

FELICIAN UNIVERSITY



GRADUATE CATALOG 2018 – 2019

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

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

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

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ACADEMIC CALENDAR

Traditional Fall 2018

Fall semester begins	Wednesday, August 29, 2018
Labor Day (college closed)	Monday, September 3, 2018
Last day to drop/add	Wednesday, September 5, 2018
Advising (for Spring/Summer 2019)	Monday, October 8, 2018
Mid-term Exams	Monday, October 22, - Friday, October 27, 2018
Registration Begins Spring/Summer 2019	Monday, October 29, 2018
Last day to Withdraw	Friday, November 16, 2018
Thanksgiving Eve No Classes College Open	Wednesday, November 21, 2018
Thanksgiving Recess	Thursday, November 22, - Saturday, November 24,
Reading Day (no classes)	Tuesday, December 11, 2018
Final Exams	Wednesday, December 12,- Tuesday, December 18
All Grades Due	Thursday, December 20, 2018
Grades Released to Students	Friday, December 21, 2018

Traditional Spring 2019

Spring semester begins	Wednesday, January 16, 2019
Martin Luther King (college closed)	Monday, January 21, 2019
Last day for drop/ add	Wednesday, January 23, 2019
Spring Break	Monday, March 4, 2019- Saturday, March 9, 2019
Advising Begins Fall 2019	Monday, March 11, 2019
Mid-term Exams	Monday, March 18, - Saturday, March 23, 2019
Registration Begins Fall 2019	Monday, March 25, 2019
Last day to Withdraw	Friday, April 12, 2019
Easter Break	Thursday, April 18, 2019- Saturday, April 20, 2019
Reading Day (no classes)	Tuesday, May 7, 2019
Final Exams	Wednesday, May 8, 2019- Tuesday, May 14, 2019
All grades Due	Thursday, May 16, 2019
Grades Released to Students	Friday, May 17, 2019
Commencement	Saturday, May 18, 2019

Summer I 2019

May 20, 2019 – June 24, 2019

Summer II 2019

June 27, 2019 – August 1, 2019

PLEASE NOTE:

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

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

UNIVERSITY DIRECTORY

Administrative Offices

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

Office of the President

Dr. Anne Prisco, President of Felician University
Rutherford Campus – Iviswold Castle (2nd floor)
Meggan O’Neill, Executive Assistant to the President

Academic Affairs

Dr. Sylvia McGeary, Interim Vice President of Academic Affairs and Mission Integration
Lodi Campus – Albin Obal Hall (1st floor)
(201) 559-6096

Administration

Francine Andrea, Vice President of Administration
Rutherford Campus – Iviswold Castle
(201) 559-6082

Enrollment and Marketing

Steven Goetsch, Vice President of Enrollment Management and Marketing
Rutherford Campus – Iviswold Castle
(201)355-1473

Admission Office

Rutherford Campus – Iviswold Castle
(201) 355-1465

admissions@felician.edu

Hours:

September through May:

8:30 am – 7:00 pm Monday

8:30 am – 4:30 pm Tuesday - Friday

June through mid-August:

8:30 am – 7:00 pm Monday

8:30 am – 5:00 pm Tuesday - Friday

Alumni Office

Rutherford Campus – Iviswold Castle
Jimena Buitrago
Director of Alumni Relations
(201) 355-1425

Athletic Office

Benjamin DiNallo
Director of Athletics
(201) 559-3507

Campus Ministry

Lodi and Rutherford campuses
Duncan Fischley, Director of Campus Ministry
Andrew Fellows, Assistant Campus Minister
(201) 559-1120

Career Development Center

Rutherford Campus – Student Union
(201) 559-3619

Tiffany Austin, 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

Tara Brugnoni
Rutherford Campus – Student Union Main Floor

Counseling Center

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

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

Educational Opportunity Fund

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

Facilities Services

Lodi and Rutherford Campuses

Lodi Campus – near mailroom in Albin Obal Hall
(201) 559-6099

Office of Student Financial Services

Cynthia Montalvo, Executive Director

Lodi Campus - Albin Obal Hall (1st floor)

(201) 559-6010

(201) 559-6045 (Bursar/Billing)

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

Global Academic Initiatives

The Center for Global Academic Initiatives and

United Nations NGO Representative

Lodi Campus – Albin Obal Hall 300

(201) 559-6093

Graduate Admission

The Castle

Rutherford Campus

(201)355-1465

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

Craig Savino, Director of Information Systems

Lodi Campus – Albin Obal Hall (ground floor)

201-559-6058

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

Information Technology

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

University Advancement Office

John Farkas, Vice President for University Advancement
Rutherford Campus – Iviswold Castle
(201) 355-1433

Institutional Communications Office

Kristopher LaGreca, Director of Communications
Rutherford Campus – Iviswold Castle
(201) 355-1423

Institutional Research

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

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

Center for Digital & Online Learning

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

Rebecca DeVita
Education Commons
Rutherford Campus
(201) 559-3195

Library Services

Jodi Shelly, Interim Director of Library Services
Rutherford Campus Library
(201) 559-6070

Student Academic Success Center

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

Sr. Elizabeth Morley, Coordinator of Tutorial Services
8:30 a.m. to 4:30 p.m. Monday through Friday (additional hours by appointment)
Lodi Campus, Kirby Hall, 2nd Floor, Room 220
(201) 559- 6118

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

Services for Students with Disabilities

Carolyn Mitchell Kehayan, Coordinator of Services for Students with Disabilities
Lodi campus - Kirby Hall- 104
(201) 559-6050
Fax 201-559-6046

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

Barbara J. Toscano Nursing Resource and Simulation Center

Dr. Frances Figueroa Mal, Associate Dean and Director
Rutherford campus, Barbara J. Toscano Nursing Resource and Simulation Center
201-559-3190

Office of International Programs & Study Abroad

Yaruby Petit-Frere, Director
Rutherford Campus – Blessed Mary Angela Hall
(201) 559-3515
OIP@felician.edu

Payroll

Aimee Gonzalez, Coordinator
Lodi Campus - Albin Obal Hall (ground floor)
(201) 559-6175
(201) 559-6199 (fax)
<https://sp.felician.edu/humanresources/>

Registrar

Barbara Romano, Interim Registrar
8:30 a.m. to 7:00 p.m. on Monday
8:30 a.m. – 4:30 p.m. Tuesday through Friday
Lodi Campus – Albin Obal Hall (1st floor)
(201) 559-6038

Residence Life – Rutherford Campus

Laura Pierotti, Director of Residence Life
Rutherford Campus – Elliott Terrace, Lower Level
(201) 559-3506

School of Arts & Sciences

Dr. George Abaunza, Dean of the School of Arts & Sciences
Lodi Campus – Kirby Hall 402
(201) 559- 6049

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

Dr. Mara Zukowski, Associate Dean for Humanities
Lodi Campus – Kirby Hall 319
(201) 559-6198

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

School of Business

Dr. Deirdre Letson-Christofalo, Dean of the School of Business & the Center for Innovation and Professional Studies
Rutherford Campus – Martin Hall 104
(201) 559-3326

Dr. David Turi, Associate Dean of the School of Business
Rutherford Campus – Martin Hall 110
(201) 559-3327

School of Education

Dr. Stephanie McGowan, Dean of the School of Education
Rutherford Campus – Sammartino Hall Lodi Campus
(201) 559-3551

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

School of Nursing

Dr. Christine C. Mihal, Dean of the School of Nursing
Lodi Campus – Albin Obal Hall (2nd floor)
(201) 559-6074

Dr. Daria Waszak, Director of the Fast Track RN/BSN Program
Lodi Campus – Albin Obal Hall (2nd floor)
(201) 559-6090

Dr. Margaret Daingerfield, Associate Dean of the Graduate Nursing Program
Lodi Campus – Albin Obal Hall (2nd floor)
201-559-6151

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

Dr. Frances Figueroa Mal, Associate Dean and Director of the Barbara J. Toscano Nursing
Resource and Simulation Center
Rutherford Campus – Education Commons (3rd floor)
(201) 559-3190

Student Affairs

Dr. Ronald Gray, Vice President for Student Affairs and Dean of Students

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

Mylete Pinto, Assistant 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, Associate Dean of Students
Erica Anderson
Lodi Campus – Albin Obal Hall, Basement
Rutherford Campus – Student Union Building, 2nd floor

Student Wellness Center (see Center for Health)

Address all correspondence to:
Felician University
262 South Main Street
Lodi, NJ 07644
(201) 559-6000
Web Site: <http://www.felician.edu>



ACCREDITATION AND APPROVALS

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

The University is accredited by:

The Middle States Commission on Higher Education *

3624 Market Street

Philadelphia, PA 19104-2680

(215) 662-5606

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

The Teacher Education Accreditation Council (TEAC)

One Dupont Circle, Suite 320

Washington, DC 20036-0110

202-466-7236

FAX: 302-831-3013

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

The baccalaureate degree in nursing program, master's degree in nursing program, the Doctor of Nursing Practice program, and post graduate APRN certificate programs at Felician University are accredited by the Commission on Collegiate Nursing Education.

The Commission on Collegiate Nursing Education

655 K Street, NW, Suite 750

Washington, DC 20001

Phone: 202-887-6791

The New Jersey State Board of Nursing

124 Halsey Street

Newark, New Jersey 07102

(973) 504-6430

FAX (973) 504-6302

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

The International Accreditation Council for Business Education (IACBE)

11374 Strang Line Road

Lenexa, KS 66215

(913) 631-3009

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

The University is approved by:

New Jersey Commission on Higher Education

* 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>

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

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

HISTORY OF THE UNIVERSITY†

I

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

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

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

II

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

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

† 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.

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, the Rutherford Campus Library, 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.

The School of Nursing celebrated its 50th Anniversary on September 20, 2015 with a Mass followed by a Luncheon. Seven distinguished nursing alumni were inducted into the newly established Nursing Hall of Honor. Inductees included Sister Mary Rosita Brennan, CSSF, PhD, MSN, RN, '68; Laura E. Cima, PhD, MBA, RN, NEA-BC, FACHE, '85; Kathleen A. Fagan, PhD, RN, BC, APN, '94; Valera A. Hascup, PhD, MSN, RN, CTN, CCES, '99; Catherine M. Jennings, DNP, MSN, APN, '77, '81; Lynn Kearney, MS, BSN, RN, NE-BC, '73; JoAnne Penn, MA, RN, BC, '85, Ruth A. Wittmann-Price, PhD, RN, CNS, CHSE, ANEF, '78, '81; Barbara Jean Toscano, MS, RN, '68 (Posthumous).

The 100th cohort of the Fast Track RN/BSN Program began in 2016.

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

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

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

The Arnold Gold Foundation and the American Association of Colleges of Nursing selected Felician University School of Nursing to receive funding to support the inaugural White Coat Ceremony for prelicensure student held on October 17, 2017.

On October 23, 2017, the Fast Track RN/BSN Program began a cohort at Clara Maass Medical Center in Belleville, NJ.

In March 2018, Dr. Kathleen Vito and two Master of Science in Nursing Advanced Practice students participated in a week-long study abroad experience, traveling to Jacmel, Haiti. They worked with the onsite Felician Sisters of North America providing care.

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

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

1. We are a preeminent Catholic Felician Franciscan educational institution that embodies the mission and values of our heritage.

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

FELICIAN UNIVERSITY LEARNING OUTCOMES

Graduates of Felician University will:

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

CAMPUS FACILITIES

Lodi Campus

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

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

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

The John J. Breslin Performing Arts Center and the Dining Hall 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 Performing Arts Center also functions as a conference center for various University and community activities. Beneath the Theatre is a Dining Hall 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.

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

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

Rutherford Campus

The Felician University Rutherford Campus is set on 10.5 beautifully landscaped acres in the heart of the historic community of Rutherford, New Jersey. Only fifteen minutes from the Lodi Campus, the Rutherford complex contains student residences, classroom buildings, a student center, a gymnasium and a structure – originally known as Iviswold Castle – which is now home to a student lounge

and café, campus chapel, and administrative offices of enrollment and institutional advancement. The historic Castle at Felician University, unanimously approved for inclusion on the New Jersey Register of Historic Places in 2004, opened in the spring of 2013 following a restoration project that took 14 years to complete. The arduous and meticulous work undertaken by a team of historic architects and engineers uncovered myriad hidden treasures, the most astonishing of which was a wall sculpture –previously walled over – depicting a scene resembling 14th century Florentine artwork.

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

The Education Commons includes a Nursing Resource and Simulation Center, the Rutherford Campus Library, and classrooms – all thoughtfully designed to facilitate personal interaction within a state-of-the-art technological environment.

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

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

ADMISSION INFORMATION

Adult and Graduate Admission Information

Applications for admission to Felician University’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 University 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 University requires either a minimum score of 79 on the Internet-Based TOEFL, 56 on PTE English 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 our ESL Academic Bridge Program, Level 4.
- 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).

Transfer Graduate Credit upon Admission

Felician University will not grant transfer credit for previous University 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 University and then withdraws, or has taken a Leave of Absence for more than 180 days, 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 University-level or post-secondary work attempted since withdrawing from Felician University.
- 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 University 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 University 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 Financial Services email inquiries should be made to <u>StudentAccounts@felician.edu</u>
Non-Traditional Programs	(201) 559-6045	
Collections	(201) 559-6045	

Office Hours

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

Payment Information

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

Payments can be made using the following methods:

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

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

Felician University

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

- Checks and Money Orders should be made payable to Felician University. Please include your name and Student ID Number on the front of the check for proper posting to your student account.
- Checks returned for insufficient funds will not be re-deposited, and your student account will be assessed a \$50.00 returned check charge. If the check is returned for insufficient funds a second time, students must pay with a Certified Check, Money Order, Cash or Credit Card **upon notification of the check being returned for insufficient funds.**
- Payment by check can also be made over the phone, at a cost of \$1.95 per transaction. Students will need the checking account number and routing number to complete the transaction. There is a \$50.00 charge for a returned check-by-phone payment.

Credit Card

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

Wire Transfer

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

Web Payment

- Payment can be made through the Felician University website at www.felician.edu. Students will need their login information in order to make payment. The payment portion of the website can be found in the Student Menu of WebAdvisor, in the Financial Information section. Felician University accepts Visa, MasterCard, American Express, and Discover. Payment can also be made by Electronic Check, at a cost of \$1.95 per transaction. Students will need their checking account number and routing number to complete the transaction. It

is imperative to enter the proper information and have available funds when making an Electronic Check transaction, as there is a \$50.00 charge for returned Electronic Checks.

Authorized Deferred Payment

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

- Only students in Traditional Undergraduate or Graduate programs are allowed to participate. Students enrolled in non-traditional programs are **not eligible** to participate.
- TMS offers a five month payment plan for the fall and a five month payment plan for the spring terms. Each plan requires a \$55.00 enrollment fee. First payments for the Fall is July 1st. First payments for the Spring plan are due by December 1st. Late enrollment past these dates may require students to make larger first payments to make up for missed monthly installments.
- Students are required to provide an accurate balance due to TMS at the time of enrollment. **TMS will not provide you with a budget amount.** Improper budgeting can lead to a balance due to the University and a hold flag being placed on the student account, preventing future registration and transcript/diploma release.
- **Past due balances may not be included as part of the payment plan.** These balances must be paid in full to the University prior to enrolling in a plan.
- Students are required to re-enroll each year and each semester. Enrolling in a payment plan does not mean you are enrolled for the following term. It is important that students check their new balance due for the new term at the time of enrollment to insure proper payment.
- A **late fee of \$45** will be assessed for each late payment made. If two consecutive payments are missed and your account is not made current with your next payment, your payment plan will be cancelled by TMS. Payment in full is required directly to Felician University at the time of cancellation. Cancellation from the payment plan will render the student ineligible to use TMS in the future.
- Payments made to TMS on the 1st of the month will not be reflected on the Felician University student account until approximately the 28th of the month.
- Students are encouraged to periodically check their Felician University balance and compare it to their budgeted payment plan amount. Any adjustments to the plan can be requested directly with TMS, which will then require approval from the University.
- Questions can be directed to TMS at 1-800-722-4867 or to the Office of Student Accounts at (201) 559-6045. Brochures are available at the Office of Student Accounts upon request.

Employer Sponsored Tuition Assistance Programs

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

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

Student Refund Policy

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

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

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

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

New Jersey Unclaimed Property

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

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

Financial Aid

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

1098-T Tax Forms

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

Form 1098-T will be available in the Financial Information section on WebAdvisor no later than January 31st 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.

Form 1042-S

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

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

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

Policies

Payment Policies

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

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

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

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

Room and Board must be paid along with tuition and fees by the posted payment deadlines in order for students to be eligible to check-in to the University's residence halls. 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 Student Financial Services. Upon receipt of this notification, their payment must be made immediately. Students will first have the opportunity to make payment directly to the University. If they do not respond to our attempts to collect their balance, their account will be referred to an outside collection agency. Should this occur, credit bureaus will be notified and the student will be responsible for the outstanding balance collection fees, attorney fees, and/or any legal fees. At this point, the student will no longer be able to make payment directly to Felician University; they will be required to interact directly with the collection agency. All grades, transcripts, and diplomas will be withheld until the student has satisfied their balance in full and all funds have cleared.

Withdrawal Refund Policy

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

Fall 2018

Last Day for 100% Refund (Drop/Add Period)	September 5, 2018
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Last Day for 75% Refund	September 12, 2018
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Last Day for 50% Refund	September 19, 2018
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Last Day for 25% Refund	September 26, 2018
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Withdrawal after September 26, 2018 is 0% Refund

Spring 2019

Last Day for 100% Refund (Drop/Add Period)	January 23, 2019
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Last Day for 75% Refund	January 30, 2019
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Last Day for 50% Refund	February 6, 2019
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Last Day for 25% Refund

February 13, 2019

Withdrawal after February 13, 2019 is 0% Refund

Summer I 2019

Last Day for 100% Refund (Drop/Add Period)

May 20, 2019

Last Day for 75% Refund

May 22, 2019

Withdrawal after May 22, 2019 is 0% Refund

Summer II 2018

Last Day for 100% Refund (Drop/Add Period)

June 27, 2019

Last Day for 75% Refund

June 29, 2019

Withdrawal after June 29, 2018 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

Challenge Examinations

Students applying to take a Challenge Examination must pay a testing fee of \$25.00 per credit according to the number of credits normally awarded for the challenged course. This testing fee must be paid prior to taking the Challenge Exam. Upon passing the Challenge Examination, students apply to have examination credits awarded by the University. Students will be charged one-third the standard tuition rate as of the date the examination was taken for each Challenge Examination credit

awarded. Payment must be made in full upon submission of the application for awarded credits. Payment cannot be included with any semester tuition rate and **must be paid separately**. For information on Financial Aid eligibility for Challenge Examination charges, please contact the Financial Aid Office.

TUITION DISCOUNTS

Family Discounts

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

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

Teachers at a Catholic School Discount

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

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

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

Financial Information

TUITION AND FEES – 2018/2019 ACADEMIC YEAR

Tuition:

Master of Science in Nursing, Master of Business Administration, Master of Science in Healthcare Administration, Master of Arts in Religious Education, Master of Science in Computer Science	\$	1,040.00	/Credit
Graduate Certificate Programs	\$	1,040.00	/Credit**
Online Master of Business Administration	\$	940.00	/Credit
Doctorate of Business Administration	\$	925.00	/Credit
Masters of Counseling Psychology	\$	885.00	/Credit
Doctorate in Counseling Psychology	\$	1,005.00	/Credit
Education Programs	\$	820.00	/Credit
Doctor of Nursing Practice Program	\$	1,040.00	/Credit
For Adult Learners	\$	765.00	/Credit

Audit Tuition:

Graduate	1/2 of the course tuition
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Comprehensive Fees:

Part-Time or Graduate Student	\$ 300.00 /Semester
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Mandatory Fee:

Part-Time or Graduate Student	\$ 175.00 /Semester
Students registered in Trimester	\$ 57.00 /Trimester
Students registered in 8 Week Session	\$ 28.50 /8 Week Session

Room and Board:

Single Room	\$ 8,225.00 /Semester
Double Room	\$ 6,440.00 /Semester

Triple Room	\$	5,740.00	/Semester
Residential Meal Plan (Meal Plan is mandatory for all housing students. Cost included in room and board.)	\$	Allowance is \$1,785.00	/Semester

Course Fees:

Art Studio Fee	\$	175.00
Art Special Fee (Art 237)	\$	310.00
Graphic Arts Lab Fee	\$	305.00
MBA Fee (MBA 001)	\$	220
MSHA Fee (HCA 001)	\$	220
Music Course Fee	\$	320.00
Music Lesson Fee	\$	270.00
Computer Science Lab Fee	\$	305.00
ED 200-302-304-400	\$	120.00
ED 404-604	\$	320.00
All Lab Science Course Fees	\$	345.00

Nursing Clinical Fees:

NURS 306,326,356,346,436,416,460,486	\$	1.000 00
NURS 416, 422	\$	510.00
NURS 530, 615, 626, 627, 637, 638	\$	
NURS 636	\$	

Other Fees:

Challenge Examinations (Per Credit Testing Fee)	\$	25.00
Challenge Examinations (Credits)		1 / 3 of the course tuition
Transcript Fee (Normal Processing)	\$	5.00
Transcript Fee (Immediate Processing)	\$	10.00
Transcript Fee (On-Line Processing)	\$	10.00
Non-Refundable Application Fee	\$	30.00
Late Tuition Payment Fee	\$	200.00
Doctorate Business Administration Re-registration Fee	\$	100.00
Graduate Nursing Doctoral Project Fees (NURS 800, NURS 810, NURS 815, NURS 820):	\$	535.00

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

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

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

In addition to the general tuition and fees described above, students should anticipate the following estimate of annual expenses associated with attending the University during the 2018-2019 Academic Year.

Expense	Commuter Student	Resident Student
Books	\$780	\$780
Transportation	\$1,780	\$1,100
Personal Expenses	\$2,400	\$1,950

FINANCIAL AID

General Information

Felician University recognizes that many students may need assistance in meeting the cost of a University 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 University for admission to a degree or certificate program, and
- File the Free Application for Federal Student Aid (FAFSA). The application is available on the web at www.fafsa.ed.gov or 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 University 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 University 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 University, 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 University Alumni Grant: For alumni who graduated from a Felician degree program, do not have an outstanding balance on their account, and have been accepted into a Felician University post-baccalaureate program, the Felician University 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 University programs.

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

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. 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 University 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.

- **Federal Teach Grant**

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

New Jersey Class Loans: The New Jersey University Loans to Assist State Students (NJCLASS) is a loan program intended for families of University 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.

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 University web site and in the Financial Aid Office.

EMPLOYMENT

Jobs are available to students through the Federal Work Study or Felician University Student Employment programs. Students who are offered jobs have the opportunity to work on or off campus to earn money to help pay educational expenses.

Federal Work-Study Program (FWS): Students with financial need may earn money to pay for University expenses by working at a variety of on- or off-campus jobs. The federal government finances the major portion of a student's earnings, and the University or off-campus employer finances the remainder. Work-Study provides an opportunity for students to learn professional skills

while working for financial assistance. Determination of eligibility is made by the Financial Aid Office. Students interested in obtaining employment on campus should contact the Career Development 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 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 University participates in the Yellow Ribbon Program which allows institutions to enter into an agreement with the VA to fund tuition expenses that exceed the amount covered by the Post-9/11 GI Bill (see above). Felician University will match the VA contribution so the total amount available to the student from the Post-9/11 GI Bill and the Yellow Ribbon Program will cover the entire cost of tuition and fees at Felician University.

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 Associate Dean 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 University. 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 University'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 University) 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 University 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 University will provide a fair and equitable refund to all students who leave school prior to the completion of an enrollment period for which they are charged. Students who withdraw from school are subject to the Tuition Refund Policy issued by 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 students last date of attendance at an approved academic-related activity. If attendance cannot be determined in all courses, 100% of the federal aid must be returned.

If a student has questions about Title IV program funds, information is also available on the Web at www.studentaid.ed.gov.

STUDENT’S RIGHTS AND RESPONSIBILITIES

You have the right to:

- have complete information regarding fees, payment, and refund policies available to you.

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

You have the responsibility to:

- advise the Financial Aid Office whenever you change your enrollment (e.g. from full-time to less than full-time) or housing status.
- advise the Financial Aid Office of any additional aid received which is not indicated on your Financial Aid Award Notice.
- inform the Financial Aid Office if you expect to withdraw or take a leave of absence. Refer to the Treasurer's section of the catalog regarding the school's refund policy.
- provide the Financial Aid Office with all verification materials requested.
- meet your financial obligations to the University.
- know and comply with the rules governing all financial aid you receive.
- read and understand all materials sent by the Financial Aid Office.
- accept responsibility for all agreements signed by you and keep copies of all materials for your records.
- complete the Free Application for Federal Student Aid (FAFSA) each year prior to the University's established priority deadline.
- respond promptly to any information requests from external organizations, including the NJ Higher Education Assistance Authority (NJHESAA).
- maintain good standing and satisfactory academic progress as defined in the academic section of the University catalog.
- report to the Internal Revenue Service (IRS) any grants and/or scholarships which are in excess of tuition, fees and books when completing your federal tax return.

Consumer Information:

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

The specific information provided is to insure compliance with:

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

Felician University Consumer Information website link is:

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

If you have any specific questions related to any of these topics or you wish a hard copy of any of the materials, please refer to the contact list on the attached link:
http://www.felician.edu/sites/default/files/contact_list_1-11-13.pdf

ACADEMIC POLICIES AND PROCEDURES

Classification of Students

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

Matriculated students are enrolled in one of the following degree programs: Master of Arts in Education, Counseling Psychology , or Religious Education; Master of Science Computer Science, Doctor of Nursing Practice; Master of Science in Nursing; Master in Business Administration, Doctor of 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 University are governed by the regulations and provisions printed in the current catalog and student handbook, as well as those regulations promulgated during the course of the academic year. The University 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 University policy. All students are governed by the policies and procedures of a University-wide Honor Code policy.

FELICIAN UNIVERSITY HONOR CODE ‡

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

‡ 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.

and administrators evaluate the student's work in a fair and impartial manner. The Honor Code presumes that all work submitted as part of academic requirements is the product of the student submitting it unless credit is given with proper footnoting and bibliographic techniques as prescribed by the course instructor.

All members of the University community are required to acquaint themselves with the provisions of the Honor Code through the information on the University's eCompanion page, the Student Handbook, and the University catalog. Students are responsible for obtaining from their professors an explanation of the freedom they may exercise in collaboration with other students or in use of outside sources, including the student's own work prepared and submitted for another course. Students may collaborate with each other within the parameters established by their professor. In any given course a student may submit work prepared for credit in another course so long as he/she has received written permission from 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 or papers prepared by commercial or noncommercial agents and submitted as a student's own work.
 - ◆ Submission of work downloaded from the internet. This includes entire essays or partial downloads if the source is not cited properly.
 - ◆ Submission of work prepared for another course without specific prior authorization of the instructors in both courses. Use of a student's own work, whether prepared in the relevant class or in another, is governed by all the rules of scholarship mentioned in the above section on plagiarism. A student may use citations, sources, whole sections of a paper so long as proper acknowledgement is made and the written permission of any instructors involved has been secured.
- Falsification of results of study and research. Any falsification or being accessory to the altering or falsifying of class records or other materials submitted to demonstrate compliance with course requirements or to obtain class credit, including falsifying records of class attendance, attendance at required events or events for which credit is given, or attendance or hours spent at internships or other work service.

