for 450 hours, to enable students to deepen and strengthen their development of counseling skills and to integrate professional knowledge and skills. Counseling Internship II provides an opportunity to perform the activities that a mental health counselor would perform under the direct supervision of a licensed mental health professional. In addition to the hours at the counseling placement, the course involves a weekly supervision seminar. Successful completion of the PSYC 575 Internship I is necessary to enroll in Internship II. Students complete a minimum of 45 hours for this course, of which 150 should be direct hours.

### **4. PSYC 577- Counseling Internship in Supervision**

Counseling Internship III is an elective extension to the clinical sequence in the Masters of Arts in Counseling Psychology program. As with the two preceding Clinical Courses (PSYC 575 and 576) involves a placement in a clinical setting, for 450 hours, to enable students to deepen and strengthen their development of counseling skills and to integrate professional knowledge and skills. Counseling Internship III provides an opportunity to perform the activities that a mental health counselor would perform under the direct supervision of a licensed mental health professional. In addition to the hours at the counseling placement, the course involves a weekly supervision seminar where students enrolled in PSYC 577 will lead the supervision of students from the Practicum (PSYC 560) or earlier internship course (PSYC 575 and 576). Successful completion of the PSYC 575 and 576 is necessary to enroll in Internship III: Supervision (PSYC 577)

**THE ONLINE INSTITUTE FOR RELIGIOUS STUDIES  
AND EDUCATION MINISTRY**

**Master of Arts in Religious Education (33 credits)**  
**Post-Master's Certificate in Religious Education (18 credits)**  
**Graduate Certificate in Religious Education (18 credits)**  
**Undergraduate Completion Degree in Social Behavior and  
 Sciences with a Focus in Religious Studies (60 credits)**

**The Mission of the Institute:**

Felician's Graduate Programs in Religious Education seek to make the Word of God, revealed by Jesus, the Christ, expressed through the Catholic Church, dynamic and meaningful to people at every stage of their life.

**General Information on the Programs:**

The programs offered at the Institute of Religious Studies and Education Ministry here at Felician College focus on building knowledge of the Word of God, as revealed by Jesus the Christ and expressed through the teachings of the Catholic Church. These programs provide models and support for our students as they prepare to share this knowledge with others in their ministerial settings. The combination of theological and practical knowledge results in the formation of catechetically competent and skilled education ministers who can meet the religious education challenges of today's world. In accordance with the guidelines set forth by the U.S Conference of Catholic Bishops in the pastorals on Lay Ecclesial Ministry such as *Co-Workers in the Vineyard of the Lord*, our programs highlight religious education and catechesis across the life span. Thus the programs:

- Provide people, who have been called to the work of education ministry of the Church, with continued theological reflection and updating as they meet their faith formation needs and requirements
- Overcome the constraints of time and geography by offering computer mediated instruction
- Bring to Catholic education the perspectives and concerns of different cultures and special pastoral needs
- Contribute to evangelization and Catholic identity by helping adults with their own faith formation and relationship with the Church

Our degree programs are taught entirely online by Felician College Faculty who hold degrees in relevant fields, possess the Mandatum, and are certified in online teaching/learning. All instructors act as mentors while creating an atmosphere of collaboration and interaction.

Felician College is committed to the education ministry of the Catholic Church. In keeping with the Franciscan spirit, we offer our degree programs at a 50% tuition discount to eligible persons who share their knowledge, gifts and talents in Catholic education ministry. This includes individuals such as parish catechetical leaders, diocesan catechetical personnel, pastoral associates, clergy, vowed religious, religious education teachers (K-12), youth ministers, volunteer catechists, RCIA coordinators, youth and adult ministers and other qualified persons.

**Program Objectives** The Degree and Certificate Programs will enable students to:

1. Employ the principles and methods proper for scholarly research in graduate theological and ministerial studies.
2. Integrate biblical, theological, and liturgical studies with Religious Education/Faith Formation ministry.
3. Examine Church History and the history of Religious Education as it informs Religious Education/Faith Formation Practice.
4. Research the Religious Education/Faith Formation needs of culturally diverse communities.
5. Incorporate the principles of sound pedagogy and the human sciences into Religious Education/Faith Formation endeavors.
6. Investigate the role of Religious Education/Faith Formation in a time of increasing ecumenical and inter-religious family and community life.
7. Prepare leaders to meet the challenges of Religious Education/Faith Formation ministry in the Twenty-First Century.

**Admission Requirements:**

1. A bachelor's degree from an accredited college or university.
2. Six undergraduate credits in theology or religious studies from a Catholic College. Equivalencies, such as diocesan certification, will be considered on a case by case basis. Years of experience in religious education ministry or having a master's degree in a research/writing project, if indicated, may be substituted at the discretion of the Executive Director.
3. Students with a baccalaureate degree that is without theology/religious studies credits may, upon the approval of the Director, participate in an online reading, research, and writing series.
4. An interview by phone or in person with the Program Director. Appointments will be at the mutual convenience of the Director and the applicant.
5. Successful completion by all applicants of a reading/writing assignment to demonstrate required abilities in comprehension, research and writing skills for graduate study.
6. A letter of recommendation from a pastor, parish catechetical leader, principal, or diocesan administrator attesting to the applicant's ability to pursue graduate studies in religious education/faith formation ministry.
7. A verification of identification in the form of either a:
  - a. Notarized copy of a valid passport (photo page with signature) or
  - b. Notarized copy of a valid government-issued photo (such as a driver's license)

**Transfer Policy:**

Up to nine graduate credits may be transferred provided they are from an accredited Catholic College or university, a grade of "B" or higher was earned, and the content is similar to MARE Program core courses as determined by the program administrator. *Transfer credit cannot be applied to the Graduate or Post-Masters Certificate Programs.*

**Ministerial Discount:**

A ministerial discount of up to 50% is available to qualified persons in both professional and volunteer ministry. A completed application signed by a pastor, principal, or diocesan administrator must be sent directly to the Graduate Admissions Office.

### **Graduate Religious Education Graduation and Retention Policy:**

- A grade of B- or higher is required in all courses. Failure to do so results in dismissal from the program.
- A 3.0 Quality Point Index (GPA) is required throughout the program for retention and graduation
- Complete all 11 core courses for the Master's Degree
- Degree requirements must be completed in 5 years from the date of admission
- For the Graduate and Post-Masters Certificates complete six courses selected in consultation with the program administrator. One of the six courses must be RELS 506 The Psychology and Pedagogy of Religious Education.

### **Program and College Policies:**

**Auditing** - Auditing of online courses is not permitted.

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

**Course Orientation** - All NEW online students must take the E-college Student Online Orientation course prior to the start of the semester. In addition, and as part of the orientation process, students must complete the eCollege student orientation quiz with a score of 10.

**Deadlines** – Odd things happen in cyberspace—computers crash, emails get lost, servers disconnect temporarily, and logins fail. Do not wait for the last minute to do your work. Allow time to meet deadlines. Have backup computer access should your computer fail such as a neighbor, a friend, work, the Library, a Kinko or Internet cafe. You are responsible for getting the work to the professor on time.

**General Email** – When sending email you must identify yourself fully by name and class, not simply by an email address.

**Incomplete Course Policy** - All course work must be completed according to assigned due dates. An incomplete grade may be granted in the following cases: two-thirds of the course work was successfully completed; documentation for hospitalization, serious illness, death in the immediate family, or unusual circumstances beyond the control of the student was provided. Request for an incomplete was emailed before the final week of class. Permission for an incomplete requires the approval of the Professor, Chair of the Graduate Program, Dean of Arts and Sciences. An incomplete must be resolved no later than four weeks after the last day of class.

**Student Support** - Students requiring assistance with the mechanics of the online course such as technical requirements, navigation, e-mailing, file attachment, etc. should consult the help function on the eCollege page and/or return to the eCollege tutorial. If you are unable to resolve your question through these means, contact the eCollege Help Desk via e-mail or phone (303-873-0005). Students requiring assistance with course content should contact the professor either through the course conference or by e-mail.

**Tuition Refund Policy** – Please refer to page 55 (*inter alia*).

**Unacceptable Conduct** - 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 is prohibited. Unacceptable online conduct includes, but is not limited to, postings that are racist, derogatory, inflammatory, condescending, rude or in any way offensive and will result in a student being denied further access to the course. The Core Rules of Netiquette (<http://www.albion.com/netiquette/corerules.html>) must be followed.

The following are forms of academic dishonesty and will result in a grade of zero for the assignment and possible failure for the course. (please also refer to the College's Honor Code on page 43)

- **Plagiarism:** Plagiarism consists of using another author's words without proper identification and documentation of that author. Plagiarism takes the form of direct quotation 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 your 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 your needs. It also consists of deliberately changing a source's intent by misquoting or taking out of context.
- **Multiple submission:** If you wish to turn in the same work or use the same research, in whole or in part, for more than one course, you must obtain permission to do so from all professors involved. Failure to obtain this permission constitutes academic dishonesty. This course is a chance for you to explore your own creativity.
- **Collaboration** with others on exams or projects unless directed to do so by the professor.

**Weekly Participation and Attendance** - Attendance and participation are measured by meeting assignment deadlines, actively participating in class discussions with meaningful comments, questions, ideas. As Internet access is worldwide travel for work or pleasure does not constitute a justification for asking for special consideration and/or not meeting deadlines. If illness, an emergency, or some other serious situation prevents a student from any of the stated activities, the professor must be notified immediately by voice mail or e-mail. **A student who does not log on for a week without contacting the professor will be considered an unofficial withdrawal and will not be allowed to continue in the course.**

**Withdrawal** - The professor must be notified via email. The Registrar's Office must be notified at (201-559-6038) and drop forms, withdrawal forms, or leave of absence forms must be requested. If this procedure is not followed, the student will receive a grade of "F". Only two withdrawals are permitted unless approved by the program administrator for exceptional reasons.

N.B.: The MARE Program abides fully by the policy statements as published in the Felician Undergraduate Catalog and/or Student Handbook.

**Accredited by:** The Middle States Association of Colleges and Schools

**Member of:** National Catholic Education Association, National Association of Graduate Programs in Ministry; New Jersey Theological Consortium of Graduate Programs in Theology and Ministry; and Sloan-C Consortium for Online Learning



### Required Core Courses:

#### **RELS 501**

##### **Leadership in Education Ministry**

##### **3 credits**

Recognizing specific competencies for lay ministry, the document, *Co-Workers in the Vineyards of the Lord*, determines the necessity for lay ecclesial ministers to be cultivated in leadership qualities. Through the facilitation of a variety of faculty, this course will allow the educational minister to study leadership qualities based on the example of Jesus the Christ in order that they may inspire and enable others to fulfill their baptismal calling.

#### **RELS 502**

##### **Sacramental Theology for the Religious Educator**

##### **3 credits**

The focus of this course will be sacramental preparation and meaningful rituals based on biblical, theological, and liturgical foundations. Attention will be given to the Rite of Christian Initiation for Adults (RCIA) as a core perspective for community, conversion and growth.

#### **RELS 503**

##### **Religious Education Through the Scriptures**

##### **3 credits**

This course will analyze both the content and context of Biblical themes, images, and personalities as they apply to the life of a Christian. Strategies to teach and use the Bible in developmentally appropriate ways will be stressed.

#### **RELS 504**

##### **Educating for Social Justice**

##### **3 credits**

This course will examine the theme of social wisdom in the Church – arising from biblical insights, Church writings and various philosophies, and recent experiences of the People of God animating their faith in justice. Principles of Catholic Social Teaching and their applica-

tion to contemporary issues will be analyzed. Students will be challenged to think globally but to act locally via the application of Catholic Social Teaching within the local church and parochial structures.

#### **RELS 505**

##### **A Comprehensive Approach to Moral Education**

##### **3 credits**

Course content will focus on essential elements, distinct methodologies and overall purpose of morality to the life of a Christian. Included will be ethical models, conscience formation, the role of Scripture and the nature of Church norms. A focus will be on religious methods that help shape a moral life.

#### **RELS 506**

##### **The Psychology and Pedagogy of Religious Education**

##### **3 credits**

This course will investigate the psychological, philosophical and historical constructs involved in religious education/faith formation. Specifically, current research in educational and developmental psychology will be introduced to help create optimal and developmentally appropriate religious education/faith formation learning environments across the life span.

#### **RELS 508**

##### **The History And Heritage of the Catholic Church**

##### **3 credits**

Through a historical study of the Church, Religious Educators will have a context in which to explore the theological, devotional, sociological and political aspects of the Catholic tradition. In addition, an understanding of the heritage of the Catholic Church enables the religious educator to participate more intelligently within the life and ministry of the Church.

**RELS 509**  
**Theological Issues**  
**for the Religious Educator**  
**3 credits**

A study of critical theological issues such as faith, creation, redemption, resurrection, sin, grace, eschatology and the doctrine of God and the Trinity, will be examined through the lens of the Creed, other Church documents, and theologians. Approaches to teaching these foundational articles of faith will be investigated.

**RELS 510**  
**Religious Education for a Spiritual Life**  
**3 credits**

This course will explore the history, nature, theological and scriptural foundations of spirituality through out the history of the Church. Students will analyze how Religious Educators can inspire, support, and guide spiritual formation in ways that meet individual and community needs.

**RELS 511**  
**Religious Education for Ecumenism**  
**and Inter-Religious Dialogue**  
**3 credits**

This course will study the history and theology of ecumenism and inter-religious dialogue in the Catholic Church. In response to trends such as religious pluralism and inter-faith marriages, Religious Education programs that promote respect, understanding and focus on common values will be explored

**RELS 512**  
**Education Minister**  
**in a Technological World**  
**3 credits**

This course is the capstone course for the MARE Program. It provides an overview and experience of a variety of technologies and their application for education ministry. Students will explore and use technological resources, particularly Computer Mediated Instruction (CMI) and the Internet, to supplement or to provide alternate delivery systems for Religious Education/Faith Formation ac-

tivities across the life span. As a capstone course, the student will incorporate research, application, and material from all previous courses. The student will create projects that demonstrate competence using technology to enhance and enrich education ministry culminating in scholarly project presentation.

Prerequisites: Completion of all required MARE courses or permission of the Executive Director of MARE



## SCHOOL OF BUSINESS

### DOCTOR OF BUSINESS ADMINISTRATION (DBA)

#### **Mission**

The mission of the School of Business 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.

#### **Course of Study**

The Felician College School of Business offers a single doctoral degree – the Doctor of Business Administration (DBA). The Doctor of Business Administration program enhances the knowledge and skills that are critical to leading and managing in the global business environment. The program develops an understanding of the current management models and theories including the issues facing leaders in the expanding global business environment. The DBA equips students, who have been practicing or teaching in the field of business, with the critical professional and academic knowledge and skills for a successful career in consulting, business management, and higher education. The program is geared especially toward midcareer corporate professionals seeking career advancement or college full-time or part-time instructors requiring a doctoral degree to move into higher academic ranks or positions in higher education.

This program is self-paced and project-based. It is comprised of four phases: (1) Foundation online courses; (2) Core knowledge projects; (3) Concentration mastery demonstration; and (4) Dissertation.

- (1) Foundation online courses Students will be able to begin these courses at any time after acceptance and will progress at their own paces. They will be guided through the learning modules by their faculty mentor. There are four courses, which are comprised of a one-credit virtual orientation and three-credit courses on advanced academic writing, research

methods, and statistics. The only scheduled site requirement is that of presence for a residency corresponding with the Statistical and Quantitative Analysis course. This course, however, may be taken at any time during the student's first year in the program. At this residency, the student will meet other students in the program, the librarians, and the Felician College faculty. Other residency requirements will be fluid, and their timing will depend on the needs of the student.

- (2) The core knowledge projects will be comprised of three learning areas – Management, Marketing, and Quantitative Decision Analysis. In each of these areas, the students will complete three modules. First, the student will read and submit a comprehensive review of literature of the seminal works in the field. Second, the student will read current research in the field, and prepare an annotated bibliography critiquing the works and demonstrating how they contribute (or not) to the “standard” theories. Finally, the student will apply the theories discussed to a real-world problem and submit a paper describing this application. Detailed rubrics will be provided for each of these modules, and will be standard for all three learning areas.
- (3) The demonstrated competency component will be comprised of either (1) online pedagogy or (2) content expertise. The student will be asked to choose one of these tracks as soon as he or she matriculates. The Online Pedagogy track will require the student to take the AIF certification course, serve as a teacher's assistant in one of the existing Felician College hybrid courses, and instruct one course on his or her own as an adjunct instructor. The learning in each of these will be demonstrated through course observations and reflection papers, each scored using rubrics. The timing of this sequence will be determined and courses scheduled as soon as the student initially meets with his or her mentor. If the student does not wish to pursue a career in higher education, he or she will opt for the content expertise track. To pursue this track, the student must (again, early in the program) identify an academically-sound outside assessment – such as the CFA or Six Sigma certification – study for it with the help of his or her mentor, and pass the exam/assessment successfully.
- (4) The dissertation will be written over the course of four sequential modules.

In addition to the above, students will be required to spend 4 days in residency during their online quantitative course. The student will also be required to defend his or her dissertation while in residency. Beyond that, residencies will be optional.

For most students, this program will take 3 to 4 years to complete.

### **Admission Requirements**

In addition to a completed application, the following are also required:

- Completion of an MBA
- Official transcripts of all undergraduate and graduate coursework

- Resume
- Statement of personal and professional goals
- TOEFFL scores (for international students)

Additional materials, such as standardized test scores or personal interviews, may be requested by the admissions committee in some cases.

### **Re-admission**

Students who temporarily separate from the course of study and wish to be re-admitted must make formal application to the Dean of the School of Business. The application will be reviewed by the Admissions Committee. Upon acceptance, and depending on the period of absence from the program, there may be a requirement to repeat one or more courses or complete additional courses if there were curriculum changes.

### **Doctoral-Level Program Conditional Admissions**

Students will not be accepted into the DBA program on a conditional basis.

### **Transfer Credit**

Transfer courses or credits will not be permitted in the DBA program.

### **Degree Requirements**

- Students are required to successfully complete all required courses (and associated residency requirements) in the DBA curriculum.
- Students are required to satisfactorily present a proposal and write and defend a dissertation demonstrating mastery of program outcomes and competencies.

### **Academic Policies**

- Successful completion of the 61-credit curriculum
- Students must complete each course with a passing grade and will not be permitted to advance to the subsequent module until a passing grade is achieved.

### **Online Components**

The Felician College DBA curriculum has online components built into its courses. Thus, students participating in the program should be aware of the following:

- Access to a computer will be required along with a Felician College email address and access to the Internet.
- Online assignments must be completed as prescribed and within the given deadlines.

- Felician College and the School of Business place a high value on scholarship, truth, and ethics. As such, adherence to policies outlined in the College Catalog, Student Handbook, and Honor Code is expected.

### **Outcomes and Competencies**

Competencies are abilities to do things. Employers expect their employees to perform in such a way so that organizations are able to meet their goals and to grow, this increasing value to the organization and its customers. Therefore, employees need to act, to do things that bring value to the bottom line. Over and above having knowledge from a content point of view, employees must have certain capabilities or competencies.

The DBA program outcomes and competencies are:

- Knowledge in the Field of Business Administration
- Disciplined Inquiry
- Ethics/Franciscan Values
- Written and Oral Communication
- Teaching Practice

Mastery of competencies will be demonstrated through the dissertation.

#### **DBA Curriculum Plan**

##### **PHASE I- Foundation Courses**

<b>Course #</b>	<b>Course Title</b>	<b>Credits</b>
DBA 700	Virtual Orientation	1
DBA 720	Advanced Academic Study and Writing	3
DBA 730	Introduction to Research Methods	3
DBA 740	Statistical and Quantitative Analysis	3
<b>Total</b>		<b>10</b>

##### **PHASE 2- Core Knowledge Projects**

<b>Course #</b>	<b>Course Title</b>	<b>Credits</b>
DBA 810	Historical Perspectives in Management	3
DBA 815	Contemporary Management Theory	3
DBA 819	Applied Management Theory	4
DBA 820	Historical Perspectives in Marketing	3
DBA 825	Contemporary Marketing Theory	3
DBA 829	Applied Marketing Theory	4
DBA 830	Historical Perspectives of Decision Theory	3
DBA 835	Contemporary Decision Theory	3
DBA 839	Applied Decision Theory	4
<b>Total</b>		<b>30</b>

**PHASE 3: Demonstrated Competency***Option 1:*

Course #	Course Title	Credits
DBA 750	Online Communication of Business Knowledge	3
DBA 850	Teaching Assistantship	3
DBA 860	Online Teaching Practicum	3
<b>Total</b>		<b>9</b>

*Option 2:*

DBA 760	Independent Study in Business	6
DBA 870	Field Demonstration in Business	3
<b>Total</b>		<b>9</b>

**PHASE 4: Dissertation**

Course #	Course Title	Credits
DBA 900	Dissertation 1	3
DBA 910	Dissertation 2	3
DBA 920	Dissertation 3	3
DBA 930	Dissertation 4	3
<b>Total</b>		<b>12</b>

**Total Program Credits: 61**

**COURSE DESCRIPTIONS****DBA 700****Virtual Orientation (1 credit)**

In this self-paced online tutorial, students will be introduced to the DBA program framework, program mentoring and student services, requirements of applied research, available technology and Felician College library services. The course is separated into a series of modules, and students will progress through the course by successfully completed embedded quizzes on each topic. At the completion of the course, students will be familiar with the DBA program requirements and be able to develop a timeline and learning plan for completion of the doctoral program.

**DBA 720****Advanced Academic Study and Writing (3 credits)**

This self-paced, online course is designed to develop students' abilities to think and write at the doctoral level. Students will be required

to read, interpret, and critique academic journal articles. The student's work will be assessed by a faculty mentor, who will work with the student until he or she demonstrates the skills required to succeed in the rest of the DBA coursework. Students will also successfully complete APA and plagiarism assessments as part of this course.

**DBA 730****Introduction to Research Methods (3 credits)**

This self-paced, online course provides an overview of the family of methods used to conduct high-quality business research. Understanding of the various research approaches and techniques will be assessed by embedded online quizzes. At the completion of the course, students will demonstrate the ability to frame a research question, recommend an appropriate research design, and plan a comprehensive research project.

**DBA 740**  
**Statistical and Quantitative Analysis**  
**(3 credits)**

This course is hybrid, and entails a required 4 day residency. The course provides an overview of the tools of statistical analysis, but covers statistics from an analysis-of-data rather than purely theoretical point of view. Prior to the residency component of the course, students will choose a research question, generate a hypothesis, and select appropriate statistical techniques to test that hypothesis. Students will also become familiar with the use of SPSS in this course. (Note: the research question used in this course does not need to be the one used by the student for his or her dissertation research.)

**DBA 810**  
**Historical Perspectives in Management**  
**(3 credits)**

*Prerequisite: All DBA 700-level courses*

In this project-based course, students are provided a bibliography of seminal works in management theory. The student will select a management theme or problem, select at least seven classic pieces of management scholarship from the bibliography related to the theme, and prepare a comprehensive review of literature demonstrating the ability to place the current theme or problem in historical perspective.

**DBA 815**  
**Contemporary Management Theory**  
**(3 credits)**

*Prerequisite: DBA 810*

Using the same theme or problem selected in DBA 810, students will find at least 20 relevant current journal articles (from a list of approved journals) and prepare an annotated bibliography. In this annotated bibliography, students will demonstrate their abilities to interpret scholarly literature, critique research design and methodology, and apply research conclusions to their selected theme. Students will then write a paper describing areas for future research and connecting their annotat-

ed bibliographies with the review of historical literature completed in DBA 810.

**DBA 819**  
**Applied Management Theory (4 credits)**

*Prerequisites: DBA 810 and DBA 815*

Using the same theme or problem selected in DBA 810, students will demonstrate their ability to apply management theory to a real-world situation. Choosing a situation from either a company in the news or their own firms, students will prepare an applied research report which clearly defines the company's problem and makes recommendations for its solution grounded in management theory and literature.

**DBA 820**  
**Historical Perspectives in Marketing**  
**(3 credits)**

*Prerequisite: All DBA 700-level courses*

In this project-based course, students are provided a bibliography of seminal works in marketing theory. The student will select a marketing theme or problem, select at least seven classic pieces of marketing scholarship from the bibliography related to the theme, and prepare a comprehensive review of literature demonstrating the ability to place the current theme or problem in historical perspective.

**DBA 825**  
**Contemporary Marketing Theory**  
**(3 credits)**

*Prerequisite: DBA 820*

Using the same theme or problem selected in DBA 820, students will find at least 20 relevant current journal articles (from a list of approved journals) and prepare an annotated bibliography. In this annotated bibliography, students will demonstrate their abilities to interpret scholarly literature, critique research design and methodology, and apply research conclusions to their selected theme. Students will then write a paper describing areas for future research and connecting their annotated bibliographies with the review of historical literature completed in DBA 820.



**DBA 829****Applied Marketing Theory (4 credits)***Prerequisites: DBA 820 and DBA 825*

Using the same theme or problem selected in DBA 820, students will demonstrate their ability to apply marketing theory to a real-world situation. Choosing a situation from either a company in the news or their own firms, students will prepare an applied research report which clearly defines the company's problem and makes recommendations for its solution grounded in marketing theory and literature.

**DBA 830****Historical Perspectives of Decision Theory (3 credits)***Prerequisite: All DBA 700-level courses*

In this project-based course, students are provided a bibliography of seminal works in quantitative decision theory. The student will select a quantitative theme or problem, select at least 10 classic pieces of quantitative decision theory scholarship from the bibliography related to the theme, and prepare a review of literature demonstrating the ability to place the current theme or problem in historical perspective.

**DBA 835****Contemporary Decision Theory (3 credits)***Prerequisite: DBA 830*

Using the same theme or problem selected in DBA 830, students will find at least 20 relevant current journal articles (from a list of approved journals) and prepare an annotated bibliography. In this annotated bibliography, students will demonstrate their abilities to interpret scholarly literature, critique research design and methodology, and apply research conclusions to their selected theme. Students will then write a paper describing areas for future research and connecting their annotated bibliographies with the review of historical literature completed in DBA 830.

**DBA 839****Applied Decision Theory (4 credits)***Prerequisites: DBA 830 and DBA 835*

Using the same theme or problem selected in DBA 830, students will demonstrate their ability to apply decision theory to a real-world situation. Choosing a situation from either a company in the news or their own firms, students will prepare an applied research report which clearly defines the company's problem and makes recommendations for its solution grounded in quantitative decision theory and literature.

**DBA 750****Online Communication of Business Knowledge (3 credits)**

This is a cohort-based asynchronous online course which prepares the student to create and facilitate a college level online course. Principles of course design, pedagogy, and student assessment are covered. By the end of the course, students will have either designed a new or recreated an already existing online course in line with current best practices.

**DBA 850****Teaching Assistantship (3 credits)***Prerequisite: DBA 750*

In this asynchronous online or hybrid course, students will learn to appropriately assess student learning, facilitate online discussions, and update learning materials.

**DBA 860****Online Teaching Practicum (3 credits)***Prerequisites: DBA 750 and DBA 850*

In this practicum, students will, under the supervision of a faculty mentor, serve as lead facilitator in a fully online or hybrid college-level course. Performance will be assessed by rubric and will be ongoing over the span of the 8 or 9 week course.

### **DBA 760**

#### **Independent Study in Business (6 credits)**

*Prerequisite: approval of program director or dean*

In this competency-based course, the student selects an area in which he or she wishes to develop enough expertise to pass a recognized certification or licensure exam. The student works with a faculty mentor to assemble resources to prepare for this exam. At the conclusion of the course, the student has a confirmed test date.

### **DBA 870**

#### **Field Demonstration in Business (3 credits)**

*Prerequisite: DBA 760*

The student provides evidence of a new certification or license earned in DBA 760, and writes a reflection paper explaining how this new credential will help him or her reach academic and career goals. The paper is scored by rubric.

### **DBA 900**

#### **Dissertation I (3 credits)**

This self-paced, online course guides students in the preparation of their dissertation. Students define a topic, develop a prospectus and submit it for approval, form a dissertation committee, and develop a proposal. The student will submit the introduction, draft of the review of literature, and preliminary reference list upon completion of the course.

### **DBA 910**

#### **Dissertation 2 (3 credits)**

*Prerequisite: DBA 900*

This self-paced, online course guides the student through the completion of the review of literature, the selection of research design and methodology, and revision/refinement of the submitted proposal. Students will submit the final review of literature, gain IRB approval for the project, and successfully defend the proposal by the completion of the course.

### **DBA 920**

#### **Dissertation 3 (3 credits)**

*Prerequisites: DBA 900 and DBA 910*

This self-paced, online course guides the student through conducting the dissertation study, analyzing and interpreting data, and drawing conclusions based on results. Students will submit the first draft of the completed dissertation by the completion of the course.

### **DBA 930**

#### **Dissertation 4 (3 credits)**

*Prerequisites: DBA 900, DBA 910, DBA 920*

This self-paced, online course guides students in the completion of their dissertations. Students finalize the discussion, conclusions, implications and recommendations, and successfully defend the dissertation. A residency is required for the formal defense.

## **MASTER OF BUSINESS ADMINISTRATION (MBA) in Innovation and Entrepreneurial Leadership**

### **Mission**

The mission of the School of Business 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.

### **Course of Study**

More and more organizations are searching for employees who not only perform a function but also think creatively, innovate and adapt to changing markets, and demonstrate emotional intelligence when dealing with other employees and customers. The Felician College Master of Business Administration in Innovation and Entrepreneurial Leadership was specifically designed to provide students with not only business content knowledge but also leadership skills for the 21<sup>st</sup> century, which develop in students the ability to make better business decisions and work with diverse teams to achieve results.

The Felician MBA will equip students with the analytical, creative, and ethical competencies they will need to succeed and prosper. Felician graduates will have the skills to position themselves as change agents within their organizations, to recognize opportunities when they arise, provide expert business consultation, and to think ethically about the ramifications of their decisions. The Franciscan heritage of Felician College embraces service and social responsibility, and the graduates of this program will be equipped to use that heritage to forge connections between their business activities and their communities with competence and integrity.

The program is 36 credits and cohort-based, which encourages students to learn as much from the members of their cohort as they do from their instructors. With its highly experiential approach, students engage with faculty and other students through the completion of challenging and stimulating assignments. The work is done individually or as part of a group in the classroom. Work outside the classroom is a significant aspect of each course, because each course has an active online component to supplement learning. Felician College recognizes that the ability to do something is at least as important as theoretical knowledge, so the MBA program is built around the acquisition of six core competencies: ethical decision-making, critical reasoning, effective communication, emotional intelligence, teamwork, and creativity. The culmination of the MBA program is the preparation of a portfolio exhibiting demonstrations of these competencies, which is reviewed by both Felician faculty and members of the School's Business Advisory Committee. Felician College MBA graduates enter (or advance in) their professions armed with the demonstrated ability to creatively solve problems and provide visionary leadership in their organizations.