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 University for Violations of the Honor Code

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

Responsibility of the Individual

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

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

The Honor Council

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

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

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

COMPUTER MEDIATED INSTRUCTION/ELEARNING

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

- Students **cannot** be added to a fully online course after the course start date.
- Students cannot be added to a hybrid or eCompanion after the drop/add period.
- Proctored exams are required for all fully online undergraduate courses.

- A student who does not participate for a week in a fully online course without contacting the professor can be dropped from the course.
- All holds (tuition, health etc.) must be cleared in order to access eCompanions, hybrids or fully-online courses. Check your Web Advisor account to view courses for which you are officially registered. Contact the Registrar's Office or Treasurer's Office if you do not see a course for which you are registered. Cohort students contact your Program Coordinator for registration issues.
- Check your Felician email account for logon instructions to Brightspace.
- Save all of your online assignments to a Word File. Once the course ends you will not have access to your assignments.
- All correspondence will be through your Felician University email account.

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

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

- **Plagiarism:** Plagiarism consists of using another author's words without proper identification and documentation of that author. Plagiarism takes the form of direct quotations without the use of quotation marks and/or documentation, or paraphrasing without proper identification and documentation. The fabrication of sources, or the act, deliberately or unconsciously, of passing another author's work off as one's own are also considered to be plagiarism.
- **Falsification:** Falsification consists of deliberately changing results, statistics, or any other kind of factual information to make it suit personal needs. It also consists of deliberately changing a source's intent by misquoting or taking something out of context.
- **Multiple submissions:** If you wish to turn in the same work or use the same research, in whole or in part, for more than one course, you must obtain written permission to do so from all professors involved. Failure to obtain this permission constitutes 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 University. The course delivery system is the property of Brightspace.com, Inc. The Brightspace website is provided solely for the use of students and prospective students of Felician University. No one may distribute, publish, or use the materials, audio files, images or design, or any part of the materials, audio files, images, or design of the website whatsoever. Users are only authorized to view, copy, and print documents contained within the website, subject to the agreement that:

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

CONFERRING OF DEGREES

Graduation

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

GRADES AND GRADING POLICY

Grading System

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

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

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

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 University.

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

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

A GPA of 3.000 is required for all graduate programs.

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

Audit Policy

Students have the option of auditing a course. A request to audit a course must be made at the time of registration and may not be changed after a course is in progress. Courses enrolled on an audit basis do not carry University 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 University 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 b x c = d</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 University assumes the responsibility and obligation of regular and punctual attendance at classes, laboratory sessions and clinical experiences. Attendance is recorded as of the first scheduled class session of each semester.

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

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

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 University. 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 University. Individual Schools may have a more stringent policy.

Felician University 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 University 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.

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

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

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

Disciplinary Dismissal

Felician University reserves the right to dismiss, at any time, a student who does not observe the social regulations or standards of conduct at the University 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 University are advised and registered on the dates scheduled in the University 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.

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 .

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 .

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

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

In-House Credits

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

Internal Transfer

Matriculated students who wish to change degree programs must complete the Change of Major Form available in the Office of the Registrar. This declaration must be completed in its entirety and

returned to the Registrar's office. This procedure is followed only if the student has already been accepted into a degree program through the Office of Admission.

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

Leave-Of-Absence

The University grants a Leave-of-Absence for up 180 days to a matriculated student in good standing. A special readmission form is available from an Admission representative in the Office of the Registrar on the Lodi Campus 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 University (have an outstanding balance with the Treasurer, owe a book or library fine or parking fees) - must clear the debt within two weeks from the date of application. Students cannot return to Felician University until all debts have been cleared.

Official Withdrawal

An Official Withdrawal is granted to a matriculated student in good standing. An application is available in the Office of the Registrar. The application must be completed and signed during the mandatory exit interview and forwarded for approval, to the Vice President for Academic Affairs.

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

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

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

Unofficial Withdrawal

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

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

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 University and then returns to the University 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 multi-disciplinary members of the staff and faculty.
- Appeals must be **submitted within the established deadlines**. Appeal requests submitted after the deadline will not be accepted if the SAP Appeals Committee has met for the final time prior to the start of classes.
- Appeals are **granted for one semester** contingent upon an **'academic plan'** outlining the academic requirements which must be fulfilled by the student. If the appeal is accepted, the student will be placed on **'financial aid probation'**. An 'academic plan' must ensure the student will meet the standards by a specific time.
- Reinstatement of aid for the following semester will be considered by the SAP Appeals Committee after a review of the student's academic progress and/or successful completion of the 'academic plan'.
- All decisions made by the SAP Appeals Committee are final.

Financial Aid Probation

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

Academic Plan

Students who fail the satisfactory progress check at the end of the academic year may only receive aid for the following semester if they successfully appeal. An 'academic plan' outlining the academic requirements, which must be fulfilled by the student, will be provided. A requirement of the plan

may include regular scheduled meetings with an academic advisor. Reinstatement of aid will be contingent upon successful completion of this plan. An 'academic plan' must ensure the student will meet the standards by a specific time.

Reestablishing Financial Aid Eligibility

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

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

Withdrawal for Specific Circumstances

Medical, psychological, and compassionate withdrawals are initiated 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 University.

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

Family Educational Rights and Privacy Act of 1974 (FERPA)

Students who desire access to their official University files may request them from the persons responsible for the office in which the records are maintained. Access will be granted as soon as mu-

tually satisfactory arrangements can be made, but in no case is the time between request and access to exceed 45 days.

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

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

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

Residency Requirement

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

Transcript of Records

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

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

Transfer Credit After Matriculation

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

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 University catalog of the visiting institution) of the intended course. The student making the request must attach this description, as well as 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 University Student Handbook and the Felician University 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..

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 University.

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 University, and will be charged one-third the standard tuition rate for each Challenge Examination credit awarded. Credits granted for Challenge Examinations do not count toward Felician University's 30-credit residency requirement. Any exam, once taken, cannot be repeated. 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, as amended and Section 504 of the Rehabilitation Act of 1973, the University provides accommodations to students with documented disabilities. Felician University does not offer a separate program for students with disabilities, but strives to assist students within the existing curriculum. Accommodations may include, but are not limited to, extended time on tests, tape recording lectures or preferential seating.

To receive a copy of the policy and procedures for providing services to students with disabilities and/or to request accommodations, please contact the Coordinator of Services for Students with Disabilities in Kirby Hall, Room 104 (201-559-6050 or -6052).

ATHLETICS

The Rutherford Campus houses the Felician Gymnasium and boasts a state-of-the-art Fitness Center for students, faculty, and staff. The University offers intramural and recreational sports activities. The intercollegiate sports program includes men's and women's basketball, men and women's cross country and track, men and women's soccer, women's softball and men's baseball. Felician Universi-

ty 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 University 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 University 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 University. 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 University's computer labs on both campuses
- Admittance to the fitness centers on both campuses
- Access to the Felician University Libraries
- Discounted tickets to University'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 University 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, University mementos, and miscellaneous items.

CAMPUS MINISTRY

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

The liturgy of the Eucharist is celebrated in the Lodi University chapel daily, in the Main Lobby in Lodi on special occasions, and on Sunday evenings at the Rutherford campus. Opportunities are available for the Sacrament of Reconciliation. Search seminars, shared prayer, days of recollection, weekend retreats, "Pizza and Prayer" nights, and liturgical programs provide extended dimensions for varied campus prayer experiences. The Campus Ministry team also works with the students on a "Midnight Run" (providing food and clothes to the homeless), as well as the distribution of food to needy Newark residents. Through individual direction, group interaction and numerous religious activities, Felician University endeavors to build a strong faith community.

CAREER DEVELOPMENT CENTER

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

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

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

COLLEGE CENTRAL NETWORK

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

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

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

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

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

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

CULTURAL OPPORTUNITIES

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

FOOD SERVICES

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

Monday – Thursday

Breakfast: 7:00 AM – 10:30 AM

Lunch: 11:00 AM – 3:00 PM

Late Grill Service: 3:00 PM – 6:00 PM

Friday

Breakfast: 7:30 AM – 10:30 AM

Lunch: 11:00 AM – 3:00 PM

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

Monday – Friday

Breakfast: 7:00 AM – 10:30 AM

Lunch: 11:00 AM – 4:00 PM

Dinner: 4:30 – 7:30 PM

Late Grill Service: 3:00 PM – 6:00 PM

Saturday and Sunday

Brunch: 10:00 AM – 4:00 PM

Dinner: 4:30 AM – 7:00 PM

Castle Café (Starbucks) Hours of Operation

Monday – Thursday

7:30 AM – 8:00 PM

Friday

7:30 – 3:00 PM

Saturday and Sunday

10:00 AM – 4:00 PM

Falcon’s Nest Hours of Operation

Monday – Sunday

8:00 PM – 12:00 AM

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. 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). 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 University policy. Additional health criteria may be required for certain categories of students as determined by student age, campus residency and declared major. Students should consult the Student Handbook or contact the 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 University reserves the right not to enroll students (or to terminate the enrollment of those enrolled) where their health status makes it impossible for them to meet the academic and practicum of their enrollment in respective programs.

LIBRARY SERVICES

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

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

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

The Lodi Campus Library offers group study spaces, quiet study spaces, computers and printers, as well as print collections for the School of Arts and Science and the School of Nursing. The Rutherford Campus Library, located in the Education Commons, offers group study spaces, a Digital Me-

dia Lab, computers and a printer, as well as print collections for the School of Business and the School of Education, which are housed in the Audrey Toron Curriculum Library Collection Room. Professional librarians and library staff are on-site at each facility.

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

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

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

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

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

ORIENTATION

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 University'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 University (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 University.

FeliciaNews, a campus newsletter, is published by Student Government for the Felician University 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 University, as well as community leaders, alumnae/alumni, and prospective students. Its purpose is to provide readers with news about the University 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.

Newsletter for the Department of Natural Sciences is published each semester and provides University 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 University 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 University in advance of the event and in the activities calendar.

VETERANS

Felician University strongly supports military veterans, active duty service members and their families, offering programs, personnel and educational benefits designed around military and veteran students. Please contact the military student office for a complete overview of the University's services including Felician University Military Grant and other support services. Please also refer to page 43 for information.

CODE OF CONDUCT

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

The Felician University 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 University 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 University.

DEGREE AND SPECIAL ACADEMIC PROGRAMS

Doctoral Degrees:

D.N.P.	Doctor of Nursing Practice
	DBA Doctorate Business Administration
Psy.D.	Psychology Doctorate in Counseling Psychology with Emphasis in Primary Care

Masters Degrees:

M.A.	Counseling Psychology
M.A.	Education: School Nursing and 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.S.	Computer Science

M.B.A.	Innovation/Entrepreneurship
M.S.N.	Adult-Gerontology Nurse Practitioner in Primary Care
M.S.N.	Family Nurse Practitioner in Primary Care
M.S.N.	Nursing Education
M.S.N.	Nursing Administration

Certificates: Religious Studies; Special Education; Graduate Certificate in School Nursing and/or Health Education; Post Master’s Family Nurse Practitioner in Primary Care Certificate; Post Master’s Adult-Gerontology Nurse Practitioner in Primary Care Certificate; Post Master’s Certificate in Nursing Education; Post Master’s Certificate in Nursing Administration; 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 University 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 University, is committed to promoting eLearning environments that foster academic integrity. Online courses are delivered using the Brightspace courseware management platform. The URL is www.felicianonlinecampus.net. There are three types of computer mediated instruction: 1.) eCourses which are fully online, 2.) Hybrid courses which are delivered partly face-to-face and partly online, and 3.) eCompanions which are delivered totally face-to-face but use using online learning tools. Students enrolling in any type of e-course must only use their Felician email address.

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

- Doctor of Nursing Practice *
- 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 Nurse Practitioner in Primary Care, Family Nurse Practitioner in Primary Care, Nursing Education, Nursing Administration*
- Post-Master's Certificate – Adult-Gerontology Nurse Practitioner in Primary Care, Family Nurse Practitioner in Primary Care, Nursing Education, Nursing Administration*

* Theoretical content delivered online. Practice hours and on-campus intensives 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 baccalaureate degree in nursing program, master’s degree in nursing program, the Doctor of Nursing Practice program, and post graduate APRN certificate programs at Felician University are accredited by the Commission on Collegiate Nursing Education.

The Commission on Collegiate Nursing Education
655 K Street, NW, Suite 750
Washington, DC 20001
Phone: 202-887-6791

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

MASTER OF SCIENCE DEGREE IN COMPUTER SCIENCE (MSCS)

Mission Statement

The mission of the Master of Science degree in Computer Science program is to provide a quality graduate education in the field of Computer Science that prepares a student for meaningful engagement in work experiences and/or a furthering of the student's education in a doctoral program.

Program Outcomes

1. Develop a deeper understanding of the technical foundations of Computer Science on the graduate level and interpret the connections between theory and practice.
2. Analyze and interpret researched articles in professional journals and utilize their contents in the analysis and development of the student's own graduate-level research.
3. Execute the mathematical skills related to theoretical Computer Science and the performance of statistical analyses on scientific data.
4. Produce well-designed and well-constructed computer programs written in recognized computer languages for the purpose of solving a problem or producing a desired outcome according to specified requirements
5. Analyze a problem, deconstruct it into the component parts and assess the computing requirements appropriate to its solution.
6. Develop the ability to engage in graduate-level projects in Computer Science and produce results worthy of presentation at conferences or publication in journals.
7. Develop an ability to function effectively on teams to accomplish a common goal.
8. Recognize and exemplify an understanding of project management within the discipline of Computer Science so as to be able to outline successfully the planning and implementation of the creation of a computerized system, utilizing the current techniques, skills, and tools necessary for computing practice.
9. Successfully complete research project or large-scale software development project on a systems level.
10. Develop an awareness of what constitutes ethical conduct throughout the Computer Science profession and the issues involved in the ethical handling of data, information, systems, and computer technologies.
11. Analyze the local and global impact of computing on individuals, organizations, and society.
12. Judge situations and be willing to take a lead role as a computing professional in any industry concerning ethical, legal, security, social, and/or technology-based issues and responsibilities.

Admission Requirements

Admission to the 4+1 option of the Master of Science degree in Computer Science will require a student's transcript to be evaluated when first he or she applies to the program. If the student is a Computer Science and/or Cybersecurity major at Felician University, he or she would need to maintain a 3.0 average in the major(s) and at least a 2.75 GPA overall through the senior year (the year in which master's degree work would begin).

To be eligible for admission to the traditional master's degree, a student must have completed an undergraduate degree in Computer Science, Computer Engineering, Information Technology, Computer Information Systems, or related field, with an overall GPA of 2.75 or higher and a GPA in the major of 3.0 or higher. Two letters of recommendation will be required, as well as certain other general requirements for graduate school admission, as outlined in the Felician University graduate catalog. Students not satisfying the above-stated GPA criteria and students whose bachelor's degree is in a non-technical field will be considered for conditional matriculation on a case-by-case basis. Such students will be required to complete the following courses or their equivalent in order to be qualified for matriculation: CS 500 Introduction to Programming, CS 501 Discrete Structures, CS 502 Computer Architecture and Organization, CS 503 Data Structures and Algorithms, CS MATH 500 Calculus for Non-Majors. These prerequisite (bridge) courses must be completed with a GPA of 3.0 or higher. The bridge courses will not be counted towards the master's degree. A traditional master's degree must be completed within five years of acceptance into the program.

Program Delivery Format

The Master of Science in Computer Science degree will be offered in the following formats:

1. 4+1 format

The 4+1 format allows a student to complete an undergraduate degree in Computer Science and/or Cybersecurity as well as the master's degree in Computer Science in five years (4 years for the BS degree, 1 year for the MS degree). This will be accomplished by allowing qualified candidates to take two to three master's-level courses in their senior year of undergraduate studies and have those courses count toward the students' bachelor's degree, thus allowing the students to complete the remainder of the master's degree in one additional year.

2. Traditional master's degree format

Students who are not in the 4+1 program will be admitted with an appropriate bachelor's degree from an accredited institution and typically will spend 1.5 – 2 years completing the master's degree if enrolled full time, or 2-3 years if enrolled part time. They will be required to take certain prerequisite courses if their bachelor's degree is not in Computer Science or in a closely related field.

3. Combination hybrid and online formats

The delivery format of the courses will be a combination of hybrid and fully online. Some Computer Science courses are better suited for delivery as fully online courses than others. For some of our courses, the students will benefit greatly from having exposure to their professor in a

classroom/laboratory setting for a portion of the semester or the track, and interacting with professor and classmates online for the remainder of the coursework. Our extensive experience in course delivery in both of these formats, hybrid and fully online, has shown the benefits of the hybrid model in certain cases, especially for students who are not yet working in the profession and do not have any exposure to background fundamentals. Providing this combination of delivery models gives students much-needed flexibility, enhances their learning experience, and allows them to have the best of both environments.

Degree Requirements

The Master of Science in Computer Science requires completion of at least 30 credit-hours of study at the graduate level (CS 600 and CS 700 level courses) with a minimum GPA of 3.0 and a minimum grade of C in any course.

All 30 credits must be taken from Computer Science six hundred and seven hundred level courses. Three core courses (total 9 credits) are required and 21 credits are electives. If a course that can be considered a required course is not selected as such (selected among the 9 credits), it can be selected as an elective, if desired. Students have a wide variety of electives to choose from (not all of which will be offered each year) because of the wide variety of specializations available in the Computer Science field today.

COURSE DESCRIPTIONS

MASTER OF SCIENCE DEGREE IN COMPUTER SCIENCE (MSCS)

CS 500 OBJECT- ORIENTED PROGRAMMING IN C++ (4 credits)

This is a fast-paced course to enable students to become proficient in the C++ programming language. It is intended statements, loops, functions, and arrays. Students will write programs for a wide variety of problems in math, science, financials, and games. Upon successful completion of this course, students will be able to analyze and design strategies for solving basic programming problems, use primitive data types, selection statements, loops, functions to write programs, use the step-wise refinement approach, use arrays to store, process, and sort data and use an IDE to develop programs. The credits for this course are not counted towards the required 30 credits for the Master's Degree program.

CS 501 DISCRETE STRUCTURES (3 credits)

This course is a bridge course and designed for students who do not meet admission requirements for Master of Science in Computer Science. This course explores the theoretical foundations and principles of computer science, including an overview of computational complexity. The course covers definitions of sets, operations on sets, formal logic, functions and relations, graphs and trees, graph algorithms, analysis of algorithms, finite automata, regular languages and regular grammars, properties of regular language, context-free languages, and Turing machines. The students will complete problem solving assignments connected with theory. The credits for this course are not counted towards the required 30 credits for the Master's Degree program.

CS 502 COMPUTER ARCHITECTURE AND ORGANIZATION (3 credits)

This course is a bridge course and designed for students who do not meet admission requirements for Master of Science in Computer Science. This course covers digital electronics and how circuits realize logic, hardware components, logic gates, buses and memory, and their use in constructing adders, comparators and addressing schemes. This course also investigates machine level representation of data, computer architecture and organization at the machine level, assembly level machine organization, micro-architecture, interfacing and communication, memory systems organization and architecture, cache, functional organization, multiprocessing and alternative architectures, performance enhancements, distributed architectures, and future directions in computer architecture evolution. The credits for this course are not counted towards the required 30 credits for the Master's Degree program.

CS 503 DATA STRUCTURES AND ALGORITHMS (3 credits)

This course is a bridge course and designed for students who do not meet admission requirements for Master of Science in Computer Science. This course provides students with important aspects of data structures, including simpler data structures as well as advanced data structures and algorithms, the connection between data structures and their algorithms, analysis of algorithms complexity, and presentation of data structures using object-oriented language. Topics include complexity analysis, link lists, stacks and queues, recursion, binary trees, graphs, sorting, and hashing. The students are required to complete problem solving and programming assignments. The cred-

its for this course are not counted towards the required 30 credits for the Master's Degree program. *Prerequisites:* CS 270 or its equivalent or CS 500 or its equivalent

CS 598 ADVANCED PROGRAMMING WITH JAVA (3 credits)

This course is designed for students who are already familiar with programming in the Java language. It covers the object-oriented programming paradigm on an advanced level, involving enhanced exercises in writing classes and creating objects with Java, creating GUI Applications and Applets, and exploring the concepts of 2D and 3D computer graphics with Java. The students will be exposed to the techniques of developing practical applications using powerful Java packages including graphics. Topics include: writing classes and creating objects, decision structures, loops and files, GUI Applications, creating GUI Applications with JavaFX, creating Applets, 2D and 3D Graphics rendering.

CS 599 ADVANCED DATABASE AND KNOWLEDGE DISCOVERY (3 credits)

This course provides students with the opportunity to reach a demonstrated level of competence in the areas of databases and knowledge discovery, with the primary objective being for students to advance their knowledge of modern databases and data mining techniques. Major topics include modern databases review, advanced query processing and query languages, and development and applications of database management systems (DBMSs) in modern applications, as well as data analysis on large and distributed databases. A final project is required to design and implement a complex database system for knowledge discovery techniques on large data sets. *Prerequisites:* CS 360 or its equivalent

CS 600 ADVANCED ALGORITHM DESIGN AND IMPLEMENTATION (3 credits)

This course presents many computer algorithms and covers engineering issues in algorithm design, as well as mathematical aspects of algorithm analysis. The students will be exposed to an algorithm design process that begins with problems arising across the full range of computing applications, builds on understanding of algorithm design techniques, and results in the development of efficient solutions to these problems. Topics include: Basic and Advanced Data Structures, Algorithm Analysis, Graph Algorithms, Sorting and Order Statistics, Advanced Design and Analysis Techniques, NP and Computational Intractability, Approximation Algorithms, Randomized Algorithms. *Prerequisites:* CS 380 or its equivalent or CS 503 or its equivalent

CS 605 GRAPH ALGORITHMS (3 credits)

This course presents design and analysis of graph algorithms, and applications of these algorithms for solving real world problems. This course covers different graph classes, the design and analysis of graph algorithms, distance and connectivity, finding maximum matchings, graph colorings, vertex covers, maximum cuts, matrices, graph searching, planar graphs, digraph and networks, tree codes, NP-complete problems, and graph approximation algorithms. The students are required to complete problem solving and programming assignments. *Prerequisites:* CS 600 or its equivalent

CS 610 ADVANCED COMPUTER ARCHITECTURE (3 credits)

This is a course on computer design, outlining the evolution and trends and looking into the future possible enhancements in performance of future machines. The course covers topics such as defining computer architecture, trends

in computer architecture technology, trends in power in integrated circuits, trends in cost and dependability, measuring, reporting and summarizing performance, quantitative principles of computer design, performance, price vs. performance, fallacies and pitfalls. Other topics to be covered include instruction-level parallelism, limits of instruction-level parallelism, multiprocessors and thread-level parallelism, memory hierarchy design and storage systems. *Prerequisites:* CS 280 or its equivalent or CS 502 or its equivalent

CS 615 MODELS OF COMPUTATIONS AND FORMAL LANGUAGES (3 credits)

This course covers concepts and methods of theoretical computer science. This course covers finite deterministic and nondeterministic automata, pushdown automata, Turing machines, regular expressions and languages, context-free grammars and languages, properties of regular and context-free languages, algorithms and decision procedures for context-free languages, unrestricted grammars, undecidability, intractable problems, and complexity classes. *Prerequisites:* CS 290 or its equivalent or CS 501 or its equivalent

CS 620 OPERATING SYSTEMS DESIGN (3 credits)

This course covers design principles and implementation issues of contemporary operating systems. The concepts are illustrated and tied to modern operating systems: Windows, Unix, Linux, Android. Topics include process management, memory management, file systems, distributed and multiprocessor systems, concurrent processes, scheduling, mutual exclusion, synchronization, deadlock prevention, avoidance, and detection; memory management paged and segmented allocation, the memory hierarchy, caching, virtual memory, page replacement algorithms, and their analyses, operating systems protection and security, embedded systems, client/server and clusters, virtualization and clouds. This course

involves programming and operating system projects. *Prerequisites:* CS 270 or its equivalent or CS 500 or its equivalent

CS 625 PRINCIPLES OF PROGRAMMING LANGUAGES (3 credits)

This course discusses various programming language concepts, as well as design and implementation topics for several language families. Topics include introduction languages and grammars; recursive descent parsing; data types, expressions, control structures, and parameter passing; compilers and interpreters; memory management; functional programming principles. Students completing this course should be able to quickly learn to effectively use new computer programming languages. In particular, students should be able to evaluate programming language features and designs, solve problems using the functional, object-oriented, and declarative paradigms, describe the strengths and limitations of the imperative, functional and object-oriented paradigms for solving different kinds of problems (or in different application domains), explain and answer questions about specific languages that illustrate different paradigms, including questions about relevant concepts and major features, and design, define, and evaluate parts of programming languages or similar systems and justify their design decisions. *Prerequisites:* CS 295 or equivalent

CS 630 INFORMATION SYSTEMS/TECHNOLOGY AND MANAGEMENT OF DATA (3 credits) (This course was developed for Health Care Professionals)

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.

CS 631 COMPILER DESIGN (3 credits)

This course covers the fundamental techniques for compiler construction. Students will be exposed to formation structures and algorithms required to implement compilers. Topics include overview of the compilation process, compiler components, lexical analysis component, parsing techniques, symbol tables and declaration processing, semantic analysis, code generation and optimization. The course includes a project to implement a compiler. *Prerequisites:* CS 295 or its equivalent or CS 625 or its equivalent

CS 635 OBJECT-ORIENTED ANALYSIS AND DESIGN (3 credits)

This course focuses on the object-oriented approach for analysis and design of software projects. It is an applied analysis and design class, addressing the use of object-oriented techniques. This course covers domain modeling, use cases, architectural design, and modeling notations, system design, object design, mapping models to code, testing and configuration management. Students will work in small teams, each team having the responsibility for analysis, design and implementation of a software system. *Prerequisites:* CS 270 or its equivalent or CS 500 or its equivalent

CS 640 PARALLEL PROGRAMMING (3 credits)

This course focuses on scalable parallelism, ability of a parallel program to run well on any number of processors. This course covers the principles of effective and efficient parallel programming. Topics include foundation of parallelism, parallel abstractions, programming and threads MPI and other local view languages, ZPL and other global view languages, assessing the state of the arts, future directions in parallel programming. The students are required to complete programming assignments. *Prerequisites:* CS 270 or its equivalent or CS 500 or its equivalent

CS 645 ADVANCED WEB DESIGN AND SCRIPTING LANGUAGES (3 credits)

This course presents cutting-edge techniques and technologies for developing dynamic web sites.

Topics include a web server, PHP/ASP as the server-side scripting language, the MySQL database, JavaScript and AJAX for enriching web services on the client side, and page layout with HTML and CSS. Security concerns will be considered with details for prevention of such vulnerabilities in web applications. This course includes a team project to design, implement and deploy a dynamic website at the end of the course. *Prerequisites:* CS205 or its equivalent

CS 650 INFORMATION AND DIGITAL SECURITY (3 credits)

This course covers the fundamental concepts of computer security, a basis for the use of cryptography tools, user authentication, access control, database and cloud security, an understanding of malware, the mechanism of the main forms of attacks, such as denial of service attack, intrusion detection and intrusion prevention, and firewalls. Software security, operating systems security and trusted compu-

ting will be covered, as well as the basis of network security. Management issues of computer security will be discussed, along with risk assessment, IT security controls, plans and procedures, physical security, human resources security, security auditing and legal as well as ethical aspects of computer security.

CS 655 ADVANCED CRYPTOGRAPHY

(3 credits)

The intent of this course is to provide students with knowledge of cryptographic algorithms, protocols, and their uses in the protection of information in various states. The course covers topics such as number theory, discrete probability, understanding of the major algorithms such as DES, AES, RSA, El-Gamal and Elliptic Curve; Suite B Elliptic Curve algorithms; families of attacks (differential, man-in-the-middle, linear). Hashing and signatures, key management, modes and appropriate uses, classical cryptanalysis, identity-based cryptography, digital signatures, virtual private networks and quantum key cryptography will be presented and studied. Some interesting modern applications of cryptography, such as digital money and cryptocurrencies including Bitcoin and similar currencies will be discussed.