### **Admission Requirements**

In addition to a completed application, the following are also required:

- Graduation from an accredited baccalaureate program
- General Management Admission Test (GMAT)
- Official transcripts of past collegiate work

- Resume
- Personal statement

The admission criteria are flexible and multi-faceted such that no one factor is determinative of the acceptance decision. The Admissions Committee will review the entire student application package in its deliberations. Upon acceptance, students will be advised of the cohort starting date.

### **Re-admission**

Students who temporarily separate from the course of study and wish to be re-admitted must make formal application to the Dean of the School of Business. The application will be re-viewed by the Admissions Committee. Upon acceptance, and depending on the period of absence from the program, there may be a requirement to repeat one or more courses or complete additional courses if there were curriculum changes.

### **Master's-Level Program Conditional Admissions**

During the MBA program admissions evaluation, the School of Business Admissions Committee strives to assess the applicant based upon the applicant's potential for successfully completing the program and achieving lifelong learning competencies. It is for these reasons that the School of Business' Admissions Committee, on an exception basis, may accept students on a conditional basis.

When a student is granted conditional admission to the program, the student is apprised in a letter from the admissions office. The letter clearly identifies to the student that only the first course in the MBA program sequence may be taken while in a conditional status. The minimum grade to be maintained in this course is a 3.0. In addition, conditional admit students are required to meet with their academic advisor at the time of the program orientation. If the student does not achieve and maintain a 3.0 in the first course, the student is dismissed from the program. Work satisfactorily completed, with a grade of 3.0 or better, during this conditional period is automatically applied toward the degree once the Dean has confirmed full academic status.

### **Transfer Credit**

Up to 6 graduate credits may be transferred from another accredited graduate program. Transfer credits or course substitutions will not be permitted for the key Felician College courses Ethics and Social Responsibility (ENT 530) and Venture Growth Strategies (ENT 599). Credits must have been earned within the past 5 years and only courses with a grade of B or higher will be considered. A determination regarding the transferability of credits is done on a case-by-case basis. The student is responsible for furnishing the MBA Program Director the course syllabus and grade for the course(s) under consideration. The decision of the MBA Program Director will be final.

### **Degree Requirements**

- Students are required to successfully complete all required courses in the MBA curriculum and have a GPA of 3.0.
- Students are required to satisfactorily complete and present a portfolio demonstrating mastery of core competencies.

## **Academic Policies**

- Successful completion of the 36-credit curriculum.
- Students must maintain a GPA of 3.0 and have at least a 3.0 to graduate. If, after 9 completed credits, the student's GPA is below 3.0, he or she will be placed on academic probation. Once the student is apprised of his/her probationary status, the student must make an appointment with his/her academic advisor. Additionally, the student must meet with his/her academic advisor on a regular basis until the student has earned a cumulative GPA of 3.0 or better. If the 3.0 average has not been reached by the completion of 9 additional academic credits, the student will be dismissed from the program.
- Degree requirements must be completed within 5 years from the date of admission. This includes leaves of absence. Students not completing their degree requirements within the 5 year period will either be dismissed from the program or will be required to take additional courses as determined by the MBA Program Director.

## **Online Components**

The Felician College MBA curriculum has online components built into its courses. Thus, students participating in the program should be aware of the following:

- Access to a computer will be required along with a Felician College email address and access to the Internet.
- Online assignments must be completed as prescribed and within the given deadlines.
- Felician College and the School of Business place a high value on scholarship, truth, and ethics. As such, adherence to policies outlined in the College Catalog, Student Handbook, and Honor Code is expected. Unacceptable online conduct will not be tolerated. Examples of unacceptable online conduct include, but are not limited to, postings deemed racist, inflammatory, condescending, rude, or otherwise offensive.

Competencies are abilities to do things. Employers expect their employees to perform in such a way so that organizations are able to meet their goals and to grow, thus increasing value to the organization and its customers. Thus, employees need to act, to do things that bring value to the bottom line. Over and above having knowledge from a content point of view, employees must have certain capabilities or competencies.

The portfolio is the primary means of demonstrating mastery of a set of these skills. The Felician MBA program has been designed around the following six (6) core competencies:

- Critical reasoning
- Effective communication
- Emotional intelligence
- Teamwork
- Ethical decision making
- Creativity

Throughout the course of study, students are expected to build a portfolio demonstrating mastery of the core competencies and, as part of the MBA Capstone course, present it to the School of Business' faculty and members of the business community.

### MBA – Innovation and Entrepreneurial Leadership Curriculum Plan

<b>Year One</b>		
<b>Course #</b>	<b>Course Title</b>	<b>Credits</b>
MBA 001	Transition to Graduate/Quantitative Studies	0
ENT 510	Leadership for the 21 <sup>st</sup> Century	3
ENT 530	Organizational Performance and Ethics	3
ENT 540	Innovation and Adaptation	3
ACC 571	Applied Managerial Accounting and Data Analysis	3
QUAN 571	Statistical Analysis for Business	3
FIN 572	Financial Tools and Techniques	3
<b>Year One Total</b>		<b>18</b>
<b>Year Two</b>		
<b>Course #</b>	<b>Course Title</b>	<b>Credits</b>
ENT 502	Corporate Entrepreneurship and Creativity	3
ENT 571	Economic Reasoning for Managers	3
ENT 520	Entrepreneurial Leadership and Strategy Formulation	3
ENT 550	Special Topics in Innovation and Entrepreneurial Leadership	3
ENT 599	Capstone Experience	3
ENT 595	Portfolio Review and Assessment	3
<b>Year Two Total</b>		<b>18</b>
<b>Total Credits</b>		<b>36</b>

### Course Descriptions

#### **MBA 001**

#### **Transition to Graduate Studies**

#### **0 Credits**

The purpose of the course is to explain the Felician MBA program and prepare students to enter into the program of studies. This is a mandatory one session, four hour, non-credit course that must be completed prior to the start of the program. Additionally, this course prepares students to enter into the program's series of quantitative courses. It is a prerequisite to ACC 571, QUAN 571, and FIN 572. Students are required to pass the IVY Software preparatory course and assessment with an 80% or better. Included in this course are:

- the role of the competencies in the Felician MBA program;
- an introduction to the requirements of creating a portfolio during the program;
- an introduction to resources such as the library, LiveText, and IVY Software;
- practical instructions for current and future registration into courses;
- outline of expectations of Felician MBA candidates.

**MBA/ACC 571****Applied Managerial Accounting  
and Data Analysis***(formerly 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.

**MBA/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:* Successful completion of intermediate level accounting courses.

**MBA/ACC 574****Forensic Accounting****3 credits**

The newspaper headlines and financial press reveal that white-collar crime not only exists, but is fairly prevalent in corporate America. The impact on stakeholders is often beyond significant. This course deals with fraud of an accounting nature and delves into how the fraud examiner or forensic accountant investigates fraud allegations and documents the criminality of such activities. We begin with an understanding of the nature of fraud, why it occurs, its symptoms, and conducting investigations. Also, specific attention is given to financial statement, bankruptcy, divorce, and tax fraud. While the course is intended for students planning on entering the accounting

profession, it is extremely beneficial to those entering other fields due to the student's opportunity to develop inquiring minds. *Prerequisite:* An appropriate course in external auditing

**MBA/ECON 571****Economic Reasoning for Managers***(formerly Economics for Managers)***3 credits**

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

**MBA/ENT 502****Corporate Entrepreneurship  
and Creativity***(formerly Corporate Entrepreneurship)***3 credits**

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

**MBA/ENT 503****Technology Entrepreneurship****3 credits**

New and emerging technologies in every industry create opportunities for entrepreneurs to establish new markets and for commercial organizations to compete more effectively in established markets. To exploit these opportunities, there must be an understanding of

market and technology due diligence - to assess market needs, to determine if the technology can meet an identified market need, and to manage a range of uncertainties associated with the technology, market, resources and the organization. This course offers students the fundamentals of successfully identifying, acquiring or developing a technology prior to product launch, and avoiding common mistakes in technology entrepreneurship.

### **MBA/ENT 505**

#### **New Product Development**

##### **3 credits**

Business firms manage growth and retain their competitive edge by successfully introducing new products. One approach to new product development is simply to launch one product after another in the hope that some succeed. Alternatively, managers can take a systematic approach for designing and marketing new products. Innovation is risky and expensive, but it can be managed.

### **MBA/ENT 510**

#### **Leadership for the 21<sup>st</sup> Century**

*(formerly Leadership and Behavior)*

##### **3 credits**

In any managerial setting, some individuals immediately devise creative plans and effortlessly mobilize the work of others toward organizational goals. In the past, the leadership qualities demonstrated by these individuals was viewed as not teachable. Management theory has progressed beyond this such that successful companies have discovered ways to harness leadership and promote it at every level of the organization. This course provides an overview of the ways leadership can be infused throughout an organization and how students can develop leadership and entrepreneurial qualities in others.

### **MBA/ENT 520**

#### **Entrepreneurial Leadership and Strategy Formulation**

*(formerly Entrepreneurship and Business Strategy)*

##### **3 credits**

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

### **MBA/ENT 530**

#### **Organizational Performance & Ethics**

*(formerly Ethics/Social Responsibility (Franciscan Values))*

##### **3 credits**

This course examines ethical decision-making within the framework of business leadership, corporate governance policies and practices, and codes of ethics. Students will explore various aspects of corporate governance in selected corporations and in relationship to sound leadership qualities. The course also encompasses a survey of professional codes of business ethics. The goal is for students to incorporate Franciscan values into the workplace and assist in the creation and maintenance of a business setting that consists of core ethical values.

### **MBA/ENT 540**

#### **Innovation and Adaptation**

*(formerly Innovation Management)*

##### **3 credits**

This course provides an examination of the role of innovation in sustainable marketplace advantage. Students will investigate the process of converting ideas, technologies, and



customer needs into new products, services and processes, as well as explore disruptive and sustaining technologies. Particular attention is given to the nature and types of innovation, and the implications of different innovation types for new product/service development processes.

**MBA/ENT 550**  
**Special Topics in Innovation**  
**and Entrepreneurial Leadership**  
**3 credits**

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

**MBA/ENT 595**  
**Competency Portfolio Review**  
**and Assessment**  
**3 credits**

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

business community for review and assessment. This course is required for graduation.

**MBA/ENT 599**  
**Capstone Experience**  
*(formerly Venture Growth Strategies)*

**3 credits**

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

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

**MBA/FIN 572**  
**Financial Tools and Techniques**  
*(formerly FIN 571 Finance for Business Decision Making)*

**3 credits**

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

**MBA/QUAN 571**  
**Statistical Analysis for Business**  
**3 credits**

Statistics is becoming the language of business and the well-equipped manager must be conversant in it in order to make good decisions.

This course focuses not only on the basic statistical methods used in the analysis of business problems, but places emphasis on the appropriate use of statistical techniques, the correct interpretation of statistical data, and how to assess data with a healthy dose of skepticism

**MBA/QUAN 572****Quantitative Analysis in Management****3 credits**

The purpose of this course is to prepare students to identify different decision-making situations and select appropriate tools to support effective solutions to management problems. Students will distinguish among the different types of decisions facing the manager, develop the necessary skills to apply multiple tools of management science to these decisions, and identify the strengths and weaknesses of each alternative form of analysis.

**MBA/MIS 571****Management Information Systems****3 credits**

This course will provide students with the substance and skill necessary to make sound business decisions relating to information systems – particularly in a fast-moving environment, and to work with senior managers to resolve issues and problems in this area.

**MBA/MKT 571****Entrepreneurial Marketing****3 credits**

This course begins by emphasizing the importance well-defined and thorough marketing research holds for new business ventures. Once such research has been gathered, the course turns its attention to determining and setting marketing goals and strategies, and in particular, how new, small businesses can make the most out of limited capitalization and revenue to achieve these goals effectively. Many low cost and no-cost marketing techniques are addressed and discussed. Areas of key focus are methods for segmenting, targeting, and developing markets, as well as the development and implementation of the ideal

marketing strategy (including all elements of the marketing mix – the 4 P's - pricing, integrated marketing communications, product, distribution/logistics), as well as customer relationship management (CRM), and customer service and retention. Attention is also given to the elements and writing of a comprehensive marketing plan. Despite the primary perspective of the course being the start-up and generally smaller business, the concepts are presented to be widely adaptable to a variety of business sizes and structures.

**MBA/MKT 572****Online Marketing & Marketing Research****3 credits**

This course analyzes the usage of online marketing techniques, specifically those involving computer-based technologies. Creation and implementation of marketing mix strategies (the 4P's of the marketing mix) – product, price, promotion, and place (distribution) will be investigated in the light of the use of the Internet and the World Wide Web by business-to-business and consumer marketers. The course will also focus upon basic marketing research principles, and in particular, the transformative effect electronic, online marketing research has had upon the processes and capabilities researchers possess in gathering information upon which to base business decisions.

**MBA/MGT 571****Human Resource Management****3 credits**

Business organizations geared to innovation and entrepreneurship requires human resource strategies that promote such goals and objectives. The course examines personnel practices and procedures relative to the recruitment and retention of employees who can add to the bottom line.

**MBA/MGT 573****International Management****3 credits**

International Management looks at running businesses, large or small, from a multi-country

perspective. We will examine the global business plan, and how it can be a game plan for a product while being adjusted for individual countries; the role of human resources and how this affects running businesses; internal corporate communications in a global environment, and the realities of changing market conditions.

**MBA/MGT 572****Leadership and Strategy****3 credits**

The purpose of Felician's Leadership and Strategy MBA Specialization course is to provide graduate students with the opportunity to develop their strategic leadership perspective and capabilities. This course introduces the components of strategic leadership at the bus-

iness and corporate levels. This course emphasizes mission, vision, and values as a cornerstone of strategy formulation. We will look at the practices, techniques, and processes for developing strategy, identifying strategic gaps, issues, environmental threats and opportunities. We will investigate the roles corporate governance and stakeholders play in strategy formulation; what the organizational structure should look like; leadership and change management. Case studies are used to develop an organizational perspective; to focus on the required leadership skills involved in identifying issues, evaluating options, and implementing plans; and, to provide students with the opportunity to adapt the theory to real-life experience.

## MASTER OF SCIENCE IN HEALTHCARE ADMINISTRATION (MSHA)

### MSHA Program Core Competencies:

The Felician MSHA program has been designed to provide students with competencies required for executive level healthcare management positions, and prepare a cadre of healthcare leaders who will reflect the Franciscan mission within a global society and world class health systems. The Felician MSHA portfolio is the primary means of demonstrating mastery of a set of these competencies. This program has been designed around the following five (5) core competencies:

- Ability to synthesize and apply concepts
- Teamwork
- Effective Communication
  - Oral
  - Written
  - Data Analysis
- Ethical decision making
- Professionalism

Throughout the course of study, students are expected to build a portfolio which demonstrates mastery of the core competencies and, as part of the MSHA Action Research Capstone or Masters Scholarly Project course, present the portfolio to Business Division faculty and members of the healthcare and business community.

### Core Competency Learning Outcomes

Students are expected to develop and demonstrate the following:

- *Ability to synthesize and apply concepts (critical reasoning)* through the ability to apply business principles, including systems thinking, to the healthcare environment; basic business principles include financial management, human resource management, organizational dynamics and governance, strategic planning and marketing, information management, risk management and quality improvement
- *Effective communication* in written and oral assignments through the ability to communicate clearly with internal and external customers, to establish and maintain relationships, and to facilitate constructive interactions with individuals and groups
- *Professionalism* through demonstration of the ability to align personal and organizational conduct with ethical and professional standards that include a responsibility to the patient and community, a service orientation, and a commitment to lifelong learning and improvement
- *Teamwork* through demonstration of compassionate service to others
- *Ethical decision making* through demonstration of the Franciscan values and consideration of moral and philosophical ethical issues when making business decisions to achieve individual and organizational responsibilities in business context

## MSHA – Curriculum Plan

### Term One (18 Credits)

Course #	Course Title	Credits
HCA 001	Transition to Graduate/Quantitative Studies	0
HCA 515	Management and Structural Analysis of Healthcare Organizations	3
MBA/ENT 530	Organizational Performance & Ethics	3
NURS 520	Advocacy: Practice in Global, Political, and Social Systems	3
HCA 510/ QUAN 571	Statistical Analysis for Business	3
CS 630	Information Technology and Management of Data	3
MBA/FIN 572	Financial Tools and Techniques	3
<b>Year One Total</b>		<b>18</b>

### Term Two (21 Credits)

Course #	Course Title	Credits
HCA 650	Principles of Project Management	3
HCA 540	Human Resource Management in Healthcare Administration	3
HCA 530	Advanced Leadership & Strategies	3
NURS 620	Critiques of Quality and Safe Practice Research: Implications for Healthcare Administration	3
BUS 501	Advanced Business Dimensions of Healthcare	3
HCA 590	Advanced Healthcare Policy	3
HCA/ENT 595	Competency Portfolio Review and Assessment (Starting with Cohort 3)	3
HCA 660	Healthcare Administration: Independent Study (Cohort 2)	3
<b>Year Two Total</b>		<b>21</b>
<b>Total Credits</b>		<b>39</b>

## Course Descriptions

### HCA 001

#### Transition to Graduate/Quantitative Studies

##### 0 credits

The purpose of this course is to explain the Felician Master of Science in Healthcare Administration program and prepare students to enter into the program of studies. This is a mandatory one session, four hour, non-credit course that must be completed prior to the start of the program. Included in this course are:

- the role of competencies in the Felician MSHA program;
- an introduction to the requirements of creating a portfolio during the program;
- an introduction to resources such as the library and LiveText
- practical instructions for current and future registration into courses;
- outline of expectations of Felician MSHA candidates.

### HCA 515

#### Management and Structural Analysis of Healthcare Organizations

##### 3 credits

This course examines basic concepts relating to the organization, structure, and financing mechanisms of various health care settings. The notion of open systems will be scrutinized. Designing a transparent organization will be a primary endeavor along with the role of patient satisfaction surveys, report cards on quality outcomes, and other measures of success.

### MBA/ENT 530

#### Organizational Performance and Ethics

##### 3 credits

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 govern-

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

### HCA 510/QUAN 571

#### Statistical Analysis for Business

##### 3 credits

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

### MBA/FIN 572

#### Financial Tools and Techniques

##### 3 credits

Combining theory with analytical tools, the course provides the background needed for developing and managing major corporate financial decisions. The course covers a variety of topics including financial statement analysis, financial forecasting, and time value of money, management of risk and return, and cost of capital.

### CS 630

#### Information Technology and Management of Data

##### 3 credits

The focus of this course is on the use of information systems and technology to support and improve patient care and healthcare systems. Legal and ethical issues related to informatics and technology as well as budget and productivity information systems/technology tools, practice information

systems and decision support will be discussed. The role of the Administrator in the selection, use of information systems/technology to support and improve patient care and healthcare systems, and interdisciplinary leadership within the healthcare systems will be emphasized. Students work in groups to assess the efficacy of patient care information systems and technology appropriate to a specialized area of practice as part of their project based competency assignment.

**HCA 650**  
**Principles of Project Management**  
**3 credits**

This course focuses on best practice in project management and applies this to healthcare. The course considers project management tools, reports, outputs and methodologies and the mechanisms for controlling risks. The curriculum includes the procedures and tools used in: project initiation, planning and scheduling, managing people, time, costs, quality, contract negotiations, and program completions and close-outs. The course makes use of several case studies for active participation in the various phases of a project.

**HCA 540**  
**Human Resource Management**  
**in Healthcare Administration**  
**3 credits**

Healthcare organizations that are geared toward the delivery of quality healthcare require human resource strategies that promote such goals. This course examines personnel practices and procedures relative to recruitment and retention of employees who can commit to such strategies and goals. The integrative role of the healthcare manager and the human resources specialist are also examined along with various legislative and organizational initiatives that serve to promote positive employee relations, dignity, respect, and equitable treatment.

**HCA 530**  
**Advanced Leadership and Strategies**  
**3 credits**

Healthcare organizations and professionals must be capable of leading value-based competitive organizations. Today's healthcare environment requires healthcare administrators to shift from a perspective of being a health care provider to being part of a business. The purpose of Felician's Advanced Leadership and Strategies course is to provide the graduate student with the opportunity to develop their strategic leadership perspective and capabilities. This course introduces the components of strategic leadership, emphasizing mission, vision, and values as a cornerstone of strategy formulation. We will look at the practices, techniques, and processes for developing strategy, identifying strategic gaps, issues, and environmental threats and opportunities. We will investigate the roles governance and stakeholders play in strategy formulation; what the organizational structure should look like; leadership and change management. Case studies are used to develop an organizational perspective; to focus on the required leadership skills involved in identifying issues, evaluating options, and implementing plans; and, to provide students with the opportunity to adapt theory to real-life experience.

**BUS 501**  
**Advanced Business Dimensions**  
**of Healthcare**  
**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' Creden-

tialing 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.

### **HCA 590**

#### **Advanced Healthcare Policy**

##### **3 credits**

This course will focus on the health policy-making process within the context of the marketplace for healthcare services in the US. Emphasis will be placed on ways to influence the development and implementation of healthcare policies that frame health care financing, practice regulation, access, safety, quality, and efficacy. Values and preferences for making social choices within a pluralistic society will be considered.

### **HCA/ENT 595**

#### **Competency Portfolio Review and Assessment**

Throughout the course of their participation in the program, students are expected to build a mastery of the MSHA core competencies of teamwork, effective communication, ability to synthesize and apply concepts, ethical decision making, and professionalism. In lieu of a culminating thesis paper, the MSHA student demonstrates this mastery in a portfolio. The portfolio is composed of the student's reflections on his/her growth in each of the core

competencies as well as samples of assignments and projects that demonstrate the student's application of each core competency. In addition, students may use specific healthcare projects they have developed for use outside of the classroom. Students will present their portfolio to the Business School's faculty and members of the business community for review and assessment. This course is required for graduation.

### **HCA 660**

#### **Healthcare Administration: Synthesis and Solutions 3 credits**

This capstone course assesses the student's ability to synthesize program content and apply innovative thinking and solutions to real time issues confronting today's very complex healthcare system which is rapidly undergoing change. Assessment of the student is based on the demonstrated ability to identify and offer viable management solutions on current issues of major significance impacting the delivery and quality of healthcare services

*Pre-requisites:* This is the final course in the MSHA curriculum – students must have completed/received the final grade for all other courses and have a minimum cumulative GPA of a 3.0 to register for this course.



## SCHOOL OF EDUCATION

### MASTER OF ARTS IN EDUCATION §

#### *Overview*

#### **The Philosophy of the School of Education**

Felician College is a Franciscan institution emphasizing and practicing the Franciscan traditions and philosophy. As such, the School of Education believes in and values the potential of its teacher candidates to develop into caring, compassionate and highly qualified educators. We believe the curriculum must place an emphasis on empowering students to become self-actualized by:

- nurturing their ability to accept self and others;
- developing the attributes of sincerity, ease, and openness;
- adopting a problem solving orientation to teaching and to the profession;
- creating a willingness to live with ambiguity;
- learning to become empathic and sympathetic toward others; and
- mastering interpersonal relationship

We further believe that students should be encouraged to develop intuitive awareness in order to access a holistic perception of teaching and learning. Thus, the School seeks to foster the uniqueness of each person and requires that connections be drawn between a person's inner life and the spiritual realm. The faculty strives to foster student experiences that enhance learning through feelings, emotions, imagination, and wonder.

Moreover, the School asserts that teaching and learning comprise an interdisciplinary process associated with personal experiences, environments, and communities of scholars. Consequently, we believe teaching/leading is a dynamic and reciprocal practice demanding rigorous and current content knowledge.

Felician College's student oriented philosophy focuses on connecting the affective and cognitive domains in all teaching and learning situations. The philosophy leads the School to develop the skills of a reflective practitioner. We emphasize the dispositions of hope, awareness, doubt and faith, awe and reverence. It is our belief that our teacher/leadership candidates should similarly empower their learners with these skills.

#### *The Mission of the School of Education*

#### **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 Common Core State Standards and the New Jersey Professional Teaching Standards/New Jersey Professional Leadership 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.

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§ 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 (<http://www.state.nj.us/education/>).

The Master of Arts in Education, “Teacher as Leader” is designed to prepare certified (or non-certified) teachers/leaders seeking endorsements in elementary education, special education, supervision or principal strand to become instructional leaders in their schools or districts. As leaders, these teachers/leaders will encourage constructive change toward a shared purpose of schooling through collaborative decision-making and action. Shared purpose of schooling infers that many professionals, especially the classroom teacher, participate in the work of leadership.

Current research on school restructuring highlights the importance of strong professional communities and leadership. Within these communities teachers are encouraged to assume leadership roles and the collaborative responsibility for student learning. At the conclusion of the program, degree candidates will demonstrate the requisite leadership and instructional skills that will encourage constructive change and collaboration in their schools as they concomitantly obtain additional, or initial, teaching endorsements, supervisor certificate, and/or the principal endorsement. These skills will aid the teacher/leader to accommodate and facilitate New Jersey school restructuring mandates.

In addition to the philosophy and mission of the School, the Master of Arts degree in Education seeks to graduate reflective, collaborative and innovative professionals who are willing to participate in the work of leadership in their schools or districts. These professionals, who have completed the interdisciplinary core and certification strands, will also have met State certification requirements for one or more of the following areas: elementary education, special education, supervision, or principal.

### *The Program*

#### **Teaching Strands:**

The “Teacher as Leader” Master’s Program is designed for either certified teachers looking to earn a Master’s degree, additional endorsements or for individuals looking to obtain initial licensure while gaining the advantages of a Master’s Degree.

The Master of Arts in Education at Felician College integrates the philosophies of curriculum development with an awareness of current national, state and local trends. It will enable the student to utilize effective instruction and a variety of teaching models for individuals as well as small and large groups.

The Master of Arts in Education with a concentration in Elementary Education consists of 33 credits (37 for initial licensure); concentration in Teachers of Students with Disabilities 42 credits (46 for initial licensure).

Two final exiting requirements are: a Master Capstone Project and a Professional Portfolio. It is required that those seeking initial licensure provide evidence of 54 volunteer hours of active engagement with young learners.

#### **Application, Admission and Enrollment: Admission Requirements for Matriculated Students**

A student must be matriculated to be eligible for a degree. Candidates must meet the following requirements:

1. A bachelor's and/or master's degree awarded by an accredited college or university
2. 60 undergraduate liberal arts credits
3. 30 credits in an area that is consistent with the State Department (English, Mathematics, Social Studies, Art, Science) to be highly qualified as defined by the New Jersey Department of Education
4. A 3.0 undergraduate cumulative grade point average (official transcripts required) or a 3.0 completed post baccalaureate/graduate degree program (official transcripts required) from an accredited college or university. Alternate route programs are not applicable. Students having a cumulative grade point average between 2.75 and 3.0 will be considered for conditional acceptance.
5. Two professional letters of recommendation
6. Personal Written Statement
7. Personal Interview
8. Rating in response to an essay question of 3.0 or higher on a 4.0 scale as completed during the interview process.
9. Qualifying Score on appropriate PRAXIS Examination for students seeking certification. All Graduate Students seeking initial certification must take and pass the Core Academic Skills for Educators Test **as part of the application process--prior to admittance into the program**. This test is currently numbered #5712-Reading, #5722-Writing, and #5732-Mathematics. Exemption from this test includes proof of 1660 on the SAT, 23 on the ACT or 4.0 analytical writing and combined 310 quantitative and verbal GRE.
10. Within their first year in the program, graduate students seeking initial certification must also take the PRAXIS 5001, Elementary Education: Multiple Subjects. Initial Certification students are considered for conditional acceptance into the Graduate Program until the passing PRAXIS score is submitted to the Graduate Office. Conditional acceptance will continue for the first semester of graduate studies. Once the passing score on the PRAXIS has been achieved, conditional acceptance will become full acceptance. If a student fails to submit evidence of a qualifying score on the PRAXIS 5001 the student will not be permitted to student teach.
11. Any conditional candidate who does not meet the 3.0 GPA requirement after 6 credits but has a GPA at or greater than 2.75, and continues to seek admission will be expected to take the Graduate Record Examination (GRE) – General Content Knowledge. The student will not be permitted to start the Graduate Program until the GRE scores are received and approved by the Associate Dean of the Graduate Program, School of Education.

### Admission Process

1. Complete the application obtained from the Office of Admissions.
2. Submit all supporting documentation required.
3. Pay the application fee to the Office of Admissions.

Only complete applications will be considered for admission. The Associate Dean of the Graduate Program, School of Education gives final approval for admission to the School of Education graduate program. The Office of Admissions will notify applicants of the admission decision as soon as possible.

## **Graduate Non-degree Students:**

### **Admission of Graduate Non-degree Students:**

1. A student possessing a baccalaureate degree may take courses on a non-degree basis. They may not take more than 2 courses or 6 total credits. Students must present proof (official transcript) of their undergraduate degree to the Office of Admissions at the time of application for non-degree study.
2. Admission on a non-degree basis does not imply eligibility for matriculation into the program.
3. If, at any time, the non-degree student wishes to apply for admission to the college, formal application must be made and complete credentials submitted before the completion of 2 courses or 6 credits. Any student that has not met this requirement will not be permitted to enroll in future classes.

### **Admission Procedures:**

1. Complete the application form and pay the application fee to the Office of Admissions.
2. Submit an official transcript with the undergraduate degree to the Office of Admission.

### **Undergraduate Enrollment for Graduate Courses:**

Students without a baccalaureate degree may not take graduate level courses in Education at Felician College.

### **Transfer Credit:**

A maximum of 6 credits from other institutions may be credited toward the Master's in Education provided that (1) the student applies for transfer credit at the time of matriculation; (2) the work was taken in a graduate program for graduate credit; (3) the work was taken within the last 10 years; (4) the grade received was B or higher; (5) the work has been taken at an accredited college or university; and (6) the work is applicable to the student's program.

### **General Academic Policy**

The School of Education abides by the policy statements on examinations, grading, withdrawal, probation, campus conduct and appeals as published in the Felician College Catalog and/or Student Handbook.

### **Specific Academic Policies - Teaching Strands**

1. Students must achieve a grade of B or better in all course work at the Graduate Level.
2. Students may repeat no more than two (2) courses in the program. Each enrollment beyond the first week of course instruction is considered an attempt, whether the student completes all or part of the course requirements or officially or unofficially withdraws. A passing grade at the time of withdrawal, either officially or unofficially, is not considered a successful attempt of the course.
3. A student who receives a single grade of B- or lower in a graduate course must repeat that course (and that course may be attempted or repeated only once). The student will be considered on academic probation until the course is repeated and a minimum grade of B is achieved. Failure to achieve a grade of B or higher on the second attempt makes the student ineligible to continue in the program.
4. Should a student's cumulative GPA fall below the 3.0 requirement as a result of a B- or lower grade in a single graduate course, that student will be considered on academic probation and

must achieve a 3.0 cumulative GPA the following semester in order to remain eligible to continue in the program.