CS 660 CLOUD COMPUTING (3 credits)

This course covers the basics of the emerging cloud computing paradigm. Students learn how this paradigm came about, understand its enabling technologies, and understand the computer systems constraints, tradeoffs and techniques in setting up and using the cloud. It covers how to implement algorithms in the cloud using Hadoop/MapReduce as a programming model for distributed processing of large datasets. In the end, students will be able to gain competence in evaluating the performance and identifying bottlenecks when

mapping applications to the cloud, and develop and implement projects accordingly. *Prerequisites:* CS270 or equivalent, CS280 or its equivalent, CS360 or its equivalent, CS380 or its equivalent, CS 620 or its equivalent

CS 665 ARTIFICIAL INTELLIGENCE

(3 credits)

The intent of this course is to introduce the idea of an intelligence that receives perceptions from the environment and performs actions. The course covers theory and algorithms related to artificial intelligence. Topics include intelligent agents, reactive agents, problem solving, state space and problem reduction, search methods, theorem proving, natural language processing and pattern recognition techniques, robotics. *Prerequisites:* CS 600 or its equivalent

CS 670 ADVANCED DATABASE MANAGEMENT SYSTEMS (3 credits)

This course provides students with the opportunity to reach a demonstrated level of competence in the areas of databases and knowledge discovery, with the primary objective to provide a well-defined target for students who want to advance their knowledge of modern databases and knowledge discovery techniques. Topics include modern database review such as object oriented database, deductive databases, semantic query processing, intelligent and cooperative query languages, active databases, heterogeneous databases, multimedia databases, parallel and distributed database systems, and extensible database systems. It also covers a number of advanced topics in development of database management systems (DBMSs) and the application of DBMSs in modern applications, including advanced concurrency control and recovery techniques, query processing and optimization strategies for relational database systems, advanced access methods, as well as data analysis on large databases. A final pro-

ject is required to design and implement a complex database system for knowledge discovery techniques on large data sets. *Prerequisites:* CS 360 or its equivalent

CS 675 ADVANCED DATA MINING (3 credits)

The objective of this course is to get an overview of several advanced data mining techniques and understand the research methods applied in the field. It is assumed that students are familiar with the basic data mining topics (clustering, classification, and association rules) and have some experience with programming and one or more data mining tools (R, RapidMiner, Weka, XLMiner, etc.). Topics include Data Stream Mining, Opinion Mining in Natural Language Processing, Outlier Analysis, Bayesian Networks, Social Network Mining, and Big Data Technologies. Most recent research papers will be discussed in the class and a final paper or project will be presented in the class by each student. *Prerequisites:* CS 430 or its equivalent

CS 680 COMPUTER GRAPHICS (3 credits)

This course covers the basic principles of the design, use, and understanding of computer-graphics systems and applications. Topics covered are: overview of graphics systems, graphics output primitives, attributes of graphics primitives, geometric transformations, two and three dimensional viewing, lighting and shading, modeling and hierarchy, texture mapping, animation, curves and surfaces, advanced rendering. The students are required to complete programming assignments. *Prerequisites:* CS 270 or its equivalent or CS 500 or its equivalent, or CS 598 or its equivalents

CS 685 GAME DEVELOPMENT (3 credits).

This course explores the processes involved in the development of games, including an analysis of gaming and an exploration of game methodologies. The course considers the various platforms used in game development as well as different game genres such as the use of game development as a link between academia and industry professionals, bridging pure research with real-world applications. Topics include: Core game design concepts, digital imaging and manipulation, aspects of 2D and 3D design, the programming of game loops, using and creating software objects, using functions to segment game programming code into manageable parts, game documentation as part of the design process, usability testing, procedural texturing, creating UV maps, interface design. Students work in teams to accomplish collaborative game development. *Prerequisites:* MATH 161 or its equivalent, CS 503 or its equivalent

CS 690 ADVANCED SOFTWARE ENGINEERING (3 credits)

This course examines and analyzes the methodologies used in design, documentation, verification, implementation, validation, performance, evaluation and maintenance for the development of large software systems. The course covers requirements modeling, design concepts, proof of correctness and automated testing techniques, security engineering, software reuse, component-based software engineering, distributed system software engineering, service-oriented software engineering, systems engineering, systems of systems, real-time software engineering, and software management. The students will design and implement large software systems. *Prerequisites:* CS600 or its equivalent

CS 691 COMPUTER HUMAN INTERACTION (3 credits)

Human-Computer Interaction (HCI) is the study of the principles and methods with which one builds effective interfaces for users. This course will introduce students to the theory and practice of developing user interfaces. Practical concerns will be balanced by discussion of relevant theory from the literature of computer science (graphics, software engineering, multimedia), cognitive psychology, and industrial design. Students will also participate in group projects to design, implement, and evaluate user interfaces. Specifically, students who take this class will (a) develop practical user interface design skills, (b) develop an understanding of the human side of computing, (c) understand the significance of historical case studies, and (d) learn about future directions in HCI. This course will provide a balance of practical and theoretical knowledge. *Prerequisites:* CS 110 or its equivalent and CS 120 or its equivalent

CS 692 ETHICAL ISSUES IN TECHNOLOGY (3 credits)

This course explores the issues of computer ethics on the level of the professional computer scientist. It encourages the student's development of skills in ethical analysis through the use of methodologies such as exploration of research articles, interactive dialog, case study analysis, and the comparison and contrasting of actual codes of ethics within the profession. Topics include: review of computer crime and computer security vis a vis hardware, software, networking, telecommunications, and database management; computer hacking and the intrusion of viruses/malware/etc.; software theft and intellectual property rights; invasion of privacy on the Internet and at the workplace; software engineering ethics and professional practices; informatics and professional responsibility; computer ethics and computer law; computer

and information system failures as an ethical issue; impact of artificial intelligence and expert systems.

CS 695 SPECIAL TOPICS IN COMPUTER SCIENCE (3 credits)

In any given semester the Computer Science department may offer a Special Topics course taught in subject areas that are specific to individual faculty members' areas of expertise. Content varies from one offering to another. The possible topics may include (but are not limited to) Medical Imaging, Web Mining for Social Networks, Cryptography, etc. The faculty member will introduce experimental or theoretical research on current computer science problems and supervise reading and discussion on topics not covered by regular courses of instruction. *Prerequisites:* Permission of an instructor.

CS 699 CAPSTONE PROJECT (3 credits)

The capstone project course gives students comprehensive experience working on real-world projects individually or as part of a team. The capstone project demands intensive, face-to-face communication with other team members (if working on a team project), the faculty instructor, or the project mentor. Each project must first be approved by a faculty member (project advisor) before the project commences. At the end of the project, students must submit the documentation for the project and give a final oral presentation. Generally, the work of this project consists of identifying the project requirements, designing, developing and implementing solutions, and planning for the future development and maintenance activities. This course enhances students' programming skills and provides hands-on experiences in designing and building computerized systems. *Prerequisites:* Permission of an instructor.

**CS 700 MASTER'S THESIS IN
COMPUTER SCIENCE Part 1** (3 credits)

Students who choose this option will select a research topic in Computer Science in consultation with a faculty advisor. A brief written Thesis Proposal must be approved by the advisor and a committee, consisting of two faculty members and chosen by the student and advisor. At the end of this course, students must complete preliminary work in the form of a Thesis Report. For students who decide not to continue with research, these three credits will be counted as elective credits. Students who decide to continue research are required to take CS 701 to complete their Thesis. *Prerequisites:* Permission of the CS department

**CS 701 MASTER'S THESIS IN
COMPUTER SCIENCE Part 2** (3 credits)

This course is a continuation of CS 700. Students who decide to continue their research must complete a written thesis. When the thesis has been completed, each student will be expected to give an oral presentation before his/her committee. The thesis advisor will

assign a grade for the work in consultation with the committee. *Prerequisites:* CS 700 and permission of CS department

**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 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 and classification systems, electronic health records, data repositories, Community Health Information Network, national informatics initiatives and Institute of Medicine recommendations are addressed.

PSYD in Counseling Psychology (May 2017)

The Doctorate in Counseling Psychology (Psy.D.) meets the needs of the professional seeking to enhance their career in the field of professional psychology. Our emphasis is on diversity, multiculturalism, counseling psychology theory, and interdisciplinary clinical practice including the integration of psychology in primary care medicine.

The Psy.D. in Counseling Psychology is seeking APA accreditation:

Link to: <http://www.apa.org/ed/accreditation/>. This accreditation is not awarded until after the first two classes are graduated.

Mission Statement: The doctorate of Counseling Psychology (Psy.D.) prepares graduate students in the practitioner-scholar model to provide psychological services to diverse communities. The doctoral training integrates the University's commitment to Franciscan identity, which includes the 9 core values: respect for human dignity, compassion, transformation, solidarity with the poor, justice and peace, reverence, diversity, service and joy. Our mission is to develop new doctoral level trained psychologists who can contribute to the expansion of the practice of psychology, and develop professionally relevant knowledge and skills to work effectively with issues of diversity.

Statement on Diversity: Counseling psychology training programs respect and value issues of diversity consistent with American Psychological Association's (APA) Ethical Principles and Code of Conduct (2002) and the Guidelines and Principles of Programs in Professional Psychology (APA, 2005). The Felician University Counseling Psychology doctoral training program emphasizes the importance of multicultural psychology, the promotion of diversity, and fosters inclusiveness within the society at large. Our program exists within multicultural communities that contain individuals of diverse racial, ethnic, and class backgrounds, national origins, religious, spiritual and political beliefs, physical abilities, ages, genders, gender identities, sexual orientations and physical appearance (CCPTP). Our community is committed to educating each other on the existence and effects of stereotypes, microaggressions, prejudice and discrimination.

Program Objectives: The objectives of the Psy.D. Program are developed within the larger context of professional psychology, the principles of the American Psychological Association (APA), and the vision and mission of Felician University. The educational philosophy of the Psy.D. Program in Counseling Psychology at Felician includes an appreciation for the value and uniqueness of the individual, a belief in the potential for each human being to flourish and achieve integrity and happiness, and an acknowledgment of the strengths of each individual as it relates to treating mental health diagnoses. Further, Felician University embraces the Franciscan spiritual and intellectual traditions that emphasize the uniqueness of each, while striving for a just and peaceful society. Felician considers itself "to be a pre-eminent Catholic Franciscan University where scholarship and the practice of teaching and learning place students first in the enduring quest for truth and the persistent pursuit of competence, character, and compassion." Meanwhile its mission declares as part of its "enduring purpose to promote a love of learning, a desire for God, self-knowledge, service to others, and respect for all creation."

Learning Outcomes:

(1) *Diversity.* Graduates of the Psy.D. Program respect cultural diversity and individual differences as strengths; hold the belief that individuals can learn, regardless of exceptionality, background, or cir-

cumstance; and are committed to the education of individuals in complex and richly diverse communities. They recognize individual differences, unique qualities, and variability of characteristics of the population and work within a variety of settings, and they treat others with respect, fairness, and equity. Additionally, graduates of the Psy.D. Program will demonstrate healthy and effective human connections with clients and colleagues.

(2) *Scholarship*. Graduates of the Psy.D. Program are committed to integrating theory, research and empiricism in guiding clinical practice. They believe in life-long learning and professional education as integral to continuing development of expertise; providing evidence that they can use their knowledge in light of available research findings to apply best practice to promote positive impacts on the lives of those they work with, thereby supporting the roles and goals of scholarship mandated by the broader community.

(3) *Primary and Integrated Care*. Graduates of the Psy.D. Program are committed to the overall health of the community and, educating and treating mental health issues within a variety of settings including primary care. Students work in a variety of venues, including with members of schools, educational, healthcare, and broader communities. They know and understand the role and function of diverse community connections, especially within the context of primary care offices, creating support mechanisms for the personal development of others, and working with other medical professionals.

(4) *Social Justice*. Graduates of the Psy.D. Program are committed to dismantling all forms of injustice, including discriminatory practices and everyday microaggressions, which violate the dignity and oppress the freedoms of diverse people. Graduates practice the Franciscan charisms, values, and mission.

Training Model: The Program operates from a reflective practitioner-scholar model in preparing graduates who will manifest the highest standards of excellence in academic and clinical settings. Central to this model is the belief that academic scholarship and research are inseparable from professional practice. Therefore, we provide extensive coursework as well as a broad range of learning opportunities in many areas relevant to counseling psychology and primary care. Students follow a developmentally sequenced set of courses that are increasingly complex in content and skill requirements. The Program is also sensitive and responsive to the experiences of entering students and their diverse professional goals, allowing flexibility in tailoring the Program to meet their unique training needs. Throughout the Program, we emphasize an integration of scientific psychology and professional practice through attention to didactic and experiential learning, synthesizing skill acquisition with efficient use of self, and clarifying personal and professional identities.

To maximize the effectiveness of this integration, the connection of the scientific knowledge base of psychology and professional practice is examined throughout the training. This reflective stance implies the following assumptions:

- (1) Learning is an ongoing process and, as a result, the student has the responsibility to remain cognizant of issues and trends within the profession;
- (2) Learning occurs in a rich context that requires a consideration of individual differences and systemic factors; and

(3) Professional development is ongoing and often inseparable from personal growth.

Requirements for application review

- Official undergraduate and graduate transcripts.
- Resume.
- Three letters of recommendation.
- Personal statement.
- Research/clinical interest statement.
- Statement on diversity.
- Interview with faculty, students and group (after application is completed).

Application time frame

1. Priority deadline for applications - **December 1**.
2. Faculty decision in **April**.
3. Classes start early **September**.
4. Felician does not guarantee review or consideration for admission if your application is received after December 1.

Degree Requirements

The Doctorate in Counseling Psychology (Psy.D.) consists of 88 credits, of which 15 credits are completed by students through required courses in a Master's program and transferred into the Psy.D. Program, and is aligned with the NJ Board of Psychological Examiners requirements to be licensed as a Psychologist. For students requesting course transfer, with a graduate degree in Counseling Psychology or related field, will have their transcript reviewed to determine which courses best meet the criteria for licensure. Courses will be completed mostly on campus, however, online and hybrid platforms will also be included in the curriculum. Based on APA guidelines and the NJ Board of Psychological Examiners, the core training domains are:

- The breadth of scientific psychology including:
 - o Biological Aspects
 - o Cognitive and Affective aspects
 - o Social Aspects
 - o History and Systems
 - o Psychological Measurement
 - o Research Methodology
 - o Techniques of Data Analysis
- Foundations of practice in the program's substantive area including:
 - o Individual Differences
 - o Human Development
 - o Dysfunctional Behavior/Psychopathology
 - o Professional Standards and Ethics
- Diagnosing or defining problems through assessment and implementing intervention strategies (including empirically supported procedures), including exposure to the current body of knowledge in at least the following areas:
 - o Theories and Methods of Assessment and Diagnosis
 - o Effective Intervention
 - o Consultation and Supervision

- o Evaluating the Efficacy of Interventions
- Issues of cultural and individual diversity relevant to all of the above.
- Attitudes essential for lifelong learning, scholarly inquiry, and professional problem-solving in the context of an evolving body of scientific and professional knowledge.

Graduation and Retention Policies

See Academic Policies and Procedures within this Felician University Graduate Catalog and the Doctorate in Counseling Psychology Student Handbook.

Psy.D. Counseling Psychology Curriculum

	Credits
Fall Year 1	
651 Clinical Theories Evidence Based theories	3
661 Health Care Systems	2
621 Health Psychology	3
711 Learning and Cognition	3
671 Doctoral Practicum IA	1
Spring Year 1	
672 Doctoral Practicum IB	1
MATH 710 Applied Biostatistics	3
701 Behavioral Neuroscience	3
631 I/O in Counseling Psychology and Primary Care	2
662 History and Systems of Counseling Psychology	3
SUMMER YEAR 1	
611 Multicultural Series	1
Fall Year 2	
652-Counseling Theories: Psychodynamic theories	3
622 APA Ethics and Legal Issues for Counseling Psychologists	3
673 Doctoral Practicum IIA	1
722 Cognitive Testing	4
Spring Year 2	
804 Wellness, Health and Prevention	2
724 Neuropsychological Testing	4
682 Social Psychology	2
674 Doctoral Practicum IIB	1
733 Research Design and Literature Review	2
SUMMER 2	
612 Multicultural Series	1
Fall Year 3	

654 Psychopathology: Assessment and Diagnosis in Health Psychology	3
653 Clinical Theories: Supervision theory	3
753 Dissertation Advisement	1
675 Doctoral Practicum IIIA	1
613 Multicultural Series	1
Spring Year 3	
743 Statistics for Psychologists	3
723 Personality Testing	4
753 Dissertation Advisement	1
676 Doctoral Practicum IIIB	1
SUMMER YEAR 3	
614 Multicultural Series	1
694 Management of Professional Practices	2
COMPREHENSIVE EXAM: PSYC 800 (online shell) no fee	0
Fall Year 4 (if needed)	
677 Doctoral Practicum IVA	1
Dissertation Continuation	0
Spring Year 4	
678 Doctoral Practicum IVB	1
Dissertation Continuation	0
Year 4/ 5	
805 Predoctoral Practicum APA Internship (APPIC)	3
TOTAL PSYD	73
[+15] carried over from a Masters	
TOTAL PSYD + MA	88

Course Descriptions and Timeline

Year 1

PSYC 507 (3) Human Development

PSYC 590 (3) Research Methods

PSYC 651-Clinical Theories: Cognitive and Behavioral theories (3)

This course will introduce students to the advanced study of current research, theory and practice in evidence-based psychotherapy, interventions, and treatment planning. Current research and theory, with an emphasis on interventions, will be presented on various evidenced-based practices such as cognitive behavioral therapy (CBT). This course will include the three waves of CBT such as behaviorism, Beckian CBT, and dialectical behavior therapy, acceptance and commitment therapy, motivational interviewing, and mindfulness.

PSYC 661- Health Care Systems (2)

This Interprofessional Education Core Course (IPE) is designed for graduate students in counseling psychology/primary care and open to other health related professions (Nursing, and Health Care Administration) and examines how IPE team based approaches impact health outcomes, and health care delivery systems in the 21st century. The role of the psychologist and their unique clinical, leadership, and synthesizing roles will be examined. Student teams apply the principles of interprofessional collaborative practice through an experiential team approach that optimizes improvements in healthcare delivery outcomes.

PSYC 621 Health Psychology (3)

This class is designed to introduce the basic concepts of Health Psychology. Students will be introduced to medical disorders and diseases, and the implications for the psychological health and impact on psychological functioning of individuals with these diagnoses. The course will provide a basic understanding of ADA law, as well as the psychological treatments for persons with disorders and physical limitations. Topics covered will include depression and illness, traumatic injuries, neuromuscular diseases, cancer, and chronic pain, and techniques to improve behaviors for wellness including smoking cessation, proper nutrition, and exercise.

PSYC 711 Learning and Cognition (3)

This course explores theoretical perspectives on learning and cognition, and the relation of these theories to construction of therapeutic environments, client motivation, assessment, and technology to support individual growth of clients. Emphasis is placed on human cognition, learning, and motivation, including attention, memory, consciousness, decision making, problem solving, motivation, cognitive mapping, and schemata.

PSYC 671 Doctoral Practicum IA in Counseling Psychology-Primary Care (1)

Required practica for doctoral students in counseling psychology. This course is designed to support students in their ongoing development as counseling psychologists and psychological theory, application and delivery. Students will engage in diverse activities, on and off campus, in an effort to promote an increased awareness of the various roles and clinical skills required of counseling psychologists working in primary care, and other settings. Students will be expected to complete a minimum of 16 hours per week at an approved site.

PSYC 672 Doctoral Practicum IB in Counseling Psychology-Primary Care (1)

Required practica for doctoral students in counseling psychology. This course is designed to support students in their ongoing development as counseling psychologists and psychological theory, application and delivery. Students will engage in diverse activities, on and off campus, in an effort to promote an increased awareness of the various roles and clinical skills required of counseling psychologists working in primary care, and other settings. Students will be expected to complete a minimum of 16 hours per week at an approved site.

MATH 710 Applied Biostatistics (3)

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 ap-

appropriate strategies for analysis of study data, analyze the data using appropriate software, 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.

PSYC 701 Behavioral Neuroscience (3)

Behavioral Neuroscience is the discipline dedicated to the scientific investigation of theory evaluating the underlying biological bases of human behavior. Counseling psychology within primary care is interdisciplinary, as much of today's healthcare climate is, and requires knowledge of psychology, biology, chemistry, neuropharmacology, biochemistry, and the clinical sciences (e.g., neurology and neuropsychiatry). Basic concepts of many facets of biopsychosocial model will be introduced including sensation and perception, brain waves, sleep and arousal, the biology of emotions, genetic influences, and other special topics such as neuropsychology, executive functioning, cognitive processes, and biofeedback.

PSYC 631 Industrial and Organizational Applications in Counseling Psychology and Primary Care (2)

Industrial and organizational applications of psychology are imperative for the creation of effective and healthy professional environments. Students will learn collaborative consultation skills in order to assess an environment, develop a plan, implementation of the plan, and a final evaluation of the consultation. Environments will include diverse, multicultural, and underserved institutions, as well as larger more corporate settings, school settings, and others.

PSYC 611 Multicultural Series I (1)

The first of a four course sequence. This course introduces the theoretical backgrounds of major cultures around the world, and investigates the psychological functioning of diverse clients populations including race and ethnicity, gender, sexual orientation, religion and spirituality, physical and learning challenged populations, and other cultural identities.

Year 2

PSYC 555 Vocational

PSYC 565 Group

PSYC 652-Clinical Theories: Psychodynamic Theories (3)

This course focuses on the process of therapy based on psychoanalytic developmental theory. Students will be introduced to brief and long-term psychodynamic psychotherapy, with an emphasis on the potential contribution of empirical research to theory validation and to the identification of efficacious treatment elements. Topics covered include: Freud, Erikson; roles of insight and enactments; definitions of transference and counter-transference; relational and intersubjective psychoanalytic models will be extensively discussed; the body/soma split will be introduced; and the process of therapeutic action will be emphasized.

PSYC 622 APA Ethics and Legal Issues for Counseling Psychologists (3)

This course provides an overview of the current ethical, legal, and professional issues that are vital to proper psychological care and research. The course includes readings, discussion, role plays, and a survey of the relevant literature related to the ethical practice of counseling psychology and primary care. In addition, application of ethical guidelines to challenging case scenarios, with particular attention to culturally sound practice, is an integral component of learning. Topics will include: selected

theories of moral philosophy, the five moral principles, the American Psychological Association (APA) Ethical Principles and Codes of Conduct for Psychologists, other APA Standards and Guidelines and legal statutes governing the practice of psychology.

PSYC 662 History and Systems of Counseling Psychology (3)

The course provides an overview of the historical theories that have developed in the field of psychology as a whole. The course defines the roots of psychology beginning with the Ancient Greek era through the modern era. Students will learn about the major school and systems of psychology such as Socratic era, Functionalism, and Behaviorism, as well as political and historical forces that shaped the development of psychological theories.

PSYC 673 Doctoral Practicum II A (1)

Required practica for doctoral students in counseling psychology. This course is designed to support students in their ongoing development as counseling psychologists and psychological theory, application and delivery. Students will engage in diverse activities, on and off campus, in an effort to promote an increased awareness of the various roles and clinical skills required of counseling psychologists working in primary care, and other settings. Students will be expected to complete a minimum of 16 hours per week at an approved site.

PSYC 722 Cognitive Testing (4)

This course introduces students to the cognitive assessments in the field of Counseling Psychology. Students are instructed on accurate administration, scoring and interpretations of the Wechsler scales of intelligence across the lifespan, and emphasis is placed on multiculturally sensitive testing with diverse clients. This course includes a lab component where students will be required to administer, score, interpret and write cognitive evaluation reports. Non-culturally biased cognitive assessment will be an integral emphasis in this course.

PSYC 804 Family Systems Medicine (2)

This course describes a growing area of the field of collaborative family health care. This area involves collaborative approaches to health care in which health care providers and counseling psychologists, or other family-oriented mental health professionals, work together to provide an integrated, biopsychosocial approaches to care that actively considers and engages the client's family or support system in the treatment process. Emphasis is also placed on the counseling psychologist's role working in primary care, and with the family of the identified client.

PSYC 724 Neuropsychological Testing (4)

This course provides in-depth examination of the selection, administration, scoring and interpreting of data related to neuropsychological functioning. This course emphasizes brain functions and how they correlate to executive functioning, cognition and behavior. Basic concepts in neurology and psychology are applied to results of select neuropsychological tests. Additional features include the evaluation of specific functions, such as verbal, perceptual, practice, memory, concept formation, and attention.

PSYC 682 Social Psychology (2)

This course covers the themes in social psychology including attitudes, stereotyping, conformity, power, aggression, prosocial behavior, the social self, emotions, group dynamics, and inter-group relations. The emphasis is on recent empirical and theoretical developments. Special attention will be given to evolutionary treatments of biopsychosocial phenomena.

PSYC 674 Doctoral Practicum II B (1)

Required practica for doctoral students in counseling psychology. This course is designed to support students in their ongoing development as counseling psychologists and psychological theory, application and delivery. Students will engage in diverse activities, on and off campus, in an effort to promote an increased awareness of the various roles and clinical skills required of counseling psychologists working in primary care, and other settings. Students will be expected to complete a minimum of 16 hours per week at an approved site.

PSYC 733 Research Design and Literature Review (2)

Designing research and conducting extensive reviews of the literature are essential to providing best practices in counseling psychology and primary care. This course fosters the development of an individualized literature review and is tailored to doctoral students in counseling psychology-primary care. Skills taught include qualitative and quantitative literature reviews in academic research, advanced on- and offline search skills, plagiarism, using evidence matrices, synthesizing data and mastering the authorial tone. This course is structured to guide students throughout the research process: identifying and developing individual research interests, searching for relevant information resources, refining research questions, and concluding with the writing of a research proposal or literature review.

PSYC 612 Multicultural Series II (1)

The second of a four course sequence. This course introduces the theoretical backgrounds of major cultures around the world, and investigates the psychological functioning of diverse clients populations including race and ethnicity, gender, sexual orientation, religion and spirituality, physical and learning challenged populations, and other cultural identities.

Year 3.

PSYC 597 Multicultural

PSYC 654 Psychopathology: Assessment and Diagnosis in Health Psychology (3)

Assessment in Health Psychology presents the best and most appropriate assessment methods and instruments for all specific areas that are central for health psychologists. Major course themes include foundations of common primary care conditions across the lifespan, prevention, enhancement, and intervention; environmental factors, marketplace factors, and interpersonal factors. Also, this course defines the conceptual and methodological bases for assessment in health psychology, as well the most important current issues and recent progress in methods.

PSYC 653 Clinical Theories: Supervision theories (3)

This course provides a critical overview of the conceptual and empirical literature on clinical supervision, including models, approaches, techniques, relationship and process issues, and ethical and legal considerations. Students will develop conceptual knowledge, skills, and self-awareness concerning these topic areas through readings, seminar discussions, and application via supervising Master's level students. Students will also develop conceptual knowledge and understanding on the principles and practice of consultation in primary care and other diverse settings.

PSYC 753 Dissertation Advisement A (1)

This course deals with the theoretical and practical aspects of designing dissertation research and successfully defending the design in a proposal hearing. The purpose of the course is to assist doctoral students through the proposal and dissertation writing processes. Students can register for this course, with chair approval, and begin working on dissertation design, research, and writing. Additional Dissertation Advisement courses will be required throughout the dissertation advisement, and will be considered 0 credit courses.