**Degree Requirements:**

1. Completion of 33/37 or 39/43 credits, as required in the particular strand.
2. Completion of the required number of credits with a minimum 3.00 cumulative grade point average.
3. Completion of the program with all grades at B or higher.
4. Completion of a Professional Portfolio, Action Research, and/or Capstone Project as required by the Strand.

**Disclaimer:**

Students seeking initial certifications, endorsements, supervisor, principal or superintendent licenses are expected to be aware of the guidelines and code changes set forth by the State of New Jersey's Department of Education (<http://www.state.nj.us/education/>). Felician College is not responsible for changes in a student's program and/or certification resulting from changes in the guidelines or code by New Jersey's Department of Education.

**Processing of Licensing Endorsement Applications  
(For Initial and non-initial Certification):**

All Master of Arts Students that successfully complete their designated program may obtain applications for elementary, special education, supervisor, principal, and/or school administrator certificates from the Office of Certification, Sammartino Hall, Rutherford Campus. The Certification officer will process completed New Jersey Department of Education, Office of Licensing and Credentials applications with the appropriate state processing fees for any eligible student. This can only be done after successfully completing the designated program. If a student is taking courses as a non-matriculated student, s/he might have to apply for certification on his/her own (this will be determined on an individual basis as based upon their program of study.)

**Student Teaching (Initial Certification):**

Students seeking initial Elementary and/or Teacher of Students with Disabilities Endorsement must complete Student Teaching (EDU 694) and Student Teaching seminar (EDU 693). EDU 694 is for 1 semester, 15 weeks, 5 days a week and can only be completed in the fall and spring semesters. Students seeking certification in elementary education and special education will do their student teaching in an inclusive classroom or in a combined regular elementary education and special education setting. Students can only student teach at the completion of their program. Students are required to make-up all full or half-day absences before the end of the current semester.

Prior to Student Teaching students must:

1. All Graduate level students must successfully pass the PRAXIS 5001, Subject Assessment and Specialty Examination prior to their full admission into the Graduate Initial Certification Program.
2. All Graduate students must have his/her New Jersey Substitute Teaching Certificate. This is a student teaching requirement. Maximum number of credits during student teaching semester cannot exceed 7. Student teaching seminar (ED 693/1 credits) and student teaching (ED

694/3 credits) plus one education course only with the advisor's permission. Complete a minimum of 54 volunteer hours of supervised contact with children in a variety of learning situations, other than the classroom, prior to student teaching. Twenty four of the credits will be determined through coursework in EDU 521 and EDU 655 with professors' permission. The following activities are acceptable for the additional 30 hours which are completed outside of course work.:

- a. Teaching religion class
- b. Teaching arts and crafts or sports at recreational center
- c. Being a teacher's aide in a summer school program or after school program
- d. Assisting with Girl/Boy Scout groups
- e. Coaching, assisting in a cheerleading squad, etc.
- f. Working with children in hospitals, etc.

Additional volunteer settings must be approved by the Dean or the Graduate Associate Dean of the School of Education. The experience must be volunteering; no monetary compensation is allowed.

### **Maximum Allowable Credits during Student Teaching**

The maximum number of credits during the student teaching semester cannot exceed 7(Student Teaching Seminar (EDU 693 / 1 credit) and Student Teaching (EDU 694 / 3 credits) plus one education course with the advisor's approval. Exceptions to the above policy will be made at the discretion of the Associate Dean of the Graduate Program or the Dean of the School of Education.

Students must adhere to all guidelines and policies stated in the Felician Student Handbook (all levels).

### **Student Teaching Placement Policy**

The School's policy to allow students to request a school/town/district for student teaching will be honored unless the following criteria apply. Students will not be assigned to a school/ town/district if:

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 setting.
3. A student has children attending a school in a requested setting.
4. A student has relatives employed in a requested setting.

### **Recommendation Graduate Students for a New Student Teaching Placement - STUDENT TEACHING POLICY**

I. Removal from Student Teaching Placement due to Student Deficiencies is determined by the Decision of the Committee

- A. A committee comprised of the Director of Placement, the cooperating teacher, college supervisor, seminar instructor with the Associate Dean of the Graduate Program or the Dean of the School of Education will decide if the student should be removed from his/her placement for academic, performance, review each professional or disciplinary reasons. The Committee reserves the right to review each student's situation on a case by case basis and apply the below policy accordingly.

Upon the recommendation of the Committee, the Dean of the School of Education, with the approval of the Vice President for Academic Affairs, reserves the right to dismiss a student from the Education Program at any time for behavior which is deemed unethical, unprofessional or below established academic standards. The student in question has the right to appeal the decision following the guidelines in the Felician College Catalog.

- B. If removed by Felician College for academic standards, the student will receive a grade of incomplete for that semester. This option is for one time. The Director of Field Placement will place the student in another setting for the next succeeding semester in a different school/district. The student must be interviewed by the district prior to placement. The student has two opportunities for interviews. If these are unsuccessful the student is dismissed. No further attempts to place the student will be permitted.
1. If the student rejects the second placement, the student will receive a grade of F for student teaching.
  2. If the student asks to remain at the first placement and subsequently fails student teaching, no second attempt will be permitted.
  3. 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 or Student Handbook.
- C. When the student is in another setting, he/she must attempt to remediate all deficiencies cited during the first placement by the end of that semester. In this second setting the student will implement a written action plan created by the Committee. During the second attempt, the student will be required to attain specific performance benchmarks at three-week intervals, which will be evaluated by the cooperating teacher, supervisor, and seminar instructor. (This applies specifically to student teaching.)
1. A different supervisor will be assigned for the second attempt.
  2. The student will be required to pay the cooperating teacher's stipend for the second student teaching experience.
- D. At any point during 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.
- E. 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.

## **II. Removal from Student Teaching Placement – Circumstances beyond Student Control**

If the Director of Placement and the supervisor determine that the placement is unsatisfactory, the student may be removed from the 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.

## **III. Withdrawal from Student Teaching – Student Decision**

If a student withdraws from student teaching, the Office of Field Placement will not obtain another student teaching placement for the student. This student will receive a grade of F on their transcript and will be dismissed from the program. Exceptions to this procedure would be determined by the Committee.

If a student withdraws from student teaching, within the Drop/Add period a grade of WD will appear on the transcript. Successful completion of student teaching is required for awarding of the initial certification Master's degree. The student must successfully repeat the course; or will be withdrawn and dismissed from the program

#### **IV. 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 Handbook.

#### **Dismissal Policies**

If a student is dismissed from the program, the student will not be readmitted into the program.

#### **Professional Behavior**

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 Education Program at any time for behavior which is deemed unethical or unprofessional. The student in question has the right to appeal the decision.

#### **Student Teaching Waiver Policy for Undergraduate and Graduate Education Programs (effective fall 2007)**

In light of State DOE revisions to Code the following changes to School of Education policy have been made:

1. For initial certification, years of teaching experience will not be accepted in lieu of student teaching. All candidates for initial certification must student teach at Felician College.
2. Pre-Kindergarten teaching experience will not be accepted in lieu of the student teaching requirement.
3. 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-6) institution.
  - b. Documentation of two observations (formally) written by the principal within the three year period.
  - c. Documentation of one observation by the School of Education faculty in accordance with the NJPTS.
  - d. Experience must be within the scope of the license/endorsement being sought.
  - e. Initial certification for special education (K-6 and Teacher of Students with Disabilities) must have experience in both elementary and special education.
  - f. Pass the appropriate PRAXIS requirement.
  - g. Pre-kindergarten teaching experience will not be accepted in lieu of the student teaching requirement.

\* The School of Education will review each candidate on an individual basis.



### Health Clearance Policy

Felician College policy requires all new and transfer students to submit a completed Enrollment Prerequisite Health Form to the Center for Health prior to registration. The Felician health form is the only acceptable form to be used. This form is available at the Center for Health and may also be downloaded from the Center for Health section of the Felician College website, <http://felician.edu/studentwellness>. Nursing, Allied Health and Education majors must have an updated Tuberculin Skin Test (TST) within six months prior to any Clinical and/or Field Experience sessions. TST is available by appointment at the Center for Health. Please refer to "Health Services Policy" in the student Life and Services section of the Student Handbook or contact the Center for Health at 201-559-3559. The college retains the right to change and/or require further health assessment as needed.

Students must submit their Health Clearance Slip to the Placement Coordinator before attending any student teaching experience. Students who do not comply with this policy will not be permitted to attend the student teaching practicum.

### Course Repeat Policy

Students may repeat no more than two (2) courses in the program. Each enrollment beyond the first week of course instruction is considered an attempt, whether the student completes all or part of the course requirements or officially or unofficially withdraws. A passing grade at the time of withdrawal, either officially or unofficially, is not considered a successful attempt of the course.

A student who receives a single grade of B- or lower in a graduate course must repeat the course (and that course may be attempted or repeated only once). The student will be considered on academic probation until the course is repeated and a minimum grade of B is achieved. Failure to achieve a grade of B or higher on the second attempt makes the student ineligible to continue in the program.

Should a student's cumulative GPA fall below the 3.0 requirement as a result of a B- or lower in a single graduate course, that student will be considered on academic probation and must achieve a 3.0 cumulative GPA the following semester in order to remain eligible to continue in the program.

### *Curriculum*

#### STRAND I - ELEMENTARY EDUCATION (33 TOTAL CREDITS)

Course Number	Course Title	Credits
EDU 505 MS	Educating All Populations: Collaborating With Home, School, and Community	3
EDU 530 MS	Philosophy for Teacher as Leader	3
EDU 532 MS	Culturally Responsive Teaching	3
EDU 540 MS	Curriculum Development	3
EDU 590 MS	Teaching and Learning with Technology	3
EDU 615 MS	Methodologies of Teaching Across the Curriculum (Prerequisite EDU 540 MS)	3
EDU 625 MS	Collaborative Teaching in the Inclusive Classroom	3
EDU 655 MS	Topics in STEM Education	3
EDU 656 MS (former EDU 560 MS)	Literacy for Diverse Populations (Prerequisite EDU 520 MS)	3
EDU 675MS	School Law	3
EDU 690 MS	Current Trends and Issues in Curriculum Development (Prerequisite EDU 540 MS)	3

## STRAND II - ELEMENTARY EDUCATION &amp; INSTRUCTIONAL CERTIFICATE (37 TOTAL CREDITS)

Course Number	Course Title	Credits
EDU 501 MS (former 605 MS)	Designing Instruction for Curriculum Implementation (Initial Course)	3
EDU 505 MS	Educating All Populations: Collaborating With Home, School, and Community	3
EDU 521 MS	Foundations in Literacy	3
EDU 530 MS	Philosophy for Teacher as Leader	3
EDU 540 MS	Curriculum Development	3
EDU 590 MS	Teaching and Learning with Technology	3
EDU 615 MS	Methodologies of Teaching Across the Curriculum (Prerequisite EDU 540 MS)	3
EDU 625 MS	Collaborative Teaching in the Inclusive Classroom	3
EDU 655 MS	Topics in STEM Education	3
EDU 656 MS (former EDU 560 MS)	Literacy for Diverse Populations (Prerequisite EDU 521 MS)	3
EDU 675MS or EDU 685MS	School Law	3
EDU 693 MS	Student Teaching Seminar	1
EDU 694 MS	Student Teaching	3

Student Teaching Seminar EDU 693 MS and Student Teaching EDU 694 MS are completed during the final semester plus one education course only with the advisor's permission

## STRAND III - ELEMENTARY EDUCATION &amp; TEACHER OF STUDENTS WITH DISABILITIES (42 CREDITS)\*

Course Number	Course Title	Credits
EDU 505 MS	Educating All Populations: Collaborating With Home, School, and Community	3
EDU 530 MS	Philosophy for Teacher as Leader	3
EDU 532 MS	Culturally Responsive Teaching	3
EDU 540 MS	Curriculum Development	3
EDU 590 MS	Teaching and Learning with Technology	3
EDU 615 MS	Methodologies of Teaching Across the Curriculum (Prerequisite EDU 540 MS)	3
EDU 625 MS	Collaborative Teaching in the Inclusive Classroom	3
EDU 630 MS	Educational Planning with Moderate to Profound Disabilities in the Inclusive and Non-Inclusive Classroom	3
EDU 635 MS	Introduction to Assistive Technology	3
EDU 640 MS	Educational Planning for Students With Mild Disabilities in Inclusive Settings	3
EDU 650 MS	Topics in STEM Education	3
EDU 655 MS (former EDU 560 MS)	Literacy for Diverse Populations (Prerequisite EDU 520 MS)	3
EDU 675MS or EDU 685 MS	School Law or Historical and Legal Foundations of Education for Students with Disabilities	3
EDU 690 MS	Current Trends and Issues in Curriculum Development (Prerequisite EDU 540 MS)	3

STRAND IV - ELEMENTARY EDUCATION & TEACHER OF STUDENTS WITH DISABILITIES &  
INSTRUCTIONAL CERTIFICATE (46 CREDITS)\*

Course Number	Course Title	Credits
EDU 501 MS (former 605 MS)	Designing Instruction for Curriculum Implementation (Initial Course)	3
EDU 505 MS	Educating All Populations: Collaborating With Home, School, and Community	3
EDU 530 MS	Philosophy for Teacher as Leader	3
EDU 521 MS	Foundations in Literacy	3
EDU 540 MS	Curriculum Development	3
EDU 590 MS	Teaching and Learning with Technology	3
EDU 615 MS	Methodologies of Teaching Across the Curriculum (Prerequisite EDU 540 MS)	3
EDU 625 MS	Collaborative Teaching in the Inclusive Classroom	3
EDU 630 MS	Educational Planning with Moderate to Profound Disabilities in the Inclusive and Non-Inclusive Classroom	3
EDU 635 MS	Introduction to Assistive Technology	3
EDU 640 MS	Educational Planning for Students With Mild Disabilities in Inclusive Settings	3
EDU 655 MS	Topics in STEM Education	3
EDU 656 MS (former ED 560 MS)	Literacy for Diverse Populations (Prerequisite EDU 521 MS)	3
EDU 675MS or EDU 685MS	School Law or Historical and Legal Foundations of Education for Students with Disabilities	3
EDU 693 MS	Student Teaching Seminar	1
EDU 694 MS	Student Teaching	3

Student Teaching Seminar EDU 693 MS and Student Teaching EDU 694 MS are completed during the final semester plus one education course only with the advisor's permission .



**COURSE TITLES AND DESCRIPTIONS:****Core Courses (21 Credits)****EDU 505 MS****Educating All Populations: Collaborating With Home, School and Community****3 credits**

The purpose of this course is to provide general and special education teachers with a thorough understanding of the critical components of this dynamic field. Topics covered include models of teaching diverse populations, collaboration, cooperative learning, pertinent education law, models of inclusion, family systems theory, curriculum adaptations, alternate forms of assessment, and community outreach support systems.

**EDU 521 MS****Foundations in Literacy****3 credits**

This course examines reading and language arts instruction in grades K – 6. Candidates will explore current issues, research, theory, and instructional practices in reading and language arts. Emphasis will be placed on the teaching of reading throughout all the stages of development, and the implications for teachers as they infuse new literacies into the curriculum. Upon completion of this course, Masters' candidates will have a grasp of the fundamental concepts of an effective elementary reading and language arts program

**EDU 530 MS****Philosophy for Teacher as Leader****3 credits**

This course pursues a philosophical and conceptual investigation of the educator as leader in both the classroom and community. The course begins with an overview of the ethical basis of leadership, together with an evaluation of several teacher and leadership models. Case studies will be employed to clarify the application of these models. The course then proceeds to the consideration of influential social trends and their implications for society and for the teacher/leader. Issues to be exam-

ined include standards-based education, the impact of computer technologies, and critical reasoning. Students complete the course by developing and defending their own model of teacher as leader, drawing from all portions of the course.

**EDU 532 MS****Culturally Responsive Teaching and the 21<sup>st</sup> Century Learner****3 credits**

This course is designed to prepare teachers and administrators with a foundation for educating culturally diverse populations of students in the k-12 school setting. Historical foundations and cultural perspectives of education are discussed. This course will consider the role culture plays in teaching and learning and what it means to be culturally responsive in order to establish a classroom in which students can succeed academically and grow socially and emotionally.

**EDU 540 MS****Curriculum Development for Teacher as Leader****3 credits**

This course is designed to emphasize how curriculum is developed, what are the factors that impact on curricular decisions and the role that National and State Standards for student learning plays in curricular decisions. Attention will be given to the New Jersey Common Core State Standards, New Jersey Professional Teaching Standards (NJPTS) and the New Jersey Professional Standards for School Leaders (NJPSSL), as well as the Interstate New Teacher Assessment and Support Consortium (INTASC). The topics covered are: the processes involved in designing curriculum; how curricular decisions are made at various levels; appropriate concern for students and students' needs; the development of students (cognitive, affective, & psychomotor domains); and implementation and assessment

of curriculum within the school district. Emphasis will be placed on what constitutes curriculum and how it is designed, developed, and assessed.

*Prerequisite:* Initial Certification Students – EDU 500 MS

### **EDU 655 MS**

#### **Topics in STEM (Science, Technology, Engineering, and Mathematics) Education**

##### **3 credits**

This course is designed to provide the candidate with an understanding of integrated STEM education, the content and processes of STEM education disciplines, and STEM pedagogy, and the social and political factors that influence them. This course will explore aspects of STEM education through the literature, recent national reports, discussion and practice; and will provide methods and strategies to integrate technology and engineering with mathematics and science through inquiry or problem based learning (PBL) activities that are engaging and aligned with the New Jersey Professional Teaching Standards, New Jersey Standards for School Leaders, NJ Common Core State Standards for Mathematics and Science.

This course is designed for initial certification candidates, certified teachers, and leadership candidates who are currently classroom teachers. Course requirements have been designed for each of these candidates.

### **EDU 656 MS**

#### **Literacy for Diverse Populations**

##### **3 credits**

This course is designed to facilitate curricular decision making and program evaluation by emphasizing the processes of reading in a culturally diverse classroom: language processes, literary development, comprehension and writing. These paradigms will be critically evaluated by using case studies and action research. *Prerequisite:* EDU 520 MS

### **EDU 590 MS**

#### **Teaching and Learning with Technology**

##### **3 credits**

This course is designed for educators in a variety of settings who want to integrate "good practice" with a technology based curriculum. Course content and classroom discussion will provide a broad, yet focused and detailed inquiry into the various aspects of teaching and learning with technology. Technology is viewed as an integral and solid part of the taught pedagogy - an invaluable asset to the classroom of tomorrow. Furthermore, this course provides examples on how to integrate technology across the curriculum and differentiate to meet the needs of diverse learners including those in special education.

## Professional Courses

### **EDU 501 MS** **Designing Instruction for** **Curriculum Implementation** **3 credits**

This course is designed to emphasize teaching, lesson planning, and instructional techniques and strategies. It will look at organizing, instructing, and assessing for learning across grade levels, subject areas, and teaching situations. It will also address effective use of time, classroom management, and diverse assessment techniques. Throughout the course, the skill of being a reflective practitioner will be emphasized.

*Prerequisite:* Required During First Semester of Course for Instructional Certificate Students

### **EDU 615 MS** **Methodologies of Teaching** **Across the Curriculum** **3 credits**

This course will provide an introduction to the methods and theories of instructions pertaining to reading, social studies, mathematics, language arts, and science. It will emphasize the New Jersey Common Core State Standards and other national recommendations. Students will learn about interdisciplinary methods of assessment, cognitive processing, connected knowledge structures, scaffolding, teaching to multiple intelligences, and the affective and psychomotor domains of learning.

*Prerequisite:* EDU 540 MS

### **EDU 625 MS** **Collaborative Teaching** **in the Inclusive Classroom** **3 credits**

This course examines the foundations and fundamentals of inclusive educational programs and the challenges of their implementation within a collaborative environment. It also provides strategies for creating inclusive classrooms that support learning for all students and collaboration with colleagues.

### **EDU 630 MS** **Educational Planning with Moderate to** **Profound Disabilities In the Inclusive** **and Non-Inclusive Classroom** **3 credits**

This course emphasizes the nature and needs and implications for educational programming, curriculum, and instruction for children with different degrees of mental retardation/intellectual disability, autism, and other development disabilities within an educational setting.

### **EDU 635 MS** **Introduction to Assistive Technology** **3 credits**

This course is designed to provide graduate students in the areas of developmental and acquired disabilities with a broad background into the use of Assistive Technology. 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.

### **EDU 640 MS** **Educational Planning for Students with** **Mild Disabilities in Inclusive Settings** **3 Credits**

This course will examine the learning, behavioral, and personal characteristics of mildly to moderately disabled children and their impact on the learning process. It will provide opportunities in selection of teaching techniques and material for design and implementation of curriculum for the population.

**EDU 675 MS****School Law****3 Credits**

This course is designed for administrators, teachers and other professionals to explore the impact of the legal systems on education. Issues that arise from conflicts between public policy and individual rights will be investigated by studying the federal and state laws and constitutions. Students analyze and critique case studies to understand educational law.

**EDU 685 MS****Historical and Legal Foundations of Education for Students With Disabilities****3 Credits**

Students develop an understanding of the societal, economic, political and philosophical influences that brought reforms to the education of students with disabilities. The course reviews New Jersey School Law; NJAC; and Federal Laws as they pertain to the education of students with disabilities and examines the rights of parents in special education. This course will also examine significant sections of the Individuals with Disabilities Act (IDEA/IDEIA) and relevant portions of the NJ Administrative Code as they pertain to the education of students with disabilities. Changes in the structure of schools, the expectations for student learning, and the subsequent legal implications for this population will be studied. A deep understanding will be gained regarding the various influences from outside the school environment that bring shifts to the demands placed on educators of students with disabilities. The evolution of the various legal mandates, funded and unfunded, the causes for them and the responsibilities and/or obligations imposed upon school personnel by these legal mandates will be studied.

**EDU 690 MS****Current Trends and Issues in Curriculum Development****3 credits**

This course is designed to examine current issues and trends in curriculum that are brought about by political, social, and educational forces. Students will consider the significance of these for curriculum development. As future leaders in education, insights into the controversial nature of current programs and practices will empower the curriculum developer to make decisions based on knowledge of the strengths or lack of merit of various programs. The course will focus on six major areas that influence the field of curriculum: philosophy, teaching, learning, instruction, supervision, and policy. Students will be presented with, and encouraged to examine and debate popularly held traditional beliefs versus more controversial viewpoints.

*Prerequisite:* EDU 540 MS

### Initial Certification Courses

**EDU 693 MS**  
**Student Teaching Seminar**  
**(Professional Teaching Portfolio)**  
**1 credit**

Students develop an understanding of educational procedures and problems as they relate to the actual teaching situation. Guest speakers address the students on topics relating to young learners, teachers, administrators, parents, school law, and curriculum.

**EDU694 MS**  
**Student Teaching**  
**3 credits**

This course provides the prospective teacher with teaching experience in an educational setting under the direct supervision of a cooperating teacher and a college supervisor. Students must complete all coursework prior to obtaining approval from their advisor to register for EDU 693 and EDU 694

### **MASTER OF ARTS IN EDUCATION LEADERSHIP**

#### **Master of Arts in Education/Leadership Strands**

The “Teacher as Leader” Master’s Program leading to the supervisor endorsement or dual supervisor and principal endorsements is designed for certified teachers looking to earn a Master’s degree.

The Master of Arts in Educational/Leadership Strand is designed to prepare students to assume leadership positions. While sharing the philosophy and mission of Felician College and the School of Education, the focus will be on preparing future educational leaders who carry out reflective practice based on professional knowledge of curriculum and instruction while seeking innovative solutions through caring leadership.

Students will meet the State of NJ Professional Leadership Standards as they apply to Principals and/or supervisors of curriculum and instruction.

The Master of Arts in education with a concentration in Supervision consists of 33 credits for the Supervisor Endorsement and 36 credits for the Principal Endorsement.

Three final exiting requirements for the supervisor endorsement are: a Master/Capstone Research Project in a related field, a Professional Portfolio, and 30 -Hours of documented shadowing of a fully certified administrator (appropriate forms must be used and submitted by April 1 of anticipated year of graduation).

The Principal Endorsement requires successful completion of a 300 hour internship over the course of a full year (12 months). The internship is conducted under the supervision of a principal with a minimum of three years of experience. In addition students must meet the following exiting requirements: Action Research Project in a related field, a Professional Portfolio, 30 -Hours of Documented Shadowing of a fully certified administrator, an Internship Application and an Internship Plan.

No student will be permitted into the Internship until all course work has been successfully completed with a B or higher grade.



### **Application, Admission and Enrollment: Admission Requirements for Matriculated Students**

A student must be matriculated to be eligible for a degree. Candidates must meet the following requirements:

#### *Supervisor Endorsement*

The supervisor endorsement is required for both supervisors of instruction and athletic directors who do not hold a standard principal's endorsement. The supervisor shall be defined as any school officer who is charged with authority and responsibility for the continuing direction and guidance of the work of instructional personnel. This endorsement also authorizes appointment as an assistant superintendent in charge of curriculum and/or instruction. To apply for admission to the Supervisor Certification Program, a student must meet all the following criteria:

1. A 3.0 undergraduate cumulative grade point average (official transcripts required) or a 3.0 completed post baccalaureate/graduate degree program (official transcripts required) from an accredited college or university. Alternate route programs are not applicable. Students having a cumulative grade point average between 2.75 and 3.00 will be conditionally accepted into the Graduate Program. Conditional candidates will be limited to 6 credit hours and required to have at least a 3.00 average before being fully accepted into the Graduate Program.
2. At least two years of successful, full-time teaching or educational services experience is required. An original letter from a school official (principal or assistant principal or human services director), on the school's official letterhead, must be submitted. Included should be dates of employment and the positions held during those specific dates. Experience completed in a New Jersey public school must be completed under the appropriate certificate.
3. A standard NJ instructional or educational services certificate or its out-of-state equivalent is required. A copy of this certificate must be presented.
4. Two professional letters of recommendation
5. Personal Interview
6. Completed application
7. Rating in response to an essay question of 3.0 or higher on a 4.0 scale as completed during the interview process

#### *Principal Endorsement*

The principal endorsement is required for any position that involves service as an administrative officer of a school or other comparable unit within a school or district. Such positions shall include assistant superintendent for curriculum and instruction, principal, assistant principal, vice-principal, and director. Holders of this endorsement are authorized to provide educational leadership by directing the formulation of goals, plans, policies, budgets and personnel actions of the school or other comparable unit, and recommending them to the chief district administrator, and by directing their implementation in the school or other comparable unit. Holders of this endorsement also are authorized to direct and supervise all school operations and programs, to evaluate school staff, including teaching staff members and to direct the activities of school-level supervisors.

To apply for admission to the Principal certification Program, a student must meet all the criteria set for the Supervisor Endorsement. In addition, the candidate must provide the following:

1. Evidence of at least four years of successful, full-time teaching and/or educational services experience in an accredited school.
2. Three letters of professional recommendation with at least one from a principal under which the candidate worked.

#### **Admission Process**

1. Complete the application obtained from the Office of Admissions.
2. Submit all supporting documentation required.
3. Pay the application fee to the Office of Admissions.

Only complete applications will be considered for admission. The Coordinator of the Graduate Program and the Dean of the School of Education give final approval for admission to the School of Education graduate program. The Office of Admissions will notify applicants of the admission decision as soon as possible.

#### **Graduate Non-degree Students:**

##### **Admission of Graduate Non-degree Students:**

1. A student possessing a baccalaureate degree may take courses on a non-degree basis. They may not take more than 2 courses or 6 total credits. Students must present proof (official transcript) of their undergraduate degree to the Office of admissions at the time of application for non-degree study.
2. Admission on a non-degree basis does not imply eligibility for matriculation into the program.
3. If, at any time, the non-degree student wishes to apply for admission to the college, formal application must be made and complete credentials submitted before the completion of 2 courses or 6 credits. Any student that has not met this requirement will not be permitted to enroll in future classes.
4. Candidates holding an appropriate master's degree and who meet the qualifications required by the New Jersey Department of Education may apply for the Supervisor Endorsement without having to earn a second master's degree.

##### **Admission Procedures:**

1. Complete the application form and pay the application fee to the Office of Admissions.
2. Submit an official transcript with the undergraduate degree to the Office of admission.

##### **Undergraduate Enrollment for Graduate Courses:**

Students without a baccalaureate degree may not take graduate level courses in Education at Felician College.

##### **Transfer Credit**

A maximum of 6 credits from other institutions may be credited towards the Master's in Education provided that (1) the student applies for transfer credit at the time of matriculation; (2) the work was taken in a graduate program for graduate credit; (3) the work was taken within the last 10 years; (4) the grade received was a B or higher; (5) the work has been taken at an accredited college or university; and (6) the work is applicable to the student's program.

##### **Degree Requirements**

1. Completion of 33/36 credits, as required in the particular strand. EDU 660, EDU 540, EDU 690 MS, and EDU 670 are required for the Supervisory Endorsement.
2. Completion of the required credits with a minimum 3.00 cumulative grade point average.
3. Completion of the program with all grades at B or higher.
4. Completion of Portfolio, Action Research Paper, and Internship in Principal Strand.

**Disclaimer:**

Students seeking supervisor or principal licenses are expected to be aware of the guidelines and code changes set forth by the State of New Jersey's Department of Education (<http://www.state.nj.us/education/>). Felician College is not responsible for changes in a student's program and/or certification resulting from changes in the guidelines or code by New Jersey's Department of Education.

**Processing of Licensing Endorsement Applications**

All Master of Arts Students that successfully complete their designated program may obtain applications for supervisor or principal from the Office of Certification, Sammartino Hall, Rutherford Campus. The Certification Officer will process completed New Jersey Department of Education, Office of Licensing and Credentials applications with the appropriate state processing fees for any eligible student. This can only be done after successfully completing their designated program and attaining a qualifying score on appropriate PRAXIS licensing exam. If a student is taking courses as a non-matriculated student, s/h might have to apply for certification on his/her own ( this will be determined on an individual basis based upon their program of study). Please Note: Students seeking the Principal Certificate of Eligibility must provide evidence of successful completion of the School Leader Licensure Assessment. Students seeking the School Administrator Certificate of Eligibility must provide evidence of successful completion of the School Superintendent Assessment administered by Education Testing Service (ETS) and all requirements outlined by the N.J. Department of Education. Please refer to <http://www.nj.gov/education/educators/license/1112.pdf> for more details.

**General Academic Policy**

The School of Education abides by the policy statements on examinations, grading, withdrawal, probation, campus conduct and appeals as published in the Felician College Catalog and/or Student Handbook.

**Specific Academic Policies - Leadership Strands**

1. All graduate students seeking the Supervisor/Principal Certification must participate in 30 hours of administrative shadowing/observation/assistance.
3. Graduate students seeking the Principal license must complete all course work prior to admission into the internship.
2. Graduate students seeking the Internship must apply formally to the School of Education program during the final semester of course work. Admission to the internship is decided by the Graduate Faculty Committee of Education.

**Professional Behavior**

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 Education Program at any time for behavior which is deemed unethical or unprofessional. The student in question has the right to appeal the decision.

**Internship Policy (Principal Certification)**

1. All Candidates are expected to have completed all course work prior to the start of the internship. If all course work is not completed prior to the beginning of the internship, the candidate must receive an exception from the Associate Dean of the Graduate Program and the Dean of the School of Education.
2. By June 1 (prior to the start of the Internship) all candidates must submit the following documents to the Graduate Office:
  - a. The Thirty - Hour Observation Form (30)
  - b. Request for Internship
  - c. Self-Assessment Planning Document
  - d. Unofficial Transcript of Graduate Work
  - e. Valid New Jersey Teaching Certifications
  - f. Verification of five years (900 days) of successful school-based teaching experience.
  - g. Submit qualifying score on the PRAXIS 6011 School Leaders Licensure Assessment
3. The Internship for Principal Certification at Felician College requires a candidate to spend a *minimum* of three clock hours (300) over the course of a full school year when students and/or staff are present and two hundred (200) clock hours of educational research (towards completion of and action research paper). The Internship candidate is supervised by a mentoring principal certificated at the appropriate level (post certificate of eligibility) with a minimum of one year experience in the role in the intern's district and three years of experience under a principal license .
4. During the Internship each intern must demonstrate proficiency in the six categories and sub-categories of the ISLLC standards.
5. The Internship Plan must be submitted to the Graduate Office by June 1- prior to the July start of the internship. Failure to submit this documentation by the due date is sufficient reason for denial of admission to the internship for that fall quarter.
6. Admission to the internship is contingent upon approval by the superintendent of the sponsoring school district, the mentoring principal, and the College supervisor in the Graduate Program

**Assignment of Mentoring Principal**

The internship assignment location is up to you, your mentoring principal, and your school district. Usually, the internship is done in the building in which you teach. Because of time demands relative to both your teaching assignment and internship activities, an off-site location may not be advisable.

Your mentoring principal or assistant principal must have a minimum of three years' experience in the principal/assistant principal role, one year in your current district and hold the appropriate standard principal's certificate

*School Administrator Endorsement*

This endorsement authorizes the holder to be employed in any position that involves services as a district-level administrator in public school in grades preschool through grade 12. Positions include superintendent, assistant superintendent and director. Students seeking School Administrator Certi-

fication are expected to be aware of the guidelines and code changes set forth by the State of New Jersey's Department of Education (<http://www.state.nj.us/education/>). Felician College is not responsible for changes in a student's certification resulting from changes in the guidelines or code by New Jersey's Department of Education.

1. The Internship for School Administrator Endorsement at Felician College requires a candidate to spend a *minimum* of one hundred fifty clock hours (150) over the course of a full semester when students and/or staff are present. The Internship candidate is supervised by a mentoring district level supervisor certificated at the appropriate level (post certificate of eligibility) with a minimum of one year experience in the role in the intern's district and three years of experience under a school administrator license .
2. During the Internship each intern must demonstrate proficiency in the six categories and sub-categories of the ISLLC standards.
3. The Internship Plan must be submitted to the Graduate Office.
4. Admission to the internship is contingent upon approval by the superintendent of the sponsoring school district and the College supervisor in the Graduate Program
5. Complete a 150-hour internship in educational leadership aligned to the professional standards for school leaders in N.J. A. C. 6A:9-3.4 in accordance with the roles and responsibilities of a school administrator. As part of the application for this endorsement, the candidate must submit an original letter from the Educational leadership Department Chairperson, Associate Dean or Dean of the School of Education at Felician the College detailing the hours and assignment of the Internship experience. During the Internship the candidate must also be enrolled in the corresponding course EDU 697: Internship in District-Level Administration.

### **Assignment of District Level Supervisor**

The internship assignment location is up to you, your mentoring district level supervisor, and your school district. Usually, the internship is done in the district in which you are employed. Because of time demands relative to both your assignment and internship activities, an off-site location may not be advisable.

Your mentoring district level supervisor must have a minimum of three years' experience in the role, one year in your current district and hold the appropriate standard School Administrator certificate.

### **Professional Behavior**

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 Education Program at any time for behavior which is deemed unethical or unprofessional. The student in question has the right to appeal the decision.

### **Course Repeat Policy**

Students may repeat no more than two (2) courses in the program. Each enrollment beyond the first week of course instruction is considered an attempt, whether the student completes all or part of the course requirements or officially or unofficially withdraws. A passing grade at the time of withdrawal, either officially or unofficially, is not considered a successful attempt of the course.

A student who receives a single grade of B- or lower in a graduate course must repeat the course (and that course may be attempted or repeated only once). The student will be considered on academic probation until the course is repeated and a minimum grade of B is achieved. Failure to achieve a grade of B or higher on the second attempt makes the student ineligible to continue in the program.

Should a student's cumulative GPA fall below the 3.0 requirement as a result of a B- or lower in a single graduate course, that student will be considered on academic probation and must achieve a 3.0 cumulative GPA the following semester in order to remain eligible to continue in the program.

### Curriculum

#### STRAND V: EDUCATIONAL LEADERSHIP - PRINCIPAL & SUPERVISOR ENDORSEMENTS (36 CREDITS)

Course Number	Course Title	Credits
EDU 515 MS	Special Education: Current Trends and Issues	3
EDU 525 MS	Ethical Leadership: Creating the School Vision and Culture	3
EDU 535 MS	School Finance	3
EDU 540 MS	Curriculum Development	3
EDU 532, 655, 656 MS	Elective: Culturally Responsive Teaching, Literacy for Diverse Populations OR Topics in STEM Education	3
EDU 645 MS	School Policy and Regulations	3
EDU 660 MS	Supervision of Personnel and Performance Appraisal	3
EDU 670 MS	Supervision and Organizational Administration (Prerequisite EDU 660 MS)	3
EDU 675 MS	School Law	3
EDU 690 MS	Current Trends and Issues in Curriculum (Prerequisite EDU 540 MS)	3
EDU 695 MS	Internship in Administration I	3
EDU 696 MS	Internship in Administration II (Prerequisite EDU 695 MS)	3

#### STRAND VI: EDUCATIONAL LEADERSHIP - SUPERVISOR ENDORSEMENT (33 CREDITS)

Course Number	Course Title	Credits
EDU 515 MS	Special Education: Current Trends and Issues	3
EDU 525 MS	Ethical Leadership: Creating the School Vision and Culture	3
EDU 535 MS	School Finance	3
EDU 540 MS	Curriculum Development	3
EDU 655 MS	Topics in STEM Education	3
EDU 645 MS	School Policy and Regulations	3
EDU 532 MS or 656 MS	Culturally Responsive Teaching or Literacy for Diverse Populations	3
EDU 660 MS	Supervision of Personnel and Performance Appraisal	3
EDU 670 MS	Supervision and Organizational Administration (Prerequisite EDU 660 MS)	3
EDU 675 MS	School Law	3
EDU 690 MS	Current Trends and Issues in Curriculum (Prerequisite EDU 540 MS)	3

## COURSE TITLES AND DESCRIPTIONS

### Core Courses ( 30 Credits):

#### **EDU 515 MS**

#### **Special Education: Current Trends and Issues**

#### **3 credits**

This course will provide the student an opportunity to gain an understanding of the legal and ethical requirements of complying with federal and state laws that govern the educational rights of students with disabilities. Students will also examine current educational rights of students with disabilities. Students will also examine current educational strategies and methodologies that are designed to provide students with disabilities an appropriate education. The role of school administration in assuring compliance with the law, implementing educational programs, and evaluating those programs will be emphasized. The course will also address the role of the Child Study Team in relation to the school and district as well as how to collaboratively supervise the team.

#### **EDU 525 MS**

#### **Ethical Leadership: Creating the School Vision and Culture**

#### **3 Credits**

This course pursues a philosophical and conceptual investigation of the educator as leader in both the school and community. The course begins with an overview of the ethical basis of leadership, together with consideration of various leadership models on student achievement, various ethical frameworks and perspectives on ethics, and the values of diverse school communities. Prominent theories such as transformational leadership, transactional leadership, servant leadership, situational leadership and instructional leadership, as well as leading theorists such as Michael Fullan, Peter Senge, Nel Noddings, and Stephen Covey will be discussed from the vantage point of developing a personal leadership

style. Case studies will be employed to provide practice in ethical decision making. Emphasis will be placed on the mental models and subsequent personal mastery required of the school leaders in order to establish a school vision and culture. Students complete the course by developing and defending their own model of leadership, drawing from all portions of the course.

#### **EDU 532 MS**

#### **Culturally Responsive Teaching and the 21<sup>st</sup> Century Learner**

#### **3 credits**

This course is designed to prepare teachers and administrators with a foundation for educating culturally diverse populations of students in the k-12 school setting. Historical foundations and cultural perspectives of education are discussed. This course will consider the role culture plays in teaching and learning and what it means to be culturally responsive in order to establish a classroom in which students can succeed academically and grow socially and emotionally.

#### **EDU 535 MS**

#### **School Finance and the Economics of Education**

#### **3 credits**

This course will examine the principles of developing and managing a school budget and its relationship to student learning, standardized testing and data analysis, school facilities and the school/parent community. Strategies for making short and long range finance decisions are explored. Topics include: establishing a context for understanding school finance policy, the operation of the school as it relates to the budgeting of resources, management of plant facilities, and design of the organization's structure within the building, the school budget process, and rethinking school finance to attain high standards.

Throughout the course, the skill of being a reflective practitioner will be emphasized through hands-on activities and computer simulations.

### **EDU 540 MS**

#### **Curriculum Development**

##### **3 Credits**

This course is designed to emphasize how curriculum is developed, what are the factors that impact on curricular decisions and the role that National and State Standards for student learning plays in curricular decisions. Attention will be given to the New Jersey Common Core State Standards, New Jersey Professional Teaching Standards (NJPTS) and the New Jersey Professional Standards for School Leaders (NJPSSL), as well as the Interstate New Teacher Assessment and Support Consortium (INTASC). The topics covered are: the processes involved in designing curriculum; how curricular decisions are made at various levels; appropriate concern for students and students' needs; the development of students (cognitive, affective, & psychomotor domains); and implementation and assessment of curriculum within the school district. Emphasis will be placed on what constitutes curriculum and how it is designed, developed, and assessed.

### **EDU 655 MS**

#### **Topics in STEM (Science, Technology, Engineering, and Mathematics) Education**

##### **3 credits**

This course is designed to provide the candidate with an understanding of integrated STEM education, the content and processes of STEM education disciplines, and STEM pedagogy, and the social and political factors that influence them. This course will explore aspects of STEM education through the literature, recent national reports, discussion and practice; and will provide methods and strategies to integrate technology and engineering with mathematics and science through inquiry or problem based learning (PBL) activities that are

engaging and aligned with the New Jersey Professional Teaching Standards, New Jersey Standards for School Leaders, NJ Common Core State Standards for Mathematics and Science.

This course is designed for initial certification candidates, certified teachers, and leadership candidates who are currently classroom teachers. Course requirements have been designed for each of these candidates.

### **EDU 656 MS**

#### **Literacy for Diverse Populations**

##### **3 credits**

This course is designed to facilitate curricular decision making and program evaluation by emphasizing the processes of reading in a culturally diverse classroom: language processes, literary development, comprehension and writing. These paradigms will be critically evaluated by using case studies and action research. *Prerequisite:* EDU 520 MS

### **EDU 590 MS**

#### **Teaching and Learning with Technology**

##### **3 Credits**

This course is designed for educators in a variety of settings who want to integrate "good practice" with a technology based curriculum. Course content and classroom discussion will provide a broad, yet focused and detailed inquiry into the various aspects of teaching and learning with technology. Technology is viewed as an integral and solid part of the taught pedagogy - an invaluable asset to the classroom of tomorrow. Furthermore, this course provides examples on how to integrate technology across the curriculum and differentiate to meet the needs of diverse learners including those in special education.

### **EDU 645 MS**

#### **School Policy and Regulations**

##### **3 credits**

This course assists leadership candidates in understanding, responding to, and influencing the social, economic, and political environ-



ments of the school through effective policy analysis and improved decision-making skills. It is designed to provide an in-depth understanding of the various contexts within a school and a school system that affect educators and their ability to deliver quality education. It is also designed to provide a theoretical basis for understanding group and organizational dynamics, including local, state and federal, that impede effectively carrying out the educational mission. Skills in organizational diagnosis are developed. Models of organizational change are also discussed and critiqued. In addition, class members will be encouraged to share their experiences in the organizations in which they practice and to apply course theories to the explanation of and solution of current problems.

### **EDU 660 MS**

#### **Supervision of Personnel and Performance Appraisal**

##### **3 Credits**

This course presents models of evaluation/supervision in P – 12 settings. Topics include policies regarding supervision; diversity and its influence on a person's mental maps; active listening, dialoging and conferencing skills; collaboration/teaming skills for teacher empowerment; consideration of testing data in teacher evaluation; and alternative forms of evaluation and curriculum development in accordance with the current standards. This course is designed to prepare the beginning supervisor/principal for the formidable task of working with both veteran and beginning teachers. The course will address the development and maintenance of trust, flexibility, cognition and instruction, and ways of assessing interactions. Issues that will be addressed include: strategies to set aside bias in cross-cultural communications; teachers and time (sequencing of lesson, simultaneity, synchronicity, duration, rhythm, and temporal logic); questioning strategies to cause engagement of the mind; language patterns that lead teachers to greater states of efficacy; and craftsmanship in reflective practice

### **EDU 670 MS**

#### **Supervision and Organizational Administration**

##### **3 Credits**

The purpose of this course is to cultivate a deep understanding of the assumptions that support leadership behaviors, and to develop an understanding and a means of addressing the issues and adaptive challenges that define and shape the successful school principal/supervisor. The course provides participants with an opportunity to identify and reflect upon the assumptions that support their leadership behavior in four domains: communicator, manager, educational leader, and problem solver. Given the complexity of school leadership, candidates for the supervision and/or principal endorsements need to rely on a strong understanding of themselves, and the myths and assumptions that support their theories, models, concepts, strategies and techniques defining their approach to school leadership. The ability to identify these underlying mental models will serve the leader as s/he addresses the specific adaptive challenges required to facilitate the conditions that research indicates are supportive of effective and successful school leadership. Learners will identify, comprehend, and apply a change model that can be implemented in a school setting to address adaptive challenges. Specific topics such as scheduling, parent/community partnerships, technology, learning theory, observation and evaluation, staff development, and teacher recruitment will be studied. The course will reinforce the Felician mission of being a competent, caring, and compassionate educator.

*Prerequisite:* EDU 660 MS

### **EDU 675 MS**

#### **School Law**

##### **3 Credits**

This course is designed for administrators, teachers and other professionals to explore the impact of the legal systems on education. Issues that arise from conflicts between public

policy and individual rights will be investigated by studying the federal and state laws and constitutions. Students analyze and critique case studies to understand educational law.

### **EDU 690 MS**

#### **Current Trends and Issues in Curriculum 3 credits**

This course is designed to examine current issues and trends in curriculum that are brought about by political, social, and educational forces. Students will consider the significance of these for curriculum development. As future leaders in education, insights into the controversial nature of current programs and practices will empower the curriculum

developer to make decisions based on knowledge of the strengths or lack of merit of various programs. The course will focus on six major areas that influence the field of curriculum: philosophy, teaching, learning, instruction, supervision, and policy. Students will be presented with, and encouraged to examine and debate popularly held traditional beliefs versus more controversial viewpoints. An emphasis will be placed on students' ability to make ethical decisions that honor the needs of the broader community. Emphasis is placed on the Felician mission of being a competent, caring, and compassionate educator.

*Prerequisite:* EDU 540 MS

### **Professional Courses**

### **EDU 695**

#### **Internship in Administration I**

#### **3 Credits**

Students will develop an understanding of educational procedures and problems as they are involved in an actual administrative situation. Working with a mentor in a workplace environment, students will learn strategic, contextual, instructional and organizational guidelines. They will develop the skills necessary to be effective educational leaders at the building level.

The administrative intern will spend three hundred (300) hours over the course of a full year working with a mentor who is presently a practicing principal, and who has a minimum of three (3) years' experience as an Assistant/Vice Principal and/or a Principal with at least one (1) year in the intern's school district. In addition the principal intern will spend two hundred (200) hours over the course of two (2) semesters (EDU 695 MS, EDU 696 MS) involved in an action research project related to the school plan. The findings of the action research project will be submitted as the Action Research Paper. In addition to class discussions, guest speakers and round table discussions will address top-

ics studied in class and/or of interest to the students.

### **EDU 696 MS**

#### **Internship in Administration II**

#### **3 Credits**

This course is a continuation of EDU 695 MS. Students will continue to develop an understanding of educational procedures and problems as they are involved in an actual administrative situation. Working with a mentor in a workplace environment, students will learn strategic, contextual, instructional and organizational guidelines. They will develop the skills necessary to be effective educational leaders at the building level.

The administrative intern will spend three hundred (300) hours over the course of a full year working with a mentor who is presently a practicing principal, and who has a minimum of three (3) years' experience as an Assistant/Vice Principal and/or a Principal with at least one (1) year in the intern's school district. The principal intern will spend two hundred (200) hours over the course of two (2) semesters (EDU 695 MS, EDU 696 MS) involved in an action research project related to the school plan. The findings of the action

research project will be submitted as an Action Research Paper. In addition to class discussions, guest speakers and round table discussions will address topics studied in class and/or of interest to the students.

*Prerequisite:* EDU 695 MS

### **EDU 697 MS**

#### **3 Credits**

#### **Internship in District Level Administration Seminar**

Issues, principles, and responsibilities of the district-level administrator are the focus of this course. Using the Interstate School Leaders Licensure Consortium (ISLLC) Standards as a guide, this course will explore the practical applications of contemporary principles of educational leadership. Working with a men-

tor in a workplace environment, students will learn strategic, contextual, instructional and organizational guidelines. They will develop the skills necessary to be effective educational leaders at the school district level. The intern will spend one hundred fifty (150) hours over the course of one semester (EDU 697 MS) working with a mentor who is presently a practicing district level administrator i.e. superintendent, assistant superintendent, or director and who has a minimum of three ( 3 ) years' experience in the position. *Prerequisite:* New Jersey Principal Certification

### **Initial Certification Courses**

### **EDU 603 MS**

#### **Student Teaching Seminar**

#### **(Professional Teaching Portfolio)**

#### **1 credit**

Students develop an understanding of educational procedures and problems as they relate to the actual teaching situation. Guest speakers address the students on topics relating to young learners, teachers, administrators, parents, school law, and curriculum.

### **EDU 604 MS**

#### **Student Teaching**

#### **3 credits**

This course provides the prospective teacher with teaching experience in an educational setting under the direct supervision of a cooperating teacher and a college supervisor. Students must complete all coursework prior to obtaining approval from their advisor to register for EDU 603 and EDU 604.

### **Master of Arts in Education: School Nursing and Health Education**

#### **Master of Arts in Education: School Nursing**

#### **Master of Arts in Education: Health Education**

The Master of Arts in Education: School Nursing and/or Health Education is a graduate program designed to prepare leaders and health educators for the K-12 educational setting. The program consists of 37 graduate credits that focuses on advanced health assessment, health education, curriculum and instruction, school law, policy and regulation, research and organizational leadership. A Master of Art in Education degree is awarded upon successful completion of the program. Graduates may be eligible to apply for the Instructional School Nurse and/or Teacher of Health Education endorsement certificate(s) from the New Jersey Department of Education.

### **Goals of the Program**

The School Nursing and Health Education Graduate Program strives to:

- Create a safe, supportive, and caring environment;

- Promote global awareness and understanding;
- Utilize effective teaching/learning strategies for all populations;
- Develop students' critical thinking skills;
- Foster culturally competent health teaching;
- Utilize an evidence based practice model;
- Provide quality health care for vulnerable and underserved client populations;
- Apply ethical decision making skills;
- Create reflective practitioners;
- Use electronic technology effectively;
- Integrate academic study and service learning;
- Develop life-long learning as a professional responsibility.

### **Admission Requirements**

- Compete an admission application
- Graduate from a regionally accredited college or university with a baccalaureate degree with a minimum 3.0 GPA
- Submit all official academic transcripts
- Licensure as a registered professional nurse, without any disciplinary action, for the school nursing track or licensure/certification/health care experience, without any disciplinary action, for the health education track
- Successful completion of prerequisite courses
- Submit two professional and/or academic references

### **Transfer Credits**

Graduate credits may be considered for transfer. The Associate Dean of the program will determine equivalency of courses on an individual basis.

### **Certification Endorsement Requirements**

- Successful completion of 37 graduate credits, including transfer and required courses.
- Minimum of a cumulative GPA of 3.0 throughout the program.

### **Program Requirements**

- Proof of current registered nurse licensure in New Jersey for enrollment in school nursing courses
- Proof of professional liability/malpractice insurance with a minimum of 1,000,000/6,000,000 for enrollment in school nursing courses
- Proof of current CPR/AED certification
- Proof of Airway Management Training
- Proof of current health clearance verified by the Felician College Wellness Center
- Adherence to criminal history background check(s) or other requirements mandated by the practicum site
- Adherence to professional and ethical standards
- Adherence to School of Education academic policies

### Master of Arts in Education: School Nursing and/or Health Education

FIRST YEAR					
Fall	Credits	Practicum Hours	Spring	Credits	Practicum Hours
HSHS 515 School Nursing I <i>*Health Education students select EDU/HS electives</i>	3 cr.		HSHS 535 School Nursing II <i>*Health Education students select EDU/HS electives</i>	3 cr.	
HSHS 516 School Nursing I Practicum <i>*Health Education students select EDU/HS electives</i>	2 cr.	90 hrs	HSHS 536 School Nursing II Practicum <i>*Health Education students select EDU/HS electives</i>	2 cr.	90 hrs
HSHS 545 Advanced Health Assessment	3 cr.		HSHS Elective	3 cr.	
<b>Total</b>	<b>8 cr.</b>		<b>Total</b>	<b>8 cr.</b>	

### Master of Arts in Education: School Nursing and/or Health Education

SECOND YEAR					
Fall	Credits	Practicum Hours	Spring	Credits	Practicum Hours
HSHS 695 Curriculum and Instruction	3 cr.	60 hrs.	HSHS 696 Student Teaching or Elective	3 cr.	225 hrs
EDU 675 School Law	3 cr.		HSHS 763 Research II: Scholarly Project or Elective	3 cr.	
HSHS 753 Research I: Evidence Based Practice	3 cr.				
HSHS 605: Designing Instruction/Curriculum	3 cr.		HSHS/EDU Elective	3 cr.	
<b>Total</b>	<b>12 cr.</b>		<b>Total</b>	<b>9 cr.</b>	

- Students pursuing a Master of Arts in Education: School Nursing are exempt from HSHS 696 Student Teaching and select an alternate three credit elective.
- Students pursuing a Master of Arts in Education: Health Education select EDU or HS electives in lieu of School Nursing courses.
- Elective credits must be approved by the Associate Dean and may be taken in Summer Session I and II.
- Continuous enrollment in Research II is required until the Scholarly Project is completed.

The Master of Arts in Education: School Nursing and/or Health Education is registered with the New Jersey Commission of Higher Education and the State of New Jersey Department of Education: **Licensure and Credentials**, P.O. Box 500, Trenton, New Jersey 08626-0500. Phone 1-609-984-1216. Program requirements are subject to change based on guidelines and code changes set forth by the State of New Jersey's Department of Education <http://www.state.nj.us/education/educators/license/>

**HSHS 515 MS**  
**School Nursing I**  
**3 credits**

This course provides a theoretical knowledge base for students to examine and analyze the role of the school nurse. The New Jersey Department of Education School Health Services Guidelines for school nursing practice is examined. Emphasis is placed on developing knowledge of national and state nursing standards, accreditation and licensing of schools, health programs, documentation, legal and ethical issues, and performing comprehensive health assessments and screenings. Financial, legal and administrative issues related to school nursing are examined.

*Co-requisite:* HSHS 516

**HSHS 516 MS**  
**School Nursing I Practicum**  
**2 credits**

This practicum provides the clinical experience for students to function in the role of the school nurse. The student is mentored by a certified school nurse and functions in the role of health care provider, health educator, health counselor, child advocate, administrator and member of an interdisciplinary school team. Emphasis is on the ability to provide a comprehensive health program. Decision making strategies and the applications of critical processes underlying school nursing practice are implemented.

*Co-requisite:* HSHS 515

**HSHS 535 MS**  
**School Nursing II**  
**3 credits**

This course continues to expand the theoretical knowledge base for students to examine and analyze the role of the school nurse. The New Jersey Department of Education School Health Services Guidelines for school nursing practice is examined. Emphasis is on the ability to design and implement a comprehensive health program including managing common health issues, risk assessment, communicable

disease and infection control, and chronic school health conditions and services offered to students according to federal guidelines and legislative imperatives.

*Co-requisite:* HSHS 536

**HSHS 536 MS**  
**School Nursing Practicum II**  
**2 credits**

This practicum expands the clinical experience for students to function in the role of the school nurse. Emphasis is on managing common health issues, risk assessment, communicable disease and infection control, and chronic school health conditions and services offered to students. The New Jersey Department of Education School Health Services Guidelines for school nursing practice is utilized. Decision making strategies and the application of critical processes underlying school nursing practice are implemented.

*Co-requisite:* HSHS 535

**HSHS 545 MS**  
**Advanced Health Assessment**  
**3 credits**

This course focuses on developing advanced health assessment skills, utilizing a self-care framework and other appropriate models. Variations in data associated with vulnerable populations are addressed. Content focuses on interviewing skills and systematic performance of a comprehensive physical assessment. Differentiation of normal and abnormal findings is emphasized, utilizing critical thinking and diagnostic reasoning skills.

*Prerequisite:* Undergraduate course in Health Assessment

**HSHS 563/564 MS**  
**Primary Health Specialty I: Health Promotion across the Lifespan**  
**3 credits/4 credits**

This course focuses on the assessment and management of essentially healthy families in need of primary health care. Utilizing the concepts inherent in Healthy People 2020 and a self-care framework, emphasis is placed on health promotion, illness prevention and risk

reduction strategies related to age and cultural diversity throughout the life cycle.

Note: For the additional credit, students enroll in a clinical practicum that provides an opportunity to implement and evaluate concepts, theories and research related to health education, health promotion and illness prevention.

### **HSHS 605 MS**

#### **Designing Instruction/Curriculum**

##### **3 credits**

This course emphasizes teaching, lesson planning, and instructional techniques and strategies. It provides an organizational framework for instruction and assessment of student learning. The effective use of diverse teaching strategies, classroom and time management, and reflective practitioner skills are emphasized.

### **HSHS 695 MS**

#### **Curriculum and Instruction**

##### **3 credits**

Educational theories and principles of teaching/learning provide the basis for developing comprehensive health curricula and implementation of health-related teaching plans. Using a variety of teaching strategies, the student engages in classroom teaching in the K-12 school setting using the New Jersey Professional Standards for Teachers and the New Jersey Core Curriculum Content Standards as a guide. Continued development and enhancement of a teaching portfolio with use of informal and formal evaluation methods of effective teaching is utilized.

### **HSHS 696 MS**

#### **Student Teaching**

##### **3 credits**

This practicum focuses on teaching health to children in the K-12 school health setting using an interdisciplinary model. The teaching of children with special needs is also addressed. A teaching portfolio is continuously updated and evaluated based on the New Jersey Professional Standards for Teachers and

the New Jersey Core Curriculum Content Standards. Students are mentored by a certified teacher of health education. Faculty individually mentor students and provide consultation and supervision on an ongoing basis.

*Prerequisites:* HSHS 695 and HSHS 605

### **HSHS 753 MS**

#### **Research I: Evidence Based Practice**

##### **3 Credits**

This course builds upon the students' knowledge of the research process and critical appraisal skills. It focuses on the application, use, and evaluation of research. Emphasis is placed on the identification and solution of problems through scientific inquiry. The scholarly project is an in-depth study of a phenomenon, issue or problem related to a nursing/health and educational construct. Topic selection must be approved by the faculty mentor.

### **HSHS 763 MS**

#### **Research II: Scholarly Project**

##### **3 Credits**

This course focuses on the completion of the evidence based research project implemented in Research I. After approval of the completed project, students present their completed research project to the college community.

*Prerequisite:* HSHS 753

### **EDU 505 MS**

#### **Educating All Populations: Collaborating With Home, School and Community**

##### **3 credits**

The purpose of this course is to provide general and special education teachers with a thorough understanding of the critical components of this dynamic field. Topics covered include models of teaching diverse populations, collaboration, cooperative learning, pertinent education laws, models of inclusion, family systems theory, curriculum adaptations, and alternative forms of assessment and community outreach support systems.

**EDU 515 MS**  
**Special Education: Current Issues and Trends**  
**3 credits**

This course will provide the student an opportunity to gain an understanding of the legal and ethical requirements of complying with federal and state laws that govern the educational rights of students with disabilities. Students will also examine current educational rights of students with disabilities. Students will also examine current educational strategies and methodologies that are designed to provide students with disabilities an appropriate education. The role of school administration in assuring compliance with the law, implementing educational programs, and evaluating those programs will be emphasized. The course will also address the role of the Child Study Team in relation to the school and district as well as how to collaboratively supervise the team.

**EDU 525 MS**  
**Ethical Leadership: Creating the School Vision and Culture**  
**3 credits**

This course pursues a philosophical and conceptual investigation of the educator as leader in both the school and community. The course begins with an overview of the ethical basis of leadership, together with consideration of various leadership models on student achievement, various ethical frameworks and perspectives on ethics, and the values of diverse school communities. Prominent theories such as transformational leadership, transactional leadership, servant leadership, situational leadership and instructional leadership, as well as leading theorists such as Michael Fullan, Peter Senge, Nel Noddings, and Stephen Covey will be discussed from the vantage point of developing a personal leadership style. Case studies will be employed to provide practice in ethical decision making. Emphasis will be placed on the mental models and subsequent personal mastery required of the school leaders in order to establish a school

vision and culture. Students complete the course by developing and defending their own model of leadership, drawing from all portions of the course.

**EDU 530 MS**  
**Philosophy for Teacher as Leader**  
**3 credits**

This course pursues a philosophical and conceptual investigation of the educator as leader in both the classroom and community. The course begins with an overview of the ethical basis of leadership, together with an evaluation of several teacher and leadership models. Case studies will be employed to clarify the application of these models. The course then proceeds to the consideration of influential social trends and their implications for society and for the teacher/leader. Issues to be examined include standards-based education, the impact of computer technologies, and critical reasoning. Students complete the course by developing and defending their own model of teacher as leader, drawing from all portions of the course.

**EDU 535 MS**  
**School Finance and the Economics of Education**  
**3 credits**

This course will examine the principles of developing and managing a school budget and its relationship to student learning, standardized testing and data analysis, school facilities and the school/parent community. Strategies for making short and long range finance decisions are explored. Topics include: establishing a context for understanding school finance policy, the operation of the school as it relates to the budgeting of resources, management of plant facilities, and design of the organization's structure within the building, the school budget process, and rethinking school finance to attain high standards. Throughout the course, the skill of being a reflective practitioner will be emphasized through hands-on activities and computer simulations.