PSYC 675 Doctoral Practicum IIIA (1)

Required practica for doctoral students in counseling psychology. This course is designed to support students in their ongoing development as counseling psychologists and psychological theory, application and delivery. Students will engage in diverse activities, on and off campus, in an effort to promote an increased awareness of the various roles and clinical skills required of counseling psychologists working in primary care, and other settings. Students will be expected to complete a minimum of 16 hours per week at an approved site.

PSYC 613 Multicultural Series III (1)

The third of a four course series. This course introduces the theoretical backgrounds of major cultures around the world, and investigates the psychological functioning of diverse clients populations including race and ethnicity, gender, sexual orientation, religion and spirituality, physical and learning challenged populations, and other cultural identities.

PSYC 743 Statistics for Psychologists (3)

The second of two courses in the Stats sequence, students will learn to use methods of data analysis that apply to experimental and nonexperimental research. Multiple regression and the general linear models will be presented for both univariate and multivariate data analyses commonly used in the fields of counseling psychology and primary care. Students will build upon previously acquired skills from Stats I to conduct univariate and multivariate data analyses using modern computer software.

PSYC 723 Personality Testing (4)

This course will highlight the theory of projective techniques and personality assessment across the lifespan. Training on the selection, administration, scoring, and interpretation of selected projective techniques and personality measures are emphasized. Personality tests include the Incomplete Sentences and kinetic family drawings, as well as personality inventories, behavior checklists and surveys, and adaptive scales will be emphasized. The administration, scoring, and writing of other projective personality assessments such as Rorschach, TAT, and MMPI will also be required. Student Liability Insurance and fieldwork are required.

PSYC 753 Dissertation Advisement B (1)

This course deals with the theoretical and practical aspects of designing dissertation research and successfully defending the design in a proposal hearing. The purpose of the course is to assist doctoral students through the proposal and dissertation writing processes. Students can register for this course, with chair approval, and begin working on dissertation design, research, and writing. Additional Dissertation Advisement courses will be required throughout the dissertation advisement, and will be considered 0 credit courses.

PSYC 676 Doctoral Practicum III B (1)

Required practica for doctoral students in counseling psychology. This course is designed to support students in their ongoing development as counseling psychologists and psychological theory, appli-

cation and delivery. Students will engage in diverse activities, on and off campus, in an effort to promote an increased awareness of the various roles and clinical skills required of counseling psychologists working in primary care, and other settings. Students will be expected to complete a minimum of 16 hours per week at an approved site.

PSYC 614 Multicultural Series IV (1)

The fourth of a four course series. This course introduces the theoretical backgrounds of major cultures around the world, and investigates the psychological functioning of diverse clients populations including race and ethnicity, gender, sexual orientation, religion and spirituality, physical and learning challenged populations, and other cultural identities.

PSYC 694 Management of Professional Practices (2)

This course prepares students for the best practices in the management of diverse mental health, or other medical settings. Topics include the formation of corporations, NPI registration, credentialing with managed health care companies, electronic medical records, networking, specialization, and other managerial skills necessary for the effective management of professional practices.

PSYC 800

Comprehensive Exam

PSYC 657 Doctoral Practicum IVA (1)

Required practica for doctoral students in counseling psychology. This course is designed to support students in their ongoing development as counseling psychologists and psychological theory, application and delivery. Students will engage in diverse activities, on and off campus, in an effort to promote an increased awareness of the various roles and clinical skills required of counseling psychologists working in primary care, and other settings. Students will be expected to complete a minimum of 16 hours per week at an approved site.

PSYC 658 Doctoral Practicum IVB (1)

Required practica for doctoral students in counseling psychology. This course is designed to support students in their ongoing development as counseling psychologists and psychological theory, application and delivery. Students will engage in diverse activities, on and off campus, in an effort to promote an increased awareness of the various roles and clinical skills required of counseling psychologists working in primary care, and other settings. Students will be expected to complete a minimum of 16 hours per week at an approved site.

PSYC 805 Pre Doctoral Internship APA Intern (3)

This is the final clinical placement for doctoral students, the pre-doctoral clinical Internship offered by APA, or its successor. Students intern in a field setting, such as a community mental health center, or hospital, rehabilitation or a setting appropriate to the counseling psychologist for one year. Primary care settings, or primary care rotations will be emphasized. Supervision is supplied by the appropriate agency, staff personnel and faculty. Preference is given to those sites that are accredited or approved by APA. Prerequisite: successful completion of all doctoral coursework and comprehensive examination.

Electives

Students in the dissertation phase must register continuously for this course until the completion of the dissertation. Students must maintain contact with their mentor and be involved in the research and writing process.



MASTER OF ARTS IN COUNSELING PSYCHOLOGY

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

Mission Statement

As a Franciscan institution Felician University 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 addition, 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" may 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.

Master's 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	Introduction to Counseling			
507	Developmental Models of Personal Growth			
510	Techniques of Counseling and Appraisal			
511	Industrial, Organizational and Community Counseling			
	Counseling Courses			
520	Psychopathology			
530	Marital and Family Counseling			
550	Theories of Personality and Counseling			
555	Vocational and Career Counseling			
557	Professional Issues and Ethics			
565	Groups: Theory and Practice			
580	Assessment and Treatment			
590	Research and Evaluation Methods			
597	Multicultural Perspectives in Counseling			
	Clinical			
560	Clinical Practicum: Foundations of Counseling			
575	Counseling Intern I			
576	Counseling Intern II			

Electives**Choose 4**

515	Mindfulness, Spirituality, and Positive Approaches to Counseling			
577	Counseling Supervision Internship III			
591	Child and Adolescent Counseling			
592	Counseling of Older Adults			
595	Addictions Counseling			
598	Intensive Research			
599	Psychopharmacology			

Master's 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. Assumptions 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 coun-

seling 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 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 University 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 catechistically competent and skilled education ministers who can meet the religious education challenges of today's world. In accordance with the guidelines set forth by the U.S Conference of Catholic Bishops in the pastorals on Lay Ecclesial Ministry such as *Co-Workers in the Vineyard of the Lord*, our programs highlight religious education and catechesis across the life span. Thus the programs:

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

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

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

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 REELS 506 The Psychology and Pedagogy of Religious Education.

Program and University 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 Brightspace 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 Brightspace page and/or return to the Brightspace tutorial. If you are unable to resolve your question through these means, contact the Brightspace 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 61 (*inter alia*).

Unacceptable Conduct - As a Catholic University in the Franciscan tradition, Felician University values scholarship and truth as integral parts of its academic identity. All students are governed by the regulations and provisions printed in the University catalog, Student Handbook, and Honor Code. Cheating, plagiarizing, or otherwise falsifying study results 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 University's Honor Code on page 47)

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

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

SCHOOL OF BUSINESS

DOCTOR OF BUSINESS ADMINISTRATION (DBA)

Mission

The mission of the School of Business at Felician University is to continuously improve the quality and relevance of the academic experience we offer to educate undergraduate and graduate students in accordance with the highest academic and professional standards and within the context of a Catholic and Franciscan Liberal Arts tradition, and to prepare our students for their lives in general and in particular for the world of business.

Course of Study

The Felician University 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 University 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 University 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 University 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
- TOEFL 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 pro-

gram, 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 University 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 University email address and access to the Internet.
- Online assignments must be completed as prescribed and within the given deadlines.
- Felician University and the School of Business place a high value on scholarship, truth, and ethics. As such, adherence to policies outlined in the University 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

Course #	Course Title	Credits
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
Total		10

PHASE 2- Core Knowledge Projects

Course #	Course Title	Credits
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
Total		30

PHASE 3: Demonstrated Competency

Course #	Course Title	Credits
<i>Option 1:</i>		
DBA 750	Online Communication of Business Knowledge	3
DBA 850	Teaching Assistantship	3
DBA 860	Online Teaching Practicum	3
Total		9

Option 2:

DBA 760	Independent Study in Business	6
DBA 870	Field Demonstration in Business	3
Total		9

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
Total		12

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 University 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 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 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 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 annotated 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

ed 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 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 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. Stu-

dents 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 University is to continuously improve the quality and relevance of the academic experience we offer to educate undergraduate and graduate students in accordance with the highest academic and professional standards and within the context of a Catholic and Franciscan Liberal Arts tradition, and to prepare our students for their lives in general and in particular for the world of business.

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 University 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 21st 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 University 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 University 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 University 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 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.

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 University courses Organizational Performance and Ethics (ENT 530) and Capstone Experience (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 Associate Dean the course syllabus and grade for the course(s) under consideration. The decision of the Associate Dean 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. Further, a grade of C will be permitted for no more than two courses. A third C will result in dismissal 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 Associate Dean.

Online Components

The Felician University 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 University email address and access to the Internet.
- Online assignments must be completed as prescribed and within the given deadlines.
- Felician University and the School of Business place a high value on scholarship, truth, and ethics. As such, adherence to policies outlined in the University 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.

Year Two Total **18**

Total Credits **36**

**MBA – Innovation and Entrepreneurial
Leadership Curriculum Plan**

Year One

Course #	Course Title	Credits
MBA 001	Transition to Graduate/Quantitative Studies	0
ENT 510	Leadership for the 21 st 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
Year One Total		18

Year Two

Course #	Course Title	Credits
ENT 502	Corporate Entrepreneurship and Creativity	3
ECON 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

Course Descriptions

MBA 001

Transition to Graduate/Quantitative 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 Peregrine 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 Peregrine 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 econom-

ics 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 21st 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 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 business 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 Capstone, present the portfolio to School of Business 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
Year One Total		18

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
Year Two Total		21

Total Credits	39
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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 decisions-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.

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' 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.

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 addi-

tion, 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 University 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 University'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 University, in accordance with the Franciscan tradition, fosters competent, caring, and compassionate educators to serve a diverse population by promoting a collaborative spirit, encouraging self-reflection, and emphasizing life-long learning.

The School of Education strives to prepare teachers who:

- Know and understand the New Jersey Common Core State Standards and the New Jersey Professional Teaching Standards/New Jersey Professional Leadership Standards;

§ 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/>).

- Value and are committed to the tenets of these standards; and
- Actively engage in applying the intent of the standards within their learning communities.

The Master of Arts in Education 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 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 University 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 36 credits; concentration in Teachers of Students with Disabilities 42 credits (45 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 20 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. 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 University.

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 University 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 36/36 or 42/45 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 University 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.)

Clinical Internship (Initial Certification):

Students seeking initial Elementary and/or Teacher of Students with Disabilities Endorsement must complete Clinical Internship (EDU 694) and Clinical Internship seminar (EDU 693). EDU 694 is for 2 semesters, 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 Clinical Internship students must:

1. All Graduate level students must successfully pass the PRAXIS 5001, Subject Assessment and Specialty.
2. All Graduate students must have his/her New Jersey Substitute Teaching Certificate. This is a clinical internship requirement. Maximum number of credits during clinical internship semester cannot exceed 9. Clinical seminar II (ED 693/1 credit) and clinical Practice II (ED 694/5-credits) plus one education course only with the advisor's permission. Complete a minimum of 150 clinical hours of supervised contact with children in a variety of learning situations, prior to clinical internship. 30 - 35 of the hours will be determined through coursework in EDU 501, 521 and EDU 615 with professors' permission.
3. Complete 20-30 hours of volunteer service working with children. 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 Clinical Practice

The maximum number of credits during the clinical practice semester cannot exceed 9 (Clinical Seminar II (EDU 693 / 1 credit) and Clinical Practice II (EDU 694 / 5 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).

Clinical Practice Placement Policy

The School's policy to allow students to request a school/town/district for clinical internship 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 Clinical Internship Placement – CLINICAL INTERNSHIP POLICY

I. Removal from Clinical Internship 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 University Catalog.

- B. If removed by Felician University 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 University 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 Clinical Internship 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 Clinical Internship – 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 University 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.

Clinical Internship 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 clinical internship. All candidates for initial certification must student teach at Felician University.
2. Pre-Kindergarten teaching experience will not be accepted in lieu of the clinical internship 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 University 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 University 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 university 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.

All policies for each graduate program in the School of Education are at the discretion of the Dean, School of Education in accordance with state requirements and mandates.

ESL – ENDORSEMENT ONLY

COURSE #	COURSE TITLE	CREDITS
EDU 511 MS	Intro to Language and Linguistics	3
EDU 521 MS	Foundations in Literacy	3
EDU 551 MS	Second Language Acquisition	3
EDU 611 MS	Theory and Practice of Teaching ESL (Pre-req: EDU 511)	3
EDU 651 MS	Curriculum and Assessment Methods for ESL (Pre-req: EDU 551)	3
EDU 656 MS	Literacy for Diverse Populations (Pre-req: EDU 521)	3
EDU 532 MS	Culturally Responsive Teaching	3

Total 21**MAED-ESL**

COURSE #	COURSE TITLE	CREDITS
PHASE I		
EDU 511 MS	Intro to Language and Linguistics	3
EDU 521 MS	Foundations in Literacy	3
EDU 551 MS	Second Language Acquisition	3
EDU 611 MS	Theory and Practice of Teaching ESL (Pre-req: EDU 511)	3
EDU 651 MS	Curriculum and Assessment Methods for ESL (Pre-req: EDU 551)	3
EDU 656 MS	Literacy for Diverse Populations (Pre-req: EDU 521)	3
PHASE II		
EDU 505 MS	Educating all Populations	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	3
EDU 625	Collaborative Teaching in the Inclusive Classroom	3

Total 33

**PHASE 1 GRADUATE INITIAL LICENSURE
K-6/TOSD**

PROFESSIONAL COURSES: (38 CREDITS)				
PROFESSOR				
EDU 657	Transition into Teaching		3	
Year 1- Semester 1				
EDU 658	Understanding Special Populations and the Building Collaborative Relationships across Home School and Community for All		3	
EDU 659	Mathematical Explorations II & Field		2	
EDU 661	Reading/Language Arts & Field		2	
Year 1 – Semester 2				
EDU 662	Reading Diagnosis and Remediation for Diverse Learners		3	
EDU 663	Educational Assessment Development and Evaluation Models		3	
EDU 664	Curriculum Integration and Thematic Teaching through Social Studies and Language Arts		2	
EDU 665	Inquiry Based Learning through STEM		2	
Year 2 – Semester 1				
EDU 667	Universal Design and Assistive Technology		3	
EDU 668	Clinical Practice 1 Seminar		1	
EDU 669	Clinical Practice 1		2	
Year 2 – Semester 2				
EDU 671	Supporting the Success of the Uniquely-Abled Learner		3	
EDU 672	Clinical Internship Seminar		1	
EDU 673	Clinical Internship		8	

PHASE I GRADUATE INITIAL LICENSURE
K-6/5-8/TOSD
Control Sheet

PROFESSIONAL COURSES: (42 CREDITS)			
PROFESSOR			
EDU 657	Transition into Teaching		3
	Year 1 – Semester 1		
EDU 658	Understanding Special Populations and the Building Collaborative Relationships across Home School and Community for All		3
EDU 659	Mathematical Explorations II & Field		2
EDU 661	Reading/Language Arts & Field		2
	Year 1 – Semester 2		
EDU 662	Reading Diagnosis and Remediation for Diverse Learners		3
EDU 663	Educational Assessment Development and Evaluation Models		3
EDU 664	Curriculum Integration and Thematic Teaching through Social Studies and Language Arts		2
EDU 665	Inquiry Based Learning through STEM		2
	Year 2 – Semester 1		
EDU 667	Universal Design and Assistive Technology		3
EDU 668	Clinical Practice 1 Seminar		1
EDU 314	Inquiry Based Learning for Content Methods K-12 666a-Eng., 666b-social studies, 666c-math, 666d-science, 666e-Art		4
EDU 669	Clinical Practice 1		2
	Year 2 - Semester 2		
EDU 671	Supporting the Success of the Uniquely-Abled Learner		3

EDU 672	Clinical Internship Seminar		1
EDU 673	Clinical Internship		8

**PHASE I GRADUATE INITIAL LICENSURE
K-12/TOSD**

PROFESSIONAL COURSES: (38 CREDITS)			
EDU 657	Transition into Teaching		3
Year 1 – Semester 1			
EDU 658	Understanding Special Populations and the Building Collaborative Relationships across Home School and Community for All		3
EDU 678	Thematic Curriculum Integration: ELA & the Content Area		4
Year 1 – Semester 2			
EDU 662	Reading Diagnosis and Remediation for Diverse Learners		3
EDU 663	Educational Assessment Development and Evaluation Models		3
EDU 666	Inquiry Based Learning for Content Methods K12- 666a-Eng., 666b-social studies, 666c-math, 666d-science, 666e-Art,		4
Year 2 – Semester 1			
EDU 667	Universal Design and Assistive Technology		3
EDU 668	Clinical Practice 1 Seminar		1
EDU 669	Clinical Practice 1		2
Year 2 – Semester 2			
EDU671	Supporting the Success of the Uniquely-Abled Learner		3
EDU 673	Clinical Internship Seminar		1
EDU 673	Clinical Internship		8

**MA Elementary Education w/Teacher of Students with Disabilities Endorsement
Control Sheet**

COURSE #	COURSE TITLE	CREDITS
EDU 685 MS	Foundations of Special Education in a Diverse Society	3
EDU 625 MS	Classroom Management and Positive Behavioral Support	3
EDU 635 MS	Assistive Technology in the 21 st Century Classroom	3
EDU 656 MS	Language, Literacy and Assessment of Students with Special Needs	3
EDU 505 MS	School, Home, and Community Connection in a Diverse Society	3
EDU 640 MS	Universal Design for Learning in the 21 st Century Classroom	3
EDU 630 MS	Understanding the Social, Emotional & Life Skill Needs of the Exceptional Learner	3
EDU 530 MS	Philosophy for Teacher as Leader	3
EDU 532 MS	Culturally Responsive Teaching	3
EDU 540 MS	Curriculum Development	3
EDU 615 MS	Methodologies of Teaching Across the Curriculum (Prerequisite EDU 540 MS)	3
EDU 655 MS	Current Issues and Trends in Curriculum Development	3
EDU 690 MS	Current Issues and Trends in Curriculum Development (Prerequisite EDU 540 MS)	3

TOTAL CREDITS 39

**PHASE I GRADUATE INITIAL LICENSURE
P-3/TOSD**

PROFESSIONAL COURSES: (42 CREDITS)			
EDU 657	Transition into Teaching		3
	Year 1 – Semester 1		
EDU 674	Introduction to Early Childhood		2
EDU 658	Understanding Special Populations and the Building Collaborative Relationships across Home School and Community for All		3
EDU 659 EC	Mathematical Explorations II & Field		2
ECU 676	The Young Child and Emergent Literacy and Language for Diverse Learners		3
	Year 1 – Semester 2		
EDU 662	Reading Diagnosis and Remediation for Diverse Learners		3
EDU 663	Educational Assessment Development and Evaluation Models		3
ECED 677	Nurturing the Expressive Arts in Young Children		3
EDU 665	Inquiry Based Learning through STEM EC		2
	Year 2 – Semester 1		
EDU 667	Universal Design and Assistive Technology		3
EDU 668	Clinical Practice 1 Seminar		1
EDU 669	Clinical Practice 1		2
	Year 2 – Semester 2		
EDU 671	Supporting the Success of the Uniquely-Abled Learner		3
EDU 672	Clinical Internship Seminar		1
EDU 673	Clinical Internship		8

Teacher of Students with Disabilities Endorsement Program

COURSE #	COURSE TITLE	CREDITS
EDU 685 MS	Foundations of Special Education in a Diverse Society	3
EDU 625 MS	Classroom Management and Positive Behavioral Support	3
EDU 635 MS	Assistive Technology in the 21 st Century Classroom	3
EDU 656 MS	Language, Literacy and Assessment of Students with Special Needs	3
EDU 658 MS	School, Home, and Community Connection in a Diverse Society	3
EDU 640 MS	Universal Design for Learning in the 21 st Century Classroom	3
EDU 630 MS	Understanding the Social, Emotional & Life Skill Needs of the Exceptional Learner	3

TOTAL CREDITS 21

**BCBA
Control Sheet**

COURSE #	COURSE TITLE	CREDITS
EDU 800:	Assessment Methods with Individuals with Autism Spectrum Disorders and other Developmental Disabilities	3
EDU 801:	Educational Programming for Students with Autism Spectrum Disorders and other Developmental Disabilities	3
EDU 802:	Basic Applied Behavior Analysis for Students with Autism Spectrum Disorders and other Developmental Disabilities	3
EDU 803:	Single Subject Assessment Methodology	3
EDU 804:	Autism: Collaborative ABA Transdisciplinary Intervention	3
EDU 805	Ethics and Professional Standards in ABA	3
EDU 806:	Practicum in Applied Behavior Analysis	3
EDU 807:	Advanced Practicum in Applied Behavior Analysis	3

TOTAL CREDITS 32

EDU 674: Introduction to Early Childhood - 3 credits

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This course is designed to provide the solid foundation for those individuals who desire to become early childhood educators. It is a comprehensive treatment of the integrated curriculum for early childhood education, translating theory into classroom practice and supporting a welcoming environment for all learners. Students are provided with broad-based experiences in observing, examining, and planning developmentally appropriate learning experiences, exploring curriculum design with young children from birth through age eight.

EDU 676: The Young Child and Emergent Literacy for Diverse Learners - 3 credits

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This course is designed to explore the reading process as a natural phenomenon as well as the concept of emergent literacy. It emphasizes a development view of acquiring the literacy communication areas. Attention is given to oral language and home and school literacy environments. Candidates will review various theories of approaches and programs in the language arts curriculum from a theoretical framework through instructional strategies such as questioning techniques, practice/reinforcement activities and use/interpretation of formal and information evaluation methods for effective teaching of reading, writing, listening and speaking appropriate for an early childhood classroom. Candidate are required to demonstrate proficiency of skills through assigned field assignments focused on effective planning for instruction and completion of small-group instructional field observation.

EDU 677: Nurturing the Expressive Arts in Young Children - 3 credits

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This course is designed to celebrate children's creative expression, self-development and social exploration through a growth enhancing environment. A whole child approach is emphasized. The student will explore a myriad of creative activities designed to actively engage and challenge the young learner. Creative arts, music, play, language expression and their interaction with the young child's natural world will be explored. Candidates are required to demonstrate proficiency of skills through assigned field assignments focused on effective planning for instruction and completion of small-group instructional field observation.

EDU 659: Mathematical Explorations II & Field - 3 credits

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This course is designed for mathematical instruction through learning theories, instructional techniques and effective pedagogical practices specific to addressing the following topics: Constructivism, concept development, problem solving, use of manipulatives, analysis of

student's mathematical reasoning, technology, assessment development and differentiation of instruction to address diverse and special education populations. Candidates are required to demonstrate proficiency of skills through assigned field assignments focused on effective planning for instruction and completion of small-group instructional field observation.

EDU 659EC: Mathematical Explorations II EC & Field - 3 credits

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This course is designed for mathematical instruction targeting early childhood populations through learning theories, instructional techniques and effective pedagogical practices specific to addressing the following topics: Constructivism, concept development, problem solving, use of manipulatives.

EDU 658: UNDERSTANDING SPECIAL POPULATIONS & BUILDING COLLABORATIVE RELATIONSHIPS ACROSS HOME, SCHOOL & COMMUNITY FOR ALL – 3 CREDITS

This course examines the nature of children (uniquely-abled, English Language Learners), their family structures and challenges specific to professional interaction with community agencies and advocacy regarding the transition of special populations (planning, implementation and collaboration with agencies). Candidates will investigate the nature, needs and implications for education programming, curriculum, and instruction for children identified as “special populations” including: physical disabilities, cognitive impairments, Autism and other developmental disabilities in both inclusive and out-of-district placements; as well as challenges for English Language Learners. Topics will be presented in broad terms addressing both typical and special populations served in schools and viewed through the lens of the life-cycle of the school-aged learner, as well as, addressing the person-centered transition planning model for special populations transitioning to adult service agencies.

EDU 657: Transition into Teaching – 3 credits

This course is an introduction to regular and special education as a profession through the examination of the historical and philosophical foundations of education in the United States and the impact of educational policy and implementation on current school structures and the profession of teaching. The course will explore the following topics: educational standards, school law (IDEA, 504, topics specific to professional dispositions and case studies), introduction and overview of the characteristics of students with unique-abilities and Autism and appropriate professional dispositions and expectations such as: lesson planning, classroom management, understanding the role of teacher (Early Childhood-Secondary) and the connectivity between school structures and the evolution of the schools for tomorrow (traditional/charter/private/special education settings).

EDU 664: Curriculum Integration and Thematic Teaching through Social Studies and Language Arts - 3 credits

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This course is designed to provide teacher candidates with an opportunity to review Social Studies curriculum frameworks and theories through instructional techniques and effective pedagogical practices specific to addressing the following topics: current events, diversity in the classroom, Social Constructivism, Inquiry Based Problem Solving, Problem Based Learning, effective questioning techniques, Socratic Method and the utilization of Primary and Secondary Sourcing to support the development and differentiation of instruction to address diverse populations. Candidates are required to demonstrate proficiency of skills through assigned field assignments focused on effective planning for instruction and completion of small-group instructional field observation.

EDU 661: Reading/Language Arts & Field - 3 credits

This course is designed to provide teacher candidates with an opportunity to review Language Arts curriculum frameworks and theories, instructional techniques and effective pedagogical practices specific to addressing the following topics: text and material selections spanning kindergarten through grade 6, effective questioning techniques, reading/writing workshop, grammar and communication development/support and assessment development and differentiation of instruction to address diverse populations. Candidate are required to demonstrate proficiency of skills through assigned field assignments focused on effective planning for instruction and completion of small-group instructional field observation.

EDU 665: Inquiry Based Learning through STEM - 3 credits

This course is designed to provide teacher candidates with an opportunity to review methods, theories, activities and pedagogy supporting inquiry based learning through Science, Technology, Engineering and Mathematics. Candidates will explore how to integrate technology applications to support engaging instructional practice, support instructional environments focused on differentiation of instruction and modified technology applications to promote thematic learning, scientific theory, and discovery learning management through problem-based learning modules. Candidates are required to demonstrate proficiency of skills through assigned field assignments focused on effective planning for instruction and completion of small-group instructional field observation.

EDU 665EC: Inquiry Based Learning through STEM & EC - 3 credits

This course is designed to provide early childhood teacher candidates with an opportunity to review methods, theories, activities and pedagogy supporting inquiry based learning through Science, Technology, Engineering and Mathematics with a focus on preschool through grade 3.

Candidates will explore how to integrate technology applications to support engaging instructional practice, support instructional environments focused on differentiation of instruction and modified technology applications to promote thematic learning, scientific theory, and discovery learning management through problem-based learning modules. Candidates are required to demonstrate proficiency of skills through assigned field assignments focused on effective planning for instruction and completion of small-group instructional field observation

EDU 662: Reading Diagnosis and Remediation for Diverse Learners - 3 credits

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This course is designed to introduce and reinforce necessary strategies for general and special student populations and to promote student achievement as a basis for planning instruction as well as document student proficiencies in reading. This course explores informal and formal assessment procedures used for diagnostic purposes and instructional strategies that reinforce strengths and address remediation for reading and comprehension deficiencies.