**EDU 590 MS****Teaching and Learning with Technology  
3 credits**

This course is designed for educators in a variety of settings who want to integrate "good practice" with a technology based curriculum. Course content and classroom discussion will provide a broad, yet focused and detailed inquiry into the various aspects of teaching and learning with technology. Technology is viewed as an integral and solid part of the taught pedagogy - an invaluable asset to the classroom of tomorrow. Furthermore, this course provides examples on how to integrate technology across the curriculum and differentiate to meet the needs of diverse learners including those in special education.

**EDU 625 MS****Collaborative Teaching in the  
Inclusive Classroom  
3 credits**

This course examines the foundations and fundamentals of inclusive educational programs and the challenges of their implementation within a collaborative environment. It also provides strategies for creating inclusive classrooms that support learning for all students and collaboration with colleagues.

**EDU 640 MS****Educational Planning for Students with  
Mild Disabilities in Inclusive Settings  
3 Credits**

This course will examine the learning, behavioral and personal characteristic of mildly to moderately disabled children and their impact on the learning process. It will provide opportunities in selection of teaching techniques and material for design and implementation of curriculum for the population.

**EDU 645 MS****School Policy and Regulations  
3 credits**

This course assists leadership candidates in understanding, responding to, and influencing the social, economic, and political environments of the school through effective policy analysis and improved decision-making skills. It is designed to provide an in-depth understanding of the various contexts within a school and a school system are based which affect educators and their ability to deliver quality education. It is also designed to provide a theoretical basis for understanding group and organizational dynamics, including local, state and federal, that impede effectively carrying out the educational mission. Skills in organizational diagnosis are developed. Models of organizational change are also discussed and critiqued. In addition, class members will be encouraged to share their experiences in the organizations in which they practice and to apply course theories to the explanation of and solution of current problems.

**EDU 660 MS****Supervision of Personnel and  
Performance Appraisal  
3 credits**

This course presents models of evaluation/supervision in P-12 settings. Topics include policies regarding supervision; diversity and its influence on a person's mental maps; active listening, dialoging and conferencing skills; collaboration/teaming skills for teacher empowerment; consideration of testing data in teacher evaluation; and alternative forms of evaluation and curriculum development in accordance with the current standards. This course is designed to prepare the beginning supervisor/principal for the formidable task of working with both veteran and beginning teachers. The course will address the development and maintenance of trust, flexibility, cognition and instruction, and ways of assessing interactions. Issues that will be addressed include: strategies to set aside bias in cross-cultural communications; teachers and time (sequencing of lesson, simultaneity, syn-

chronicity, duration, rhythm, and temporal logic); questioning strategies to cause engagement of the mind; language patterns that lead teachers to greater states of efficacy; and craftsmanship in reflective practice.

### **EDU 670 MS**

#### **Supervision and Organizational Administration**

##### **3 credits**

The purpose of this course is to cultivate a deep understanding of the assumptions that support leadership behaviors, and to develop an understanding and a means of addressing the issues and adaptive challenges that define and shape the successful school principal/supervisor. The course provides participants with an opportunity to identify and reflect upon the assumptions that support their leadership behavior in four domains: communicator, manager, educational leader, and problem solver. Given the complexity of school leadership, candidates for the supervision and/or principal endorsements need to rely on a strong understanding of themselves, and the myths and assumptions that support their theories, models, concepts, strategies and techniques defining their approach to school leadership. The ability to

identify these underlying mental models will serve the leader as s/he addresses the specific adaptive challenges required to facilitate the conditions that research indicates are supportive of effective and successful school leadership. Learners will identify, comprehend, and apply a change model that can be implemented in a school setting to address adaptive challenges. Specific topics such as scheduling, parent/community partnerships, technology, learning theory, observation and evaluation, staff development, and teacher recruitment will be studied. The course will reinforce the Felician mission of being a competent, caring, and compassionate educator.

*Prerequisite:* EDU 660 MS

### **EDU 675**

#### **School Law**

##### **3 credits**

This course is designed for administrators, teachers and other professionals to explore the impact of the legal systems on education. Issues that arise from conflicts between public policy and individual rights will be investigated by studying the federal and state laws and constitutions. Students analyze and critique case studies to understand educational law.

## **SCHOOL NURSING AND/OR TEACHER OF HEALTH EDUCATION GRADUATE CERTIFICATE PROGRAM**

The School Nursing and/or Teacher of Health Education graduate certificate program prepares registered professional nurses to provide nursing service and health education to students in the K-12 educational setting. The program consists of 21 credits and includes prerequisites and 7 required courses (19 credits). A School Nursing and Health Education Graduate Certificate is awarded upon successful completion of the program. Graduates of the program are eligible to apply for the Instructional School Nurse and/or Teacher of Health Education endorsement certificate(s) from the New Jersey Department of Education.

The School Nursing and Health Education Graduate Program strives to:

- Create a safe, supportive, and caring environment;
- Promote global awareness and understanding;
- Utilize effective teaching/learning strategies for all populations;
- Develop students' critical thinking skills;
- Foster culturally competent health teaching;

- Utilize an evidence based practice model;
- Provide quality health care for vulnerable and underserved client populations;
- Apply ethical decision making skills;
- Create reflective practitioners;
- Use electronic technology effectively;
- Integrate academic study and service learning;
- Develop life-long learning as a professional responsibility.

### **Admission Requirements**

- Compete an admission application
- Graduate from a regionally accredited college or university with a baccalaureate degree with a minimum of a 3.0 GPA
- Submit all official academic transcripts
- Licensure as a registered professional nurse, without any disciplinary action from any Board of Nursing
- Successful completion of prerequisite courses
- Submit two professional and/or academic reference

### **Transfer Credits**

Baccalaureate or graduate credits may include, but are not limited to, Health Assessment, Community/Family Health, Research or an approved elective and Leadership/Management. The Associate Dean of the program will determine the equivalency of courses on an individual basis.

### **Certification Endorsement Requirements**

- Successful completion of 21 credits, including transfer and required courses.
- Minimum of a cumulative GPA of 3.0 throughout the program.

### **Program Requirements**

- Proof of current registered professional nurse licensure in New Jersey
- Proof of current CPR/AED certification
- Proof of Airway Management Training
- Proof of professional liability/malpractice insurance with a minimum of 1,000,000/6,000,000
- Proof of current health clearance by the Felician College Wellness Center
- Adherence to criminal history background check(s) or other requirements mandated by the practicum site
- Adherence to professional and ethical standards
- Adherence to School of Education academic policies

**School Nursing and Teacher of Health Education Graduate Certificate Program  
One Year Program**

<b>Fall</b>	<b>Credits</b>	<b>Practicum Hours</b>	<b>Spring</b>	<b>Credits</b>	<b>Practicum Hours</b>
HSHS 515 School Nursing I	3 cr.		HSHS 535 School Nursing II	3 cr.	
HSHS 516 School Nursing I Practicum	2 cr.	90 hrs	HSHS 536 School Nursing II Practicum	2 cr.	90 hrs
HSHS 695 Curriculum and Instruction	3 cr.	60 hrs.	HSHS 696 Student Teaching or Elective	3 cr.	225 hrs
HSHS 605 Designing Instr. / Curriculum	3 cr.				
<b>Total</b>	<b>11 cr.</b>		<b>Total</b>	<b>8 cr.</b>	

**School Nursing and Teacher of Health Education Graduate Certificate Program  
Two Year Program**

<b>Fall</b>	<b>Credits</b>	<b>Practicum Hours</b>	<b>Spring</b>	<b>Credits</b>	<b>Practicum Hours</b>
HSHS 515 School Nursing I	3 cr.		HSHS 535 School Nursing II	3 cr.	
HSHS 516 School Nursing I Practicum	2 cr.	90 hrs	HSHS 536 School Nursing II Practicum	2 cr.	90 hrs
<b>Total</b>	<b>5 cr.</b>		<b>Total</b>	<b>5 cr.</b>	
<b>Fall</b>			<b>Spring</b>		
HSHS 695 Curriculum and Instruction	3 cr.	60 hrs	HSHS 696 Student Teaching or Elective	3 cr.	225 hrs
HSHS 605 Designing Instruction/Curriculum	3 cr.				
<b>Total</b>	<b>6 cr.</b>		<b>Total</b>	<b>3 cr.</b>	

- Students pursuing a Graduate Certificate: School Nursing are exempt from HSHS 696 Student Teaching and select a alternate three credit elective.
- Student pursuing a Graduate Certificate: School Nursing and Health Education must complete HSHS 696 Student Teaching.
- Elective credits must be approved by the Associate Dean.

The School Nursing and Teacher of Health Education Program is approved by the State of New Jersey Department of Education: Licensure and Credentials, P.O Box 500, Trenton, New Jersey 08626-0500. Phone 1-609-984-1216. <http://www.state.nj.us/education/educators/license/>

## Course Descriptions

### **HSHS 515 MS** **School Nursing I** **3 credits**

This course provides a theoretical knowledge base for students to examine and analyze the role of the school nurse. The New Jersey Department of Education School Health Services Guidelines for school nursing practice is examined. Emphasis is placed on developing knowledge of national and state nursing standards, accreditation and licensing of schools, health programs, documentation, legal and ethical issues, and performing comprehensive health assessments and screenings. Financial, legal and administrative issues related to school nursing are examined.

*Co-requisite:* HSHS 516

### **HSHS 516 MS** **School Nursing I Practicum** **2 credits**

This practicum provides the clinical experience for students to function in the role of the school nurse. The student is mentored by a certified school nurse and functions in the role of health care provider, health educator, health counselor, child advocate, administrator and member of an interdisciplinary school team. Emphasis is on the ability to provide a comprehensive health program. Decision making strategies and the applications of critical processes underlying school nursing practice are implemented.

*Co-requisite:* HSHS 515

### **HSHS 535 MS** **School Nursing II** **3 credits**

This course continues to expand the theoretical knowledge base for students to examine and analyze the role of the school nurse. The New Jersey Department of Education School Health Services Guidelines for school nursing practice is examined. Emphasis is on the ability to design and implement a comprehensive health program including managing common health issues, risk assessment, communicable disease and infection control, and chronic school health conditions and services offered to students according to federal guidelines and legislative imperatives.

*Co-requisite:* HSHS 536

### **HSHS 536 MS** **School Nursing Practicum II** **2 credits**

This practicum expands the clinical experience for students to function in the role of the school nurse. Emphasis is on managing common health issues, risk assessment, communicable disease and infection control, and chronic school health conditions and services offered to students. The New Jersey Department of Education School Health Services Guidelines for school nursing practice is utilized. Decision making strategies and the application of critical processes underlying school nursing practice are implemented.

*Co-requisite:* HSHS 535

### **HSHS 695 MS** **Curriculum and Instruction** **3 credits**

Educational theories and principles of teaching/learning provide the basis for developing comprehensive health curricula and implementation of health-related teaching plans. Using a variety of teaching strategies, the student engages in classroom teaching in the K-12 school setting using the New Jersey Professional Standards for Teachers and the New Jersey Core Curriculum Content Standards as a guide. Continued development and enhancement of a teaching portfolio with use of

informal and formal evaluation methods of effective teaching is utilized.

### **HSHS 696 MS**

#### **Student Teaching Practicum**

##### **3 credits**

This practicum focuses on teaching health to children in the K-12 school health setting using an interdisciplinary model. The teaching of children with special needs is also addressed. A teaching portfolio is continuously updated and evaluated based on the New Jersey Professional Standards for Teachers and the New Jersey Core Curriculum Content Standards. Students are mentored by a certified teacher of health education. Faculty individually mentor students and provide consultation and supervision on an ongoing basis.

*Prerequisites:* HSHS 595 and HSHS 605

### **HSHS 605 MS**

#### **Designing Instruction/Curriculum**

##### **3 credits**

This course emphasizes teaching, lesson planning, and instructional techniques and strategies. It provides an organizational framework for instruction and assessment of student learning. The effective use of diverse teaching strategies, classroom and time management, and reflective practitioner skills are emphasized.



## SCHOOL OF NURSING

### GRADUATE NURSING PROGRAMS

Felician College is recognized globally as a nursing education leader. The following degree and certificate programs prepare nurses to assume leadership roles within the global society of professional nursing and health care.

#### **Doctoral Program**

Doctor of Nursing Practice (DNP) degree for Registered Nurses (RN) with a Master's degree

- Advanced Practice
- Executive Leadership

#### **Master of Science in Nursing Program**

Master of Science in Nursing (MSN) degree for Registered Nurses (RN) with a Bachelor's degree

- Adult-Gerontology Nurse Practitioner
- Family Nurse Practitioner
- Education
- Executive Leadership

#### **Certificate Program**

Post Master's Certificate for Registered Nurses (RN) with a Master's degree

- Adult-Gerontology Nurse Practitioner
- Family Nurse Practitioner
- Education
- Executive Leadership

### **Doctor of Nursing Practice Degree Program**

For Registered Nurses with a Master's degree who are looking to advance their career, Felician College offers a Doctor of Nursing Practice Program with tracks in Advanced Practice, and Executive Leadership. The Doctor of Nursing Practice Program prepares nurse executives and advanced practice nurses to assume leadership positions addressing the increased complexity of patient care and national concerns about the quality of care and patient safety. Our rigorous, practice-based program is supported by faculty who work collaboratively with students to design and implement system clinical changes and leadership projects to improve the quality of patient care.

The theoretical content for courses in the DNP is offered via cohort model through a fully online delivery method with two on-campus residencies. With the guidance of qualified faculty, and based on meeting the course objectives, students select an approved practicum site for the completion of a minimum of 500 scholarly practice hours.

### **Master of Science in Nursing Degree Program**

For Registered Nurses with a Bachelor of Science in Nursing degree who are looking to advance their career, Felician College offers a Master of Science in Nursing Program with tracks in Advanced Practice, Education, and Executive Leadership.

The theoretical content for courses in the Adult-Gerontology and Family Nurse Practitioner tracks in primary care is offered via an online delivery method with clinical hours and on-campus residencies in designated courses. With the guidance of qualified faculty, and based on meeting the course objectives, students select approved preceptors and the practicum site for the completion of clinical hours. The Adult-Gerontology Nurse Practitioner track consists of 43 credits and 600 hours of clinical practice. The Family Nurse Practitioner track consists of 46 credits and 780 hours of clinical practice. The specific focus of the Advanced Practice track is delivering health care to vulnerable and underserved populations.

The 42 credit Education track is offered in a cohort based model with a hybrid delivery method, blending classroom and e-learning. The specific focus of the Education track is the preparation of nurses as:

- Faculty within institutions of higher education.
- Educators and entrepreneurs in the continuing education arena to support nurses' professional development.
- Staff development educators to improve professional development in the work environment, through organized orientation programs, various educational programs, continuing education opportunities, and opportunities for collaborative research with institutions of higher education.
- Leaders and coordinators in the development, implementation and evaluation of patient, family and community education programs which promote and restore health and prevent disease.

A 36 credit cohort-based Executive Leadership program had been designed to address the skills and competencies required of today's nurse executive. The program offers innovative project-based learning which incorporates valuable experiential learning into the student's academic experience. The program is in full compliance with the American Association of Colleges of Nursing's *Essentials of Master's Education in Nursing* graduate core curriculum content. Additionally, the program has been



structured for proficiency in the American Organization of Nurse Executives (AONE) competencies. The hybrid learning format is a blend of a traditional classroom with distance learning.

The selected curriculum determines the length of time required to complete the program. In the Advanced Practice online track, students may elect to complete the program in two or four years. The Education and Executive Leadership curriculums are offered in the evening, meeting once per week, with most courses meeting 8 weeks per session. The Nurse Educator or Executive Leadership tracks can be completed in 2 years.

A Master of Science in Nursing degree is awarded upon successful completion of the program. Graduates of the program are prepared to pursue doctoral study and are eligible to apply for national certification.

Graduates of the Adult-Gerontology or Family Nurse Practitioner tracks are eligible to take the certification examination from the American Nurses' Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP), and apply to the State Board of Nursing for certification as an Advanced Practice Nurse. Nurse Educators may take the ANCC Nursing Professional Development Certification Examination and the National League for Nursing Certification Examination for Certified Nurse Educator (CNE) credentialing based on eligibility requirements. Agencies that provide certification in the area of Executive Leadership are the American Nurses Credentialing Center (ANCC) and the American Organization of Nurse Executives (AONE). Certification is awarded by these organizations after successful completion of a national examination and documentation of work in the field of administration.

- 43 Credits Adult-Gerontology Nurse Practitioner Track
- 46 Credits Family Nurse Practitioner Track
- 42 Credits Nurse Education Track
- 36 Credits Executive Leadership Track

### **Certificate Programs**

The Post Master's Certificate in the Adult-Gerontology or Family Practitioner track is for RNs with an MSN degree who want to advance their career in an Advanced Practice role with prescriptive authority. The theoretical content for courses in the Post Master's Certificate Program is offered via an online delivery method with clinical hours and on-campus residencies in designated courses. With the guidance of qualified faculty, and based on meeting the course objectives, students select approved preceptors and the clinical practicum site for completion of clinical hours. A Post Master's Certificate is awarded after successful completion of the program. Those completing the Post Master's Certificate Program are qualified to take the national certification exam from the American Nurses' Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP).

- 28 Credits Adult-Gerontology Nurse Practitioner Certificate
- 31 Credits Family Nurse Practitioner Certificate

A Post Master's Certificate in Education is for RNs with a MSN degree who want to advance their career through the specialty role of the nurse educator. Those completing the certificate requirements may take the ANCC Nursing Professional Development Certification Examination and the National League for Nursing Certification Examination for Certified Nurse Educator (CNE) credentialing based on eligibility requirements.

- 24 Credits Education Certificate

The Post Master's Certificate in Nursing Executive Leadership is offered to meet the needs of nurses who have an earned Master's degree and who desire to gain knowledge in nursing administration and executive leadership. The coursework within the Certificate program will give nurses, currently in administrative positions or who desire to obtain a nursing executive position, the advanced knowledge base required. Agencies that provide certification in the area of Executive Leadership are the American Nurses Credentialing Center (ANCC) and the American Organization of Nurse Executives (AONE). Certification is awarded by these organizations after successful completion of a national examination and documentation of work in the field of administration.

- 24 Credits Executive Leadership Certificate

### **Accreditation/ Approval**

The Master's program at Felician College is accredited by the Commission on Collegiate Nursing Education (CCNE).

- Commission on Collegiate Nursing Education  
One Dupont Circle, NW, Suite 530, Washington, DC 20036. Phone (202) 887-6791- Fax (202) 887-8476

The online delivery is approved by the Middle States Commission on Higher Education.

- The Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, Pa., 19104-2680. Phone (215) 662-5606 - Fax (215) 662-5501.

### **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 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

## Program Outcomes

### Doctor of Nursing Practice

Graduates of the program will:

- Integrate nursing science and theories from other disciplines in the development and evaluation of new practice approaches which will improve health care delivery.
- Effect changes in clinical nursing practice through organizational and systems leadership utilizing systems theory as a framework for quality improvement.
- Critically analyze current evidence to implement quality improvement modalities to promote effective, efficient and safe patient centered care.
- Utilize information systems and technology to improve and transform health care which contributes to improved patient outcomes.
- Implement health policy initiatives which focus on clinical prevention and optimal health for vulnerable populations while advocating for social justice, equity, and ethical polices in health care.
- Collaborate with all members of the health care team to improve patient-centered care and to benchmark outcomes and quality improvement initiatives.
- Implement and analyze clinical prevention and intervention initiatives for diverse populations in order to effect improvement in the nation's health.
- Advance the nursing profession through leadership initiatives which support other nurses to achieve excellence in advanced nursing practice.
- Act with ethical comportment in all aspects of advanced nursing practice.

### Master of Science in Nursing

Graduates of the program will:

- Integrate nursing science, biophysical sciences, and psychosocial sciences into the planning and delivery of patient-centered and population-focused care.
- Assume a leadership role in effectively initiating innovations in safety and quality improvement.
- Synthesize quality and safety evidence to promote an inter-professional culture of excellence.
- Critically evaluate evidence from the literature for translation into diverse practice settings.
- Integrate current and emerging technologies into quality improvement strategies to optimize health outcomes.
- Implement health policy initiatives which focus on clinical prevention and optimal health for vulnerable populations while advocating for social justice, equity, and ethical polices in health care.
- Utilize collaborative strategies within the inter-professional healthcare team to improve patient and population health outcomes.
- Apply advanced knowledge to the design, implementation, and evaluation of patient-centered and population-focused care.
- Act with ethical comportment in all aspects of advanced nursing practice.

### College Policies

Departments in the School of Nursing follow the general College policies and regulations listed in this catalog and the Student Handbook. However, as a professional program of study, the School has established academic policies and regulations consistent with professional standards of nursing

education and practice. It is the responsibility of the student to know and follow all academic policies and regulations of the College, the 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.

### **Professional Behavior Policy**

#### **General Statement:**

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 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.

#### **Policy:**

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.

#### **Student Handbook**

The Felician College Student Handbook contains important policies related to the College, the School of Nursing, and the Department of Graduate Nursing. Students should have a current copy for reference at all times.

#### **Nursing Resource and Simulation Center**

As part of the teaching program at Felician College, the Nursing Resource and Simulation Center provides a multifaceted center of learning for all nursing students. The Center has a large, state of the art simulated hospital clinical setting to intensify the learning experience. The Nursing Resource and Simulation Center staff assists students with clinical competencies through the use of SimMan, the newest technological patient simulator, which can be programmed to exhibit any medical condition imaginable displaying all the signs and symptoms of that condition. Individual tutoring and workshops further enhance theory comprehension. Hours subject to change.

### **Admission Requirements**

#### **Doctor of Nursing Practice Degree Program**

- A completed application.
- Submission of all official academic transcripts from previously attended college(s)/university(ies).
- A cumulative GPA of 3.0 or higher in graduate coursework.
- Licensure as a registered professional nurse in New Jersey. The licensee cannot have any pending disciplinary action against their nursing license from any Board of Nursing.
- Successful completion of an undergraduate or graduate level statistics course and a graduate level nursing research course.
- Two professional letters of recommendation supporting the applicant’s potential to succeed in a doctoral program.

- International academic credentials are reviewed by an international accrediting agency (World Education Services) on an individual basis.
- A minimum score of 79 on the Internet-based TOEFL or 550 on the paper-based TOEFL is required of graduates of non- English speaking countries.
- Curriculum vitae.
- A 2-3 page essay which includes professional goals that are congruent with the selected program of doctoral study. Within the essay, present a scholarly project proposal which identifies a potential scholarly practice inquiry project related to an area of professional expertise or interest. The project proposal should address relevancy to the selected program of study and planned implementation to effect practice change at the organizational, system, local, regional or national level for improving patient and population health outcomes.
- A notarized copy of the photo page of a government-issued identification such as passport or driver's license.
- Criminal history background check(s) or other requirements mandated by the practicum site.
- Personal interview.
- Requirements specific to the program track.

#### **Advanced Practice Track Admission Requirements:**

- Master of Science in Nursing from a nationally accredited program.
- National certification in a specialty.
- Licensure as an Advanced Practice Nurse.
- Current professional practice in the Advanced Practice role.

#### **Executive Leadership Track Admission Requirements:**

- A Master's degree in nursing or related field (i.e., MBA, MPA, MHA).
- Portfolio assessment (May indicate need for additional coursework).

Program start dates are dependent upon enrollment.

#### **Master of Science in Nursing Degree Program**

- A completed application.
- Bachelor of Science Degree in Nursing\* from a program accredited by a national accrediting agency, and approved by the Board of Nursing.
- 3.0 or higher GPA
- Licensure as a registered professional nurse in New Jersey. The licensee cannot have any pending disciplinary action against their nursing license from any Board of Nursing.
- Submission of two professional and/or academic references from persons qualified to judge applicant's ability to succeed in graduate study.
- Submission of all official academic transcripts.
- International academic credentials are reviewed by an international accrediting agency (World Education Services) on an individual basis.
- A minimum score of 79 on the Internet-based TOEFL or 550 on the paper-based TOEFL is required of graduates of non-English speaking countries.
- Criminal history background check(s) or other requirements mandated by the practicum site.
- Requirements specific to the program track.

### **Advanced Practice Track Admission Requirements**

- A practicing professional nurse for a minimum of one year and currently employed in professional nursing practice. Those who have completed a Bachelor of Science in Nursing and are lacking the one year experience requirement may be accepted conditionally. While completing this practice requirement, students may only register for non-clinical coursework.
- Successful completion of undergraduate courses in nursing research, statistics, pathophysiology and health assessment.
- A notarized copy of the photo page of a government-issued identification such as passport or driver's license.
- Identified clinical placement site location and preceptor for clinical experience. For students outside of New Jersey, some states require program approval, (permission to operate) for students to engage in clinical practice in hospitals and private practice settings within that state. Students are encouraged to check with the Program Associate Dean to identify specific state requirements prior to enrolling in the program.
- Students residing in states other than New Jersey need to check with the Office of Enrollment Management that Felician's MSN online program has been approved to operate within their state.

### **Education Track Admission Requirements:**

- Successful completion of undergraduate courses in nursing research, statistics, pathophysiology and health assessment.

### **Executive Leadership Track Admission Requirements:**

- Portfolio Assessment. Bridge courses\* available for applicants with a Bachelor's degree in a field other than nursing.
- Successful completion of undergraduate courses in nursing research and statistics.

Program start dates are dependent upon enrollment.

#### **\* Bridge Courses**

Candidates who are seeking admission to the Master's program Executive Leadership track and meet all admission requirements with a Bachelor's degree in a field other than nursing will be evaluated by portfolio assessment. Applicants may be required to complete coursework prior to full admission. Following successful completion of the required coursework (B or better in all courses) applicants will be fully accepted into the MSN Program. Bridge courses offered include:

- NURS 412 Public Health & Disaster Management for RNs
- NURS 426 Leadership & Management for RNs
- NURS 540 Critique & Evaluation of Nursing Research

### **Degree Requirements**

#### **Doctor of Nursing Practice Program**

Successful completion of:

- Advanced Practice Track - 40 credits, two on-campus residencies - plus 500 hours.
- Executive Leadership Track - 40 credits, two on-campus residencies - plus 500 hours.

Maintain a GPA of 3.0 throughout the program.

## Master of Science in Nursing Program

Successful completion of :

- Adult-Gerontology Nurse Practitioner Track – 43 credits – on-campus residencies – plus 600 clinical hours.
- Family Nurse Practitioner Track – 46 credits – on-campus residencies – plus 780 clinical hours.
- Education Track – 42 credits – including assigned project hours plus 60 clinical hours and 60 role practicum hours.
- Executive Leadership Track – 36 credits – including 500 project and practicum hours
- Maintain a GPA of 3.0 throughout the program.

### Program Requirements Doctor of Nursing Practice Master of Science in Nursing

Students are required to follow the policies and professional standards established by the graduate nursing department. Failure to do so may result in dismissal from the program. If a student withdraws from the program and is readmitted at a later time, the requirements in effect at the time of readmission will apply.

- 
- Proof of current registered nurse license, per admission criteria.
- Proof of current CPR certification for healthcare professionals from the American Heart Association or American Red Cross.
- Proof of liability 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 health clearance obligations as required by the clinical or practicum agency.
- Students are responsible for securing their own clinical and/ or practicum placements with faculty approval. Students are expected to travel to clinical and or practicum sites and are financially responsible for all costs associated with travel.
- Criminal history background check. The agency reserves the right to exclude a student from their site. Such exclusion shall result in dismissal from the program.
- Standardized testing may be used in the curriculum. Specifics of standardized testing are contained within individual course syllabi. Students are financially responsible for all costs associated with standardized testing.
- Requirements specific to the degree program.

#### Program Requirements: DNP Advanced Practice and Executive Leadership

- Participation in on-campus residency requirements.

#### Program Requirements: MSN Advanced Practice

- A practicing professional nurse for a minimum of one year and currently employed in professional nursing practice.
- Proof of student nurse practitioner liability insurance with a minimum coverage of 1,000,000/6,000,000.

- Participation in on-campus residency requirements. Residencies consist of workshop and clinical evaluations conducted in both the clinical setting and the Nursing Resource and Simulation Center.
- Students are required to register for a certification review course prior to completion of NURS 590/1. Students are responsible for all costs associated with certification review courses.

#### **Program Requirements: MSN Education**

- Proof of student nurse practitioner liability insurance with a minimum coverage of 1,000,000/6,000,000 as a clinical requirement for NURS 530 Advanced Health Assessment.

#### **Program Requirements: MSN Executive Leadership**

- Participation in Immersion Experience.

#### **Re-admission**

All re-admitted students who were absent from the department (either as official or unofficial withdrawals) for a period of one or more academic years may be required to repeat previously completed courses or complete additional coursework if there have been curriculum changes. The requirements in effect at the time of readmission will apply.

#### **Non-Matriculated**

Non-matriculated students will be able to register for courses in the Department of Graduate Nursing with written permission of the Associate Dean. Students may take up to nine credits in this status and must achieve a grade of B or higher in all courses. Matriculated students are given registration priority.

#### **Transfer Credit**

- Up to nine graduate credits may be transferred from another academic program accredited by a national accrediting agency.
- Credits must have been earned within the past five years, and the student must have received a grade of B or higher.
- The Associate Dean of the Department of Graduate Nursing will determine the equivalency of courses and transfer credits on an individual basis **after the student has been accepted into the program**. Clinical courses, if considered for transfer credits, must contain the equivalent clinical experience/hours.

#### **Graduate Student Identification Policy**

The admissions process requires the submission of student identification. This government-issued form of identification will be used to verify identity throughout the program.

**Student Identification:** The Higher Education Act of 2008 requires validation that the person taking a course is the person receiving credit for the course. In order to comply with the Higher Education Act of 2008 the Graduate Nursing Department has instituted the following identification policy.

**Graduate Student Identification:** To ensure that participants in online instruction and clinical or practicum experiences are the persons receiving credit for completion of the DNP, MSN or Certificate program requirements, all students shall:



- Be required to submit, as part of the application process, verification of identification in the form of a:
  - Notarized copy of a valid passport (photo page with signature)
  - or**
  - Notarized copy of a valid government-issued photo identification
- Be required to produce the original official photo identification, a copy of which was submitted to the program, at certain times during their affiliation with the College. Examples include, but are not limited to, clinical experiences and scholarly project presentation.
- Be asked, at certain times during their affiliation with the College, to participate in student-professor phone conversations, conference calls or virtual face-to-face interaction through such software programs as Skype™, where faculty may verify student identity. These interactions contribute to ID verification.
- It should be noted that graduates who apply for national certifications are required to produce official forms of identification. Successful certification supports the assertion that the identified student has completed the program requirements.