EDU 678: Thematic Curriculum Integration: ELA & the Content Area - 3 credits

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This course is designed to emphasize the foundations of lesson planning by creating skill, inquiry, and concept lessons for a specific content area utilizing the appropriate content standards for planning instruction. Additionally, candidates will model techniques for integrating English Language Arts into content area instruction and thematic lesson development for cross-curricular instructional opportunities that serve special and diverse populations. Candidates will focus on developing culturally responsive classroom opportunities and content. Candidates are required to demonstrate proficiency of skills through assigned field assignments focused on effective planning for instruction and completion of small-group instructional field observation

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EDU 666a: Inquiry Based Learning for Content Methods (314a: K12 English) - 3 credits

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This course is designed to provide teacher candidates with an opportunity to review methods, theories, activities and pedagogy supporting inquiry based learning through their identified area of curriculum and licensure. Candidates will explore how to integrate technology applications to support engaging instructional practice, support instructional environments focused on differentiation of instruction and modified technology applications to promote thematic learning, and discovery learning management through problem-based learning modules. Candidates are required to demonstrate proficiency of skills through assigned field assignments focused on effective planning for instruction and completion of small-group instructional field observation (*Candidates can embed this experience during their 180 Clinical Practice Field Hours if being used for Middle School Endorsement)

EDU666b: Inquiry Based Learning for Content Methods (314b: Social Studies) - 3

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This course is designed to provide teacher candidates with an opportunity to review methods, theories, activities and pedagogy supporting inquiry based learning through their identified area of curriculum and licensure. Candidates will explore how to integrate technology applications to support engaging instructional practice, support instructional environments focused on differentiation of instruction and modified technology applications to promote thematic learning, and discovery learning management through problem-based learning modules. Candidates are required to demonstrate proficiency of skills through assigned field assignments focused on effective planning for instruction and completion of small-group instructional field observation (*Candidates can embed this experience during their 180 Clinical Practice Field Hours if being used for Middle School Endorsement)

EDU 666c: Inquiry Based Learning for Content Methods (314c: Mathematics) 3 - credits

This course is designed to provide teacher candidates with an opportunity to review methods, theories, activities and pedagogy supporting inquiry based learning through their identified area of curriculum and licensure. Candidates will explore how to integrate technology applications to support engaging instructional practice, support instructional environments focused on differentiation of instruction and modified technology applications to promote thematic learning, and discovery learning management through problem-based learning modules. Candidates are required to demonstrate proficiency of skills through assigned field assignments focused on effective planning for instruction and completion of small-group instructional field observation (*Candidates can embed this experience during their 180 Clinical Practice Field Hours if being used for Middle School Endorsement)

EDU 666d: Inquiry Based Learning for Content Methods (314d: Science) - 3 credits

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This course is designed to provide teacher candidates with an opportunity to review methods, theories, activities and pedagogy supporting inquiry based learning through their identified area of curriculum and licensure. Candidates will explore how to integrate technology applications to support engaging instructional practice, support instructional environments focused on differentiation of instruction and modified technology applications to promote thematic learning, and discovery learning management through problem-based learning modules. Candidates are required to demonstrate proficiency of skills through assigned field assignments focused on effective planning for instruction and completion of small-group instructional field observation (*Candidates can embed this experience during their 180 Clinical Practice Field Hours if being used for Middle School Endorsement)

EDU 666e: Inquiry Based Learning for Content Methods (314e: Art) - 3 credits

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This course is designed to provide teacher candidates with an opportunity to review methods, theories, activities and pedagogy supporting inquiry based learning through their identified area of curriculum and licensure. Candidates will explore how to integrate technology applications to support engaging instructional practice, support instructional environments focused on differentiation of instruction and modified technology applications to promote thematic learning, and discovery learning management through problem-based learning modules. Candidates are required to demonstrate proficiency of skills through assigned field assignments focused on effective planning for instruction and completion of small-group instructional field observation (*Candidates can embed this experience during their 180 Clinical Practice Field Hours if being used for Middle School Endorsement)

EDU 663: Educational Assessment Development and Evaluation Models - 3 credits

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This course is designed to introduce teacher candidates the elements of designing and implementing valid and reliable assessments and to explore to role of instructional planning, reviewing assessment outcomes, modifications to instruction based on assessment outcomes and reflection for continued instructional growth as a practioner. Candidates will become familiar with both the development of instruments and rubrics, explore the validity/reliability process, review and utilize models required under Achieve NJ and explore the professional expectations of in-service teachers through effective evaluative tools such as Danielson, Strong and Marzano.

EDU 663 EC: Educational Assessment Development and Evaluation Models EC - 3credits

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This course is designed to introduce early childhood teacher candidates the elements of designing and implementing valid and reliable assessments and to explore the role of instructional planning, reviewing assessment outcomes, modifications to instruction based on assessment outcomes and reflection for continued instructional growth as a practioner. Candidates will become familiar with both the development of instruments and rubrics, explore the validity/reliability process, review and utilize models required under Achieve NJ and explore the professional expectations of P12 in-service teachers through effective evaluative tools such as Danielson, Strong and Marzano.

EDU 668: Clinical Practice I Seminar - 1 credit

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This seminar is designed to emphasize themes and guidelines as it relates to the instructional planning, modality of instruction, assessment design and promoting a successful and inclusive learning environment during the Clinical Practice experience. Candidates work with the seminar

instructor in preparation for the submission of the required teaching performance portfolio required for licensure.

EDU 669: Clinical Practice I - 2 credits

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This clinical experience is designed to provide the Clinical Intern with an assigned Cooperating Teacher. Candidates are required to be actively engaged in the planning, instruction and assessment of their assigned learning environment. Formal assessments will be conducted to assess the candidate's skills, knowledge and professional dispositions. All candidates in Clinical Practice are required to complete a minimum of 2 full-days per week over fifteen weeks (180 hours) and be observed formally by a University Supervisor.

EDU 672: Clinical Internship Seminar -1 credit

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This seminar is designed to emphasize themes and guidelines as it relates to the instructional planning, modality of instruction, assessment design and promoting a successful and inclusive learning environment during the Clinical Internship experience. Candidates work with the seminar instructor in preparation for the submission of the required teaching performance portfolio required for licensure.

EDU 673: Clinical Internship 8 credits

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This clinical experience is designed to provide the Clinical Intern with an assigned Cooperating Teacher and to assume the role and demonstrate ability to serve as the lead instructor. Candidates are required to be actively engaged in the planning, instruction and assessment of their assigned learning environment. Formal assessments will be conducted to assess the candidate's skills, knowledge and professional dispositions. All candidates in the Clinical Internship experience are required to complete a full-time instructional experience for fifteen weeks (525 hours) and be observed formally by a Cooperating Teacher and University Supervisor. All candidates must successfully submit a completed teacher performance portfolio and secure the required passing score determined by the NJDOE to be eligible for teacher licensure upon program completion.

EDU 505 MS: School, Home, and Community Connection in a Diverse Society 3 credits

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In this course, teacher candidates will learn research-based approaches to foster collaborative partnerships between school and families, as well as accessing community resources to promote a positive and life-long learning environment. Emphasis will be placed on a variety of factors that may impact learning acquisition, including socio-economics, culture, racist, religion, gender identity, family dynamics, etc. In addition, the transitional needs of a student will be addressed,

as they correlate to the home, school and community needs. Field experience will be required for completion of this course

EDU 511/: Introduction to Language and Linguistics - 3 credits

This course is designed to be an introduction to Language and Linguistics. It is the first course in the ESL Post-Bac certification program and serves as a prerequisite for the other courses in the certification. Students will examine language through the following: the nature of language (phonetics, phonology), the structure of language (syntax), and how language is used and learned (communication). Morphology and typology will also be discussed. An overview of grammatical structure of English including word classes, phrases, and complex sentences is included in this course.

EDU 521: Foundations of Literacy 3 credits

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This course examines early reading and language arts instruction. Emphasis will be placed on the teaching of reading and processes throughout all stages of development, and the implications for teachers as the infuse new literacies into the curriculum. Current issues, research, theory, and instructional practices in reading and language arts will be explored. eighteen hours of observation and field work is a requirement for this course.

EDU 551: Second Language Acquisition - 3 credits

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This course examines research regarding second language acquisition. Curriculum planning and classroom environment will be the lens by which students compare and synthesize similarities between first and second language, competency levels in second language learners? Communication, and the role attitudes, cultural backgrounds and identity play in language competencies and acquisition. (Pre-Requisite: EDU 511 Introduction to Language and Linguistics)

EDU 611: Theory and Practice of Teaching English as a Second Language - 3 credits

This course advances the theoretical foundations of second language acquisition. Instructional approaches regarding second language acquisition and the ESL classroom will be reviewed in addition to practical application of these theories. Professional dispositions required to work effectively with ESL/ELL students will be introduced. (Pre-Requisite: EDU 551- Second Language Acquisition)

EDU 625 MS: Classroom Management and Positive Behavioral Support - 3 credits

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This course is designed to promote highly effective learning environments with a focus behavioral researched-based strategies and approaches. The candidates will learn how to create a

safe learning environment that promotes positive social interaction and acceptance of diversity, as well as personalized support for students with special needs. In addition, candidates will develop a Behavior Intervention Plan (BIP) and conduct a Functional Behavioral Assessment (FBA) based on the Principles of Positive Behavior Support. Candidates are required to demonstrate proficiency of skills through assigned field assignments focused on effective planning for instruction and completion of small-group instructional field observation

EDU 630 MS: Understanding the Social, Emotional & Life Skill Needs of the Exceptional Learner - 3 credits

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This course will address social, emotional, and life skill needs of learners with special needs. Emphasis will be placed on research-based strategies to promote the acquisition of social and life skills through the entire span of a student's academic career. Focus will be on the development and acquisition of personal and interpersonal skills, effective communication through speech, body language/gesture, and technology. Candidates will learn how to collect and analyze data to determine acquired skills and program development. Field experience will be required for completing of this course.

EDU 635 MS: Assistive Technology in the 21st Century Classroom - 3 credits

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The ever-evolving technology world has had a positive impact on the learning environment for students with special needs. This course will explore low and high technologies that can be utilized to address the communication, learning, and accessibility needs of learners. The Principles of Universal Design for Learning, as well as federal and state legislation pertaining to assistive technology will be examined. Assistive technology assessment tools and strategies, as well as funding resources and family support will be addressed. Field experience is required for the completion of this course.

EDU 640 MS: Universal Design for Learning in the 21st Century - 3 credits

This course focuses on the diverse needs and various learning styles of all learners. Candidates will learn how to design and create a flexible and accessible lesson to meet individualized learning needs. Emphasis will be placed on differentiated instruction, evidence-based instructional strategies, tiered and leveled practices, and technology to promote positive learning outcomes and skill acquisition. Field experience will be required for completion of this course.

EDU 651: Curriculum, Methods and Assessment for ESL Learners/Classroom - 3 credits

This course is designed to introduce teachers to appropriate methods and assessments for facilitating and evaluating instruction with English language learners. It reviews emergent literacy, vocabulary development, reading and writing skills with the ESL/ELL student as the focus. Eighteen hours of fieldwork working with an ESL/ELL student is a component of this

course. Fieldwork may be completed in current placement. (Pre-Requisite: EDU 551 Second Language Acquisition)

EDU 656: Literacy for Diverse Populations - 3 credits

This course is designed to facilitate curricular decision making and program evaluation by emphasizing the process of teaching reading and writing for the diverse learner. Language processes, literacy development, comprehension and metacognition, and multidimensional assessments are addressed. These paradigms will be critically evaluated through various tasks and activities. Prerequisite: EDU521 MS

EDU 656 MS: Language, Literacy and Assessment of Students with Special Needs - 3 credits

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In this course, candidates will learn how to use norm-referenced instruments and criterion-referenced techniques to design and deliver effective instruction. Emphasis will be on performance assessment, administration of selected assessment instruments, and observation techniques. Researched-based literacy instruction and strategies, as well as adaptation and modifications will also be addressed. Field experience is required for the completion of this course.

EDU 685 MS: Foundations of Special Education in a Diverse Society - 3 credits

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This introductory course addresses the numerous areas in special education that impact the planning and delivery of instruction for students with exceptional needs. Areas such as medical etiologies and characteristics, federal and state legislation, education philosophies and theories, diverse educational environments, community resources, and cultural perspectives are addressed. Field experience is required completion of this course

EDU 657 EC Transition into Teaching Early Childhood & TOSD - 3 credits

This course is an introduction to regular and special education as a profession through the examination of the historical and philosophical foundations of education in the United States and the impact of educational policy and implementation on current school structures and the profession of teaching in early childhood classrooms. The course will explore the following topics: educational standards for early childhood educators (NJSL & EC), school law (IDEA, 504, topics specific to professional dispositions and case studies), introduction and overview of the characteristics of students with unique-abilities and Autism and appropriate professional dispositions and expectations such as: intellectual stimulation through play for young typical and special populations, promoting safe environments and guidance for group instruction of young learners

through lesson planning, classroom management, understanding the role of teacher (Early Childhood focused) and the connectivity between school structures and the evolution of the schools for tomorrow (traditional/charter/private/special education settings). An emphasis will be made to focus on fostering diversity and equity for all children through the lens of child development and learning.

EDU672EC: Clinical Internship Seminar (EC) 1 credit

This seminar is designed to emphasize themes and guidelines as it relates to the instructional planning, modality of instruction, assessment design and promoting a successful and inclusive learning environment during the Clinical Internship experience in an early childhood classroom. Candidates work with the seminar instructor in preparation for the submission of the required teaching performance portfolio required for licensure.

EDU 671: Supporting the Success of the Uniquely-Abled Learner - 3 credits

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This course is designed to provide the Clinical Intern with appropriate educational approaches and strategies regarding IEP development and implementation, the role of related service professionals in meeting the needs of children through advocacy, referrals, modification implementation and challenges regarding HIB regulations and providing a safe environment to learn. Candidates will examine the programming, curriculum and instruction of children with learning and behavioral disorders such as: Autism, Attention Deficit Disorder, Anxiety, Defiance, Speech/Language Delays and Mild/Moderate Cognitive Delays. Emphasis will be placed on methods for management, planning and evaluating effective and measurable instructional strategies.

EDU 667: Universal Design and Assistive Technology 3 - credits

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This course is designed to provide teacher candidates with a broad background into the use of Universal Design for Learning and the role of Assistive Technology. The course will provide an introduction and overview of UDL and models of instruction for the inclusive classroom. Assistive Technology will be presented through the lens of enabling and enhancing the independence, communication and cognitive potential of all special populations and diverse student populations across the lifespan.

EDU 800: Assessment Methods with Individuals with Autism Spectrum Disorders and other Developmental Disabilities - 3 credits

Behavioral observational methods and functional assessment procedures are reviewed for individuals with ASD and other developmental disabilities for the purpose of planning positive behavioral supports and developing educational programs.

EDU 801: Educational Programming for Students with Autism Spectrum Disorders and other Developmental Disabilities – 3 credits

Evidenced based educational practices for students with ASD and other developmental disabilities are explored. Students examine research based Positive Behavioral Supports for increasing academics, communication, and social skills, and for decreasing disruptive behaviors.

EDU 802: Basic Applied Behavior Analysis for Students with Autism Spectrum Disorders and other Developmental Disabilities – 3 credits

The application of Applied Behavior Analysis with students with ASD and other developmental disabilities will be emphasized. Participants will explore strategies to conduct functional behavioral assessments and provide positive behavioral supports.

EDU 803: Single Subject Assessment Methodology - 3 credits

This course will focus on the fundamentals of behavior-analytic evaluation single-case

time series methods used within clinical and research settings. Participants will learn to apply these designs while assessing intervention programs for individuals with ASD and other disabilities.

EDU 804: Autism: Collaborative ABA Transdisciplinary Intervention – 3 credits

Students examine evidenced based approaches used with students with ASD to increase attention, communication, social, academic skills and involvement in group activities. Emphasis will be on methods for promoting both acquisition and generalization across disciplines.

EDU 805: Ethics and Professional Standards in ABA - 3 credits

During this course, students will acquire an in-depth understanding of ethical and professional conduct standards for behavior therapists based on the BACB Professional Disciplinary and Ethical Standards and the BACB Guidelines for Responsible Conduct for Behavior Analysts. This course is consistent with BACB requirement for meeting course content in Ethical and Professional Conduct.

EDU 806: Practicum in Applied Behavior Analysis – 3 credits

Students will participate in a practicum experience that will follow the experience guidelines of the Behavior Analysis Certification Board. One to one and small group supervision will be provided on a weekly basis. Students will apply the content of the ABA program courses while directly work-

ing with children with ASD and other Developmental Disabilities.

EDU 807: Advanced Practicum in Applied Behavior Analysis - 3 credits

Students will participate in a practicum experience that will follow the experience guidelines of the Behavior Analysis Certification Board. One to one and small group supervision will be provided on a weekly

basis. Students will apply the content of the ABA program courses while directly working with children with ASD and other Developmental Disabilities. In addition, students will complete a research project in conjunction with a faculty member who holds a BCBA-D.

**ENGLISH AS SECOND LANGUAGE ENDORSEMENT (ESL)
w/optional MASTER OF ARTS IN EDUCATION**

The ESL endorsement and Master's program supports 21st century skills and strategies graduates need to be successful classroom teachers and promote similar approaches among their students. Making innovative use of knowledge through technology and critical thinking is the cornerstone of the School of Education. This program seeks to engage learners in knowing, understanding, and using major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs. Specific to our Franciscan Values, an ESL endorsement program speaks directly to Respect for Human Dignity and Diversity—emphasizing the importance of respecting the dignity of each student in the classroom, regardless of background and celebrating achievement together.

APPLICATION ADMISSION AND ENROLLMENT

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.

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. A standard NJ instructional or educational services certificate or its out-of-state equivalent is required. A copy of this certificate must be presented.
3. Proven proficiency in the English language: submit a notarized Oral Proficiency Interview (OPI) and Written Proficiency Test (WPT)
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

Students may opt to enter the MA option toward the end of Endorsement coursework (final two semesters). Only students who have received a “B” or better in all coursework and have maintained a 3.0 may be granted entry to the MA program and have completed a Change of Program form with their advisor.

The Master of Education with ESL endorsement requires completion of at least 36 credit-hours of study at the graduate level (EDU 500 and 600 level courses) with a minimum GPA of 3.0 and a minimum grade of B.

All 36 credits must be taken from Education five hundred and six hundred level courses as indicated below. The fifteen Master completion credits are state pre-approved courses from our Master of Arts in Education program.

Seven courses comprise the endorsement (21 credits).

Required Courses for endorsement (21 credits):

- EDU 511- Introduction to Language and Linguistics
- EDU 521- Foundations in Literacy
- EDU 532- Culturally Response Teaching and the 21st Century Learner
- EDU 551- Second Language Acquisition
- EDU 611- Theory and Practice of Teaching English as a Second Language
- EDU 651- Curriculum and Methods for ESL Learners/Classroom
- EDU 656- Literacy for Diverse Populations

To complete the Masters (15 credits):

- EDU 505 Educating All Populations
- EDU 540 Curriculum Development
- EDU 590 Teaching and Learning with Technology
- EDU 625 Collaborative Teaching in the Inclusive Classroom
- EDU 615 Methodologies of Teaching across the Curriculum

Two final exiting requirements for the ESL endorsement are: a Professional Portfolio and 36 -Hours of clinical experience working with ESL students (completed as a part of coursework).

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 endorsements 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 ESL endorsement 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. 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).

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 University Catalog and/or Student Handbook.

All policies for each graduate program in the School of Education are at the discretion of the Dean, School of Education in accordance with state requirements and mandates.

CURRICULUM

ESL Endorsement ONLY- 21 credits

Course Number	Course Title	Professor	Semester	Credits	Grade
Endorsement Coursework					
EDU 511	Intro to Language and Linguistics			3	
EDU 521	Foundations in Literacy			3	
EDU 532	Culturally Responsive Teaching			3	
EDU 551	Second Language Acquisition			3	
EDU 611	Theory and Practice of Teaching ESL (Pre-req: EDU 511)			3	
EDU 651	Curriculum and Methods for ESL (Pre-req: EDU 551)			3	
EDU 656	Literacy for Diverse Populations (Pre-req: EDU 521)			3	

ESL Endorsement w/Master of Arts- 36 credits

Course Number	Course Title	Professor	Semester	Credits	Grade
Endorsement Coursework					
EDU 511	Intro to Language and Linguistics			3	
EDU 521	Foundations in Literacy			3	
EDU 532	Culturally Responsive Teaching			3	
EDU 551	Second Language Acquisition			3	
EDU 611	Theory and Practice of Teaching ESL (Pre-req: EDU 511)			3	
EDU 651	Curriculum and Methods for ESL (Pre-req: EDU 551)			3	
EDU 656	Literacy for Diverse Populations (Pre-req: EDU 521)			3	
Professional Coursework					
EDU 505	Educating All Populations			3	
EDU 540	Curriculum Development			3	
EDU 590	Teaching and Learning with Technology			3	
EDU 615	Methodologies of Teaching Across the Curriculum (Pre-req: EDU 540)			3	
EDU 625	Collaborative Teaching in the Inclusive Classroom			3	

COURSE TITLES AND DESCRIPTIONS

ESL Endorsement Courses

EDU 511- Introduction to Language and Linguistics

3 credits

This course is designed to be an introduction to Language and Linguistics. It is the first course in the ESL Post-Bac certification program and serves as a prerequisite for the other courses in the certification. Students will examine language through the following: the nature of language (phonetics, phonology), the structure of language (syntax), and how language is used and learned (communication). Morphology and typology will also be discussed. An overview of grammatical structure of English including word classes, phrases, and complex sentences is included in this course.

EDU 521- Foundations in Literacy

3 credits

This course examines early reading and language arts instruction. Emphasis will be placed on the teaching of reading and processes throughout all the stages of development, and the implications for teachers as they infuse new literacies into the curriculum. Current issues, research, theory, and instructional practices in reading and language arts will be explored. Twelve hours of observation and fieldwork is a requirement for this course (Eighteen for those seeking ESL Endorsement)

EDU 532- Culturally Responsive Teaching and the 21st Century Learner

3 credits

This course is designed to prepare teachers 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 551- Second Language Acquisition

3 credits

This course examines research regarding second language acquisition. Curriculum planning and classroom environment will be the lens by which students compare and synthesize similarities between first and second language, competency levels in second language learners' communication, and the role attitudes, cultural backgrounds and identity play in language competencies and acquisition. (Pre-Requisite: EDU 511 Introduction to Language and Linguistics)

EDU 611- Theory and Practice of Teaching English as a Second Language

3 credits

This course advances the theoretical foundations of second language acquisition. Instructional approaches regarding second language acquisition and the ESL classroom will be reviewed in addition to practical application of these theories. Professional dispositions required to work effectively with ESL/ELL students will be introduced. (Pre-Requisite: EDU 551- Second Language Acquisition)

EDU 651- Curriculum, Methods and Assessment for ESL Learners/Classroom
3 credits

This course is designed to introduce teachers to appropriate methods and assessments for facilitating and evaluating instruction with English language learners. It reviews emergent literacy, vocabulary development, reading and writing skills with the ESL/ELL student as the focus. Eighteen hours of fieldwork working with an ESL/ELL student is a component of this course. Fieldwork may be completed in current placement. (Pre-Requisite: EDU 551 Second Language Acquisition)

EDU 656- 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. Emphasis is placed on students with special needs and the ELL/ESL student. (Pre-Requisite: EDU 521: Foundations in Literacy

Courses to complete the Master of Arts in Education

EDU 505- Educating All Populations
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 540- 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 590- 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 615- 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. (Pre-requisite: EDU 540)

EDU 625- 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

All policies for each graduate program in the School of Education are at the discretion of the Dean, School of Education in accordance with state requirements and mandates.



MASTER OF ARTS IN EDUCATION LEADERSHIP

Master of Arts in Education/Leadership Strands

The 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 University 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 36 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:

8. 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.
9. 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.
10. A standard NJ instructional or educational services certificate or its out-of-state equivalent is required. A copy of this certificate must be presented.
11. Two professional letters of recommendation
12. Personal Interview
13. Completed application
14. 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

4. Complete the application obtained from the Office of Admissions.
5. Submit all supporting documentation required.
6. 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 University.

Transfer Credit

A maximum of 6 credits from other institutions may be credited towards the Master's of Art in Educational Leadership 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

5. Completion of 36 credits, as required in the particular strand. EDU 660, EDU 540, EDU 690 MS, and EDU 701 are required for the Supervisory Endorsement.
6. Completion of the required credits with a minimum 3.00 cumulative grade point average.
7. Completion of the program with all grades at B or higher.
8. 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 University 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.go/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 University 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 University requires a candidate to spend a *minimum* of three hundred 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 university 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 Certification 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 University 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 University 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.

All policies for each graduate program in the School of Education are at the discretion of the Dean, School of Education in accordance with state requirements and mandates.

Curriculum

Strand V: Educational Leadership - Principal & 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 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 and Administration	3
EDU 690 MS	Current Issues and Trends in Curriculum Development (Prerequisite EDU 540 MS)	3
	Electives	
EDU 532 MS	Culturally Responsive Teaching	3
EDU 655 MS	Topics in STEM Education	
EDU 656 MS	Literacy for Diverse Populations	
	Capstone Courses	
EDU 701 MS	Data-Informed Leadership	3
EDU 715 MS	Internship in Administration I	3
EDU 720 MS	Internship in Administration II (Prerequisite EDU 695 MS)	3

Strand VI: Educational Leadership - Supervisor Endorsement (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 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 and Administration	3
EDU 690 MS	Current Issues and Trends in Curriculum Development (Prerequisite EDU 540 MS)	3
	Electives; Choose 2	
EDU 532 MS	Culturally Responsive Teaching	6
EDU 655 MS	Topics in STEM Education	
EDU 656 MS	Literacy for Diverse Populations	
	Capstone Courses	
EDU 701 MS	Data-Informed Leadership	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 21st 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 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 environments of the school through effective policy analysis and improved decision-making skills. It is designed to provide an in-depth under-

standing 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

Professional Courses

EDU 701 MS

Data-Informed Leadership

3 Credits

This course offers the student opportunities to analyze and apply how educational data can inform leadership for equity and excellence. The course begins with fundamental tenets of literacy about assessment in general: valid and invalid applications of testing for instruction and educator evaluation. Second, students investigate the organizational structures in which data are used to understand how schools overall are performing. Known as the “audit culture,” educational leaders find that they both evaluate others in this way, and are in turn evaluated themselves. This element of the course focuses on how they can leverage that work in building equitable and excellent schools. Finally, students will understand the tenets of action research, and how the data from such research can inform their own practice of educational leadership.

EDU 715

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,

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 place on students’ ability to make ethical decisions that honor the needs of the broader community. Emphasis is place on the Felician mission of being a competent, caring, and compassionate educator.

Prerequisite: EDU 540 MS

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 715 MS, EDU 720 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 topics studied in class and/or of interest to the students.

EDU 720 MS

Internship in Administration II

3 Credits

This course is a continuation of EDU 715 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 hun-

dred (200) hours over the course of two (2) semesters (EDU 715 MS, EDU 720 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 715 MS

Master of Arts in Education: School Nursing and Health Education

The Master of Arts in Education: School Nursing and Health Education is a graduate program designed to prepare certified instructional school nurses as health care and educational leaders in the K-12 school setting. The program consists of 37 graduate credits and focuses on advanced health assessment, health education, curriculum and instruction, school law, policy and regulation, research and organizational leadership. A Master of Arts in Education degree is awarded upon successful completion of the program.

School of Education Mission:

The School of Education at Felician University, in accordance with the Franciscan tradition, fosters competent, caring, and compassionate educators/practitioners to serve a diverse population by promoting a collaborative spirit, encouraging self-reflection, and emphasizing life-long learning.

Goals

The faculty in the School Nursing and Health Education program engage students in the learning process to:

- Develop effective written and oral communication skills;
- Utilize effective teaching/learning strategies for all populations;
- Develop critical thinking and diagnostic reasoning skills;
- Foster culturally competent health teaching;
- Utilize an evidence based practice model;
- Provide high quality health care for all populations;
- Apply ethical decision making skills in practice;
- Create caring, competent and reflective practitioners;
- Promote global awareness and understanding;
- Use electronic technology effectively;
- Integrate academic study and service learning;
- Develop life-long learning as a professional responsibility.

The faculty prepare candidates to:

- Serve as a competent leader in coordinating school health programs, including health services and health education.
- Implement curricula and instruction that promote the health and safety of the school age population, including the vulnerable and underserved.
- Promote best practices for engaging in research and evaluation of school health services and programs.
- Integrate the New Jersey Professional Standards for Teachers within their learning communities.

Admission Requirements

- Complete an admission application from the Office of Graduate Admissions
- Graduate from a regionally accredited college or university with a baccalaureate degree with a minimum 3.0 CGPA
- Submit all official academic transcripts

- Licensure as a registered professional nurse, without any disciplinary action, from any Board of Nursing
- Proof of the State of New Jersey instructional school nurse endorsement
- Proof of the State of New Jersey teacher of health education endorsement if the student is applying for transfer credits for a student teaching course.
- Successful completion of college level prerequisite courses
 - Psychology
 - Health Assessment
 - Community/Family
 - Leadership/Management
 - Research/Statistics or approved elective
- Submit two professional and/or academic references
- Submit application fee paid to Office of Admissions

Completed applications will be considered for admission. The Associate Dean provides final approval for admission to the program. The Office of Admissions will notify applicants of the admission decision as soon as possible.

Transfer Credits

Up to six graduate credits may be considered for transfer from other institutions into the program. Applicant must (1) apply for transfer credit at time of matriculation; (2) have taken the course in a graduate program for graduate credit; (3) have received a grade of “B” or above in the course; (4) provide official sealed copies of transcripts; (5) have taken the course at an accredited college or university; (6) provide the course description(s) and syllabi. The Associate Dean will determine equivalency of courses on an individual basis. However, students who have successfully completed the Felician University School Nursing and Health Education Graduate Certificate program may be eligible to transfer up to 19 credits toward this degree program.

Program Requirements

- Proof of current registered nurse licensure in New Jersey, without any disciplinary action
- Proof of current New Jersey certified instructional school nurse endorsement
- Proof of professional liability/malpractice insurance with a minimum of 1,000,000/6,000,000
- Proof of current CPR/AED certification
- Proof of current health clearance verified by the Felician University Center for Health
- Adherence to criminal background check(s) or other requirements as mandated by an agency site
- Adherence to professional and ethical standards
- Adherence to all Felician University and School of Education academic policies
 - Students must achieve a minimum grade of “B” in all graduate courses
 - Students with a grade below a “B” must repeat the course and are officially on academic probation
 - Students who fail to achieve a “B” or above on the second attempt of the course are ineligible to continue in the program
 - Students may repeat no more than two (2) courses in the program
 - A minimum cumulative GPA of 3.0 or higher is required to continue in the program

Degree Requirements

- Successful completion of 37 graduate credits, including transfer and required courses
- Minimum of a cumulative GPA of 3.0

Program Requirements

Master of Arts in Education: School Nursing and Health Education ***			
Course #	Courses	Practicum Hours	Credits
HSHS 515 *	School Nursing I		3cr.
HSHS 516 *	School Nursing I Practicum	60 hrs.	2cr.
HSHS 535 *	School Nursing II		3cr.
HSHS 536 *	School Nursing II Practicum	60 hrs.	2cr.
HSHS 545 *	Advanced Health Assessment		3cr.
HSHS 563 *	Primary Health Specialty I		3cr.
HSHS 753 *	Research I: Evidence Based Practice		3 cr.
HSHS 763 * +	Research II : Scholarly Project		3 cr.
HSHS 605 *	Designing Instruction /Curriculum		3 cr.
EDU 675 *	School Law		3 cr.
EDU 505	Educating all Populations: Collaborating with Home, School and Community or Equivalent or		3 cr.
EDU 515	Special Education: Current Trends and Issues		
EDU 525	Ethical Leadership: Creating the School Vision/Culture or		3 cr.
EDU 530	Philosophy for Teachers or Equivalent		
EDU 535	School Finance and the Economics of Education or Equivalent		3 cr.
EDU 590	Teaching and Learning with Technology		3 cr.
EDU 625	Collaborative Teaching in the Inclusive Classroom		3 cr.
EDU 640	Educational Planning for Students with Mild Disabilities in Inclusive Setting		3 cr.
EDU 645	School Policy and Regulations		3 cr.
EDU 660	Supervision of Personnel and Performance Appraisal		3 cr.
EDU 670	Supervision and Organization Administration		3 cr.
HSHS 695 *	Curriculum and Instruction	60 hrs.	3cr.
EDU/HSHS**	EDU Elective or HSHS Student Teaching **		3cr.
Total Credits and Hours Required		180 hrs.	37 cr.

* Required courses

+Continuous enrollment in HSHS 763 Research II is required until the Scholarly Project is completed.

** A Student Teaching course may be eligible for transfer credit if student has completed a student teaching course with a grade of “B” or better and holds a New Jersey Teacher of Health Education endorsement

***Elective credits, course waiver, or approvals to take a course at another institution must be approved by Dean

The Master of Art in Education is registered with the New Jersey Commission on Higher Education and accredited by Teacher Education Accreditation Council (TEAC).

Policies

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 University Catalog.
- Policies are subject to the discretion of the Dean, School of Education in accordance with state requirements and mandates.

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

Health Clearance Policy

Felician University policy requires all students to submit a completed Felician Health Form to the Center for Health prior to registration. The Felician Health Form is available at the Center for Health or may be downloaded from the Center for Health section of the Felician University 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. TST is available by appointment at the Center for Health. Please refer to "Health Services Policy" in the Student Handbook or contact the Center for Health at 201-559-3559. The university retains the right to change and/or require further health assessment as needed.

School Nursing and Health Education Students

- Students must be cleared by the Felician University Health Center prior to attending any practicum.
- A drug screen is required
- Students must comply with any additional requirements requested by the agency before starting any practicum.
- Students who do not comply with the policy will not be able to enter a practicum site.

Placement requests for students enrolled in the Research II: Scholarly Project

- Students who's project requires a K-12 school placement/experience/presentation must have approval of Associate Dean.
- The Associate Dean requests and finalizes the letter of agreement and receives approval from the New Jersey District Superintendent for any placement/experience/presentation.
- The Associate Dean verifies the student is cleared by the Felician Health Center.

Course Description

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 framework for 21st Century School Nurse Practice is introduced and provides the structure and focus for key principles for evidence based practice. Emphasis is placed on developing knowledge of national and state nursing standards, accreditation and licensing of school health programs, documentation, legal and ethical issues, and performing comprehensive health assessments and screenings. Financial, legal and administrative issues related to school nursing are examined.

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 interprofessional team. The framework for 21st Century School Nurse Practice is utilized to provide evidence based clinically competent, quality health care. 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 framework for 21st Century School Nurse Practice provides the structure and focus for key principles for evidence based practice.

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 II Practicum 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 framework for 21st Century School Nurse Practice is utilized to provide evidence based clinically competent, quality health care. Emphasis is on the ability to provide a comprehensive health program. 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 on a school aged child. Differentiation of normal and abnormal findings is emphasized, utilizing critical thinking and diagnostic reasoning skills.

Prerequisite: Undergraduate course in Health Assessment

HSHS 563**Primary Health Specialty I****3 credits**

This course focuses on the assessment and management of school aged children 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. Mental health conditions of children and adolescents, including substance abuse issues, and its impact throughout the life span is examined.

HSHS 605 MS**Designing Instruction/Curriculum****3 credits**

Organizational frameworks for designing curricula, instruction, and assessment of student learning, including students with special needs are examined. Teaching diverse learners, lesson planning, time management, classroom management and instructional strategies are explored. Reflective practitioner skills are utilized as a best practice model.

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 is mentored by a licensed teacher of health education and engages in K-12 classroom teaching, using the New Jersey Professional Standards for Teachers and the New Jersey Student Learning 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 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 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 project professionally.

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 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 530 MS

Philosophy for Teachers

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 that affect educators and their ability to deliver quality educa-

tion. 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
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 HEALTH EDUCATION GRADUATE CERTIFICATE PROGRAM

(Requirements effective for students completing the School Nurse, Instructional Certificate on or before May, 2018)

The School Nursing and 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 certified instructional school nurse endorsement certificate from the New Jersey Department of Education.

Program/Major Mission:

The School of Education at Felician University, in accordance with the Franciscan tradition, fosters competent, caring, and compassionate educators/practitioners to serve a diverse population by promoting a collaborative spirit, encouraging self-reflection, and emphasizing life-long learning.

Goals:

The faculty in the School Nursing and Health Education programs engage students in the learning process to:

- Develop effective written and oral communication skills;
- Utilize effective teaching/learning strategies for all populations;
- Develop critical thinking and diagnostic reasoning skills;
- Foster culturally competent health teaching;
- Utilize an evidence based practice model;
- Provide high quality health care for all populations;
- Apply ethical decision making skills in practice;
- Create caring, competent and reflective practitioners;
- Promote global awareness and understanding;
- Use electronic technology effectively;
- Integrate academic study and service learning;
- Develop life-long learning as a professional responsibility.

The faculty prepare candidates to:

- Utilize diagnostic reasoning skills to provide culturally competent high quality health care for children and adolescents enrolled in the K-12 educational setting.
- Implement planned change in the K-12 educational setting to promote student wellness and academic success
- Incorporate the national health goals while teaching health
- Integrate the New Jersey Professional Standards for Teachers within their learning communities.

Admission Requirements

- Compete an admission application from the Office of Graduate Admissions
- 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 college level prerequisite courses
 - Psychology
 - Health Assessment
 - Community/Family
 - Leadership/Management
 - Research/Statistic or approved elective
- Submit two professional and/or academic reference

Transfer Credits

Baccalaureate or graduate credits may include transfer credit for a course in health assessment. Applicant must (1) apply for transfer credit at time of matriculation; (2) have received a grade of “B” or above in the course; (3) provide official sealed copies of transcript; (4) have taken the course at an accredited college or university; (5) provide the course description and syllabi. The Associate Dean will determine equivalency of the course on an individual basis. Course credit for health assessment may be completed by successful completion of a Health Assessment Challenge Examination.

Program Requirements

- Proof of current registered professional nurse licensure in New Jersey
- Proof of professional liability/malpractice insurance with a minimum of 1,000,000/6,000,000
- Proof of current CPR/AED certification
- Proof of current health clearance by the Felician University Center for Health
- Adherence to criminal background check(s) or other requirements as mandated by an agency site
- Adherence to professional and ethical standards
- Submit payment and notarized document for processing certification(s)
- Adherence to all Felician University and School of Education academic policies
 - Students must achieve a minimum grade of “B” in all graduate courses
 - Students with a grade below a “B” must repeat the course and are officially on academic probation
 - Students who fail to achieve a “B” or above on the second attempt of the course are ineligible to continue in the program
 - Students may repeat no more than two (2) courses in the program
 - A minimum cumulative GPA of 3.0 or higher is required to continue in the program

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

School Nursing and Health Education Graduate Certificate Program 1			
	Health Assessment Course with a minimum grade of "B" (may be transfer credit). or Health Assessment Challenge examination with a minimum grade of "B"		2 cr.
Number	Courses	Practicum Hours	Credits
HSHS 515 *	School Nursing I		3cr.
HSHS 516 *	School Nursing I Practicum	60 hrs.	2cr.
HSHS 535 *	School Nursing II		3cr.
HSHS 536 *	School Nursing II Practicum	60 hrs.	2cr.
HSHS 605 *	Designing Instruction/Curriculum		3 cr.
HSHS 695 *	Curriculum and Instruction	60 hrs.	3cr.
HSHS 563 *	Primary Health Specialty I		3cr.
	Total	180 hrs.	21 cr.

*Required course

1 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/>).

Policies

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 University Catalog.
- Policies are subject to the discretion of the Dean, School of Education in accordance with state requirements and mandates.

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

Health Clearance Policy

Felician University policy requires all students to submit a completed Felician Health Form to the Center for Health prior to registration. The Felician Health Form is available at the Center for Health or may be downloaded from the Center for Health section of the Felician University 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. TST is available by appointment at the Center for Health. Please refer to "Health Services Policy" in the Student Handbook or contact the Center for Health at 201-559-3559. The university retains the right to change and/or require further health assessment as needed.

School Nursing and Health Education Students

- Students must be cleared by the Felician University Health Center prior to attending any practicum.
- A drug screen is required
- Students must also comply with any additional requirements requested by the facility before starting any practicum.
- Students who do not comply with the policy will not be able to enter a practicum site.

Placement of Students for School Nursing and Teaching Practica

- Students may request a placement site, however, they will not be assigned to a placement if the following criteria apply (1) are employed in the school/town/district; (2) serve as an aide/assistant, board member (or related to one) or PTA/PTO executive member in the requested site; (3) have a child attending a school in the requested site; or (4) have a relatives employed in the requested site.
- The Associate Dean designs practicum experiences, finalizes letters of agreement and gains approval from the New Jersey District Superintendent for any practicum or teaching placement.
- The Associate Dean verifies the student is cleared by the Felician Health Center.
- Students enrolled in a school nursing practica experience are mentored by New Jersey certified school nurses and Felician faculty. Students must complete practica experiences in elementary, middle and high school. Multiple onsite practica evaluations of students are conducted by faculty who hold a New Jersey certified instructional school nurse endorsement.
- Students enrolled in a teaching practicum are mentored by New Jersey Teachers of Health Education and Felician faculty. Multiple onsite evaluations of students are conducted by the faculty who hold a New Jersey Teacher of Health Education endorsement.

Processing of Endorsement Applications

- Students who successfully complete the certificate program obtain an application for certified instructional school nurse from the Associate Dean or Office of Certification, Sammartino Hall, Rutherford Campus.
- Students must complete the application, have it notarized, and obtain a certified check made out to Felician University and submit both to the Associate Dean.
- After the Associate Dean verifies the student has successfully completed the program,

the Certification Officer will process the completed application to the New Jersey Department of Education, Office of Licensing and Credentials.

Disclaimer:

Students seeking a school nurse endorsement 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 University 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.

The School Nursing and 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. 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/>

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 framework for 21st Century School Nurse Practice is introduced and provides the structure and focus for key principles for evidence based practice. Emphasis is placed on developing knowledge of national and state nursing standards, accreditation and licensing of school health programs, documentation, legal and ethical issues, and performing comprehensive health assessments and screenings. Financial, legal and administrative issues related to school nursing are examined.

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 interprofessional team. The framework for 21st Century School Nurse Practice is utilized to provide evidence based clinically competent, quality health care. 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 framework for 21st Century School Nurse Practice provides the structure and focus for key principles for evidence based practice. 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 II Practicum

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 framework for 21st Century School Nurse Practice is utilized to provide evidence based clinically competent, quality health care. Emphasis is on the ability to provide a comprehensive health program. Decision making strategies and the application of critical processes underlying school nursing practice are implemented.

Co-requisite: HSHS 535

HSHS 563

Primary Health Specialty I: Health Promotion across the Lifespan

3 credits

This course focuses on the assessment and management of school aged children 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. Mental health conditions of children and adolescents, including substance

abuse issues, and its impact throughout the life span is examined.

HSHS 605 MS

Designing Instruction/Curriculum

3 credits

Organizational frameworks for designing curricula, instruction, and assessment of student learning, including students with special needs are examined. Teaching diverse learners, lesson planning, time management, classroom management and instructional strategies are explored. Reflective practitioner skills are utilized as a best practice model.

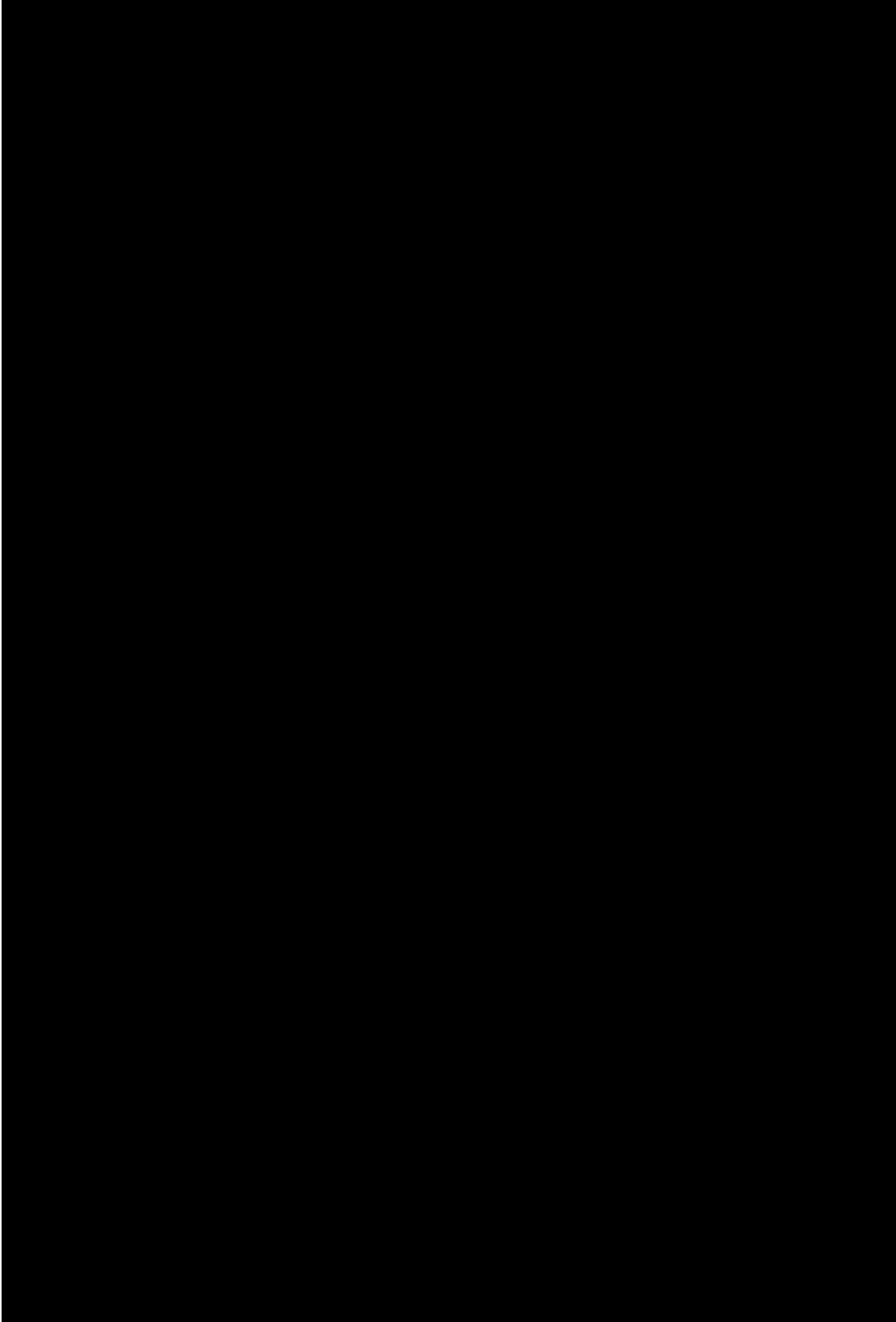
HSHS 695 MS

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 is mentored by a licensed teacher of health education and engages in K-12 classroom teaching, using the New Jersey Professional Standards for Teachers and the New Jersey Student Learning 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.





SCHOOL OF NURSING

GRADUATE NURSING PROGRAMS

Felician University 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.

Doctor of Nursing Practice Program

Doctor of Nursing Practice (DNP) degree for Registered Nurses (RN) with a Master's degree

- Advanced Practice: 36 credits; three years
- Executive Leadership; 36 credits; three years

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 in Primary Care; 37 credits; three years
- Family Nurse Practitioner in Primary Care; 40 credits; three years
- Nursing Education; 30 credits; two years
- Nursing Administration; 30 credits; two years

RN to Master of Science in Nursing Program

Master of Science in Nursing (MSN) degree for Registered Nurses (RN).

- Nursing Administration; 57 credits; two years

Certificate Program

Post Master's Certificate for Registered Nurses (RN) with a Master's degree

- Adult-Gerontology Nurse Practitioner; 28 credits; 2.5 years
- Family Nurse Practitioner; 31 credits; 2.5 years
- Nursing Education; 24 credits; one year
- Nursing Administration; 24 credits; one year

Doctor of Nursing Practice Degree Program

For Registered Nurses with a Master's degree who are looking to advance their career, Felician University offers a Doctor of Nursing Practice Program with tracks in Advanced Practice and Executive Leadership. The Doctor of Nursing Practice Program prepares graduates to deliver safe, high quality healthcare to the nation at the highest level of independent and inter-professional practice. Utilizing complex decision making and organizational and systems leadership, graduates are prepared to shape and sustain advances in healthcare policy and engage in clinical scholarship to create, implement and evaluate strategies that address emerging practice issues. Graduates are equipped with the expertise to transform healthcare by redesigning systems of care, developing innovative practice models and generating system-wide quality improvements in the practice environment and the healthcare delivery for individuals, families and populations.

The theoretical content for courses in the DNP is offered via a cohort model through an online delivery method with on-campus intensives in designated courses. 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 University offers a cohort-based Master of Science in Nursing Program with tracks in Advanced Practice, Nursing Education, and Nursing Administration.

The theoretical content for courses in the cohort-based Adult-Gerontology and Family Nurse Practitioner tracks in primary care is offered via an online delivery method with clinical hours and on-campus intensives in designated courses. With the guidance of qualified faculty, and based on meeting the course objectives, students have experiences with approved preceptors in New Jersey practicum sites for the completion of clinical hours. The Adult-Gerontology Nurse Practitioner track consists of 37 credits and 585 hours of clinical practice. The Family Nurse Practitioner track consists of 40 credits and 650 hours of clinical practice. The specific focus of the Advanced Practice track is delivering health care to vulnerable and underserved populations.

The 30 credit Nursing Education track is offered in a cohort-based model with an online delivery method. The specific focus of the Nursing 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 30 credit cohort-based Nursing Administration program had been designed to address the skills and competencies required of today's nurse leaders and managers. 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 selected curriculum determines the length of time required to complete the program. In the Advanced Practice online track, students complete the program over nine trimesters in three years. The Nursing Education and Nursing Administration curriculums are offered over six trimesters and 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 in Primary Care 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. For graduates of the Nursing Administration program track, agencies that provide certification in the area of Executive Leadership from 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.

- 37 Credits Adult-Gerontology Nurse Practitioner in Primary Care Track
- 40 Credits Family Nurse Practitioner in Primary Care Track
- 30 Credits Nursing Education Track
- 30 Credits Nursing Administration Track

RN to Master of Science in Nursing Program

This innovative program is offered to registered nurses (RNs) who have not completed a bachelor's degree in nursing and wish to be prepared at the master's in the healthcare system. Offered online, the RN student completes 30 credits in 8 week sessions at the undergraduate level, then progresses to graduate level courses offered in 12 week sessions. Graduates of the program may seek certification in the area of Executive Leadership from 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.

- 67 Credits (30 Undergraduate and 37 Graduate) Adult-Gerontology Nurse Practitioner Track
- 60 Credits (30 Undergraduate and 30 Graduate) Nursing Administration Track
- 70 Credits (30 Undergraduate and 40 Graduate) Family Nurse Practitioner Track

Certificate Programs

The Post Master's Certificate in the Adult-Gerontology Nurse Practitioner in Primary Care or Family Nurse Practitioner in Primary Care track is for RNs with an MSN degree who want to advance their career in an Advanced Practice role. 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 intensives in designated courses. With the guidance of qualified faculty, and based on meeting the course objectives, students have experiences with approved preceptors in New Jersey clinical practicum sites 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 in Primary Care Certificate
- 31 Credits Family Nurse Practitioner in Primary Care Certificate

A Post Master's Certificate in Nursing 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 Nursing Education Certificate

The Post Master's Certificate in Nursing Administration 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 Nursing Administration Certificate

Accreditation/ Approval

The baccalaureate degree in nursing program, master's degree in nursing program, the Doctor of Nursing Practice program, and post graduate APRN certificate programs at Felician University are accredited by the Commission on Collegiate Nursing Education.

The Commission on Collegiate Nursing Education

655 K Street, NW, Suite 750

Washington, DC 20001

Phone: 202-887-6791

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 University School of Nursing, within the framework of Catholic tradition and commitments to Franciscan values, strives to educate futuristic health care practitioners, leaders and scholars dedicated to providing high quality health care services to clients/families and the community at large. Felician nurses are prepared to practice in the evolving global and technologically advanced health care environment in order to meet the challenges of the 21st century and enhance societal health.

School of Nursing Goals

- Create a caring environment
- Respond to the learning needs of a diverse population of students
- Utilize electronic technology effectively in program delivery
- Develop students' critical thinking skills
- Promote evidence based nursing practice
- Foster culturally congruent care
- Instill in students a desire for life-long learning
- Provide health care for vulnerable and underserved client populations
- Facilitate academic mobility for students

- Promote global understanding

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.
- Lead with ethical comportment in all aspects of advanced nursing practice.

Master of Science in Nursing/Post Master's Certificates

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.
- Implement patient-centered and population-focused clinical prevention strategies to improve 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.

Policies

Departments in the School of Nursing follow the general University 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 University, the School and the Department.

Departments in the School of Nursing reserve the right to change, modify or improve program requirements or policies at its discretion without prior notice.

Student Handbook

The Felician University Student Handbook contains important policies related to the University, the School of Nursing, and the Department of Graduate Nursing. Students should have a current copy for reference at all times.

Professional Conduct Policy

The School of Nursing asserts that members of the nursing profession must adhere to standards in order to insure quality, safety and maintain the trust of the public we serve. The Felician University Community asserts that students must adhere to the *Franciscan Values* of respect, honesty, and integrity to insure high standards in our academic and everyday lives. Faculty and students have a cooperative responsibility to insure that these standards are upheld by everyone.

Felician University nursing students shall abide by and be held accountable for maintaining the high standards of “*professionalism*” as determined by personal responsibility, Felician University, and the 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.

Barbara J. Toscano Nursing Resource and Simulation Center

As part of the teaching program at Felician University, the Barbara J. Toscano 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 Barbara J. Toscano 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 many medical conditions 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. 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 doctoral study. Within the essay, the applicant should identify a clinical issue or problem that has potential for a DNP project related to an area of professional expertise or interest. The practice issue should address relevancy to the 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.
- Personal interview.
- Requirements specific to the program track.

At a selected point in the program following admission, a criminal history background check is conducted and students must comply with all requirements mandated by the practicum site in order to progress. Exclusion from the placement site as a result of criminal history background check results or failure to comply with other mandated requirements shall result in dismissal from the program.

Completion of all clinical or practicum hours must be completed in approved facilities.

Program start dates are dependent upon enrollment.

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).

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.
- A notarized copy of the photo page of a government-issued identification such as passport or driver's license.
- 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.
- Requirements specific to the program track.

At a selected point in the program following admission, a criminal history background check is conducted and students must comply with all requirements mandated by the practicum site in order to progress. Exclusion from the placement site as a result of criminal history background check results or failure to comply with other mandated requirements shall result in dismissal from the program.

Completion of all clinical or practicum hours must be completed in approved New Jersey facilities.

Program start dates are dependent upon enrollment.

Advanced Practice Track Admission Requirements

- Successful completion of undergraduate courses in nursing research, statistics, pathophysiology and health assessment.