### Academic Policies

- A 3.0 cumulative GPA is required throughout the program for retention.
- Auditing of courses is not permitted.
- Violation of the Professional Behavior Policy within a graduate course will automatically result in a course failure and may result in dismissal from the program.
- Students may repeat no more than 2 courses in the program. The course repeat policy allows a student to repeat one support or clinical practicum course and one capstone course. The following courses are considered capstone courses: NURS 598, NURS 599, NURS 660, NURS 670 and NURS 592. Each enrollment beyond the first week of course instruction is considered an attempt, whether the student completes all or part of the course requirements or officially or unofficially withdraws. A passing grade at the time of withdrawal, either officially or unofficially, is not considered a successful attempt of the course.
- Support Courses (non-clinical/practicum courses)
  - A student may receive only one grade of B- in a three (3) credit non-clinical/practicum graduate course. If the B- grade results in a GPA below 3.0, the student will be considered on academic probation. The student must bring the GPA to 3.0 or better in the next semester. Failure to do so will result in program dismissal.
  - A student receiving a second grade lower than a B must repeat that course (and that course may be attempted or repeated only once).
  - Failure to achieve a grade of B on the second attempt results in dismissal from the program.
- Practicum/Clinical Courses
  - Students must repeat the clinical course in which they do not achieve a grade of B or higher on the first attempt. The student shall be considered on academic probation until the course is repeated and a grade of B is achieved.
  - A passing grade in a clinical or practicum course requires that the student receives a satisfactory rating in the practice component as well as a satisfactory (B or higher) theory grade. An unsatisfactory rating in the practice component results in an automatic failure for the course.
  - Failure to achieve a grade of B and a satisfactory rating in the practice component of the course on the second attempt results in dismissal from the program.

- Incomplete Grade (INC) Policy
  - Students may request this designation if they have not completed course requirements are in good academic standing and experiencing circumstances beyond their control at the time of the request.
  - A student must enter into a formal contract with the course instructor, at least one week prior to the end of the semester.
  - The request must be made in writing by the Professor, using the form available in the Registrar's Office or for an online course by email.
  - The specific due date for completed coursework is specified on the contract. If the INC is not replaced with a formal grade by the date specified on the contract, the INC will automatically become an F.
  - A course with a grade of INC prohibits a student from registering for the next requisite course.
- Clinical/Practicum Policies
  - Clinical/Practicum Policies are found in the Felician College Department of Graduate Nursing Clinical/Practicum Packet which is specific to each program.
- Matriculation Policy
  - Degree requirements must be completed within a 5-year period from the date of admission, including the project work. Leaves-of-absence are included in a five year timeframe.

### **Grade Appeal Procedure**

Please refer to the procedure outlined on page 60 of this catalog.

### **Course Policies**

Policies identified below apply to in-class, fully online, hybrid and/or e-companion courses.

#### **The Student:**

In order for students to attend an online or hybrid course, they must have an email address, access to a computer and to the Internet, and have basic computer literacy skills in using email (such as sending and receiving attachments), and conducting Internet searches. Moreover, students must possess excellent written communication skills, and be motivated to succeed in a traditional and nontraditional learning environment through active participation. Students can access an online, hybrid or e-companion courses at any time. It should be noted that an investment of at least twenty hours per week is necessary to stay current in a fully online course. Online time requirements are identified within the specific hybrid or e-companion course.

#### **The Faculty:**

All courses are taught by Felician College faculty experienced in traditional and online teaching/learning. The professor acts as a mentor in the course, facilitating the discovery of learning and creating an atmosphere of reflection, collaboration and interaction.

#### **The Curriculum:**

Traditional in-class, fully online and hybrid course content is organized in modules with specific deadlines for assignments. The online curriculum is designed to provide maximum dialogue among the participants and the faculty.

#### Course Orientation:

All students taking fully online or hybrid courses must complete the e-College Student Orientation Tutorial prior to the start of each course.

#### Participation and Attendance:

Participation and attendance are measured either in class or online by meeting assignment deadlines, actively participating in class discussions with meaningful comments, questions, ideas, and collaboration with in-class and/or online colleagues in course projects. As internet access is worldwide, travel for work or pleasure, does not inhibit meeting deadlines nor constitute a justification for requesting special consideration. If illness, an emergency, or some other serious situation prevents a student from any of the stated activities, the professor must be notified immediately by voice mail or email.

#### Student Support:

Students requiring assistance with the mechanics of the online or hybrid course such as technical requirements, navigation, emailing, and file attachment, to name a few, should consult the help function on the e-College page and/or return to the e-College tutorial. Those unable to resolve problems through these means should contact the e-College Help Desk via email or phone (303-873-0005). Students requiring assistance with course content should contact the professor.

#### Tuition Refund Policy:

Withdrawal requires submission of a withdrawal request in person (on-site courses) or via email (on-site or online courses). Please refer to the *Withdrawal Refund Policy* in this catalog for specifics.

#### Professional Conduct:

As a Catholic Franciscan College, Felician 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, and rude or in any way offensive and will result in a student being denied further access to the course. For all online interactions, students are expected to follow the rules of netiquette.

#### Withdrawal:

Students may withdraw from a twelve-week course up to the end of week eight. Students may withdraw from an eight-week course up to the end of week six. Students may withdraw from a seven-week course up to the end of week five. The professor must be notified in person (on-site courses) or via email (on-site or online courses). Drop forms, withdrawal forms, and leave of absence forms must be obtained by visiting or calling the Registrar's Office at 201-559-6038. If this procedure is not followed, the student will receive a grade of "F".

#### Deadlines:

Regarding both in-class and online assignments, odd things happen in cyberspace - computers crash, emails get lost, servers disconnect temporarily, and logins fail. Students should not wait until the last minute to complete their work. Allow time to meet deadlines. Students, in the event of computer failure, should obtain backup computer access through friends, neighbors, work, the Library, or an Internet cafe. Students are responsible for getting the online and in-class work to the professor on time.

#### General Email:

A Felician College email account is provided to all students at the beginning of coursework. All College-related correspondence is conducted through the Felician College email system. When sending an email, a student should fully identify himself/herself by name and class. Email attachments should be accompanied by a description and the requested action. Students should promptly respond to all faculty communications.

#### Advisement

Graduate students are assigned an advisor at the time of the initial registration. Your advisor is a key resource who will function as your coach and mentor throughout the graduate program. Please reach out to your advisor if you have questions about the DNP, MSN, or Certificate program including registration, program progression, leave of absence request, and change in specialty track. Your advisor is also available to provide guidance and support if you are experiencing difficulty in the program.

#### Health Clearance

Immediately upon admission to the Degree or Certificate Program students must begin the health clearance process. Please refer to the **Student Health Policies** in the Felician College Student Handbook. Health clearance may require multiple step immunizations and titers which take several weeks to months to complete. Please contact the Wellness Center at 201-559-3559 for more information. **Students will not be allowed to register for clinical/practicum courses until all obligations of the health clearance are fully satisfied.** Inability to register for clinical/practicum courses will delay program progression.

#### Bridge Curriculum Plan

Course descriptions may be found in the Undergraduate Catalog. The sequence in which courses are offered is subject to change. Courses may be offered once per academic year. Failure to follow course sequencing may delay program progression. Theoretical content may be delivered via Computer Mediated Instruction using either online or hybrid format.

#### Doctor of Nursing Practice Curriculum Plan

The sequence in which courses are offered is subject to change. Courses may be offered in a specific sequence, based on prerequisites. Courses may be offered once per academic year. Failure to follow course sequencing may delay program progression. Theoretical content is delivered via Computer Mediated Instruction using online or format. On-campus residencies and practicum learning experiences are conducted face-to-face and are in addition to online instruction. The student is responsible for identifying a practicum site location and preceptor which must be approved prior to enrolling in practicum courses. Failure to do so will delay progression.

**Doctor of Nursing Practice Curriculum Plan\***  
**Online Delivery with Two On-Campus Residencies**  
**40 Credits**

<b>Session</b>	<b>Course</b>	<b>Credits</b>
Session #1 12 weeks	NURS 600 Scientific Underpinnings of Practice NURS 700 Introduction to the DNP Role (Plus Residency)	3 2
Session #2 12 weeks	CS 720 Advanced Topics in Informatics NURS 520 Advocacy: Practice in Global, Political, and Social Systems	3 3
Session #3 12 weeks	MTH 710 Applied Biostatistics NURS 715 Business and Financial Concepts for the DNP Professional	3 3
Session #4 12 weeks	NURS 730 Impacting Healthcare Outcomes  NURS 741 Clinical Prevention and Health Promotion Through Education <i>or</i> NURS 751 Advanced Leadership and Communication Strategies for Healthcare Executives	3  3
Session #5 12 weeks	NURS 800 Knowledge Integration: Evidence Appraisal for Practice	3 150 project hours
Session #6 12 weeks	NURS 740 Contemporary Topics for Advanced Nursing Practice <i>or</i> NURS 750 Contemporary Topics for Healthcare Executives	3
Session #7 12 weeks	NURS 801 Knowledge Application: Change Initiative	6 250 project hours
Session #8 12 weeks	NURS 802 Knowledge Dissemination  NURS 803 Transition to the DNP Role (Plus Residency)	3 100 project hours 2

\* The sequence in which courses are offered is subject to change. Courses may be offered in a specific sequence, based on prerequisites. Courses may be offered once per academic year. Failure to follow course sequencing may delay program progression. Theoretical content is delivered via Computer Mediated Instruction using either online or hybrid format. Project work, in part, is conducted face-to-face in the practice setting in addition to online instruction. The student is responsible for identifying a practice site location and mentor for the completion of the DNP Change Project. Failure to do so will delay progression.

### **Master of Science in Nursing Curriculum Plans**

The sequence in which courses are offered is subject to change. Courses may be offered in a specific sequence, based on prerequisites. Courses may be offered once per academic year. Failure to follow course sequencing may delay program progression. Theoretical content is delivered via Computer Mediated Instruction using either online or hybrid format. Clinical and Practicum learning experiences are conducted face-to-face in the clinical or practicum site and are in addition to online instruction. The student is responsible for identifying a clinical or practicum site location and precep-

tor which must be approved prior to enrolling in clinical or practicum courses. Failure to do so will delay progression.

**Master of Science in Nursing  
Advanced Practice Nurse Curriculum Plan\*  
Adult-Gerontology Nurse Practitioner: 43 Credits  
Family Nurse Practitioner: 46 Credits**

Semester	Courses	Credits
Trimester #1 12 weeks	NURS 520 Advocacy: Practice in the Global, Political, and Social Systems	3
Trimester #2 12 weeks	NURS 550 Ethics, Human Diversity, and Social Systems NURS 600 Scientific Underpinnings of Practice	3 3
Trimester #3 12 weeks	NURS 510 Nursing Research- Application, Utilization, and Evaluation HSCI 500 Foundations of Epidemiology	3 3
Trimester #4 12 weeks	NURS 505 Advanced Clinical Pathophysiology	3
Trimester #5 12 weeks	NURS 530 Advanced Health Assessment NURS 540 Advanced Pharmacology/ Prescriptive Practice	3 (60 Clinical Hours) 3
Trimester #6 12 weeks	NURS 560 Primary Health Care I	4 (120 Clinical Hours)

Trimester #7 12 weeks	NURS 570 Primary Health Care II (FNP) <u>or</u> NURS 571 Primary Health Care II (AGNP)	6 (180 Clinical Hours) <u>or</u> 5 (120 Clinical Hours)
Trimester #8 12 weeks	NURS 580 Primary Health Care III (FNP) <u>or</u> NURS 581 Primary Health Care III (AGNP) <u>and</u> NURS 598 Scholarly Project I	6 (180 Clinical Hours) <u>or</u> 5 (120 Clinical Hours) <u>and</u> 0
Trimester #9 12 weeks	NURS 590 Primary Health Care IV (FNP) <u>or</u> NURS 591 Primary Health Care IV (AGNP) <u>and</u> NURS 599 Scholarly Project II	6 (240 Clinical Hours) <u>or</u> 5 (180 Clinical Hours) <u>and</u> 0

\* The sequence in which courses are offered is subject to change. Courses may be offered in a specific sequence, based on prerequisites. Courses may be offered once per academic year. Failure to follow course sequencing may delay program progression. Theoretical content is delivered via Computer Mediated Instruction using either online or hybrid format. Clinical and Practicum learning experiences are conducted face-to-face in the clinical or practicum site and are in addition to online instruction. The student is responsible for identifying a clinical or practicum site location and preceptor which must be approved prior to enrolling in clinical or practicum courses. Failure to do so will delay progression.

**Master of Science in Nursing – Education Curriculum Plan\***  
**Two Year Sequence, Hybrid Delivery**  
**42 credits**

Session	Course	Credits
Session #1 8 weeks	NURS 600 Scientific Underpinnings of Practice	3
Session #2 8 weeks	NURS 505 Advanced Clinical Pathophysiology	3
Session #3 8 weeks	NURS 520 Advocacy: Practice in the Global, Political and Social Systems	3
Session #4 8 weeks	NURS 540 Advanced Pharmacology/ Prescriptive Practice	3
Session #5 8 weeks	BUS 501 Advanced Business Dimensions of Health Care	3
Session #6 10 weeks	NURS 530 Advanced Health Assessment	3 60 clinical hours
Session #7 8 weeks	NURS 510 Nursing Research : Application, Utilization, and Evaluation	3
Session #8 8 weeks	NURS 550 Ethics, Human Diversity and Social Systems	3
Session #9 8 weeks	NURS 575 Evaluation Methods in Nursing Education	3
Session #10 8 weeks	NURS 555 Academic Enterprise: Effective Innovative Instruction	4
Session #11 8 weeks	NURS 565 Curriculum Design and Evaluation in Nursing Education	3
Session #12 8 weeks	NURS 592 Nurse Educator I: Combining Clinical Expertise and Educational Design	4
Session #13 8 weeks	NURS 593 Nurse Educator II: Role Practicum and Seminar: Capstone Course	4 60 practicum hours

\* The sequence in which courses are offered is subject to change. Courses may be offered in a specific sequence, based on prerequisites. Courses may be offered once per academic year. Failure to follow course sequencing may delay program progression. Theoretical content is delivered via Computer Mediated Instruction using either online or hybrid format. Clinical and Practicum learning experiences are conducted face-to-face in the clinical or practicum site and are in addition to online instruction. The student is responsible for identifying a clinical or practicum site location and preceptor which must be approved prior to enrolling in clinical or practicum courses. Failure to do so will delay progression.

**Master of Science in Nursing – Executive Leadership Curriculum Plan**  
**Two Year Sequence, Hybrid Delivery**  
**36 Credits / 500 Academically Supervised Hours \*\***

Session	Course	Credits
Session #1 8 weeks	NURS 600 Scientific Underpinnings of Practice	3
Session #2 8 weeks	NURS 610 Principles of Administration and Leadership	3 60 hours
Session #3 8 weeks	NURS 520 Advocacy: Practice in the Global Political and Social Systems	3
Session #4 8 weeks	NURS 510 Nursing Research – Application, Utilization, and Evaluation	3
Session #5 8 weeks	NURS 650 Strategic Planning and Project Management	3 60 hours
Session #6 8 weeks	CS 630 Information Systems/Technology and Management of Data	3 10 hours (HIPAA)
Session #7 8 weeks	BUS 501 Advanced Business Dimensions of Health Care	3
	Immersion Experience	10 hours
Session #8 8 weeks	NURS 620 Critique of Quality and Safety Practices	3 60 hours
Session #9 8 weeks	NURS 550 Ethics, Human Diversity, and Social Issues	3
Session #10 8 weeks	NURS 640 Regulatory and Risk Management Issues in Healthcare	3 60 hours
Session #11 8 weeks	NURS 660 Executive Field Placement I: Professional Role Development Project	3 90 hours
Session #12 8 weeks	NURS 670 Executive Field Placement II: Change Project	3 90 hours

\*The sequence in which courses are offered is subject to change. Courses may be offered in a specific sequence, based on prerequisites. Courses may be offered once per academic year. Failure to follow course sequencing may delay program progression. Theoretical content is delivered via Computer Mediated Instruction using either online or hybrid format. Clinical and Practicum learning experiences are conducted face-to-face in the clinical or practicum site and are in addition to online instruction. The student is responsible for identifying a clinical or practicum site location and preceptor which must be approved prior to enrolling in clinical or practicum courses. Failure to do so will delay progression.

\*\* Includes hours designated in coursework above plus 25 academically supervised hours for IRB application process and 35 academically supervised hours for development of PICOT and review of the literature.

### POST MASTER'S CERTIFICATE PROGRAM

#### Admission Requirements

- A completed application.
- A Master of Science in Nursing degree from a program accredited by a national accrediting agency.
- 3.0 or higher GPA.



- Licensure as a registered professional nurse in New Jersey. The licensee cannot have any pending disciplinary action against their nursing license from any Board of Nursing.
- Submission of two professional and/or academic references from persons qualified to judge applicant's ability to succeed in graduate study.
- Submission of all official academic transcripts.
- International academic credentials are reviewed by an international accrediting agency (World Education Services) on an individual basis.
- A minimum score of 79 on the Internet-based TOEFL or 550 on the paper-based TOEFL is required of graduates of non- English speaking countries.
- Criminal history background check(s) or other requirements mandated by the practicum site.
- Requirements specific to the program track.

**Advanced Practice Certificate Admission Requirements:**

- A practicing professional nurse for a minimum of one year and currently employed in professional nursing practice.
- Successful completion of undergraduate or graduate courses in statistics, pathophysiology and health assessment and a graduate course in nursing research and epidemiology.
- A notarized copy of the photo page of a government-issued identification such as passport or driver's license.
- Identified clinical placement site location and preceptor for clinical experience. For students outside of New Jersey, some states require program approval, (permission to operate) for students to engage in clinical practice in hospitals and private practice settings within that state. Students are encouraged to check with the Program Associate Dean to identify specific state requirements prior to enrolling in the program.

**Education Certificate Admission Requirements:**

- Successful completion of an undergraduate or graduate course in statistics, and a graduate course in nursing research, pathophysiology and health assessment.

**Executive Leadership Certificate Admission Requirements:**

- Successful completion of an undergraduate or graduate courses in statistics and a graduate course in nursing research.

**Post Master's Certificate Curriculum Plans**

The sequence in which courses are offered is subject to change. Courses may be offered in a specific sequence, based on prerequisites. Courses may be offered once per academic year. Failure to follow course sequencing may delay program progression. Theoretical content is delivered via Computer Mediated Instruction using either online or hybrid format. Clinical and Practicum learning experiences are conducted face-to-face in the clinical or practicum site and are in addition to online instruction. The student is responsible for identifying a clinical or practicum site location and preceptor which must be approved prior to enrolling in clinical or practicum courses. Failure to do so will delay progression.

## **Adult-Gerontology or Family Nurse Practitioner**

The Post Master's Certificate curriculum is fully online and prepares nurses with a Master's Degree in Nursing for primary care practice as a Family or Adult-Gerontology Nurse Practitioner. The Post Master's Family Nurse Practitioner program consists of thirty-one credits, a minimum of twelve credits taken at Felician College, on-campus residencies, and 780 hours of clinical practice. The Post Master's Adult-Gerontology Nurse Practitioner program consists of twenty-eight credits, a minimum of ten credits taken at Felician College, on-campus residencies, and 600 hours of clinical practice. A Post Master's Certificate is awarded after successful completion of the program. Participants who successfully complete the program are eligible to apply for the national certification exam from the American Nurses' Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP).

### **Program Requirements**

#### **Adult-Gerontology Nurse Practitioner (AGNP)**

The program requirements can be met in the following ways:

- Complete: 28 credits at Felician College and 600 hours of clinical practice.
- Transfer credits from another Nurse Practitioner Program accredited by a national accrediting agency. Credits must have been earned within the past five years, and the student must have received a grade of B or higher. The Associate Dean of the Department of Graduate Nursing will determine the equivalency of courses and transfer credits on an individual basis after the student has been accepted into the program. Clinical courses, if considered for transfer credits, must contain the equivalent clinical experience/hours. A minimum of 10 credits must be completed at Felician College. Clinical hours must total 600.

Course Requirements (AGNP = 28 credits):

- NURS 505 Advanced Clinical Pathophysiology
- NURS 530 Advanced Health Assessment (60 clinical hours)
- NURS 540 Pharmacology/Prescriptive Practice
- NURS 560 Primary Health Care I (120 clinical hours)
- *Plus* Primary Health Care II (120 clinical hours), III (120 clinical hours), IV (180 clinical hours)

#### **Family Nurse Practitioner (FNP)**

The program requirements can be met in the following ways:

- Complete: 31 credits at Felician College and 780 clinical hours.
- Transfer credits from another Nurse Practitioner Program accredited by a national accrediting agency. Credits must have been earned within the past five years, and the student must have received a grade of B or higher. The Associate Dean of the Department of Graduate Nursing will determine the equivalency of courses and transfer credits on an individual basis after the student has been accepted into the program. Clinical courses, if considered for transfer credits, must contain the equivalent clinical experience/hours. A minimum of 12 credits must be completed at Felician College. Clinical hours must total 780.

Course Requirements (FNP = 31 credits):

- NURS 505 Advanced Clinical Pathophysiology
- NURS 530 Advanced Health Assessment (60 clinical hours)
- NURS 540 Pharmacology/Prescriptive Practice

- NURS 560 Primary Health Care I (120 clinical hours)
- *Plus* Primary Health Care II (180 clinical hours), III (180 clinical hours), IV (240 clinical hours)

**Academic Policies**

The Post Master's Certificate in Adult-Gerontology or Family Nurse Practitioner academic policies are identical to the MSN Degree Program.

**Course Policies**

The Post Master's Certificate in Adult-Gerontology or Family Nurse Practitioner course policies are identical to the MSN Degree Program.

**Post Master's Certificate in Adult-Gerontology or Family Nurse Practitioner Curriculum Plan\***  
**eLearning Delivery**  
**Adult-Gerontology: 28 Credits**  
**FNP: 31 Credits**

<b>Semester</b>	<b>Courses</b>	<b>Credits</b>
Trimester #1 12 weeks	NURS 505 Advanced Clinical Pathophysiology	3
Trimester #2 12 weeks	NURS 530 Advanced Health Assessment NURS 540 Advanced Pharmacology/ Prescriptive Practice	3 (60 Clinical Hours) 3
Trimester #3 12 weeks	NURS 560 Primary Health Care I	4 (120 Clinical Hours)
Trimester #4 12 weeks	NURS 570 Primary Health Care II (FNP) <u>or</u> NURS 571 Primary Health Care II (AGNP)	6 (180 Clinical Hours) <u>or</u> 5 (120 Clinical Hours)
Trimester #5 12 weeks	NURS 580 Primary Health Care III (FNP) <u>or</u> NURS 581 Primary Health Care III (AGNP)	6 (180 Clinical Hours) <u>or</u> 5 (120 Clinical Hours)
Trimester #6 12 weeks	NURS 590 Primary Health Care IV (FNP) <u>or</u> NURS 591 Primary Health Care IV (AGNP)	6 (240 Clinical Hours) <u>or</u> 5 (180 Clinical Hours)

\* The sequence in which courses are offered is subject to change. Courses may be offered in a specific sequence, based on prerequisites. Courses may be offered once per academic year. Failure to follow course sequencing may delay program progression. Theoretical content is delivered via Computer Mediated Instruction using either online or hybrid format. Clinical and Practicum learning experiences are conducted face-to-face in the clinical or practicum site and are in addition to online instruction. The student is responsible for identifying a clinical or practicum site location and preceptor which must be approved prior to enrolling in clinical or practicum courses. Failure to do so will delay progression.

## Education

- A Post Master's Certificate in Education is for RNs with a MSN degree who want to advance their career through the specialty role of the nurse educator. Coursework required for the certificate prepares nurses with an MSN to assume roles as
  - Faculty within institutions of higher education.
  - Educators and entrepreneurs in the continuing education arena to support nurses' professional development.
  - Staff development educators to improve professional development in the work environment, through organized orientation programs, various educational programs, continuing education opportunities, and opportunities for collaborative research with institutions of higher education.
  - Leaders and coordinators in the development, implementation and evaluation of patient, family and community education programs which promote and restore health and prevent disease.

## Program Requirements

### Education

The program requirements can be met in the following ways:

- Complete: 24 credits at Felician College
- Transfer credits from another graduate program accredited by a national accrediting agency. Credits must have been earned within the past five years, and the student must have received a grade of B or higher. The Associate Dean of the Department of Graduate Nursing will determine the equivalency of courses and transfer credits on an individual basis after the student has been accepted into the program. A minimum of 12 credits must be completed at Felician College.

Course Requirements (Education = 24 credits):

- NURS 550 Ethics, Human Diversity, and Social Issues
- NURS 555 Academic Enterprise: Effective Innovative Instruction
- NURS 565 Curriculum Design and Evaluation in Nursing Education
- NURS 575 Evaluation Methods in Nursing Education
- NURS 592 Nurse Educator I: Combining Clinical Expertise and Educational Design
- NURS 593 Nurse Educator II: Role Practicum and Seminar
- NURS 600 Scientific Underpinnings of Practice

### Academic Policies

The Post Master's Certificate in Nursing Education academic policies are identical to the MSN Degree Program.

### Course Policies

The Post Master's Certificate in Nursing Education course policies are identical to the MSN Degree Program

**Post Master's Certificate in Nursing Education Curriculum Plan\***  
**Hybrid Delivery**  
**24 Credits**

Session	Course	Credits
Session #1 6 weeks	NURS 600 Scientific Underpinnings of Practice	3
Session #2 8 weeks	NURS 550 Ethics Human Diversity and Social Issues	3
Session #3 8 weeks	NURS 575 Evaluation Methods in Nursing Education	3
Session #4 8 weeks	NURS 555 Academic Enterprise: Effective Innovative Instruction	4
Session #5 8 weeks	NURS 565 Curriculum Design and Evaluation in Nursing Education	3
Session #6 8 weeks	NURS 592 Nurse Educator I: Combining Clinical Expertise and Educational Design	4
Session #7 8 weeks	NURS 593 Nurse Educator II: Role Practicum and Seminar: Capstone Course	4 60 practicum hours

\* The sequence in which courses are offered is subject to change. Courses may be offered in a specific sequence, based on prerequisites. Courses may be offered once per academic year. Failure to follow course sequencing may delay program progression. Theoretical content is delivered via Computer Mediated Instruction using either online or hybrid format. Clinical and Practicum learning experiences are conducted face-to-face in the clinical or practicum site and are in addition to online instruction. The student is responsible for identifying a clinical or practicum site location and preceptor which must be approved prior to enrolling in clinical or practicum courses. Failure to do so will delay progression.

### **Academic Policies**

The Post Master's Certificate in Education academic policies are identical to the MSN Degree Program.

### **Course Policies**

The Post Master's Certificate in Education course policies are identical to the MSN Degree Program.

### **Executive Leadership**

This Post Master's Certificate in Nursing Executive Leadership is designed to highlight the skills, competencies and knowledge needed for nurses to function at an executive level position within health care organizations. The Certificate program emphasis is on development of advanced leadership skills. The curriculum focuses on transformational leadership skills and competencies, fiscal leadership, data management, crisis management, project management and accreditation processes. In addition, nurses who complete the certificate program will have the background to champion an organization through the Magnet recognition process. Magnet recognition is a rigorous application and review process conducted by the American Nurses Credentialing Center to identify healthcare organizations that value nursing. Achievement of Magnet status signifies that the organization delivers quality nursing care.

Upon completion of the 24 credit Certificate program, the certificate holder will have the requisite knowledge to take the certification examinations in this area offered by the American Nurses Credentialing Center and the American Organization of Nurse Executives.

### **Program Requirements – Executive Leadership**

The program requirements can be met in the following ways:

- Complete: 24 credits at Felician College
- Transfer credits from another graduate program accredited by a national accrediting agency. Credits must have been earned within the past five years, and the student must have received a grade of B or higher. The Associate Dean of the Department of Graduate Nursing will determine the equivalency of courses and transfer credits on an individual basis after the student has been accepted into the program. A minimum of 12 credits must be completed at Felician College.
- Credit bearing academic course work may be accepted with the approval of the Associate Dean of the Graduate program.

Course Requirements (Executive Leadership = 24 credits):

- NURS 600 Scientific Underpinnings of Practice
- NURS 610 Principles of Administration and Leadership
- NURS 620 Critique of Quality and Safety Practices
- NURS/CS 630 Information Systems/Technology and Management of Data
- NURS 640 Regulatory and Risk management Issues in Healthcare
- NURS 650 Strategic Planning and Project Management
- NURS 660 Executive Field Placement I: Professional Role Development Project
- NURS 670 Executive Field Placement II: Change Project

### **Academic Policies**

The Post Master's Certificate in Nursing Executive Leadership academic policies are identical to the MSN Degree Program.

### **Course Policies**

The Post Master's Certificate in Nursing Executive Leadership course policies are identical to the MSN Degree Program.

**Post Master's Certificate in Nursing Executive Leadership Curriculum Plan\***  
**Hybrid Delivery**  
**24 Credits / 500 Academically Supervised Hours\*\***

Session	Course	Credits
Session #1 8 weeks	NURS 600 Scientific Underpinnings of Practice	3
Session #2 8 weeks	NURS 610 Principles of Administration and Leadership	3 60 hours
Session #3 8 weeks	NURS 650 Strategic Planning and Project Management	3 60 hours
Session #4 8 weeks	CS 630 Information Systems/Technology and Management of Data	3 10 hours (HIPAA)
	Immersion Experience	10 hours
Session #5 8 weeks	NURS 620 Critique of Quality and Safety Practices	3 60 hours
Session #6 8 weeks	NURS 640 Regulatory and Risk management Issues in Healthcare	3 60 hours
Session #7 8 weeks	NURS 660 Executive Field Placement I: Professional Role Development Project	3 90 hours
Session #8 8 weeks	NURS 670 Executive Field Placement II: Change Project	3 90 hours

\* The sequence in which courses are offered is subject to change. Courses may be offered in a specific sequence, based on prerequisites. Courses may be offered once per academic year. Failure to follow course sequencing may delay program progression. Theoretical content is delivered via Computer Mediated Instruction using either online or hybrid format. Clinical and Practicum learning experiences are conducted face-to-face in the clinical or practicum site and are in addition to online instruction. The student is responsible for identifying a clinical or practicum site location and preceptor which must be approved prior to enrolling in clinical or practicum courses. Failure to do so will delay progression.

\*\* Includes hours designated in coursework above plus 25 academically supervised hours for IRB application process and 35 academically supervised hours for development of PICOT and review of the literature.



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## Course Descriptions: Graduate Nursing Programs

### **NURS 505**

#### **Advanced Clinical Pathophysiology**

##### **3 credits**

This course is an in-depth study of physiological principles and common pathologies. Clinical situations will be analyzed and discussed in order that the student may understand the etiology of health deviations and the rationale for their management. Development and implementation of appropriate treatment plan is discussed.

*Prerequisite:* Undergraduate course in pathophysiology.