Nursing Education Track Admission Requirements:

- Successful completion of undergraduate courses in nursing research, statistics, pathophysiology and health assessment.

Nursing Administration Track Admission Requirements:

- Successful completion of undergraduate courses in nursing research and statistics.

*** Required Pre-Graduate Courses**

Candidates who are seeking admission to the Master's program Nursing Administration 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. Courses offered include:

- NURS 412 Public Health & Disaster Management for RNs
- NURS 426 Leadership & Management for RNs
- NURS 450 Critique & Evaluation of Nursing Research

RN to Master of Science in Nursing

- A completed application
- Submission of all official academic transcripts
- Associate Degree or Diploma in Nursing from a nationally accredited program.
- GPA of 3.0 or higher.
- 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.
- Completion of 33 credits liberal arts or science courses at an accredited institution with a grade of “C” or better.

Transfer Credit

DNP and MSN Program

- Up to a total of 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 evaluate 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.

RN to Master of Science in Nursing Program

- Completion of more than 33 undergraduate credits in liberal arts courses before enrolling at Felician University will be evaluated by the Associate Dean for transfer into the RN to MSN program.
- Completion of baccalaureate nursing credits at another accredited college or university will be evaluated by the Associate Dean for transfer into the RN to MSN program.

Degree Requirements

Doctor of Nursing Practice Program

Successful completion of:

- 36 credits with a GPA of 3.0 or better- on-campus intensives - plus 500 academically supervised hours.
- Completion of up to 500 academically supervised gap hours, if required. Gap hours are identified upon admission.
- Successful DNP Project defense
- Completed DNP Project Completion Form
- Completed Thesis/Scholarly Project/Portfolio Release Form
- Evidence of payment for DNP Project bound copies
- Delivery of DNP Project manuscript for archival purposes

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.

Master of Science in Nursing Program

Successful completion of:

- Adult-Gerontology Nurse Practitioner in Primary Care Track – 37 credits with a GPA of 3.0 or better – on-campus intensives – plus 585 clinical hours.
- Family Nurse Practitioner in Primary Care Track – 40 credits with a GPA of 3.0 or better – on-campus intensives – plus 650 clinical hours.
- Nursing Education Track – 30 credits with a GPA of 3.0 or better – including assigned project hours plus 60 role practicum hours.
- Nursing Administration Track – 30 credits with a GPA of 3.0 or better – including academically supervised hours

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.

RN to Master of Science in Nursing Program

Successful completion of:

- 30 undergraduate credits and 40 graduate credits (depending on specialty track).

Maintain a GPA of 3.0 throughout the program.

Degree requirements must be completed within a 7-year period from the date of admission, including the project work. Leaves-of-absence are included in a seven year timeframe.

The last 30 credits of the RN to MSN degree must be earned at Felician University.

Program Requirements

Doctor of Nursing Practice

Master of Science in Nursing

RN to 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 or is withdrawn from the program and is readmitted at a later time, the curriculum and program requirements in effect at the time of readmission will apply. Students who do not complete the program within the time frame designated may be required to complete additional coursework.

- Proof of current licensure as a registered professional nurse in New Jersey, per admission criteria.
- Completion of all clinical or practicum hours in approved New Jersey facilities.
- 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 University Center for Health.
- Adherence to health clearance obligations as required by the clinical or practicum agency.

- 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 as required by the agency. 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.
- Standardized patients (live models) are used in the MSN Advanced Practice program tracks. Students are financially responsible for all costs associated with standardized patients.
- Participation in on-campus intensive requirements.
- Participation in a mandatory graduate orientation program.
- Requirements specific to the degree program.

Program Requirements: MSN Advanced Practice

- Proof of student nurse practitioner liability insurance with a minimum coverage of 1,000,000/6,000,000.
- Participation in on-campus intensive requirements. Intensives consist of workshop and clinical evaluations conducted in both the clinical setting and the Barbara J. Toscano Nursing Resource and Simulation Center.
- Students are required to register for a certification review course prior to completion of the last course in the program. Students are responsible for all costs associated with certification review courses. Students are encouraged to complete the certification exam as soon as possible following program completion.

Proctored Exams

Proctored exams may be required in graduate program courses. Students are financially responsible for all costs associated with proctored exams including travel.

Academic Policies

Auditing of courses is not permitted.

Violation of the Professional Conduct Policy within a graduate course will automatically result in a course failure and may result in dismissal from the program.

Progression Policy

- Students must achieve a grade of B or higher in all courses in the program.
- A passing grade in a clinical or practicum course requires that the student receives a grade of B or higher in the course and a *pass* in the clinical or practicum component. A failure in the clinical or practicum component results in an automatic failure for the course.
- If a student does not achieve a grade of B or higher on the first attempt of a course, that course can be repeated once. Failure to achieve a grade of B or higher on the second attempt will result in program dismissal.
- Students may repeat no more than 2 different 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. Circumstances surrounding a withdrawal request should be discussed with the Associate Dean.

Incomplete Grade (INC) Policy

- Students may request this designation if they have not completed course requirements 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 University Department of Graduate Nursing Clinical/Practicum Packet which is specific to each program.

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 University. Examples include, but are not limited to, clinical experiences and scholarly project presentation.
- Be asked, at certain times during their affiliation with the University, 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.

Re-admission Policy

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 Registration Policy

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.

Grade Appeal Procedure

Please refer to the procedure outlined in this catalog.

Course Policies

Policies identified below apply to in-class, fully online, hybrid and/or e-companion courses.

The Faculty

All courses are taught by Felician University 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, online and hybrid course content is organized in modules with specific deadlines for assignments. The online and hybrid curriculum is designed to provide maximum dialogue among the participants and the faculty.

Course Orientation

All students taking online or hybrid courses must complete the Brightspace Student Video Tutorials 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 Brightspace help function. 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 University, Felician values scholarship and truth as integral parts of its academic identity. All students are governed by the regulations and provisions printed in the University Catalog, Student Handbook, and Honor Code. Cheating, plagiarizing, or otherwise falsifying study results are prohibited. Unacceptable online conduct includes, but is not limited to, postings that are racist, derogatory, inflammatory, condescending, 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/hybrid 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 University email account is provided to all students at the beginning of coursework. All University-related correspondence is conducted through the Felician University 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, RN to 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 University Student Handbook. Health clearance may require multiple step immunizations and titers which take several weeks to months to complete. Please contact the Center for Health 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.

Pre-Graduate Curriculum Plan

The sequence in which courses are offered is subject to change. Courses are offered once per academic year. Failure to follow course sequencing may delay program progression. Theoretical content is delivered via Computer Mediated Instruction using online format.

Doctor of Nursing Practice Curriculum Plan

The sequence in which courses are offered is subject to change. Courses are offered in a specific sequence, based on prerequisites. Courses are scheduled once per academic year. Failure to follow course sequencing will delay program progression. Theoretical content is delivered via Computer Mediated Instruction using online format. On-campus intensives 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 36 Credits

Session	Course	Credits
Trimester #1 12 weeks	MTH 710 Applied Biostatistics	3
Trimester #2 12 weeks	NURS 700 Introduction to the DNP Role (On Campus Intensive)	3
	NURS 702 Advocacy and Action for Health Care Policy and Social Justice	3
Trimester #3 12 weeks	CS 720 Advanced Topics in Informatics	3
	NURS 707 Methods for Evidence-based Practice I	3
Trimester #4 12 weeks	NURS 708 Methods for Evidence-based Practice II	3
	NURS 741 Advanced Concepts in Population Health	3
Trimester #5 12 weeks	NURS 800: Knowledge Integration: Evidence Appraisal for Practice (On-Campus Project Defense)	3 (200 project hours)
Trimester #6 12 weeks	NURS 715 Business and Financial Concepts for the DNP Professional	3
	NURS 810 Knowledge Application: Project Implementation I	3 (100 project hours)
Trimester #7 12 weeks	NURS 815 Knowledge Application: Project Implementation II	3 (100 project hours)
Trimester #8 12 weeks	NURS 820 Knowledge Dissemination (On-Campus Project Presentation)	3 (100 project hours)

Master of Science in Nursing Curriculum Plans

The sequence in which courses are offered is subject to change. Courses are offered in a specific sequence, based on prerequisites. Courses are scheduled once per academic year. Failure to follow course sequencing will delay program progression. Theoretical content is delivered via Computer Mediated Instruction using online format. Clinical and Practicum learning experiences are conducted face-to-face in the New Jersey clinical or practicum site and are in addition to online and face-to-face instruction.

**Master of Science in Nursing
Advanced Practice Nurse Curriculum Plan
Adult-Gerontology Nurse Practitioner in Primary Care: 37 Credits
Family Nurse Practitioner in Primary Care: 40 Credits**

Trimester	Course	Credits
Trimester #1 12 weeks	NURS 502 Policy, Advocacy and Ethical Legal Issues in Healthcare	3
Trimester #2 12 weeks	NURS 505 Advanced Clinical Pathophysiology	3
	NURS 600 Scientific Underpinnings of Practice	3
Trimester #3 12 weeks	NURS 510 Nursing Research: Application, Utilization and Evaluation	3
	NURS 540 Pharmacology/Prescriptive Practice	3
Trimester #4 12 weeks	NURS 530 Advanced Health Assessment (60 NRSC Hours)	3
Trimester #5 12 weeks	NURS 605 Primary Care of the Adult-Gerontology Population I	3
	NURS 615 Primary Care of Women	2
Trimester #6 12 weeks	NURS 625 Primary Care of the Adult-Gerontology Population II	3
	NURS 635 Primary Care of the Pediatric Population (FNP)	2
Trimester #7 12 weeks	NURS 626 Clinical Practicum: Primary Care of the Adult-Gerontology Population I (195 Hours) (FNP and AGNP)	3
	NURS 636 Clinical Practicum: Primary Care of the Pediatric Population (65 Hours) (FNP)	1
Trimester #8 12 weeks	NURS 627 Clinical Practicum: Primary Care of the Adult-Gerontology Population II (195 Hours) (AGNP) Or NURS 637 Clinical Practicum: Primary Care Across the Lifespan I (195 Hours) (FNP)	3
	NURS 638 Clinical Practicum: Primary Care Across the Lifespan II (195 Hours) (FNP) OR NURS 628 Clinical Practicum: Primary Care of the Adult-Gerontology Population III (195 Hours) (AGNP)	3
Trimester #9 12 weeks	NURS 645 APN Seminar	2

**Master of Science in Nursing – Nursing Education Curriculum Plan
30 credits**

Trimester	Course	Credits
Trimester #1 12 weeks	NURS 502 Policy, Advocacy and Ethical-Legal Issues in Healthcare	3
Trimester #2 12 weeks	NURS 510 Nursing Research: Application, Utilization and Evaluation	3
	NURS 600 Scientific Underpinnings of Practice	3
Trimester #3 12 weeks	NURS 535 Advanced Clinical Concepts for Nurse Educators	3
	NURS 555 Academic Enterprise: Effective Innovative Instruction	4
Trimester #4 12 weeks	NURS 565 Curriculum Development and Evaluation in Nursing Education	3
	NURS 575 Evaluation Methods in Nursing Education	3
Trimester #5 12 weeks	NURS 592 Nurse Educator I: Combining Clinical Expertise and Educational Design	4
Trimester #6 12 weeks	NURS 593 Nurse Educator II: Role Practicum (60 Hours)	4

**Master of Science in Nursing – Nursing Administration Curriculum Plan
30 Credits**

Trimester	Course	Credits
Trimester #1 12 weeks	NURS 502 Policy, Advocacy and Ethical-Legal Issues in Healthcare	3
Trimester #2 12 weeks	NURS 510 Nursing Research: Application, Utilization and Evaluation	3
	NURS 600 Scientific Underpinnings of Practice	3
Trimester #3 12 weeks	CS 630 Information Systems/Technology and Management of Data	3
	NURS 610 Transformational Leadership	3
Trimester #4 12 weeks	NURS 650 Strategic Planning, Marketing, and Project Management	3
	NURS 631 Healthcare Finance: Concepts and Issues	3
Trimester #5 12 weeks	NURS 620 Critique of Quality and Safety Practices	3
	NURS 641 Population Health Management	3
Trimester #6 12 weeks	NURS 646 Health Systems Leadership Seminar	3

The sequence in which courses are offered is subject to change. Courses are offered in a specific sequence, based on prerequisites. Courses are scheduled once per academic year. Failure to follow course sequencing will delay program progression. Theoretical content is delivered via Computer Mediated Instruction using online format. Clinical and Practicum learning experiences are conducted face-to-face in the New Jersey clinical or practicum site and are in addition to online and face-to-face instruction.

**RN to Master of Science in Nursing –Curriculum Plan
57 Credits**

Students complete 30 credits of undergraduate courses, and then choose one of three tracks:

- MSN Nursing Administration
- MSN Family Nurse Practitioner
- MSN Adult Gerontology Nurse Practitioner

RN to MSN Fast Track Undergraduate Curriculum Plan (30 credits)

Session	Courses		Credits
	300 and 400 Level: Undergraduate Courses 500 and 600 Level: Graduate Courses		
Session #1 8 weeks	BIO 307: Pathophysiology		3
	ENG 240: Technical Writing for the Professions		3
Session #2 8 weeks	NURS 330 : Issues and Trends in Nursing		3
	MATH 122 Statistics		3
Session #3 8 weeks	NURS 412 Public Health and Disaster Management for RNs		6
Session #4 8 weeks	NURS 426 Leadership and Management for RNs		6
Session #5 12 weeks	NURS 340: Health Assessment for RNs		3
	NURS 450: Critique and Evaluation of Nursing Research		3

At this point students begin their choice of the three MSN specialty tracks mentioned above.

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.
- A notarized copy of the photo page of a government-issued identification such as passport or driver's license.
- 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.
- Requirements specific to the program track.

At a selected point in the program following admission, a criminal history background check is conducted and students must comply with all requirements mandated by the practicum site in order to progress. Exclusion from the placement site as a result of criminal history background check results or failure to comply with other mandated requirements shall result in dismissal from the program.

Completion of all clinical or practicum hours must be completed in approved New Jersey facilities.

Program start dates are dependent upon enrollment.

Certificate 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.

Advanced Practice Certificate Admission Requirements:

- Successful completion of undergraduate or graduate courses in statistics, pathophysiology and health assessment and a graduate course in nursing research.

Nursing 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.

Nursing Administration 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 are offered in a specific sequence, based on prerequisites. Courses are scheduled once per academic year. Failure to follow course sequencing will delay program progression. Theoretical content is delivered via Computer Mediated Instruction using online format. Clinical and Practicum learning experiences are conducted face-to-face in the New Jersey clinical or practicum site and are in addition to online and face-to-face instruction.

Post Master's Certificate Program Requirements

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 or is withdrawn from the program and is readmitted at a later time, the curriculum and program requirements in effect at the time of readmission will apply. Students who do not complete the program within the time frame designated may be required to complete additional coursework.

- Proof of current licensure as a registered professional nurse in New Jersey, per admission criteria.
- Completion of all clinical or practicum hours in approved New Jersey facilities.
- 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 University Center for Health.
- Adherence to health clearance obligations as required by the clinical or practicum agency.
- 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 as required by the agency. 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.
- Standardized patients (live models) are used in the program. Students are financially responsible for all costs associated with standardized patients.
- Participation in on-campus Intensive requirements.
- Participation in the mandatory graduate orientation program.
- Requirements specific to the certificate program.

Program Requirements: Post Master's Certificate Advanced Practice

- Proof of student nurse practitioner liability insurance with a minimum coverage of 1,000,000/6,000,000.
- Participation in on-campus intensive requirements. Intensives consist of workshop and clinical evaluations conducted in both the clinical setting and the Barbara J. Toscano Nursing Resource and Simulation Center.

- Students are required to register for a certification review course prior to completion of the last course in the program. Students are responsible for all costs associated with certification review courses. Students are encouraged to complete the certification exam as soon as possible following program completion.

Adult-Gerontology Nurse Practitioner in Primary Care Family Nurse Practitioner in Primary Care

The Post Master's Certificate curriculum is delivered online and prepares nurses with a Master's Degree in Nursing for primary care practice as a Primary Care 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 University, on-campus intensives, and 650 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 University, on-campus intensives, and 585 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).

Post Master's Certificate Program Requirements

Post Master's Adult-Gerontology Nurse Practitioner in Primary Care (AGNP) Certificate Program

The program requirements can be met in the following ways:

- Complete: 28 credits at Felician University and 585 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 evaluate 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 University. Clinical hours must total 585.

Certificate 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.

Post Master's Family Nurse Practitioner in Primary Care (FNP) Certificate Program

The program requirements can be met in the following ways:

- Complete: 31 credits at Felician University and 650 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 evaluate 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 University. Clinical hours must total 650.

Certificate 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.

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 Nurse Practitioner in Primary Care or Family Nurse Practitioner in Primary Care Curriculum Plan

Adult-Gerontology: 28 Credits
FNP: 31 Credits

Trimester	Course	Credits
Trimester #1 12 weeks	NURS 505 Advanced Clinical Pathophysiology	3
Trimester #2 12 weeks	NURS 540 Pharmacology/Prescriptive Practice	3
Trimester #3 12 weeks	NURS 530 Advanced Health Assessment (60 NRSC Hours)	3
Trimester #4 12 weeks	NURS 605 Primary Care of the Adult-Gerontology Population I NURS 615 Primary Care of Women	3 2
Trimester #5 12 weeks	NURS 625 Primary Care of the Adult-Gerontology Population II NURS 635 Primary Care of the Pediatric Population (FNP Only)	3 2
Trimester #6 12 weeks	NURS 626 Clinical Practicum: Primary Care of the Adult-Gerontology Population I (195 Hours) (FNP and AGNP) NURS 636 Clinical Practicum: Primary Care of the Pediatric Population (65 Hours) (FNP)	3 1
Trimester #7 12 weeks	NURS 627 Clinical Practicum: Primary Care of the Adult-Gerontology Population II (195 Hours) (AGNP) Or NURS 637 Clinical Practicum: Primary Care Across the Lifespan I (195 Hours) (FNP)	3
Trimester #8 12 weeks	NURS 638 Clinical Practicum: Primary Care Across the Lifespan II (195 Hours) (FNP) OR NURS 628 Clinical Practicum: Primary Care of the Adult-Gerontology Population III (195 Hours) (AGNP) NURS 645 APN Seminar	3 2

Post Master's Nursing Education Certificate Program

- A Post Master's Certificate in Nursing 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.

Post Master's Certificate Program Requirements

Post Master's Nursing Education Certificate

The program requirements can be met in the following ways:

- Complete: 24 credits at Felician University
- 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 evaluate 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 University.

Certificate 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.

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 24 Credits

Trimester	Course	Credits
Trimester #1 12 weeks	NURS 600 Scientific Underpinnings of Practice	3
Trimester #2 12 weeks	NURS 535 Advanced Clinical Concepts for Nurse Educators	3
	NURS 555 Academic Enterprise: Effective Innovative Instruction	4

Trimester #3 12 weeks	NURS 565 Curriculum Development and Evaluation in Nursing Education	3
	NURS 575 Evaluation Methods in Nursing Education	3
Trimester #4 12 weeks	NURS 592 Nurse Educator I: Combining Clinical Expertise and Educational Design	4
Trimester #5 12 weeks	NURS 593 Nurse Educator II: Role Practicum (60 Hours)	4

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.

Nursing Administration

This Post Master's Certificate in Nursing Administration is designed to highlight the skills, competencies and knowledge needed for nurses to function as a leader and manager 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 based on eligibility requirements.

Post Master's Certificate Program Requirements

Post Master's Nursing Administration Certificate

The program requirements can be met in the following ways:

- Complete: 24 credits at Felician University
- 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 evaluate 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 University.
- Credit bearing academic course work may be accepted with the approval of the Associate Dean of the Graduate program.

Certificate 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.

Academic Policies

The Post Master’s Certificate in Nursing Administration academic policies are identical to the MSN Degree Program.

Course Policies

The Post Master’s Certificate in Nursing Administration course policies are identical to the MSN Degree Program.

**Post Master’s Certificate in Nursing Administration Curriculum Plan
24 Credits**

Trimester	Course	Credits
Trimester #1 12 weeks	NURS 600 Scientific Underpinnings of Practice	3
Trimester #2 12 weeks	CS 630 Information Systems/Technology and Management of Data	3
	NURS 610 Transformational Leadership	3
Trimester #3 12 weeks	NURS 650 Strategic Planning, Marketing, and Project Management	3
	NURS 631 Healthcare Finance: Concepts and Issues	3
Trimester #4 12 weeks	NURS 620 Critique of Quality and Safety Practices	3
	NURS 641 Population Health Management	3
Trimester #5 12 weeks	NURS 646 Health Systems Leadership Seminar	3



Course Descriptions: Graduate Nursing Programs

NURS 330

Issues & Trends in Professional Nursing

3 credits

This course provides the foundation for professional nursing practice by introducing learners to the history, theory, concepts, and processes essential to the development of professional behaviors. Selected philosophies and theories of nursing are introduced and discussed. Socialization into the professional role of studies and psychosocial concepts are discussed.

NURS 340

Health Assessment for RNs

3 credits

This course is designed to refine the student's knowledge and skills in obtaining and recording a systematic health assessment on individuals throughout the life span. The course involves the synthesis of nursing, biological, psychological, sociological and cultural knowledge and theories as they apply to findings obtained in the comprehensive health appraisal.

NURS 412

Public Health and Disaster Management for RNs

6 credits

The focus of this course is community health nursing with a transcultural nursing framework. Community health is viewed from the perspective of the community as client, and the student examines problems of health disparities and other factors affecting populations at risk. Clinical experiences are provided within a variety of settings reflecting the multifaceted role of the community health nurse

NURS 426

Leadership and Management for RNs

6 credits

Through the use of an interdisciplinary model, this course provides a theoretical knowledge base for preparing an individual to function in a leadership role and/or management role. The student gains a basic understanding of organizational theory and behavior, role theory, and management models which are integral to professional practice. Emphasis is placed on decision making strategies and the application of power and influence as critical processes underlying leadership strategies. A practicum is used to analyze leadership/management theories and aid the student in developing the knowledge and skills for effective leadership and management.

NURS 450

Critique and Evaluation of Nursing Research

3 credits

This course focuses on the professional nurse as research consumer. Students are introduced to the research process with emphasis placed on the development of the critical appraisal skill used to evaluate nursing research findings for their validity and applicability to practice.

Prerequisite: MATH 122

NURS 502

Policy, Advocacy, and Ethical Legal Issues in Healthcare

3 credits

Students are introduced to population and evidence-based practice frameworks through the examination of political, demographic, epidemiological, ethical, legal, 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. Coursework focuses on identifying solutions to address the prevention of disparities and lack of access to healthcare in the US and the international communities. Content is presented within a Franciscan values framework.

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 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. In this course, students synthesize and critically analyze evidence for practice to determine appropriate application of interventions across diverse populations and healthcare systems.

Prerequisites: Undergraduate courses in nursing research and statistics

NURS 530**Advanced Health Assessment****3 credits****60 lab hours**

The focus of this foundational 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 course provides an opportunity to integrate theoretical knowledge with clinical assessment skills through 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.

Prerequisites: A recent undergraduate course in health assessment, NURS 540

NURS 535**Advanced Clinical Concepts for Nurse Educators****3 credits**

This course focuses on advance clinical concepts underlying pathophysiology, pharmacology, and health assessment for the nurse educator. Integration of core concepts will serve to support educational design.

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.

Prerequisites: Undergraduate course in pharmacology; NURS 505.

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, roleplaying, return demonstration, service learning and others. Effective classroom, clinical, community and entrepreneurial education are studied.

Prerequisites: NURS 502, NURS 510, NURS 600

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.

Prerequisite: NURS 555

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.

Prerequisite: NURS 555

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 presentation, 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 535, NURS 555, NURS 565, NURS 575

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 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. Students critique new practice approaches based on nursing theories and theories from other disciplines. Course content will emphasize the use of science-based theories and concepts to guide the highest level of nursing practice.

NURS 605

Primary Care of the Adult-Gerontology Population I

3 credits

This theoretical course for FNP and AGNP students focuses on care of the adult population (adolescent through older adult and frail elderly) in primary care. Screening, immunizations, health promotion, anticipatory guidance and education of the healthy adult are discussed within the context of Healthy People 2020. The content builds on the development of advanced health assessment, diagnostic skills and the development of differential diagnoses. The course incorporates concepts of epidemiology for evidence-based treatment modalities, risk identification and reduction. Emphasis is placed on the development of client centered, culturally responsive delivery of health promotion and

illness prevention interventions for the adult. Psychiatric mental health conditions and end of life issues are specifically addressed.

Prerequisites: NURS 502, NURS 510, NURS 540, NURS 600

Co-requisite: NURS 615

NURS 610

Transformational Leadership

With the complexity of the current healthcare system, nurse leaders need to possess strong leadership skills in order to be champions of the clients, staff and other stakeholders within their organizational structures. This course highlights models of leadership along with emphasis on the AONE competencies for nurse leaders to lead a quality organization. Key components impacting the position such as crisis management, risk management, population health, inter-professional collaboration and human resources are covered within the course.

Prerequisites: NURS 502, NURS 510, NURS 600

NURS 615 Primary Care of Women

2 credits

This theoretical course for FNP and AGNP students focuses on care of the female client from adolescence through frail elderly. Emphasis on obtaining a comprehensive women's health patient history and physical assessment including the women's health examination. The course incorporates concepts of epidemiology for evidence-based treatment modalities, and risk identification and reduction. Screening, health promotion, anticipatory guidance and education of the well female are discussed. Evidence based diagnosis, management and evaluation of common acute and chronic women's health disorders in the primary care setting are addressed. Components of pre-conceptual counseling, prenatal, neonatal, and post-partum care are reviewed. In addition to normal physiologic adaptations to pregnancy, the impact of preexisting conditions and common complaints of pregnancy are reviewed. Focus on behavioral health issues of vulnerable populations will be explored within the context of Healthy People 2020. Emphasis is placed on culturally responsive care for diverse and underserved populations.

Prerequisites: NURS 502, NURS 510, NURS 540, NURS 600

Co-requisite: NURS 605

NURS 620

Critique of Quality and Safety Practices

3 credits

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. Reports from the Health and Medicine Division of The National Academies of Sciences, Engineering and Medicine are explored including an in depth examination of landmark Institute of Medicine Report on Safety and Quality. 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 improvement and safe practice will focus on quality watch groups such as Leapfrog and State Report Cards.

NURS 625

Primary Care of the Adult-Gerontology Population II

3 credits

This theoretical course for FNP and AGNP students focuses 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 scientific underpinnings of pharmacology, pathophysiology and advanced health assessment skills. The focus is assessment, diagnosis, evidence-based management and evaluation of increasingly complex common acute and chronic conditions of the adult client. Diagnostic procedures, laboratory tests, follow-up care, and situations requiring referral are reviewed. *Prerequisite:* NURS 605, NURS 615

NURS 626 Clinical Practicum: Primary Care of the Adult-Gerontology Population I

3 credits

195 hours

This clinical practicum experience for FNP and AGNP students focuses on the care of clients throughout the adult –gerontology population. Working with approved preceptors in designated clinical sites, students will complete culturally responsive focused and comprehensive health assessments, perform health screenings and provide health education/risk reduction strategies for clients from adolescent through older adult and frail elderly. Utilizing evidence-based practice and accepted clinical guidelines, students will begin to develop diagnostic testing strategies, differential diagnoses and management plans for common episodic and chronic conditions for clients in the primary health care settings. Care of diverse, vulnerable and underserved clients is emphasized. Students are required to function safely in the clinical setting and meet the identified clinical competencies for the adult-gerontology population with a moderate amount of guidance.