### **NURS 510**

#### **Nursing Research: Application, Utilization and Evaluation**

##### **3 Credits**

This course builds upon students' knowledge of the research process and critical appraisal skills. The course focuses on the development of a PICOT question that is foundational to the process of searching for scientific evidence and critically analyzing the literature. Through the integration of informatics, the student conducts a rigorous critique of databases to generate meaningful evidence, exploring organizational science to evaluate innovations in health care for the purpose of initiating change and improving nursing practice. Emphasis is placed on the critical evaluation of research and the identification and solution of problems through scientific inquiry. The Project-Based competency for this course is to synthesize and critically analyze evidence for practice to determine appropriate application of interventions across diverse populations and healthcare systems.

*Prerequisite:* Undergraduate courses in nursing research and statistics

### **NURS 520**

#### **Advocacy: Practice in Global, Political and Social Systems**

##### **3 credits**

Students are introduced to population and evidence based practice frameworks through the examination of political, demographic, epidemiological, economic, behavioral, social, cultural and environmental aspects impacting health. Global public health issues affecting vulnerable populations including women, children, families and the elderly are explored within the human rights context. National initiatives, including Healthy People 2020, are discussed. The role of licensing and accreditation bodies is examined. Coursework focuses on identifying solutions to address the prevention of disparities and lack of access to health care in the US and the international communities.

### **NURS 530**

#### **Advanced Health Assessment**

##### **3 credits**

##### **60 clinical hours**

The focus of this foundation clinical course in the advanced nursing program is the development of skills required for advanced health assessment. The content of this course focuses on the comprehensive history, physical and psychological assessment of clients across the lifespan. The clinical practicum provides an opportunity to integrate theoretical knowledge with clinical practice in the systematic performance of complete and focused health assessments. Differentiation of normal developmental variations and pathophysiologic changes are emphasized incorporating advanced clinical reasoning and critical thinking within the scope of advanced practice nursing.

*Prerequisite:* A recent undergraduate course in health assessment.

*Prerequisite or Corequisite:* NURS 505

### **NURS 540**

#### **Pharmacology/Prescriptive Practice**

##### **3 credits**

This course focuses on the pharmacological principles of therapeutic drugs prescribed in primary health care practice. Emphasis is

placed on the synthesis and application of evidence-based prescribing guidelines for the prevention and management of common acute and chronic illnesses in diverse populations in clients across the lifespan. Legal and regulatory aspects of prescriptive practice are discussed.

*Prerequisite:* Undergraduate course in pharmacology.

### **NURS 550**

#### **Ethics, Human Diversity, and Social Issues**

##### **3 credits**

Content focuses on an understanding and appreciation of Franciscan values, ethics and human diversity in health and illness. Subcultural influences on human behavior, including ethnic, race, gender and age will be explored. Discussions of organizational ethical issues in health care as they affect aggregate communities, society and the health professions will be explored. This course focuses on the development and evaluation of effective strategies for managing the ethical and social dilemmas inherent in education, patient care, the health care organization and research.

### **NURS 555**

#### **Academic Enterprise: Effective Innovative Instruction**

##### **4 credits**

This course embarks on an exploration of various learning theories including behaviorism, constructivism and humanism, multimedia and cognitive load. The student is introduced to various learning styles and domains. Traditional and innovative instructional methods, designed to capture the interest and curiosity of the learner, are presented. Historical educational practices are balanced with generational strategies. Legal parameters specific to academic settings will be explored. A wide variety of learning activities are addressed including self-directed learning, computer assisted instruction, e-learning, simulation and interactive case scenarios, gaming, storytelling, role-playing, return demonstration, service learning

and others. Effective classroom, clinical, community and entrepreneurial education are studied.

### **NURS 560**

#### **Primary Health Care I: Health Promotion Across The Lifespan**

##### **4 credits**

##### **120 clinical hours**

This is the first of four primary health care courses in the advanced practice program. This theoretical and clinical practicum utilizes the concepts inherent in Healthy People 2020 within a self-care framework in the assessment and management of essentially healthy families encountered in primary care. Emphasis is placed on the development of client centered, culturally appropriate delivery of health promotion, illness prevention and risk reduction interventions across the life span. The clinical practicum provides opportunities to integrate theoretical principles, knowledge of health literacy, communication concepts and research in the design and delivery of evidence-based education, health promotion and illness prevention strategies across the lifespan.

*Prerequisites or Corequisites:* NURS 530, NURS 505

### **NURS 565**

#### **Curriculum Design and Evaluation in Nursing Education**

##### **3 credits**

This course focuses on the varied elements of the curriculum development and evaluation process in higher education. Course development and evaluation of higher education, clinical orientation and continuing education programs is explored. Content exposes students to mission and philosophy development, program design, curricular frameworks, course design and outcome and competency identification. Formal measures for assessment of student learning and performance, teaching effectiveness, and the educational process environment are examined. The accreditation process is addressed.

**NURS 570****Primary Health Care II – Family Nurse Practitioner****6 credits****180 clinical hours**

This course is a theoretical and clinical practicum focusing on the assessment, diagnosis and management of common acute and chronic conditions of the family (infant through older adult and frail elderly). It incorporates the study of epidemiology, pathophysiology, symptom complex and evidence based treatment modalities as it relates to health deviation. The clinical experience focuses on health care management incorporating advanced health assessment skills, diagnostic reasoning, diagnoses determination, treatment planning, patient education and anticipatory guidance/health promotion strategies.

*Prerequisite:* NURS 560

**NURS 571****Primary Health Care II – Adult-Gerontology Nurse Practitioner****5 credits****120 clinical hours**

This course is a theoretical and clinical practicum focusing on the assessment, diagnosis and management of common acute and chronic conditions of the adult population (adolescent through older adult and frail elderly). It incorporates the study of epidemiology, pathophysiology, symptom complex and evidence based treatment modalities as it relates to health deviation. The clinical experience focuses on health care management incorporating advanced health assessment skills, diagnostic reasoning, diagnoses determination, treatment planning, patient education and anticipatory guidance/health promotion strategies.

*Prerequisite:* NURS 560

**NURS 575****Evaluation Methods in Nursing Education****3 credits**

This essence of this course is the role of learner assessment and learning outcomes in nursing education. The content covers assessment and evaluation strategies utilized by nurse educators, including creating a test blueprint, effective test construction - multiple choice test items, constructed-response format and essay – and interpretation of results, laboratory and clinical evaluation methods and critical thinking assessment. Essential constructs of validity and reliability are explored. The substance connects the instructional objective with the appropriate evaluation instruments to measure learning outcomes.

**NURS 580****Primary Health Care III – Family Nurse Practitioner****6 credits****180 clinical hours**

This course is a theoretical and clinical practicum course which continues the primary health care sequence focusing on the assessment, diagnosis and management of common acute and chronic conditions of the family (infant through older adult and frail elderly). In addition, specific women's health issues are addressed. It incorporates the study of epidemiology, pathophysiology, symptom complex and evidence based treatment modalities as it relates to health deviation. The clinical experience focuses on health care management incorporating advanced health assessment skills, diagnostic reasoning, diagnoses determination, treatment planning, patient education and anticipatory guidance/health promotion strategies.

*Prerequisites:* NURS 560, NURS 570

**NURS 581****Primary Health Care III- Adult-Gerontology Nurse Practitioner****5 credits****120 clinical hours**

This course is a theoretical and clinical practicum which continues the primary health care sequence focusing on the assessment, diagnosis and management of common acute and chronic conditions of the adult population (adolescent through older adult and frail elderly). In addition, specific women's health issues are addressed. It incorporates the study of epidemiology, pathophysiology, symptom complex and evidence based treatment modalities as it relates to health deviation. The clinical experience focuses on health care management incorporating advanced health assessment skills, diagnostic reasoning, diagnoses determination, treatment planning, patient education and anticipatory guidance/health promotion strategies.

*Prerequisites:* NURS 560, NURS 571

**NURS 590****Primary Health Care IV: Role Practicum in Primary Care –Family Nurse Practitioner****6 credits****240 clinical hours**

In this final course in the clinical sequence the theoretical content of assessment, diagnosis and management of common acute and chronic conditions of the individual/family is completed. Psychiatric mental health conditions and end of life issues are specifically addressed. The course also addresses the comprehensive role of the family nurse practitioner as the provider of direct health care services, as leader of the inter-professional team, and as advocate on behalf of the population and profession. Transition to NP role in ensuring quality care through consultation, collaboration, continuing education, certification and evaluation is emphasized. The clinical experience concentrates on implementing the comprehensive role of the nurse practitioner in health care management to ensure the qual-

ity and safety of health care practice in primary care of clients across the lifespan.

*Prerequisites:* NURS 560, NURS 570, NURS 580

**NURS 591****Primary Health Care IV: Role Practicum in Primary Care - Adult-Gerontology Nurse Practitioner****5 credits****180 clinical hours**

In this final course in the primary healthcare clinical sequence the theoretical content of assessment, diagnosis and management of common acute and chronic conditions of the adult population is completed. Psychiatric mental health conditions and end of life issues are specifically addressed. The course also addresses the comprehensive role of the adult-gerontology nurse practitioner as the provider of direct health care services, as leader of the inter-professional team, and as advocate on behalf of the population and profession. Transition to the nurse practitioner role in ensuring quality care through consultation, collaboration, continuing education, certification and evaluation is emphasized. The clinical experience concentrates on implementing the comprehensive role of the nurse practitioner in healthcare management to ensure the quality and safety of advanced practice in primary care of clients from adolescence through frail elderly.

*Prerequisites:* NURS 560, NURS 571, NURS 581

**NURS 592****Nurse Educator I: Combining Clinical Expertise and Educational Design****4 credits**

The course focuses on advancing clinical knowledge and expertise through an independently driven scholarly project. The focus of the course is the development of an educational proposal, based on a specified clinical area of interest, for use in academic, clinical or community settings. Emphasis is placed on designing an appropriate educational presenta-

tion, using audiovisual aids, PowerPoint and other suitable technologies, and the creation of handouts and marketing materials. The scholarly project content is based on epidemiological and public health principles and contributes to the health promotion, illness prevention, risk reduction strategies or restorative care of diverse populations.

*Prerequisites:* NURS 555, NURS 565, NURS 575, NURS 585

### **NURS 593**

#### **Nurse Educator II: Role Practicum and Seminar: Capstone Course**

**4 credits**

#### **60 practicum hours**

This course focuses on practical immersion into the role of the nurse educator in an educational or health care setting. Placement in mentored positions, functioning alongside experienced research or clinical faculty, allows students to assimilate the nurse educator role through didactic and clinical teaching, committee work and evaluation. Seminar meetings address the student's assimilation into the academic environment/community including discussion of governance and academic freedom, and the impact of political, institutional, social and economic influences on the educator role.

*Prerequisite:* NURS 592

### **NURS 598**

#### **Scholarly Project I**

**0 credits**

Building on advanced nursing research concepts, Scholarly Project I and II focus on the integration of graduate studies into a terminal evidence-based practice project that will represent the culmination of student knowledge development and experiences throughout the program. Scholarly Project I focuses on the refinement or development of a PICOT question, based on a clinical and/or systems problem, guided by Healthy People 2020 leading health indicators and other national initiatives. The course includes the ongoing integration of organizational science and informatics to

perform an integrated search of scientific literature and the critical analysis of evidence which becomes the basis of the practice change proposal for improved healthcare outcomes.

*Prerequisite/Corequisite:* NURS 510

### **NURS 599**

#### **Scholarly Project II**

**0 credits**

Scholarly Project II is the final step in the process of integrating graduate studies into a terminal, evidence-based practice project that will be the culmination of student knowledge development and experiences throughout their graduate program. Scholarly Project II focuses on the synthesis of the integrated literature review grounded in a selected theoretical framework or model for the development of a practice change proposal. The project proposes innovative strategies to improve healthcare outcomes using an inter-professional approach. The course addresses the role of the APN in application of evidence to improve practice. Dissemination of knowledge through scholarly writing and project presentation to faculty and peers is required.

*Prerequisite/Corequisite:* NURS 510, NURS 598

### **NURS 600**

#### **Scientific Underpinnings of Practice**

**3 credits**

This course provides a strong scientific foundation for comprehensive and holistic approaches to care which integrate nursing theory with principles from natural and social sciences while focusing on a person's health and illness experience. Utilization of sciences that provide a foundation for nursing practice include human biology, genomics, the science of therapeutics, the psychosocial sciences, as well as the science of complex organizational structures. Students critique new practice approaches based on nursing theories and theories from other disciplines. Course content will emphasize the use of science-based theo-

-ries and concepts to guide the highest level of nursing practice.

### **NURS 610**

#### **Principles of Administration and Leadership**

**3 credits**

**60 hours**

The purpose of the course is to expand one's understanding of and familiarity with the significance of the Administrator's role in health care delivery based on regulatory, industry and professional standards of practice. Organizational and systems leadership for quality improvement and systems thinking is introduced. Content focuses on the cost-effectiveness of clinical decisions and recommendations for increasing the cost-effectiveness of quality care. Various contemporary leadership and management models are critiqued and contrasted with professional standards for administering patient-centered compassionate care. Organizational and systems leadership are critical to improve patient and healthcare outcomes. The challenges to address emerging practice problems and dilemmas that emerge as new diagnostic and therapeutic technologies evolve will be presented through case studies.

### **NURS 620**

#### **Critique of Quality and Safety Practices**

**3 credits**

**60 hours**

The course takes an in-depth look at organizational and systems leadership, inter-professional teams functioning in a highly collaborative fashion, components that emphasize practice, ongoing improvement of health outcomes, and ensuring patient safety. The landmark Institute of Medicine Report on Safety and Quality will be examined in depth. Continuous improvements in practice are neither sustainable nor measurable without changes in organizational arrangements, organizational and professional culture, and the financial structures to support practice. Utilization of tools to promote quality improve-

ment and safe practice will focus on quality watch groups such as Leapfrog and State Report Cards. The Project-Based learning competency for this course requires students to work either alone or in groups to apply the Institute of Medicine quality and safety competencies in their assessment of an organization, identifying systems' issues, and recommendations for organization-wide changes in practice delivery.

### **NURS 640**

#### **Regulatory and Risk Management Issues in Healthcare**

**3 credits**

**60 hours**

This course examines how health care policy and regulation, (whether it is created through governmental actions, institutional decision making, or organizational standards), creates a framework that can facilitate or impede the delivery of health care services or the ability of the provider to engage in practice to address health care needs. Course content examines the external and internal regulations common to multiple care delivery systems, including health disparities, cultural sensitivity, ethics, the internationalization of health care concerns, access to care, quality of care, health care financing, and issues of equity and social justice in the delivery of health care. As their Project-Based Learning competency, students work either alone or in groups to identify the most common high volume risk management issues in today's health care systems. A comprehensive plan detailing an evidenced based approach for the reduction of one risk factor will be completed for this course.

### **NURS 650**

#### **Strategic Planning, Marketing and Project Management**

**3 credits**

**60 hours**

Conceptualization of new care delivery models that are based in contemporary nursing science that are feasible within current organizational, political, cultural and economic per-

-spectives are explored within the context of strategic planning and project management organizational designs. The course examines the why and how of successful strategic planning and the competencies expected for contemporary project managers. With the emphasis on project management in health care systems today, health care administrators must be able to analyze techniques to model and understand and manage complex projects and crisis management situations. Concepts and principles related to healthcare marketing are also explored within this course along with the role of the Nurse Executive in promoting the healthcare organization.

### **NURS 660**

#### **Executive Field Placement I: Professional Role Development Project**

**3 credits**

**90 hours**

In collaboration with the program advisor, students work with a mid-senior level administrator in a health care setting to gain a more in-depth understanding of the role of the administrator in managing the challenges and complexities of today's health care systems. Students are encouraged to seek national and international arenas within government, hospitals, health care systems and related businesses for their placement. Students are exposed to a wide variety of organizational initiatives as reflected through the budgeting process, reimbursement patterns, human resources, pharmaceuticals, medical equipment, physical plant issues, web-based and medical technology, and community relationships. Students examine patient satisfaction and outcome statistics as they relate to the improvement of care. Students spend time in committee meetings to further understand the composition and structure of teams and their effectiveness in accomplishing the patient care goals of the organization. Students are expected to be working on their Project-Based change project.

*Prerequisites:* All courses in the Executive Leadership Curriculum except NURS 670

### **NURS 670**

#### **Executive Field Placement II: Change Project**

**3 credits**

**90 hours**

This field placement is the culminating practice experience for students in the Executive Leadership Track. Students are expected to finalize implementation of their Change Project including an evaluation of project outcomes. Students are required to present their completed Change Project to a panel of faculty and members of the organization where the field experience occurred. The Change Project must demonstrate mastery of all program competencies. A paper suitable for publishing or presentation must accompany the presentation. The project must demonstrate the student's satisfactory completion of the program objectives.

*Prerequisite:* NURS 660

### **NURS 700**

#### **Introduction to the DNP Role**

**2 credits**

This course introduces the DNP student to the current and evolving roles of the DNP professional. The historical and political path of Doctoral Education in Nursing is examined. Students begin planning for the DNP Change Initiative Project by exploring areas of interest and development of a PICOT question. Within this course, students participate in the first of two program residency requirements. Residency 1 content includes DNP Change Initiative requirements and discussions with nursing leaders on the role of the DNP professional in addressing the challenges of the 21st century.

### **NURS 715**

#### **Business and Financial Concepts for the DNP Professional**

**3 credits**

This course focuses on the business and financial management concepts required for a Doctor of Nursing Professional. Topics include principles of health care economics and

finance including operating costs, capital structure and program budgets, business plans, and strategic planning. The DNP professional, as a change agent, will use these concepts in developing business projects within his/her practice along with monitoring expenses and generating revenue sources. The concepts introduced in this course will be used as part of a business plan for the change project. The business and fiscal competencies for the DNP professional that are needed to manage the resources of a health care organization or practice are acquired during this course.

### **NURS 730**

#### **Impacting Healthcare Outcomes**

##### **3 credits**

This course addresses the advanced level knowledge and competencies required to positively impact healthcare outcomes. Organizational and systems leadership are the focus. The course centers on the conceptualization and creation of new and innovative health care delivery models to promote and sustain practice-level and system-wide patient population safety and quality of care. Political, social, and economic perspectives will be integrated throughout the course. Analysis of risk management, outcomes management, and benchmarking are addressed.

### **NURS 740**

#### **Contemporary Topics for Advanced Nursing Practice**

##### **3 credits**

This course is designed to explore contemporary issues confronting the Advanced Practice Nurse-Doctor of Nursing Practice (APN-DNP) in clinical and professional practice. The course will examine the utilization of best practice evidence in the provision of health care services, achieving optimal outcomes and translating it into the practice environment. Leadership and organization/systems theory will be synthesized into the practice environment. Discussion will focus on current legislative policy, the changing face of health care in

the United States and how the APN-DNP can be a transformational leader at the practice and organizational level. This course will build on the professional development topics such as writing for publication, grant writing and building an independent business practice to expand the APN role far into the 21st century.

### **NURS 741**

#### **Clinical Prevention and Population Health through Education**

##### **3 credits**

This course explores the improvement of the Nation's health through educational initiatives devised to integrate clinical prevention and population health activities for individuals, families and populations within the healthcare system. Attention is given to epidemiological, statistical, occupational, environmental data as it relates to program development. Related topics include learning theories, literacy and healthcare literacy, cultural diversity and sensitivity, and socioeconomic influences. Healthy People, 2020, emergency/disaster preparedness and infectious disease prevention initiatives are addressed.

### **NURS 750**

#### **Contemporary Topics for Healthcare Executives**

##### **3 credits**

Health care delivery systems are fluid and change. This course provides an opportunity for nurse executives to explore present-day topics in an ever-changing market. Revenue reduction, integrated health care delivery systems, new professional models of staffing, the aging population, innovative delivery systems, and inter-professional team models are contemporary topics of interest.

### **NURS 751**

#### **Advanced Leadership and Communication Strategies for Health Care Executives**

##### **3 credits**

Content includes organizational and systems leadership to improve healthcare outcomes. Systems thinking, system theory, organiza-



tional culture and climate, communication theory and leadership theory are explored as they relate to eliminating health disparities and providing excellence in practice. Accomplishing the Institute of Medicine (IOM) mandates for patient-centered, safe, high-quality care through a collaborative inter-professional team effort is analyzed. Consultant, collaborative and leadership roles within the inter-professional team are examined. Strategies for effective corporate communication are explored along with the communication skills required for grant writing.

### **NURS 800**

#### **Knowledge Integration: Evidence Appraisal for Practice**

#### **3 credits plus 150 scholarly practice hours**

This course focuses the use of analytical methods to critically appraise extant literature and other evidence for translational scholarship application in complex practice settings. This integration of knowledge is accomplished through an in-depth analysis of the existing evidence and theoretical frameworks from nursing and adjunctive disciplines. This analysis yields a collection of appropriate, relevant and accurate data utilized to improve healthcare practices and patient and population outcomes. Advanced exploration of meta-analysis, quantitative and qualitative research designs, mixed-methods research, and research triangulation is accomplished. Using the PICOT format and CATS analysis, the learner identifies a focus for a quality improvement methodology implemented via a change initiative. Evidence appraisal work and associated practicum hours will total a minimum of 150 hours. The work is reviewed and evaluated by an academic committee.

*Prerequisites:* All courses in the DNP curriculum except NURS 801, NURS 802, and NURS 803

### **NURS 801**

#### **Knowledge Application: DNP Change Initiative**

#### **6 credits plus 250 scholarly practice hours**

The capstone project demonstrates synthesis of the learner's work. Within this capstone project course, the learner builds on the knowledge integration project begun in NURS 800 to design evidence-based applications and predict, measure and evaluate outcomes of a change initiative within a practice setting, healthcare organization or community setting. The purpose of the initiative is to promote safe, timely, effective, equitable, patient-centered care through the implementation of best evidence for the improvement of practice and the practice environment. Implementation and associated practicum hours will total a minimum of 250 hours. The work is reviewed and evaluated by an academic committee.

*Prerequisite:* NURS 800

### **NURS 802**

#### **Knowledge Dissemination**

#### **3 credits plus 100 scholarly practice hours**

Analysis, synthesis, and interpretation of findings from the evidence-based change initiative are accomplished. Completion of the doctoral project is the summative scholarly paper that is reviewed and evaluated by the DNP Advisory Committee.

*Prerequisite:* NURS 801

### **NURS 803**

#### **Transition to the DNP Role**

#### **2 credits**

In this course students reflect on the educational journey and prepare for role transition. Students create a manuscript for publication and identify a scholarly journal appropriate for the DNP change project topic. Residency II, a two-day experience, represents the culmination of the DNP program. The residency brings DNP students together for dissemination of knowledge gained through the DNP change project through an oral defense.

*Prerequisite:* NURS 802

**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.

**CS 630****Information Systems/Technology  
and Management of Data****3 credits****10 hours**

The focus on this course is on the use of information systems and technology to support and improve patient care and healthcare systems. Legal and ethical issues related to informatics and technology as well as budget and productivity information systems/technology tools, practice information systems and decision supports will be discussed. The role of the Administrator in the selection, use of information systems/technology to support and improve patient care and healthcare systems, and interdisciplinary leadership within the healthcare systems will be emphasized. Students work in groups to assess the efficacy of patient care information systems/technology appropriate to a specialized area of practice as part of their Project-Based competency assignment.

**CS 720****Advanced Topics in Informatics****3 credits**

Clinical information systems and stand-alone information systems are evaluated for use in healthcare systems from an organizational, financial, ethical and legal perspective. Standards and principles for the selection of information systems technology appropriate to specialized population needs are examined. The critical ability to conceptualize, develop and execute a healthcare outcome evaluation plan based on data extraction from an identified system is examined. The management of individual and aggregate level information for the support and quality improvement of patient and population care is analyzed. Communication plans and system roll-out is addressed. Selected topics include information literacy, personal digital assistants, documentation classification systems, electronic health record, data repositories, Community Health Information Network, national informatics initiatives and Institute of Medicine recommendations are addressed.

**HSCI 500****Foundations of Epidemiology****3 credits**

This course provides an understanding of the epidemiological method of identifying disease causing agents. Emphasizes the generation of hypotheses based on descriptive epidemiological research, the determination of causality, and the value of epidemiological research in developing disease prevention programs.

**MATH 710****Applied Biostatistics****3 credits**

This is an intermediate course in biostatistics. Students will learn to use biostatistical methods in clinical research, and they will develop beginning proficiency with computer software (SPSS) for performing the analysis of clinical data. Students will explore statistical procedures in four central areas: experimental design and analysis of variance; regression and

correlation analysis; discrete data analysis; and parametric and non-parametric statistics. Students will demonstrate the ability to choose appropriate strategies for analysis of study data, analyze the data using appropriate soft-

ware, draw appropriate conclusions, and present the results in a manner appropriate for a manuscript or report. Applications in the field of nursing will be stressed.

*Prerequisite:* Basic statistic course.



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**James E. Fitzpatrick**, Vice President for Student Affairs; B.A. Duquesne University; M.S. Ed. Duquesne University; Ed.D. University of Pittsburgh

**Barbara M Stanziale**, Assistant to the Vice President for Student Affairs; A.A.

**Kamal Tawadros**, 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

### **Community Rights and Responsibilities**

**Ian J. Wentworth**, Director of Community Rights and Responsibilities; B.A. Rider University, M.A. Rider University

### Career Development Center

**Christopher Carbone**, Director of Career Development Center; B.A. The College of Staten Island, The City University of New York; M.A., Duquesne University

**Audra Pianelli**, Internship Coordinator, Career Development Center; B.A., Felician College

### Counseling Center

**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

**Jason Smith**, Assistant Director of Residence Life; B.Ss and M.B.A., Felician College

**Shekeitha L. Jeffries**, Assistant Director of Residence Life; B.A. and M.P.A. Fairleigh Dickinson University

### 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. Richard Kelly**, Campus Chaplain and Director B.A. Upsala College; M.S. Stevens Institute of Technology; M.Div Seton Hall University

**Rev. John O'Neill**, I.V. Dei, Professor of Religious Studies (1998), Campus Minister; B.A., Saint Francis College; M.A., Maryknoll Seminary; M.A., Fordham University; M.S. and P.D., Fordham University; S.T.M., Drew University; D.Min., Graduate Theological Foundation; Ph.D., Graduate Theological Foundation; Post Graduate Certificate in Spirituality, Immaculate Conception Seminary, N. Y.; Post Graduate Certificate in Liturgy, Immaculate Conception Seminary, N. Y.; Certificate in Pastoral Counseling, Blanton-Peale Graduate Institute, N.Y.