Prerequisites: NURS 625, NURS 635 (FNP track)

NURS 627

Clinical Practicum: Primary Care of the Adult-Gerontology Population II

3 credits

195 hours

This AGNP clinical practicum experience continues to focus on the care of clients throughout the adult-gerontology population. Working with approved preceptors in designated clinical sites, students build on concepts from previous theoretical and clinical courses to provide culturally responsive care for clients from adolescent through older adult and frail elderly. Utilizing evidence-based practice and clinical guidelines, students will demonstrate further development of competencies in advanced assessment, diagnosis, management and evaluation of increasingly complex, common acute and chronic conditions for clients in primary care settings. Care of diverse, vulnerable and underserved populations is emphasized. Students are required to function safely in the clinical setting and meet the identified clinical competencies for the adult-gerontology population with increasing independence and a moderate amount of guidance.

Prerequisite: NURS 626

NURS 628**Clinical Practicum: Primary Care of the Adult-Gerontology Population III****3 credits****195 hours**

This final AGNP clinical practicum experience focuses on the comprehensive care of the clients in the adult-gerontology population. Working with approved preceptors in designated clinical sites and utilizing evidence-based practice and clinical guidelines, students will demonstrate synthesis of concepts from all previous courses in the provision of culturally responsive, comprehensive advanced assessment, screening, diagnosis, management and evaluation of complex acute and chronic illness in clients from adolescent through adult and frail elderly. Care of diverse, vulnerable and underserved populations is emphasized. Students are required to function safely in the clinical setting and consistently meet the identified clinical competencies and be primarily independent in the care of clients with only minimal preceptor guidance. Emphasis is placed on the comprehensive role of the Adult- Gerontology Nurse Practitioner as the provider of direct health care services, leader of the inter-professional team and as an advocate on behalf of the population and profession is stressed.

Prerequisite: NURS 627

NURS 631**Healthcare Finance: Concepts and Issues****3 credits**

Fiscal aptitude is a core competency for nurse leaders. Knowledge of operating and capital budgets, interpretation of workflow formulas, and the ability to make ethical decisions are essential part of the role for nursing administrators. This course covers those competencies along with discussing the impact that regulations (Federal, State and Accreditation) have on the fiscal viability of a healthcare organization.

NURS 635**Primary Care of the Pediatric Population****2 credits**

This theoretical course for FNP students focuses on care of the pediatric population from birth through adolescence.

It incorporates scientific underpinnings of pharmacology, pathophysiology and advanced health assessment skills. Didactic content includes growth and development assessment, health promotion and education, screening, anticipatory guidance, and illness prevention. The course incorporates concepts of epidemiology for evidence-based treatment modalities, risk identification and reduction. Emphasis is placed on evidence-based diagnosis and management of common acute and chronic health problems in the pediatric population. Diagnostic procedures, laboratory tests, follow-up care, and situations requiring referral are reviewed. Culturally responsive care for diverse, vulnerable and underserved populations is stressed.

Prerequisites: NURS 605, NURS 615

Co-requisite: NURS 625

NURS 636**Clinical Practicum: Primary Care of the Pediatric Population****1 credit****65 hours**

This FNP clinical practicum experience focuses on the care of pediatric clients from birth through adolescence. Working with approved preceptors in designated clinical sites, students will complete

culturally responsive age and developmentally appropriate focused and comprehensive health assessments, perform health screenings, immunizations and provide health education/risk reduction strategies for clients from birth through adolescence. Utilizing evidence based practice and clinical guidelines, students will focus on assessment, diagnosis, management and evaluation of common acute and stable chronic illness for pediatric clients in the primary care setting. Culturally responsive care for diverse, vulnerable and underserved populations is stressed. Students are required to function safely in the clinical setting and meet the identified clinical competencies for the pediatric population with a moderate amount of guidance.

Prerequisites: NURS 625, NURS 635

NURS 637

Clinical Practicum: Primary Care across the Lifespan I Needs Approval

3 credits

195 hours

This FNP clinical practicum experience focuses on the care of clients throughout the lifespan. Working with approved preceptors in designated clinical sites, students build on concepts from previous theoretical and clinical courses to provide culturally responsive care for clients from birth through older adult and frail elderly. Utilizing evidence-based practice and clinical guidelines, students will demonstrate further development of competencies in the completion of age appropriate, advanced health assessment, diagnosis, management and evaluation of increasingly complex, common acute and chronic conditions for clients across the lifespan in primary care settings. Care of diverse, vulnerable and underserved populations is emphasized. Students are required to function safely in the clinical setting and meet the identified clinical competencies for clients across the lifespan with increasing independence and a moderate amount of guidance.

Prerequisites: NURS 626, NURS 636

NURS 638

Clinical Practicum: Primary Care across the Lifespan II

3 credits

195 hours

This final FNP clinical practicum builds on the theoretical and clinical concepts from previous courses and highly focuses on management and evaluation of complex acute and chronic illness in clients across the lifespan. This clinical experience focuses on the comprehensive assessment, management and evaluation of complex acute and chronic conditions in the primary health care setting, incorporating advanced health assessment skills, diagnostic reasoning, diagnoses determination, treatment planning, mental health assessment, patient education and anticipatory guidance. Students are required to function safely in the clinical setting, consistently meet the identified clinical competencies, and be primarily independent in the care of clients with a minimal amount of guidance. Emphasis is placed on 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. Culturally competent care for diverse, vulnerable and underserved populations is stressed.

Prerequisite: NURS 637

NURS 641**Population Health Management****3 credits**

Population health is health transformation in reducing the burden of chronic illness and a key component of health care reform, especially Internal Revenue requirements for non-profit health care delivery systems and the influence of payers for “no outcomes, no income.” This course is designed for the nursing administrator **or** health care administrator to develop skills in interpretation of epidemiology, social determinants of health and large data bases in creating a fundamentally different culture and perspective in their organization focused on wellness and prevention. Students in this course will examine how healthcare delivery systems, public health agencies, community based organizations and other entities work together to assess needs and improve the health outcomes in the communities they serve.

NURS 645**APN Seminar****2 credits**

This final seminar course serves to prepare the APN student for successful transition to the APN role. Emphasis placed on concepts of current state practice regulations, scope of practice, development of joint protocols, credentialing and the certification process. A comprehensive review of essential didactic components of the AGNP or FNP curriculum is provided to enhance certification success. The course serves as the final step in culminating student knowledge and evidence-based practice guidelines to their con-current clinical experience. This terminal practice change project proposes innovative strategies to improve healthcare outcomes using an inter-professional approach. Dissemination of outcomes to faculty and peers is essential.

Co-requisite: NURS 638 (FNP track) or NURS 628 (AGNP track)

NURS 646**Health Systems Leadership Seminar****3 credits**

This seminar focuses on the nurse administrator as health systems leader, synthesizing the knowledge and competencies gained in the program to prepare the student to transition into this advanced nursing practice role. The emphasis is on the completion of a project that utilizes evidence to improve patient-focused organizational outcomes. This systems enhancement to improve healthcare outcomes is disseminated.

Prerequisite: CS 630, NURS 610, NURS 650, NURS 631, NURS 620, NURS 641

NURS 650**Strategic Planning, Marketing, and Project Management****3 credits**

Conceptualization of new care delivery modalities are explored within the context of strategic planning and project management design. This course examines the strategic planning and marketing processes. The roles and competencies expected of the nurse leader are examined for these processes. With the increasing emphasis on project management in health care systems today, nurses must be able to understand, plan and manage complex projects. Students demonstrate their ability to oversee the project management process and utilize project management tools within the framework of the course.

NURS 700**Introduction to the DNP Role****3 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. The course explores the role of the DNP professional in addressing the challenges of the 21st century. Students begin planning for the DNP Project by exploring areas of interest and development of a question to guide the DNP project. Within this course, students participate in an on-campus intensive.

NURS 702**Advocacy and Action for Health Care Policy and Social Justice****3 credits**

Students examine the influence of political systems, social determinants of health, economics, social systems, and environmental factors on health. Global public health and ethical issues affecting population groups who are vulnerable, marginalized or exploited will be explored within the human rights context and principles of social justice. National initiatives to alleviate disparities are analyzed as part of role development of the doctoral prepared nurse, along with opportunities for leadership among stakeholders. Coursework focuses on actions related to identifying, analyzing, and developing solutions for nursing as a collective force to address the prevention/amelioration of disparities in US and international communities.

NURS 707**Methods for Evidence-Based Practice I****3 credits**

This course expands the students' understanding of clinical scholarship, critical appraisal methods, and evidence based models within the context of advanced nursing practice. Quantitative and qualitative research methods related to the generation of evidence will be explored. Students will develop search strategies to incorporate valid evidence to support practice and/or systems changes to improve health outcomes. The value of evidence-based practice principles will guide the student into successful planning of their DNP project.

Prerequisites: NURS 700, NURS 702, MATH 710 or equivalent

NURS 708**Methods for Evidence-Based Practice II**

This course focuses on the analysis of theories and methodological designs to guide selection of a theoretical framework and methodology to direct implementation of the DNP project. Development of an implementation plan and an evaluation plan for the project will encompass project management and inter-professional collaboration to generate practice and/or systems changes to improve health outcomes.

Prerequisite: NURS 707

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 741

Advanced Concepts in Population Health

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 health promotion and prevention program development. Related topics include models of population health, social determinants of health, Healthy People 2020, a preview of Healthy People 2030, building resilient communities for emergency/disaster preparedness and infectious disease prevention initiatives are addressed.

Prerequisite: MATH 710 or equivalent

NURS 800

Knowledge Integration: Evidence Appraisal for Practice

3 credits

200 project hours

This course focuses on the creation of the DNP Project proposal. Guided by theoretical underpinnings, the learner synthesizes content from previous coursework to develop and present the project proposal. The work is reviewed and evaluated by an academic committee. By the completion of this course, the student will have completed a minimum of 200 academically supervised hours.

Prerequisite: NURS 708

NURS 810

Knowledge Application: Project Implementation I

3 credits

100 project hours

At this stage in the DNP project process, students are ready to initiate the implementation phase. Following final IRB approval of the project proposal, students will meet with the Project Chair, stakeholders and the project team to review the plan for implementation. Focus will be on reviewing the project plan, timeline, implementation schedule, budget barriers and readiness for change. Students will assume the role of project leader and will develop strategies to measure progress related to the goals and objectives, and evaluation plan. Ongoing clear and frequent communication with the project team is emphasized. The implementation phase will be operationalized.

Prerequisite: NURS 800 and successful DNP Project Proposal Defense

NURS 815

Knowledge Application: Project Implementation II

3 credits

100 project hours

Phase II of the implementation phase focuses on continuation of project operationalization. The student, as project leader, will manage the steps to finalize the project. Ongoing monitoring of progress will include weekly progress reports that will focus on team member roles and responsibilities, barriers, resistance, attrition, budget and maintenance of stakeholder support. Attention to project checkpoints will be emphasized. The project leader will collect project data and prepare a statistical plan for data analysis. Plan for project closure is discussed with project team. Discussion of project

accomplishments, significant project changes, issues that require further exploration, budget review, outcomes and recommendations will finalize the implementation phase.

Prerequisite: NURS 810

NURS 820

Knowledge Dissemination

3 credits

100 project hours

In this course students reflect on the educational journey and prepare for role transition. Analysis, synthesis, and interpretation of findings from the evidence-based DNP Project are accomplished. Completion of the doctoral project is the summative scholarly paper that is reviewed and evaluated by the DNP Project Committee. Knowledge gained through the DNP Project is disseminated through an oral defense and on-campus Graduate symposium.

Prerequisite: NURS 815

MATH 122

Statistics

3 credits

This introductory course covers descriptive statistics and most of the fundamental concepts of inferential statistics. Topics include populations, random samples, measures of central tendency and variability, probability, binomial and normal distributions, standard scores, confidence intervals, hypothesis testing, student's "t", CHI square, analysis of variance, linear regression, and correlations.

ENG 240

Technical Writing for the Professions

3 credits

Technical Writing for the Professions is an advanced writing course that emphasizes workplace and technical communication and editing appropriate to diverse professions. You will study and practice selected types of discourse employed in professional writing situations—including summaries, descriptions, instructions, visuals, reports, and proposals—preparing you for different systems of writing during your professional lives. You will examine and analyze examples from the writing of workplace professionals and use them as models to demonstrate the transition from academic to professional writing. Ultimately, the course is designed to recognize and address the relationship between effective communication and professional success by applying the skills of writing in a professional context.

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.

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 software, 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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OFFICE OF THE PRESIDENT

Meggan O'Neill, Executive Assistant to the President; B.A., Saint Peter's College

Janet Centanni, Administrative Assistant to the President; B.A., William Paterson College

ACADEMIC AFFAIRS

Sylvia McGeary, Interim Vice President for Academic Affairs; B.A., College of Saint Elizabeth; M.A., Ph.D., Fordham University

George Abaunza, Dean of the School of Arts & Sciences; Professor of Philosophy; B.A., Florida International University; M.A., Ph.D., Florida State University

Deirdre R. Letson-Christofalo, Dean of the School of Business and the Center for Innovation and Professional Studies and Associate Professor of Professional Studies; B.A., Fairleigh Dickinson University; M.A., Montclair State University; Ed.D., Nova Southeastern University; Certificate in Design Thinking and Innovation, Stanford University

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Stephanie McGowan, Dean of the School of Education, B.A., M.A., Ed.S., Seton Hall University; Ed.D., Fordham University.

Student Academic Success Programs

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Educational Opportunity Fund

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Carolyn Leonardi, EOF Counselor; B.A., William Paterson University

Denys Sanchez, EOF Assistant Recruiter; B.S., Felician College

Library Services

Clevell Roseboro II, Director of University Libraries and Assistant Professor, B.S., Winston Salem State University; M.L.S., North Carolina Central University; Ph.D., Long Island University.

Alison Cole, Computing and Information Technology Librarian; B.S. Pace University Dyson College of Arts And Sciences; M.L.S., Pratt Institute School of Information.

Kaitlyn Clohosey, Head of Research and Instructional Services.

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Jennifer Correia, Library Assistant for Technical and Computer Services

Clyde Johnson, Evening and Weekend Circulation Supervisor – Rutherford

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John Cross, Archival Associate

Sister Mary Aloysius Morgan, CSSF, Library Assistant

Barbara J. Toscano Nursing Resource and Simulation Center

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ADMINISTRATION

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COMPUTER AND AUDIO-VISUAL SERVICES

Information Technology

Christopher Finch, Assistant Vice President for Information Technology; CNA, (MCP) Microsoft Certified Professional, MCSA, MCSE

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Eileen Smyth, Web Master; M.B.A., Felician College

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Audio-Visual Services

Tony Klymenko, Director of the Audio-Visual Center

INFORMATION SYSTEMS

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Athletics

Ben DiNallo, Jr., Director of Athletics/Head Golf Coach; B.A., Columbia School of Broadcasting

Andrew Toriello, Assistant Director of Athletics; B.A., Felician University, M.S., Liberty University

Thomas Notte, Head Women's Soccer Coach; B.S. Springfield University, M.S., TCNJ

Natalie Bermudez, Head Women's Lacrosse Coach; B.S., Georgian Court University

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Alexis Durando, Head Softball Coach; B.S., Rutgers University

Chris Langan, Head Baseball Coach/Recruiting Coordinator; B.S., Kean University, B.S. Alameda University

Ivan Lewis, Head Men's Basketball Coach; B.A., Felician University, M.A., California University of Pennsylvania

John Chang, Head Women's Volleyball Coach; B.A., Ashford University

Brendan Bonacum, Head Men's Lacrosse Coach; B.A., Dominican College, M.A., Canisius College

Erik Koyynski, Head Men's Soccer Coach; B.A., Felician University

James Pipkins, Head Women's Track and Field Coach

Taylor Strothman, Head Bowling Coach; B.S., Kutztown University, M.A., Montclair State University

Steve Fagan, Head Women's Basketball Coach; B.A., Pace University

Safety Officer

Patrick Weir, Professor of Biology (1989), Safety Officer; B.S., M.S., Fairleigh Dickinson University, Ph.D., Rutgers University

DINING SERVICES

INSTITUTIONAL RESEARCH

Reema Negi, Director of Institutional Research; B.B.A., G.G.S.I.P. University, India; M.B.A., G.G.S.I.P. University, India; Ph.D. (Pursuing), Seton Hall University

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ENROLLMENT MANAGEMENT AND MARKETING

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Melissa Haz, Administrative Assistant; B.A., Felician College

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Melissa Essman, Associate Director of Undergraduate Admissions, B.A., Quinnipiac University

Jorge Soriano, Assistant Director of Undergraduate Admissions, B.S. Felician University, M.B.A. Felician University

Currently Open, Assistant Director of Undergraduate Admissions

Taylor Parker, Assistant Director of Undergraduate Admissions, B.S. Felician University, M.B.A. Felician University

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Admission (Graduate)

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OFFICE OF STUDENT FINANCIAL SERVICES

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Jaelyn Leto, Financial Aid Counselor, A.A., Berkeley College

Nina Jackson, Accounts Receivable Coordinator

Melissa Guerrero, Financial Aid Assistant, B.S., Felician University

Tristan Aniceto, Financial Aid Counselor

Tia Cherry, Senior Financial Aid Counselor

Dr. Melissa Vargas, Ed.D., Senior Assistant Director

REGISTRAR

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Aimee Gonzalez, Payroll Coordinator

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Cheryl Wagner, Accounts Payable Coordinator

Linda Kastenbaum – Accounts Payable Clerk

Eileen Meneghin, Bookkeeper

Lillian Garay, Mailroom and Printery Clerk

Patricia Anderson, Mailroom Printery and Accounts Payable Clerk

Physical Plant and Maintenance

David Lopez, Sr., Maintenance Supervisor for the Rutherford Campus

Arthur Kraszewski, Maintenance Supervisor for the Lodi Campus

INSTITUTIONAL ADVANCEMENT

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Alisa Hansen, Database Administrator

MISSION INTEGRATION

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Kamal Tawadros, Coordinator of Transportation and Rutherford Student Affairs Services

Community Rights and Responsibilities

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Career Development Center

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Counseling Center

Sharon McNulty, Director of Counseling Services, B.S., University of Scranton, M.Ed. University of Delaware, MA Education, St. Peter's University

Residence Life

Laura Pierotti, Director of Residence Life; B.A., William Paterson University; M.S., Shippensburg University; M.B.A., Felician College

Student Development and Engagement

Anthony Patrick Dezort, Assistant Dean of Students; B.S., Notre Dame College; M.S., Brescia University

Center for Health

Carolyn A. Lewis, M.S.N., ANP-BC, Director of Center for Health; B.S., Montclair State University; B.S.N., Fairleigh Dickinson University; M.S.N., University of Medicine and Dentistry of New Jersey; American Nurse Credentialing Center (ANCC) as Adult Nurse Practitioner, Board Certified (ANP-BC)

Campus Ministry

Rev. John O'Neill, I.V. Dei, Professor of Religious Studies (1998), Campus Minister; B.A., Saint Francis College; M.A., Maryknoll Seminary; M.A., Fordham University; M.S. and P.D., Fordham University; S.T.M., Drew University; D.Min., Graduate Theological Foundation; Ph.D., Graduate Theological Foundation; Post Graduate Certificate in Spirituality, Immaculate Conception Seminary, N. Y.; Post Graduate Certificate in Liturgy, Immaculate Conception Seminary, N. Y.; Certificate in Pastoral Counseling, Blanton-Peale Graduate Institute, N.Y.

Sister Marie Teresa Soltys, CSSF, B.A., Felician College

Print Services/Supplies

Lillian Garay, Mailroom and Printery Clerk

Patricia Anderson, Part Time Clerk for Mailroom and Printery

Child Care Center

Katherine Christie, Director of Child Care Center; B.A., Felician College

Sister Mary Joellen Zajac, CSSF, Head Teacher, Child Care Center; B.A., Felician College; M.A., Kean College

Sister Margaret Marie Keslo, CSSF, Teacher, Child Care Center; B.A., Felician College

Sister Angelica Smialowicz, CSSF, Teacher, Child Care Center; B.A., Felician College; M.A., St. Bonaventure University

Madeline Hagen, Teacher, Child Care Center

Megha Shah, Assistant to Director, Teacher

Maryanne O'Connor, Teacher's Aide

Elizabeth Raido, Teacher's Aide

FACULTY

Emerita/Emeritus

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

Richard Burnor, Professor of Philosophy (1997) and Chairperson of the Institutional Review Board; B.S., Bucknell University; M.A., Ph.D., University of Arizona

John C. Burke, Ph.D., BCBA-D, Professor in Special Education and the Executive Director of the International Center for Autism and Disabilities Research, Ph.D from a Joint Doctoral Interdisciplinary Program in the Speech and Hearing Sciences, University of California, Santa Barbara and University of California, San Francisco Medical School, Post-Doctoral Fellowship, The Kennedy Krieger Institute and Johns Hopkins University School of Medicine

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

George Castellitto, Professor of English; B.A., St. Peter's College; M.A., Seton Hall University; Ph.D., Fordham University

Denise Ensslin, Assistant Professor Special Education; B.A. Fairleigh Dickenson University, M.A. New Jersey City 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

Sister M. Viterbia Kozłowska, CSSF, Professor of English (1965); B.Mus., B.S., Mus., Manhattanville College; M.A., Fordham University; Ed.D., Temple 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

Carl Lane, Professor of History (1987); B.A., M.A., Manhattan College; Ph.D., City University of New York

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

Maureen Murphy-Ruocco, R.N., APN,C. (1983) Professor of Nursing and Education, B.S.N. Hunter College-Bellevue School of Nursing; M.S.N., College of Physicians and Surgeons, Columbia University; APN,C. Certified Advanced Practice Nurse; ANP, Adult Nurse Practitioner; CSN, New Jersey Certified School Nurse; New Jersey Certified K-12 Teacher of Health Education; Ed.M., Columbia University; Distinguished Practitioner, National Academies of Practice

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Charles Rooney, Jr., Professor of English (1974) and Senior Executive Vice President; B.S., Fordham University; Ph.D., George Washington University

Marilyn R. Rubin, B.S., Montclair State University; Ed.M., Rutgers University

Robert J. Shore, Associate Professor of Business and Management Science (2001); B.S., St. Peter's College; M.B.A., Seton Hall University; Certified Public Accountant

Brother Kevin Smith, OSF, Professor of Religious Studies (2003); B.A., Queens College of the City University of New York; M.A., Manhattan College; Ph.D., New York University

Marytha Smith-Allen, B.A., Ohio Wesleyan University; M.A., The University of Michigan; Ph.D., New York University

Elizabeth Uptegrove, Professor of Mathematics (2005); B.A., Douglass College; M.S., New York University; Ed.D., Rutgers University

Sister M. Adalbert Wierciszewska, CSSF, A.A., B.A., Catholic University of America; M.A., Villanova University

Full Time Faculty

(* Indicates year of Appointment to College)

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Ard Berge, Associate Professor of Art (2004); B.F.A., Virginia Commonwealth University; M.F.A., New York Academy of Art

Jeffery Blanchard, Associate Professor of English (2012); B.A. English, Secondary Education, B.A. French, SUNY Cortland; M.A. English, University of Rochester; Ph.D. Drew University

Michelle Brown-Grant, Assistant Professor of Education (2008); B.S., Cornell University; M.A., M.Ed., Teacher's College, Columbia University

Kimberly Burrows, R.N., Instructor of Nursing (2010); B.S.N., Saint Peter's College; M.S.N., William Paterson University

Alfredo Castro, Associate Professor of Chemistry (1995), B.Chem., University of Costa Rica; M.S., Clark Atlanta University; Ph.D., University of Delaware

Balwant S. Chohan, Assistant Professor of Chemistry (2018); B.Sc., University of Leicester (UK); M.S., Ph.D., University of Massachusetts, Amherst

Jean Conlon-Yoo, R.N., Instructor of Nursing (2007); B.S.N. Fairleigh Dickinson University; M.S.N., Pace University, APN

Helena Correia, R.N., Assistant Professor of Nursing (2012); B.S.N., New Jersey City University; M.S.N., Seton Hall University, PhD, Capella University

Peter Craft, Associate Professor of English (2011); B.A., Hanover College; M.A., Ph.D., University of Illinois

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Margaret A. Farrell Daingerfield, R.N., Professor (2005) and Associate Dean of Graduate Programs; B.S.N. Seton Hall University; M.A. New York University; Ed.D., Rutgers The State University

Dennis DeCicco, Associate Professor of Psychology (2007); B.S., M.S.W., Fordham University; Ph.D., Seton Hall University

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Gaby Fahmy, Assistant Professor of Biology (2009); M.S., M.D., Ph.D., Ain Shams University

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Margaret Ellen Gray, R.N., Assistant Professor of Nursing (2017); B.S.N., University of Delaware; M.S.N., Stockton University; M.Ed. Georgian Court University, The University of Alabama, EdD, APN Adult Gerontology

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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

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LOCATIONS

Lodi Campus

From Route 46 East:

Exit “Main Street, Lodi.” Turn left at third traffic light, and turn right at the next light onto South Main Street. The College entrance is less than one mile on the right.

From Route 46 West:

Exit “Main Street, Lodi.” Turn left at the end of the exit. Proceed as in “Route 46 East.”

From Garden State Parkway North:

Exit 157 to Route 46 East. Proceed as in “Route 46 East.”

From Garden State Parkway South:

Exit 157. Look for U-turn to Route 46 East. Proceed as in “Route 46 East.”

From Route 17 North:

Exit “Franklin Avenue” in Hasbrouck Heights. Turn left at the stop sign and cross Route 17. Stay on Franklin Avenue to the Boulevard. Turn left on Boulevard to the traffic circle. Take the first right off the circle onto Passaic Street, which becomes Terhune Avenue, and ends at the College entrance.

From Route 17 South:

Take “Hasbrouck Heights” exit onto Boulevard. From Boulevard continue as in “Route 17 North.”

From New Jersey Turnpike North and South:

Exit at Route 3 West. Take Route 3 to Route 17 North. Proceed as in “Route 17 North.”

From Route 3 East and West:

Exit at Route 17 North. Proceed as in “Route 17 North.”

From Route 80 East:

Exit 61 “Garfield/Elmwood Park.” Turn right at the end of the exit onto River Drive. Follow River Drive approximately three miles to the end, and turn left onto South Main Street. The College entrance is one block on the left.

From Route 80 West:

Exit 63 “Lodi/Rochelle Park.” Turn right at the end of exit, and left at the traffic light. Turn left at the next light onto North Main Street. Turn left at the fifth traffic light and make an immediate right onto South Main Street. The College entrance is about one mile on the right.

Rutherford Campus

From the Lodi Campus:

As you leave the campus driveway, turn right onto South Main Street and follow Route 507 South to West Passaic Avenue. Turn left onto West Passaic Avenue. The Rutherford campus is on West Passaic and Montross Avenue.

From North or South:

Garden State Parkway to exit 153 (Route 3 East). Exit Route 3 at Park Avenue/ 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

FELICIAN
COLLEGE
The Franciscan College of New Jersey



Rutherford Campus

223 Montross Avenue
Rutherford, NJ 07070
201-559-6000
www.felician.edu

- 1) Sammartino Hall
- 2) Blessed Mary Angela Hall
- 3) Elliott Terrace Residence Hall
- 4) Milton Court Residence Hall
- 5) Sister Theresa Mary Martin Hall
- 6) Joel and Joe Job Gymnasium
- 7) Building No. 7
- 8) The Castle
- 9) Student Center
- 10) Blessed Mary Angela Convent
- 11) President's House
- 12) Montross Classrooms/Labs
- 13) Little Theater
- 14) Parking Areas

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