**Sister Marie Teresa Soltys**, CSSF, B.A., Felician College

### **Print Services/Supplies**

**Lillian Garay**, Mailroom and Printery Clerk

**Patricia Anderson**, Part Time Clerk for Mailroom and Printery

### **Child Care Center**

**Katherine Christie**, Director of Child Care Center; B.A., Felician College

**Sister 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**

**Donald Casey**, Associate Professor of Philosophy and Religious Studies (2000); B.A., M.A., Catholic University of America; S.T.L., Gregorian University; Ph.D., St. Louis University

**Sister M. Adalbert Wierciszewska**, CSSF, A.A., B.A., Catholic University of America; M.A., Villanova University

**Jacqueline Bakal**, Instructor of Mathematics (1998), Director of the Mathematics Lab and Developmental Mathematics Coordinator; B.A., William Paterson College; M.S., New Jersey Institute of Technology

**George Castellitto**, B.A., St. Peter's College; M.A., Seton Hall University; Ph.D., Fordham University

**Joanne Karetzky**, B.A., University of San Francisco; M.L.S., San Jose State University; M.A., California State University at Dominguez Hills

**Stephen Karetzky**, B.A., Queens College of the City University of New York; M.A., California State University at Dominguez Hills; M.L.S., D.L.S., Columbia University



**Edward S. Kubersky**, Professor of Biology (1993) and Dean of the School of Arts and Sciences; B.S., Brooklyn College; M.A., Ph.D., Indiana University

**Rona Levin**, A.A.S., Queens College of the City University of New York; B.S., M.S., Adelphi University; Ph.D., New York University

**Rosemarie Liebmann**, B.A. Caldwell College; M.S. Montclair State University; Ed.D., Seton Hall University

**Anne LaGrange Loving**, B.A., Goucher College; M.S., Columbia University

**Thomas 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

**Charles Rooney, Jr.**, Professor of English (1974) and Senior Executive Vice President; B.S., Fordham University; Ph.D., George Washington University

**Marilyn R. Rubin**, B.S., Montclair State University; Ed.M., Rutgers University

**Robert J. Shore**, Associate Professor of Business and Management Science (2001); B.S., St. Peter's College; M.B.A., Seton Hall University; Certified Public Accountant

**Brother Kevin Smith**, OSF, Professor of Religious Studies (2003); B.A., Queens College of the City University of New York; M.A., Manhattan College; Ph.D., New York University

**Marytha Smith-Allen**, B.A., Ohio Wesleyan University; M.A., The University of Michigan; Ph.D., New York University

**Sister M. Viterbia Kozlowska**, CSSF, Professor of English (1965); B.Mus., B.S., Mus., Manhattanville College; M.A., Fordham University; Ed.D., Temple University

#### Full Time Faculty

(\* Indicates year of Appointment to College)

**George Abaunza**, Dean of the School of Arts and Sciences; Associate Professor of Philosophy (2000)\* and Associate Dean for Humanities; 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

**Michelle Anderson**, Assistant Professor of Education (2011) and Associate Dean for Graduate Programs; B.A., Western Michigan University; M.A., Central Michigan University; Ed.D., University of Pittsburgh

**Ard Berge**, Associate Professor of Art (2004); B.F.A., Virginia Commonwealth University; M.F.A., New York Academy of Art

**Jeffery Blanchard**, Assistant Professor of English (2012); B.A. English, Secondary Education, B.A. French, SUNY Cortland; M.A. English, University of Rochester; Ph.D. Drew University

**Michelle Brown-Grant**, Assistant Professor of Education (2008); B.S., Cornell University; M.A., M.Ed., Teacher's College, Columbia University

**Tara Brugnoni**, Instructor of English (2005); B.A., M.A., Felician College; D.Litt. Candidate, Drew University

**Richard Burnor**, Professor of Philosophy (1997) and Chairperson of the Institutional Review Board; B.S., Bucknell University; M.A., Ph.D., University of Arizona

**Kimberly Burrows, R.N.**, Instructor of Nursing (2010); B.S.N., Saint Peter's College; M.S.N., William Paterson University

**Della Ann Campbell, R.N.**, Professor of Nursing 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 in the Department of Graduate 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

**Alfredo Castro**, Associate Professor of Chemistry (1995), Faculty Athletic Representative; B.Chem., University of Costa Rica; M.S., Clark Atlanta University; Ph.D., University of Delaware

**Jean Conlon-Yoo, R.N.**, Instructor of Nursing (2007); B.S.N. Fairleigh Dickinson University; M.S.N., Pace University, APN

**Helena Correia, R.N.**, Instructor of Nursing (2012); B.S.N., New Jersey City University; M.S.N., Seton Hall University

**Peter Craft**, Associate Professor of English (2011); B.A., Hanover College; M.A., Ph.D., University of Illinois

**Marie Cueman, R.N.**, Associate Professor of Nursing, Interim Associate Dean Graduate Department, and Chair of the MSN and DNP Executive Leadership Program (2005); B.S.N., Gwynedd Mercy College; MS, Rutgers The State University; Ph.D., Seton Hall University

**Dennis DeCicco**, Associate Professor of Psychology (2007); B.S., M.S.W., Fordham University; Ph.D., Seton Hall University

**Amy Dombach-Connelly**, Assistant Professor of Psychology (1996); B.S., Pennsylvania State University; M.A., Seton Hall University; Ph.D. Candidate, Rutgers University

**Peter J. Economou**, Assistant Professor of Psychology (2011); B.S., M.A., Ed.S., Ph.D., Seton Hall University

**Corinne Schultz Ellis, R.N.**, Assistant Professor of Nursing (2105); B.S.N. Duke University, M.S. University of Massachusetts; DNP, Farleigh Dickenson University

**Kathleen A. Fagan**, R.N., Associate Professor of Nursing in the Department of Graduate Nursing and Chair of the MSN and DNP Advanced Practice Program (2009); B.S.N., Felician College; M.S.N., Seton Hall University, DNSc Columbia University, APN Women's Healthcare Nurse Practitioner

**Gaby Fahmy**, Assistant Professor of Biology (2009); M.S., M.D., Ph.D., Ain Shams University

**Arlene Farmer**, RN, Associate Faculty (2008); BSN, University of the State of New York; M.A., New York University, Ed.D., Nova Southeastern University

**Karen P. Fasanella**, Associate Dean for Student 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

**Manuel Ferreira**, Assistant Professor of Mathematics and Associate Dean Natural Sciences and Computer Sciences (2011); B.A., Rutgers University; M.A., Montclair State University; Ed.D. Rutgers University

**Elisabeth Gatlin**, Instructor and Public Services Librarian (1992); B.A., Skidmore College; M.S., Columbia University; M.A., Montclair State University

**Susan Gentile**, R.N. Instructor, (2004); B.S.N., Rutgers University; M.S.N., University of Medicine and Dentistry; M.A., University of Pennsylvania, DNP Maryville University

**Paul Glassman**, Associate Professor and Director of Library Services (2008); B.A., Bowdoin College; M.Arch., University of Colorado; M.S., Simmons College; M.B.A., Felician College

**Barbara Gordon**, Associate Professor of Music (2007); B.F.A., University of Connecticut; M.A., Ph.D., New York University

**Ann Verrett Guillory**, Professor of Psychology (1983); Assistant Vice President for Academic Student Services; Director of the FYE Program; B.S., M.Ed., Loyola University of the South; M.Ed., Ed.D., Teachers College, Columbia University

**Dolores M. Henchy**, D.Min, Dean of Assessment, and Student Academic Success, Professor of Graduate Religious Education; B.A., Herbert H. Lehman College of the City University of New York; M.S., Fordham University; M.Div., Immaculate Conception Seminary; D.Min., Drew University, Certified Master Online Instructor, U. of Illinois

**Dennis Huzey**, Assistant Professor of Business (2000); A.A., B.S., M.B.A., Fairleigh Dickinson University

**Catherine M. Jennings**, R.N., Assistant Professor of Nursing in the Department of Graduate Nursing (2003); B.S.N., Felician College; M.S.N., State University of New York, Stony Brook; Doctor of Nursing Practice (DNP), Chatham University, APN Family Nurse Practitioner

**Mary Ann Joyce**, Assistant Professor of Education (2005); B.A. Mount Saint Mary College; M.S and C.A.S. State University of New York at New Paltz

**Brian P. Kelly**, Assistant Professor of Criminal Justice (2011); B.S., Saint John's University; M.A., Ed.S.; Ed.D. candidate, Seton Hall University

**Mara Kelly-Zukowski**, Professor of Religious Studies (1993); B.A., University of Massachusetts; M.A., Ph.D., Fordham University

**Irfan A. Khawaja**, Assistant Professor of Philosophy (2008); B.A., Princeton University; M.A., Ph.D., University of Notre Dame

**Marylin T. Kravatz-Toolan**, Associate Professor of Religious Studies (2008) and Director of Online Programs in Religious Education; B.A., Dominican College; M.A., Saint Joseph's Seminary; Ph.D., Fordham University

**Gary H. Krulish**, Assistant Professor of Criminal Justice (2009); B.S., Rutgers University; M.P.A., John Jay College, City University of New York

**Alberto La Cava**, Professor of Computer Science (2002); B.E., Universidad Nacional del Litoral; M.S., Imperial College of Science, Technology and Medicine, London; Ph.D., University of London

**Carl Lane**, Professor of History (1987); B.A., M.A., Manhattan College; Ph.D., City University of New York

**Mary Leban**, R.N.; Instructor of Nursing (2015); B.S.N. Fairleigh Dickenson University, M.S.N. Fairleigh Dickenson University, M.Ed, Grandvalley State University

**Joseph Lizza**, Assistant Professor of Business (2008); CPA; B.S., St. Peter's College; M.B.A., Felician College

**Melissa MacAlpin**, Associate Professor of Art (2004); B.F.A., Mason Gross School of Arts, Rutgers University; M.F.A., University of the Arts (Philadelphia)

**Daniel Mahoney**, Professor of Psychology (2000) and Director of the Graduate Program in Counseling; B.A., M.A., Jersey City State University; M.A., Ed.D., Columbia University, Teacher's College

**Frances Figueroa Mal**, R.N., Instructor of Nursing (2009) and Director of the Nursing Resource and Simulation Center (2009); B.S.N., Hunter College; M.A., New York University; DMH, Drew University

**Carol Manigault**, Assistant Professor of Mathematics and Computer Science (1986); B.S., Howard University; M.B.A., New York University; Graduate Certificate in Computer Information Assurance and Security, Center for Educational Research in Information Assurance and Security at Purdue University

**Terry McAteer**, Associate Professor of Communications (1997), Honor Council Faculty Advocate; B.A., Boston College; M.F.A., Columbia University

**Deacon Richard M. McGarry**, Assistant Professor of Religious Studies (2008); B.A., M.A., Felician College; Ph.D., Fordham University

**Sylvia McGeary**, Associate Professor of Religious Studies and Associate Dean for Social & Behavioral Sciences (2009); B.A., College of Saint Elizabeth; M.A., Ph.D., Fordham University

**Robert McParland**, Professor of English (1998); B.A., Fordham University; M.A., St. John's University; M.A., Montclair State University; M.Phil., Drew University; Ph.D., Drew University; Graduate Certificate in Arts Administration/Non-Profit Administration, Seton Hall University

**Theresa McNamee**, R.N. Instructor of Nursing (2011) ; B.S.N., M.S.N. Dominican College

**Christine Mihal**, R.N., Associate Professor of Nursing (2002); Associate Dean and Chairperson of the Fast Track RN/BSN Program; and Coordinator of Outcomes Assessment; B.S.N. Russell Sage College; M.S.N. and Ed.D., Seton Hall University

**Annette Minors**, R.N., Instructor of Nursing (2011); B.S.N., Seton Hall University; M.S.N., Rutgers University; DNP, Felician College.

**Sister Elizabeth Morley**, CSSF, Coordinator Tutoring Services, Instructor and Tutor; B.A., Felician College

**Patricia Munno**, R.N. Instructor of Nursing (2012) M.S.N., Fairleigh Dickinson University, CPN

**Dorothy Mutch**, Associate Professor of Education (2008); B.S., Elementary Education, Seton Hall University; M.A., Montclair State College; Ed.D., Seton Hall University

**Denise Nash-Luckenbach**, R.N., Assistant Professor of Nursing (2011); B.S.N., Trenton State College; M.S., Rutgers University, APN

**Ghassan Nazi**, Instructor of Mathematics (1992); B.S., M.S., State University of New York at Buffalo

**Mary E. Norton**, Professor of Nursing (1985) and Executive Director The Center for Global Academic Initiatives and United Nations NGO Representative; B.A., Jersey City State University; M.A., M.Ed., Ed.D, Teachers College, Columbia University, Post-Doctoral Certificate Bioethics and Medical Humanities the College of Physicians and Surgeons of Columbia University APN, C

**Michael J. Nyklewicz**, Associate Professor of Art (2008); B.A., Boston College; M.A., New York University

**Patricia O'Brien-Barry**, R.N. Professor of Nursing in the Department of Graduate Nursing and Coordinator of the Education Track (2004); B.S.N., Seton Hall University; M.S.N., University of Pennsylvania; Ph.D., New York University

**Julie O'Connell**, Associate Professor of English (2010); B.A., Georgetown University; M.A., Brown University; D.Litt., Drew University

**Michael L. Omansky**, Associate Professor of Business (2007) and Chairperson of the Business Graduate Programs; B.S., Wharton School, University of Pennsylvania; M.B.A., Columbia University

**Rev. John O'Neill**, I.V. Dei, Professor of Religious Studies (1998), Campus Minister; B.A., Saint Francis College; M.A., Maryknoll Seminary; M.A., Fordham University; M.S. and P.D., Fordham University; S.T.M., Drew University; D.Min., Graduate Theological Foundation; Ph.D., Graduate Theological Foundation; Post Graduate Certificate in Spirituality, Immaculate Conception Seminary,

N. Y.; Post Graduate Certificate in Liturgy, Immaculate Conception Seminary, N. Y.; Certificate in Pastoral Counseling, Blanton-Peale Graduate Institute, N.Y.

**Awilda Perez-Lane**, Associate Professor of Psychology (2005); B.A., University of Puerto Rico; M.Ed. University of Puerto Rico; M.A., New York University; Psy.D. New York University

**Karen Pezzolla**, Instructor of Education (2011); B.A., Caldwell College; M.Ed., College of Saint Elizabeth

**Sofya Poger**, Associate Professor of Computer Science (2008); BSSE, Moscow Institute of Technology; M.A., Montclair State University; Ph.D., Stevens Institute of Technology

**Gina Robertiello**, Professor (2005); B.S., M.A., Ph.D., Rutgers University

**Robert Rogers**, Associate Professor of Biology (2005); B.A., Rutgers University; M.S., Ph.D., University of Minnesota

**Christine Ross**, Instructor of Education (2010); B.A., Felician College; M.A., Seton Hall University

**Rose Rudnitski**, OFS, Professor of Education (2012) and Dean of the School of Education; B.A., State University of New York at Oneonta; M.Ed., Ed.D., Columbia University; M.A., Saint Joseph's Seminary, N.Y.

**Maureen Murphy-Ruocco**, R.N., APN,C., (1983) Professor of Nursing and Education, Associate Dean for Graduate Programs in School Nursing and Health Education and National Accreditation; B.S.N. Hunter College-Bellevue School of Nursing; M.S.N., College of Physicians and Surgeons, Columbia University; APN, C. Certified Advanced Practice Nurse; ANP, Adult Nurse Practitioner., CSN, New Jersey Certified School Nurse; New Jersey Certified K-12 Teacher of Health Education; Ed.M.; Ed.D., Columbia University; Distinguished Practitioner, National Academies of Practice

**Annette Rycharski**, Instructor of Education Programs and Director of Placement and Certification Officer (1991); B.S., M.S., St. John's University

**Michael Sanford**, Associate Professor of Mathematics (1998, 2005); B.S., M.S., Ph.D., Montana State University - Bozeman

**Anthony Scardino**, Associate Professor (2000); B.A., Montclair State University; M.P.P. Pepperdine University; Ph.D., Antioch University

**Susan Schwade**, R.N., Assistant Professor of Nursing (1995); B.S.N., Rutgers University; M.S.N., Wayne State University

**Stephen R. Sergi**, Instructor of Business and Management Science; B.S., M.B.A., Adelphi University

**Gerard Shea**, Assistant Professor and Public Services Librarian (2010); B.A., Fordham University; M.A., New Jersey City University; M.S.L.I.S., Pratt Institute

**Muriel M. Shore**, R.N., Professor of Nursing (2001) and Dean of the School of Nursing; B.S.N., M.S.N., Ed.D., Seton Hall University; Certified as Nurse Executive Advanced by the American Nurses Credentialing Center; Certified School Nurse and Certified Teacher of Health Education by

the New Jersey Department of Education; Distinguished Practitioner, National Academies of Practice

**Edward Siden**, Associate Professor of Biology (1993); B.A., Brandeis University; Ph.D., University of California at San Diego

**Aleksandra Sinkowsky**, Professor of Sociology (1979); B.A., M.A., Montclair State University; Ed.D. Rutgers University

**James Smith**, Associate Professor of Psychology (2001); M.A., New York University; Ph.D., Columbia University

**Marjorie Squires**, Associate Professor of Chemistry (1999); B.A., Gettysburg College; Ph.D., Boston College

**Elizabeth Stallings**, R.N., Instructor of Nursing (2004); B.S.N., Duquesne University; MS, New York University, New York; DMHc, Drew University

**Douglas Thompson**, Assistant Professor of Music (2012); B. MUS; University of Victoria., M.MUS., D.MA, Temple University

**Sara Thompson**, R.N., Assistant Professor of Nursing (2009); B.S.N., The College of New Jersey; M.S.N., Seton Hall University; DNP, Fairleigh Dickinson University, APN

**Ann Tritack**, R.N., Professor of Nursing; B.S. William Paterson College of New Jersey, M.A. New York University, EdD Rutgers, The State University of New Jersey

**David Turi**, Associate Professor of Business and Management Science (2004) and Associate Dean of the School of Business; B.B.A., Fairleigh Dickinson University; M.B.A., Pace University; Ph.D., Seton Hall University

**Elizabeth Uptegrove**, Associate Professor of Mathematics (2005); B.A., Douglass College; M.S., New York University; Ed.D., Rutgers University

**Maria Vecchio**, Associate Professor of History (1985); B.S., M.A., Ph.D., Fordham University

**Ruvanee Vilhauer**, Professor of Psychology (2006); B.S., M.A., University of Texas at Austin; M.A., Ph.D., University of Chicago

**Kathleen O'Rourke Vito**, R.N., Associate Professor in the Department of Graduate Nursing (2011); B.S.N., M.S.N., Russell Sage College; Post M.S.N. Certificate, Widener University; Ph.D., Catholic University, PHCNS-BC

**Patrick Weir**, Associate Professor of Biology (1989) and Safety Officer; B.S., M.S., Fairleigh Dickinson University; Ph.D., Rutgers University

**Susan Wengler**, Assistant Professor and Information Literacy & Outreach Librarian (2014); B.A., Wellesley College; M.B.A., Columbia University; M.L.I.S., Rutgers University

**Sherida Loertz Yoder**, Professor of English (1980); B.A., M.A., Ph.D., Rutgers University

**Songmei Yu**, Associate Professor of Computer Science (2008); B.S., Sichuan University; M.B.A., St. John's University; M.S., State University of New York at Stony Brook; Ph.D., Rutgers University

**Elizabeth Zweighaft**, R.N., Associate Professor of Nursing (1990) and Associate Dean and Chairperson of the Prelicensure Nursing Program; B.S.N., Vanderbilt University; M.A., M.Ed., Teachers College, Columbia University; Ed.D., Fielding Graduate University



## ADVISORY COMMITTEES

### Business Advisory Committee

**Stacey Antine**, CEO, Health Barn USA

**Thomas Bourque**, Pfizer

**Richard Dabagian**, Action Graphics

**James Kirkos**, CEO, Meadowlands Regional Chamber of Commerce

**Taneshia Nash Laird**, Trenton Downtown Association

**Catherine Lentini**, Jewish Guild of the Blind

**Leo McGuire**, LPM Strategies, LLC

**Phil Scalo**, Bartley Healthcare

**Andrew Sugar**, Starbucks

### Felician College Nursing Advisory Board

**Dianne Aroh, MSN, RN, NEA-BC**, Executive Vice President, Chief Patient Care and Clinical Officer, Hackensack University Medical Center

**Benjamin Evans, DD, DNP, RN, APN**, Professor - William Paterson University; President-Elect New Jersey State Nurses Association, Past President of the New Jersey Chapter of the American Psychiatric Nurses Association, Chairman of the Institute for Nursing

**Nancy E. Holecek, MHCA, RN, NE-BC**, Senior Vice President of Patient Care Services/CNO, Barnabas Health

**JoAnne Penn, MA, RN, BC**, Pediatric Primary Care Nurse, Private Practice; New Jersey State Nurses Association Past President and Treasurer; American Nurses Association Political Action Committee Past Chair

**Lynn Kearney, MS, RN, NE-BC**, Chief Nursing Officer, Vice President - Patient Services, Robert Wood Johnson University Hospital Somerset

**David I. Mayerhoff, MD**, Clinical Psychiatrist, Board Certified

**Bonnie Michaels, RN, MA, NEA-BC, FACHE**, Consultant

**Linda Gural, RN**, Staff Nurse Community Medical Center; American Nurses Association Board of Directors, New Jersey State Nurses Association Past President

**Norma L. Rodgers, BSN, RN, CCAN, RN**, President, New Jersey State Nurses Association, Senior Site Manager, Oncology Clinical Trials

**Judith Schmidt, MSN, RN**, Chief Executive Officer, New Jersey State Nurses Association, Past President, New Jersey State Nurses Association

**Madelyn M. Pearson, M.A., R.N., NEA-BC**, Senior Vice President Patient Care Services/Chief Nursing Officer, Englewood Hospital and Medical Center

**JoAnne Penn, M.A., R.N., BC**, Pediatric Primary Care Nurse, Treasurer, New Jersey State Nurses Association, Past President – New Jersey State Nurses Association, former Chair of the American Nurses Association Political Action Committee

**Rose Rosales, M.P.A., R.N., CCRN**, Director of Education and Infection Control, East Orange General Hospital

**Mary Beth Russell, PhD, RN**, Vice President - Clinical Education, Barnabas Health; Director of Nursing Education and Research, Saint Barnabas Medical Center

**Philip Scalo**, President and Chief Executive Officer, Bartley Healthcare

**MaryPat Sullivan, M.S.N., R.N., CNS**, Chief Nursing Officer, Overlook Hospital

**Carolyn T. Torre, M.A., R.N., APN**, Practice Consultant

**Ann Twomey, R.N.**, President Health Professionals and Allied Employees Union, past Commissioner New Jersey Access to Health Care Commission

#### **School of Education Advisory Board**

**Joseph Azzolino**, Principal, Immaculate Conception High School

**John Baltz**, Principal, Carteret Elementary School, Bloomfield

**Kathy Christie**, Director, Felician Child Care Center

**Robin Clem**, Alumna, Teacher, Corpus Christi School

**Dr. Karen Fasanella**, Associate Dean for Academic Success, Felician College

**Joann Mathews**, Principal, Academy of the Most Blessed Sacrament

**Tara Philp**, Alumna, Felician College

**Lorraine Rake**, Curriculum Director, South Bergen Jointure Commission

**Jamie Rifkowitz**, Alumna, Teacher, Ridgefield School District

**Joseph Romano**, Alumnus

**Charles Tortorella**, Principal, St. Anthony High School

**Christi Vanderhook**, Principal, Wilson School, Lodi

**Jeanna Velechko**, Principal, Lincoln School, Rutherford

## LOCATIONS

### Lodi Campus

From Route 46 East:

Exit “Main Street, Lodi.” Turn left at third traffic light, and turn right at the next light onto South Main Street. The College entrance is less than one mile on the right.

From Route 46 West:

Exit “Main Street, Lodi.” Turn left at the end of the exit. Proceed as in “Route 46 East.”

From Garden State Parkway North:

Exit 157 to Route 46 East. Proceed as in “Route 46 East.”

From Garden State Parkway South:

Exit 157. Look for U-turn to Route 46 East. Proceed as in “Route 46 East.”

From Route 17 North:

Exit “Franklin Avenue” in Hasbrouck Heights. Turn left at the stop sign and cross Route 17. Stay on Franklin Avenue to the Boulevard. Turn left on Boulevard to the traffic circle. Take the first right off the circle onto Passaic Street, which becomes Terhune Avenue, and ends at the College entrance.

From Route 17 South:

Take “Hasbrouck Heights” exit onto Boulevard. From Boulevard continue as in “Route 17 North.”

From New Jersey Turnpike North and South:

Exit at Route 3 West. Take Route 3 to Route 17 North. Proceed as in “Route 17 North.”

From Route 3 East and West:

Exit at Route 17 North. Proceed as in “Route 17 North.”

From Route 80 East:

Exit 61 “Garfield/Elmwood Park.” Turn right at the end of the exit onto River Drive. Follow River Drive approximately three miles to the end, and turn left onto South Main Street. The College entrance is one block on the left.

From Route 80 West:

Exit 63 “Lodi/Rochelle Park.” Turn right at the end of exit, and left at the traffic light. Turn left at the next light onto North Main Street. Turn left at the fifth traffic light and make an immediate right onto South Main Street. The College entrance is about one mile on the right.

### Rutherford Campus

From the Lodi Campus:

As you leave the campus driveway, turn right onto South Main Street and follow Route 507 South to West Passaic Avenue. Turn left onto West Passaic Avenue. The Rutherford campus is on West Passaic and Montross Avenue.

From North or South:

Garden State Parkway to exit 153 (Route 3 East). Exit Route 3 at Park Avenue/ Rutherford. Make a left at the traffic light onto Stuyvesant, which becomes Park Avenue . Follow Park Avenue to West Passaic Avenue; turn left. Campus will be on the right (corner of West Passaic and Montross Avenue).

From Route 17 South:

Exit at Union Avenue, Rutherford. Turn right at end of exit; make first left onto Hackensack Street. Turn right under the trestle and follow railroad tracks to third left (Union Avenue). Follow Union Avenue to Montross Avenue; turn left. Campus is two blocks on left.

From East (Manhattan):

Route 3 West to Ridge Road/Park Avenue. Proceed to Park Avenue and turn right. Follow Park Avenue to West Passaic Avenue; turn left. Campus will be on the right (corner of West Passaic and Montross Avenue).

### **Off-Site Partner Locations**

**East Orange General Hospital**

300 Central Ave  
East Orange, New Jersey 07019

**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**

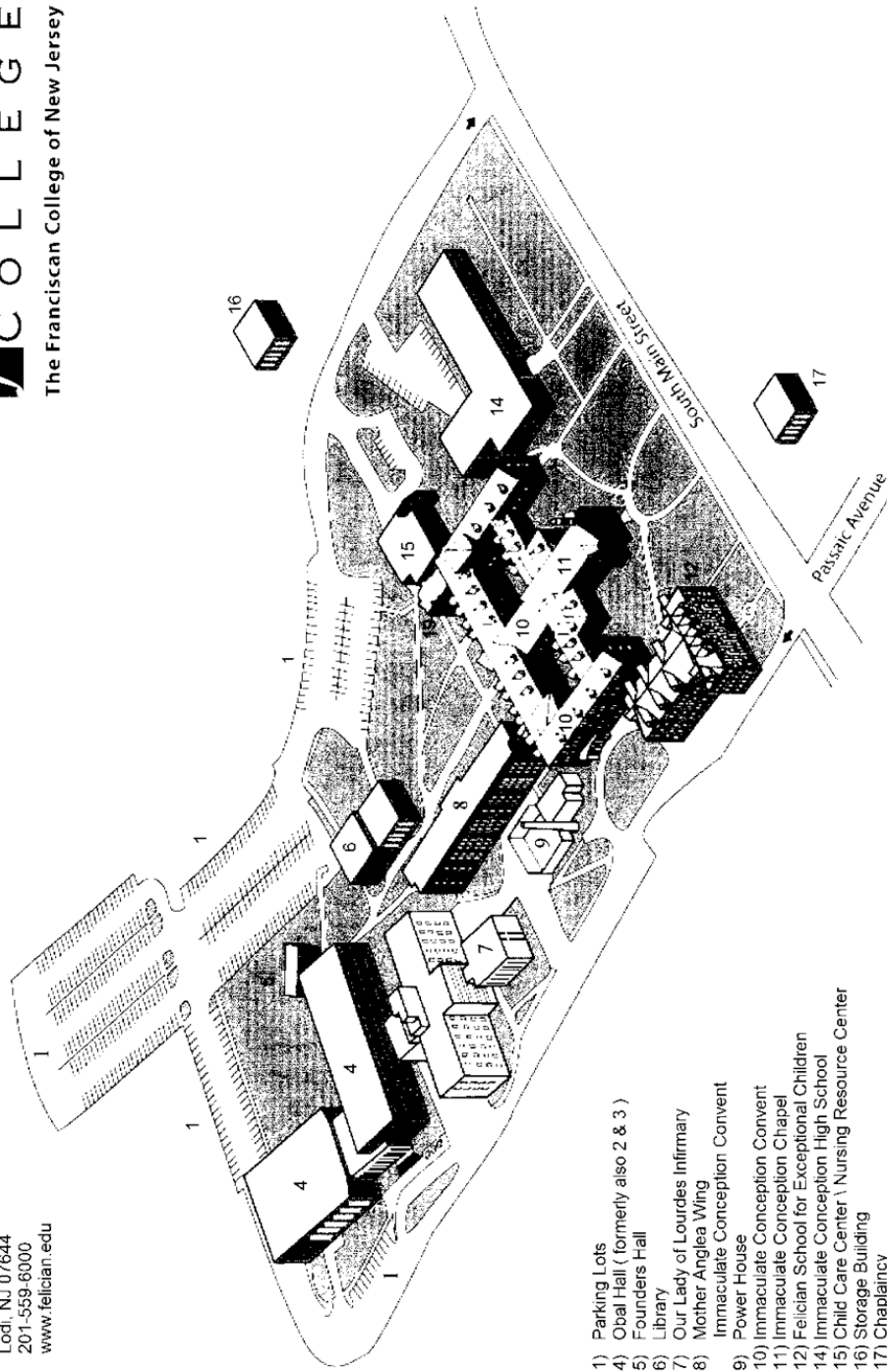
475 Route 57 West  
Washington, New Jersey 07882

**Sussex County Community College**

One College Hill Road  
Newton, New Jersey 07860

**Lodi Campus**

262 South Main Street  
Lodi, NJ 07644  
201-559-6000  
www.felician.edu

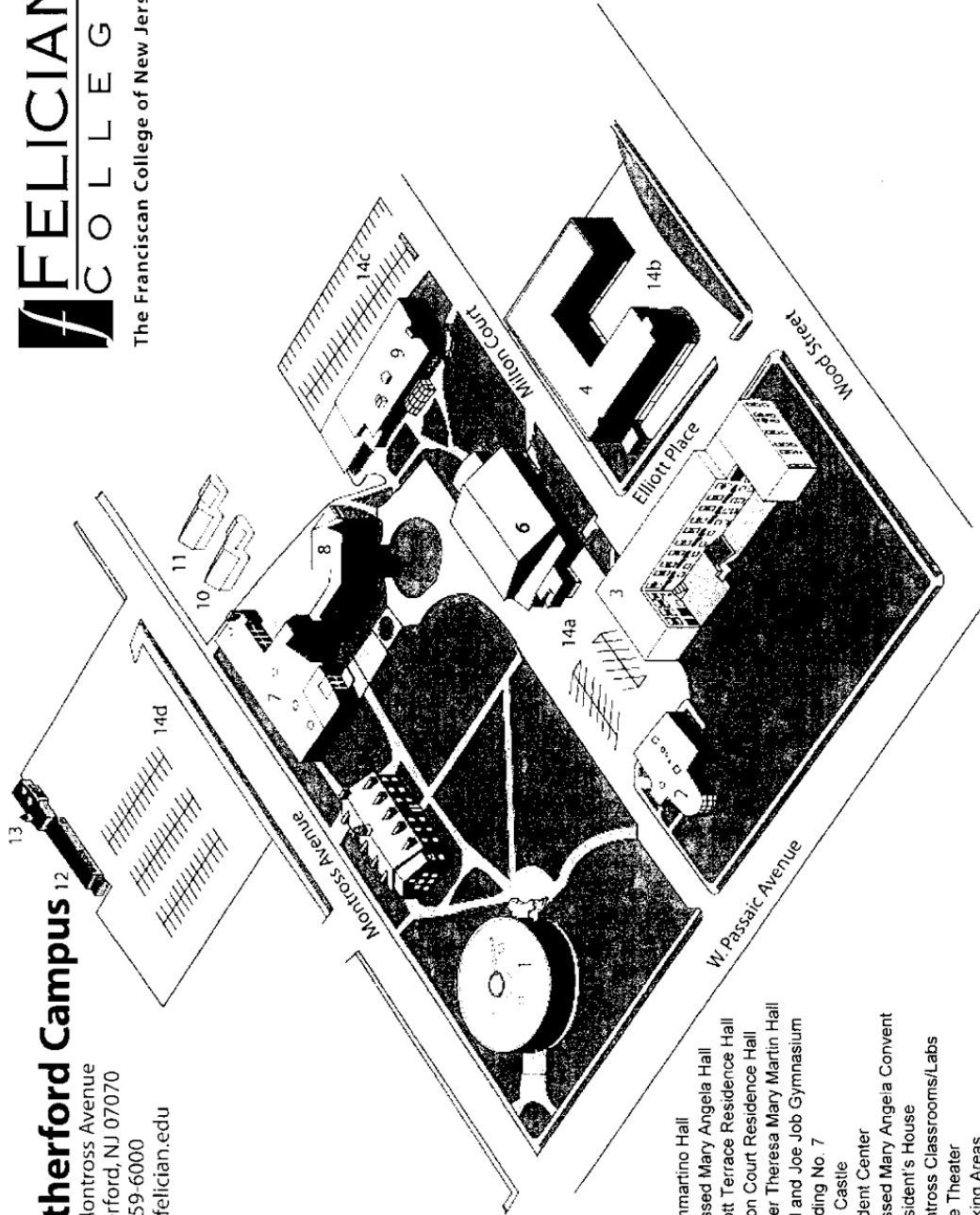


- 1) Parking Lots
- 4) Obal Hall (formerly also 2 & 3)
- 5) Founders Hall
- 6) Library
- 7) Our Lady of Lourdes Infirmary
- 8) Mother Anglea Wing  
Immaculate Conception Convent
- 9) Power House
- 10) Immaculate Conception Convent
- 11) Immaculate Conception Chapel
- 12) Felician School for Exceptional Children
- 14) Immaculate Conception High School
- 15) Child Care Center / Nursing Resource Center
- 16) Storage Building
- 17) Chaplaincy
- 19) Kirby Hall



### Rutherford Campus

223 Montross Avenue  
Rutherford, NJ 07070  
201-559-6000  
www.felician.edu



- 1) Sammartino Hall
- 2) Blessed Mary Angela Hall
- 3) Elliott Terrace Residence Hall
- 4) Milton Court Residence Hall
- 5) Sister Theresa Mary Martin Hall
- 6) Joel and Joe Job Gymnasium
- 7) Building No. 7
- 8) The Castle
- 9) Student Center
- 10) Blessed Mary Angela Convent
- 11) President's House
- 12) Montross Classrooms/Labs
- 13) Little Theater
- 14) Parking Areas

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